Attainment of Universal Primary Education for Children with and without Disabilities in East Gojjam Administrative Zone: In Ethiopia

Addis Ababa University

College of Education and Behavioral Studies

Special Needs Education Department

By

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This dissertation is submitted to Special Needs Education Department, Addis Ababa University in partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy in Special Needs Education

Declaration

I, Kassahun Zewdie Zeleke hereby declare that the dissertation here entitled 'Attainment of universal primary education for children with and without disabilities in East Gojjam Administrative Zone: In Ethiopia' is the output of the original research work that I have carried out towards fulfilling of the partial requirement for the award of the degree of Doctor of Philosophy in Special Needs Education of Addis Ababa University. I further declared that all the materials used to complete this work have been duly acknowledged.

Name_____ Signature _____

Date of Submission June ____, 201

I, Dr. Alemayehu T/Mariam, hereby certify that the dissertation entitled 'Attainment of Universal Primary Education for Children with and without Disabilities in East Gojjam Administrative Zone: In Ethiopia' is an original work carried out by Kassahun Zewdie Zeleke towards fulfilling the partial requirement of the award of the degree of Doctor of Philosophy in Special Needs Education. The Dissertation has been submitted for final evaluation to the University with my approved.

Name _____ Signature _____

Date of Submission _____, 2016

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Abstract

The purpose of this study was to explore the attainment of Millennium Development Goal Two in East Gojjam Administrative Zone located in Amhara Regional state, Ethiopia. It attempted to find out how children with and without disabilities accessed primary education in the stated administrative Zone. This survey research employed a mixed method approach, and participants were selected through purposive sampling technique. Data were collected using numerical data format, interview and observation tools, and were analyzed through descriptive statistics and thematic data analysis techniques. The results, therefore, indicated that there were observable progresses in the implementation of MDG Two in primary education. In the Zone, the number of students enrolled in primary school increased to 531,884 in 2013/14 academic year. This addressed 91.3% of the total number of school age children. Gender parity reached balance level. However, 50,314 school age children were out of school in 2013/14. School dropout problem was one of the threats that hinder the attainment of UPE in this Zone. The number of dropout students in primary schools reached to 25,708 in 2013/14 academic year. In this Zone Teacher: students ratio recorded an average of 1:40. Participants had positive expectations towards attainment of MDG Two and therefore suggested that each level of administration should attain provision of UPE. Woredas differ in their commitment to provide UPE for students with disabilities. Accessibility of primary education for children with disabilities in this Zone was very limited. Although 4474 children with disabilities were identified in the Zone, only 10% had accessed to primary school education in 2012/13 academic year. Woredas were not willing to accept all children with disabilities in one academic year. Awareness raising program did not provide for parents of children with disabilities. In East Gojjam Zone providing SNE for CWDs did not show progress as it was stated in ESDP IV. Thus, the right to get access to primary education for all children was not implemented.

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Abbreviations and Acronyms

AAGR	Annual Average Growth Rate
ABE	Alternative Basic Education
ANAR	Adjusted Net Attendance Rate
ARS	Amhara Regional State
CWD	Children with Disabilities
CRC	Convention on the Rights of Children
EDHS	Ethiopian Demographic and Health Survey
EFA	Education for All
ESDP	Education Sector Development Program
EMIS	Education Management Information System
ENPSS	Estimated number of primary school students
FDREPCC	Federal Democratic Republic of Ethiopia Population Census Commission
GER	Gross Enrollment Rate
HCT	Human Capital Theory
MDGs	Millennium Development Goals
MoFED	Ministry of Finance and Economic Development
NER	Net Enrollment Rate
PCR	Primary Completion Rate
PST	Primary School Teachers
RBA	Right Based Approach
REB	Regional Education Bureau
SNE	Special Needs Education
SNNP	Southern Nations and Nationalities and Peoples
SWD	Students With Disabilities

UDHR	Universal Declaration of Human Rights
UN	United Nations
UPE	Universal Primary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office
WHO	World Health Organization
ZEO	Zone Education Office
ZFEO	Zone Finance and Economic Office

Chapter One: Introduction

1.1 Background of the Study

Education has multidimensional role for any nation prosperity and social transformation. Societal change comes from collective transformation of knowledge, skills, attitudes and cultural values of individuals to society (Patil, 2012). Education is the principal method through which societies transmit knowledge from one generation to another, learn how to develop and accumulate knowledge, preserve certain values and transform others, and introduce social and cultural change in the form of new, non-conventional ideas and values and attitudes, and non-traditional ways of thinking. Education enriches people's understanding of themselves and their world. Education improves quality of people's lives and leads them to broad social benefits (Ozturk, 2001). Thus, education is a vehicle of transformation of society to the highest level of civilization thereby being a means to answering these ever changing societal needs.

Education is one of the means to transform society to better level of living standard. Through education people learn to become more socially and politically conscious, and to increase their ability to acquire and use knowledge to improve the quality of their lives (Rabie, 2007). Education can empower people to become more productive and creative. It can also help to promote their knowledge and skills in entrepreneurship and technological advancement. Thus, education is one of the central factors for economic development of any nation. Education plays a crucial role in securing economic and social progress and in improving income distribution (Ozturk, 2001). It also enables people to live with dignity, develops their capacities, and improves quality of their lives (United Nations Educational, Scientific and Cultural Organization, as cited in Miles & Singal, 2010). Education has holistic effect on

human growth and development. It upgrades the living standard of citizens and enables people to become better citizens. Furthermore, it improves and strengthens developmental capacities of individuals, communities, groups, institutions, and countries as a whole (Turkkarman, 2012). Therefore, education has to be given for all human beings, as a right, not a privilege.

Education today is a human right, a prerequisite for holistic development and also an effective means for both taking knowledge-based decisions and improving democracy. To implement the right to education, legal aspect of Universal Primary Education (UPE) has clearly been pronounced, a must in many international declarations, conventions, and national policies at different times and places. For example, the right to education is one of the human rights according to the Universal Declaration of Human Rights (UDHR) 1948 article 26 (United Nations, 1949; UNESCO, 2007). Following the UDHR, education is one of the developmental issues in the Convention on the Rights of Children (CRC) in 1989, Education for all (EFA) in 1990, the World Education Forum (Dakar, 2000), the Millennium Summit in 2000 and the special session of the General Assembly of United Nations (UN) on children in 2002, (UN, 2003; UN, 2010). Moreover, the importance of UPE is clearly discussed in the following declarations, conventions and conferences.

The EFA conference which was held in 1990 particularly has been significant to implement UPE. This is because EFA acknowledged that large numbers of vulnerable and marginalized groups of learners, such as those with disabilities (CWDs), street children, orphans and girls, and children from nomadic family were excluded from education systems worldwide (Miles & Singal, 2010; UN, 2003). EFA presented a vision of education as much broader concept than schooling, beginning with early childhood, emphasizing women's literacy and recognizing the importance of basic literacy skills as part of lifelong learning

(Miles & Singal; 2010). This shows that EFA gave broader meaning of the UPE as it had been stated in the UDHR in 1948.

In 2000 the 192 member states of the UN adopted the millennium declaration as a renewed commitment to human development. The declaration was included eight clearly stated Millennium Development Goals (MDGs), each with quantified targets, to motivate the international community and provide an accountability mechanism for actions taken to enable millions of poor people to improve their livelihoods (Aleyomi, 2013). The achievement of UPE was the second of the 8th MDGs. This was because education can directly enhance attainment of other MDGs (Aleyomi, 2013).

Right based approach to education advocates that education has to be provided based on internationally agreed human right standards. Therefore, UPE is one of the fundamental rights of all human beings. The right to education is indispensable for future life children and wellbeing, and it recognizes children as subjects of rights or right holders (UN, 2011). Right based approach ensures that all children receive good quality basic education. The states and other 'duty bearers' (such as parents, teachers) have obligations to fulfill these rights. As right holders, children, parents, caregivers and teachers are entitled to demand that the state meets its obligations to respect, protect and fulfill the right to education of all children (United Nations Children's Fund, 2008). Therefore, right based approach to education and human capital theory were used as a framework to this study.

Education is one form of human capital investment. Since no countries can achieve sustainable economic development without substantial investment in human capital. Human capital theory deals with the advantage of education for nation building. Human capital can transform a nation and an individual to a better level of living standard (Becker, 1993).

According to UNECSO (2014, p. 13), “If all students in low income countries left school with basic reading skills, 171 million people could be lifted out of poverty, which would be equivalent to a 12% cut in world poverty.” This shows that investing in education, particularly in UPE, has its own economic advantage for every individual and nation building.

The implementation of UPE as a human capital investment differs from country to country and from continent to continent. According to the UN (2010) report, enrolment of UPE has continued to rise, and reaching 89% in developing countries, but the pace of progress is insufficient to ensure that, by 2015, all school age girls and boys would complete a full course of primary schooling.

In Ethiopia UPE has gained priority in the education and training policy (ETP). According to the 1994 ETP, primary education is provided for eight years to prepare students for further general education and training. Special support will be given for children with disabilities (CWDs) and the gifted learners in accordance with their potential and needs (Federal Democratic Republic of Ethiopia, 1994). The policy has focused on expanding access to educational opportunity to all school age children. This act of providing basic education was recognized by Lasonen, Kemppainen, and Raheem (2005, p. 19), as “In Ethiopia educational reforms were intended to achieve universal primary enrolment in the year 2015, using local language as the language of instruction in the primary grades.”

Although there were international and national reports that described the attainment of MDG Two, there is little research reports with regards to the attainment of UPE provision for CWDs. The UN (2008, p. 9) noted that “ in MDG country reports that a number of countries have reported that they are on track or have achieved certain goals without making any progress on those goals with regards to minorities or persons with disabilities.” In Ethiopia

similar reports were presented (Ministry of Education, 2010). Therefore, little is known about the attainment of MDG two in Eastern Gojjam Administrative Zone (here after in this Zone), related to children with and without disabilities. Thus, this study tried to investigate the attainment of MDG Two regarding the educational opportunities of all children at primary school level.

1.2 Statement of the Problem

Education is a fundamental human right and one of the main factors that can reduce poverty by improving socio-economic conditions of the society. Based on this assumption Ethiopia is implementing the realization of all school age children getting access to UPE by the year 2015 and completing their schooling successfully (MoE, 2006).

The 1994 ETP stated that, students with disability are one of the disadvantaged groups entitled to receive special supports in the education sector, but the policy lacks clarity on how to implement special needs education (FDRE, 1994). However, the term special support was mentioned for the first time. The third and fourth Education Sector Development Program (ESDP) had given due attention to expand the provision of UPE for children with special needs in order to attain the EFA goals (Ministry of Finance and Economic Development, 2010; Federal Ministry of Education, 2010). Similarly, Ethiopia clearly agreed to meet the second MDG that concerns education for all children (with and without disabilities) and other MDGs (United Nations Development Program, 2010). The Ministry of Education in its (2006, p.1) noted "The Constitution of Federal Democratic Republic of Ethiopia clearly indicates that universal right to education emphasizes the need to allocate resources and provide assistance to disadvantage groups."

The UN (2008) report should that more than 100 million school age children were not in school, with the least participation in Africa and South-Asia. It clearly presented that in Sub-Sahara African countries at least one out of four school age child was out of school. In this regard girls were disproportionately affected in Africa, South-Asia, East-Asia and the Pacific. Although initial enrolment rates were increasing, the dropout rate was a serious concern of many developing countries. For example in Africa, only 51% of children completed primary school. In Ethiopia according to the Education Management Information System (EMIS, 2012), gross enrolment rate (GER) of primary school students reached 16,989,784 with annual average gross rate (AAGR) of 2.6% during the academic years 2007/8-2011/12. Gender parity reached 0.93 in 2009/10 academic year. However, dropout rate of students in primary schools was on average 15% annually from 2007/8 to 2010/11 (EMIS, 2012).

Although there were international and national reports that described the attainment of UPE, there were few researches conducted at Zone level regarding the provision of primary education for children with and without disabilities. Therefore, conducting this research on exploring the attainment of MDG Two in East Gojjam Zone was needed. In addition, exploring the attainment of primary education for children with and without disabilities showed the past, the present and the future provision of UPE in this Zone.

1.3 Purpose of the Study

The purpose of this study was to explore the attainment of UPE for children with and without disabilities in East Gojjam Administrative Zone**.**

1.4 Research Questions

The research questions comprised two groups. The first three questions consisted of indicators regarding the attainment of MDG two. The second four questions reflected how the

MDGs were perceived and what had done to attain the stated MDG indicators. Therefore, the research tried to answer the following specific questions:

1) How many primary schools, teachers, and students were enrolled to attain MDG Two in the Zone during the academic years 2007/8-2013/14?
2) How many school age children were out of schools in the Zone during the specified academic years?
3) How many SWDs were enrolled in the Zone during the study period of academic years?
4) How the administrators perceived the provision of UPE for children with and without disabilities?
5) What actions had been done to attain MDG Two in this Zone regarding the provision of education for children with and without disabilities?
6) What were the plans of this Zone to meet MDG Two particularly with regards to the provision of education for CWDs within the remaining time?
7) How did participants assess the attainment of MDG two and perceived the situation at the end 2015?

1.5 Significance of the Study

The study helps to understand the past, the present and future who could be the beneficiaries of UPE for school age children. Therefore, the findings of this study can help to improve the provision of UPE for children with and without disabilities in East Gojjam Administrative Zone.

1.6 Delimitations of the Study

This study focused on the attainment of primary education (MDG Two) in one administrative Zone, six woredas and six primary schools during 2007/8-2013/14 academic years. Therefore, the results obtained from these study sites cannot be generalized for other settings.

1.7 Limitations of the Study

The limitation of this study was related to the enrollment statistics collected directly from the responsible education offices. It included information concerning students actual enrollment, planned enrollment, and data on school age children and size of primary dropouts. The data collected from East Gojjam Zone Education Office, six target Woreda Education Offices and primary schools during 2007/8-2013/14 academic years were secondary (administrative data). The number of school age children was obtained from East Gojjam Zone Finance and Economics Office. Therefore, the administrative data could be wrongly reported. In addition, the number of students' enrollment collected from the Zone and six woredas primary schools did not show the net enrollment rate (NER). Thus, it was difficult to compare the number of students enrolled in primary schools with that of estimated school age children and number of dropout students.

1.8 Operational Definition of Key Concepts

- **Dropout students**: Refer students who began primary school education but left school at any time before completing the academic year.
- **Gender parity**: Measures the presence or absence comparable number of boys and girls in primary schools during one academic year.
- **Kebele**: Refers the lowest level of administrative body that included three or more villages.

- **Out of school children**: Refers school age children (between ages 7- 14) who did not attend their education.
- **Primary school students**: Refers children with and without disabilities who were attending their education from grade one up to grade eight.
- **Special Units**: Refers separated classrooms in which beginner SWDs were attending their primary education in regular schools starting from zero class to third or fourth grade for blind, deaf or students with intellectual disabilities.
- **School age children**: Refers children who are at appropriate age (7-14 years old) to start their education at regular program. They are also referred to as school age group.
- **Students with disabilities**: Refers students who are having physical disabilities, blindness, deafness, or developmental disabilities.
- **Woreda:** Refers an administrative body which is equivalent to district that comprised a number of Kebeles.

Chapter Two: Review of Related Literature

The review of related literature has been made focusing on four issues: The first issue was the role of education in human, social and economic development. The second one was legal developments in securing education for all. The other issue was global and national situations and achievements of universal primary education. For example, EFA, MDG Two, right based approach and human capital theory were reviewed. Finally, the global situation and provision of UPE in Ethiopia: the number of school age children, gender parity, dropout case, teachers' career development and SNE provision were included.

2.1 The Role of Education in Human, Social and Economic Development

Education has long history for holistic development of societal and individual survival of human beings. Turkkahraman (2012, p. 38) noted that:

> *Human beings are to educate and to be educated. Education has become one of the influential instruments of social change in any country. Social development is a concept that indicates the increasing level of communities in terms of knowledge, mentality and life. The primary aim of education is to sustain individual and societal improvement to the better living standards and transmitting cultural values. Society and education have strong positive relationship. Society cannot carry on without education and vice versa. Education affects not only the person being educated but also the whole community by starting from his or her family. In other words, raising sufficient number of efficient people for more prosperous society is the duty of education and educational institutions which have certain functions in the community.*

The description implies that education and society are inseparable; through education a society and the whole country can be changed to the better stage of development.

The role of education in social development can be described in different ways. In fact, "the role of education as an agent or instrument of social change and social development is widely recognized today" (Patil, 2012, p. 205). Social change may take place when human needs change. Thus, providing education around the world has three salient features. The primary feature is that public education is the predominant form of education. The other one is

richer countries invest significantly more resources in education per pupil than poor countries. The third feature is that school attainment increases with income and differs substantially across countries (Barro & Lee as cited in Cordoba & Ripoll, 2007). Thus we can deduce that the role of education in human, social and economic development is dynamic and related to one another.

Education is one of the fundamental factors of economic development of a country. No country can achieve sustainable economic development without substantial investment in human capital. Thus, education enriches people's understanding of themselves and their world **(**Ozturk, 2001). Education, skills, and the acquisition of knowledge have become crucial determinants of a person's and a nation's productivity. According to Ozturk (2001, p. 2):

> *By combining education, skills and knowledge through time societal development can be realized. One can even call the twentieth century the 'Age of Human Capital' in the sense that the primary determinant of a country's standard of living is how well it succeeds in developing and utilizing the skills and knowledge, and furthering the health and educating the majority of its population.*

Education plays crucial role to transform a nation and an individual to the better level of living standard. Education benefits not just children, but families, communities and whole countries. It improves job chances and prosperity; promotes health and prevents disease (Department for International Development as cited in Miles & Singal, 2010).

Education system exists in every society. Society, whether developing or developed, complex or primitive, there is always an education system. In primitive or complex societies, there are no identical education systems. This is because education systems differ from society to society and their aims, contents and techniques also differ from one society to another (Daramola, n. d.). Education system serves or uses the society as an instrument and their relationship can be described in policies, cultures and productivities. Educational system and economy are two closely related social institutions. Schools are important components of

educational system. Schools provide instruction and personality formation which enables economic progress and community (Daramola, n. d.; UN, 2003).

Among many other factors, education is the source of economic prosperity for nation building and for individuals. The starting point is access to UPE and can be understood as a human capital. What is capital? The forms of capital can be seen in different ways such as physical capital, human capital and cultural capital that might accumulate through time in a given society (Bourdieu, 1986). Human capital is key element for a nation's prosperity and to avoid deep-rooted poverty.

Human capital theory (HCT) deals with the benefits of investing in education and its outcome. According to Becker (2002), some activities primarily affect our future well-being, while others such as eating once breakfast, drinking water, or taking aspirin have their impacts in the present. Education has an effect on our future well-being. Human capital theory describes the importance of education and training up on individuals. It was developed in the 1960s by Chicago University scholars and became a standard way to calculate the contribution of education as an earning power and financial independence (Ben-Porath, 2012). Similarly Becker (1975, p. 15), noted that "What has been called the human capital 'revolution' began about three decades ago." In connection to this Fitzsimons (1999, p. 2), points out "a recent reformulation of human capital theory which has stressed the significance of education and training as the key to participation in the new global economy" indicated the effectiveness of HCT.

The Human Capital Theory is an indigenous growth theory promoted the concept of human capital. In this theory education is considered as a means to ensure economic growth (Burchi, 2006). Human Capital Theory rests on the assumption that formal education is highly

instrumental and even necessary to improve the production capacity of a population (Schultz 1971; Sakamota & Powers, 1995; Psacharopoulos & Woodhall as cited in Olaniyan & Okemakinde, 2008). In other words, human capital theorists argue that an educated population is a productive population. According to Ben-Porath (2012, p. 27), there are three theoretical frameworks or assumptions behind this theory. These are:

> *First, the economic approach, which focuses on the development of human capital as the key role of education and as justifying force for using public funds to support schools; second, the capabilities approach, which lists universal human capacities and sees their development as a key duty of governing bodies and third, the rights approach, which has evolved from Enlightenment writing and encompasses today a wide range of claims about universal rights in education and corresponding duties and obligations.*

Human Capital Theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock. The idea that more education makes people more productive as evidenced in their higher earnings in their life (Merwe, 2010).

Providing UPE for all children is one form of investment. Olaniyan and Okemakinde (2008, p. 158), noted that "the provision of formal education is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital." Similarly UNESCO (2005, p. 28), noted that "education is widely seen as a means to develop human capital, to improve economic performance and to enhance individual capabilities and choices in order to enjoy freedoms of citizenship."

Education is one of the crucial investments to break the vices cycle of poverty. To do so, opportunity should be given for all individuals including people with disabilities. In other words, special needs education should be seen one of the important issues which enhances human capital (Green, as cited in Ekaju, 2011). "Children with disabilities are less likely to

attend school, thus experiencing limited opportunities for human capital formation and facing reduced employment opportunities and decreased productivity in adulthood" (WHO, 2011, p. 10).

Education for CWDs has unlimited positive effect as it has for children without disabilities.

> *Schooling can provide children with disabilities the opportunity to invest their time in expanding their abilities. If the alternative is to provide them with little preparation or opportunity to become productive members of society, then from an economic perspective, education makes sense to take the necessary steps toward integrating children with disabilities into the workforce. (Ben-Porath, 2012, p. 28)*

Education is needed for CWDs to integrate them into the working force of the society. Investing in education for CWDs' requires less amount of money than provide regular supports in their life time. Looking at this economic advantage and other benefits, education is one of the human rights since 1948 UDHR (UNCSCO, 2005; Lasonen et al., 2005). Investing in education sector is one of the best ways to reduce poverty in the developing world. As a result the CRC, EFA, MDGs, and Dakar Frame work for Action clearly focused on education (UN, 2003).

Education should be provided based on the capabilities of individuals. According to Egbue as cited in Eseyin, Uchendu and Bright (2014) low rate of enrolment at primary, secondary, and tertiary levels of education poses human capital problem for both genders. Education is important for individual and societal growth and development. The enrollment of students in any education level will contribute immensely to the development of human capital. The level of education and the quality of education acquired will contribute to the huge development of human capital (Eseyin et al., 2014). Therefore, the benchmark for any formal education is getting access to quality primary school education during those school age (7-14) years (Eseyin et al. 2014; UN, 2003).

Countries which invested in education could minimize extreme poverty from their peoples' shoulder (Olaniyna & Okemakinde, 2008). Empirical evidence showed that human capital and well-functioning economic institutions are the two variables that turnout to be important in determining economic success, out of hundreds of different variables (Barro, 1991; Becker, 1995; Barro & Lee, 2000; Lucas, 2003; Hanushek & Wobmann, as cited in Gakusi, 2010). For instance, East-Asian countries such as Korea and Taiwan have achieved unique rates of economic growth while making large investments in education (Olaniyna & Okemakinde, 2008).

At personal level if a person with disability cannot attend school, his or her opportunities for future earnings are limited, and without adequate personal and physical devices, an individual might be unable to participate in the labor market. The problem is not only to the person with disabilities but also to other household members that restricts their economic activities to care for or provide personal needs (World Bank, 2003). This reveals that education is one form of human capital that can be transformed into resources.

The aim of providing education enables the society to be more productive and adapt the ever changing global situation. When people are educated they become more productive in their day to day life. In order to implement the provision of UPE for all people, international conventions, declarations and agreements were signed at different time and places.

2.2 Legal Developments in Securing Education for All

The first UN declaration stated that the right to education is one of the human rights according to the 1948 UDHR article 26 (UNESCO, 2007; UN, 2003; UN, 1949). Following this declaration, education is one of the core issues of UN and many developing countries. For example, the Convention on the Right of the Child (CRC) in 1989, World Conference on

Education for All (EFA) held in Jomtien, Thailand, in 1990, the World Education Forum (Dakar, 2000), the Millennium Summit in 2000 and the special session of the UN General Assembly on children in 2002 are some of the main international legal developments to implement UPE (Peters, 2007; UN, 2003; UNISCO, 2005). International legal documents were instruments to implement UPE for all people. During the last two and half decades, education particularly universal primary education (UPE) gained high emphasis in many international conferences, declarations and conventions of the world. This is because; education plays vital role for holistic development of a given nation or to the society at large (Miles & Singal, 2010).

The legal developments show the international community explicitly recognized that education, especially UPE is critical for achieving social progress, sustained economic development and gender equality (UN, 2003; UNESCO, 2007). Achieving UPE and eliminating gender disparities in education were among the key objectives of the MDG two and three respectively. EFA was general goal which recognizes the importance of education in the development of human beings and human societies. UPE is a general understanding – a practical solution – how the EFA would be reached and MDG was a kind of human made (unanimously agreed and concrete) agenda to achieve UPE and then EFA (UNESCO, 2007).

According to UN (2010, p. 16), MDG Two stated as "Achieve universal primary education" and the target was stated as "Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling." This goal and target could be attained when children with and without disabilities, street children, orphan children, minority children, children who are living with HIV/AIDS and nomadic children have equal opportunity to get access to basic education (UN, 2010). When all children got access to UPE

the intended purposes of UDHR, CRC, EAF, MDG Two, and Dakar Education Forum attained successfully.

2.2.1 Right-based approach to education.

An increasing emphasis has been placed in recent years on rights-based approaches to education. This is because in part, the shift has been the result of growing recognition that needs-based or service-delivery approaches have failed to substantially reduce poverty. The limitation of need-based or service based approach has been often undertaken by authorities who may not be sensitive to the needs of the poor (UNESCO & UNICEF, 2007).

Rights are indivisible universally accepted for every human being. Rights are not charity based. According to Arowolo (2007, p. 3):

> *The human rights standards define the minimum level of living an individual human being should enjoy, in terms of life, living and the pursuit of happiness. The eight Millennium Development Goals that emerged from the Millennium Declaration represent the consensus on the basic development indicators that should guide development strategies particularly in the poorer nations of the world so as to ensure accelerated development.*

Sandkull (200, p. 3), also noted that:

> *A rights-based approach tries to integrate the norms, standards and principles of the international human rights system into the plans, strategies, policies and the processes of development programming. A rights-based approach is comprehensive in its consideration of the full range of indivisible, interdependent and interrelated rights: Civil, cultural, economic, political and social. The norms and standards are those contained in the internationally agreed treaties and conventions. Equally important is that a rights-based approach applies guiding principles to ensure an acceptable development programming process.*

The relationship between rights based approaches and MDGs were attempted in different ways to refocus and perhaps strengthen the development enterprise. The MDGs were a careful restatement of poverty-related development challenges, in language that eludes reference to rights. MGDs were a donor country interpretation of the key issues, for a donor-country audience (Nelson, 2007). A human rights approach (HRA) is centered on the notion that basic

human needs are not a matter of charity but of justice, and should therefore be embodied in clear, preferably legally binding, and standards. Rights are inherited to all human beings and are not given by somebody or snatched by anybody (UN, 2008).

Some of the principles of human rights are:

- *Human Rights are universal; belonging to everybody regardless of race, nation, culture, sex, age, ability, beliefs or behavior.*
- *Indivisible; unable to be separated from each other, but belonging together as a package.*
- *Inalienable; unable to be taken away from an individual or group.*
- *Inabrogable; unable to be given away, voluntarily or as a trade-off for some other privileges.* (Ife, 2009, p. 84)

Education has been formally recognized one of the human rights since the adoption of the Universal Declaration of Human Rights (UDHR) in 1948. This has been affirmed in numerous global human rights treaties including the UNESCO Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All Forms of Discrimination Against Women of the 1981 (UNESCO, 2007). Human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights (UN, 2006). Education is a well-recognized fundamental human right, protected in the UDHR article 26 (UN, 2006).

A rights-based approach to education is informed by seven basic principles of human rights. UNICEF (2012, p. 28), noted that:

- *Universality and inalienability: Human rights are universal and inalienable, the entitlement of all people everywhere in the world. An individual cannot voluntarily give them up. Nor can others take them away.*
- *Indivisibility: Human rights are indivisible. Whether civil, cultural, economic, political or social, they are all inherent to the dignity of every person.*
- *Interdependence and interrelatedness: The realization of one right often depends, wholly or in part, on the realization of others.*

- *Equality and non-discrimination: All individuals are equal as human beings, and by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind.*
- *Participation and inclusion: Every person and all people are entitled to active, free and meaningful participation in, contribution to and enjoyment of civil, economic, social, cultural and political development.*
- *Empowerment: Empowerment is the process by which people's capabilities to demand and use their human rights grow. The goal is to give people the power and capabilities to claim their rights, in order to change their own lives and improve their communities.*
- *Accountability and respect for the rule of law: A rights-based approach seeks to raise levels of accountability in the development process by identifying 'rights holders' and corresponding 'duty bearers' and to enhance the capacities of those duty bearers to meet their obligations. These principles need to be applied in the development of legislation, policy and practice related to the right to education (UNICEF & UNESCO, 2007, p. 11).*

All human beings are entitled to enjoy their human rights equally without any discrimination. The right holders of these principles are children, minorities, indigenous people, elders, and persons with disabilities, migrants, refugees and internally displaced persons (UN, 2008). In addition, human rights go beyond the notion of physical needs and include a more holistic perspective of human beings in terms of their civil, political, social, economic, and cultural roles (Boesen & Martin, 2007).

Human right approach plays two essential roles in realizing universal human rights. First, HRA adds value by providing support to develop practices that are designed to realize human rights. Second, HRA changes values by modifying development goals and practices to ensure respect and realize human rights (UN, 2008). In addition, taking a human rights approach means far more than just targeting those rights that are easy to reach. Persons with disabilities are entitled to the removal of physical, attitudinal and other barriers impeding their access to employment, education or health care as well reasonable accommodation to ensure that they enjoy access on an equal basis with other none disable people (UN, 2008).

The emphasis of rights based approach is that education is an entitlement, as opposed to a need. There is urgency for a paradigm shift to a more inclusive approach, one that looks at education from the perspective of responsibility rather than mere utility. A needs-based approach focuses on securing additional resources for delivery of services to marginalized groups, where as a rights-based approach calls for existing resources to be shared more equally, and assisting the marginalized people to assert their rights to those resources, thus making the process explicitly political (Nyamu-Musembi & Cornwall, 2004). Rights and needs are two different things: needs can be met out of charitable intentions, but rights are based on legal obligations and in some cases ethical obligations that have a strong foundation in human dignity even though they are only in the process of being solidified into legal obligations (UN, 2008; UNICEF & UNESCO, 2007).

The right to education is an empowerment right. It is not only a right but also a tool for claiming one's own rights as well as in solidarity the rights of others. Right is protected in the International Covenant on Economic, Social and Cultural Rights (ICESCR) in 1966 as well as in the Covenant on the Rights of the Child (CRC) 1989 (Lohrenscheit, 2005). The right to education has long been recognized as encompassing not only access to educational provision, but also obligation to eliminate discrimination at all levels of the education system, to set minimum standards and to improve quality (UNICEF & UNESCO, 2007). Education is necessary for the fulfillment of any other civil, political, economic or social rights.

As it has been stated, right-based approach and human capital theory were the theoretical frame works of this study. Human capital theorists argue that an educated population is a productive population. Education could be seen as a right and as an investment. The future

holistic development of a nation depends on the provision of education for their citizens. The Ethiopian Herald (as cited in Lemlem, 2012, p.56), stated that:

> *The fate and destiny of our country depends on what we do for the young. Our world is a horrible spectacle of undeveloped and misapplied possibilities …How many mute and glorious Miltons have died in silence, how many potential Newtons never learned to read?*

Thus, providing primary education for all children can be seen as an investment and responding or implementing Universal Declaration of Human Rights.

2.2.2 Education for all movement.

The World Conference of Education for All which was held in Jomtien, Thailand in 1990 produced World Declaration of Education for All (EFA). This declaration recalled that education is a fundamental human right (Lasonen et al., 2005; Miles, & Singal, 2010; Nguyen, 2010). In addition, Tagoe (2011, p. 22) stated that:

> *EFA gave birth to a new and broader vision of basic education by calling for universal access to schooling for all children, and also reaffirming that 'every person-child, youth and adult-[should] be able to benefit from educational opportunities designed to meet their basic learning needs.*

EFA has six clearly stated educational goals (Peters, 2007; Education International, 2008). Of these six goals, the focus of this study was to assess the provision of free and compulsory primary education to all school age children as it was stated in MDG Two. EFA represents an international commitment to ensure that every child and adult receives basic education of good quality. This commitment was based on a human rights perspective and on the generally held belief that education is central to individual well-being and nations' development (Miles & Singal, 2010). Therefore, whether the stated goal, ensuring by 2015 all children, including children with disabilities accessed and completed free compulsory primary education in Eastern Gojjam Administrative Zone was explored.

2.2.3 Millennium development goal two in the frame of universal primary education and education for all.

Millennium development goal two focused on the implementation of UPE for all school age children. The goals which were set in 1996 and implemented since September 2000 at Millennium Summit in New York city, were the most accepted and recognized declaration among the low income countries and developed nations (Ageno, Bayraktar, Moreira, & Aynaoui, 2006; Arowolo, 2007; UN, 2011). Similar international development goals, targets and strategies were developed to attain specific objectives during the 1960s, 1970s, and 1990s. One distinction between the recent MDGs (2000) and many of the earlier goals, targets and strategies, was that the degree of political commitment and global recognition and support observed on the recent MDGs (Kinniburgh, 2005; Tagoe, 2011).

Some of the more narrowly-focused MDGs produced valuable results. For example, one notable success was the eradication of smallpox: a comprehensive global effort resulted in this goal being achieved at the end of 1970s (Kinniburgh, 2005**).** The remaining two goals were mostly focused on economic variables, such as, income per head, the rate of growth of exports from developing countries and the share of developing countries in industrial output were negotiated and adopted by the UN General Assembly during the previous MDGs (Kinniburgh, 2005**)**. Arowolo (2007, p. 13), noted that "Eight ambitious, target-oriented MDGs were selected as a set of quantifiable and time-bound goals to dramatically improve the human condition by 2015." One of these goals was MDG Two and stated as achieve Universal Primary Education by 2015.

All the MDGs were intended to be measurable and quantifiable to see the outcome at the end of 2015. The international community adopted the Millennium Declaration and the MDGs as strategic indicators by which poor countries and the donor community could measure progress towards reducing poverty and improving quality of life at the horizon by 2015 (Ageno et al., 2006). Similarly, UN (2011) and Sanga (2011) described that the purpose of the UN summit was to discuss the pressing issue of global poverty, in order to build a consensus and identify a unifying set of objectives for action by the global community. After extensive discussion and debate, the summit closed with the adoption of the Millennium Declaration, which identified a series of key global development issues to reduce poverty, improve health, meet educational and environmental concerns, and achieve gender equality issues that would have to be addressed if progress was to be made in eliminating global poverty.

The eight MDGs were accompanied by an initial set of 18 targets and 48 indicators to provide a set of measurable objectives towards meeting the goals themselves. The resulting set goals, targets and indicators were entitled the MDGs. In January 2007, four new targets were added and 12 additional indicators on employment, universal access to reproductive health and universal access to treatment for HIV/AIDS and addressing environmental concerns were included following the 2005 World Summit held by the UN to review progress towards meeting the MDGs. This resulted in a current list of eight Goals, 21 targets and 60 indicators to be reached by the year 2015 (UN, 2011).

One of the eight MDGs was stated as achieve UPE. Similarly, in the UDHR which was adopted by the UN in 1948 stated as access to good-quality basic education was a fundamental human right (Lasonen et al., 2005; UN, 2008; UNICEF & UNESCO, 2007). MDGs and human rights share a number of similarities. They have common ultimate goals and commitments in

promoting human well-being. MDGs focused on health, education, and economic rights of human beings.

Education has set a prominent place in the framing of the MDG Two, targets and indicators. MDG Two intended to achieving universal primary education with the following target: "Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" (UN, as cited in Unterhalter, 2013, p. 4). The three indicators associated with this target were stated:

I. *Net enrolment ratio in primary education.*
II. *Proportion of pupils starting grade one who reach last grade of primary school.*
III. *Literacy rate of 15-24 year-old women and men.*

Similarly, MDG three was intended to achieve gender equality and empower women. The target was stated as 'Eliminate gender disparity in primary and secondary education, preferably by 2005, in all levels of education no later than 2015' (Unterhalter, 2013, p. 4). The three indicators were:

I. *Ratios of girls to boys in primary, secondary and tertiary education.*
II. *Share of women in wage employment in the non-agricultural sector'.*
III. *Proportion of seats held by women in national parliament.* (Unterhalte, 2013, p. 5)

These indicators reflect that education was central to the whole MDG project signaled in MDG Three, where the belief was expressed that securing gender parity in primary and secondary education by 2005, would drive forward achievement of many of the other MDGs by 2015 (Unterhalte, 2013).

Since 2000, various international development agendas recognized education at all levels as a critical pathway to poverty reduction and wealth creation (Tagoe, 2011). The MDGs represent a concerted effort to address global poverty. Through education poverty can be decreased, yet there was a striking gap in the MDGs. This particularly addressed those persons with disabilities, that were estimated one billion people worldwide who were physical, sensory

(blindness/deafness), intellectual or mental health impairments not mentioned in any of the 8 MDGs or the attendant 21 targets or 60 indicators, nor in the Millennium Declaration (UN, 2011). Therefore, minimizing poverty from PWDs' shoulder could be difficult as far as the achievement of MDG Two was questionable in many developing countries including Ethiopia.

2.2.4 Persons with disabilities and millennium development goal two.

Little was mentioned on how PWDs benefited, assisted, or attained in the MDGs. The UN (2008, p. 4) noted that "the MDGs have been subject to criticism; one of the key concerns is that the MDG targets are not sufficiently focused on the poorest of the poor or on inequality within a country."

The MDGs represented an intensive effort to address global poverty. Yet there was a striking gap in the MDGs (2000-2015): persons with disabilities estimated to be one billion people worldwide (UN, 2011). According to Michailkis (2003, p. 212), "eighty percent of people with disabilities are living in developing countries and ninety percent are living in rural areas." The fact that persons with disabilities were not included in any of the MDGs and attendant targets or indicators represents a lost opportunity to address the pressing social, educational, health and economic concerns of millions of the world's most marginalized citizens. Indeed this lack of inclusion was more than a lost opportunity. A growing body of opinion and data argued that unless PWDs included, none of the MDGs would be met (UN, 2011).

The growing consensus among disability advocates, experts, and researchers showed that the most pressing issue challenged globally by persons with disabilities was not their specific disability, but rather their lack of equitable access to resources such as education, employment, health care, social and legal support systems. These made PWDs having disproportionately

high rates of poverty (UN, 2011). According to World Bank (as cited in UN, 2011), PWDs make up one in ten people worldwide. However, PWDs might constitute a disproportionately large percentage of the world's poorest people. Although the links between disability and poverty are complex, there is a strong consensus that people with disabilities and households with disabled members are often significantly poorer, with fewer resources and more brittle support networks (UN, 2011). In many parts of the world PWDs were poorer and they become poorer as they were not having equal chance of education, employment and social security services.

The MDGs focused on poverty reduction had particular importance for PWDs. A growing body of research showed that the most pressing issue faced by millions of persons with disabilities worldwide was not their disability but rather poverty (UN, 2011). Poverty is the direct and indirect result of exclusion and marginalization of PWDs due to stigma and prejudice about disability. This stigma and prejudice, in turn, is often the result of a lack of knowledge and awareness about PWDs which exists at all levels starting from the family members to the community, decision makers at the highest levels and includes all those who simply have not understood that persons with disabilities need the same opportunities and rights available to all other members of society (UN, 2011).

The relationship between disability and poverty is cyclic. According to Mont (as cited in UN, 2011, p. 7) "the interconnection between disability and poverty has been described as a 'feedback loop' with disability being both a cause and a consequence of poverty." Although not all individuals who are born with disability or become disabled are poor, the poor are more likely to become disabled due to poor nutrition, lack of medical care, dangerous housing conditions, injuries on the job and violence (UN, 2011). When disability occurs, economically

poor individuals are significantly less likely to receive the education or training needed to find employment, or have equal access to the social networks, community resources or economic and legal support systems that would defend the impacts of poverty (World Bank, 2003).

In the MDGs PWDs have not been mentioned. Some individuals might argue that the commitment of the UN to the rights of persons with disability and their inclusion in all MDG activities were stated indirectly. This implicit inclusion seems to rarely lead to their inclusion in either general or targeted MDG efforts (UNESCO, 2014). The fact that PWDs were not explicitly included in any of the MDGs', targets or indicators showed that "a lost opportunity to address the pressing social, educational, health and economic concerns of millions of the world's most marginalized citizens" (UN, 2011, p. 8). This might be one of the reasons that PWDs were forgotten in many MDGs country reports.

World Bank (2003) estimated that 40 million out of 115 million children who became out of school have disabilities. The vast majority of these children have moderate impairments that are often not visible or easily diagnosed. Students with special needs included those with learning difficulties, speech difficulties, physical, cognitive, sensory, and emotional difficulties. CWDs were likely to have never attended school. There are over one billion persons with disabilities in our world, of these between 110 - 190 million experience very significant difficulties. This corresponds to about 15% of the world's population. One household in every four contains at least one person with disabled member, which means that an estimated two billion people live with disability on a daily basis (WHO, 2011; OHCHR, as cited in Wapling, 2012).

Moreover, the prevalence of disability is growing due to population ageing and the global increases in chronic health conditions and non-communicable diseases (WHO, 2011).

According to UN (2011, p. 8), "persons with disabilities make up roughly 15% of the world's population, but possibly 20% of the world's poorest citizens. After a decade of concerted efforts, 90% of all children with disability in developing countries still did not attend school and the literacy rate for disabled adults might be as low as 1%."

2.3. Global Situation of Universal Primary Education

There are a number of measurements and indicators of UPE. First, gross enrollment ratio (GER), net enrolment ratios (NER), and adjusted net enrollment ratio (ANER) are the main indicators of participation in education. Enrollment may be quite different from actual attendance and completion (UN, 2003). The NER refers to the enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population. The GER refers to the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. NER is usually lower than the GER because NER excludes overage and under age students. GER can be higher than 100%. This is frequently the case in countries' report attempting to address the backlog of students interested in attending school that previously unable to attend due to several reasons for instance, financial problem, family issues, or lack of schools (EMIS, 2012).

The ANER measures the total number of pupils of the official primary school age group (7-14 years) who are enrolled at primary or secondary education levels, expressed as percentage of the corresponding population. The ANER declines with age increases (MoE & UNICEF, 2012; UN, 2003). Similar to ANER, annual average gross rate (AAGR) of enrollment shows how coverage is progressing in schools every year.

Second, gender parity measures the presence of balanced education for boys and girls in one academic year. Gender parity index (GPI) shows the enrollment or attendance rates calculated as the ratio of females to male values. GPI provides information on disparities in educational participation between boys and girls. In a situation of balanced number of boys and girls enrollment rates, GPI is one, while zero indicates the highest disparity (EMIS, 2012; Jeilu, n. d.). According to MoE and UNICEF (2012, p. 15), GPI is interpreted as follows:

> *If the GPI is between 0.97 and 1.03, the GPI can be said that gender parity is achieved. If GPI is less than 0.97, females are disadvantaged; and if GPI is greater than 1.03, males are disadvantaged. Moreover, if GPI for dropout rate is less than 0.97, dropout rate for girls is lower than that of boys, putting boys at a dis advantage.*

Therefore, the observed gender parity in primary schools can be measured using GPI.

Third, dropout rate indicates the number of students who were enrolled but left school at any time in that academic year. Dropout rate is a measurement scale typically by grades' of students who leave formal schooling. One of the measurements of dropout is calculating the survival rate of students at least up to the first cycle (grade 1-4). According to EMIS (2012, p. 36), "The survival rate of grade five is used to estimate the percentage of students who will complete the first cycle of primary education." This is because the completion of at least four years of schooling is considered as a prerequisite for a sustainable level of literacy. The assumption is that when the survival rates approaching 100% it indicates that there is a high level of retention and low incidence of dropouts. The reliability of survival rate of students' depends on the consistency of data on enrolment and repeaters both in terms of coverage over time and across grades (EMIS, 2012). In general primary completion rate (PCR) is an established measurement of the outcomes of an education system or the achievement of MDG Two (EMIS, 2012). When the trends of dropout decreased for a national it is important for that nation provision of UPE.

Urban-rural comparisons are also important indicator in education because any type of UPE must involve rural areas. Therefore, international, continental, and individual countries attainments and challenges regarding UPE is presents based on the above indicators and measurements.

International reports (UN, 2011; UN, 2013), described that the attainment of UPE for school age children sometimes increased and other time decreased. For example, the overall provision of primary school education in the world during 2000-2011 showed that the number of children out of school declined from 102 to 57 million respectively. The pace of progress was reducing i.e., the number of children out of schools has slowed considerably over time. In 2010, 61 million children were out of school, more than half (33 million) were found in Sub-Saharan Africa and one fifth in South Asia (Burnett & Felsman, 2012; UN, 2012). This means 24% of children of primary school age in Sub-Saharan Africa and 7% in Southern Asia were not in school. Thus, countries of the world were unlikely to meet the target of UPE by 2015 (UN, 2013).

There were some identified key factors keeping children out of school. One of these factors that keep children out of school was poverty. A study was conducted in 65 countries of primary and lower secondary school age children out of school by household wealth, sex, urban and rural areas were conducted during 2005-2011. The result, thus, indicated that household poverty was the single most important factor keeping children out of school. Rural children were nearly twice as likely to be out of school as urban children. In 63 countries girls were more likely to be out of school than boys in both primary and lower secondary age groups. The gender gap in school attendance widens in lower secondary education even for girls living in better-off households (UN, 2013).

Increasing the number of primary school students was one of the necessary steps to attain universal primary education. Children must also completed UPE to master, at a minimum, basic literacy and numeracy skills. According to UN (2013) among the 137 million children who entered first grade in 2011, 34 million were left before reaching the last grade of primary school. This translates into an early school leaving rate of 25% which was the same level as in 2000 entrants. Thus, the persistence of early school leaving was one of the key obstacles to attain UPE.

Children at the age of 12 years and above but start schooling late were more likely dropped out before completing their primary education (UN, 2013). The household survey research (UN, 2013) in 22 developing countries conducted between 2005 and 2010 suggested that 38% of students who started primary school were at least two years older than the official entry age. Children from poorer households were more likely to delay the start of their education because of several reasons, including poor health and nutrition and the risks associated with travelling long distances to school (UN, 2013). According to the survey study of NU (2013), girls were less likely to start schooling than boys, but once enrolled, they were more likely to reach the last grade of primary school, except in Western and Eastern Asia. However, boys tend to repeat grades more often than girls, which would increase the risk of leaving school early.

The achievement of UPE differs from continent to continent. Developing continents such as Africa and Asia have made impressive strides in expanding access to primary education, with adjusted net enrollment rate growing from 83% in 2000 to 90% in 2011 (UN, 2013). Over the same period, the number of children out of school worldwide declined by half i.e., from 102-57 million. The progress seen at the start of the decade has slowed considerably. According to UN (2013, p. 15), "between 2008 and 2011, the number of out-of-school children

of primary school age fell by only 3 million." Sub-Saharan Africa was the home of more than half the world's out-of-school children. In Sub-Sahara region from 2000-2011, the NER increased from 60% to 77% respectively. Sub-Sahara region continues to face a rising demand for education from a growing population. In 2011, more than 32 million children were primary school age than in 2000 (UN, 2013). On the other hand 18% school age children gain was recorded between1999-2009 in Sub-Saharan Africa which had the best record for improvement followed by South-Asia 12% and North Africa 8% (UN, 2011).

In Southern Asia similarly, considerable progress has been made in which the adjusted net enrolment rate of school age children increased from 78% to 93% during 2000-2011. Almost half of the reduction in the global number of children out of school can be attributed to Southern Asia. This is because the number of out of school children decreased from 38 million in 2000 to 12 million in 2011 (UN, 2013). This showed that in developing world, enrolment rate of students in primary education continued to rise reaching 89% (UN, 2011).

At sub-continental level however, Sub-Saharan Africa has the highest rate of children leaving school early in the world. Slightly more than two out of five students who started primary school in 2010 academic year left school before reaching the last grade. Similarly in Southern Asia, one third of students enrolled in the first grade left school before reaching the last grade (UN, 2013).

Africa made tremendous strides toward achieving UPE, increasing its net enrollment rate from 65% to 83% in 1999 and 2008 respectively. Most African countries have also registered a significant improvement in net enrollment in primary education (ADBG, ECA, AU & UNDP, 2011). For example, 36 African countries with data for 2008/2009 classified in to three categories based on their attainment. In the first category, a total of 16 countries have achieved

net enrollment ratios of over 90% such as Algeria, Burundi, Egypt, Madagascar and other eleven countries have already reached or even surpassed the minimum target, which was achieved 95% NER in 2015. In the second category, countries recorded from 5% to 10% achievement gap to attained MDG Two were Benin, Malawi, Mauritius, Morocco, Namibia, South Africa and Togo. In the third category, there were 10 countries on a positive track to attained MDG Two target but further actions were needed to speed up the process of providing UPE. These countries were Burkina Faso, Ethiopia, Guinea and seven more countries which improved their NERs by more than 25% points between 1991 and 2008 (ADBG et al., 2011).

A number of African countries with initial low NER have made remarkable progress to achieve UPE. In Burkina Faso, for example, the NER increased from 27.3% in 1991 to 64.4% in 2008. Similarly, Ethiopia's NER increased from 24% in 1991 to 86.5 % in 2009 (ADBG et al., 2013). Gambia, Guinea, Kenya, Mali, Mozambique, and Niger showed progress although all of them were attained below 90% school age children. These counties were witnessed to show improvements of over 20% points of NER, and in some cases up to 50% NER, since 1991. This showed that many African countries had given top priority to provide UPE for school age children.

Although majority of African countries were on track to achieve MDG Two, some countries were still lagging far behind in the enrollment targets, and had made little progress over several years. For instance, Central Africa Republic attained 66.9%, Djibouti and Eritrea registered below 50% NER till 2009 (ADBG et al., 2011). The study showed that the pace of the UPE progress had been insufficient in some African countries.

In conclusion, the number of children who were out of school in the world decreased but the pace was too slow to achieved MDG Two. In 2010, 61 million children were out of school

in the world, more than half of them (33 million) were found in Sub-Saharan Africa and a further one fifth in South Asia (Burnett & Felsman, 2012; UN, 2012). The number of out of school children showed that 24% of primary school age children in Sub-Saharan Africa and 7% in Southern Asia were not in school. Poverty and dropout cases were some of the obstacles attained MDG Two in many parts of the world. Therefore, access to UPE for school age children could attain in many parts of the world particularly in Sub-Sahara African countries and Southern Asia.

2.3.1 Situation of universal primary education in Ethiopia.

Education has been started as religion introduced in Ethiopia. According to Teshome (as cited in Lemlem, 2010, p. 56), education introduced "since the sixth century Ethiopia's Orthodox Church had maintained a highly structured, organized system of education from primary to higher education." Modern education however, introduced during the begging of the 20th century. "It is now more than 100 years since modern education was introduced in Ethiopia" (Federal Democratic Republic of Ethiopia, 2004, Introduction). The educational system was modernized by mobilizing foreign scholars to Ethiopia as well as by sending students abroad (Pankhrust as cited in Lemlem, 2012).

In Ethiopia primary school education is provided from grade 1-8 for children with and without disabilities. About 97% of SWDs are out of schools. EMIS (2012, p. 30) noted that "primary education is defined as education from grades 1-8, separated into two cycles; first cycle (grades 1-4) and second cycle (grades 5-8)." States have obligations to provide primary school education. UNICEF (2007, p. 31), noted that:

> *States have obligations to establish the legislative and policy framework, together with sufficient resources, to fulfil the right to education for every child. Each child must therefore be provided with an available school place or learning opportunity, together with appropriately qualified teachers and adequate and appropriate resources and equipment. The level of*

> *provision of primary education must be consistent with the numbers of children entitled to receive it.*

In line with this, Ethiopia has adopted the goal of ensuring universal access to and completion of basic education and reducing the adult illiteracy rate by 2015 (Lasonen et al., 2005; MoE, 2010).

Education Sector Development Program (ESDP) is specifically linked to the Education and Training Policy (ETP) of 1994 which was launched to drive the development of education in Ethiopia over 20 year period. In 1997 Ethiopia launched the first five year's ESDP within the framework of ETP as part of a 20 year plan for the education sector (MoE, 2005). Currently Ethiopia is implementing the fourth ESDP since 2010/11 to 2015 (FMoE, 2010). MoE (2005, p. 6), stated:

> *The main thrust of ESDP is to improve quality, relevance, equity, and efficiency and to expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls in an attempt to achieve universal primary education by 2015.*

The implementation of this program started with the expansion of primary education, which resulted in a significant increase in access to primary education (Ethiopia MDGs Report, 2012). The Government of Ethiopia has strong desire to improve the provision of quality education resulted in the formulation of the ETP. As a result school enrollment at all levels improved remarkably. This is because human capital development received significant attention from the Ethiopian government (UNDP, 2008). For example, the national budget allotment to education sector increased from 19.8% to 22.8% between the years 2004/05 to 2009/10 respectively (MoFED, 2010). Between 2004/05 to 2009/10 the number of primary schools increased from 16,000 to 25,000 of these primary schools more than 80% were built in rural areas.

The provision of universal primary education (UPE) in Ethiopia has been improved from year to year. According to the Ethiopian MDGs report (UNDP, 2008; MoFED, 2010), school enrollment at all levels is improved remarkably as human capital development received significant consideration from the government of Ethiopia. This is because provision of primary school education is critical to a nation's development. Thus, on average the highest public returns to investment for the state, and the keystone for later education and economic growth (MoFED, 2010).

According to EMIS (2012, p. 11), "GER of primary school students reached about 16,989,784 with AAGR of 2.6% from 2007/8 to 2011/12." Statistics report collected during the last five years (2007/8-2011/12) of GER of primary school students in first cycle (grades 1-4) showed inconsistent pattern enrolment and lower than the previous years and GTP plan by 1% and 4.9% respectively (EMIS, 2012). GER for the second cycle (grades 5-8) showed consistent increment for the first four years. At regional level the highest GER was observed in Gambella and Benishangul-Gumuz during 2007/8-2011/12 academic years. In Afar Regional State, GER of primary school students increased from 26.2% to 58 % in 2007/8 and 2009/10 respectively. Similarly in Somali Regional State, GER increased from 32.7% to 63.8% in 2007//8 and 2009/10 respectively (EMIS, 2012). However, GER of primary school students in Ethiopia showed inconsistent progress.

In Ethiopia according to the MoE and UNICEF (2012, p. 14), "The trend analysis for the past fifteen years (1996-2010) showed that NER has increased from 21.6% to 82% for all primary students." At national level NER reached 85.4 in 2011/12. The trend of NER for the last five years (2007/8- 2011/12) showed 3.1% difference between the highest (2011/12) and

the lowest (2009/10) academic year. The lowest NER difference (0.1%) was also observed between 2010/11 and 2011/12 academic year (EMIS, 2012).

The Regional States of Ethiopia have scored varied average NER when compared with each other. Based on the relative contributions of each Regional States to the National NER, Amhara , Tigray, Benishangul Gumuz, Gambella and Southern Nation and Nationalities People's (SNNP) rank above the national average (85.4%) and other Regional States' such as Oromiya, Dire Dawa and Addis Ababa scored lower average NER than the national average during 2007/8- 2011/12. Afar and Somali Regions still have the lowest average NER compared to other regions (EMIS, 2012).

In Ethiopia, at age 7 the adjusted net enrolment rate (ANER) for males was 87.6%; for females the figure was 82.5% while the ANER in total was 85.1% in 2009/10. However, at the age of 14, the ANER of male, female and total trend declined to 71.2%, 65.6% and 68.4%, respectively. Similarly, the ANER at the age of 15 were 59.9%, 52.0%, and 56.0% for male, female, and total respectively (MoE & UNICEF, 2012). This shows that ANER decreases as the age of primary school students' age increases.

The average annual gross rate (AAGR) of enrolled primary school students' increased in Ethiopia by 4.5%. The highest AAGR is registered in Somali, which is 26.1%. For Amhara, Harari, and Addis Ababa the AAGR has decreased in 2011/12 academic year and the lowest (-1.8%) AAGR has registered in Harari Regional State (EMIS, 2012). In Ethiopia a comparison of rural and urban enrolment indicates that 80.1% of primary enrolment (regular, evening and ABE) was accounted for by rural and 19.9 % by urban areas in 2011/12 academic year (EMIS, 2012).

Previous study results (Jeilu, n. d.; MoE & UNICEF, 2012), indicated that girls' access to primary education lags significantly behind boys' access in Ethiopia. According to Jeilo (n. d., p. 66), "the GPI at the national level increased from 0.6 in 1997/98 to 0.84 in 2005/6, which indicates that girls' participation was still lower than boys' during that period." Based on the GER, the gender disparity narrowed in Ethiopia from 10 percentages to five percentage points in the year 2007/08 and in 2011/12 academic year respectively. There was a steady improvement in the participation of girls at primary level as expressed by the GPI that showed a progressive trend over the years. Gender parity index in the first cycle (grades 1-4) balanced from 0.87 in 2004/05 to 0.93 in 2009/10. At upper primary level (grade 5-8), GPI substantially improved as well from 0.69 in 2004/5 to 0.97 in 2009/10. In total, GPI improved from 0.87 in 2004/5 to 0.93 in 2009/10 in primary schools (MoFED, 2010).

Similarly, based on GEN, MoE reported that in 2011/12 academic year, the national GPI reached the value of 0.95 with variations among Regional States. For example, the GPI of Addis Ababa, Afar, Amhara and Tigray Regional State were (1.00, 1.07, 1.01, and 1.01, respectively) which indicates above the national (0.95) GPI. Benishangul Gumuz's, Harari's, Dire Dawa's, Gambella's, SNNP's and Oromia Regional State's GIP was on average lower than the national GPI (EMIS, 2012).

In Ethiopia, the NER of gender disparity narrowed by 3.8 % points from the previous (2007/8-20910) academic years (EMIS, 2012; MoFED, 2010). At regional level the NER for girls exceeded that of boys in Amhara, Tigray, and Afar in 2011/12 academic year. Amhara and Tigray Regional States were also comparatively high performing regions in terms of high NERs and accompanied by high gender parity in the NER. The NER for girls exceeds that of boys in three regions, Amhara, Tigray, and Afar. The highest gender gap was recorded in

Benishangul Gumuz, Harari, Gambella, and SNNP Regional States in 2011/12 academic year (EMIS, 2012).

The gender disparity of younger children (7-11) is higher than older children and decreased after age 13 in primary schools (MoE & UNICEF, 2012). According to Jeilo (n. d.) one important reason to increased girls' enrolment in Ethiopia primary schools was abolishing school fees to make primary school access easier and less costly for girls. This has been supported girls to enroll to school and led to a dramatic increment of their number and attending in primary education. Girls' enrolment in primary schools has shown continues progress within the last five years (2007/8-2011/12). This GP increment has been observed both in GERs and NERs and the gender gap narrowed as well. Gender disparity has still been observed among Regional States' of Ethiopia.

The dropout rate of primary school students reached on average 15% during 2006/7-2010/11academic year. The highest (18.6%) and the lowers (12.4%) dropout rate was observed in 2008/9 and 2006/7 academic year. The proportion of students who dropped out from primary school varies from grade to grade. The highest dropout rate was observed in grade one, grade five, and in grade eight at national level. For example, in 2010/11, 25% of primary school students who enrolled in grade one left school before they reached grade two (EMIS, 2012). The dropout rate showed that efforts have to focus on grade one in Ethiopian education system. This was because, if grade one students were kept in the system the probability of dropping out in future grades was much less (EMIS, 2012). When gender difference was observed, more boys than girls were dropped out from their primary schools during 2006/7-2010/11 academic years except for grade 8 students (EMIS, 2012; MoE & UNICEF, 2012).

Basing on primary completion rate (PCR), consistent increment was observed in Ethiopia for grade five students' during 2007/8-2012 academic years except in the year 2009/10 where the completion rate for grade five students decreased. When compared grade eight with that of grade five students, the gender gap for completion rate of grade five was narrowed. However, the completion rate of female students in grade eight had been gradually increased during 2007/8-2011/12 academic years (EMIS, 2012). The completion rate for first and second cycle of primary education was 74% and 46% respectively during 2009/10 academic years (MoFED, 2010). The result showed that dropout problem of primary school students in Ethiopia was one of the obstacles to attain MDG Two.

Many school age children were estimated to be out of schools in Ethiopia. According to MoE and UNICEF (2012) in 2010 academic year from the total number of 8,601,570 school age children 1,404,446 male and 1,610,904 female school age children were out of school. Based on the regional disparities according to MoE and UNICEF (2012, p. 17), "The highest percentage of out of school children for primary education was documented in the two predominantly pastoralist regions: Afar 69.6 % (228,528) and Somali 53.9 % (561,573)." In terms of absolute figures, Oromia had been recorded the highest number of out of school in primary school age children 21.7% (1,396,848). Somali Regional State, SNNP and Addis Ababa scored a figure of 561573, 440693 and 106,903 in 2009/10 academic year, respectively.

According to MoE and UNICEF (2012), the number of out of school children was far below the observed findings of the study conducted by the Ethiopian Demographic and Health Survey (EDHS) 2011, based on the adjusted net attendance rate (ANAR) of primary school students. In 2011 the EDHS data shows that the percentage of 7-12 years of age and lower secondary 13-16 years of age out of school children was 34.1% (7,526,412) from the total

number of 22,100,401 children (MoE & UNICEF, 2012). The estimated out of school children 7,526,412 by EDHS was still expected to be higher than the number of estimated out of school children. One of the possible reasons to increase the number of out of school children was that the phenomenon of dropping out of students continued throughout the academic year (MoE & UNICEF, 2012).

Basing on students' age level, the dropout rate of primary school students increases starting from the age of 12 (MoE & UNICEF, 2012). According to MoE and UNICEF (2012, p. 19), "children attend school up to the age of 11, where 76.9% of children are in school. The percentage of children attending school begins to fall steadily from age 12 to 16." When the age of children increases, the probability of dropping out from their schooling also increases for older children. Higher number of dropout school age children indicated that dropout situations could create problem for the education system in Ethiopia (MoE & UNICEF, 2012).

Repetition rate was the other causes of dropout primary school students. In Ethiopia, the repetition rate differs by grade, gender, and region. As regards grade variation, relatively higher repetition rate was observed in grade five, seven and eight of primary education than in lower grades i.e., in grade one, two, three and four. The lowest and the highest repetition rate were registered in grade three and eight respectively. MoE and UNICEF (2012, p. 36) noted that "girls' repetition was lower than that of boys in grade one, but the reverse was true for the other grade levels." The repetition rate in primary education was slightly lower for female students than male students though repetition rate was much higher than the target set in ESDP IV, i.e., 1%. According to EMIS (2012, p. 34), "relatively higher repetition rate at grade eight was observed partly due to a national policy which indicates that those who could not pass the school leaving examination should repeat grade eight prior to retaking the examination." The

repetition rate at primary education showed regional variation where the highest and the lowest recorded in Somali Regional Stat and Dire Dawa respectively (MoE & UNICEF, 2012). The repetition rate showed that sizeable portion of students in primary grades who were not promoted to the next classes could dropout from their schooling (MoE & UNICEF, 2012).

According to MoE and UNICEF (2012, p. 23), the causes of out of school children and dropout students from primary education in Ethiopia were stated as:

> *Many school age children were not attending school due to their engagement in productive and housekeeping activities. Besides, more girls than boys did housekeeping work and more boys than girls were engaged in economic activities. In general, child labor was found to be common both in rural and urban areas of the country, though the participation of rural children is higher than their urban counterparts. The 2001 Ethiopian Child Labor Survey also indicated that 52% of children in Ethiopia were involved in productive activities, and more than 80% of them (12.6 million) were below the age of 15.*

School age children were engaged in housekeeping and productive activities instead of attending primary education. Child labor remains a barrier to continue UPE for many SAC (UNDP, 2010).

In general, in Ethiopia sizeable number of out of school children was recorded. For example, over 3,000,000 school age children were out of school in the year 2010. The annual average number of dropped out primary school students was estimated to be 15%. Repeating the same grade level contributed for students' dropped out. Some of the reasons that lead children out of school were girls did housekeeping work and boys were engaged in productive activities. Child labor was found to be common both in rural and urban areas of the country that increases the number of dropout primary school students (EMIS, 2012). Therefore, in Ethiopia attaining MDG two could have been difficult.

2.3.2 Provision of special needs education in Ethiopia.

Provision of education for SWDs in Ethiopia has a long history. Zelalem (20014, p. 83) noted that "before the introduction of western education, the country has a long history of church and mosque education. In the history of Ethiopian church education tells, people with disabilities had a convincing role in taking part of scholastic voyage." During the Portuguese visit to Ethiopia in the 1520's Alvarez recorded his witness of seeing the inclusion of persons with disabilities in the ranks of the Ethiopian priesthood (Alvarez, as cited in Zelalem, 2014). This shows that PWDs has been participated in the Ethiopian traditional education since earlier time.

In Ethiopia there are legal frameworks to provide universal primary education for CWDs. Some of these legal frameworks are the Constitution of Federal Democratic Republic of Ethiopia; under article nine specifies that all international agreements endorsed by Ethiopia are an integral part of the law of the land. The Constitution has also elaborated that all legislative, executive and judicial organs have the responsibility to respect and enforce what is embodied under that section, which should be done in conformity with human rights considerations. The Education and Training Policy (ETP, 1995) stated that efforts should be made to enable the handicapped and the gifted learn in accordance with their potential and needs (Wondwosen, Yitayal & Semahagn, 2014). Although there are important legal frameworks to provide primary education for children with disabilities, there is minimal effort made to enable them learns according to their needs and potential.

Access to universal primary education is one of the rights of children with and without disabilities (UN, 2013). To implement this right into action, primary education is providing for CWDs in Ethiopia. According to WHO's (2011) estimation, in many African countries on

average 10% of the population were PWDs. In Ethiopia according to 1994 Housing and Population Census out of the total number of PWDs, 30.9% were CWDs whose age are between 0-14 years old (JICA, 2002). Less than 3% of CWDs have had access to UPE in Ethiopia (EMIS, 2010). The total number of the SWDs who enrolled into primary schools (grades1-8) was around 43,132 in 2011/12 academic year. Though, the number of SWDs who attended UPE in 2011/12 was expected to exceed 43,132 (EMIS, 2012).

According to the 2007 Population and Housing Census of Ethiopia, the number of persons with disabilities was estimated about 805,492 (1.09%) of total population 73,750,932. From the total number of PWDs 27.7% was literate. The proportion of literate PWDs differed basing on sex. The proportion of literate male and female PWDs accounted 18.7% and 9.03% respectively (CSA, 2011). This shows that there was gender disparity between male and female PWDS literacy states. The highest literacy states of PWDs were recorded between ages of 35-39. As the ages of PWDs increased or decreased the literacy states also sharply decreased (CSA, 2011). This clearly indicated that in Ethiopia, children with disabilities did not get primary education service.

The discrepancy of literate person with disabilities was also observed basing on the location of residence. “Among the urban dwellers of Ethiopia, 55.7 per cent stated that they were literate. The corresponding figure for the rural areas is 22.1 per cent” CSA, 2011. The result indicates that Children with disabilities who were living in urban area had better opportunity than rural children. In line with this, the literacy rate of persons with disabilities was observed among the regional states of Ethiopia. The highest rate literacy rate was recorded in Addis Ababa City Administration 64.57% followed by Dire Dawa City Administration

51.51%. Next to these regions the highest literacy was recorded in Gambella Regional State 45.51%. The other regions' literacy rate was less than 35% except Harari Region (CSA, 2011).

Gender disparity was observed between male and female SWDs in all disability types and in all grade levels (EMIS, 2012). Similarly the data collected in Addis Ababa from 1995-1999 showed that the enrolled rate of primary school female children with disabilities was lower than that of male children with disabilities (Tirussew, 2005).

In order to implement MDG Two, MoE designed a strategic plan that concerns SWDs. Ethiopia has been implemented four ESDPs since 1997. The Education Sector Development Program (ESDP) was prepared basing on five years plan. The first two ESDPs did not pay much attention to enhance SNE for CWDs (MoE, 2010). On the other hand, ESDP III and IV gave proper attention to the implementation of educational opportunities for CWDs in order to achieve the stated MDG two (MoE, 2010). According to MoE (2010, p. 75), the plan of ESDP IV stated regarding SNE and SWDs that:

> *Enrollment of children with special educational needs will increase at all levels of education and due attention will be given to girls with special needs. Primary school enrolment of students with special educational needs will increase from 47,461 in 2009/10 to 1,739,000 in 2014/15. The proportion of teachers trained for teaching children with special educational needs will increase to 25% in 2014/15. The percentage of schools with appropriate facilities for SNE/inclusive education will increase to 25% in 2014/15.*

From this expected number of SWDs stated in ESDP IV 347,415 new entrant CWDs would be expect to begin their primary education or would get access to educational opportunity in each academic year to attain the intended goal by the year 2015. The expected number of primary school teachers, primary schools which provide SNE and other resource centers were projected in the fourth ESDP. The stated SNE plan in ESDP IV showed that SNE and school age CWDs were received appropriate attention from the government of Ethiopia (MoE, 2010). Although there were clear policies and strategic plan to attained UPE in Ethiopia

for CWDs, little was known how policies and strategies were implemented in EGAZ, six woredas, and six primary schools.

2.3.3 Primary school teachers' educational qualifications in Ethiopia.

Teachers' qualification and teacher: Student ratios are two important criteria to deliver quality education (EMIS, 2012). Certified teachers are needed to the education system. In Ethiopia one of the programs regarding primary school teachers' qualification stated "teachers at all levels have been academically qualified. For example, in first cycle (grades 1-4) with diploma cluster, in second cycle (grades 5-8) with diploma linear" EMIS, 2012, p.31) was needed. Therefore, primary school teachers need to have minimum qualification from College of Teacher Education (CTE) either diploma cluster or diploma linear (EMIS, 2012). Before 2008/9 teachers graduated from teachers training institute (TTI) were qualified to teach in elementary schools first cycle (grades1-4). However, after 2008/09 on wards as a result of the new policy primary school teachers have to get a diploma from CTE to be qualified and teach in the first cycle (grades1-4). In second cycle (grades5-8) primary school teachers graduated from CTE are assigned and their number increased as well (EMIS, 2012).

In order to attain the minimum requirement of teaching qualification, there has been a rapid growth in assigning certified teachers for the upper primary (grades 5-8) for the last five years. In both first and second cycle, qualified teachers are trained and graduated from CTE. According to the new policy, teachers' who have hade TTI certificates need to upgrade their educational qualification to the level of cluster diploma in order to qualify the minimum requirement and teach at primary schools. Based on this requirement many teachers who have had TTI certificate upgraded their educational qualification to diploma level (EMIS, 2012).

As one of indicators of efficiency and quality, teacher student's ratio (TSR) has two assumptions. First, the lower the TSR the better the opportunity for contact between the teacher and students and for the teacher to provide support to students individually, in that way quality of education can be improved; the other side is that very low TSR may indicate inefficient use or underutilization of teachers resulting in low efficiency (EMIS, 2012). Therefore limiting the minimum standard of TSR at primary school level has its own importance. EMIS (2012, p. 30) noted that "TSR is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. In Ethiopia, the standard set for TSR is 1:50 at primary (grades 1-8) and 1:40 at secondary level." Based on the minimum standards, TSR in primary schools has been decreasing for the last five years despite substantial GER (EMIS, 2012).

In Ethiopia, TSR has achieved 1:50 in 2011/12 academic year (EMIS, 2012). Similarly, Kakande (2010, p. 23) noted that "in East African countries a pupil teacher ratio of at most 45 pupils to a teacher is recommended." However, in Ethiopia there is a remarkable variation among regions in both lower and upper primary education. At the national level TSR was reached 1:56 for first cycle primary and 1:41 for second cycle primary in the year 2011/12. Many Regional States were above the national average for both cycles meaning that the TSR was better. In Somali Region 1:81, SNNP 1:64 and Oromia 1:67 which were below the national average for the first cycle primary and Somali 1:109 and SNNP 1:48 for the second cycle (EMIS, 2012). This TSR indicated that there is variation in first cycle (grades 1-4) and second cycle (grades 5-8) and among regions. In addition the standard set (1:50) TSR in Ethiopia was below East African countries.

Chapter Three: Methodology

This chapter presents the research philosophy, design and methods used to address the stated research questions. It also deals with the sampling technique to select the study sites and research participants, data collection instruments, reliability and Validity, data collection procedures, analysis and ethical considerations are included.

3.1 Research Design

Mixed method design was employed to answer the research questions stated. This is because qualitative and quantitative methodologies have their own strengths and weaknesses (Dawson, 2002; Cerswell, 2012). In other words, in order to overcome the weakness of one method with the strength of the other and answer the research questions stated both approaches were employed. Hence, the quantitative data were gathered through descriptive survey method and the qualitative data were collected through thematic data to answer the research questions stated**.**

3.2 Study Sites and Participants of the Study

The study site was East Gojjam Administrative Zone (here after this Zone or East Gojjam Zone).The Zone is located in Amhara Regional State (ARS) North Western Ethiopia. According to the Third Population and Housing Census of Ethiopia, the population of this Zone was estimated 2,152,671 in 2007/8. Of the total population, 5,828 were children with disabilities between the ages of 5-19 (CSA, 2012). According East Gojjam Administrative Zone Finance and Economics Office, (2014/15) the population of this Zone was estimated to be 2,496,325. From the total estimated population 1,221,255 were males, and 1, 275,970 were females. The number of male and female children at school age was estimated to be 298,884 and 292,728, respectively. This Zone consisted of 12.2% of the ARS total population. This

Zone covers a total of 14, 010.78 km^2 and the population density was 178 people per km^2 in 2014/15. The economic base of the administrative Zone is mainly agriculture. Eighty-six (86%) of the population was living in rural areas.

According to one of the participant's description, modern schools have existed since 1940/41 in Debre Markos Town at Tekle-Haymanot Primary School. Since then, the number of modern schools has been increasing in urban as well as in rural Kebeles of this Zone.

As opposed to modern schools, traditional education has been provided under the auspices of religious institutions (Zelalem, 2014). In light of that a number of school age children and over age children have often been attending religious education in churches and mosques. In this Zone provision of special needs education for SWDs has been given since 1995/96 at Debre-Markos Town. Other woredas introduced special needs education for SWDs in regular schools starting from 2007/8 academic year. According to East Gojjam Zone Education Office, 345 children with disabilities were attending primary school education in the academic year 2010/11. In the 2013/14, the number of SWDs who were attending primary education reached 712.

3.2.1 Sampling techniques to select the study sites.

The Amhara Regional Stat has eleven administrative Zones. From these Zones, East Gojjam Administrative Zone was purposively selected. One of the reasons for selecting this Zone was that little was known regarding the attainment of MDG Two and provision of primary education for children with and without disabilities. From East Gojjam Administrative Zone, six woredas and from six woredas, six primary schools were purposively selected. The number of study sites and participants are as presented in Table 1.

Table 1

Number of Study Sites and Research Participants

Sources of Data	***Participants' Duty***	***n***
One Zone	Zone Education Office head and experts	3
Six Woreds	Woreda Education Heads and Experts, focal persons for SNE	6
		6
Six Primary Schools	School Principals	6
	SNE Teachers	6
	Zone Population Expertise	1

Note: n= number of participants.

As shown in Table 1, the study included three different levels and thirteen sites. The six woredas were selected based on their location from the center of the Administrative Zone Town (Debre-Markos) and the starting time to provide SNE. Therefore, very far, medium, and closer woredas to the center of Administrative Zone were included. The six primary schools were selected based on the starting time to provide SNE for SWDs. Thus, all the primary schools were pioneers of SNE for SWDs in their woredas. In addition, each study sites varied from one another in their attainment of MDG Two and what had been observed or described by participants may, or may not, be observed or stated by other participants. Therefore, three different levels of sites (one Administrative Zone, six woredas and six primary schools) in total 13 study sites were selected purposively.

3.2.2 Sampling technique to select the research participants.

As shown in Table 1, in each study site, research participants were varied in their duty. Purposive sampling technique was employed to select 28 research participants. According to Cohen, Manion, and Morrison "Purposive sampling is a sampling technique that allows a researcher to use respondents who is known to have the required information with respect to

the objectives of the study" (as cited in Buhere, Ndiku, & Kindiki, 2014, p. 425). Thus, from Eastern Gojjam Administrative Zone Education Office three experts, from this Zone Finance and Economics Office, one expert, from six woreda Education Offices, four heads, two experts and six focal persons of special needs education were selected purposively. From each six primary schools, one principal and one special needs education teacher were selected to shed light on the attainment of MDG Two. The participants' age, working experience and educational qualification are presented in Table 2.

Table 2

Demographic Characteristics of Research Participants

Age Interval	*n*	*Work experience*	*n*	*Qualification Level*	*n*
20-24	2	1-5	3	MA	1
25-29	10	6-10	6	MED	1
30-34	5	11-15	6	BSC	1
35-39	3	16-20	5	BA	16
40-44	2	21-25	3	Diploma	7
45-49	4	26-30	2	Certificate	1
50-55	2	30 +	3	--	--

Note: n= number of participants

As shown in Table 2, majority 17 (60.7%) and 9 (32.1%) of the participants' age were between 20–34 and 35–49, respectively. Basing on educational qualification, 19 (68.9%) of the participants' had BA degree and above. Sixteen (57.1%) of the participants had 11–30 years working experience. Twenty (71.4%) of them were males and the rest were females.

3.3 Data Collection Instruments

Achievement of universal primary education was one of the eight MDGs. Net enrollment rate, proportion of pupils starting grade one, literacy rate, and ratio of girls to boys were some of the indicators (Unterhalter, 2013). Using survey method, the data collection instruments

consisted of numerical data formats (secondary data obtained from offices), interviews and observations.

3.3.1 Numerical data formats.

The numerical data formats used to collect administrative data (annex G) during 2007/8-2013/14 academic year in East Gojjam Zone, six woredas and six primary schools. The formats show the number of schools, teachers, school age children (SAC), planned and enrolled primary school students and number of dropped out students. The data about teacher: students ratio (TSR) in two academic years (2012/13- 2013/14) were collected from 13 study sites. The source of such numerical data were obtained from the Zone Education Office statistics expert, the Zone Finance and Economics Office population expert, six sample Woredas Statistics Offices and six sample Primary School Registrar Offices.

3.3.2 Interview guide.

A semi-structured interview guide (annex F) was used in this study. The interview guide focused on participants' perceptions, opinions and beliefs regarding the attainment of MDG Two. The participants were expected to reply based on the duty of their work places. After general questions subsequent précising questions were asked to seek saturated and sufficient data to respond to the respective research questions.

3.3.3 Observation.

Observation had been made in six selected primary schools. The format used was a checklist (annex I) focusing on the school compound, buildings, classrooms, facilities, and learning materials provided for SWDs. These data collection instruments were constructed by the researcher based on the research questions and related literature reviews.

3.4 Reliability and Validity

In order to increase the reliability and content validity of the instrument, two educational professionals who were lecturer in Debre-Markos University reviewed and commented. Their comments on the draft were incorporated in the final version of the instruments before the actual data collection. To increase the credibility of the research outcome, the research process was conducted for six months and three round visits were made in each study site. To increase the credibility and transferability of the research outcome, the result section was given to each participant. Hence, they confirmed that the numerical and transcribed interview data were their own specific study site.

3.5 Data Collection Procedures

The data collection of this study was conducted in three rounds. The first round of data collection was conducted from March-June 2013 academic year. The second round of data collection was conducted in November 2013 for 30 days. The third round was conducted from April-May 2014.

During the first round of data collection, numerical data formats were distributed for East Gojjam Zone Education Office statistics expert, six Woredas' Education Office statistics expert and six primary schools Registrar Office. From these sites fourteen participants responded to provide the intended numerical data. These participants responded to the questions of the numerical data formats orally based on their official primary school statistics data. The participants had these available data in their offices. As for interviews, two Zone education experts, each woreda heads and focal persons of special needs took part in the exercise. Similarly, six primary school principals and SNE teachers took part in the exercise.

The data collection procedures were done first at the Zone then in one of the woredas and selected primary schools. The procedure continued in the same way by completing one woreda and its primary schools before embarking on the other woredas.

During the second round (November 2013) missed data were collected from each study sites. For the third round (April-May 2014), data collection using observation in six selected primary schools was carried out. One year (2013/14) statistics data were collected from East Gojjam Zone Education Office, six woredas and six primary schools. Finally, six years statistics (2009/10-2014/15) data were collected regarding the number of school age children from East Gojjam Zone Finance and Economics Office.

Data about the number of planned and school age children were not obtained from five primary schools. Mota No 1 Primary School provided the requested seven academic years planned and enrolled number of primary school students. From Tekle-Haymanot Primary School Registrar Office the number of planned and enrolled school students in for academic years (2007/8-2009/10) was not obtained. Interview with one head of Woreda Education Office was interrupted because the participant showed limited interest to complete the interview session.

3.6 Data Analysis and Interpretation

Data obtained from numerical data formats, interviews and observations were analyzed using descriptive statistics and thematic data analysis independently. The analysis was intended to explore the attainment of MDG Two. The data analysis was ongoing in which as data collection getting started data analysis also started at the same time. According to Lodico, Spaulding and Voegtle (2006, p. 301), “data analysis in qualitative research are inductive

processes. This means that numerous small pieces of data are gradually combined or related to form broader, more general descriptions and conclusions."

The quantitative data were analyzed using descriptive statistics. Based on Kenny (1987), different descriptive data analysis techniques (frequency tables and figures, relative (%)) were used to find out the differences between planned, school age and enrolled students, gender parity and TSR in each study sites. The data obtained from East Gojjam Zone Finance and Economics Office (EGZFEO) showed the number of school age children based on single age distribution. The single age distribution comprised from age 0-19. For this study, school age children 7-14 added and analyzed. Data obtained from East Gojjam Zone Education Office and six woredas show seven academic years' planned and enrolled number of students. Data obtained from six primary schools only showed seven years enrolled number of students. The enrolled number of students analyzed and compared between primary schools.

The transcribed interview data were analyzed using codes. To do this codes (repeated words, phrases, and sentences) were identified first (annex C). From these codes themes and subcategories were identified. Themes emerged from the codes, transcribed data, research questions, and theoretical frameworks (Auerbach & Silverstien, 2003). By considering the topic, transcribed data, and research questions, themes were identified after thoroughly reading and understanding the words, phrases, and sentences in the transcribed data. It was believed that data saturation satisfied as new information was not obtained from the transcribed interview data. Then, five major themes (Appendix C) were identified and analyzed. The five stages of Bryman's (2004) and Attride-Syirling (2001) thematic data analysis procedure were employed to analyze qualitative data.

The data obtained through observation checklist were analyzed and presented together with major themes focusing on primary school compounds, classrooms' furniture and SWDs' educational materials. The data obtained through numerical data format (administrative data or secondary data), interviews, and observations were triangulated during analysis.

3.7 Ethical Considerations

Ethical procedures mainly focused on participants' willingness to participate in the study and confidentiality of ideas and suggestions. A brief description about the purpose of the research and letter of cooperation from AAU, Special Needs Education Department were given to each participant. Then each participant was requested by the researcher and given a consent letter to or, not to participate voluntarily in the research process. Only those who were interested in participating in the research process were involved in the study. In order to feel secure and relaxed, sound recordings were not used during the interviews. In addition, it was informed that the participants' name, their specific duty and position would not be described in the research paper. Thus, to hide the interviewees' reply in the research paper, the researcher named each participant with a code.

Chapter Four: Results

The result section has two parts. In the first part, descriptive statistics results concerning number of schools, teachers and students obtained from East Gojjam Administrative Zone (here after this Zone or East Gojjam Zone) are presented. The number of schools, teachers, students with and without disabilities and as well as teacher: students ratio, dropout and gender parity are all presented in tables and figures. The second part presents the analysis on thematic data obtained through interviews and observations regarding the attainment of MDG Two in the Zone. All MDGs were quantified and time-bound goals. Therefore, the attainment of each goal and target was described in terms of measureable figures. MDG Two had one target and three indicators. Thus, the result section presented both quantitative and qualitative data using mixed research method.

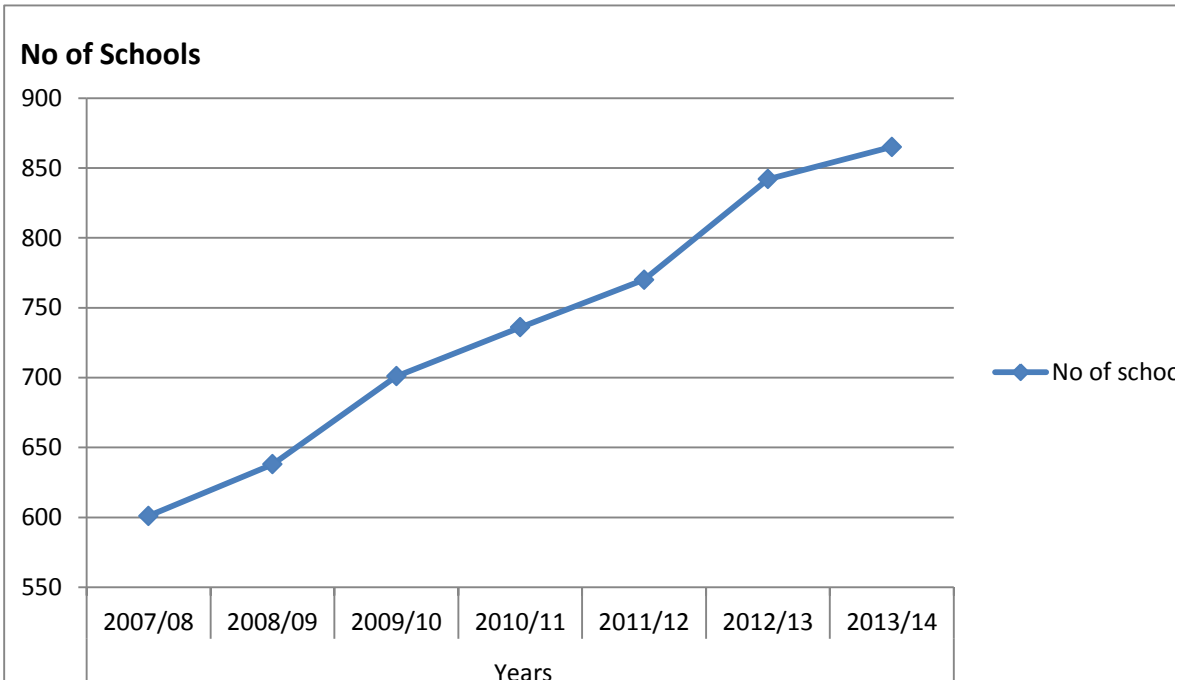
4.1. Number of Schools, Techers and Students in East Gojjam Administrative Zone

The numerical data related to schools, teachers and students in East Gojjam Zone presented as follows. First, the number of primary schools in this Zone and six woredas presented. Second, the number of teachers and their educational qualifications are presented. Third, teacher: student ratios and other numerical data are presented to describe the attainment of MDG two. Fourth, the enrolled and gender parity of students with and without disabilities in East Gojjam Zone, six woredas and six primary schools are presented independently. Finally, the dropout and gender parity of primary school students in this Zone, six woredas and six primary schools are presented. The attainments of primary education in East Gojjam Zone during 2007/8-2013/14 is presented and the 2007/8 academic year numerical data used as a baseline.

4.1.1 Number of primary schools in the Zone.

In East Gojjam Zone there are 18 Woredas and 834 Kebeles. In this Zone, there were 865 primary schools out of which 853 were governmental and 12 private schools in 2013/14 academic year. The number of primary schools in this Zone increased from year to year during the academic years 2007/8-2013/14. The number of primary schools constantly increased. For instance, in 1996/7, there were 326 primary schools. In 2007/8 academic year the number of primary schools raised to 601. This means in 11 years the relative change reached 54.2 %.

The number of primary schools in this Zone during 2007/8-2013/14 academic years is presented in Figure 1. The number of primary schools is related to the respective time period.



Source: *Developed by the author*

Figure 1. Number of primary schools in the Zone during 2007/8-2013/14 academic years.

Figure 1 shows that in this Zone the number of primary schools has increased from year to year. As can be seen from the figure, during the academic years 2007/8-2013/14, the number of primary schools increased from 601 to 865 meaning that within the last seven academic years,

43.9% increment has been realized. From the total 865 number of primary schools 287 were first cycle primary schools (grades1-4) and 580 were full cycle primary schools (grades1-8) in 2013/14 academic year.

The number of primary schools in six woredas during 2012/13-2013/14 academic years is presented in Table 3. The table also shows the number of governmental and private schools.

Table 3

Number of Primary Schools by Types of Ownership in Six Woredas from 2012/13 to 2013/14 Academic Years

Academic	*Aneded*	*Baso*	*Debre Markos*		*Enemay*	*Hulet*	*Mota*		
Year	*Gove.*	*Gove.*	*Gove.*	*Pri.*	*Gove.*	*Gove.*	*Gove.*	*Pri.*	*Total*
2012/13	38	53	15	8	61	70	11	1	257
2013/14	40	53	15	10	62	79	5	2	266

Note. Hulet= Hulet Eju; Gove. = Governmental Schools; Pri. = Private Schools

As shown in Table 3, in six woredas of East Gojjam Zone there were 266 primary schools in 2013/14 academic year. All private schools were found only in two woredas. The number of primary schools in Hulet Eju Woreda increased while the number of primary schools in Mota Woreda decreased in 2013/14. Because of administrative reason, five primary schools transferred from Mota to Hulet Eju Woreda.

4.1.2 Number of primary school teachers in the Zone.

In East Gojjam Zone the number of primary school theachers and thier educational qualification showed improvement in 2012/13-2013/14 academic year. The number of primary school teachers with their educational qualification is presented in Table 4.

Table 4

Number of Primary School Teachers with Educational Qualifications in the Zone, during 2012/13-2013/14 Academic Years

Study Sites	*Academic Year*	*Certificate*		*Diploma*		*Degree*		*Total*	
		M	*F*	*M*	*F*	*M*	*F*	*M*	*F*
EGAZ	2012/13	2457	1984	4107	2813	82	70	6646	4867
	2013/14	1826	1483	5687	4176	84	64	7597	5723
Six	2012/13	788	796	1434	972	187	73	2409	1841
Woredas	2013/14	626	773	2029	1821	27	29	2682	2623
Six Schools	2012/13	33	57	97	109	3	1	133	167

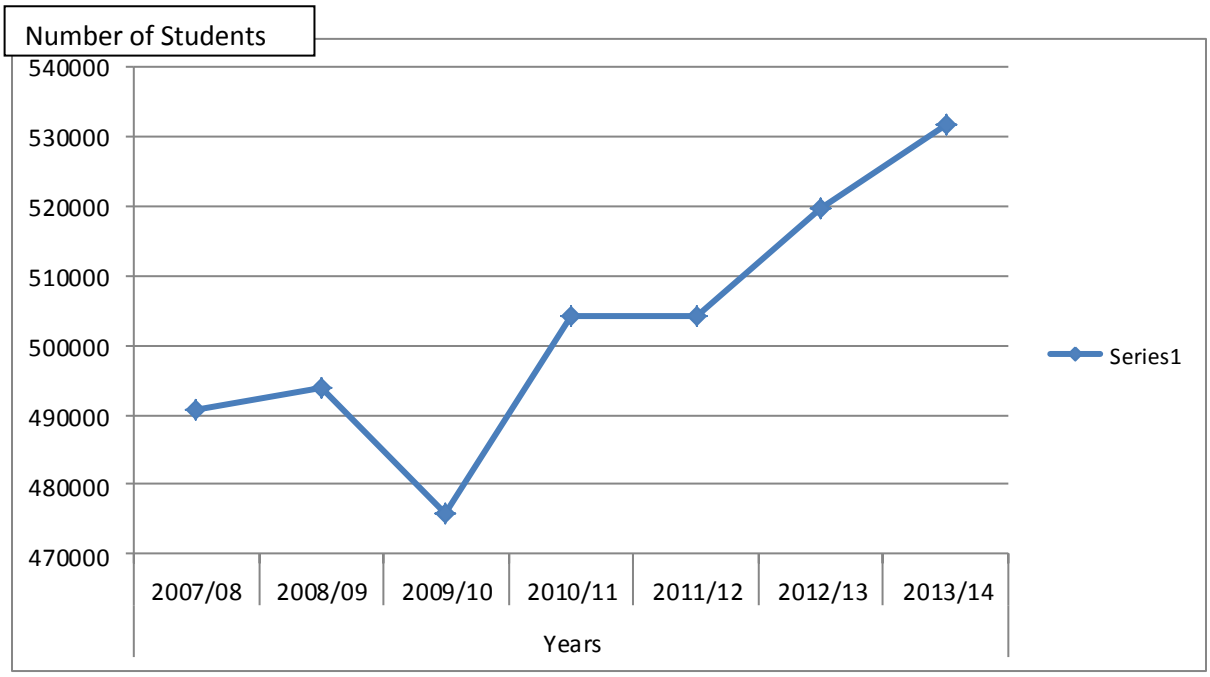
As shown in Table 4, the number of primary school teachers (PSTs) in this Zone reached 13,320 in 2013/14 academic year. In 2012/13 academic year there were 11,513 PSTs. The difference shows the number of PSTs increased by 13.6% in 2013/14 academic year. Regarding educational qualification, the majority (74%) of teachers (5687male and 4176 female teachers) had diploma qualification in 2013/14 academic year.

In six sample woredas there were 5,295 PSTs in 2013/14 academic year. From the total number of PSTs, 2,682 were male and 2,613 were female teachers. The majority (72.7%) of these teachers (2,029 male and 1,821 female teachers) had diploma qualification. From the rest, 626 male and 773 female teachers had teachers training institute (TTI) certificate. In six sample woredas of this Zone, two male and 39 female teachers had been teaching SWDs in 17 primary schools (Special Units) in 2013/14 academic year.

Similarly, in six primary schools the majority 97 male and 109 female (68.7%) of teachers had diploma qualification. Thirty three (33) male and 58 female teachers had TTI certificate. In six primary schools, there were six principals and six vice principals working during the academic year 2012/13. The data collected from the Zone, six woredas and six primary schools show that majority of PSTs had diploma.

4.1.3 Number of students enrolled in primary schools.

The number of students enrolled in East Gojjam Zone primary schools during 2007/8-2013/14 academic years is presented in Figure 3. The number of enrolled students is related to the respective time period.



Source: Developed by the author

Figure 2. Number of enrolled primary school students in the Zone during 2007/8-2013/14 academic years.

As shown in Figure 2, the number of students enrolled in this Zone primary schools had been at one time decreasing and at other times increasing during 2007/8-2013/14 academic years. In 2009/10 academic year, the number of students enrolled in primary school sharply decreased and starting from 2011/12-2013/14 academic year the number consistently increased. The change showed that the number of students enrolled was inconsistent during the academic years 2008/9-201011. The number of students enrolled in primary schools in this Zone then, reached 531,884 (91.36%) in 2013/14 academic year. From the total number of

students enrolled 264,659 (49.76%) were male while 267,195 (50.24%) were female students. In East Gojjam Zone, the number of students enrolled in governmental and private schools were 530,421 and 1,433 respectively in 2013/14 academic year.

The teacher: students ratio (TSR) in this Zone during 2012/13-2013/14 academic year is presented in Table 5. The teacher: students ratio is related to the respective time period**.**

Table 5

Teacher Students' Ratio (Teacher/Students) in this Zone and Six Woredas

Academic Year	***Aneded***	***Baso***	***D/Markos***	***Enemay***	***Hult. E***	***Mota***	***Zone***
2012/13	41	46	37	43	53	41	45
2013/14	38	45	14	41	47	36	40

Note. D/Markos= Debre Markos; Hulet. E= Hulet Eju.

As shown in Table 5, in East Gojjam Zone and six woredas, teacher: students ratio (TSR) in primary schools has been showing progress from year to year. The two years' data collected shows that TSR in the Zone primary schools reached 1:45 and, 1:40 in 2012/13 and 2013/14 academic years, respectively. The two years' TSR data were above the set goal of 1:50 in this Zone and national plan.

In six woredas, teacher: students ratio showed progress From 2012/13/ to 2013/14the academic years. The data collected from six woredas indicate that TSR differ from woreda to woreda. For example, the lowest being 1:47 and the highest 1:14 ratio observed in Hult Eju and Debre Markos Woreda in 2013/14 academic year, respectively. Meaning that in Hulet Egu Woreda one teacher was teaching 47 students. The TSR data observed in Debre Markos Woreda did not show appropriate placement of teachers in primary schools when the TSR compared with other woredas. One of the possible reasons to assign many primary school teachers in Debre Markos Woreda could be medical and personal reasons. The other four

woredas' TSR was showed some positive development. In general, the TSR data observed in each woreda was above the set goal of this Zone and the national plan on MDG Two, to achieve a teacher: students ratio of 1:50.

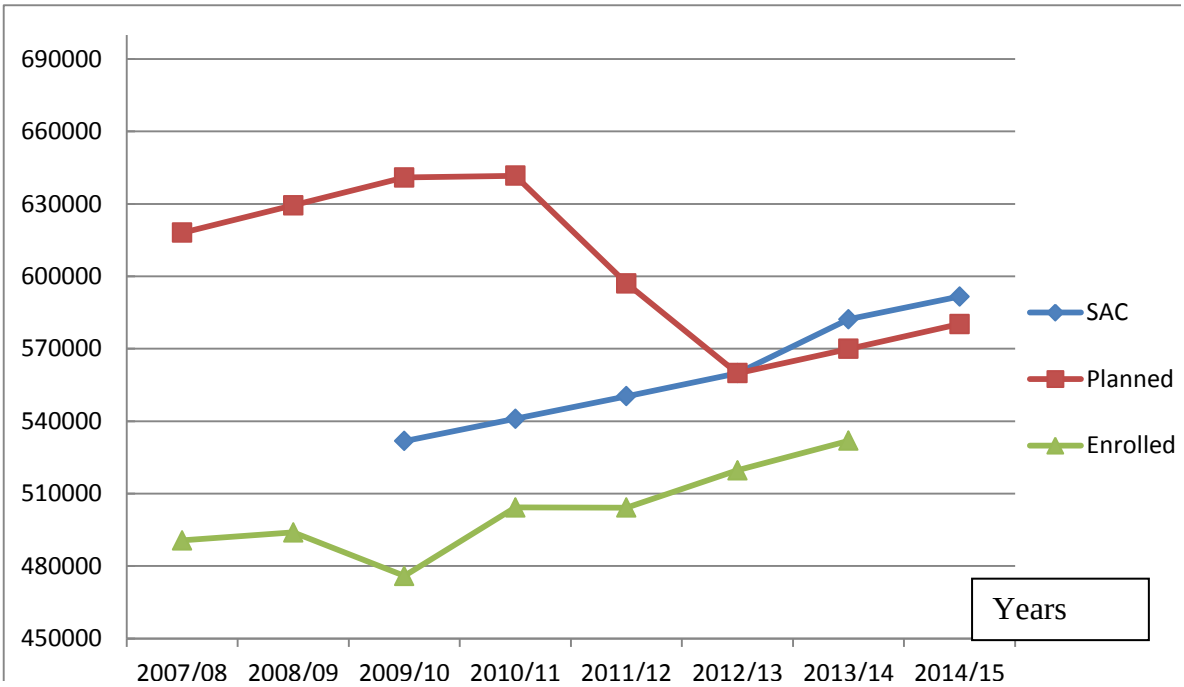
Teacher: students ratios in six primary schools were differed from school to school. The lowest, 1: 53 and the highest, 1: 24 ratio observed at Sedie and Tekle-Haymanot Primary School, respectively. This meant that in Sedie Primary School one teacher taught 53 students. Thus, students got the lowest support from their teachers in Sedie as compared to Tekle-Haymanot students. The other four primary schools TSR was observed 1:42, 1:35, 1:34 and 1:30, for Yejubie No 1, Mota No1, Amber and Haylu Siedieke Primary Schools, respectively in 2012/13 academic year. The TSR data observed at Sedie Primary School was lower than the Zone and national plan (1:50) at the end of 2015 academic year.

4.1.4 Number of students enrolled, planned and school age children in the Zone.

The number of school age children, planned and enrolled primary school students were compared with one another to observe how school age children accessed to primary education and how this Zone plan attained in each academic year. Having single age group from this Zone Finance and Economics Development Office, the Zone Education Office planned each academic year number of primary school students by considering underage children, school age children and overage children as backlog. Thus, the following data presented the relative (%) difference and changes between school age children, planned and students enrolled in East Gojjam Administrative Zone and six woredas primary schools.

The differences and chnges between planned, school age children, and number of students enrolled in this Zone during the academic years 2007/8-2013/14 is as presented in Figer 3. The

figure shows the observed differences between planned, school age children and number of students enrolled in primary schools in each academic years.



Source: Developed by the author

Figure 3. Differences among the number of planned, school age children and students enrolled in this Zone.

As shown in Figure 3, there were observable differences between the number school age children, planned and students enrolled in this Zone during the academic years 2007/8-2014/15. The number of students enrolled was the lowest as compared to school age children and planned during 2007/8-2013/14 academic years. In this Zone, the plan decreased from year to year. As it can be seen in Figure 3, from 2012/13 to 2014/15 academic years, the plan was lower than number of school age children.

More precisely, the relative (%) differences and changes between school age children, planned, and number of students enrolled in this Zone during 2007/8-2013/14 academic years

is presented in the Table 5. Negative percentages in each cell shows that the first value was lower than the second value in that specific academic year.

Table 6

Relative (%) Differences and Changes between Planned, School Age Children, and Number of Students Enrolled in the Zone

Academic year	*Difference b/n Enrolled vs SAC %*	*Difference b/n SAC vs planned %*	*Difference b/n Enrolled vs Planned %*
2007/08	--	--	-20.6
2008/09	--	--	-21.5
2009/10	-10.5	20.5	-25.8
2010/11	-6.8	18.6	-21.4
2011/12	-8.9	8.5	-15.6
2012/13	-7.2	0.0	-7.9
2013/14	-8.6	-2.1	-6.7
2014/15	--	-1.9	--
Average	-8.4	7.3	-17.1

Note. In Table b/n= between; a dash (--) in each cell refers the datum was not obtained.

As shown in Table 6, in East Gojjam Zone the relative (%) differences and changes between school age children and the number of students enrolled in primary schools was permanently negative during 2009/10-2013/14 academic years meaning that many school age children did not get the opportunity to start primary school education. For example, an average -8.4% of differences was recorded between school age children and number of students enrolled in primary schools during the academic years 2007/8-2013/14. Similarly the highest -10.5% relative change between school age children and number of students enrolled in primary

schools recorded in the academic year 2009/10. The relative average -8.4% and the highest -10.5% relative change shows that the number of students enrolled in primary schools was permanently lower than the number of school age children who did attend primary education in the Zone.

The average number of students planned in primary school remarkably higher than the number of school age children in the Zone. For example, in 2009/10 academic years the number of students planned in primary school was almost 20% higher than the existing number of school age children. In the academic year 2012/13 there was a balance between the school plan and existing school age children. Since that time the percentage difference turned to be negative, meaning that the plan was smaller than the existing school age children. For example, the relative percentage difference between school age children and the number of students planned in primary schools decreased up to (-2.1%) in 2013/14 academic year. The possible reason for decreasing the plan could be that this Zone did not realize the gap between planned and number of students enrolled to attain during 2007/8-2011/12 academic years. One of the evidence was that the relative average -8.4% differences between school age children and number of students enrolled during 2009/10-2013/14 academic years.

The relative (%) differences and changes between the number of students planned and enrolled in primary schools was in general negative from 2007/8 to 2013/14 academic years. Because the number of students enrolled in primary school was lower than the planned. The observed -17.1% average gap shows that the Zone had been having a constantly narrowing tendency between the plan and reality. For example, the highest, -25.8% and the lowest, -6.7% relative changes between the number of students planned and enrolled in primary schools

observed in 2009/10 and 2013/14 academic year respectively. In general, it can be deduced that the plan moved to the realistic direction.

The relative (%) differences among six woredas number of students enrolled during 2007/8-2013/14 academic years is presented in Table 7. Six woredas differed in their population size as well as number of primary school students' enrolment. The percentage result obtained by comparing each woreda's number of students enrolled with the total (six woredas) number of students enrolled in primary school corresponding to each academic year.

Table 7

The Relative (%) Differences and Changes among the Number of Students Enrolled in Primary School of Six Woredas

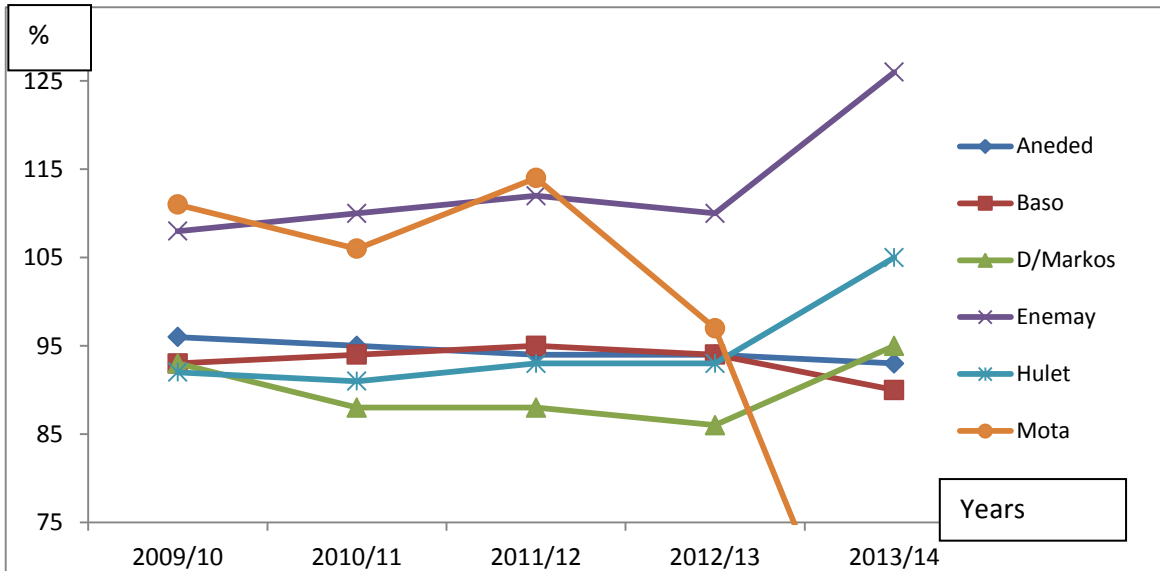
Academic Year	*Aneded*	*Baso*	*D/Markos*	*Enemay*	*Hulet. E*	*Mota*	*%*
2007/08	15.1	20.2	7.74	22.0	34.81	--	100
2008/09	14.6	20.3	8.21	23.1	33.68	--	100
2009/10	13.1	18.8	7.01	21.3	31.8	7.91	100
2010/11	13.2	19.0	6.84	21.6	31.59	7.71	100
2011/12	12.7	19.0	7.03	22.0	31.67	7.42	100
2012/13	12.8	19.0	7.02	21.4	32.11	7.18	100
2013/14	12.6	18.8	7.08	22.5	35.18	3.66	100
Average	13.4	19.3	7.2	21.9	32.9	6.7	100

Note. A dash (--) in each cell refers the datum did not obtain; Hulet. E= Hulet Eju; D/ Markos= Debre Markos

As shown in Table 7, the relative (%) differences between six woredas' number of enrolled students was consistent during 2007/8-2013/14 academic years. The highest, 32.9% and lowest average 6.7% were recorded in Hulet Eju and Mota Woreda, respectively. The possible reason for different number of enrolled students was that each woreda's population size differs from one another. Therefore, six woredas initially differed in their population size and the number of students enrolled in primary school. Mota Woreda's relative (%) decreased

up to 3.66% while Hulet Eju Woreda's relative (%) of students increased up to 35.18% in 2013/14 academic year. In these two woredas' five primary schools transferred from Mota to Hulet Eju because of administrative reasons.

Relative (%) differences between school age children and number of students enrolled in primary school during 2009/10/-2013/14 academic years is presented in Figure 4. The figure shows the highest and the lowest relative (%) difference and changes between students enrolled and school age children in each woreda corresponding to each academic year.



Source: Developed by the author

Figure 4. Relative (%) differences and changes between the number of school age children and students enrolled in six Woreda primary schools.

As shown in Figure 4, Enemay and Mota Woreda scored the highest relative (%) number of school age children enrolled in primary schools during 2009/10-2013/14 academic years. In Mota Woreda the relative (%) number of school age children enrolled in primary schools shows inconsistent progresses during those years. Anded, Hulet Egu and Baso Woreda scored consistent relative (%) number of school age children enrolment in primary schools. Debre

Markos Woreda scored the lowest relative (%) differences and changes between the number of school age children and students enrolled in primary schools during 2009/10-2012/13 academic years.

The relative (%) differences between the number of school age children and students enrolled in six woredas primary schools during 2007/8-2013/14 academic years is presented in Table 8. The negative value observed in each cell shows that the number of school age children was greater than the number of students enrolled in primary school in that specific woreda corresponding to that academic year.

Table 8

Relative (%) Differences and Changes between School Age Children and Number of Students Enrolled in Six Woreda Primary Schools

Academic	*Woredas*						
Years	*Aneded*	*Baso*	*D/Markos*	*Enemay*	*Hulet*	*Mota*	*Average*
2009/10	-3.6	-6.7	-6.9	8.2	-7.6	10.6	-1.0
2010/11	-3.5	-6.2	-11.6	9.5	-8.6	6.4	-2.4
2011/12	-5.7	-5.0	-10.4	12.5	-7.4	2.0	-2.3
2012/13	-6.4	-6.2	-13.6	10.3	-7.2	-3.4	-4.4
2013/14	-7.4	-9.6	-5.1	26.1	4.7	-53	-7.3
Average	-5.3	-6.7	-9.5	13.3	-5.2	-7.5	-3.5

Note. *D/Markos= Debre Markos; Hulet= Hulet Eju*

As shown in Table 8, on average -3.5% differences was observed between existing school age children and number of primary school students enrolled in six woreda primary schools during 2009/10-2013/14 academic years. Meaning that in six woredas, the total number of students enrolled in primary school was lower than the total number of school age children. As it can be seen in Table 8, the average relative (%) difference and changes between school age children and number of students enrolled in six woredas primary schools was increasing from 2009/10 to 2013/14 academic years.

In Enemay Woreda however, the observed average (13.3%) difference and changes indicate that the number of students enrolled in primary schools was greater than school age children. Meaning that in Enemay Woreda underage children, school age children and overage students attended primary education during 2009/10-2013/14 academic years. Similarly, Mota Woreda provided primary education for many school age children. In Mota Woreda the number of school age children was lower than the number of students enrolled in primary schools in 2012/13 and 2013/14 academic years. The other four woredas' average relative (%) difference between the number of school enrolled and school age children was permanently negative during 2009/10-2013/14 academic years meaning that all school age children in four woredas did not get opportunity to inter into schools. For example, in Debre Markos Woreda the lowest relative average -9.5% differences between school age children and students enrolled in primary schools was recorded during 2009/10-2013/14 academic year meaning that in Debre Markos Woreda the highest number of out of school age children was recorded.

The relative (%) differences and changes between planned and school age children in six woredas during the academic years 2009/10-2013/14 is presented in Table 9. The negative value in each cell indicts that the number of students planned lower than school age children in that woreda primary school corresponding to that academic year.

Table 9

Relative (%) Differences and Changes between the Number of Planned and School Age Children in Six Woredas

Academic Year	*Aneded*	*Baso*	*D/Markos*	*Enemay*	*Hulet*	*Mota*	*Average*
2009/10	13.6	-3.8	5.3	29.4	1.2	20	11.0
2010/11	15.0	1.3	8.8	30.9	-5.9	20.4	11.7
2011/12	8.7	-1.8	3.8	32.5	8.5	6.3	9.6
2012/13	0.0	-0.1	0.0	22.1	0.0	0.1	3.7
2013/14	-16.2	-5.7	6.6	47.5	23.7	-49.7	1.0
Average	4.2	-2.0	4.9	32.5	5.5	-0.6	6.2

As shown in Table 9, the average relative 6.2% number of plan was remarkably higher than the number of school age children. In four target woredas the number of students planned in primary school was on average higher than the number of school age children during 2009/10-2013/14 academic years. For example, the average relative (%) difference between planned and school age children was greater than in Enemay, Hulet Eju, Debre Markos and Aneded Woreda during 2009/10-2013/14 academic years. The relative percentage difference between planned and school age children decreased in Baso and Mota Woreda during those academic years. In Baso Woreda on average -2.0% differences were observed. This meant that the number of school age children was higher than the number of students planned in Baso Woreda primary schools from 2007/8 to 2013/14 academic years.

In Enemay and Hulet Eju Woreda the highest average 32.5% and 5.5% differences between the number of students planned and school age children recorded during 2009/10-2013/14 academic years, respectively. The highest average number of children planned in Enemay and Hulet Eju Woreda showed that the plan included underage (6 years), school age children (7-14 years) and overage (15 years and above) students who were expected to begin their primary education during those academic years. From six woredas the highest 47.5% and

the lowest -49.7% relative change between the number of students planned and school age children was observed in Enemay and Mota Woreda in 2012/13 academic year. The plan of Mota Woreda primary schools was higher than school age children during 2009/10- 2011/12 academic years.

Table 9 also shows that in five woredas' the number of students planned in primary school and school age children was equivalent in 2012/13 academic year, meaning that these five woredas' were planned realistic number of primary school students. Surprisingly in the 2013/14 academic year, the gap between planned and school age children latter widened in five woredas.

The relative (%) differences and changes between the number of students planned and enrolled in six woreda primary schools during 2007/08-2013/14 academic years is presented in Table 10. The negative value in each cell indicts that the number of students enrolled lower than the number of students planned in that woreda primary schools corresponding to that academic year.

Table 10

Relative (%) Differences and Changes between the Number of Students Enrolled and Planned in Six Woredas

Academic Year	*Aneded*	*Baso*	*D/Markos*	*Enemay*	*Hulet*	*Mota*	*Average*
2007/08	-0.1	-0.6	-48.5	-20.6	-14.9	--	-17.4
2008/09	-3.8	1.9	-43.2	-15.0	-14.1	--	-15.0
2009/10	-15.1	-2.9	-11.5	-16.3	-8.7	-7.9	-10.4
2010/11	-16.2	-7.4	-18.7	-16.3	-2.9	-11.7	-12.2
2011/12	-13.2	-3.2	-13.7	-15.1	-14.7	-4.0	-10.7
2012/13	-6.4	-6.3	-13.6	-9.7	-7.2	-3.5	-7.8
2013/14	10.4	-4.1	-11.0	-14.5	-15.4	-7.8	-7.1
Average	-6.3	-3.2	-22.9	-15.4	-11.1	-7.0	-11.5

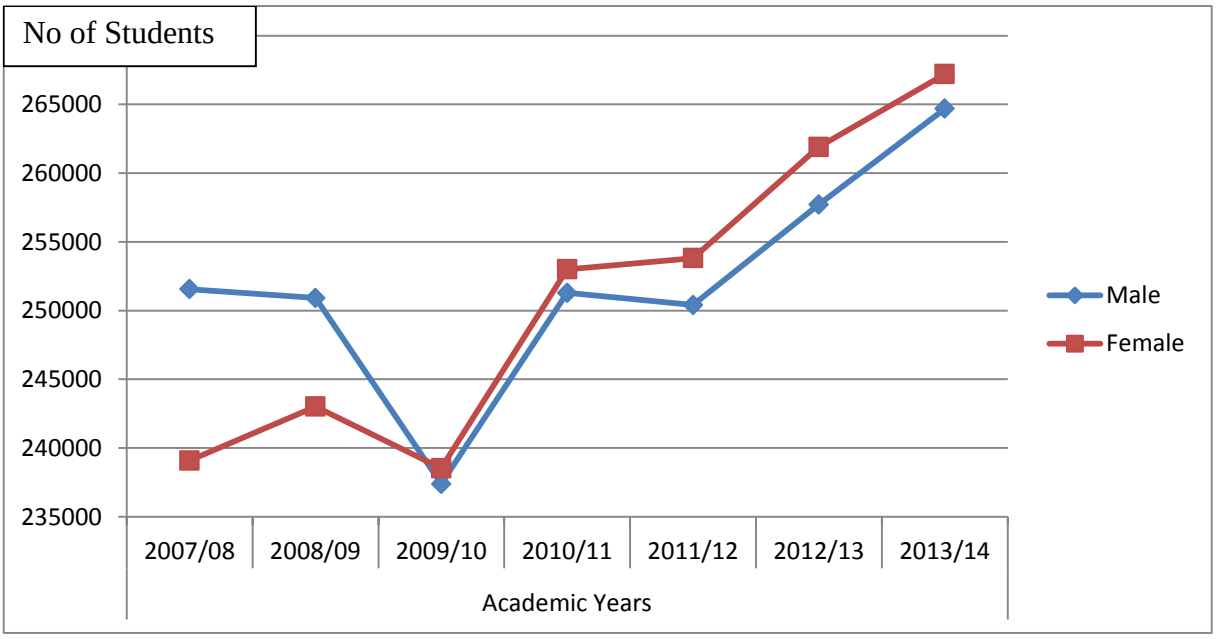
Note. A dash (--) in each cell refers the datum did not obtain; D/Markos= Debre Markos, Hulet= Hulet Eju.

As shown in Table 10, the relative (%) difference between the number of students planned and enrolled in six woreda primary schools was generally negative during 2007/8-2013/14 academic years. On average -11.5% difference between the number of students planned and enrolled in six woreda primary schools was recorded. This shows that six woredas did not have the capacity to implement their plan. The highest -22.9% and the lowest -3.2% relative average change between plan and implementation of students in primary schools were recorded in Debre Markos and in Baso Woreda during 2007/8-2013/14 academic years, respectively. In Aneded Woreda the highest (10.4%) relative change between the number of students enrolled and planned in primary schools was observed in 2013/14 academic year as a result of decreasing the plan. In general, it can be said that the plan did not move to realistic direction in six woredas. The relative (%) changes between the number of students planned and enrolled in six woreda primary schools were inconsistent during 2007/8-2013/14 academic years. For example, in Debre Markos Woreda the highest (-11.0%) and the lowest (-48.5%) relative change was observed in 2013/14 and 2007/8 academic year, respectively.

4.1.5 Gender parity indices of primary school students.

Gender parity index is one of the measurements to compare the existing provision of primary education for boys and girls. In East Gojjam Zone primary schools gender parity was observed during 2007/8-2013/14 academic years.

The number of students enrolled in the Zone primary schools during 2007/8-2013/14 academic years is presented in Figure 5. The number of students enrolled is corresponded to the respective time period.



Source: Developed by the author

Figure 5. The number of male and female students enrolled in the Zone primary schools.

As shown in Figure 5, the number of female students enrolled in East Gojjam Zone primary schools was slightly higher than the number of male students during 2009/10-2013/14 academic years. As it can be seen in Figure 5, before 2009/10 academic year the number of male students enrolled in primary schools was higher than female students. This meant in East Gojjam Zone gender parity was attained since 2009/10 academic year**.**

The gender parity index of six woreda primary schools during 2007/8-2013/14 academic years is presented in Table 11. Each woreda gender parity index of primary school students is corresponded to the respective time period.

Table 11

Gender Parity Index (Female/Male) of Six Woreda Primary schools

	Woredas					
Academic	***Aneded***	***Baso***	***D/Markos***	***Enemay***	***Hulet. E***	***Mota***
Year	***GPI***	***GPI***	***GPI***	***GPI***	***GPI***	***GPI***
2007/08	0.91	0.94	1.09	1.13	0.91	--
2008/09	0.94	0.94	1.03	1.12	1.0	--
2009/10	0.98	0.96	1.08	1.13	0.97	0.99
2010/11	0.99	0.98	1.08	1.09	0.98	0.98
2011/12	1.01	0.99	1.07	1.1	0.99	0.98
2012/13	1.01	0.99	1.08	1.07	0.99	0.97
2013/14	1.03	0.99	1.08	1.03	0.98	0.97
Average	0.98	0.97	1.07	1.1	0.97	0.98

Note. A dash (--) in each cell refers the datum was not obtained; GPI= Gender Parity Index; D/Markos= Debre-Markos; Hult. E= Hulet Eju.

As shown in Table 11, Enemay and Debre Markos Woreda scored an average of 1.1 and 1.07 gender imbalance during 2007/8-2013/14 academic years, respectively. The average gender imbalance observed in Debre Markos and Enemay Woreda indicates that more females than males were enrolled in primary school during 2007/8-2013/14 academic year.

The lowest average 0.97 gender parity index was scored in Hulet Eju and Baso Woreda during 2007/08-2013/14 academic years. In Mota Woreda, gender parity showed a tendency of decreasing during 2012/13-2013/14 academic years. In general, the average gender parity of Aneded, Baso, Hulet Eju and Mota Woreda's primary school students was comparable during 2007/8-2013/14 academic years.

The gender parity index of six selected primary schools is presented in Table 12. The gender parity index of each primary school is related to the respective time period (2007/8-2013/14).

Table 12

Gender Parity Index (Female/Male) of Six Primary Schools

			Primary	*Schools*		
Academic	***Amber***	***Haylu***	***Mota***	***Sedie***	***T/Haymanot***	***Yejubie***
Year	***GPI***	***GPI***	***GPI***	***GPI***	***GPI***	***GPI***
2007/08	0. 99	1.15	0.85	0.98	--	0.96
2008/09	1.14	1.2	0.91	0.94	--	0.99
2009/10	1.19	1.2	0.97	0.99	--	1.04
2010/11	1.19	1.17	1.09	0.96	1.19	1.01
2011/12	1.12	1.18	1.09	1.11	1.15	1.16
2012/13	1.13	1.07	0.97	1.08	1.08	1.13
2013/14	1.23	1.1	0.95	1.16	1.19	1.14
Average	1.17	1.15	0.98	1.03	1.15	1.06

Note. Haylu= Haylu Siedieke; T/Haymanot= Tekle-Haymanot; a dash (--) in each cell refers the datum did not obtain; GPI Haymanot= Gender Parity Index.

As shown in Table 12, in five primary schools gender inequality was observed from 2007/8 to 2013/14 academic years. The highest average gender imbalance was observed in Amber Primary School during 2007/8-2013/14 academic years. Similarly, the average gender parity index of five primary schools was greater than 1.03. Meaning that, the number of male students was lower than the number of female students in those years. The gender imbalance of Haylu-Siedieke and Tekle-Haymanot Primary School were consistent during 2007/8-2013/14 academic years. The gender parity index of Sedie and Yejubie No1 Primary Schools on the other hand did not show progress from 2007/8 to 2013/14 academic years. Mota No 1 Primary School recorded the lowest average gender parity index (0.98) during 2007/8 to 2013/14 academic years.

4.1.6 Number of students dropout in primary schools.

The relationship between dropout and gender parity observed in East Gojjam Zone primary schools is presented as follows. The data showed the relative (%) of dropout and

gender parity index of primary school students compared to the total number of enrolled students in each academic year. The gender parity index intended to show the comparison of males and females students who dropped out in each academic year. The data obtained from East Gojjam Zone and six target woreda primary schools number of students dropped out were relatively better than the data obtained from five primary schools. This is because respondents deliberately hid the number of students who dropped out from five primary schools. Therefore, it was difficult to obtain reliable data.

The number of students dropped out in the Zone primary schools during the academic years 2010/12-2013/14 is presented in Table 13. The number of students dropped out from primary schools is related to the gender parity of the respective time period.

Table 13

Relative (%) Differences and Changes of Dropout and Gender Parity Index (Female/Male) in the Zone Primary Schools

Academic Year	*PSSs*	*GPI*	*DO%*
2010/11	31892	0.8	6.7
2011/12	13916	0.79	2.68
2012/13	32184	0.83	6.16
2013/14	25708	0.82	4.81
Average	25925	0.81	5.09

Note. PSSs= Total Number of Dropout Primary School Students; DO=Dropout in %; GPI= Gender Parity Index.

As shown in Table 13, the number of students dropped out in the Zone primary schools was inconsistent during 2010/11-2013/14 academic years. The highest 6.7% and the lowest 2.68% number of students dropout from primary school were observed in 2010/11 and 2011/12 academic years, respectively. The number of male dropouts was higher than the number of

female dropouts in this Zone during 2010/11-2013/14 academic years. Because the average gender parity index of students dropped out in primary school was lower than 0.97 in each academic year. The number of students dropped out in each academic year from this Zone primary school was comparable to one average woreda entrant number of primary school students. In general, the number of students dropped out in each academic year from the Zone primary schools was higher than their expectation.

The number of students dropped out from six woreda primary schools during 2010/12-2013/14 academic years is presented in Table 14. The number of students dropped out in each woreda primary schools is corresponded to the gender parity of the respective time period.

Table 14

Relative (%) Differences and Changes of Dropout and Gender Parity (Female/Male) in Six Woreda Primary Schools

	Woredas											
Academic	***Aneded***		***Baso***		***D/Markos***		***Enemay***		***Hulet E.***		***Mota***	
Year	***GPI***	***DO***	***GPI***	***DO***	***GPI***	***DO***	***GPI***	***GO***	***GPI***	***DO***	***GPI***	***DO***
2009/10	--	--	--	--	--	--	--	--	1.04	2.6	--	--
2010/11	--	--	--	--	--	--	0.95	6	0.92	3.6	0.6	7.6
2011/12	--	--	0.83	3.01	--	--	1.13	4	0.77	3.5	0.74	7.2
2012/13	1.04	9.5	0.44	8.01	0.95	10.6	0.9	8.8	0.56	4.5	0.8	8.6
2013/14	0.91	5.1	0.8	3.22	0.86	7.82	0.93	6.8	0.9	4.0	0.8	10.2
Average	0.98	7.3	0.69	4.8	0.91	9.2	0.98	6.4	0.84	3.64	0.74	8.4

Note. D/Markos = Debre Markos; Hulet E. = Hulet Eju; the (--) in each cell indicates the datum did not obtain*;* GPI= Gender Parity Index; DO= dropout.

As shown in Table 14, the highest average (9.2%) number of students dropout was recorded in Debre Markos Woreda primary schools. Similarly, the highest relative change (10.6%, 10.2% and 9.54%) number of students dropout was recorded in Debre Markos, Mota and Aneded Woreda primary schools in 2012/13 and 2013/14 academic year, respectively. The

highest 2693 and the lowest 1107 total number of students dropout in primary school was recorded in Baso Woreda in 2012/13 and 2011/12 academic year (Appendix E6-E11). From among dropout students, the average gender parity index of four woreda primary schools showed that more boys than girls were dropped out during the academic years 2011/12-2013/14. In Aneded and Enemay Woreda primary schools the average gender parity index (0.98) showed that more girls than boys were dropped out during the academic years2011/12-2013/14.

The number of dropout students in two primary schools during the academic years 2010/12-2013/14 is presented in Table 15. The number of dropout students is corresponded to gender parity index of the respective time period.

Table 15

Relative Differences (%) and Changes of Dropout and Gender Parity (Female/Male) of Two Primary Schools

Academic	*H/Siedieke*		*Yejubie No1*	
Year	*GPI*	*DP*	*GPI*	*DP*
2011/12	0.53	1.48	1.45	4.79
2012/13	0.44	1.71	1.07	4.87
2013/14	0.63	2.06	0.7	4.95
Average	0.53	1.8	1.07	4.9

Note. H/Siedieke= Haylu Siedieke; GPI= Gender Parity Index.

As shown in Table 15, the average students dropped out rate from Haylu-Siedieke Primary School was lower than Yejubie No1 Primary School. At Yejubie No1 Primary School, the number of school girls dropped out greater than the number of boys during the academic years 2011/12-2012/13. This was because the gender parity index showed 1.45 and 1.07 respectively meaning that in Yejubie No 1 more school girls than boys were dropped out. At Haylu Siedieke Primary School however, the number of girls dropped out lower than the number of

boys dropped out during the academic years 2011/12-2013/14. In general, the number of students dropped out at Haylu Siedieke and Yejubie No1 Primary School was lower than their respective woredas. The possible reasons would be that schools were located in the center of woreda towns. Thus, urban parents had better awareness than rural parents regarding the overall importance of educating their children.

4.1.7 Number of SWDs enrolled in the Zone primary schools.

Exploring the provision of UPE for CWDs in East Gojjam Zone was one of the main purposes of conducting this study. Therefore, the number of SWDs enrolled in the Zone, six woredas and six primary schools is presented in the next section.

East Gojjam Zone started providing SNE for SWDs since 1996/7 at Tekle-Haymanot Primary School which is found in the administrative Zone town of Debre Markos. In this Zone 17 woredas had been providing SNE for SWDs in 21 SNE Units (primary schools) in 2012/13 academic year. In 2013/14 academic year all, 18 woredas started this project in 36 primary schools (Special Units). Thus, 401 male and 311 female primary school SWDs were enrolled in this Zone. Previous academic years' number of planned and enrolled primary school SWDs could not obtain from East Gojjam Administrative Zone Education Office.

In six woredas and six primary schools similarly, in the study an attempt has been made to assess school age children, the number of SWDs enrolled and planned primary schools. The number of school age children and plan regarding SWDs could not be obtained from each woreda and from each of target primary schools around. Therefore, the data presented here are for the SWDs enrolled in six woredas and in six target primary schools. This Zone and six woreds identified the number of school age CWDs in 2012/13 academic year. Debre Markos

Woreda could not obtain the number of SWDs enrolled in primary school starting from 2007/8 to 2012/13 academic years.

The Relative (%) differences between the number of students with and without disabilities enrolled in six woredas during the academic years 2007/8-20131/4 is presented in Table 16. The relative (%) differences between students with and with disabilities enrolled are related to the respective time period.

Table 16

Relative (%) Differences between the Number of Enrolled Students with and without Disabilities in Six Woredas

Academic	***Six Woredas***		
Year	***SWOD***	***SWDs***	***%***
2010/11	171565	212	0.01
2011/12	175931	177	0.01
2012/13	176474	230	0.01
2013/14	182239	333	0.01
Average	176790	238	0.01

Note. Total No= Total number of Students with and without Disabilities.

As shown in Table 16, the relative (%) differences between the number of students with and without disabilities enrolled in six woreda primary schools showed very wide gap. The relative (%) of SWDs enrolled in six woredas was 0.01% during 2010/11-2013/14 academic years. The data of SWDs observed in six woreda primary schools indicates that they did not get equal opportunity to attend primary education compared to students without disabilities.

The number of SWDs enrolled in six woreda primary schools during 2007/08-2013/14 academic year is presented in Table 17.

The number of SWDs enrolled in each woreda is presented with the gender parity index of that respective time period.

Table 17

Number of SWDs Enrolled and Gender Parity Index (Female/Male) in Six Woreda Primary Schools

Academic Year	*Aneded*		*Baso*		*D/Markos*		*Enemay*		*Hulet. E*		*Mota*		*Average*	
	S	***GPI***	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***
2007/08	--	--	--	--	--	--	11	0.22	--	--	--	--	--	--
2008/09	--	--	7	0.17	--	--	30	0.67	--	--	--	--	--	--
2009/10	5	0.25	11	0.1	96	0.52	41	0.95	13	0.63	--	--	--	--
2010/11	9	0.29	16	0.23	101	0.59	61	0.69	20	0.67	5	0.67	35	0.52
2011/12	16	0.45	21	0.4	83	0.77	42	0.56	11	0.57	4	1.0	30	0.63
2012/13	21	0.62	27	0.42	94	1.04	47	0.88	15	0.67	26	1.0	38	0.77
2013/14	35	0.94	33	0.65	138	0.82	68	0.79	24	0.85	35	0.4	56	0.74
Average	17	0.51	19	0.32	102	0.74	42	0.68	13	0.68	17	0.76	40	0.67

Note: D/Markos= Debre Markos; Hulet. E= Hulet Egu; S= SWDs; a dash (--) in each cell refers the datum did not obtain; GPI= Gender Parity Index.

As it can be seen from Table 16, on average 40 SWDs were enrolled in six woreda primary schools during 2007/8-2013/14 academic years. The highest (102 and 42) average number of SWDs were enrolled in Debre Markos and Enemay Woreda primary schools. The result also indicates that in six woreda primary schools, majority of male SWDs were enrolled. The average gender parity index of SWDs was 0.67 meaning that on average more male SWDs were enrolled than female SWDs during 2007/8-2013/14 academic years.

There were remarkable differences regarding the gender parity of SWDs enrolled in six woreda primary schools. The average 0.32 gender imbalances could be noted in Baso Woreda. Relatively the highest 0.76 average gender parity index was observed in Mota Woreda. In addition, some yearly changes in gender parity of SWDs enrollment could be noted. For example, in Baso Woreda in the academic years of 2009/10 and 2013/14 the gender parity index was 0.1 and 0.65 respectively. The gender disparity index for Debre Markos Woreda in 2012/13 academic year reached 1.04 meaning that more female than male SWDs attended primary school education.

The number of SWDs enrolled in six selected primary schools during 2007/08-2013/14 academic year is presented in Table 18. The number of SWDs enrolled in each primary school was presented with the gender parity index of the respective time period.

Table 18

Number of SWDs Enrolled and Gender Parity Index (Female/ Male)

Academic	*Amber*		*Yejubie*		*T/Haymanot*		*H/Siedieke*		*Sedie*		*Mota*		*Average*	
Year	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***	***S***	***GPI***
2007/08	--	--	--	--	--	--	11	0.22	--	--	--	--	--	--
2008/09	--	--	7	0.17	--	--	13	0.44	--	--	--	--	--	--
2009/10	5	0.25	11	0.1	96	0.52	15	0.5	5	0.67	--	--	--	--
2010/11	9	0.29	16	0.23	101	0.59	17	0.7	20	0.67	5	0.67	28	0.53
2011/12	16	0.45	21	0.4	83	0.77	23	0.53	11	0.57	4	1.0	26	0.62
2012/13	21	0.62	27	0.42	74	0.9	28	0.44	15	0.67	4	1.0	28	0.68
2013/14	26	0.37	27	0.8	125	0.84	31	0.63	19	0.73	17	0.55	41	0.65
Average	15	0.4	18	0.35	96	0.72	19	0.49	13	0.68	14	0.77	31	0.62

Note. S= SWDs; H/ Siedieke= Haylu Siedieke; T/ Haymanot= Tekle-Haymanot; a dash (--) in each cell refers the datum was not obtained; GPI= Gender Parity Index.

In Table18, it can be seen that during the academic years 2007/8-2013/14 on average 31 SWDs was enrolled in the target primary schools. The result shows that majority of male SWDs enrolled in six target primary schools. The average gender parity index of SWDs was 0.62 meaning that more male than female SWDs were enrolled in those primary schools.

There were remarkable differences regarding the gender parity of SWDs enrolled in six primary schools. The lowest average 0.35 gender disparity indexes could be observed in Yejubie No 1 Primary School. Relatively, better 0.77 gender parity index was observed in Mota No 1 Primary School. In addition, some yearly changes in the gender parity of the enrolled SWDs could be noted. For example, in Yejubie No 1 Primary School the gender parity index (0.1 and 0.8) was observed in 2009/10 and in 2013/14 academic year respectively. In Mota No 1 and Tekle-Haymanot Primary School, gender balance (1.0 and 0.9) was observed in 2012/13 academic year, respectively.

Form six primary schools, Tekle-Haymanot Primary Schools started providing SNE for CWDs since 1996/7. Other primary schools started providing SNE since 2007/8 academic year. The highest average (96, 19) number of SWDs enrolled in Tekle-Haymanot and Haylu-Siedieke Primary Schools were relatively better than the other four primary schools during 2007/8-2013/14 academic years, respectively.

The number of SWDs enrolled in six target woreda and six primary schools show little variances. Although each woreda had two or more Special Units (primary schools) that provided SNE for SWDs, majority of SWDs were attended their primary education in woreda towns. Thus, the data obtained from three woredas (Aneded, Baso and HultEgu) and three primary schools (Amber, Yejubie No 1 and Sedie) were identical during 2008/9 to 2012/13

academic years, respectively. The gender parity indexes of six target primary schools were better than their respective woredas during 2007/8-2013/14 academic years.

4.2 Summary regarding the Number of Primary Schools, Teachers and Students

Millennium development goal indicators were quantifiable and measurable therefore, the statistics data obtained from this target Zone, six woredas and six primary schools could be summarized as follows. The number of primary school, teachers and students increased during 2007/8-2013/14 academic years. Before seven years ago in (2007/8) academic year there were 601 primary schools and 490638 students. The number of primary schools, teachers and students increased to 865, 13320 and 531,884 in 2013/14 academic year, respectively. Similarly in six woredas the number of primary schools, teachers and students increased as well. In six target primary schools, the number of students enrolled during 2007/8-201314 academic years showed a decreasing tendency. In East Gojjam Zone, TSR reached on average 1:40 in 2013/14 academic year. In six target woredas TSR differed from one another. For example, the smallest 1:44 and the biggest 1:14 TSR observed in Hult Eju and Debre Markos Woreda, respectively. Similarly, TSR in six primary schools varied from school to school. The smallest 1:53 and the biggest 1:24 TSR observed at Sedie and Tekle-Haymanot Primary School, respectively.

The number of planned and enrolled primary school students in East Gojjam Zone showed inconsistent progress i.e., sometimes increased and at times decreased from 2007/8 to 2012/13 academic years. In this Zone the number of school age children showed consistent development during 2010/11-2014/15 academic years. The number of students planned in primary school was the highest compared to school age children and the number of students

enrolled during the first three academic years (200/910-2011/12). Since 2012/13-2014/15 academic year the data was reversed i.e. the number of school age children was greater than the number of planned students. Similarly, the number of students enrolled lower than the number of students planned in this Zone primary school during 2007/8-2013/14 academic years. The highest gap between the number of enrolled and planned primary school students reached 165,036 (-25.8 %) in 2009/10 academic year. The number of school age children had been greater than the number of students enrolled in the Zone primary schools during 2009/10-2012/13 academic years. In East Gojjam Zone the highest difference between school age children who were out of schools and number of students who were attending primary education reached 55,866 (-10.5%) in 2009/10 academic year.

The average relative (%) differences between school age children and students enrolled in primary schools had been in general negative in five selected woredas. Enemay Woreda scored the highest 13.3% average relative difference between school age children and students enrolled in primary schools during the academic years 2009/10-2013/14. The relative (%) difference between school age children and number of students planned in primary schools varied from woreda to woreda. Baso Woreda's average difference between planned and school age children was negative during the academic year 2009/10-2013/14. Meaning that, the number of planned primary school students was lower than the number of students in enrolled primary schools. In general, the relative (%) differences between the number of students enrolled and planned in six woreda primary schools varied from woreda to woreda.

The highest gap -48.5%, -20.6% relative changes between students planned and enrolled in primary school was recorded in Debre-Markos and Enemay Woreda in 2007/8 academic year, respectively. On the other hand, the highest 10.4% relative changes between the planned and

enrolled number of students was observed in Aneded woreda in 2013/14 academic year. The result obtained in Aneded Woreda was as a result of decreasing the number of students plan compared to the previous academic years. In general, in six target woredas, the average relative difference between planned and enrolled primary students was negative (-11.5%) during 2007/8-2013/14 academic years. The relative difference shows that six woredas had not had capacity to implement the prepared school plane into action.

Gender parity was attained in East Gojjam Zone primary schools. The number of female students in primary schools was consistently increased during 2009/10-2013/14 academic years. Similarly, in six target woredas primary schools gender parity increased during 2007/8-2013/14 academic years. Particularly in Enemay and Debre-Markos Woreda, the average gender parity index was greater than 1.03 from 2007/8 to 2013/14 academic years. In Aneded, Hult Eju and Baso Woreda gender parity increased consistently during 2007/8-2013/14 academic years.

In six selected primary schools similarly, gender parity increased during 2007/8-2013/14 academic years. The gender parity of Haylu-Siedieke and Tekle-Haymanot Primary Schools were similar to their respective woredas i.e. Enemay and Debre-Markos Woreda respectively. In these two woredas and two primary schools the number of enrolled male students was lower than female students. This meant that the observed gender parity index was greater than 1.03 during 2007/8-2013/14 academic years in those woredas and primary schools.

Dropout problem was a big obstacle to provide UPE in East Gojjam Zone primary schools. For instance, in 2012/13 academic year 32184 (6.16%) primary school students dropped out. The data of students dropped out (32184) could be comparable to an average populated woreda number of students enrolled in primary schools.

In six target woreda primary schools similarly, dropout was a big problem. The average students dropped out data 9.2%, 8.4% and 7.3% from Debre-Markos, Mota and Aneded Woreda indicates that dropout was their primary schools problem. For example, in Mota and Debre-Markos Woreda primary school students' dropout reached up to 10.2% and 10.6% in 2013/14 and 2012/13 academic years, respectively. The data obtained regarding students dropped out from six target primary school was incomplete. The data of students who dropped out from two primary schools during 2011/2- 2013/14 academic years were relatively lower than their respective woredas.

Special needs education for SWDs started in Debre-Markos Woreda since 1996/7 academic year. In this Zone SWDs who had accessed to UPE were a few in numbers. In East Gojjam Administrative Zone 4474 CWDs were identified as having different categories of disability in 2012/13 academic year. According to East Gojjam Zone Education Office report 536 SWDs in 2012/13 and 712 SWDs in 2013/14 academic year gained access to UPE. This meant only 11% and 15% of CWDs gained access to primary school education from the total number of identified CWDs in 2012/13 and 2013/14 academic year, respectively. Similarly, in six woredas 333 and in six primary schools 245 SWDs gained access to primary school education in 2013/14 the academic year. Majority of SWDs attended their primary education in woreda town of primary schools in which SNE was provided.

Six woredas relatively differed in their enrolled number of SWDs. Debre-Markos and Enemay Woredas scored better number of SWDs enrolled and started providing SNE earlier than four target woredas. With regards to gender parity, more male than female SWDs gained access to primary education in this target Zone and woredas. Woredas also differed in their

number of Special Units. For example Enemay Woreda had seven Special Units. The other five target woredas had two Special Units in 2013/14 academic year.

Special needs education provision in six primary schools was closely similar to their respective woredas. For example, Debre-Markos Woreda and Tekle-Haymanot, Enemay Woreda and Hayilu-Siedieke Primary Schools had the highest number of SWDs enrolment compared to the other four sample woredas and primary schools. The gender parity of SWDs in six primary schools showed that more male than female SWDs had access to primary education during 2007/8-2013/14 academic years. In six woreda and six primary schools the number of dropout SWDs was very limited compared to the dropout rate of students without disabilities. This showed that SWDs had strong interest to continue their primary school education.

The numerical data such as number of schools, teachers, TSR, and the relative (%) differences and changes between school age children, number of primary school students planned and enrolled, gender parity, number of students with and without disabilities dropout and enrolled in primary schools showed statistics developments in East Gojjam Zone From 2007/8 to 2013/14 academic years. The statistics results regarding the number of schools, teachers, students with and without disabilities, gender parity revealed that MDGs were quantifiable and time-bound goals. In addition to these numerical data, participants were interviewed to describe the activities, achievements, problems, future plans of UPE and personal opinions and perceptions regarding the attainment of MDG Two during 200/7/8-2013/14 academic years. Interview data obtained from participants were thematically analyzed and the results are as presented in the next section.

4.3 The Role and Importance of MDG Two to Attain UPE Seen by Participants

In East Gojjam Zone, UPE had been provided in four different ways to attain the stated MDG Two and EFA. These are first, preprimary school education for children whose ages are between 4-6 years old. Second, for school age children and over age groups, primary education is provided in regular schools. Third, alternative basic education (ABE) for students whose ages were 15 years old and above yet unable to continue their education in regular schools was provided. Fourth, skill based and adult education for adults was provided. Since 2011/12 academic year ABE was interrupted. All these ways of providing UPE helped to attained MDG Two on time.

Participant ZH stated regarding the provision of primary education in the Zone "in all Kebeles of our administrative Zone, there was at least one primary school. In wider and populated Kebeles the number of primary schools could have increased up to three." Similarly, provision of primary school education in six target woredas were improved during the last seven (2007/8-2013/14) academic years. There was inconsistent on number of students enrolled in each woreda primary schools from year to year. Participant ZH stated regarding the overall enrolment of primary school provision, stating:

> *Many activities have been done in our Administrative zone. As a result the overall primary school education coverage reached 92.7% and 91.66% in 2012/13 and 2013/14 academic years respectively. This change is obtained as a result of all the participants' cooperative efforts such as educational leaders, teachers, parents and other concerned parties played important roles.*

Respondent ZH stated that many school age children were getting access to UPE. Attaining 92.7% and 91.66% seen as one of the achievements of providing UPE in this Zone. For this change different parties played their own roles. From among WEO participants WE1 described the provision of UPE:

> *In our woreda many parents send their school age children to the nearby primary schools and attending their UPE. Some of the reasons for these changes were schools provide supportive activities such as students who lost their parents supported and continued their primary school education. NGOs such as OSSA supported the needy children. Schools had their own income generating and supporting clubs to help these children.*

Participant WE1 also stated that their woreda provided primary education for many school age children because parents were urban dwellers and had better awareness about the overall importance of education. There were supportive mechanisms in primary schools such as clubs and none governmental organizations (NGOs) regularly supported needy children. Although, participants stated that there was progress regarding provision of primary education, the percentage difference between school age children and enrolled number of students in this Zone during 2009/10-2013/14 academic years suggested that many school age children did not attend primary education. Similarly, participant WE1 pointed out that Debre-Markos Woreda provided primary education for many school age children. The relative (%) difference between school age children and number of students enrolled in primary schools indicated that many school age children had not been in schools during 2009/10-2013/14 academic years. The respondent description was not sported by the collected statistics data of that specific woreda. Participant WH1 also stated:

> *The number of students who had accessed to primary school education shows ups and downs from year to year. In this academic year (2013/14) our woreda primary school coverage reached 94%. From this we can understand that till this time many school age children are not attending primary school education provision. Participant WH2 expressed our woreda primary school education provision showed that many school age children were attending their primary school education.*

Participants pointed out that there was inconsistent number of students enrolled in each academic year. Participant WH1 admitted that till 2013/14 academic year all school age children were not attending primary education because of various reasons. On the other hand, WH2 pointed out that many students were attending primary school education. The data

suggested that the number of school age children was higher than the number of students enrolled in Hult Eju Woreda primary schools as shown in Table 8. Similarly, the relative percentage differences between the number of students enrolled and planned suggests that the planned was higher than enrolled in HultEju Woreda primary schools as shown in Table 10.

In East Gojjam Administrative Zone, the number of students enrolled in primary schools sometimes increased and at other time decreased during 2007/8-2013/14 academic years. The number of students enrolled in primary school was inconsistent when described in terms of percentage. Participant ZH stated:

> *The reason for higher enrolled number of primary school students during the academic years 2007/8-2008/9 than the following academic years was that we accepted both school age children, and overage students whose age were 15 years and above. Since 2009/10 academic year, each woreda accepted and provided primary education for school age children. Thus, in 2009/10 academic year the lowest number of enrolled students was recorded in this Zone.*

The reason was not as respondent ZH stated. Because primary schools were providing education for under age (six years), school age children and over age children students till 2013/14 academic year. There was no age restriction regarding students' enrolment in primary schools. The relative (%) difference between school age children and students enrolled in the Zone primary schools showed that the former were higher than the latter during 2009/10-2013/14 academic years. For example, the highest (55,866) and the lowest (36,751) differences between school age children and number of students enrolled in the Zone primary schools observed in 2009/10 and 2010/11 academic years. The highest and the lowest differences indicated that the Zone did not provide primary education for all school age children as the data shows in Figure 3 and Table 6.

Participants from WEOs described provision of primary school education for school age children during 2007/8-2013/14 academic years. Participant WH2 stated:

> *Although our woreda has difficulty to say all school age children have accessed UPE, many school age children attended. Therefore, we believe that we provided better primary school education provision. However, we acknowledge that a number of school age children did not attend primary education. Participant WH3 responded we have difficulty to say all school age children have accessed to primary school education. Because our woreda primary school coverage reached 90% in 2012/13 academic year*.

Participants stated that till 2012/13 academic year many school age children did not attend primary education in their woreda because of several reasons. Participants stated that attainment of MDG Two could be difficult in Mota and Enemay Woreda. Other four Woreda Education Office participants stated that they were doing their maximum efforts to provide UPE as a result of the stated MDG Two and EFA. In general WEO participants' pointed out that provision of UPE for all school age children did not attain.

Participants from six primary schools described their activities and role of MGD Two saying that:

> *The school provided primary school education for many school age children. This is because Tekle-Haymanot Primary School is located in the center of Debre-Markos Town. We do not have problem to address educational opportunity for school age children. SP3 added many school age children are living in and around this Kebele and they are attending their primary school education. Although there are primary schools in each Kebele, students are coming from neighboring Kebeles and attending UPE in this primary school. This is because Sedie Primary School is senior than the surrounding primary schools.*

Five selected schools were located in the center of woreda towns. Therefore, many urban dwellers were sending their children to these primary schools. This was because parents could have better awareness about the overall advantages of educating their children. According to participants' description there was no problem to provide primary education for school age children. One of the reasons was that those schools were seniors, compared to the surrounding primary schools. Other participants from Amber, Mota No 1 and Yejubie No 1 Primary Schools stated that primary schools provided UPE for many students. In rural Kebeles, attending UPE could have been difficult for many school age children because of several

reasons. One of the possible reasons could be that parents were seeking their children's labor for different activities.

In general, primary school students' enrollment in East Gojjam Zone showed increments. WEO participants also admitted that all school age children did not attend primary school education. The number of students enrolled in six primary schools decreased from year to year during 2007/8-2013/14 academic years. One of the possible reasons could have been urban and rural population gross rate in Amhara Regional State (ARS) which showed variations (CSA, 2012).

4.4. Actions Taken to Attained MDG Two

Participants described their specific activities to attained UPE. Zone Education Office, Woreda Education Offices and primary schools had their own specific roles and activities in order to attain the stated MDG Two. Respondent ZH expressed the Zone actions, saying:

> *Some of the tasks of the Zone Education Office were building institutions (schools), employing teachers, providing school materials, textbooks and directing woreda education offices' how provision of preprimary, primary, secondary, and adult educations were provided and suggesting corrective feedbacks when it was needed. To accomplish those tasks we planned and regularly managed each activity on time.*

Some of the main actions taken by WEOs were assigning teachers in primary schools, closely following preprimary, primary, and adult education provision in each Kebele, distributing textbooks, providing materials and allotting budget to schools were expected tasks. Besides, the number of students enrolled in each school was closely scrutinized by WEOs. As a result maintaining gender parity in primary schools was one of the tasks carried out in WEOs, for the purpose of attaining MDG Two. In line with this, primary schools were the place where actual teaching and learning processes were conducted, and where national policies, plans, programs and principles were implemented. Thus, one of the achievements observed in primary schools of this Zone was gender parity.

Gender balance was one of the achievements observed in the Zone primary schools during 2009/10-2013/14 academic years. Gender parity showed development from year to year in the target six woredas and primary schools. Participant ZH described the gender parity, by stating that:

> *The number of female students increased from year to year particularly within these five years (2009/10- 2013/14). For example, the number of female students' consisted of 50.17% in primary schools in 2012/13 academic year. Therefore, there were clear and observable changes regarding girls' enrollment in primary schools of this Zone.*

Participant ZH pointed out that gender parity had positive progress from year to year in the Zone primary schools and that it had reached a balanced level. The observed gender parity and participants' description indicated that both male and female students were getting equal opportunity to attend universal primary education (UPE) in this Zone. Gender balance started increasing in this Zone since 2009/10 academic year. The gender balance observed in this Zone was clearly presented in Figure 5. In six woreda primary schools gender parity showed progress during the last seven (2007/8-2013/14) academic years. Participant WE1 expressed the gender parity in Debre-Markos Woreda, and stated:

> *In our woreda, not only the number of female students increased from year to year but also their academic result was showing real progress during the last seven academic years (2007/8-2013/14). Participant WH1 state the number of female students and their academic results showed observable progress. More than 95% of girls were successful in their academic achievement. Participant WH4 added in our woreda primary schools, the number of female students sometimes greater than the number of male students and at other time they were equal. Girls' academic result was showing progress from year to year.*

Participants from Hulet Eju, Enemay and Aneded woreda similarly, pointed out that gender parity was being attained from year to year in primary schools. In Enemay, Debre-Markos and Aneded Woreda primary schools the number of female students was greater than the number of male students. Participants stated that gender parity in primary schools was showing progress during the last six (2008/9-2013/14) academic years. Participants indicated

that female students' academic achievement in primary schools had positive progress. The attainment of gender parity stated by WEO participants was consistent with the observed statistics data presented in Table 11 during 2007/8-2013/14 academic years.

Similarly, gender parity was one of the achievements of six target primary schools. Participant SP1 said:

> *The number of female students was greater than male students. Female students' academic results were showing observable progress from year to year. There were outstanding and low achievers from among female students i.e., both extremes were from among female students in our primary school. Participant SP2 stated the number of boys and girls in our primary school were balanced. Female students were not only competitiveness in their number but also their academic achievement showed progress from year to year. Although there were remaining things to increase their full participation, positive changes were observed. Participant SP4 also expressed that the number of female students was greater than male students in our primary school. The difference observed include girls' academic performance as well.*

Participants from Yjubie No1, Amber and Sedie Primary Schools pointed out that the number of female students was greater than that of male students. Female students' academic results showed progress from year to year. As it can be seen in Table 11, in Haylu Siedieke, Tekle- Haymanot and Amber Primary Schools the number of female students was greater than that of male students. This proved that more female than male students were attending in those primary schools. In conclusion, participants from Zone Education Office, six woreda and primary schools explicitly commended the achievements gained on gender parity in primary schools. The gender parity of SWDs in the Zone primary schools was different from that of students without disabilities during 2007/8-2013/14 academic years.

Gender parity attained in this Zone was as a result of cooperative efforts of teachers, parents and primary school girls. Participant ZH stated some of the reasons, saying:

> *The first reason was directly related to the communities' and parents' positive understanding towards girls' education. The second reason for this change was government and nongovernment organizations regularly taught the community about the advantages of educating girls' through radio, television, newspapers and face to face awareness raising programs.*

As a result of all parties' cooperative efforts, gender parity attained in the Zone primary schools. Participant ZH stated, therefore that:

> *The third reason was that female students who were attending primary school education openly opposed their own and other girls' early marriage. This kind of measures had been done more than 40 times before the marriage accomplished in our administrative Zone. In order to minimize the practice of early marriage, parents are asked to give medical certificate weather a girl child is 18 years old or not. This criterion contributed observable change to increase girls' enrollment in our administrative Zone primary schools.*

In East Gojjam Zone primary schools, gender parity attained as a result of different stakeholders played their roles. Primary school girls were one of the opponents of their own and other school age girl peers' early marriage practices. Opposing early marriage practices showed that girls were struggling for their rights. Mostly parents were decision makers about their daughters' future life. Therefore, increasing awareness of parents' could increase the enrollment of girls in primary schools. Requesting medical certificate would not help to decrease the practice of early marriage. This is because many early marriage practices were exercised in rural Kebeles, which were far from the sights of legal institutions (such as police and legal courts). Therefore, the salient point to increase girls' participation in primary schools would be through educating the society, community and family members about the overall advantages of educating girls. This could be attained through continuous awareness raising programs.

Participants described some of the mechanisms employed to increase gender parity in their woredas. Participant WE2 stated:

> *We were discussing with parents' of female students. We organized female students in study groups such as one to five grouping. This helps female students to study their lessons on time. In addition, we have school girls' club that facilitates special classes to help themselves clean. In separate classes girls can easily change their cloths and keep themselves clean as they needed. Participant WH3 described, we provided awareness raising programs for mothers' to decrease unnecessary workload for their daughters' at home. We also provided awareness raising about the overall advantages of educating*

> *girls. Participant WH1 described that to increase female students' academic achievement; there were tutorial program and guidance services in primary schools.*

Other participants from Baso, Debre-Markos and Hult Eju WEO stated that similar mechanisms were employed to increase gender parity in their primary schools. Those mechanisms enhanced the enrolment of girls' participation in primary schools. Therefore, observable results obtained since 2007/8 academic year.

The participants' description showed that teaching female students in primary schools needed different kinds of supports from their parents, schools and community members. Schools should provide the necessary supports for female students. The supports may include preparing separate classrooms, where girls could change clothes whenever needed, have separated toilets, water and if possible cleaning materials that they could use during menstruation. Educational supports, such as tutorial, peer teaching and guidance services could enhance primary school girls' academic achievement. Increasing mothers' awareness about the importance of educating girls and discussing with mothers to decrease unnecessary workload at home could help girls to study their lessons regularly. The overall effect of these activities could encourage girls' stay in schools and become successful in their primary school education.

Before seven (2007/8) year, female students were facing many challenges to continue with their primary school education. Some of the obstacles stated by ZH were that:

> *Some of the obstacles that hinder girls' education were parents seeking their labor for household and outside activities and early marriages were the main causes to interrupt girls' primary school education. But now these obstacles are gradually decreased and many female students can attend UPE. In addition, female students do not take long journey to get primary school education service.*

Participant SP5 and SP6 added that for this change, one of the reasons was that primary schools were opened in each kebele. Thus, girls did not have to take long journey to acquire

primary school education service. These days the practice of early marriage showed the tendency of decreasing though, in many parts of rural Kebeles early marriage is still being practiced in this Zone. Thus, early marriage is one of the obstacles to interrupt girls' primary education.

Participants were requested to estimate the average journey that a school age child took to get to primary school education service. Participant ZH expressed "a school age child did not take more than one hour journey on average." Thus, girls could easily get access to primary school education around their villages. Participant SP1 stated:

> *The school is expected to provide primary school education service for one kebele in Debre Markos Town however; we are providing primary education service for first cycle (grades1-4) students who are coming from neighboring Kebeles of this town. Therefore, students do not take more than 30 minutes journey per day. PS3 expressed that on average students might take from 40 minute to one hour journey. Many second cycle students were living in this small Town (Sedie) by paying dormitory fees. SP5 added that students with disabilities might take more than 15k.m journey. To minimize every day journey they were living in Yejubie Town by paying some amount of dormitory fees.*

Participant SP2, SP6 and SP4 added that students did not take more than 2 km journey on average to get primary school services. The presence of primary schools around students' villages enhanced girls' primary school participation. Participants stated that students did not take long journey. One of the possible reasons would be that the selected five primary schools were located in the center of each woreda towns. This makes it easier for many primary school students to attend UPE around their villages. Female students in particular could have extra time to support their parents (mothers) and attend their primary education within or surrounding their villages.

In East Gojjam Zone students' dropout in primary school was one of the obstacles to attain MDG Two. Before 2011/12 academic year, dropout problem of students in this Zone was a big

challenge faced in making provision for UPE and attaining MDG Two. Participant ZH described dropout problem, by stating that:

> *In our administrative Zone, previously students' dropout rate in primary school was reached up to 13% in one academic year. Now dropout problem is decreased for example, in 2012/13academic year students' dropout in primary school reached 2.6% which was not far from the expected set goal by the Zone Education Office. Participant ZH added that some of the main reasons for students' dropout were parents sought their children's labor for household activities, watching cattle, early marriage and parents being less interested to educate their children.*

Participant ZH pointed out that since 2012/13 academic year; the number of students dropout in the Zone primary schools was not a critical problem. This was because the existing dropout rate had decreased to 2.6% from the total number of students enrolled in primary school registered in 2012/13 academic year. The percentage of students dropout obtained from this Zone did not show similar results as participant ZH stated. For example, the number of students dropout in the Zone primary schools reached 32,184 (6.16%) in 2012/13 academic year. The number of Students dropout 32,184 could be higher than the actual size. This was because whenever students were absent from their school, teachers were asked to return student dropout at the end of each semester. Thus, students' were taking final examinations as if they were attending their education throughout the semester. Although this Zone intended to decrease the number of student dropout up to 2% the, the number of student dropped out in primary schools recorded above 2%. Therefore, dropout problem in the Zone was one of the threats that hindered the attainment of MDG Two.

Woreda Education Office participants described dropout problem as one of the obstacles to attained MDG two. Participant WH3 stated:

> *Student dropout in in our woreda primary schools was very crucial problem. Many students were absent during school days or totally dropped out after they registered at the beginning of the academic year. WH2 expressed that in our woreda primary schools students' dropout problem was very critical issue. If the dropout rate of students continued in this rate, it would be one of the obstacles to attained MDG Two.*

> *Participant WH4 added that we planned to decrease dropout rate by 0.5% in each academic year. The number of students' dropout was higher than the set plan in our woreda primary schools. Some of the reasons were the economic base of the surrounding community is depend on agriculture. Thus, parents sought their children's labor for different activities.*

Participants from Aneded and Mota Woreda pointed out that primary school students dropout were very critical. Participant WE1 stated that "there were dropouts in our woreda primary schools. Many students were requesting legal transfer when they were leaving schools. Therefore, dropout case was not considered as a critical problem." The idea bought out by WE1was different from other participants' views regarding primary school students' dropout problem. Participant WE1 stated that in Debre-Markos Woreda students' dropout in primary schools was not hindering attainment MDG Two.

The situation of dropout problem in Debre-Markos Woreda was not different from the other five woredas. As shown in Table 13, dropout problem was a big obstacle in Debre-Markos Woreda primary schools. Participants from five woredas stated the existing dropout problem being one of the big threats to provide primary education. Whenever students were registered they would begin their schooling at the beginning of each academic year however; they would end up dropping out after one or two months or in the middle of the academic year.

Participants from six primary schools stated the existing dropout problem in their views, stating that:

> *The number of students dropped out in Mota No 1 Primary School was very critical. One of the main reasons for students' dropped out, class repetition and low performance of academic achievement was parents' low living standard. Many parents could not nourish, clothe and educate their children as needed. SP3 stated that till this time (in 2012/13) there was no dropout SWDs. However, students without disabilities were leaving from their school because of several reasons. Some of the reasons for primary school students' dropout were illness or legal withdrawal. In our primary school the dropout rate reached 1.8% in 2012/13 academic year.*

Participants stated that poverty was the main reason for students' dropped out. Parents unable to nourish, clothe and provide the necessary materials for their children. In addition

parents sought their children's labor. Early marriage also contributed towards students' dropping out of school. Other participant stated that students were interrupted from their schooling because of illness and other life retaining issues. Sedie Primary School dropout rate was lower than Hult Eju Woreda. The data of Sedie Primary School students dropped out (1.8%) stated by the participant did not include second semester figure because the data were obtained in March 2012/13 academic year. The school dropout rate could have increased at the end of that academic year.

Other primary school participants' stated dropout cases as followers:

> *SP4 stated that students who were absent from schools without any reason asked to come back to their schooling by the joint effort of teachers and Kebele education coordinators. SP5 expressed that the dropout rate of students without disabilities was greater than 60 students in each academic year from the total number of students who started schooling in each academic year.*

According to participant SP4 description teachers were trying to return absentee students to schools before they were totally dropped out. Teachers' efforts may have helped to decrease the number of absentee and dropped out students. Teachers' time to return absentee and dropout students to schools created unnecessary workload for them (teachers). Again absentee and dropped out students could not return to schools because of their own personal problems. One of the reasons could be that their parents could not legally be asked when they were denied their children the right to get access to primary education. Participants also pointed out that the dropout rate of SWDs was lower than that of the students without disabilities. The rate of dropout students in one primary school would decrease or increase from year to year. The dropout rate would not be zero because a student had three options in one academic year: Passing from one grade to the next, repeating the same grade or dropped out. Therefore, students would dropout from schools because of several reasons. Participant SP6 stated thus:

> *In 2012/13 academic year the dropout rate of primary school students reached 4%. Some of the reasons were parents started living in this town for short period and registered their children. After some time parents leave this town because of their own personal reasons. In this case, school age children dropped out from schools. Parents who were government employed also changed their working places; in this case a student also forced to leave the school by requesting legal withdrawal. In addition to these reasons, early marriage is still snatching many school age children from this school. SP1 stated that in 2012/13 academic year the dropout rate reached 2.9%. The percentage was higher than our own set goal because we intended to decrease the dropout rate less than 2% in each academic year.*

Primary schools differed in their students' dropout rate. For example, participant from Amber Primary School and Tekle-Haymanot Primary School participants pointed out that the dropout rate reached 4% and 2.9% in 2012/13 academic year, respectively. The percentage of students' dropout rate was higher than the set plan of those primary schools. Although the dropout number of students varied from school to school, the magnitude of dropout students was not as simple as participants' stated. Because five selected primary schools were located in the center of their woreda towns. Therefore, parents may have better understanding about the overall importance of educating their school age children than rural parents had. In general in East Gojjam Administrative Zone, six woredas and six primary schools dropout problem was one of the threats to attainment of MDG Two.

Participants described some of the dropout causes and mechanisms they employed to decrease them, Saying:

> *In order to decrease the number of students dropout, we try to create conducive school environment. By negotiating with Kebele education coordinators, we tried to return absentee students to schools. Students who need financial support were regularly supported by the school charity clubs. The majority of dropout students were those who were housemaid girls. Some of the reasons are when housemaids' lose their jobs, change their homes, or leave the area their schooling is interrupted. The other source of risk for dropout was related to parents who came from rural areas and settled in this town for a short period. In addition, from among students who dropped out, many of them were those who were living with their grandparents, street children and those who were educating and supporting themselves.*

Participant SP1were identified primary school students who at risk of dropout. According to the participant's teaching experience primary school students who were subjected to dropout were housemaid girls who started their schooling would suddenly lose their jobs. Parents who did not have permanent residence changed their places. At this time school age children were forced to dropout from schooling. Other children who were susceptible to dropout were children living with their grandparents, as well as street children who were subjected due to conditions faced to dropout of their school. Supporting the needy students was one of the mechanisms to minimize the number of students dropping out of primary school. Students could have dropout of school for several reasons.

Participants from primary school indicated the following ideas to decrease the number of students dropped out. SP2 stated:

> *In cooperating with the concerned parties the school tries its maximum effort to minimize the dropout rate of students. Woreda education experts should do all efforts to minimize dropout and maintain quality education. Preprimary education greatly enhances school age children. When preschool children began their primary school education they can easily learn the school environment. Their academic performance was better than those who did not start preschool education.*

Participant SP2 pointed out that WEO experts should focus on decreasing the number of student dropout and increase quality education. Preprimary education helped school age children become ready for their formal schooling. Parents who did not allow their children to get access to primary education ought to be legally asked. This was because parents deliberately denied children's right to get access to UPE. Participant SP5 expressed the views, saying:

> *We tried to use different ways organization such as one to five grouping's and teachers were assigned in different villages to work with Kebele coordinators to return absentee students. The result was not satisfactory as we intended. The reason was the existing chronic poverty within the surrounding people. Thus, parents sought their children's labor at home and outside activities.*

Participant SP5 stated that to decrease the number of student dropout different mechanisms, such as one to five grouping system should be established in schools. Kebele education coordinators were found to be working with teachers to return absentee students back to school. Other participants pointed out that schools were required to employ similar strategies to decrease student dropout and enable to attend their primary education. In conclusion, primary schools employed different mechanisms meant to decrease the number of primary school student dropout. The existing poverty, parents limited understanding of the overall importance of education and their seeking of children's labor for different activities were noted to be real obstacles for many students to attend their primary education.

Primary schools teachers' educational qualifications are some of the most critical factors in delivering quality education. Participant ZH described teachers' educational qualifications in the Zone by stating that:

> *The professional career of teachers now is progressing from year to year. Many teachers who had TTI certificate graduated in diploma. The remaining are still taking their in-service training in Colleges of Teachers Education in summer. To increase teachers' professional career, Zone Education Office sent many teachers to different universities to upgrade their educational qualifications. The participant added that in addition, in every school there is a program stated as 'Teachers Professional Development Program' (TPDP) to enhance their professional skill.*

Teachers' career development in the Zone showed progress. Teachers who had certificate were already upgrading their qualification to diploma. As a requirement for teaching first cycle (grades1-4), teachers are expected to have cluster diploma. In second cycle (grades5-8), teachers are expected to have either linear diploma or degrees. This national plan transformed teachers' career development greatly and many teachers in the Zone upgraded their educational qualifications from TTI certificate to diploma or from diploma to degree. TPDP also enhances teachers' self-learning skills, cooperative learning among teachers and conducting problem solving research activities.

4.5 Actions Taken by this Zone to Attained MDG Two regarding Children with Disabilities

This sub topic presented the actions done in East Gojjam Zone to provide primary school education for CWDs. Different actions had been taken to attain the stated MGD Two in this Zone from 2007/8 to 2013/14 academic years. The challenges, problems and opportunities that had been done for SWDS are presented as follows.

According to Participant ZH, 17 woredas had been providing SNE for SWD in 21 Special Units (Primary Schools) till 2012/13 academic year. Participant ZH stated that "only Gozamin Woreda did not start providing SNE for children with disabilities." As it had been observed in the third visit, Gozamin Woreda started providing SNE for 17 male and 12 female SWDs in two Special Units since 2013/14 academic year. Thus, 18 woredas of East Gojjam Zone are providing SNE for SWDs.

In six target woredas, SWDs were attending primary school education in 10 Special Units. Briefly, Enemay woreda had three SNE Units; Debre Markos and Mota Woreda each having two Special Units. Each of these woredas i.e. Anded, Baso and Hult Eju Woreda had one Special Unit in 2012/13 academic year. The number of Special Units in six target woredas increased to 17 in 2013/2014 academic year. This was because Enemay Woreda added four Special Units the other woredas namely Aneded, Baso and Hulet Eju added one Special Unit each.

Participants described their woredas' specific actions to provide SNE for SWDs during 2007/8-2013/14 academic years. Participant WF1 stated, and quotes:

> *CWDs were registered in each Kebeles'. Teachers who were responsible to register school age children had responsibilities to identify and register CWDs by their type of disabilities. This helps us to identify beginner CWDs and stare primary school education in the nearby schools on time*.

CWDs were identified by primary school teachers and Kebele education coordinators in each village. Children who were identified begin primary education in the new academic year. Participant WF2 pointed out that:

> *During preparatory period, we tried to identify CWDs in each Kebele. These efforts include awareness raising program such as encouraging parents and CWDs to come voluntarily and register in primary schools. Kebele education coordinators and teachers were working cooperatively. Thus, our WEO identified CWDs and list down their names on time. These efforts helped us to attract many CWDs from religious schools and start formal education in our woreda Special Units. To increase the number of SWDs our woreda extended the school admission time up to November to accept late registered SWDs in 2013/14 academic year.*

Participant WF2 described identification of CWDs as having been done in each academic year. As a result CWDs began to come from religious schools and started regular (formal) education in primary schools. Extending the entry time for beginner CWDs was one of the mechanisms taken by WEO. This was because most schools had fixed timetables that limited them accepting new entrants. Participant WF3 had this to say:

> *Our woreda education office tried to identify CWDs in each Kebele in 2012/13 academic year. As a result 120 SWDs i.e., deaf, blind and children with intellectual disabilities were identified. After identifying CWDs we opened new unit at Keraniyo Primary School and five beginner SWDs were attending primary school education in 2013/14 academic year. Participant WF4 expressed that first we try to identify CWDs in each kebele and around each primary school located in this woreda. We provided SNE in three primary schools namely at Dima, Haylu Siedieke and Yetmen Primary Schools.*

According to participant WF3 and WF4 identification of SWDs from their villages and Kebeles had been done. The number of SWDs who started primary education there, however, had been very limited, compared to the number of identified SWDs. This showed that identifying CWDs did not mean providing primary education for CWDs.

Although teaching SWDs started since 1996/7 academic year, the number of primary school SWDs did not increase as expected. According to ZH, in this Zone, the number of school age CWDs was estimated at 4,474. Instead, only 10% of CWDs was access to primary

school education. For example, the total number of SWDs who accessed primary school education in 2012/13 and 2013/14 academic year was 536 and 712 respectively.

Participant ZH admitted that little effort had been given to increase the number of primary school SWDs in this Zone, but with little success.

> *Before 2009/10, our administrative Zone education office gave little attention to increase the number of SWDs. Since 2011/12 academic year all concerned parties have given due attention to increase the number of SWDs and opened many Special Units in 17 woredas. Now we are closely observing the provision of SNE for CWDs in each woreda.*

Participant ZH expressed that the Zone Education Office did not make provision of taken serious SNE for CWSs as expected. The attention given for SNE was very limited, meaning that CWDs were forgotten. Thus, the enrolled number of SWDs was very limited until 2013/14 academic year.

Woreda Education Office (WEO) participants described the existing obstacles to increase the number of SWDs in primary schools. WE5 pointed out:

> *In our woreda there were 90 CWDs however; all CWDs did not begin primary school education. One of the reasons was shortage of budget. Based on our WEO request, woreda administrative board is expected to allocate budget for CWDs. The board did not accept all CWDs to begin primary education. The other problem is that CWDs need supportive siblings or parent who support them from home to school and from school to home. Parents were not voluntary to pay dormitory fee for CWDs. Due to these problems all CWDs could not attend their primary education.*

Identifying CWDs was one important and encouraging activity as stated by participant WF5. From the total number of identified CWDs the number of SWDs enrolled in primary school was not greater than 33 in Baso Woreda till 2013/14 academic year. Shortage of finance was one of the obstacles to provide UPE for CWDs. The other problem was related with woreda administrative board. The board was not willing to permit the allotted finance. Thus, WEOs forced to decrease the number of SWDs enrolled in each academic year. The other problem was related with SWDs themselves. Lack of supportive siblings or parents who would

help at school, to afford dormitory fee were indicated as obstacles for CWDs to attend primary education.

Participant WF6 and others pointed out that:

> *We have shortage of trained teachers, textbooks and supportive materials for SWDs. Participant WF4 stated shortage of trained SNE teachers was a bottleneck problem. Participant WF3 described the geographical location of Hulet Egu Woreda extends form the high lands of Chokie to the low land of Abay Gorge. This creates problem to open many Special Units in our woreda. The second reason was the communities' attitude and awareness level did not change. Parents were reluctant to sand CWDs to primary schools.*

Shortage of trained SNE teachers was the problem hindering opening of new Special Units as participants WF6 and WF3 stated. The geographical location was indicated as one of the barriers for opening new Special Units. Geographical locations would not have been an obstacle because each Kebele had at least one primary school. Hence, new Special Units could be opened in each Kebele where regular schools are found. Opening many new Special Units could help SWDs to attend primary education in their surroundings. Parents and communities awareness was, yet another obstacle that restricted the participation and provision of UPE for CWDs. Parents and communities would wrongly determine the future academic destiny of CWDs because of their limited knowledge and understanding of disability and SNE.

Respondent ZH regrettably admitted the existing problem facing provision of SNE for CWDs in the Zone, saying:

> *When we closely look at the provision of SNE and the number of SWDs in our administrative Zone, the provision of SNE was below expected. This is because we were providing SNE only for 10% of CWDs. In other words many CWDs (90%) were not getting the opportunity to attend primary education. ZE1 added that the existing provision of primary school education did not give equal opportunity for all students. The problem included accepting CWDs and enabling them to continue primary education. The other problem was, concerned parties such as teachers, Kebele education coordinators, and woreda education experts did not work together.*

All participants admitted that provision of SNE for CWDs was below expected (10%). There was little coordinated effort among teachers, woreda experts and Kebele education

coordinators. Each woreda had its specific and common problems that created obstacle to provision of SNE. Debre Markos and Mota Woreda participants indicated that parents had little interest to send their CWDs to Special Units. Budget problem was also a series obstacle to implementation of the provision of SWDs. In conclusion, participants expressed concern that provision of SNE for CWDs was not encouraged in the Zone during 2007/8-2013/14 academic years.

Participant ZH described the nature of some of the barriers that hindered the provision of primary education for CWDs saying that:

> *First, the community and even parents had given little attention for CWDs education. How education changes the life of a blind or a deaf child or her/his future life? Other similar negative thoughts are still existed within the society, community and parents. The second reason was budget for students with disabilities; woredas are expected to give some additional budget for CWDs. For example, every woreda shall pay 320 Birr pocket money for blind students. Considering this, WEOs were not interested to accept many CWDs in one academic year. WF6 stated that parents did not send their CWDs to the neighboring school where SNE is provided. This was because parents determined CWDs' life as if they were hopeless and never changed.*

Participants from the Zone and target Woreda Education Offices described some of the barriers that hindered provision of UPE for CWDs. Parents and communities had negative expectations towards CWDs educational achievement. Parents, in particularly were focused to have little interest in educating their CWDs. Woreda Education Offices were noted to be less interested to accept many CWDs in one academic year. This was because WEOs did not want to challenge their Woreda Administrative Board regarding financial issues. In light of that WEOs preferred and decided to accept a few number CWDs in one academic year.

Participants from six primary schools pointed out some of the bottleneck that created problem to successful implementation of primary education for CWDs. SP4 stating that:

> *The surrounding community, neighbors, and parents till this time understood the source of disability is associated with wrong believes. Parents believed that the source of disability is related to evil spirit. ST5 the communities' understanding towards PWDs*

> *did not change. Parents who have a CWD were not providing the necessary protections and supports. There were shortages of teaching materials and textbooks at schools. CWDs who attended primary education were separated from their parents. Thus, SWDs could not pay dormitory fees and they did not get supportive siblings during and after school days.*

According to some participants, wrong perceptions and beliefs parents held was to the extent that the source of disability was attributed to the act of committing sin at one time by parents or ancestors, or it could be due some evil spirits that were then to haunt the family. The wrong belief of parents and communities indicated that the expected change towards CWDs was not achieved. The other problem was that SWDs being forced to separate from their parents, in order to attend primary education. This separation demanded SWDs to incur cost in terms of getting extra money for school accommodation and feeding expenses themselves. In schools it was noted that there were no educational materials readily available in the provision of SNE for SWDs. In conclusion, wrong beliefs by the community and parents, lack of finance, lack of educational materials in schools and a number of factors constituted major obstacles to implement the provision of UPE for CWDs in this Zone.

Participants from primary schools expressed SWDs' financial support and problems. Participant ST6 stated:

> *The pocket money allotted for SWDs from WEO is not enough. Because SWDs were coming from rural Kebeles and started living in this town separated from their parents. Parents sometimes collected SWDs' monthly pocket money and did not provide enough food. Thus, SWDs were facing problems to attend their education properly in our school*.

Participants from Mota No 1 and Sedie Primary Schools argued that there was little problem that could hinder SWDs' from attending primary education. Efforts to increase the number of SWDs were very limited. Only few CWDs were attending primary education in Mota No1 and Sedie Primary School.

Woreda Education Offices were expected to give some amount of monthly pocket money for their SWDs to continue their primary education successfully. This was because SWDs were separated from their parents. Thus, SWDs were financially supported for shelter, food and clothing. WEO participants described the amount of money given for SWDs. Participant WF1 said:

> *Our woreda education office provides pocket money for blind, deaf and children with intellectual disabilities basing on the allotted budget for each category of SWDs. Participant WF2 also stated: The amount of pocket money given for CWDs varied based on disability type as it is indicated in the new SNE working guideline. For blind students 350 Birr monthly pocket money and 600 Birr for clothing, for deaf students' 200 Birr monthly pocket money and 400 Birr for clothing and for children with intellectual disabilities 100 Birr monthly pocket money is provided. In2012/13 academic year, we received 3000 Birr from one NGO and we bought clothes and educational materials for blind students. With regards to students with physical disability, there is no financial support specified in the new SNE working guideline. Thus; we could not support students with physical disabilities.*

According to WF1, WF2 and other research participants there was financial support given for SWDs. The monthly pocket money given for SWDs was not evenly allotted; as such children with physical disabilities did not get financial supports. There were no clear reasons why the difference existed in the distribution of the money to the children.

Participant WF4 expressed a view, stating:

> *Although we received the guideline how to pay the pocket money for SWDs, the allotted pocket money had not given for all CWDs. Similarly WF5 stated that our woreda pays monthly pocket money for blind students. However, other SWDs did not get monthly pocket money till 2012/13 academic year.*

From six target woredas, only Aneded Woreda paid the allotted pocket money for blind, deaf and children with intellectual disabilities. SNE was introduced during 2009/10 and the new guideline revised in June 2012/13 academic year. Five target woredas were paying monthly pocket money for blind students. Other categories of students with disabilities did not get financial support. This clearly showed that there was resistance from WEOs and respective woreda administrative boards in implementing the stated working guideline.

Participants from six primary schools reported similar responses regarding the financial supports given for SWDs. The financial support allotted for SWDs was not given as SNE guideline specified. Basing on participants' description, the highest amount of pocket money was given to blind students in their primary schools. In addition primary schools encouraged best achieving students with and without disabilities. In general, participants from six primary schools pointed out that SWDs received different kinds of support from their primary schools and WEOs. The result showed that budget allotment increased for blind students, deaf students, and intellectual disabilities in 2013/14 academic year. Different amounts of pocket money for clothing were budgeted for different categories of SWDs. The implementation of financial support differed from school to school and from woreda to woreda.

Participant ST5 reporting on this states of affairs stated:

> *For blind students the school provided brail and brail paper obtained from Facilitating Cooperation (FC). FC is an NGO cooperating with our primary school and provides chairs, tables, boxes and furnished the classroom with plastic carpets. The classroom windows and doors were made of hard iron sheet materials. ST4 stated: Braille type writer, braille books, visual and tactile materials obtained from World Vision Ethiopia. This NGO supported our SNE Unit by supplying different teaching materials and wheelchair for orthopedic students since 2011/12 academic year.*

Few primary schools had better relationship with the different NGOs involved in the enhancement of provision of SNE. ST5, ST4 and other participants reported that the material support obtained from NGOs was not neither consistent nor equally distributed for all woreda Special Units. Few schools received material support from NGOs. The indication from the analysis also supported the fact that Yejubie No1 Primary School that had of SWDs was not only clean but that it was equally well furnished. Other primary school students did not get any educational and material support from NGOs till 2013/14 academic year. This showed that the support by NGOs were not well planned and organized to address different SNE Units in the Zone.

Many SNE Units were located in woreda towns of primary schools. Participant ZH described some of the reasons, stating that:

> *Sone of the reasons we opened Special Units in woreda towns' were shortage of trained special needs education teachers and shortage of materials. The beast alternative to minimize these problems was collecting SWDs from each Kebeles and providing SNE in woreda towns' of primary schools (Special Units). But now many woredas in East Gojjam Zone are opening additional Special Units in rural Kebeles of primary schools to provide SNE in their local areas. ZE1 described that although SWDs began their primary school education; many of them were forced to dropout because they were coming from long distance and forced to pay dormitory fee around their schools. Many SWDs cannot afford the dormitory fee. I am an eye witness when deaf students and children with intellectual disabilities dropped out from primary schools.*

Primary schools (Special Units) located in woreda towns were making provision of SNE for SWDs. Thus, SWDs were forced to live in these woreda towns separated from their parents. Although SWDs started living in these towns, they could not afford accommodation fees. As such, SWDs were forced to dropout of school. Participant ZE1 highlighted the experience SWDs had in Bewigne Woreda. The situation, however, latter began to change, so Special Units were then opened in rural Kebeles. As ZH indicated, many primary schools located in rural Kebeles that introduced Special Units in 2013/14 academic year. For instance, seven additional Special Units opened in four target woredas in 2013/14 academic year.

Woreda Education office participants described some of the criteria they employed to accept SWDs in their primary schools. Participant WF5 stated that:

> *We closely look at the child's level of disability and age. We give priority for school age CWDs than older children. Participant WF6 stated that Woreda education expertise, supervisors and Kebele education coordinators decided to accept CWDs in primary schools. However, we did not request CWDs medical certificates that verify the presence of disability. Participant WF4 described the identification process is done by SNE teachers. When a child with disability came to school to begin his or her schooling SNE teachers decided to accept by considering the child's disability. Participant WF2 added that we give priority for school age (7-14 years old) CWDs. We also accept SWDs who have medical evidence. When there is uncertainty about the presence of disability we request medical verifications.*

Other participants from Debre-Markos, and Hult Eju WEO reported that sometimes woreda experts, other time SNE teachers decided to accept CWDs to begin primary education. For Debre Markos Woreda to accept blind students, the decision had to come from woreda experts. This was because Debre Markos Woreda paid pocket money for these students. Therefore, Woreda education experts decided the number of blind students. Considering and prioritizing school age CWDs was encouraging. As I observed, however, in classrooms there were overage SWDs. The possible reason for the presence of such category of students could relate with the previous limited opportunity to get access to primary education.

Participant ST5 described their criteria, stating that:

> *To accept deaf children we (teachers) ask medical results. But for blind students and other disabilities, we sit together with woreda education experts and decided to accept children as SNE students. In our Special Unit we did not have children with intellectual disabilities. SP6 stated we try to be certain the presence of disability. We check the child's parent identity card whether they are living in this woreda or not. We give priority for school age CWDs. We do not ask medical verification for the presence of disability. Sometimes woreda education experts, the school director and SNE teachers decided separately to accept CWDs.*

Participants added that accepting CWDs to begin primary education showed similarity. There were hidden disabilities that could not easily be detected. For example, identifying students who had moderate, or moderate severe hearing loss was difficult. In such condition asking medical verification could solve unnecessary rejection or acceptance of deaf students from Special Units. As I observed there was no woreda focal person who had SNE diploma or related educational qualification. Decision to accept SWDs would rather be given by SNE teachers than woreda experts or school principals. When SNE teachers, school principals and woreda expertise decided to accept SWDs separately children without disabilities could wrongly be accepted in Special Units. The other reason was that WEO experts and school principals sometimes deliberately accepted children without disabilities in Special Units and

got monthly pocket money as if they were SWDs. In conclusion, to minimize unnecessary rejection and acceptance of SWDs regularly requesting medical verification and decision could be given by SNE teachers.

Another problem stated by participant SP4 was that parents disappeared from the school surroundings after being registered as parents of CWDs. This created problem for SNE teachers and teaching and learning process. CWDs were not supported by their parents, siblings and friends at school and outside of school. To minimize these problems SNE teachers preferred not to accept CWDs. This clearly showed parents' latent rejection of CWDs.

Shortage of teaching materials was a big problem for SWDs. SNE teachers were responsible for preparing supportive teaching materials for different grade levels and categories of SWDs. Participant ZH expressed views, saying "there was shortage of textbooks and supportive materials for SWDs. However, teachers who trained in SNE prepare related materials for different grade levels. German Church School provided textbooks and supportive teaching materials for Special Units found in different woredas."

Participant ST6 added:

> *For deaf students, sign language book obtained from the Ethiopian Deaf Society. SND teachers were using this book as a sign language textbook. SNE teachers also tried to translate different textbooks into braille for blind students. After enabling blind students to read and write we also help them to rewrite textbooks in shortened form for their own use. This is because there were no textbooks for blind and deaf students, in all grade levels.*

Participants from primary schools (SNE teachers) reported that there was no teachers' guide as well as textbooks for SWDs in all grade levels (grades 1-8). SNE teachers had to translate or rewrite textbooks in shortened form for blind students basing on SWDs' grade levels. Doing these translations and rewriting materials into brail consumed much time, energy and resources. Deaf students learn sign language using one book obtained from the Ethiopian

Deaf Association. Similarly, other participants expressed the view about the problem of teaching materials and the absence of textbooks in their primary schools. Books obtained from German Church School had little similarity to the existing curriculum.

In six primary schools, however, textbooks were distributed for blind and deaf students in different grade levels since 2013/14 academic year. In conclusion, SNE in East Gojjam Zone had narrow meaning i.e., SNE referred to students with visual, hearing and intellectual disabilities. Other categories of disabilities and SNE students were not recognized.

Participant ZH described regarding SNE teachers' qualification "teachers who were teaching SWDs had the necessary professional skills. Many SNE teachers had diploma and others were continued their in-service training during summer." WEO participants stated their views about SNE teachers' education qualification. Participant WF1 stated that:

> *Teachers have the necessary skills to teach SWDs. They have either diploma or special training in the area of SNE. Thus, SNE teachers teach SWDs from beginner or (zero class) to fourth grade in separate classes (Special Units). Participant WF2 described teachers have trained in SNE and can teach without any problem. They can easily communicate and support with SWDs.*

Other WEO participants similarly, reported that SNE teachers had either diploma or attending in-service training. Thus, SNE teachers could effectively teach SWDs. Participants from six primary schools described teachers' qualification. Participant SP6, saying that:

> *In our primary school there were five teachers who taught SWDs. Three of them have diploma in SNE two of them were taking in service training in summer. One of these teachers was assigned in regular class and the other four teachers were teaching in SNE unit. Therefore, SWDs attended primary education by trained SNE teachers.*

Participants from five selected primary schools reported similar ideas confirming that teachers who were teaching SWDs had diploma or training in SNE. Teachers' diploma or having short trainings could not be enough to deliver adequate teaching and learning as expected. Therefore, supportive trainings and workshops were needed to enhance the teaching

and learning process of SNE. In general participants' report showed that SNE teachers had the necessary educational qualification to teach first cycle (grades1-4) SWDs.

The academic achievement of SWDs' was one important indicator necessary to confirm effectiveness of SNE program. Participants described the academic achievements of students with disabilities by stating that, ST1 stated:

> *Blind students' academic achievement is closely related to their teachers' ability. This means if their teachers are brave enough, the same is true for blind students. The academic achievements and abilities of deaf students' were unsatisfactory as I have seen from my teaching experience. ST2 blind and deaf students have better academic performance. Students with intellectual disabilities showed limited progress. We focused teaching students with intellectual disabilities on daily living skills. ST3 the academic performances of SWDs differ from child to child and from disability to disability like students without disabilities.*

Other participants similarly, reported that the academic achievements of SWDs were showing variations. Children with visual impairments were competent as well as being best achievers in their classrooms and from the whole schools. The observation revealed that best achievers of SWDs' photos were posted on school notice board similar to students without disabilities. In general, the academic performance of SWDs differed from child to child and from disability to disability. Deaf students showed frustration when they were integrated starting from grade five. This led to many deaf students dropping out of school. This was because regular teachers did not have the necessary skills to teach deaf students and could not communicate in sign language. As a result deaf students could not understand what the regular teachers said or taught.

Blind and deaf students were integrated starting from grade four and grade five respectively. Participants reported how regular teachers helped or supported SWDs when they were integrated in regular classrooms. ST4 stated:

> *When deaf students promoted to grade five and integrated with regular students, teachers supported SWDs equally like other students. ST5 blind students are competent*

> *in their classroom. When Blind students are integrated in grade four they are equally treated by regular teachers. ST1 now things are changing. In the previous time, when SWDs integrated starting from grade four or five, teachers were considered SWDs as additional workload but now regular teachers understood that SWDs did not take more time than students without disabilities did.*

Participant ST2 and ST3 added that regular teachers and students without disabilities showed better acceptance for SWDs than the previous time. Participants suggested that things were changed for the better level than the previous time, and that SWDs were welcomed when they were integrated in regular classes.

Participant ZH expressed "Shortage of material was our bottleneck problem in this Zone". ZE1 added "Unable to provide the necessary educational material for SWDs was one of the problems of primary schools." WEO participants indicated that many school age CWDs were identified. The number of enrolled CWDs was lower than the number of identified CWDs. Therefore, the right of CWDs to get access to UPE was not implemented into action as many international and national declarations and legislations indicated.

4.6 Participants' Perception regarding the Attainment of MDG Two

Participants had personal feelings and perceptions regarding attainment of MDG Two. Their views about the current situation, achievements and problems faced in attaining MDG Two in this Zone were presented as follows. Participants from WEO reported the supports they received from the Zone Education Office (ZEO) to attained MDG Two. Participant WF1 stated:

> *The Zone supported us by providing different trainings, doing field work or observations and suggesting corrective feedbacks were some of our working relationship with ZEO. WF2 added they supported in different ways for instance, physically Zone experts were coming here and provided trainings, and they gave us corrective feedbacks on time as needed.*

The working relationship between ZEO and each WEO was found to be similar to one another. The relationship was mainly focusing on monthly and quarterly reports, giving feedbacks,

providing workshops, observing the overall provision UPE and providing corrective feedback whenever it was needed. Similarly, WEOs and primary schools were working together in order to achieved MDG Two. School participants described the relationship and supports they received from WEO. Participant ST4 stated:

> *The working relationship with WEO is very limited. Special needs education has no focal person to facilitate the teaching learning process. Teachers are not supported by workshops and trainings in order to enhance the teaching learning. WEO and our primary school SNE Unit relationship is mainly focused on monthly statistics report. SP2 added as a school principal I have little knowledge what the SEN working guideline described about SWDs' support. The best thing is let we know what the SNE policy documents and working guideline stated about SWDs' rights and benefits.*

School participants reported that the working relationship between WEOs and primary schools was restricted. The assigned focal persons for SNE in WEOs did not have the required knowledge. The relationship was mainly focused on exchanging statistics data. Primary school principals and SNE teachers did not know what SNE guideline described about SWDs. Thus, SNE teachers and school principals could not ask WEOs on behalf of SWDs. School participants indicated that there was transparency problem.

Participants from six primary schools expressed regarding attainment of MDG Two as follows. SP3 stated that:

> *Many school age children are attending UPE and the opportunity is relatively wider than any other time. It is difficult to say however, all children with disabilities have accessed to primary school education in our local area. SP4 stated: the school is working in its full capacity to attain the stated MDG Two. Our school is effectively providing UPE for school age children in addition we are providing preprimary education for 150 children starting from the age of 4 to 6 year old children. SP6 the problem of our primary school is not increasing the enrollment rate of school age children but to enable them staying and complete primary education.*

School participants reported that the problem was not related to increase the number of students' enrollment in primary schools. One of the problems of primary schools was related to students' dropping out of school. Dropping out of school, low academic achievement and low quality education were some of the problems identified in primary schools. Providing

preprimary education was indicated as one achievement. Because providing preprimary education created readiness for school age children. Participants also expressed the view that CWDs were not getting equal educational opportunity compared to children without disabilities.

Participants SP2 expressed the attainment of primary education, stating that "teaching learning needs and seeks freedom of soul. There has to be trust among different parties rather than being considered as a lord and tenant relationship. Teachers and other supportive staff members were not evaluated basing upon their work efficiency."

Participant SP2 expressed feelings, pointing out that relationship between WEO and school principals and teachers was not smooth. Teachers were evaluated basing on unrelated activities. Thus, the relationship between WEO and primary school teachers were not encouraging. Unrelated evaluation and treatment could affect the overall teaching and learning activity.

Participants expressed views concerning attainment of MDG Two at the end of 2014/15 academic year. Participant ZH reported, saying:

> *Personally I believed this Zone can attain the stated MDG Two this is because our achievement is now (2012/13) reached 92% the remaining percentage can be attained within the next two years. The overall attainment of MDG Two including providing UPE for CWDs required cooperative work with all concerned parties such as community members, NGOs, Zone Education Office, WEOs, primary schools, teachers and parents. The provision of primary school education for school age children is considerably changed from year to year. Participant ZE1 also added education particularly primary school education, has gained attention from many concerned parties although there are shortcomings with regards to provision of SNE for CWDs.*

Participants had positive expectation and perception regarding the attainment of MDG Two. This was because East Gojjam Zone reached 92% achievement of primary education in 2012/13 academic year. Primary Education gained priority within the community, compared to the previous academic years. Participants admitted that many CWDs did not get primary

education opportunity till 2013/14 academic years. Woreda Education Office participants expressed views and perceptions regarding attainment of MDG Two as follows. Participant WE1 stated that:

> *It is possible to attain the stated MDG Two. Some of the reasons are; parents have given priority for their children's education; there are organized working relationship with Kebeles, Schools, woreda and ZEO in order to facilitate the provision of UPE. All these interactions are good indicators to meet the stated MDG two. WH1 stated that during the previous academic years we could provide primary education for many school age children. Therefore, within the remaining academic years I believed that our woreda can attain the stated MDG Two. WH3 added if our pace of performance continued just like the present time (2012/13), we can meet the set goals at the end of 2014/15 academic year.*

Participants responded ideas' regarding attainment of MDG Two just before two years MDGs was completed. Participants from Aneded and Enemay Woreda expectation regarding attainment of MDG Two were positive. There were well organized institutional relationships to provide primary education. Parents had better understanding about the overall advantages of teaching children.

Participants reported regarding MDG Two and EFA goals and how those declarations changed the overall provision of primary school education. Participant ZH stated that:

> *These declarations were very important to deliver UPE particularly in developing countries. MDG Two and EFA have clear evaluation systems that enable us to see our strengths and weaknesses internationally. This Zone is continuously changing due to globalizations. In order to feet this change, education particularly UPE is unquestionably important. Participant ZE1 stated: these declarations contributed a lot to change the overall provision of primary school education in this administrative Zone. In addition MDG Two and EFA were used as an instrument to deliver primary school education in a coordinated manner. MDG Two and EFA gave appropriate attention to provide UPE in many areas of the country including in this Administrative Zone. As a result many school age children are attending primary education.*

Participants reported that MDG Two and EFA changed the provision of UPE in many parts of East Gojjam Administrative Zone. Some of the empirical evidences were the number of primary schools and students increased. Both MDG Two and EFA had clear indicators to

affirm the ongoing provision of primary education. Thus, MDG Two and EFA had positive impacts on the Zone primary education provision. Respondent SP2stated that:

> *Provision of UPE has gain special attention within the community and parents than ever before. SP3 although we are doing all our best to provide primary school education, there are many remaining things that we have to accomplish within the remaining time. SP6 the provision of primary school education gains attention within the society. Thus, enrolment of primary school students increased from year to year in many parts of this woreda.*

Participants from Tekle-Haymanot, Haylu Siedieke and Yejubie No 1 primary schools reported that MDG Two and EFA changed the provision of UPE to the better level than the previous period. Participants also described their positive expectation at the end of MDG Two. Participant WH4 expressed views regarding MDG Two and EFA:

> *Addressing MDG Two and EFA created intensive work load up on educators, supportive workers and teachers. Many school age children and overage children were out of schools. In order to provide primary education for all school age children, return dropout and out of school students, we are always doing all our best. Participant WH2 stated accessibility and equitability of primary school education expanded than ever before. The attention given to skill based training and education provided for adults (adult education) was not satisfactory in Mota Woreda. WE1 added although there was a problem to provide quality education, the overall provision of UPE showed progress from year to year*.

Participants reported that there was observable change regarding primary education as a result of MDG Two and EFA. WH4 stated that before the declaration of MDG Two, many school age and overage children did not start primary education. To enable school age children and over age children began their primary education, and those educational professionals, teachers and WEO experts pulled together put their concerted efforts. This created burden upon education professionals. Other participants stated that accessibility increased however, quality education did not show improvement. In line with this participant WH2 indicated that achievement of UPE for school age children was encouraging although, skill based training for adults did not show the expected progress.

School participants stated the changes observed as a result of MDG Two and EFA. Participant SP6 expressed:

> *There are efforts to attain the set goals although few parties did not do their roles. SP5 now the problem of this primary school is not related to coverage but quality education. Programs and planned activities are not performed on time. For instance, textbooks are not available for all subjects. Students' discipline is one obstacle to provide primary education. Although students know their rights, they do not know their duties. Students repeatedly showed misbehavior such as braking furniture, pipe water and fighting each other are common. SP3 the school is very old. It was established in 1958/59 (55 years ago). Thus, there is shortage of school furniture, the classrooms are old, muddy and made of wood.*

Participants from target primary schools described the observed change related to enrolment and attainment of primary education as a result of MDG Two and EFA. The number of primary school students increased but that there were shortages of teaching materials, textbooks for a few subjects. Students were showing aggressive behavior thus, discipline was indicated as a problem. Other participants stated that MDG Two and EFA changed the overall primary education provision to the better level.

Participants were asked regarding the given time to attained MDG Two. Participant ZH reported about the time frame, saying: "if all concerned parties give appropriate attention to the stated goal, MDG Two can be attained within less time. Limiting activity by the given timeframe helps all the concerned parties to do their own task on time." Participant ZE1 said:

> *If all concerned individuals gave top priority to provide primary education for children with and without disabilities, MDG two can be achieved even before the stated time. SNE and CWDs requires specific attention from concerned professionals. Particularly, in some woredas there was no concerned focal person to facilitate SNE. On the other hand, some WEOs were trying to provide the necessary supports for SNE teachers and SWDs. WH1 stated the time given was enough if we were working hard effectively. We are approaching to complete the time given. When we perform things in beliefs and interest the time given either short or long does not matter our performance.*

According to participants' responses, the time given was fair enough to provide UPE. The underlying issue was commitment to implement action of the stated goal. Participants also indicated that cooperative work was needed in order to implement international and national

commitments. Other participants also stated that the given timeframe helped all concerned parties to accomplish the given tasks on time. This showed that setting the timeframe had its own contribution.

Finally, participants observed the overall changes in primary schools as a result of declarations of MDG Two and EFA in this Zone. Participant ZH noted that "clearly the number of primary school students increased from year to year. Increasing the number of students is one of achievements and now our concern has to shift towards providing quality education." Participant WE1 reported, saying:

> *Both declarations paved the way for the better provisions of primary education particularly in areas were primary school education was not provided effectively and even in towns. In general these declarations encouraged provision of UPE. WH1 stated: These declarations changed the provision of primary school education even to the remote areas of the country. The communities' attitude changed from year to year because of the expansion of education.*

Participants reflected that MDG Two and EFA changed the provision and access to UPE. The societies' awareness also changed to the better level than the previous time. Many school age children and overage children could easily get access to primary education in many parts of the country. Participants' in general suggested that these declarations provide educational opportunity for many school age children. The number of primary schools and students increased as well, although providing quality education remained one of the agenda of the existing provision of UPE. In general, all participants described their feelings and perceptions regarding attainment of MDG Two and EFA as being valuable and positive. There were remaining things to provide primary school education for all children.

4.7 Efforts, Successes and Challenges to Attained Universal Primary Education

The result section presented in two sections i.e., statistics development and thematic results in this Zone primary schools there has been many efforts, successes and failures to attain MDG Two.

One of the efforts observed in this Zone was that the number of schools, teachers and students increased from year to year. Second, UPE was provided in four different ways this enables the Zone to provide UPE for many regular students, adults, teenagers whose age are 15 and above and under age children (preprimary education). The third, effort was identifying and providing SNE for CWDs in East Gojjam Zone and in target woreda had been started. The attempt to identify CWDs was supported by specific number and participants' interview responses. Teachers' education qualification improved from year to year. Teachers who had TTI certificates upgrade to diploma or degree level. Teacher's Education Colleges were graduating diploma teachers regularly thus; employing TTI certificate teachers was interrupted since 2007 in this Zone. All these efforts were encouraging to provide UPE for students and attain MDG Two.

Furthermore, one of the successful achievements in the Zone primary schools was balanced number of boys and girls. Gender parity in the Zone primary schools was observed since 2009/10 academic year. The statistics data and interview results collected from the Zone, six target woredas and primary schools shows that gender parity had been showing progress during 2007/08-2013/14 academic years. From six target woredas, Enemay and Debre Markos Woreda recorded greater than 1.03 gender parity indexes meaning that more female than male students were enrolled in these woreda primary schools. In Aneded and Baso Woreda primary schools balanced number of males and females were recorded during 2007/8-2013/14 academic years. The average gender parity of Hult Egu and Mota Town Woreda had been

lower than four woredas' gender parity index. At school level, relatively similar gender parity results were obtained with respect to their woredas i.e. Haylu Siedieke, Amber, Yejubie No 1, and Tekle-Haymanot Primary Schools scored higher than 1.03 average gender parity indexes. Mota No 1 and Sedie Primary Schools scored the lowest 0.98 and 1.03 average gender parity indexes from 2009/10 to 2013-14 academic years, respectively.

Interview data obtained from this Zone participants show similar result of gender parity achievements. The gender balance in the Zone primary schools obtained as a result of several reasons. For this change parents, teachers NGOs and government bodies closely followed the attainment of gender parity in primary schools. Schools were supporting girls in different ways such as by organizing girls' club and providing cleaning materials. Schools were opened in all Kebeles thus; female students did not take long journey.

On the other hand, one of the challenges of this Zone provision of primary education was students' dropout problem. At the Zone level, in one academic year up to 32,184 primary school students dropped out. Some of the reasons for students' dropout were existing poverty; parents' leaving their residential areas and seeking children's labor for different activities were mentioned.

The second challenge was related to the provision of SNE for CWDs. The number of SWDs obtained from six woredas showed that CWDs did not get access to primary school education during 2007/8-2013/14 academic years. This was confirmed by respondents' interview responses. For instance ZH expressed "When we closely look at the provision of SNE and the number of SWDs enrolled in primary schools was below expected. This is because we are providing SNE only for 10% of CWDs." Identifying CWDs at this Zone and in

six woredas had been done. The number of SWDs enrolled was very limited compared to the number of CWDs identified during 2007/8-2013/14academic year.

SWDs who continued their primary education were facing different problems. One of the problems was related to the allotted pocket money. Many woredas did not pay the allotted pocket money for SWDs. Textbooks and supportive materials were not available for SWDs. There were no clear plans that described the number of SWDs at this Zone, six target woreda and primary schools during 2007/8-2013/14 academic years. In the same way, the number of students enrolled in primary could not compare with their number of students planned. In general, disparities between enrolled, planned, and school age children had been observed in the Zone. Participant ZH reported that "with the existing situation we are not prepared to assign two SNE teachers in each primary school." This showed that the attention given to increase the number of SWDs and teachers in the Zone was very limited as compared to the national plan stated in ESDP IV.

The observation taken place in six primary schools indicated that schools were less comfortable for teaching and learning activities. This was because schools were constructed from fragile materials. School fences and demarcations of few primary schools were not well defined. The interior compounds of four schools were also less comfortable for blind and children with physical disabilities. Classrooms were old and muddy. In six target schools there were separated toilets for boys and girls but those were not clean enough. In five primary schools, pipe water was available when observation had been taken.

4.8 Future Plans and Views to Attain UPE in the Zone

Participants expressed their future plans to attained MDG Two within the remaining time.

This was because the data collection of this study was conducted in 2013/14 academic years. Accordingly, participants described their plan. In this regard participant ZH stated:

> *In order to increase the number of primary school students, The Zone mainly focus on building institutions (primary and secondary schools) and increase the level and capacity of existing primary schools. With regards to SWD, the Zone planned to accept many beginner SWDs in each woreda in 2013/14. To provide SNE for SWDs we have identified school age CWDs and prepared the necessary budget by negotiating with each WEO's in 2012/13 academic year.*

As participant ZH stated, at Zone level the number of school age CWDs were identified. There was no clear future and previous plan that showed the number of CWDs in each academic year. Therefore, comparing previous number of SWDs enrolled and planned in this Zone and six target woredas was difficult.

WEO participants described their future plans regarding the enrollment of children with and without disabilities as follows. Participant WF2 said:

> *We planned to provide SNE for many CWDs in our woreda primary schools in 2013/14 academic year. Participant WF3 stated although we do not have will organize plan, we try to identify CWDs since 2012/13 academic year. Participant WF4 added although we are providing SNE in three primary schools, our woreda education office did not believe that these Special Units are enough. Therefore, we are studying the need assessment to open additional Special Units for SWDs.*

Participants from Aneded, Yejubie, Mota and Debre Markos Woreda also described that their future plans were similar to other woredas. They identified school age CWDs and planned to provide primary school education starting form 2013/14 academic year. Participants from six target woredas also admitted that many schools age CWDs were still out of schools due to several reasons. In six woredas there were no clearly stated plane regarding SWDs enrollment. This shows that woredas were providing SNE for SWDs without clearly stated plan.

Participants from primary schools also stated their future plans to attained provision of primary education for children with and without disabilities. Participant SP1 reported that:

> *Our plan is mainly focused on providing and maintaining quality education. Students have to read, write and understand as it is expected from their grade levels. According*

> *to our primary school quality education plan, we planned minimum academic achievement goals. This can be stated as least 25% of students have to score 75% and above in all subjects. Again 75% of students in all grade levels have to score 50% and above in all subject areas.*

Other Participants from primary schools stated that the school plans were focused on maintaining quality education. Participants indicated that CWDs did not get equal access to UPE. In general, the future plan at zone, six target woredas and primary schools mainly focused on providing quality education.

In East Gojjam Zone and six target woredas did not had any clear plan to increase the number of SWDs during 2007/8-2013/14 academic years. Increasing the number of primary school SWDs were not achieved as the ESDP IV plane. This is because WEOs and primary schools were providing SNE for CWDs who were informed about the presence of SNE in their woredas.

According to ESDP IV plan, increasing the number of SNE teachers and SWDs clearly stated. The plane of ESDP IV stated that each primary school will have two SNE teaches at the end of 2015 academic year. To achieve this plan, Zone Education Office performed little effort. Participant ZH expressed:

> *Now we are trying to upgrade teachers' profile by upgrading certificate teachers to diploma in regular and in summer programs. In addition, the Administrative Zone gives due attention and sent many teachers to Addis Ababa University to upgrade their education career qualification in the field of SNE. With existing situation we are not prepared to assign two SNE teachers in each primary school.*

In East Gojjam Zone, the total number of SNE teachers' in primary school was 82 in 2013/14 academic year. Participant ZH indicated that in the Zone shortage of trained teachers was one of existing problems to provide SNE. Participant ZH responded inconsistent and incomparable with the national plan. From the participant's response it was understood that the number of SNE teachers could not increase according to the plan of ESDP IV.

Participant WF6 expressed the plan of increasing number of SNE teachers, saying that:

> *Teachers who are trained in SNE were determined by the Zone Education Office as a quota for each woreda. Therefore, our WEO could not assign two trained SNE teachers in each primary school at the end of 2015 academic year. WF5 stated assigning two SNE teachers in each primary school is too difficult in the near future. Participant WF4 responded, in our woreda there are seven SNE teachers. We have shortage of trained SNE teachers. Assigning two trained SNE teachers in each primary school is too difficult at the end of 2015 academic year.*

Participants from Debre Markos, HultEju and Mota Woreda participants similarly, stated that assigning two SNE teachers in each primary school at the end 2015 academic year could not be implemented within this short period. This showed that the number of trained SNE teaches would not show the expected progress. Participant ZH described that their plan enables them to attain MDG Two. For example, ZH stated "Our administrative Zone education plan is similar to MDG Two and national plan. Therefore, we were implementing our plan properly to attain the stated MDG two." In actual context the participants' responses did not consider the national plan to increase the number of SNE teachers as ESDP IV stated. In general, the participants' description showed that this Zone and six woreda primary schools could not assigned two SNE teachers in primary schools. Unable to increase the number of trained SNE teachers revealed that the number of CWDs could not increase as it was stated in ESDP IV at the end of 2015 academic year.

Participants from WEO described regarding their future plans as follows. Participant WE1 said "now our concern is to increase students' academic achievement and providing quality education. WH3 expressed that we are creating conducive environment by establishing institutional structures and mobilizing the community to address primary education for all school age children." All respondents stated that each WEO was trying to provide UPE for all school age children and adults by implementing different mechanisms.

School participants stated that their future plans met MDG Two by the end of 2015 academic year. Participants clearly indicated some of the threats that hindered their school plan. SP6 stated:

> *Shortage of budget, lack of trained teachers, shortage of teaching materials and textbooks were our problems that hindered our plans. SP1 stated: in general the community attitude towards education is limited. For instance, parents did not follow up their children's academic achievement and activities; what they learn, where children spent their extra time. In order to increase students' academic achievement parents have to regularly follow up their children's day to day teaching learning activities. Thus, I believe, quality education can attain as we planned. SP3expressed different parties such as parents, teachers, schools, WEOs and NGOs were not doing cooperatively thus; our plans did not attain as we are planned.*

Participants from four primary schools stated that budget deficits made it difficult to provide quality education. Parents' follow up of their children's day to day academic successes or failure could enhance provision of quality education and UPE. The communities' little understanding of education was found to be an obstacle in the provision of primary education for school age children.

Participants described some of the existing obstacles to implement school plans in to action. ST1 stated:

> *There were unplanned workloads up on teachers. These create problem to complete our academic plan as we were intended. SP2 stated repeatedly in the middle of the working weeks teaching learning is interrupted. One of the reasons given for interruption was to evaluate the ongoing teaching learning process. These unplanned evaluations negatively affect the teaching learning process. In addition, Woreda Education Experts gave top priority for students' weekly, monthly and semester based statistics. They asked school directors very large unnecessary data rather than focusing and maintaining quality education and discussing other issues.*

Teachers were found to be loaded with unexpected activities and that they were forced spend more time in meetings and evaluations. Unplanned activities were found to be some of the problem hindering implementation of the planned activities of teaching learning. Specifically, at the beginning, in middle and at the end of each academic year school days were closed and time was spent for meetings. Thus, content coverage could not complete on time.

SP3 reported that:

> *The surrounding community gives little attention to education. Parents are looking at many young adolescents who completed tenth or twelfth grade or even tertiary education but without job. Thus, parents are losing their interest to send their children to schools. Instead parents prefer to use their children's labor for different activities. SP4 observed that students' academic achievements did not show progress as the school intended. Students' low academic performance was one obstacle to attain our school plan. ST6 added over workload (more than 30 periods per week) on teachers and classrooms are less comfortable for teaching learning activity were indicated.*

Participants reported that there were obstacles that could hinder school plans in each primary school. Based on teachers' teaching experience, school plans were interrupted because of budget, lack of coordination between schools and WEOs, unplanned work load and school stuff meetings, existing poverty and low academic achievements were repeatedly indicated by interview participants.

In general participants have seen MDG Two as valuable and needed in this Zone. Participants had positive feeling and belief towards attainment of MDG Two. They believed that MDG Two and EFA changed the overall provision of UPE at national, regional, Zone and woreda level.

Chapter Five: Discussion

This chapter presents purpose, brief summary of results, discussions, conclusions and recommendation. The purpose of this study was to explore the attainment of universal primary education for children with and without disabilities in East Gojjam Administrative Zone. The result chapter presented the provision of primary education in the Zone, six target woredas and primary schools using descriptive statistics and thematic data results. This chapter also discussed the world, African and national level attainment of universal primary education similarities, differences, causes and problems to attained MGD Two are discussed.

5.1 Summary of Main Results

In East Gojjam Administrative Zone attainment of primary education for children with and without disabilities showed that the number of primary schools, teachers, and students increased during 2007/8/-2013/14 academic years. The number of male and female students in primary schools was found to be balanced although in a few woredas some disparities still existed. The number of school age children and students dropped out in the Zone primary schools were many in number. On average 45866 (8.62%) out of school children and 25925 (5.09%) students dropped out were recorded during 2009/10-2013/14 and 2010/11-2013/14 academic years respectively. The relative (%) differences between planned, school age children, and students enrolled in primary schools showed the fact that many school age children were out of schools in this Zone. Similarly, in each woreda, the average relative (%) differences and changes between planned, school age children and students enrolled in primary schools were many in numbers.

In East Gojjam Zone, the number of SWDs enrolled in primary schools was inadequate compared to the existing number of CWDs. Woreda Education Offices showed resistance to

accept many CWDs, because of budget constraints. SWDs Enrolled in primary schools had shortage of teaching materials and textbooks. One of the obstacles to attend primary education for SWDs was the absence of proper support from parents and relatives who accompanied them in schools and out of school days.

In general participants had seen MDG Two and FFA as valuable and needed to provide UPE in this Zone. Participants had positive feelings, perceptions, and expectations, regarding attainment of MDG Two. Participants also believed that MDG two and EFA had changed the overall provision of primary education.

5.2 Discussion

Millennium Development Goal indicators were stated in quantifiable or measurable statistics data. According to UN (2012), the main objective of the UN Summit held in 2000 was to set quantifiable and time-bound development goals to end human suffering from hunger, destitution and disease, and to mainly focus on how to support developing countries get out of this predicament.

In East Gojjam Administrative Zone, in 2007/8 there were 490,638 students enrolled in primary schools. After seven years in (20131/4), primary school students' enrollment increased to 531,884. This meant 1.23% annual average gross rate was recorded in this Zone during 2007/8-2013/14 academic years. The annual average gross rate (AAGR) of this Zone was lower than the national (Ethiopia) AAGR (4.5%) during 2007/8-2013/14 academic years. The national AAGR of primary school students was inconsistent during 2007/8-2011/12 academic year (EMIS, 2012). Similarly, in six target woredas, the number of students enrolled in primary schools increased from year to year. In Enemay and Hulet Eju Woreda from 2007/8-2013/14 academic years the AAGR increased by 3.77% and 3.56%, respectively.

In Aneded, Baso and Debre Markos Woreda the number of students increased by 1% during 2007/8-2013/14 academic years. In Mota Woreda the AAGR of students enrolled was inconsistent and thereby decreased as compared to other five woredas. The AAGR of primary school students in Mota Woreda decreased to -1.84% during 2010/11-2012/13 academic years. The possible reason for this was that in 2013/14 academic year Mota Woreda recorded the lowest (-53%) relative differences between school age children and number of students enrolled in primary schools. This was because due to administration reasons, five primary schools were transferred from Mota Town to the adjacent Hulet Eju Woreda.

The annual average gross rate (AAGR) of six primary schools decreased during the 2007/8-2013/14 academic years. One of the reasons could have been that these primary schools were located in woreda towns except Sedie primary school. Thus, woreda towns had different rates of population gross compared to rural Kebeles. For example, in East Gojjam Administrative Zone, in 2007 the rural and urban population gross rate was 4.04 and 2.025 respectively (CSA, 2012).

In Ethiopia gross enrolment rate (GER) of primary school students reached 16,989,784 (EMIS, 2012). From the total number of students enrolled 11,425,055 were first cycles and the remaining 5,564,729 were second cycle students. The AAGR of the two cycles during 2011/12 academic year was 1.6 and 4.8 respectively. In Ethiopia the AAGR of primary school students recorded 4.5% and the highest AAGR recorded 26.1 % and 15.9 % in Somali and Afar Region States respectively (EMIS, 2012).This showed that there were regional, Zonal, woreda and school variation in their AAGR of primary school students enrollment.

A number of African countries similarly, with initial low net enrollment ratios had made remarkable progress, even though they were unlikely to achieved UPE by the target year of

2015. For example in Burkina Faso, the net enrollment ratio increased from 27.3% in 1991 to 64.4% in 2008. In Ethiopia, the rate of UPE increased from 24% in 1991 to 86.5% in 2009 academic year. Other African countries, such as the Gambia, Guinea, Kenya, Mali, Mozambique, and Niger, witnessed improvements of over 20% points, and in some cases up to 50% points, by around 1991. The progress indicated that these countries gave top priority to provide UPE (ADBG et al., 2011). In this Zone providing UPE reached 91.36% coverage in 2013/14 academic year. The NER coverage could have been lower than the stated percentage. This might have been because the number of primary school students enrolled in this Zone, six target woredas and primary schools were GER. According to participants' responses attaining greater than 90% of primary education was considered as one of the successes of MDG Two in this Zone.

Gender parity in the Zone primary schools showed consistent progress during 2007/8-2013/14 the academic years. For instance, starting from 2009/10-2013/14 gender parity index (GPI) was slightly greater than one. Similarly, in six target woredas and primary schools gender parity showed progress during 2007/8-2013/14 academic years. In Enemay and Debre Markos Woreda gender disparity was recorded because the average gender parity index was greater than 1.03 during 2007/8-2013/14 academic years. The average gender parity of Aneded, Baso, Hulet Eju and Mota Woreda scored higher that 0.97 during 2007/8-2013/14 academic years. The gender parity of six primary schools was similar to their respective woredas. The interview data obtained from this Zone confirmed that gender parity indicated observable change during 2007/8-2013/14 academic years. Participants suggested that not only gender parity but also girls' academic results were showing progress.

Some of the reasons to attain balanced gender parity index in East Gojjam Zone primary schools was as a result of coordinated efforts of different parties; such as parents, teachers, educational professionals, NGOs and the Media. Primary schools were opened in rural Kebeles. School age girls were not travel long journeys. Girls were one of the opponents of their own and other girls' early marriage practices. This showed that girls were struggling for their rights. Increasing awareness level of parents, particularly mothers' could increase the enrollment of girls' participation in primary schools. Requesting medical certificate may not decrease the practice of early marriages. The practices of early marriages are practiced in rural Kebeles which are far from the sights of legal institutions (such as police and legal courts). The salient point to increase female students' participation in primary schools may be successful only by educating the society, community and family members about the overall advantages of girls' education.

In Amhara Regional State (ARS), Elizabet and Bizuayehu (2010) indicated that early marriage was one of the obstacles to girls' continuing with their education. Early marriage is one of the most repeated factors for low enrollment as well as dropout rate of girls in primary schools. In spite of constitutional and legal protection against early marriage, girls in ARS married from as early as the age of five years (Elizabeth & Bizuayehu, 2010). The study indicates that although many school age girls are attending primary education they interrupted because of early marriage affairs. Marriage decisions are prearranged by parents (fathers') and it usually takes place among families with similar economic status. In addition to social prestige, parents of girls get some money as a token of appreciation (Elizabeth & Bizuayehu, 2010). Similarly, early marriage practice hindered school age girls in this Zone. Although

female students are facing problem of continuing with their primary education, the observed gender parity indexes in this Zone was encouraging during 2007/8-2013/14 academic years.

Gender parity is one of the indicators of the existence of fair provision of educational opportunity for male and female students. In Ethiopia according to EMIS (2012), gender parity in primary schools reached about 0.95 at national level. At regional level, in particular, in of Addis Ababa, Afar, Amhara, and Tigray reached gender parity recorded 1, 1.07, 1.01 and 1.01 respectively. The lowest (0.81 and 0.84) gender parity index was observed in Binshangul-Gumuz and Harari Regional Stated, respectively. The gender parity of primary school students observed in this Zone was higher than national and equivalent to ARS during 2007/8-2013/14 academic years.

Globally, there has been progress in reducing girls' exclusion from primary education. For example, the share of out-of-school females, in developing countries dropped from 58% to 53% between 1999 and 2010. Regional gender disparities continued to reduce because of the efforts made to achieve UPE. In Southern Asia, Western Asia and Northern Africa, girls account for 55%, 65% and 79 % respectively, of the total share of out-of-school children (UN, 2012).

In this region more progress has been made in education than in health in effect gender parity of education goal registered the most progress of all eight MDGs (Burnett & Felsman, 2012). Burnett and Felsman (2012) argued that provision of UPE stated in the MDG Two would not be met by the target date of 2015. In most low-income countries, like Sub-Saharan Africa, females were less likely to attend school compared to males. Even when females start school at the same rate as males, they were more likely to dropout, because parents seem to think that boys' schooling is more important (Aleyomi, 2013).

Although recent initiatives have promoted girls' enrollment, especially at primary school level, the 2008 data showed that, gender parity between males and females has not yet been achieved in most parts of Africa. The data obtained in 2008 indicated that gender parity in primary schools in many African countries were 91 girls for every 100 boys enrolled in primary schools (ADBG et al., 2011). In Kenya, for example, provision of UPE in 2005/06 recorded girls as 90% and boys 95 % to gain access to education (UN, 2011).

Although gender parity showed progress during 2007/8-2013/14 academic years in this Zone, dropout problem was one of the obstacles to provide primary education for school age children. Increasing the number of primary school students is a necessary first step to the provision of primary education. Children have to stay in school and complete primary education if they have to master minimum, basic literacy and numeracy skills. In East Gojjam Administrative Zone many students were dropped out before completing their primary education during 2010/11-2013/14 academic years. For instance, in 2010/11 about 6.7% (31,892), in 20112/13 academic year 6.16% (32,184), and in 2013/14 academic years 4.81% (25,708) primary school students dropped out. From among dropout students the number of males was greater than females during 2009/10-2013/14 academic years.

In six target woredas similarly, the number of students' dropout in primary school was greater than the expected percentages. In Debre Markos and Mota Woreda the highest (10.6% and 10.2%) dropout rate was recorded in 2013/14 and in 2012/13 academic years, respectively. Other target woredas also recorded considerable number of students' dropout during 2011/12-20131/4 academic years. The number of students dropout in six target primary schools was relatively lower than their respective woredas. The possible reasons might be five primary

schools are located in the center of woreda towns. Thus, parents have better awareness about the advantages of educating children.

Respondents from the Zone Education Office expressed that dropout problem was decreasing from year to year, although the number of students dropout in primary school did not show decrement during the 2010/11-2013/14 academic years. At the Zone level the intended (tolerable) dropout number of primary school students in each academic year was 2% however, the average data were greater than 5% during 2010/11-2013/14 academic years. Woreda Education Office participants expressed that dropout problem was a critical problem to attained MDG Two. This is because in each woreda the dropout rate of primary schools students was higher than their own set goal. Therefore, attainment of MDG Two was difficult at the end of 2015 academic years.

Similarly in six primary schools, participants described that dropout problem was an obstacle to attained primary education by the year 2015. In Ethiopia similarly, dropout problem was one of the obstacles to provide of UPE. According to EMIS (2012), the lowest 12.4% and the highest 18.6% students' dropout in primary school were recorded during 2006/7-2010/11 academic years. The data could be translated on average 15% of primary school students' dropped in each academic year. As it has been presented in East Gojjam Administrative Zone, in Ethiopia more boys (15.58 %) than girls (14.48 %) dropped from primary schools during 2006/7-2010/11 academic years.

The proportion of students who dropped out from primary school varied from grade to grade. Interview participants indicated that many dropout primary school students found in first cycle (grades1-4). In Ethiopia, the highest dropout rates were recorded in grade one, grade five and grade eight. In 2010/11, 25% of students who enrolled in grade one left school before

reaching grade two (EMIS, 2012). According to Rose (2003), although primary admission rates reached over 100% in Ethiopia, the GER would still only reach 80% by the target year of 2015 unless improvements were made, particularly in grade one.

Sub-Saharan Africa has the highest dropout rate of children from school early in the whole world. In Sub-Saharan, slightly more than two out of five students who started primary school in 2010 would not make it to the last grade. In Southern Asia, one third of students enrolled in the first grade would leave school before reaching the last grade. From among dropout children who started school late were more likely to left before completing their primary school education (UN, 2013). According to UN (2013, p.16), "among 137 million children who entered first grade in 2011, 34 million were likely to leave before reaching the last grade of primary school. This translates into an early school dropout rate of 25% which is the same level as entrants of 2000." These showed that persistent early school leaving was a key obstacle to achieved UPE at the end of 2015 academic year.

In Eastern Gojjam Administrative Zone, poverty and parents seeking their children's labor for different activities was indicated as one of the reasons for students' dropout. Participants from the Zone, six target woredas and primary schools reported that the main reason for students' dropping out was poverty. Parents could not nourish, clothe and provide necessary educational materials for children. Parents sought their children's labor and this coupled with early marriage contributed to students' dropping out of school.

In order to decrease students' dropping out, decreasing the intensity of poverty at national level would be a significant remedy. The other important thing is to provide continuous awareness raising program for parents and community or the society at large about the child rights. This is because parents deliberately deny their children the right to education.

In Eastern Gojjam Zone, out of school children i.e., school age children who did not begin schooling were many in number. The difference between the number of school age children and students enrolled in primary school obtained from the Zone and six target woredas shows that out of school children who did not start primary schooling was many in number during 2009/10-2013/14 academic years. For example, the highest 55,866 (10.51%) and the lowest 36,751 (7.19 %) difference observed in the Zone primary schools in 2009/10 and 2010/11 academic years, respectively. On average 45,865 school age children were out of schools in the Zone during 2009/10-2013/14 academic years.

Data obtained from five target woreda primary schools similarly, indicated that many school age children were not attending primary education. In Enemay Woreda, however, the number of students enrolled in primary school was greater than the number of school age children during 2009/10-2013/14academic years. Enemay Woreda's number of school age children was inconsistent and decreased during 2009/10-2014/15 academic years, compared to the other five woredas. One of the possible reasons may have been that the population gross rate 1.7% of ARS was relatively lower than the previous population gross rate (FDREPCC, 2008).

In Ethiopia, there were 3,015,350 school age children (7-14 years old) out of school in 2010 academic year. Of these the highest (69.6% and 53.9%) out of school age children were recorded in Afar and Somali Regional States respectively. In Amhara Regional State 184,513 school age children were not attended primary education. In terms of absolute figures, Oromia recorded the highest (1,396,848) number of out of school children followed by Somali, 561,573 and SNNP, 440,693 (EMIS, 2012).

According to MoE and UNICEF (2012), statistics data obtained from Ethiopian Demographic and Health Survey (EDHS) estimated school age children who were out of schools in Ethiopia to the turn of 5,003,153 in 2011academic year. The number estimated could have increased because the data were composed at the beginning of 2011 academic year.

Children who will enter in primary schools in the future are those who have not yet enrolled in schools but will do so in the future. Entry into primary school may be delayed by one or more years. An increase in this delay is assumed to place children at an increased risk of dropping out or scoring a low academic achievement. In other words, children who enter school at age 17 are less likely to continue their primary school education (MoE & UNICEF, 2012).This shows that the percentage of children whose ages were seven and eight when they began primary school as new entrants has higher chance than older children to stay in schools. The study suggests that necessary action should be taken to increase the number of new entrants at their early age as early as possible (MoE & UNICEF, 2012).

Globally, the number of school age children who did not attend primary school education decreased at too slow pace. In 2010, 61 million children were out of school, more than half (33 million) in Sub-Saharan Africa; one further in South Asia was out of schools. Half of out of school age children were living in 15 countries (Burnett & Felsman, 2012; UN, 2012). From among out of school age children 50% were living in conflict affected areas (UN, 2014). Twenty-four per cent of school age children were living in Sub-Saharan Africa. Roughly a quarter of those children who completed primary education could not continue their secondary education (Burnett & Felsman, 2012; UN, 2012).

Data obtained from household survey study from 2005 to 2010 in 22 developing countries showed that 38% of students who enrolled in primary schools were at least two years older

than the official entry age. Children from poorer households were more likely to delay the start of primary education for a number of reasons, including poor health and nutrition and the risks associated with travelling long distances to school (UN, 2013). The study showed that girls were less likely to start school than boys, but once enrolled, girls are more likely to reach the last grade of primary school, except in Western Asia and Eastern Asia. On the other hand boys tend to repeat grades more often than girls, that can increase their risk of leaving school early (UN, 2013). Similarly, a study conducted in 61 household surveys in developing countries during 2006-2012 showed that poverty, gender and location of residence were the most pervasive factors linked to disproportions in school attendance for school age children (UN, 2014).

Another study conducted from 2005 to 2011 in 63 countries also showed that children and adolescents from the poorest households were at least three times as likely to be out of school as their richest counterparts. Location of residence also matters. Rural children were nearly twice as likely to be out of school as urban children (UN, 2013). Some African countries showed progress in their primary completion rate. For instance, Ghana raised its completion rate from 86% to 94% between 2009 and 2011, and Ethiopia raised its completion rate from 55% to 72% between 2009 and 2010 respectively (UN, AU& ECA cited in UN, 2012).

In general, as it has been presented in the Zone, regional, national and continental level dropout problem and the number of out of school children were obstacles to attain UPE. In East Gojjam Zone children who did not attend primary education (children who dropped out from primary schools and those who did not enrolled in schools) were many in number. The data collected from the Zone and six target woredas were similar to the previous studies conducted by EMIS (2012); MoE and UNICEF (2012). Therefore, attention should be given

for students' dropout and for those who did not attend primary education. This is because as the age of a child increases the probability to begin and complete his or her primary education decreases.

According to MoE and UNICEF (2012), many school age children were not attending school due to their engagement in productive and housekeeping activities. School age children were engaged in housekeeping and productive activities instead of attending primary education. Child labor remains a barrier to continue primary education for many school age children (UNDP, 2010). The study conducted by EDHS in (2011), suggested that age, wealth status and place of residence could affect school age children enrolment in primary schools.

Provision of primary education for CWDs was one of the goals though it was not explicitly stated in those statements. In East Gojjam Zone there were 37 Special Units and 712 SWDs attended primary education in 2013/14 academic year. According to the third Population and Housing Census there were 5,828 CWDs identified in East Gojjam Zone. CWDs ages were between 5-19 years old. From the total number of CWDs in this Zone, 2636 were females and 3192 were males (SCA, 2012). In ARS the number of SWDs enrolled in primary schools was 10,900. Of these 4,802 were female and 6098 were male SWDs (Elizabeth & Bizuayehu, 2010). Elizabeth and Bizuayehu added that in 2008/2009, there were 66 special classes throughout the region. There was no SNE unit in ARS Education Bureau; however, the focal person for physics within the curriculum department acted as a focal person for SNE. Similarly in six target woredas there were no trained SNE focal persons. JICA-Ethiopia (2002) reported that in 1996 there were only 2572 SWDs were enrolled in regular primary schools in Ethiopia. The number of SWDs enrolled in primary schools in Ethiopia increased to 43,132 in 2011/12 academic year (EMIS, 2012). The number of SWDs enrolled in primary schools was below the

number of children who were identified as having disability in the Second and Third Population and Housing Census of Ethiopia.

Previous census data showed that in Ethiopia from the total number of PWDs, the percentage of children with disabilities whose age were from 0-14 consisted 30.9% (JICA-Ethiopia, 2002). According to CSA (2012), in ARS there were 198, 694 PWDs of those 29, 343 were children whose age were from five to 14 years old. In East Gojjam Zone similarly, there were 23,821 PWDs. From that total (23,821) number of PWDs 3, 490 were children between the ages of five to14 years old. Only 712 primary school students were attended primary education in 2013/14 academic year.

In East Gojjam Zone, interview participants reported that little effort had been made to encourage the number of SWDs. Respondent ZH stated that "only 10% of CWDs have accessed to primary school education" the remaining 90% of CWDs in the Zone did not get access to UPE. The numerical data and interview response obtained from this Zone was similar to ARS and Ethiopia. The data showed that very limited number of SWDs had access to primary education as compared to the total number of identified school age CWDs. One of the possible reasons for low participation of SWDs may have been the attention given to provide SNE for CWDs were limited. Parents' had limited interest to send CWDs to schools where SNE are provided.

In six target woredas and primary schools the number of SWDs enrolled in primary schools was remarkably lower than the number of school age children with disabilities who were identified. For instance, in Baso Woreda 90 CWDs were identified. Only 33 SWDs had accessed to primary education in 2013/14 academic year. Similarly in Hulet Eju Woreda from 120 CWDs identified only 25 had accessed to primary school education in 2013/14 academic

year. The number of SWDs enrolled in primary schools suggested that the right to get access to UPE was denied by WEOs and parents because they showed resistance to accept all CWDs.

In East Gojjam Administrative Zone, SNE has narrow meaning and interpretation. CWDs refer only those who were blind, deaf children, and children with intellectual disabilities. According to participants' description children with physical disabilities recognized as SWDs. They did not get financial supports from WEOs. This was because SNE working guideline did not mention financial support regarding students with physical disabilities. With regards to financial support, Elizabeth and Bizuayehu (2010, p. 10), noted that "the regional government provides blind children with a stipend of Birr 240 per month and Birr 380 per year for clothing." The allotted financial support increased basing on the categories of disabilities. In the SNE working guideline different amount of monthly pocket money increased and specified for blind, deaf and children with intellectual disabilities.

One of respondents from the Zone Education Office reported that East Gojjam Zone has given due attention for SWDs starting from 2010/11 academic year. Participant ZH stated about the provision of SNE as follows "our administrative Zone Education Office gave little attention to provide SNE however, since 2010/11 all concerned parties have given proper consideration to increase the number of SWDs and to open many Special Units in all woredas." Participant ZH expressed that SNE and CWDs get little attention during the previous academic years. Children with disabilities who had accessed to primary school education were a few in numbers compared to the number of identified school age CWDs by this Zone Education Office and in the third Population and Housing Census conducted in 2007.

According to participants' perception some of the reasons why CWDs did not get primary education are: first, the community and even parents' of children with disabilities gave little

attention for CWDs education. How far education can change a blind or a deaf child future life? Similar negative thoughts were existed within the community and parents. Elizabeth and Bizuayehu (2010) stated that the major reason for CWDs exclusion was the social perceptions of disability mainly related to being associated with curses from God. The second reason was financial constraints although woredas were expected to pay some amount of pocket money and clothing for SWDs they did not pay as it was stated in the SNE working guideline.

Participants from primary schools reported the other reason that hindered CWDs to attend primary education was lack of supportive parents and siblings. During school day and after schooling SWDs needed support from their parents, siblings, relatives or friends. School age CWDs returned to home due to lack of support. The observation taken place in six target primary schools indicated that SWDs were older than many school age children. SWDs had strong interest to continue their primary education despite they were delayed from their peers and school age children. One of the evidence was that the number of SWDs dropout in primary schools was very few compared to students without disability.

The result obtained from six target woreda and six primary schools showed that the number of female SWDs was lower than of male SWDs. Similarly, Tirussew (2005, p.156), noted that "the enrollment rate of female children with disabilities was lower than that of male children with disabilities." The study also suggested that the trend holds very similar without exceptions across all children with different type of disabilities (Tirussew, 2005). A study conducted in ARS also found similar results. Elizabeth and Bizuayehu (2012, p. 9), noted that "girls with disabilities, particularly those with hearing and speech impairment remain in rural areas and help their family with domestic chores and farming activities." According to the Third Population and Housing Census of Ethiopia, from the total number of persons with disabilities

27.7% were literate (CSA, 2011). However, the number of male literate 18.7% was higher than female literate 9.03% with disabilities. According to UNICEF (2013), female with disabilities were disproportionately vulnerable to discrimination and exclusion.

In East Gojjam Zone, Special Units were first opened in woreda towns. Latter primary schools located in rural Kebeles were opened Special Units to provide SNE for CWDs. Similarly, in ARS Special Units were opened in urban areas for SWDs. Elizabeth and Bizuayehu (2010, p. 10) confirmed that:

> *In urban areas, children with special education needs have better opportunities than rural areas to get access to schools (Alternative Basic Education Classes and primary schools). Special classes are available only in a few urban centers such as Dbre Markos, Bahir Dar, etc. Children with different types of disabilities (mental retardation, slow learners with speech difficulty, children with hearing impairment and visually impaired (more boys than girls) are enrolled in inclusive schools.*

This shows that Special Units were opened in Regional, Zone and Woreda Towns, respectively. Children with disabilities who were living rural Kebeles did not get access to primary education because many Special Units were opened in towns.

Having equal access to primary education is one of the rights of CWDs. The UDHR of 1948 article 26 stated that education is one of the human rights. In 1989 Convention on the Rights of the Child (CRC) stated that children with disabilities have the right to get special care, education and training designed to help them to achieve the greatest possible self-reliance and to lead a full and active life in society (Cole, 2006). UN (2008, p. 23), noted that "education is well-recognized fundamental human right protected in the UDHR art.26." The right to education was restated and expanded in the International Covenant on Economic, Social and Cultural Rights (article 13) and the CRC. According to UN (2008, p. 24), "both treaties recognized that every child has a human right to education and that primary education

should be compulsory and free. States must give primary education an immediate priority and on a non-discriminatory basis."

In practice, children with disabilities did not get equal access to UPE as international declarations and conventions stated. For instance, in Ethiopia the expected number of CWDs and those who get access to primary school education showed wide disparity. Similarly, in East Gojjam Zone one of the evidence was the number of CWDs identified and number of SWDs enrolled in primary schools showed variation. SWDs who continued their education were facing different obstacles. Some of the obstacles were lack of educational materials; parents showed resistance to send CWDs to schools. WEO showed resistance to accept many school age CWDs in primary schools and pay the allotted monthly pocket money for SWDs.

Parents and Woreda Education Offices resistance indicated that the rights of CWDs were denied instead of facilitating and encouraging them. MDG advocates suggested that human rights and the MDGs were complimentary. Human rights establish broad principles and standards, and the MDGs create operational goals, indicators, and benchmarks. Both were organized around aspects of wellbeing (health, nutrition, education, etc.), and the Millennium Declaration that frames the MDGs emphasizes their ties to the UDHRs (Nelson, 2007).

All the MDGs had relevance for PWDs and there was a great need to ensure that all MDG targets and indicators identify, monitor and evaluate policies and programming for PWDs, both as members of the general population and as a distinct vulnerable population (UN, 2011). In reality, nowhere in the MDGs explicitly mentioned regarding PWDs. UN (2010, p. 3), noted that "lack of data and information on disability and the situation of PWDs at the national level contributed to the invisibility of PWDs in official statistics, presenting an obstacle to achieving development planning and implementation."

In line with this, little was stated in UN, African, Sub-Saharan and individual country MDG reports about PWDs. For example, in Ethiopian EMIS (2012) reported about SNE within three lines and one table. The table contains two columns and six rows. In ESDP IV, SNE program was described in explicit and comprehensive manner than the previous three ESDPs. MoE (2010, p.75), noted that "primary school enrolment of students with special educational needs will increase from 47,461 in 2009/10 to 1,739,000 in 2014/152." According to MoE (2010, p. 75) "the proportion of teachers trained for teaching children with special educational needs will increase to 25% in 2014/15." This meant at the end of 2014/15 academic year, each primary school would have two trained SNE teachers. Attaining the stated plan helps to provide primary education for many CWSs in the country as it was planned.

In East Gojjam Zone and six target woredas however, the stated national plan did not take in to account. For instance, ZH reported regarding the plan to increase the number of SNE teachers "with the existing situation we are not prepared to assign two special needs education teachers in each primary school." The participant had been reported regarding shortage of trained SNE teachers in the Zone. There were 82 SNE teachers who taught SWDs in the Zone in primary schools in 2013/14 academic year. Similarly, participants from six woredas education offices stated that little was achieved to increase the number of SNE teachers in order to attain the national plane as it was stated in ESDP IV at the end of 2014/15 academic years.

Children with disabilities have the right to get access to primary education without any discrimination. In practice, one out of every three street children was CWDs (Oliver as cited in UN, 2011). A study conducted in 14 developing countries showed that CWDs whose ages were from 6 to 17 year-old always substantially less likely to be in school than their peers without

disabilities (Filmer, 2008). Classroom observations which had been taken place in six target primary schools showed that many SWDs were older than students without disabilities. MDG Two i.e., universal access to primary school education did not achieve as long as many CWDs were excluded from equal access to primary education, and associated benefits (UNICEF, 2013).

Finally, in East Gojjam Administrative Zone providing quality education is seen as one important issue next to creating equal access to primary education for children with and without disabilities. Quality education contributes to economic growth through enhancing individual skills and earnings potential, and more widely through the distribution of those skills and incomes (Build Africa, 2010). There are different indicators that measure the presence of quality education. For instance, teachers' educational qualification, TSR, class size, student textbook ratio, school environments and buildings are included. The sum total of all these indicators could be seen or described in terms of the students' ability to read, write, understand, evaluate and creativity of their grade levels (EMIS, 2012).

Quality education is also influenced by many related factors. Such factors are included teachers, students, curriculum, teaching methods and assessment, resources, learning environment and leadership (Mulu, Daneil & Habtamu, 2012). Quality of primary education is defined in terms of recognized and measurable learning outcomes especially in literacy, numeracy and essential life skills (Mulu et al., 2012). In this regard, students enrolled in primary schools did not show the expected literacy, numeracy and essential life skills corresponding to their grade level.

Participants were explicitly put their opinion regarding the problem of quality education when they described the existing provision of primary education. For instance, participant ZH

clearly stated that “the number of primary school students’ increased from year to year. Now our concern has shifted towards providing quality education.” Participant WE1 also reported that “the overall coverage of primary school students increased as well although there was observable quality education problem.” The participants view indicated that providing quality education was the main problem of existing teaching and learning process.

Respondents put their views that the number of primary school students increased from year to year as a result of MDG Two and EFA. Quality education did not show progress as it was intended. Increasing the quality of education is one important concern next to creating equal access to primary education for school age children. UNESCO (2005, p. 15), noted that “CRC in1989 described quality education as ‘Education should allow children to reach their fullest potential’ in terms of cognitive, emotional and creative capacities.” Thus, not only creating access to primary education but also providing quality education fosters the child’s wellbeing and indispensable for the nations’ future development. Therefore, striving to attained quality education was one of the assignments of Easts Gojjam Zone provision of primary education.

5.3 Conclusion

Access to primary education for school age children in East Gojjam Administrative Zone increased meant that the number of primary schools and students increased as well. The number of students enrolled in primary was lower than that of students planned during 2007/8-2013/14 academic years. In the Zone and six target woredas the number of students planned constantly decreased during 2007/8-2013/14 academic year. The difference between the number of students planned and enrolled in primary schools showed decrement in each academic year. The result also showed that in this Zone the number of school age children was

higher than that of students enrolled in primary school during 2007/8-20013/14 academic years. The relative (%) differences among school age children, planned, and number of students enrolled in primary schools showed that many school age children did not attend primary education in this Zone during 2007/8-2013/14 academic years.

Teachers' education qualifications showed progress from year to year. This was because; as a minimum requirement teachers were expected to have cluster diploma or linear diploma to teach in first (grads1-4) and second (grades 5-8) cycles primary schools, respectively. Thus, many primary school teachers either received diploma or they were continuing in services training. The TSR observed in this Zone was higher than the national plane and achievement.

Gender parity increased from year to year in Eastern Gojjam Administrative Zone. In this Zone starting from 2009/12 to 2013/14 gender parity reached balanced level. From among six target woredas the gender parity index of two woreda primary schools were higher than 1.03 that meant more females than males attend primary education. Similarly, the gender parity indexes obtained from six primary schools were similar to their respective woredas.

Although GER and gender parity increased, the number of out of school children and those who dropped out after they registered were many in number in the Zone primary schools. In East Gojjam Zone, the number of out of school age children reached on average 45,833. Similarly number of dropped out students reached equivalent to one average woreda entrant number of students. In other words, in each academic year on average 25,925 students were dropped out from primary schools during 2010/11-2013/14 academic years. Some of the reasons for students' dropout were poverty, engaged in productive and household activities for males and females respectively, lack of interest in education and females students, who were 13 years old and above, left their residential areas.

In the Zone the number of SWDs enrolled in primary schools was very limited compared the number of CWDs identified. Although many school age CWDs were identified and expected to begin their SNE, the number of SWDs who had accessed to UPE was very limited (10%). Parents were not willing to send CWDs to schools where SNE is provided. Woreda Education Offices showed resistance to accept many CWDs in one academic year. This was because WEOs were expected to pay some amount of pocket money for SWDs. In general, the rights of CWDs to get access to UPE were denied by different parties. The national plan which was stated in ESDP IV to increase the number of SWDs and SNE teachers by 25% in primary schools at the end of 2014/15 academic year did not achieve in East Gojjam Zone. SNE in this Zone had narrow mining. Only blind, deaf and children with intellectual disabilities were recognized as SNE students. Other categories of children with special needs did not get attention or recognition.

Quality education was one of the concerns of participants' because students were incompetent in their numeracy and literacy skills. Primary school students did not show appropriate academic performance as it was expected form their grade level. That meant students' literacy, numeracy and essential life skills showed little progress as compared with their grade levels.

In general, participants had positive expectation and perception towards MDG Two. Participants described MDG Two and EFA were valuable, essential and paved the way to the provision of primary education for many school age children in this Zone. They also clearly reported that providing quality education was their next target. This was because as the number of primary school students increased quality education did not show progress.

5.4 Implication of the Study

The study implies that in Eastern Gojjam Administrative Zone, provision of primary education showed observable progress from year to year during the academic years 2007/8-2013/14 although the attainment of UPE was difficult. This was because many school age children were either dropped out or did not start primary education in each academic year. Particularly, CWDs did not get equal access to primary education in the Zone and in six target woredas. Therefore, this study implies that the rights of children with and without disabilities and preparing them to be productive citizens did not implement into action as international and national conventions and declarations stated.

5.5 Recommendations

- Coordinated efforts should be done by government bodies (such as Zone, woredas and Kebele education coordinators) to enable school age children begin their primary education on time.
- Continues awareness raising programs should be provided for parents regarding the rights of school age children to get access to primary education.
- Entry age of children in primary schools should get due attention by parents and educational professionals to decrease the number dropout and out of school children.
- Efforts to decrease students' dropout should be encouraged in primary schools particularly in first cycles.
- In order to increase the number of SWDs enrollment in primary schools, Zone and Woreda Education Officers and experts should put their efforts.
- Schools have to encourage students without disabilities to help SWDs during and after school days by establishing supportive clubs and creating other supportive mechanisms.

- School feeding should be started for poor, self-help and needy students.
- Due attention should be given to increase the number of SNE teachers and SWDs in each woreda and primary schools.
- The number of male students enrolled in some woredas primary schools decreased from year to year this trend should be scrutinized by educational professionals and parents.
- The number of male students' dropout in primary schools should be scrutinized by Woreda Education Offices, parents and community members.
- Special needs education teachers' needs to get supportive workshops in order to upgrade their educational qualification.
- Quality education should get top priority to increase efficiency and effectiveness of primary education.
- Female students' enrollment in primary schools has to be encouraged to obtain sustainable educational participation.

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Appendices

Appendix A: Eight Millennium Development Goals

The **MDGs** are eight international development goals that all 193 United Nations Member States have agreed to achieve by the year 2015. Briefly, those were:

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality rates
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS, malaria, and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a global partnership for developmentp

Source: (UNHR, 2008; UN, 2011, p.6;).

Appendix B: The six EFA goals

- Expand early childhood care and education
- Provide free and compulsory primary education to all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50 percent
- Achieve gender parity by 2005 and gender equality by 2015
- Improve the quality of education (Source: EFA goals monitoring report, 2008).

Appendix C: Data analysis step by step procedures starting from coding to themes

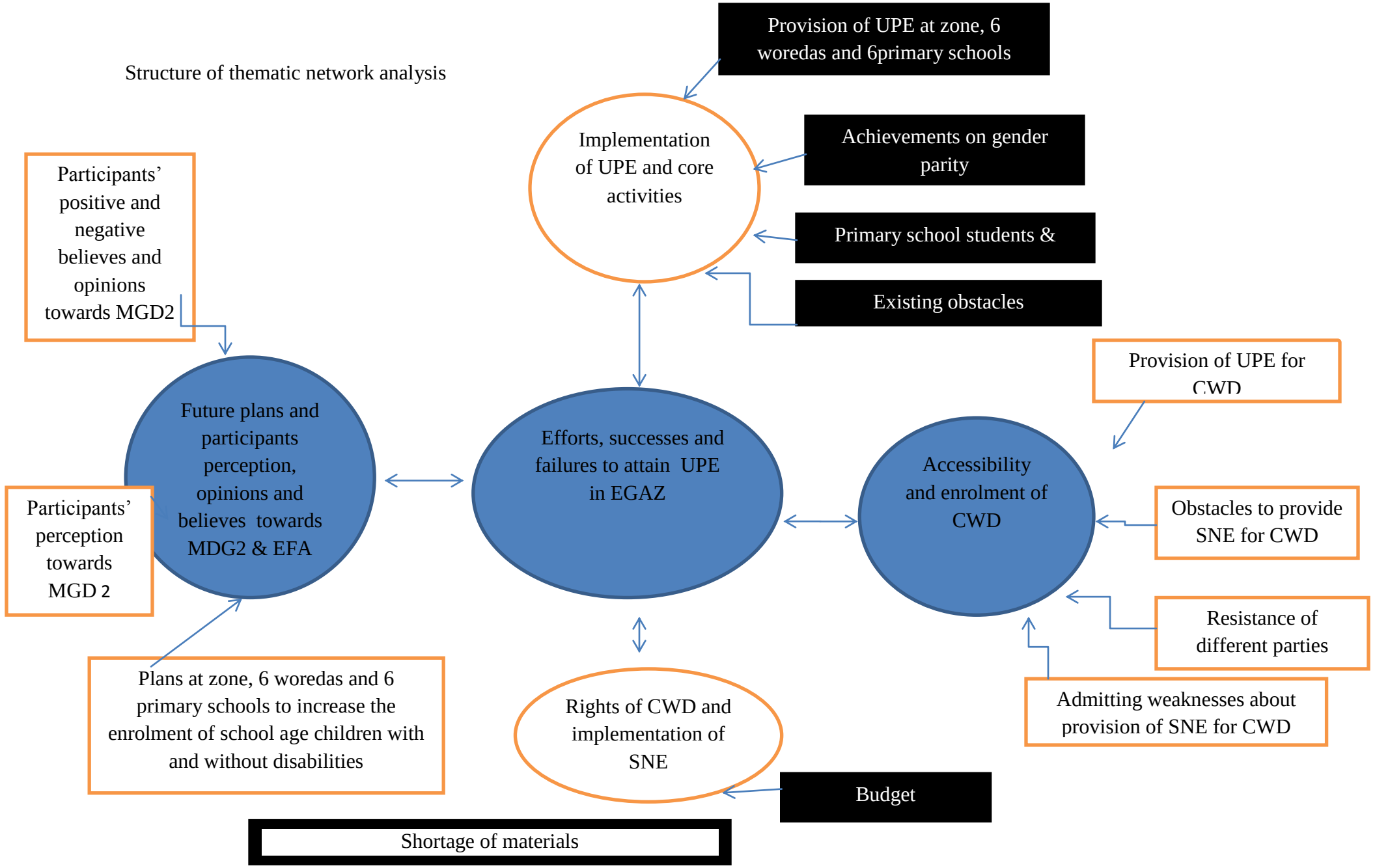
Codes	Issues Discussed	Themes Identified	Organizing themes	Global themes
-Accessibility -Activities -Reasons to increase or decrease enrolment of primary school students -Admitting gaps -Defensive responses -Resistance to accept reality Supports given -shortage of materials and textbooks	-Overall provision of UPE achievements and gaps in the last 7 academic years supported by Tables and Figures that shows numerical data -Gender parity in primary schools and efforts to increase females participation -Obstacles -Provision of UPE for CWD supported by Tables and Figures -Existing obstacles to provide SNE for CWD such as budget, willingness -Supports given for SWD	-Provision of UPE in EGAZ ,6 woredas, and 6primary schools Achievement on gender parity in primary schools Reasons to increase the enrolment of female students Mechanisms to increase female students Girls' effort to continue their education Existing obstacles to continue their primary school education -Provision of UPE for CWD in EGAZ, 6woredas and 6primary schools.	-Implementation of UPE and activities performed during the last 7 academic years -Accessibility and enrolment of school age CWD in EGAZ 6 woredas and 6 primary schools Rights based approach and implementation of SNE in EGAZ , 6woredas and 6 primary schools	Efforts, successes and challenges to attain UPE in EGAZ

-Denying Rights -Dropout problem -Major causes for dropout in primary schools -Low performances -Efforts to minimize obstacles -Roles of teachers -Teachers qualification -Future plans in relation to provision of UPE for school age children with and without disabilities -Gaps from the	-Shortage of materials, -Meaning and implementation of SNE -UPE as a Human Right and SNE -Enrolment of SWD during the last 7 academic years with Tables and Figures -Dropout problems at zone, 6woredas and 6 primary schools Participants reflection about dropout problem and its effect to attain MDG two in past present and future -Its effect on quality education -Main tasks of ZEO, WEO and primary schools. -Teachers career development and achievements	-Obstacles to provide UPE for school age CWD -Resistance of parents, primary schools and WEO - Admitting weaknesses with regards to provision of SNE for CWS - Supports given for CWD - Overall meanings and implementation of SNE and SWD - Absence of detail plan to provide SNE. - Skills and qualifications teachers - Teacher students ratio at zone, woredas and primary schools	Dropout case and its impact to attain MDG two and 6 primary schools Future plans and perceptions, opinions and believes towards MDG two and EFA	

national plans Personal views, opinions and perceptions towards the attainment of MDG two	-Shortage of trained SNE teachers Future plans to provide UPE and gaps to implement National plan Participants' personal opinions, believes and perceptions about MDG 2 and EFA.	- Student textbook ratio - Shortage of trained teachers at zone, 6 woredas and 6 primary schools - Dropout problem at zone, woreda and 6 primary schools - Impacts of dropout - Existing challenges to increase the enrolment of primary school students - Poverty willingness and overall understanding of parents about education. - Expectations about the attainment of MDG two. - Future plans to meet MDG two and EFA at zone, 6 woredas and 6 primary		

		schools. - Participants' perceptions, opinions and believes towards MDG two and EFA.		

Structure of thematic network analysis



Appendix D Teacher students ratio in Eastern Gojjam Administrative Zone

Woreda	Number of primary school students in each woreda		Number of primary school teachers in each woreda		Average teacher/student ratio in each woreda	
	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14
Aneded	22491	23101	551	616	41	38
Awabel	29269	29615	585	667	50	44
Basoliben	33544	34410	729	767	46	45
Biwigne	23053	22375	568	614	40	36
D/Tilat	29530	32653	665	755	44	43
D/Aliyas	19550	19749	394	452	49	44
D/Markos	12523	11877	337	823	37	14
Dejen	23378	24858	575	698	40	36
E/Enawga	39301	40548	801	924	50	44
Enebsie Sar	31539	33349	763	898	41	37
Enemay	38332	41040	886	1012	43	41
Goncha	37071	37569	729	812	50	46
Gozamin	30543	32131	678	814	45	39
HultEgu	55884	64124	1046	1356	53	47
Machakel	25787	26513	572	643	45	41
Mota ketema	12411	6662	302	186	41	36
Shebel Berenta	21680	26582	483	651	48	40
Sinane	24457	24728	514	577	48	43
Total	510343	531884	11178	13265	45 on average	40 on average

Appendix E 1: Number of SAC, Planned, Enrolled and dropout students in EGAZ, Six woredas and six primary schools during the Academic years 2007/8-2013/14.
Table E1

EGAZ Estimated, Planned and Enrolled Number of Primary school Students

EGAZ Three Different Data									
Academic Year	Estimated No School Age by EGFEO			Planned No of Students by EGZE O			Enrolled No Primary School Students		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2007/08	--	--	--	315982	302100	618082	251549	239089	490638
2008/09	--	--	--	321774	307637	629411	250914	243011	493925
2009/10	269372	262408	531780	327672	313276	640948	237386	238528	475914
2010/11	273987	266975	540962	327925	313741	641666	251289	253003	504292
2011/12	278697	271637	550334	302462	294589	597050	250403	253808	504211
2012/13	283499	276400	559899	283500	276397	559897	257718	261906	519624
2013/14	294232	287966	582198	288603	281372	569975	264689	267195	531884
2014/15	298883	292728	591611	293798	286437	580235	--	--	--

Table E 2

EGAZ No students, Gender parity primary and No Schools

Academic Year	No Enrolled Students	Gender Parity	No Schools Schools
2007/08	490638	o.95	601
2008/09	493925	o.96	638
2009/10	475914	1	701
2010/11	504292	1	736
2011/12	504211	1.o1	770
2012/13	519624	1.01	842
2013/14	531884	1	865

Table E 3

School age children, Planned and Enrolled Number of Primary School Students of Six Woredas during the Academic Years 2007/8-2013/14

Academic	Aneded			Baso			D/Markos		
Year	SAC	Planned	Enrolled	SAC	Planned	Enrolled	SAC	Planned	Enrolled
2007/8	--	22409	22381	--	30020	29847	--	22181	11417
2008/9	--	23583	22680	--	30830	31410	--	22349	12703
2009/10	23111	26250	22279	34182	32857	31906	12763	13431	11884
2010/11	23472	26993	22631	34735	35193	32589	13269	14436	11735
2011/12	23838	25914	22491	35297	34665	33544	13796	14315	12166
2012/13	24214	24203	22662	35829	35870	33617	14345	14345	12398
2013/14	24952	20921	23101	38063	35870	34410	13595	14489	12897
2014/15	25267	--	--	38577	--	--	14378	14634	--

Table E 4

Academic	Enemay			Hulet			Mota		
Year	SAC	Planned	Enrolled	SAC	Planned	Enrolled	SAC	Planned	Enrolled
2007/8	--	40913	32499	--	60365	51364	--	--	--
2008/9	--	42045	35742	--	60593	52060	--	--	--
2009/10	33406	43212	36159	58376	59056	53936	12126	14548	13405
2010/11	33925	44412	37261	59285	55810	54196	12445	14983	13236
2011/12	34452	45653	38735	60209	65330	55730	12786	13598	13048
2012/13	34988	42721	38589	61148	61148	56743	13138	13150	12695
2013/14	32550	48007	41045	61272	75777	64124	14162	7128	6662
2014/15	32691	--	--	62054	--	--	--	14650	--

Table E 5

EGAZEO dropout cases of 4 Academic years

Year	Male	Female	Total	%
2010/11	17631	14261	31892	6.7
2011/12	7789	6127	13916	2.68
2012/13	17563	14621	32184	6.16
2013/14	13933	11775	25708	4.81
Mean	14229	11696	25925	5.0875

Table E 6

Dropout Number of 6 Woreda Primary School Students

	Baso Libel Dropout			
Year	Male	Female	Total	%
2011/12	551	460	1011	3.01
2012/13	1865	828	2693	8.01
2013/14	615	492	1107	3.22
Mean	1010.333	593.3333	1603.667	4.746667

Table E 7

	Hult Eju woreda dropout			
Year	Male	Female	Total	%
2009/10	685	713	1398	2.59
2010/11	1018	939	1957	3.6
2011/12	1090	836	1926	3.45
2012/13	1598	957	2555	4.5
2013/14	1892	1700	2592	4.04
Mean	6283	1029	2085.6	3.636

Table E 8

	Enemay woreda dropout case			
Year	Male	Female	Total	%
2010/11	1142	1088	2230	5.98
2011/12	737	831	1568	4.04
2012/13	1794	1609	3403	8.81
2013/14	1440	1336	2776	6.76
Mean	1278.25	1216	2494.25	6.3975

Table E 9

	Mota town dropout			
Year	Male	Female	Total	%
20010/11	631	376	1007	7.6
2011/12	543	402	945	7.24
2012/13	607	488	1095	8.62
2013/14	377	302	679	10.19
Mean	539.5	392	931.5	8.4125

Table E 10

	D/Markos	dropout		
Year	Male	Female	Total	%
2012/13	659	649	1308	10.55
2013/14	507	501	1008	7.82
Mean	583	575	1158	9.185

Table E 11

	Aneded	dropout		
Year	Male	Female	Total	%
2012/13	1043	1120	2163	9.54
2013/14	611	556	1167	5.05
Mean	827	838	1665	7.295

Table E 12

Amber Full Cycle Primary School Enrolled number of PSSs

Amber full cycle				Genrer
Year	Male	Female	Total	GPI
2007/08	823	815	1643	0. 99
2008/09	722	826	1548	1.14
2009/10	649	773	1422	1.19
2010/11	651	776	1427	1.19
2011/12	649	725	1374	1.12
2012/13	663	748	1411	1.13
2013/14	620	761	1381	1.23
Mean	682.4286	774.8571	1457	1.14

Table E 13

Yejubie No 1 Full Cycle Primary School Enrollment Number of Students

Year	Male	Female	Total	GPI
2007/08	986	956	1942	0.96
2008/09	837	831	1668	0.99
2009/10	780	818	1598	1.04
2010/11	830	842	1672	1.01
2011/12	780	910	1690	1.16
2012/13	777	884	1661	1.13
2013/14	799	918	1717	1.14
Mean	827	879.8571	1706.8571	1.o6

Table E 14

Haylu Siedieke Full Cycle Primary School Enrollment Data of Students

Year	Male	Female	Total	Parity
2007/08	862	995	1857	1.15
2008/09	721	866	1587	1.2
2009/10	697	838	1535	1.2
2010/11	712	836	1548	1.17
2011/12	706	840	1546	1.18
2012/13	731	783	1514	1.07
2013/14	715	788	1503	1.1
Mean	734.8571	849.4286	1584.286	1.16

Table E 15

Sedie Full Cycle Primary School Enrollment Data of Students

Year	Male	Female	Total	GIP
2007/08	1754	1715	3469	0.98
2008/09	1617	1517	3134	0.94
2009/10	1470	1452	2922	0.99
2010/11	1417	1360	2477	0.96
2011/12	1280	1423	2703	1.11
2012/13	1306	1404	2710	1.08
2013/14	1258	1404	2565	1.16
Mean	1443.143	1467.857	2854.2857	1.02

Table E 16

T/Haymanot Full Cycle Primary School Enrollment Data of Students

Year	Male	Female	Total	GPI
2010/11	824	928	1752	1.19
2011/12	838	964	1802	1.15
2012/13	844	918	1762	1.08
2013/14	788	938	1726	1.19
Mean	823.5	937	1760.5	1.14

Table E 17

Mota No 1 Full Cycle Primary School Planned and Enrolment data of Students

	Planned			Enrolled			Gap b/n.	Gender
Year	Male	Female	Total	Male	Female	Total	P & E	Parity
2007/08	1145	1005	2150	1170	1002	2172	101	0.85
2008/09	1247	1323	2570	1041	952	1993	22.45	0.91
2009/10	1122	1188	2310	1014	986	2000	13.41	0.97
2010/11	1184	1077	2261	941	1032	1964	13.13	1.09
2011/12	873	960	1833	853	936	1789	2.4	1.09
2012/13	825	875	1700	852	834	1686	0.82	0.97
2013/14	910	950	1860	899	861	1760	5.37	0.95
Mean	1043.714	1054	2097.714	967.1429	943.2857	1909.143	8.99	0.98

Dropout case in two primary schools

Table E 18

Haylu Siedieke Full Cycle Primary School Dropout case

Year	male	female	Total	%
2011/12	15	8	23	1.48
2012/13	18	8	26	1.71
2013/14	19	12	31	2.06
Mean	17.33	9.33	26.67	1.75

Table E 19

Dropout case in Yejubie No1 Primary School during the last 3 years

Year	Male	Female	Total	%
2011/12	33	48	81	4.79
2012/13	39	42	81	4.87
2013/14	50	35	85	4.95
Mean	44.67	41.67	82.3	4.87

Appendix F: Consent formats and Interview guides for EGAZ, Six Woredas and Six Primary School Participants

I. Consent Format for EGAZ Education Office Participants
Dear Administrative Zone education, Woreda expert and Primary School Participants/Teachers

My name is Ato Kassahun and I am preparing my dissertation in the University of Addis Ababa, Department of Special Needs Education. The topic of my research is "Attaining Millennium Development Goals regarding the Provision of Education for Children with Disabilities: The Case of Eastern Gojjam Administrative Zone." The data of the research will be collected mainly by interviewing excellences and experts of education in Eastern Gojjam Administrative Zone.

Your experiences and knowledge will have a paramount importance for the research and reliable findings. The information you provide is fully confidential. The data will be used only for the purpose of the study and the results will not contain any personal information.

I kindly request your permission to an interview and subsequent cooperation to get the basic data for my dissertation.

Your name_____

Position (task) in the EGAZ Education Office_____

Date _____

Signature_____

The first interview will take your short period and the next one will be done if some deepening information is needed. Could you please propose a place, date and time for the first interview? Place _____Date_____ time_____

Thank you!!

Contact information (if needed) Kassahun Zewdie Tel- 0911074995

Advisor Professor Kari Ruoho: Addis Ababa University Special Needs Education Department

Tel 251-922-856492

Interview Guides for Zone Participants

I. The following basic questions are prepared as an interview guides and presented for three EGAZ Education Office participants.

A). How the administrators have perceived the provision of school aged children, general and with disabilities, have had access to primary education within the past six years (2007-2012) in EGAZ?

1. How do you describe and interpret the current enrolment of primary school students in your Administrative zone?
2. Currently the number of primary school age SWD is about 501. Do you think that many of school age CWD have access to educational opportunity in the administrative zone?(Q1)
3. In your annual report of primary school accomplishments of consecutive academic years, it increased from 83.77% in 2006/7 to 94.54%- 92.52% in 2007/8- 2008/9 and again decreases to 83.48% in 2009/10. What was the main reason to see these much dereferences in your primary school accomplishment of those years? (Q1)
4. How do you describe the dropout problem of primary school students in your administrative zone? (Q1)
5. The number of SWD enrolled in AZ is 499-501 in 2011/12 and 2012/13. From this one can understand that very few SWD get access in this academics year. Therefore, what was the main reason to accept few SWD in the AZ? (Q1)
6. How do you think with the existing performance and plan of primary education enrolment- is that possible to attain MDG two in your administrative zone?(Q1)
7. What kind of primary education policy papers and plans do you have at the moment? Could you also describe a bit how the policies and plans discuss in the MDG two?
8. How do you perceive the current participation of SWD in your AZ?(Q1)
9. How do you describe gender parity in your AZ primary schools?

B). What are the actions performed during the past 6 years (2007-2012) to attain MDG two at zonal, woreda, kebele and school level regarding the provision of education for CWD in EGAZ?

1. The enrolment rate of female students in primary schools increases from time to time in your administrative zone so what are the mechanisms (actions) to increase the number of female students in your Administrative zone? (Q2)
2. What were the main obstacles for female students to continue their education in your administrative zone? (Q2)
3. For how long the school age child travel to get his or her primary school education on average in your administrative zone?(Q2)
4. What are the main reasons to open special units in woreda towns of primary schools? (Q2)
5. What actions were taken during the last five years to increase the enrolment of primary school students in your the administrative zone?(Q2)
6. What were your specific actions during the last five years to increase the number of SWD in your AZ?(Q2)
7. What kind of special supports are currently you provide for SWD to continue their education in your AZ?(Q2)
8. How do you evaluate the current professional skills of teachers in your administrative zone in general, and to meet the needs of SWD in particular?
9. What are the actions performed by your administrative zone in order to solve shortage of materials in primary schools for blind and deaf students?
10. How do you describe the current dropout case in relation to meeting the MDG two in your administrative zone? (Q2)
11. Describe, what was the first official special needs education activity in your EGAZ primary school/s? _____
12. Which woreda/s is still not providing SNE in your EGAZ? _____

13. Could you tell me some of the reasons that these woredas are not providing SNE?

_____

_____

C). What are the plans at zonal, woreda, kebele and school level to meet the MDG two particularly with regards to the provision of education for CWD within the remaining time in EG A Z?

1. How do you describe the overall future plans to increase primary school students in your administrative Zone within the remaining time? (Q3)
2. What are the plans to increase the number of primary school SWD in your AZ? (Q3)
3. According to ESDP IV strategy, by the year 2014/15 every primary school will have at least two special needs teachers. What are the efforts in order to achieve this goal in your administrative zone ?(Q3)
4. How do you think that your administrative zone education plan is consistent with MDG two? (Q3)

D). How participants assess the attainability of MDG two and perceive the situation to be at 2015 in EGAZ?

1. What is your expectation in general concerning the attainment of MDG two in your administrative zone by the year 2014/15? (Q4)
2. How do you perceive the overall attainment of MDG two with regards to school age CWD in your administrative zone by 2014/15?(Q4)
3. What is your opinion about MGD two and Education for All in general do these declarations change the situation in your AZ?(Q4)
4. How do you describe your personal attitude about the declaration of MDG two and EFA?
5. What is your personal opinion regarding the given time frame to attain MDG two and EFA?
6. How do you rationalize the declaration of MDG two and EFA in your administrative zone?

Thank you very much!!

Interview Guides for Six Woreda Participants

II. The following basic questions are prepared as an interview guides and presented for Six Woreda Education Office participants (two participants from each Woreda).

A). How the administrators have perceived the provision of school aged children, general and with disabilities, have had access to primary education within the past six years (2007-2012) in EGAZ?

1. How do you describe the current enrolment of primary school students in this woreda?(Q1)
2. Do you think that this woreda is now providing educational opportunity for all school age CWD? (Q1)
3. With the existing performance and plan of primary education enrolment- is that possible to attain MDG two in this woreda?(Q1)
4. How do you explain the dropout rate of primary school students' in your woreda?(Q1)
5. How do you describe gender parity in your woreda primary schools?(Q1)
6. What are the mechanisms you applied to increase the enrolment of female students in primary schools in your woreda?
7. What are the existing obstacles to increase the participation of primary school students in this woreda?

B). What are the actions performed during the past 6 years (2007-2012) to attain MDG two at zonal, woreda, kebele and school level regarding the provision of education for CWD in EGAZ?

1. What are the challenges you face to meet the MDG tow in your woreda? If there are any(Q2)
2. What are the existing obstacles that hinder to provide SNE in your woreda? (Q2)
3. What kind of supports do this woreda get to attain MDG two from the Administrative Zone Education Office? If any? (Q2)
4. Does this support, which obtained from AZEO, improves your woreda primary education activity?(Q2)

5. What are the specific activities performed by this woreda education office to increase the number of SWD? (Q2)
6. What kinds of supports you are providing for SWD to continue their education in this woreda?(Q2)
7. Do teachers have the necessary skills and trainings to teach primary school SWD in your woreda? (Q2)
8. What are the mechanisms or criteria to accept CWD in your woreda? (Q2)

C). What are the plans at zonal, woreda, kebele and school level to meet the MDG two particularly with regards to the provision of education for CWD within the remaining time in EG A Z?

1. What is your future plan to encourage SNE in this woreda? (Q3)
2. According to ESDP IV strategy ,by the year 2014/15 every primary school will have at least two special needs teachers what are the efforts you are doing to achieve this goal in this woreda?(Q3)
3. What are your specific future plans to attain MDG two by 2014/15 academic years in this woreda? (Q3)
4. Do you think that your woreda primary education plan is considering and meeting MDG two by 2014/15? (Q3)

D). How participants assess the attainability of MDG two and perceive the situation to be at 2015 in EGAZ?

1. What is your expectation in general concerning the attainment of MDG two in your woreda by the year 2014/15?
2. What is your perception about the attainment of MDG two and the progress of primary school education in this woreda?(Q4)
3. What is your opinion about MGD two and Education for All in general do these declarations change the situation in this woreda ?(Q4)

4. What is your personal attitude about declaration and the overall attainment of MDG two and EFA?(Q4)
5. What are the advantages of limiting MDG two and EFA within a given time frame?
6. What is your personal opinion regarding the given time frame to attain MDG two and EFA?
7. How do you rationalize the declaration of MDG two and EFA in your woreda?

Interview Guides for Six Primary school Participants

III. The following basic questions are prepared as an interview guides and presented for six primary school principals and six SNE teachers (one from each school).

A). How principals and teachers have perceived the provision of school aged children, general and with disabilities, have had access to primary education within the past six years (2007-2012) in EGAZ?

1. How do you describe the dropout problem of primary school students in your primary school?(Q1)
2. What are the measures you take to solve dropout problem in your primary school
3. With the existing performance and plan of primary education enrolment- is that possible to attain MDG two in your school?(Q1)
4. Do you think that this primary school is now providing educational opportunity for all school age children?
5. Do you think that CWD have the opportunity to get access to educational service in this school?(Q1)
6. What are the specific criteria to accept beginner CWD in your primary school?
7. How do you describe gender parity in your primary school?

B). What are the actions performed during the past 6 years (2007-2012) to attain MDG two at school level regarding the provision of education for CWD in EGAZ?

1. How do you describe the professional skills of teachers who teach SWD in your school?(Q2)
2. Does the school work in its full capacity i.e. have enough teachers and students?(Q2)
3. For how long SWD travel to this school to get educational service?(Q2)

4. What are the barriers that hinder SWD to continue their education in your primary school?(Q2)
5. What kinds of supports you are providing for SWD to continue their education in your primary school school?(Q2)
6. What kinds of supports you received from Woreda Education Office experts to encourage SNE Unit in your primary school?(Q2)
7. Do you see real progress on SWD academic achievement in your primary school?(Q2)
8. Do you have teaching materials which are necessary for SWD in your primary school?(Q2)
9. If there are supports of materials, from where you get these materials?(Q2)
10. Do regular teachers support SWD to be effective in their education equally like other general students in your primary school?(Q2)

C). What are the plans at zonal, woreda, kebele and school level to meet the MDG two particularly with regards to the provision of education for CWD within the remaining time in EG A Z?

1. What are your future school plans to increase the number all school age children in your primary school to the end of MDG two (2014/15)?(Q3)
2. Do you think that your primary school education plan is considering and meeting MDG two by 2014/15?
3. What are the threats of this primary school that hinder to meet your future plans? If there are any_____
4. From your working experience, what are the existing obstacles not to attain your primary school plan?

D). How participants assess the attainability of MDG two and perceive the situation to be at 2015 in EGAZ?

1. How do you perceive the overall performance of your primary school in line with MDG two?(Q4)

2. Do you think that your primary school meets MDG two by providing education for all school age children?(Q4)
3. How do you perceive the overall educational provision of this school in relation to attain the MDG two? (Q4)
4. What is your personal attitude about the declaration and attainment of EFA and MDG two?
5. Do you think that these declarations change the situation in relation to provision of primary school for all school age children?
6. What is the real challenge that hinders MDG two in your primary school?

Appendix G: Numerical Data Formats: For Zone Finance Office, EGAZ Education Office Six Woreda and Six Primary School participants

1. How many primary schools and primary school students do you have at the moment and you will have based on your plans in the next academic year in your EGAZ?

AT THE MOMENT (2012/2013)	**In total**	**Number of/in governmental schools**	**Number of/in private schools**
Number of primary schools			
Number of primary school students			
IN THE ACADEMIC YEAR 2014/15	**In total**	**Number of/in governmental schools**	**Number of/in private schools**
Number of primary schools			
Number of primary school students			

2. What is the number of students you have yearly planned to enroll in the primary schools of your EGAZ since the academic year 2007/2008 until 2014/2015?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			
2014/15			

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3. What is the number of students you have enrolled in EGAZ primary schools since 2007/8-2013/14 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			

4. How many school principals and vice principals, regular teachers (both certificate and diploma), teachers trained in SNE (both certificate and diploma) and other personnel, are working at the moment in primary schools of the EGAZ?

Profession	**Number of professionals**
Primary school principals	
Primary school vice principals	
Primary school regular teachers	
Experts (supervisors)	
Teachers trained in SNE	

5. What is the current teacher students' ratio on average in the Zone primary schools?

Woreda	Maximum No of students in	Minimum No of student in a	Average teacher/student

6. What is the planned teacher/student ratio in 2014/ 15 academic year in your administrative zone primary schools? ____

7. What is the current (2013/14) average student-textbook ratio in your EGAZ primary schools?

_____

10. What is the number of students with disabilities you have yearly planned to enroll in EGAZ primary schools since 2007/8 until 2014/15 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			
2014/15			

11. What is the number of students with disabilities you have enrolled in EGAZ primary schools since 2007/8-2013/14 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			

Thank you for your cooperation!!

Numerical Data Formats: For Woreda Education Office participant

1. How many primary schools and primary school students do you have at the moment and you will have based on your plans in the next academic year in your woreda?

AT THE MOMENT (2012/2013)	**In total**	**Number of/in governmental schools**	**Number of/in private schools**
Number of primary schools			
Number of primary school students			
IN THE ACADEMIC YEAR 2014/15	**In total**	**Number of/in governmental schools**	**Number of/in private schools**
Number of primary schools			
Number of primary school students			

2. What is the number of students you have yearly planned to enroll in woreda primary schools since 2007/8 until 2014/15 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			
2014/15			

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3. What is the number of students you have enrolled in woreda primary schools since 2007/8 2013/14 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			

4. How many school principals and vice principals, regular teachers (both certificate and diploma), teachers trained in SNE (both certificate and diploma) and experts, are working at the moment (2013/14) in your woreda primary schools?

Profession	Number of professionals
Primary school principals	
Primary school vice principals	
Primary school regular teachers	
Experts (supervisors)	
Teachers trained in SNE	

5. What is the current teacher students' ratio on average in your woreda primary schools?

Woreda	Maximum No of students in	Minimum No of student in a	Average teacher/student

6. What is the planned teacher-student ratio by the end of 2014/ 15 academic year in your woreda primary schools? _____

7. What is the current average student-textbook ratio in your woreda primary schools?

_____

8. What is the current situation concerning the provision of special needs education (SNE) in your woreda?

Name of the primary school In this woreda	Number of schools providing SNE	The establishment year of the first primary school with SNE

9. What is the number of students with disabilities you have yearly planned to enroll in your woreda primary schools since 2007/8 until 2014/15 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			
2014/15			

10. What is the number of students with disabilities you have enrolled in your woreda primary schools since 2007/8-2013/14 academic years?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			

11. How many number of Dropped out primary school students observed in your Woreda during 2011/12-2013/14 academic year?

Year	Male	Female	Total
2010/11			
2011/12			
2012/13			
2013/14			

Thank you for your cooperation!!

Numerical Data Formats: for primary school principals

1. What is the number of students you have yearly planned to enroll in your primary school since 2007/8 until 2014/15 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			
2014/15			

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2. What is the number of students you have enrolled in your primary school since 2007/2008 – 2013/14 academic years?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			

3. How many school principals and vice principals, regular teachers (both certificate and diploma), teachers trained in SNE (both certificate and diploma) and experts, are working at the moment2012/13 in your primary school?

Profession	Number of professionals
Primary school principals	
Primary school vice principals	
Primary school regular teachers	
Experts (supervisors)	
Teachers trained in SNE	

4. What is the current (2013/14) teacher student/ratio on average in your primary school?

Grade level	Maximum No of students in	Minimum No of student in a	Average teacher/student

5. What is the planned teacher-student ratio in your primary school in 2014/ 15 the academic year?

_____

6. What is the current (2013/14) average student-textbook ratio in your primary school?

_____

7. What is the current situation concerning the provision of special needs education (SNE) in your primary school?

Grade level	Number of Special Units	The establishment year of the first unit with SNE in this primary school

8. What is the number of students with disabilities you have yearly planned to enroll in your

primary school since 2007/8-2014/2015 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			
2014/15			

9. What is the number of students with disabilities you have enrolled in your primary school since 2007/2008-2012/13 academic year?

Year	Male	Female	Total
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			

10. How many PSSs are dropped out from your primary school during 2010/11-2013/14 academic year?

Year	Male	Female	Total
2010/11			
2011/12			
2012/13			
2013/14			

Thank you for your cooperation!!

Appendix H: Demographic characteristics of Zone, Woreda and School participants' personal information

Direction: Put tick marks in the given box or write your short answer on the given space

1. Sex Male ☐ female ☐
2. Your Age is in between 20-24 ☐
   25- 30 ☐ 46- 50 ☐
   31-35 ☐ 51-55 ☐
   36-40 ☐ 56-60 ☐
   41- 45 ☐ 59 or above ☐
3. Your Residence Woreda _____
   Keble_____
4. Your Marital status Married ☐ Unmarried ☐ or other specify _____
5. Your Position or task in your Office _____
6. Educational Status Certificate ☐ BSC ☐
   Diploma ☐ MA ☐
   BA ☐ MSC ☐
   BED ☐ or other ☐
7. Years of Experience in education sector 5-9 ☐
   10-14 ☐ 20-24 ☐ 30-34 ☐
   15-19 ☐ 25-29 ☐ or above ☐

8. Years of Experience in other sectors if any ☐

Thank you!!

Appendix I: Observation checklist

V. Observation checklist at school level

1. What materials students with disabilities have (books, brail, and brail paper and sign language book) according to their grade levels that facilitate their education?
2. Does the school have things such as barrier free roads, ramps and entrance of the main school gate that enables SWD move freely in the school compound?
3. How the classrooms are (chairs and tables) arranged for SWD?
4. Are the classrooms of students with disabilities similar in their size and cleanness with other general students?
5. In what way SWD spent their brake time at school, their relationship with one another and with general students?
6. What seems SWD academic achievement? Observing their six years roster if there are well documented.
7. To what extent the school compound is suitable such as the field, the area outside of the roads and green areas for SWD?
8. Does the school have clean toilets? How many seats are there? Is there pipe water in the school compound for general and SWD?
9. How many blocks are there in the school compound and made of which materials?

Appendix J: Map of Ethiopia

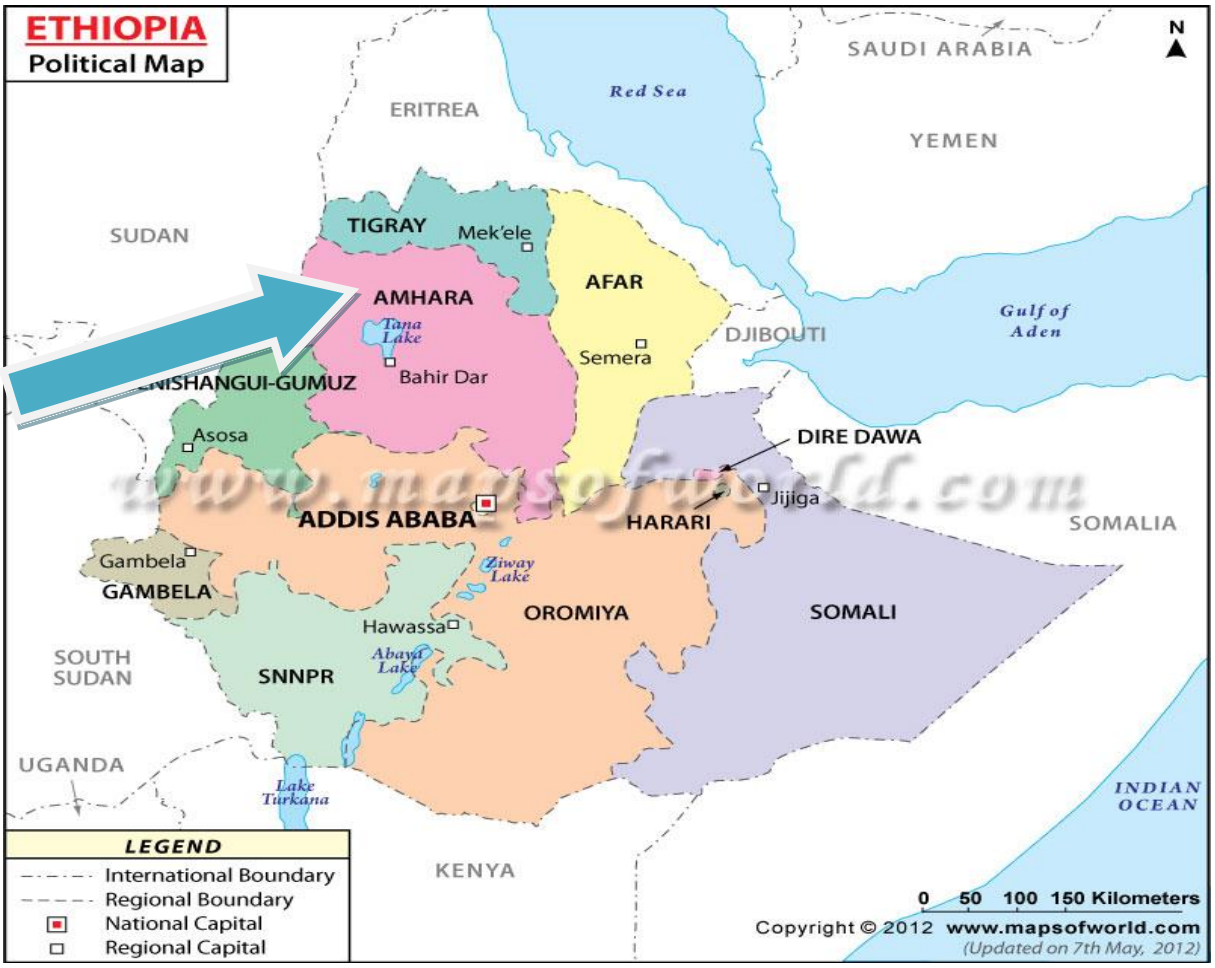

Figure 1a: Political Map of Ethiopia with Regional States. The arrows indicates the Amhara Regional State

Source:https://www.google.com.et/search?q=google+map+of+ethiopia&biw=1047&bih=495&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwjEpoGyn7zRAhUOOsAKHRD6A6oQsAQIMg#imgrc=oa64d5mxt-c2jM%3A

Source: http://reliefweb.int/map/ethiopia/ethiopia-amhara-region-regional-3w-map-02-july-2010

Figure 1b. Eleven Administrative Zones in Amhara Regional Stat. The Arrow indicates Eastern Gojjam Administrative Zone where this study was conducted.