



**PROBLEMS OF UNIVERSALIZING PRIMARY
EDUCATION BY THE YEAR 2015 IN OROMIA
REGION**

**BY
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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

July, 2007

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**A THESIS PRESENTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
In Partial Fulfillment of the Requirements for the Degree of
Master's of Arts in Educational Planning and Management**

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Acknowledgments

All thanks goes to God for "through him" all things were made; without him nothing was made that has been made (John 1:3).

I express my heart felt gratitude to my advisor, Dr. Makhtari Ado Jibril whose constructive scholarly criticisms and comments were vital in the study of the problems of the research. My aim to bring this to end became a reality through his unreserved guidance and follow up.

I gratefully acknowledge the support and concern of my wife W/o Teka Askebbir and our children Dromia, Kalani, Aster and Urjii for their constant moral support and encouragement through the period of my study at the university.

I am also greatly indebted to Ato Lisana Lenjisa who assisted me in getting the necessary information from the Oromia Education Bureau.

Finally, I would take this opportunity to thank Ato Tige Feyisa who assisted me in handling the encoding of my data. Also my thanks go to W/t Iyerusalem G/Mikael Wr/ Nesaret Gizaw and W/t Hiwot Yohannes who helped me in the typing of the thesis.

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Abbreviations and Acronyms

ABE-	Alternative Basic Education
AIR-	Apparent Intake Rate
CSA-	Central Statistic Authority
DR-	Drop out Rate
EFA-	Education For all
EMIS –	Education Management Information System
ESDP-	Education Sector Development program
GER –	Gross Enrollment Rate
GPI-	Gender Parity Index
HSD-	Honestly Significant Differences
MDG –	Millennium Development Goals
MOE –	Ministry of Education
NER-	NET Enrollment Ratio
NIR –	Net Intake Rate
NGO –	Non-Governmental Organization
OEB-	Oromia Education Bureau
REB-	Regional Education Bureau
SAP-	School Age Population
SPSS-	Statistical Package for Social Science
TTC-	Teacher Training College
TTI –	Teacher Training Institute
UPE-	Universal Primary Education
UN-	United Nations
UNESCO –	United Nations, Educational, Scientific and Cultural Organization
WEO-	Woreda Educational Office
ZEO –	Zonal Educational Office

Abstract

The major purpose of the study was to undertake the assessment on the objective condition of primary education, there by to identify the problems that affect the effort to universalize primary education and to outline measures to be taken to strengthen the progress of the goal set to be met by 2015. Based on this, analyzing the status of primary education with respect to Oromia region, is very important to decide up on future goals which are intended to meet. Particularly to provide primary education to all children of the official school admission age, evaluating the activities so far accomplished helps to identify the causes for prevailing problems and enables to formulate corrective strategies.

The research design employed in this study was descriptive survey. Research questionnaires were prepared and administered to 330 respondents selected from regional education bureau, zonal education department, woreda educational office and schools of which 284 of the questionnaires were properly filled and returned. The zones and woredas were sampled by stratified sampling technique to include all diversified variables that may have influence on the topic understudy. The data collected was analyzed using some statistical tools like percentage and mean, chi- square, t-test, and one- way ANOVA test.

The major finding of the study indicates in the Zones where community and NGOs were strongly participating in the provision of education, the access to education increases, however, it has not been done in a systematic and coordinated manner. Shortage of accessibility of schools, absence of attention and lack of priority to bring children of seven years of age to schools, illiterates among many parents and their low living conditions, harmful traditional practices are factors that had strong influence on the attainment of UPE goal.

In addition to these, the scarcity of financial resources and human resource capacities, and the drop-pout of students before acquiring the required Knowledge from primary level are among the major reasons expected to be attributed to the failure of the goal of universalizing primary education in the Oromia Region.

The study suggested that, these problems and in the request for meeting UPE, the study recommended that it demands to work with determination in all aspects: in increasing apparent intake rate and net intake rate, decreasing dropouts, improving equity of access of education and assuring educational finance. The recommendations made for addressing this mission are realization of awareness program, advocacy, involvement of political body and the public, expanding alternative basic education, construction of schools and supply of education materials, strengthening educational organization and management.

CHAPTER ONE

1. Introduction

This chapter deals with the introduction, statement of the problem, purpose of the study, significance of the study, delimitation of the study, limitation of the study, research design and methodology, definition of key terms, and organization of the study.

1.1. Background to the Problem

The goal of achieving universal primary education (UPE) has been a urgent^(an) global and national agenda since the universal declaration of human rights affirmed, in 1948, that basic education was to be made free and compulsory for all children. This objective was restated subsequently on many occasions by international treaties and in United Nations conference declarations. The fundamental reasons for this initiation to the motives of universalizing of primary education as Justified by (Auger, 1987; Haddad,1990; and Tahir, 2003) are the following:

- It is human birth right for every citizen.
- It is a base for promotion of equality among members of society.
- It is a weapon for eradication of ignorance, poverty, and disease.
- Instrument for development of national identity and unity.
- Prerequisite for participation in politics, government, national development issues and in further learning for individual and social development.

Empirical evidence also suggests that progress in education is taken to be essential for sustainable development, environmental protection and participation in democratic social and political processes. Especially primary

education is seen as a first step in laying the foundation for future educational opportunities, and life long skills, since it enables people to participate in the social, political and economic activities of their communities to their fullest potential (Derebssa, 2006).

Hence, good quality primary/basic education is increasingly recognized as important foundation for economic growth and seen as instrumental in the attainment of other development objectives.

Yet, for all the inherent goodness that primary education offered and it has been pursued by all concerned for some decades, the goal of UPE remains beyond the reach of many countries (Global EFA Monitoring Report, 2005/06). A conference was held in 1961 in Addis Ababa involving African countries liberated from colonial rule under the coordination of Ethiopia. In this conference a strategy named as "Addis Ababa Strategy" was formulated to provide primary education for all citizens by 1980, but the condition rather aggravated than to be achieved (UNESCO, 2007).

The goal of education for all that was set for 1980 by African countries was again held on international conference in Jomtien (Thailand) involving 155 countries in 1990 setting the goal for education for all by the year 2000. Ten years later, Dakar conference was held considering performance after Jomtien conference and it was noted the goals set were not achieved, so that the time frame was extended from 2000 to 2015 to achieve the goal (UNESCO, 2000). Ofcourse, the 2000 assessment demonstrates that there has been significant progress in many countries towards the vision set.

Ethiopia is a signatory to all the regional and global proclamations to provide basic education for all. Through participating in the world declaration on Education for All in Jometien (Thailand) in 1990, and in the World Education Forum held in Dakar (Senegal), Ethiopia reaffirmed its commitment to achieving UPE by 2015 with the specific targets of bringing

all boys and girls to school and will be able to complete a full course of primary education (1-8) (Derbssa, 2006).

However, the Ethiopian education system has been suffering from multifaceted problems until the recent years when the current government came in to power. For years the education sector was characterized at all levels and regions including Oromia by extremely low overall participation rates (30%) at primary, (13%) at secondary, and less than (1%) at tertiary levels (MOE, 1994). Its gross enrolment rate of 30% at primary was one of the lowest in the world and even less than half of the average for Sub-Saharan African countries, and the condition in Oromia Region was seen to be worse also.

In addition to problems of access, equity, relevance, quality and financial constraints, alarming growing population growth are challenges that characterize the Ethiopian education and the condition is most serious in the Oromia Region. So in Oromia Region, the hopes and aspirations for universal primary education still seems distant because of the following facts unless more efforts and strategies are designed (OEB, 2005)

According to population projection of CSA for 2004 estimated population of Oromia was 25.1 million (12.5 million male and 12.6 million female). Out of these, children of primary school age (7-14 years) were 5.3 million (2.7 million male and 2.6 million female). Among these children those of 7 years of age who ought to be new entrants to grade 1 were 744,585 (375, 380 boys and 369,205 girls) (CSA, 2004).

Based on the annual increase rate of 2.92% of population, the population of Oromia is estimated to be 35, 313,000 by 2015. Accordingly, the number of primary school age, children which was 5.3 million by 2004 will increase to 7.3 million (3.7 boys and 3.6 girls) by 2015 (CSA, 2004).

According to the statistical data of 2000/01-2004/05 the GER (Gross enrollment rate) for primary education was increasing from 57.6% to 85.4% with an average annual growth of 8% (OEB, 2004). This indicates that although gross enrollment has been annually increasing, it was discouraging when viewed with fast increasing number of children of school age. The other discouraging conditions was that new entrants to grade one who are 7 years of age that come to school every year shows steady growth and currently the net enrollment rate (net in take rate) decreases from 49.95% to 46%. This shows that still 54% of appropriate school age children are out of school. Moreover, the number of children during the coming twelve years is estimated to be doubled. And to meet the goal for universal primary education (UPE), it demanded to work with determination in all aspects (OEB, 2005).

Based on the above facts and according to Oromia Region perspective plan for universal primary education (2005) provision of quality primary education to all by 2015 would also not be easy in the region because of the following major fears.

The first major fear is the fact that the number of children who should get this opportunity being huge and yet many children are outside the school, particularly among 7 years age children 54% are unable to come to the school at appropriate age.

Secondly, even among children who come to school, a significant number of them dropout before acquiring the necessary knowledge.

Thirdly, according to the current trend the participation gap between boys and girls and between wordas is extremely wide. Also large pupil to section ratio, lack of sufficient text books, lack of sufficient teachers both qualitatively as well as quantitatively are the prevailing problems. Also, since as much as 40% or more of schools are operating based on shift

system the quality of education is still affected. Problem mentioned earlier at the country level is observed at the regional level and it is worse in certain aspects down to the woreda level in Oromia (OEB, 2005).

Nevertheless, to meet these challenges of the education system the government designed the education and training policy of 1994, which intends to systematically and gradually alleviate these educational problems. Accordingly, to achieve both the policy objective and the declaration of UPE in the country ESDP was prepared and the first five year (1997/8-2001/2) and the second (2002/03 – 2004/05) three years program implementation were completed, while the third phase five year (2005/6-2009/10) program was prepared recently. Despite these efforts and after more than 12 years of political commitment and separate waves of programs to improve primary education, it is far from the goal, and seems remained beyond reach.

Based on these facts, it would be timely and imperative to study and devise appropriate strategies to the practices and problems in providing primary education especially towards the targeted goal of 2015 in the Oromia region.

1.2. Statement of the Problem

Universalizing primary education is at the top of global agenda because it is above all illiteracy that undermines social and economic development. Since school age population and the demand for primary education in Oromia are high, it is high time to critically analyze how close or far Oromia is in achieving EFA goals of universal primary education. Moreover, since Oromia Region is the largest part of the country and constitutes more than 32% of Ethiopia the performance and problems of the region can highly affect the position of Ethiopia as a country where it can stand relatively to worldwide. When we consider new entrants to grade one who are 7 years of age that come to school every year both number of children and net intake rate

shows steady growth. However, the progress is unacceptable when seen in relative to the weight of the goal set and the huge number of children who should get the opportunity of primary education.

Based on the annual increase rate of population in Oromia, it is estimated that the total population of oromia would be 35,313,000 by 2015. Accordingly, the number of primary school age, which was 5.3 million by 2004 shall increase to 7.3 million (3.7 boys and 3.6 girls) by 2015 (CSA, 2004).

According to the statistical data of 2000/01-2005/06, the GER for primary education (1-8) was increasing from 57.6% in 2000/01 to 87.7% in 2005/06 with the average annual growth of 8%. This indicates that although gross enrolment has been annually increasing, it is discouraging problem when viewed with fast increasing number of children of school age in the region which estimated to be doubled during the coming 12 years.

The above statistical data indicates that the Oromia, region has entangled with a number of educational problems while on the way to universalizing primary education; Low gross enrolment rate of primary education, high gender gap, lack of identifying priority areas during planning targets essential for the attainments of UPE goal are among major problems to be mentioned. Also the low growth rate of apparent in take and net intake rate during the last five years (2001/02-2005/06) were not encouraging; The drop out of students which was high in grade one and which was high in rural areas than in urban was a critical problem in realizing the goal of UPE. The enrollment gap between boys and girls and between woredas still did not show remarkable change.

Potential challenges such as financial resources required to expand quality primary education were in sufficient and it was one of the problems the region faced with. Moreover, educational officials and planning experts who

were working at the position of local levels were not qualified and experienced to prepare strategic and annual plans to attain the goal of UPE (Jeilu, 2002).

In general as it is shown by some indicators, still the problem of access and the drop out of students, the disparities among gender, zones, and the potential challenges such as financial and human resources are problems assumed to challenge the progress of UPE in the Oromia region.

To this end, the study was guided by the following basic research questions:

1. What does the current access of primary education opportunity look like in Oromia region?
2. What are the major factors for low access (enrollment) of primary level education in the region?
3. What is the extent of gender disparity in enrollment and the causes for the inequalities of educational opportunity between urban and rural population in education?
4. What are the major potential challenges for the progress of UPE in the Oromia region?
5. What are the major strategies that should be designed to promote the progress towards achieving UPE in the Region?

1.2.1. The Overall Objective of the Study

The Overall objective of this study was to identify the problems Oromia region is encountered with in its efforts towards universalizing primary education and to out line measures to be taken to ensure progress of the goal.

1.2.2. The Specific Objectives of the Study

The specific objectives of the study were to;

1. Assess the conditions of primary education in the Oromia region and to pinpoint problems and short comings that can hamper the progress towards universalizing primary education.
2. Asses the gap between participation of boys and girls at present so as to forward some possible strategies to reduce and/or eliminate gender gap and disparity observed.
3. Identify the potential challenges regarding institutional capacity and the constraints that would likely affect the progress of universalizing primary education with a view of forwarding suggestion in solving these constraints.

1.3. Significance of the Study

It is very important and pertinent to identify the actual problems related to access and coverage of primary education in the Oromia Region in the context of its global agenda and the goal of UPE needed to be implemented in the time frame affirmed, by the year 2015.

So it is essential by doing so to generate necessary information for decision makers in order to take corrective action regarding what speedy change should be done, how the resources to be acquired and the available are allocated and what priority issues need prior decisions. Thus, the study becomes useful and timely to assess the causes of the problems and it has its own contribution from the following points of view.

- ✓ 1. May enable education officials, policy makers, stakeholders and donors to have some important information on the actual status of primary education.
2. The study is expected to identify problems and constraints in achieving UPE by 2015 so as to enable educational decision makers

and officials to take immediate remedial actions which can facilitate the progress of goal set.

3. The findings of the study might also give some insights for better ways of Educational planning and its implementation strategy with special focus to UPE.
4. The attempt in this study may add the review of literature on such issue so that other researchers can use it as a base for detailed and further study.

1.4. Delimitation of the Study

The extent and scope of this study was delimited to the problems in provision of primary education and to the investigation of some major problems associated to the achieving UPE goal of 2015 in the Oromia Region.

To make the size of the study manageable its scope was delimited to 4 zonal education offices out of the 17 zones in the region. Based on these, 40 woreda education office (30% from each selected zones) out of 254 woredas of the region, and 80 primary schools (two from each selected woreda] were taken as a sample. The sample zones were based on the number of schools, rural/urban characteristics and their socio-economic condition. The selected sample areas (zonal, wereda and schools) are assumed to represent the range of the characteristics similar to the other educational institutions in the region. Hence, the findings and recommendations of the study would be applicable to the zones and woredas under considerations and much would be implied for the other zones and woredas in the region.

1.5. Limitation of the Study

It is obvious that research work can not be totally free from limitations. To this end, some limitations were also observed in this research study. One

apparent limitation was absence of systematized record of the achievements made in the areas of Alternative Basic Education. So that the data utilized were from the formal system. Another limitation was that there is no recent and binding census made at the time of the research design and methodology. Due to this the school age population and population size used in the analysis were obtained from projections.

Furthermore, some respondents were reluctant to fill in and return the research questionnaires as per the required time. In addition, some educational officials were found to be reluctant to disclose information and provide some organizational documents which might have had more value to this particular study.

1.6. Research Design and Methodology

1.6.1. Methodology

The design of the study is descriptive. The rationale for the choice is the fact that descriptive studies are used in order to describe and interpret the trend of events that exists now and past events that have influences on the present (Seyoum and Ayalew, 1989; and Best and Kahn, 2003). So that enables the researcher to mirror the existing conditions in the progress of universalizing primary education in the region and help to test the basic questions. Therefore, in describing the current actual situation of the primary education of region, the descriptive research method was felt to be relevant and appropriate.

1.6.2. The Sources of Data

In order to secure more sufficient and reliable information the data was collected from various sources through questionnaire and through documentary analysis. The sources include the Regional education Bureau, Zonal and Woreda Education Offices, and primary schools. For qualitative

and in-depth information, interviews and focus group discussions were held with key officials and experts. So that woreda, zonal, and Oromia education bureau experts and officials were selected due to the fact that they had direct involvement in the implementation of different educational programs and solving educational problems of any program in the region.

Moreover, the regional education bureau perspective plans, plan implementation reports, government regulations, policies, directives, documents and statistical evidences were used as primary sources of data for the study.

1.6.3. Study Population and Sampling Techniques

1.6.3.1. Sample Population

The regional government of Oromia has 17 zones and there are 7691 primary schools currently operating in the region. These zones were categorized into four sub regions for the purpose of this study and each sub region was represented by one zone. Sub-region one (Western Oromia) consists of East Wollega, West Wollega, Qellem Wollega, Haro Guduru Wollega, Illubabor and Jimma zones were represented by East Wollega. Sub-region two (central Oromia) consists of East Showa, North Showa, West Showa and South West Showa were represented by West Shewa. Sub region three (Eastern Oromia) consists of east Harargee, West Harargee, East Arsi were represented by Arsi Zone. Sub-region four (southern Oromia) consists of Bale, West Arsi, Borena, Gujii were represented by Borena Zone purposely because of low enrolment rate in Borena zone. GER pattern of the Zones also taken in to consideration, Primary school directors and school board committee members were included, with the assumption that they have direct contact with a community.

1.6.3.2. Sample population and Sampling Techniques

To collect relevant and detailed information from the diversified socio-economic profile and geographical point of view, respondents were selected based on stratified purposive sampling technique, so as to include respondents who had direct relation with the issue under study. Based on this, educational officials and planning experts from the bureau, zonal and woreda education offices were included. The zones were categorized in to 4 sub regions and each sub-region represented by one Zone which can reflect socio – economic reality of others. Then out of the total 254 woredas in the region, 40 woredas (30% of the woredas from each selected zone), two each primary schools from each selected woreda were taken as a sample of the study.

Based on this, a total of 330 respondents, 10 from the regional education bureau, 10 from zonal, 4 from each sample woreda education offices, 40 from community and school boards, 80 respondents from primary schools (2 from each sample school) were included in the study.

Moreover, focus group discussions were conducted with 4 regional education bureau departments' heads and one higher official of the bureau. Also discussions were conducted with a group of three zonal and woreda (head, planer and head of supervision of educational programs divisions) at four selected sample zones and at four selected wordas in each sampled zone.

Interviews were also conducted with heads of regional education bureau, zonal education offices head, and woredas education office head in the sampled zones and woredas.

1.6.4. Instruments and Procedures of Data Collection

1.6.4.1. Instruments for Data Collection

The researcher has used three basic instruments namely the questionnaire, interview, and document analysis for the process of data collection. The questionnaire was prepared in English and later translated to "Afan Oromo" for better understanding of respondents. The questionnaire has two sections. Section one sought to obtain personal and demographic data from the respondents. Section II consisted 17 items that sought to obtain the necessary information from the respondents. Furthermore, focus group discussions, observations and checklists were used for issues that required more clarification and additional information.

1.6.4.2. Procedures of Data Collection

In assessing the progress of UPE in the region, the following procedures of data collection were used. First, documentary statistical analysis were made; second, relevant literature has been assessed to get information from what has been done in relation to the problem under study. Third, basic questions were formulated; fourth, data gathering tool was prepared followed by pilot test to check appropriateness of the instrument and to get constructive comments. Finally, on the basis of the feedback from the pilot test, the questionnaires were improved and the instruments were administered with the necessary explanations on how to complete it. After reasonable time, the questionnaires were collected and analyses of the data were made using appropriate statistical tools.

1.6.5. Tools and Methods of Data Analysis

Analysis of documents, interviews and responses to both open ended and close-ended questions were tabulated and analyzed using SPSS software so

as to compute some advanced statistical tools. Accordingly, some data analysis methods such as percentage, chi-square, t-test and one-way ANOVA test and Tukey's, HSD Post hoc test were employed for the purpose of data analysis and data interpretation. This analysis involved both the qualitative and the quantitative techniques.

1.7. Definition of Terms

Region = Administrative area demarcated by self-government state established with autonomy provided by proclamation No. 7/1992.

Woreda = An area marked off and developed for administrative purpose with defined authority and responsibility representing a population of up to 100,000 people (proclamation No. 7/1992).

Zone = an intermediate administrative level between region and woreda.

Primary School = It is the grades from 1-8. The level has two cycles – 1st cycle (grade 1-4) and 2nd cycle (grade 5-8).

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

Gross Enrollment Ratio = It is the proportion of total enrollment in primary, irrespective of age, out of the corresponding school age population for primary.

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

Net Enrollment ratio = It is the more refined way of measuring participation rate than gross enrollment ratio. This indicator tells us the proportions of pupils enrolled in school from the Specific Age Group.

1.8. Organization of the Study

The research report was organized in to four chapters. The first chapter dealt with the problem and its approach, the second chapter described review of the related literature, the third chapter presented the analysis and interpretation of data and the fourth chapter contained, conclusions implications recommendations and summary of the study. Finally, list of reference materials and papers containing important information were annexed in the appendices.

CHAPTER TWO

Review of Related Literature

This chapter deals with conceptual framework for universal primary Education, Commitments made for universal primary education, provision of primary education as strategy to realizing the goal of education for all, the importance primary education and the challenges of universalizing primary education are presented subsequently as follows.

2.1. Conceptual Framework for Universal Primary Education (UPE)

The concept of universal primary education (UPE) is, examined and explained by different people from different disciplines based on different perspectives for different reasons. The way it has been defined has also influenced by the way its status and progress has been measured and the choice of strategies adopted to pursue the goal (Colclough, 1993; Haddad, 1990).

Researchers, policy analysts and commentators bring their own disciplinary views to bear on it. Economists perceive universal primary education based on the factors and constraints of supply and demand for basic education (Colclough 1993), Sociologists focus on the factors that affect the participation of gender, social class and ethnicity (Kelly, 1970), while educators focus on the number of children in school and out of school (Postlethwaite, 1988).

According to the educationalist point of view, universal primary education (UPE) is the level that all children of primary-school age participate in the school system and complete primary school (UNESCO, 1990). And this definition is taken more appropriate for the concept of UPE in this study.

Universal primary Education (UPE) literally it would mean every one in a population having a full primary school education (Good 1973). Usually the meaning of UPE is often confused with and used interchangeably with the terms “basic Education” and “Education for all”. This is due to lack of developing suitable indicators that will help the education system to monitor the progress toward achieving the goal (Anderson,1992; Aggarwal,2004).

As stated in the EFA goals of (UNESCO, 2002) and as more elaborated by Bastain (2004), an analysis and expansion of the concept of universal primary education (UPE) constitute the following elements;

- a. Minimum number of years of primary schooling.
- b. Levels of access and coverage that should be reached.
- c. Level of internal efficiency of the educational system.
- d. Equity; gender and geographical concern.
- e. Average number of contact hour per day.
- f. Average number of days of schooling per year.
- g. Quality of primary education.

In another dimension different writers indicate the three aspects that the universalizing of primary education implies as;

- a. Universalization of provision of schools with-in a walking distance of the child by showing the maximum distance at which the child should get the school.
- b. Universalization of enrolment of all children in the age group of to 14, or 6 to 12, or 5 to 11 depending on the countries decision.
- c. Universalization of retention of all students, meaning there by that once a child joins a primary school at the specified age, he/she should complete the primary level (Aggarwal,2004; Tahir, 2003; Brown, 1991 and Gould, 1993).

Universalizing primary education and the right to education are concepts of one theme established by education declaration (Un, 1948), which implies the importance of primary education for social and economic development makes it to be universal and a basic right for every child with out discrimination. Another implication of the concept of UPE is that since education is a universal human right, those denied to it have the rights violated (UNESCO, 2002).

Also as it is justified by (Anderson, 1992) universalizing primary education has a central importance and a strategy for implementing the rights of boys, girls and women, and as a whole the rights of the child. So, if all people have a right to education, and if its impact upon people's capabilities is intrinsically part of our notion of development, it follows that the provision of a basic level of education for all people must be made universal

This is the central issue of universal primary education since 1948 and justified by different conferences of education for all in Addis Ababa, 1960; Jomtien, 1990; and Dakar 2000. So that a child (a boy or a girl) what so ever poor he/she or the situation is inconvenient, the child should not be deprived of a chance for education and there is no and should not be any sufficient and legitimate reason that deprive from access to schooling.

2.2. Commitments for Universal Primary Education (UPE)

According to the existing evidence with respect the to issues of education in the countries of Africa or international level conferences were held in different occasions in which time frame for the goal of provision of education for all decided up on.

The 1948 Universal Declaration of Human Right (Article, 26), laid down that every one has the right to education and that education shall be free at least in the primary level and that the fundamental stages of the primary

education shall be compulsory. Since this declaration many countries have renewed their commitment to universal primary education and several attempts have been made by the countries through out the world to promote access to education as a basic human right and provide education and training for human resource development (UN, 1948; UNESCO, 1960).

Accordingly, the 1st conference of UPE was held in 1961 in Addis Ababa involving African countries liberated from colonial rule under the co-ordination of Ethiopia. In this conference a strategy named as “Addis Ababa Strategy” was formulated to provide primary education for all citizens by 1980 (UNESO, 1960).

The goal of education for all that was, therefore, set for 1980 by African countries was again held on international conference in Jomtien (Thailand) involving 155 countries in 1990 setting the goal for education for all by the year 2000 (UNESO,1990).

Among issues raised, at the Jomteen Conference which declared Education for All, was education it-self is a fundamental right that generations should get and belief that it emancipates human beings from illiteracy. The other point raised related to this issue was economic and social development of all countries being related with education with this circumstance the Jomtien conference (1990) identified six goals:

1. Expansion of early childhood care and development activities, including family and community interventions, especially for poor, disadvantaged and disabled children.
2. Universal access to, and completion of, primary education (or whatever higher level of education is considered as “basic”) by the year 2000.
3. Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g. 80% 14 year olds) attains or surpasses a defined level of necessary learning achievement.

4. Reducation in the adult illiteracy rate (the appropriate age cohort to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between the male and female illiteracy rates.
5. Expansion of provision of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms behavioral changes and impacts on health, employment and productivity.
6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all educational channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioral change.

One of these goals was for the realization of education for all was to provide primary education to all children of official admission age which specifically noted as universal access to and completion of primary education by the year 2000 (UNESO,1990).

As it is indicated by UNESCO report (2000) the world conference on Education for all in Jomtien set the stage for several regional and international conferences in 1999 and 2000 Among these conferences are;

1. Sub-saharan conference on Education for All, Johannesburg, South-Africa, 6-10 December, 1999,
2. Asia and Pacific conference on the EFA 2000 Assessment Thailand, 17-20 January 2000,
3. The Arab Regional conference on Education for All, Cairo, Egypt, 24-27 January 2000,

4. The third ministerial review meeting of the E-g countries, Recife, Brazil, 31, January -2, February 2000;
5. Conference on Education for all in Europe and North America, Warsaw, Poland, 6-8 February 2000; and
6. Regional Education for all conference in the Americas, Santo Domingo, Dominican Republic, 10-12 February 2000.

Ten years later of Jomtien, Thailand (1990) and based on the regional conferences findings the international world education forum took place in Dakar, Senegal in April 2000, involving 184 countries of the world (UNESCO, 2002). These conferences too, considering performance after Jomtien conference it was noted the goal set were not achieved; the time frame was extended to 2015 to achieve the goal. The assessment reports clearly showed that the third world countries in particular were far from meeting the EFA goals set at the Jomtien. Enrolment, completion and transition rates in most African countries either remained, more or less constant or declined (EFA, 2002; UNESCO, 2002; Maria, 2001; Tahir, 2003).

The six goals adopted in Dakar are essentially ratification of those agreed at Jomtien, although there are some changes in content and form. These are:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Not only increasing the duration of meeting the goals but also the Education for all was clearly stated and the strategy that supports its realization was identified relatively in a better way at the Dakar conference. However, when viewed from different perspective both the Jomtien and Dakar resolutions did not clearly specify targets and appropriate indicators (Tesfaye, 2003).

2.3. Provision of Primary Education as Strategy to Realizing the Goal of Education for all

Obviously the World Declaration on Education for All in Jomtien and Dakar Framework for Action identified six major goals. Among these one of the major goals is "Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality (UNESCO, 1990), (UNESCO, 2000). Unanimously according to some writers it is approved that this goal is the key goal for the realization of six goals of Education for All and the other goals because of the following reasons:

- a. If all children get access to primary education and complete without interruption, they would become adults through

acquiring continuous knowledge by virtue of which the number of adult illiterates decreases;

- b. Since all boys and girls, children under difficult circumstances and ethnic minorities come to school the gap between these groups shall be eliminated;
- c. It ensures that there will be improvement of status of life, the way of getting balanced diet, health status and knowledge of family planning etc...
- d. It promotes the knowledge and skill of proper utilization of natural resources and environmental protection.

Therefore, in order to meet the goal of Education for All providing quality compulsory primary education to all children and working with strength of mind is a key strategy (Anderson, 1992).

Also it is clearly noted by Cagbulu, (2005) that the key role of primary Education in realizing the vision of literacy is by providing Education for all. The accelerated expansion of schooling made basic literacy attainable for the majority of children around the world over the last fifty years (Anderson, 1992). As it is justified by different writers the strategic location of the primary cycle in the education system makes it a prime target for change and progress in societies. It is therefore the provision of primary education is a best strategy for the realization of the goal of Education for All (Coombs, 1985; Aggarwal, 2004).

2.4. The Importance of Primary Education

2.4.1. Primary Education and Development

Many writers like Tolbert (1985), Thomas (1999), Anderson (1982), Besse (1999), and Haddad (1990) noted that Education is a corner stone of economic growth and social development as well as prerequisite for the

sustainability of all the development. According to those writers primary education has been shown to be the largest single contributor to social and economic growth most particularly in poorer countries. Also they Justify that the central purpose of primary education is twofold: to produce alliterate and numerate population and to lay the ground work for further education.

Tolbert and Baum (1985) stressed that primary education has direct and positive effects on earnings, farm, productivity, and human fertility as well as intergenerational effects on child health, nutrition and further education. Different research findings (Adams, 1975: fuller, B., 1986) also show that parents with primary education are more likely to learn about, and to use, improve health, hygiene and nutrition practices and their children are more likely to be healthy and well nourished. Educated people, moreover, tend to have a lower fertility rate. They more readily perceive the disadvantage of having too many children to feed and educate; they have a greater number of alternative sources of family interest and satisfaction that compute with child care time, and they are generally more willing to accept new ideas, such as the use of modern contraceptives, and to seek family planning advice.

To the development of the country as a whole as pointed out by another writer Aggrawal (2004) the progress of primary education is one index of the general social and economic development in that a well planned and properly implemented system of education at this stage plays a very significant role in laying down the proper foundation of child's cultural, emotional, ethical, intellectual, moral, physical, social and spiritual development. Different studied (Tolbert, 1985; Postlethwaite, 1988) show that countries which have made adequate provision of primary education are far a head of those with in adequate provision.

Thus, countries of the world recognize the importance of having a literate and numerate population and they acknowledge that a weak educational foundation, like weak physical infrastructures will seriously impair a nation's development prospects.

Recognizing these facts countries of the world who affirmed to the objective of universalizing education for all are targeted to the development objectives of:

- i. Provision of basic education to all children as quickly as resources, both financial and human permit, and ultimately, development of a comprehensive system of education at all levels and for all age groups.
- ii. More equitable distribution of educational opportunities and reduction of existing inequalities based on sex, economic status and geographical areas.(Roudenbush and Willms, 1991).
- iii. Greater internal efficiency of the educational system, through a reduction of the waste of resources caused by students dropping out or repeating grades, and improved quality of education.

2.4.2. The Role of Primary Education in Poverty Reduction Strategy

Education is among the instruments that help to reduce poverty and narrow the gap of income between nationals, education is the one (UNDP, 2005; UNESCO; 2005), and Primary education is the base of all forms of Education. In countries where expansion of basic or primary education has not been met and insufficiently provided, it is observed that poverty is wide spread.

According to the UNESCO (2007) report one child out of five children in developing countries (over 77 million) does not get access to primary education. Besides, 880 million adults were illiterate. Among children and adults who lack opportunity for education, two third of them were female

while one fourth among those who got education opportunity dropout before completing the required level. If the expansion of education continuous as it is now practiced, i.e. follow the current trend or pace of development, among children of school age for primary education who would lack opportunity for education is estimated to be 100 million by the year 2015. Under this circumstance if children and adults who are ought to acquire education could not do so, it means that the effort that a country exerts to get rid of poverty would be futile (UNDP, 2005).

Since the condition of poor counties like Ethiopia is very much worrying, one of the issues given attention by the United Nation in order to improve the livelihood of these countries was provision of quality primary education to all by the year 2015 (UNESCO, 2005). This is because it is believed that access to education represents one of the few sustainable means of rising above poverty. Basic education /primary education also combats poverty by equipping people with the fundamental skills they need to participate effectively in their society and its economy, to control their fertility and improve their health (Thomas and Besse (1999).

Natural resources, human capital and technology are factors that are regarded as sources for economic development. Among these educated manpower has a key role in poverty reduction and primary education is the base of all forms of education to produce educated manpower. It is therefore, believed that primary education is a rock base necessity for development, productivity, poverty alleviation, environmental protection, family health, and planning, good governance and community participation and so on; and many countries could trace their origin of success to the expanded system of primary education (World Bank, 1990).

Thomas (1999) also pointed out:

The contribution of education in poverty reduction that Education is development's most basic building block and a

vital contributing factor to the alleviation of poverty in that it equips people to participate fully in the economy and society. It contributes to strengthening institutions of civil society, to national capacity building, and good governance, all increasingly recognized as critical elements in the effective implementation of sound economy and social policies required for poverty reduction.

Many research findings also show that over time basic education helps those in poverty to increase their earnings, resulting in an increase in living standards. Researchers showed that 70 percent of the world's poor are women and education for women and girls is critical if the levels of world poverty are to be reduced (Thomas and Besse, 1999).

UNDP identified six essential actions which are required to eradicate poverty in the 21st century. Three of these are to empower individuals, households, and communities to gain greater control over their life; strengthen gender equality to empower women; and take special actions to support progress in the poorest and weakest countries. All require high quality primary education (UNDP, 1997).

This is why it is universally agreed that in this 21st century that education is the basic tool to emancipate mankind from the vicious circles of poverty it is entangled with. The situation of the economically developed countries also substantiates this truth. It has been proved by researchers and development authorities that the main secret behind the all round growth and development of these countries is the prior provision of educational opportunities to all citizens and the production of creative labor force through the process-life experience also shows that countries with highest educational participation rate have higher Per-capital income (Tolbert and Baum, 1985).

2.4.3. Primary Education and Agricultural Development

The availability of natural resources, physical capital and abundant unskilled labour alone are not sufficient for developing a modern and highly productive economy (Brown, 1991). For the dynamics of development a wide range of human skills are essential. As far as productivity and growth in agricultural sector are concerned, regional variations in agricultural fields and crop responses are explained by the differences in the quality of the individual behind the plough (Adams 1975). All these are evidence for it is a well trained and skilled individual who is the central catalyst in the process of agricultural production as compared to other economic activities, and the agricultural sector is highly labour intensive, especially in the developing countries.

Therefore, to undertake agriculture in the modern way and obtain good production, it is essential to make use of educated manpower; and modern technology. The out put required should also bring about improved change of life and livelihood of the society (Adams 1975; Brown, 1991), and this is only possible in utilizing educated manpower and essential technology appropriately. As much as agricultural production increases the out put of the sector increases, in turn it contributes towards the development of education and other sectors.

It has also been demonstrated by researchers that investment in education has a direct effect on individual productivity and earnings. For this most of the evidence comes from agriculture. Studies comparing the productivity and innovativeness of schooled and unschooled farmers in low-income countries show that, when inputs such as fertilizers and high-yielding seed varieties were available for improved farming techniques, also the research findings show that the annual output a farmer who had four years of schooling averaged 13 percent higher than that of a farmer with no

schooling. Even it was proved that when these imputes were lacking the schooling farmers output was 8 percent higher (Tolber, 1985).

Not only these but also the economic effects of education extend beyond improvements in the skills and productivity of labor. Parents with primary education are more likely to learn about, and to use, improved health, hygiene, and nutrition practices, and their children are more likely to be healthy and well nourished. Educated people, moreover, tend to have a lower fertility rate (World Bank, 1980).

2.5. An Overview of Educational Development in Ethiopia in Achieving Universal Primary Education.

Ethiopia is also among one of those countries that was committed to providing primary education to all school age population by the year 2015. Specifically Ethiopia has committed itself to the millennium development goals (MDGS) aimed at eradicating extreme poverty and improving the welfare of its peoples by the year 2015. One of the millennium goals is “Achieve Universal primary education” with the specific target of “ensuring that by 2015, children in Ethiopia, boys and girls a like, will be able to complete a full course of primary schooling”. This is the confirmation to the commitment the country made in Jomtien, Thailand in 1990 to achieve UPE by the year 2000 and the reaffirmed committiment made in Dakar, Senegal in 2000 to achieve UPE by the year 2015.

Moreover, Ethiopia is the signatory of different or all the regional and global proclamations and commitments to universalize primary education to all the school age of its citizens..

It (Ethiopia) was the signatory of;

- a) The universal declaration of Human Rights, 1948

- b) Regional UNESCO conferences in the early 1960s: held at Addis Ababa, Karachi, Santiago, and Tripoli
- c) The Udaipur conference on Literacy, 1983
- d) The world summit for children and the convention on the Rights of Children, 1989
- e) The 1990 Jomtien Declaration on Education for All and
- f) The 1999 sub-Saharan conference on education for African Renaissance
- g) The 2000 Dakar, Sengal Declaration. These all are witnesses for the commitments made by the Ethiopian Governments to real life the right to basic education and universalize primary education in Ethiopia (Derebssa, 2006; Feridisa, 2002).

However, the hopes and aspirations to universalize basic primary education in Ethiopia seem distant and remains a great challenge for different reasons and some of the threatening conditions are:

i) The Problems of Access in Relative of the Existing Demand for Education

The first and foremost reason is that until the current government come into power, the country had been in trouble for many years with civil war, drought, wrong economic policies and poor governance. Owing to these reasons, it can be said that the country was subjected to poverty and the citizens not getting social services like education.

Responding to the challenges of the education system of the past and based on the constitution, the current government designed the education and training policy of 1994, which intends and gradually alleviate these educational problems. (MoE, 1994; Haileselasie, 2002; Dereje, 2002).

Despite this policy effort and after more than twelve years of political commitment and different waves of programs to primary education, the goals, remaining beyond reach.

- Millions of children in Ethiopia (most of them in Oromia) still fail to gain access to schooling. Currently around 54% of the primary school age population are still out of school (MoE,2005/06).
- Larger number of children among those who do enroll leave prematurely (dropping out) before the skills of literacy and numeracy have been properly gained. A majority of such children are girls (MoE,2005/06).
- Although commendable effort has been made to improve the quality, equity and efficiency of the system at all levels, there are indicators that they are not yet as expected because the effort is defeated by large increases of population growth that is going to be above the capacity of nation's to supply (Derbsa,2006).

Coombs (1985) Justification of the fact about the effect of population growth to education is related to this issue that even with increasing resources allocated to education, many countries, have just not been able to keep pace with the population growth rate.

ii) The Challenges of Population Growth

Though Ethiopia is on trial to make its enrolment rates faster than population growth rate, there are problems with the country's economic growth rate to sufficiently generate the extra finances to meet the demand. According to the UNESCO assessment of EFA report the largest numbers of out-of – school children in 2004 were in Ethiopia, Nigeria, Pakistan and India (UNESCO, 2007). The population of Ethiopia in the year 2004/05 is estimated at 72 million with an average annual growth rate of 2.9%, out of the total population of the country children of school age 7-14 years constitute above 20% which is typical for developing countries. Studies

show that the economic growth and educational development reflect each other. In Ethiopian context the impact of current economic development on education can be expressed in several ways. In expanding educational access and improving quality there is a need to have optimum economy. When viewed with the existing high demand of primary education, the existing economy is under a pressure that the country could not build schools, train enough teachers, supply texts books and furniture by the government alone, unless alternative means of providing primary education is designed (Fredisa, 2002). All problems and challenges observed globally are reflected intensively in Ethiopian, since Ethiopia is particular poor developing countries.

iii) The Problems of Inadequate Practice of Decentralization in Education

Decentralization is advocated repeatedly for its superior advantage being as strategy in increasing efficiency by subjecting public spending priorities to local demand. Since 1994 the government of Ethiopia has embarked on decentralization process (Jeilu, 2002).

Decentralization of education and training management to the woreda level has been taking place during the second education sector Development program (ESDP-II). The purpose of woreda level decentralization of education management was to put in place enabling environment that empowers the community to fully take part in planning, implementing and evaluating programs.

However, different studies show that there is tension between decentralization efforts and the need for central control. Decentralization seldom actually occurs, but seems instead to be absorbed into the existing centralized or semi-centralized structure of educational governance,

particularly at the regional and woreda levels. Decentralization is believed to be successful when it reaches schools and school Personnel (Ayalew, 1999).

iv). Disparity or inequality of Educational Opportunity is a big Challenge of Ethiopian Education

The situation of Ethiopia Education is more disturbing when one looks at the disparity or inequality of educational opportunities across regional states.

The regional comparison above clearly shows that how some regions such as Afar and Somalia are far from the national (Ethiopia) level. Even the condition of Amhara and Oromia is not encouraging when seen in the eyes of disparity cases. And this condition is disturbing, when one thinks about the achievement of universal primary education in 2015, which is are of the millennium development goals. Three Regions; Addis Ababa, (96.2%) Gambella, (86. %) and Ben-Gumuz (83.6%) have NER above 80% in 2004/05.

This therefore indicate that equity remains a challenge in that all children of minorities and non-minorities, males and females, students who have fallen behind, and students who have been denied access in the past have no equal opportunities to learn, and this condition shows that Ethiopia has a low chance of achieving UPE in 2015.

Another big challenge as sited by Firdissa (2001) is gender disparity which imply us that girls and boys are not offered the same chances to go to school. Women's access to education has recognized as a fundamental right, and increasing their access to education is among the educational goals of Ethiopia. In recent years, women's issues have cone in to the agenda of the country. Cognizant of the important role women have to play, the Government of Ethiopia has put into place a variety of strategies designed

to increase female participation rates in education and consequently in the overall development process.

As a result, the female primary school participation rate has grown at the rate of 16.4% over the last 5 years. There is significant increase of Gross enrolment ratio for girls at the first cycle primary schools, which is increased from below 20% in 1994/95 to 78.3% in 2003/04. At the complete primary school GER for female students below 20% at 1994/95 and this was raised to 71.5% in 2004/05 (OEB, 2004/05).

Despite these achievements, according the recent data, females' participation at all levels of grades in Ethiopia education is lower than that of male because of gender stereotypes prevalent in society which perceive males as dominant and women as subordinate in any public sphere (Tasew, 2005).

Also according to UNESCO (2006), the year 2005 is the target year for achieving gender parity Index of one in primary & secondary schools. However, despite significant shift towards greater gender parity, Ethiopia is far from achieving GPI of one in 2005. Girls in Ethiopia continue to face sharp discrimination in access to schooling.

Currently (2005/06) 28.5% of the school age girls are out of school. When the NET Enrolment Ratio (NER) is considered the number of out school age girls are very high (36.4%). This indicates that more than one third of the school-age girls are out of school. The situation is more disturbing when one looks at the gender disparity across regional, states of the country.

v) Low Internal Efficiency

The internal efficiency of the system as measured by dropout and repletion rates remains very low in Ethiopia. The dropout rate remains especially high in grade 1. During the past five years dropout rate for grade 1 has remained

at around 30%. The total dropout rate for the all the primary grades was 17.2% in 2001/02 and has remained more or less constant around that level for the past five years (MoE,2005).

It is obvious that very high dropout rates result in lowering the access and coverage to primary education and there by prolonging the target year for achieving UPE.

Also it is justified by different writers (Bastain, 2004: Aggrawal, 2004) that reduction in the dropout rates, especially in grade 1 is important for the achievement of the goals of UPE. There is a strong evidence to show that grade 1 is the strongest barrier for many children for their continuation and completion of primary education. Once a child gets through grade 1, the probability that it will continue on to higher grades of the primary cycle is increased.

As the UPE projection model will show, Ethiopia can achieve the same level of access and coverage in eight years from now, by merely reducing the dropout rate in grade 1 by 25% annually from levels existing today in the schools. These indicate the low internal efficiency of the system inhibit to achieve the desired level of coverage and access to primary education.

vi). Another big Challenge of Ethiopian Education is Quality

Both the recent United Nations conference declarations focusing on education; the world declaration on Education for All (1990) and the Dakar Framework for Action (2000) recognize quality as a prime condition for achieving Education for all. The Dakar frame work affirms that quality is “at the heart of education” and it is indicated nations commitments to improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

By Tekeste Negash (1990) different crisis of Ethiopian education were indicated: though different attempts made to expand access, and improve equity, the progress so far made to improve quality is limited in Ethiopia. These evidences show the minimum amount of input are not available; Due to shortage of books, learning materials, classrooms, libraries, school facilities and human resources (most importantly teachers).

Achieving UPE calls not only far access and coverage, but also with appropriate quality. Available data suggest that large proportion of primary school teachers lack adequate academic qualifications, training and mastery or content (Tefaye, 2003).

Where there is a good access and coverage in Ethiopia the number of students in a class is very high. The number of students per teacher is a frequently used quality signal. Though their impact on learning outcomes remains a subject of debate in the developed countries, the very large class sizes observed in the Ethiopian primary school (eg. One teacher for 80 or 90 pupils) are not conducive to adequate learning. In the countries with the highest pupil teacher ratios, barely one third of students who start primary reach grade 5 (Tefaye, 2003).

In Ethiopia the standard set for the pupil teacher ratio is 50 for the primary levels. But the trend of the primary levels as it was actually observed is increasing and now it is observed that 90-100 students in a class in most parts of the country. Even, there are regions with 90 example Oromia. And the situation at school level of is worse than reaching 120 in some cases.

To achieve UPE, unprecedented building of classrooms is needed in Ethiopia clean water, sanitation and access for disabled students are vital. Availability of text books are the main quality factor. Although there is encouraging trend to print and distribute books for primary students to

achieve the target set, there is acute lack of text books at school level due to shortage and an efficient distribution system and malpractice (Derebssa, 2006).

2.6. Related Challenges in Universalizing Primary Education in Oromia Region

According to the central statistics Authority 2004/05 there were 14 million primary school age children in Ethiopia, and only 9.5 of those who get the opportunity of education and out of those primary school children who could not get the access 1.4 million of them are in Oromia Region (CSA, 2004/05).

Access to primary education was substantially expanded during the last 10 years, the gross enrolment rate of primary education raised from 50% to 85.4% in the Oromia Region. Trials have been done and some emphasis was given to develop and introduce alternative designee for school construction that fits into the local context interims of cost and management of its process (OEB, 2003/04).

How ever, this is in significant and unacceptable when compared to the regions net intake rate which has a great effect for the attainment of UPE goals. Still the net intake rate is 49.5% which implies 50.1% of the official school age children are out of school. Also the highest number of gross enrolment shows that overage students who could not get education at their appropriate age are in school. This has an implication that those are sharing resources from the appropriate ages.

As many reasons are attributed to the failure of the world community and the country Ethiopia, also the same to Oromia, since the status of education in Oromia is a manifestation of the overall scenario of education in the country. As it stated in the Oromia Regional state perspective plan for

universal primary education 2005/06-2017/18 in the Region the provision of primary education for all would not be easy because of the following major challenges;

- The problem of Access
- The problem of internal efficiency of the education system
- Problems related to inequality of educational opportunity.
- Problems related to potential capacities (ESDP I,II)

i.) Challenges Related to Coverage and Access

According the current statistics there are huge number of children who should get the opportunity of primary education and yet many children are outside the school, particularly among 7 years old children 50.1% unable to come to school at appropriate age (OEB, 2003/04).

Data were shown that, as of 2006/ 07 academic year, there were 7,691 primary schools (6710 rural and 981 urban). This does not meet the population organized at different levels according to the current structure to serve. Even though, it was tried to reach one school to one kebele, the number of schools did not meet the number of kebeles and their distribution has wide gap between woredas particularly the rural kebeles nearly 6% do not have schools at all. Besides, when the existing schools are considered in terms of areas of the region, it shows that a child has to travel no less than 4 kilometers on an average to find first cycle primary school, and even up to ten kilometers for 2nd cycle primary schools. Also because the schools are not evenly distributed and as a result children of first cycle primary are found to travel up to 10 kms to get primary schools (OEB,2005).

Remarkable improvement was achieved in 2004/05 when compared with that of 2003/04 i.e RIR was 30.1% and now 49.5%. And also when the two cycles of primary education are put together the GER for complete primary education has increased from 57.6% in 2000/01 to 85.4% in 2004/05. This

indicator reveals the GER of primary education was growing annually by 7.8% average for the past five years.

However, the effort made in the past years to bring 7 years of school age in order to improve the condition and to the attainment of the goal of UPE was not much dependable. And, in the Oromia Region the enrolment in NGOs alternative basic education is only 6.8% and the effort made NGOs actively to participate in provision of primary education is too limited.

However, the contribution of alternative basic education by NGOs is very low in the Oromia Region. Basically alternative basic education can contribute high in provision of educational opportunity for out of school children aged 7-14 that could not attend the formal basic education (Bishop, 2000).

There are many children in Oromia who are disabled and need special educational program. The program of special need education which is to provide education for these children with special gifts, the disabled (the blind and the deaf) the mentally retarded and those who did not get the opportunity to join the existing formal schools due to various reasons has not fully realized yet (OEB,2004).

Generally, as the situational analyses of Oromia indicates there is low gross enrolment rate for primary education and the growth of Apparent Intake Rate & Net Intake Rate during the last years was not encouraging when compared to UPE goal. Causes and sources of these problems as indicated by (OEB, 2005) where assumed:

- Shortage of accessibility of schools
- Parents do not have value education for their children especially girls
- Labor demand of parents for their children

- Parents can not afford educational expenses
- Harmful traditional practices widely prevailing in the society
- Parents being illiterate
- Number of over aged new entrants to first grade is greater than those who started at the right age.

ii) Problems and Challenges related to Inequality

Educational inequity as it is explained internationally and nationally, is also the major problem in Oromia Region. Equity has three major components; Gender equity, Geographical equity and the Woredas equity in the provision of primary education; the goal of UPE could be realized only when it is possible to provide equal access of educational opportunity between genders, irrespective of rural or urban woredas (UNESCO, 2002).

The existing evidence showed that this has not yet materialized in the Oromia Region. This problem arises partly from different reasons to which access of educational opportunity at nearest local situation and partly from worsening to use the available opportunity effectively (OEB, 2005).

a) Inequality in Educational Opportunity Between Boys and Girls in The Oromia Region

The GER for primary was 73.1% and 41.9% for boys and girls respectively in 2004/05. Accordingly, the gender gap in GER at this level which has 31.2% in 2000/01 was decreased to 25% in 2004/5 showing improvement during the last five years. The Gender parity index (GPI) has risen from 0.57 in 2000/01 to 0.75 in 2004/05. Gender gap is narrowed if only GPI = 1.0 (Bastain, 2004).

A considerable number of girls still have a long way ahead to go to have equal educational opportunity with boys. To achieve gender equity for

access of primary education the precondition is that gender equity should be achieved in grade 1 first and this is what to be thoroughly considered for it bears a great impact on the success of UPE goals (UNESCO, 2007).

Other factors that impacts girls participation in education, and which increases the gender gap include:-

- 1) Unequal distribution of schools
- 2) Lack of awareness on sending girls to school
- 3) Lack of attention to raise understanding of the community and parents to bring children with different disabilities to school.
- 4) Existence of harmful traditional practices on female education
- 5) Unequal expansion (distribution) of basic development infrastructure services between woredas.

b) Challenges Related To Inequality of Educational Opportunity by Geographical Location in the Oromia Region.

Even though regional average primary grades (1-8) gross enrolment rate shows considerable growth during ESDP-1 and ESDP-II, the issue of inequality was observed among different woredas in the region. The highest GER registered in 2004/05 was 155% ^{for} from Dalle Saden woreda in Qellem Wollegga Zone and the lowest GER was 26% for Moyale woreda in Borena Zone. Therefore the gap between these woredas is 129% which shows the magnitude of the problem is very severe. This calls for special attention in the forthcoming plan of action. There are 108 woredas whose GER is less than the region one. Still more than half of woredas performance is below the regional performance (OEB, 2004/05).

c) Inequality of Enrolments Urban Vs Rural

When considering Educational Opportunity in the Oromia region by space the gap in GER at primary level which was 167% in urban and 45% in rural by 2000/01 was found to be 160% in urban and 75.1% in rural areas by 2004/05. Even though, the gap was decreased from 122% in 2000/01 to 85 by 2004/05 and it shows the progress in GER in rural area, expansion of education at rural areas is a great critical issue (OEB, 2004/05). Hence, the strategy formulated to build primary education by mobilizing community so as to make accessible education at this level in all kebeles is what to be sustainable in the future time to come for achievement of UPE goal.

iii) Challenges Related to the Internal Efficiency of Primary Education in the Oromia Region

The internal efficiency measures the progression of students through the school system. Dropout rate and repetition rate are the major indicators to measure the internal efficiency of the education system (Bastain,2004). The internal efficiency of the Oromia Education system as measured by dropout and repetition rates remains low still in the region.

a) Dropout Rate (DR)

Dropout rate is the proportion of pupils who leave the system without completing the intended course of the study in a given year. As it is indicated in the ESPP-III of the Oromia Region the internal efficiency of the school system has moderately improved during the past few years , but there is still high dropout at primary education, particularly in grade one (OEB, 2005).

The DR of primary education (1-8) in 1999/2000 was reduced from 18.6% to 14.9% in 2003/04. Similarly, the DR in grade one was reduced from 28.9% in 1999/2000 to 22.75% in 2003/04. DR is very serious problem, especially in grade one. In grade

5, 6 & 7 the DR was some what high when compared with other grades. By 2003/04 DR for these grades were 15.73%, 8.49% and 16.33% respectively (OEB, 2004/05).

Very high drop out rates result in lowering the access and coverage to primary education by prolonging the target year for achieving UPE. Reduction in dropout rate especially grade one is important for the achievement of the goals of UPE (Bastain, 2004; UNESCO, 2002).

There is strong evidence to show that grade 1 is the strongest barrier for many children for their continuation and completion of primary education. That is once a child gets through grade 1, the probability that he/she will continue on to higher grades of primary cycle is increased.(Aggarwal,2004).

b) Repetition Rate

Repetition is another major challenge of the school system in the Oromia. The repetition rate of primary education at the region is 3.7% at the region RR increases along with the grades and highly increases in grades 7 & 8. Besides, RR of girls at all grades was more than that of boys. (OEB, 2006). For any child that repeats a grade, cost is incurred to educate that child in the same grade at least twice. This has its negative impact on resources at the percentage of repeaters (Anderson, 1992) (Tahir, 2003).

While continuous educational supervision is done by professionals in Oromia Region the following problems were observed as causes of students Dropouts and class repetition (OEB, 2006).

- Unavailability of schools in vicinity (close by)
- Labor demand of parents from their children
- Large class -size.
- Absence of basic facilities (water supply, separate toilet rooms for boys and girls) in schools.
- Extensive prevalence of socio-economic problems

- Harmful traditional practices like elopement, early marriage sexual abuse.
- Absence of socialization program prior to join schools.
- Existences of weak relationship between schools and the community (parents).
- Provision of text books doesn't met with the number of children regarded.
- Follow up and support rendered by parents to their children being low.
- Presence of high work load on female children at home.

CHAPTER THREE

PRESENTATION OF ANALYSED DATA AND DISCUSSION OF RESULTS

This chapter deals with presentation, analysis and interpretation of the data collected from the sampled respondents'. Primary and secondary data obtained through questionnaire, interview and document analysis were analyzed and interpreted in accordance to the basic questions.

3.1. Characteristics of the Respondents

A total of 330 questionnaires were prepared and distributed to the respondents that were selected from the Oromia Region education bureau, zonal education office, woreda education office, and from school directors, supervisors, teachers, community members and non-governmental stakeholders of educational development. Depending on their assigned roles and responsibilities, the respondents were categorized in to three groups Educational officials and experts of regional and zonal levels as one group, woreda educational office personnel (heads, supervisors and experts) as the second group, and school directors, community members, teachers and educational stakeholders as the third group. The regional and zonal were categorized to the same group based on the decentralized education structure (ESDP, 1994) which estates the roles of regional and zonal levels education offices are similar and zones are mainly to facilitate the role of the region.

So that as far as the composition of the respondents is concerned, regional educational bureau as planner, initiator and coordinator of the regional plan of UPE, while woreda level personnel and school level workers as an implementer of the policy.

Table1: Frequency and Percentage Distribution of Respondents on Different Levels

Respondents levels	Frequency	Percentage
Education Bureau and zonal office	48	16.9
Woreda Education office	141	49.5
School level	95	33.5
Total	284	100

Accordingly, the rate of return for the questionnaire was found to be 86.06 percent (284). The former group accounted for 16.9 percent (48), the second group (Woreda educational office personnel) represented by 49.64 percent (141) and the third group of respondents were 33.45 percent (95) of the total number of the respondents. In addition to this, structured check lists were used in order to undertake interview and focus group discussions with selected sampled regional, zonal and woreda education officials and personnel as well as senior experts. Furthermore, certain important Oromia education bureau documents like statistical abstract, reports, planning documents were thoroughly reviewed.

Based on the responses obtained from the sampled population, the analysis and interpretation of the data are presented in the following subsequent tables.

Table 2: Personal Characteristics of Respondents by Responsibility, Sex and Age Categories

Areas of responsibility	Sex						Age									
	Male		Female		Total		18-29		30-29		40-49		50 above		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Educational officials and experts of Regional and zonal levels	43	15.14	5	1.76	48	16.9	15	5.28	16	5.63	10	3.52	7	2.46	48	16.9
Woreda Educational personnel	115	40.49	26	9.15	141	49.64	45	15.8	68	23.94	22	7.74	6	2.11	141	49.6
School directors, teachers, community members, educational stake holders	84	29.57	11	3.87	95	33.45	62	21.8	17	5.98	10	3.52	6	2.11	95	33.4
Total	242	85.21	42	14.79	284	100	122	42.95	101	35.56	42	14.78	19	6.69	284	100

As it can be seen from the table 2 above, that out of the total 284 respondents, the majority of the respondents which was 85.21 percent (242) were found to be males. The female respondents were extremely low in number which constituted a total of only 14.79 percent (42). From this, it can be said that the proportion of females working at different levels of educational structures (in the regional, zonal and woreda educational administrative levels) was generally low as compared to their male counterparts. Consequently, the participation of the females observed to be low in all levels of educational structures and the responses of the respondents in this study reflected chiefly males' views.

Regarding the age structure, 57.03 percent (162) of the respondents fell above 30 years old. This reflects the majority of posts in different administrative levels were occupied by those employees who had enough life experiences.

Table 3: Respondents' by Educational Level, Fields of specialization and Years of Service at Current Position and as a whole

	Item	Respondents	
		No	Percent
1.	Educational level		
	- certificate and below	21	7.39
	- diploma	151	53.16
	- BA/ BSC/ BED	94	33.09
	- MA/ MSC/MED and above	18	6.33
	Total	284	100
	Total years of services		
	- 5 years and below	26	9.15
	- 6-10 years	34	11.97
	- 11-15 years	45	15.84
	- 16-20 years	100	35.21
	- 21 – 25 years	43	15.14
	- Above 25 years	36	12.67
	Total	284	100
	Service years at current position		
	- 2 years and below	172	60.56
	- 3-5 years	78	27.46
	- 6-8 years	23	8.09
	- Above 8 years	11	3.87
	Total	284	100
	Fields of specialization		
	- Teaching / fields of education	140	49.29
	- Personnel management related to education	54	19.01
	- Others/ not related to education	90	31.69
	Total	284	100

Regarding the respondents' level of education, the summarized data in table 3 revealed that 60.55 percent (172) of the respondents had diploma and below in their educational level. First and second degree holders were 33.09 percent (94) and 6.33 percent (18) respectively. In addition to educational

level when the total service years' of respondents considered most of them 63.02 percent (179) served more than 16 years and only 21.12 percent (60) of the respondents served below 10 years. Thus, the sampled respondents had an experience and educational level that would logically give them adequate knowledge in general and about universal primary education understudy in particular.

However, 60.56 percent (172) of the respondents responded that they had served 2 years and below in the **current position** and only 11.96 percent (34) served above 8 years. This indicates that there was high turnover of workers on the levels of educational structures, since most of them had few service years on the current position. In support of this, interview made with educational officials revealed the existence of frequent turnover of educational officials and personnel caused by frequent structuring process and other factors. Even though, the working experiences of the most respondents in current positions seemed less, the over all experiences in the education sector were high. As indicated on the table 63.02 percent (179) of respondents had sixteen (16) and above years of work experience as a whole

Additionally, out of the total respondents 68.3 percent (194) reported that their field of specialization was teaching and educational management and very related to educational fields while 31.69 percent (90) were administrative management stream. From these points of view, the sampled respondents are supposed to give information that would be credible.

3.2. Analysis of Stakeholders participation in Educational development.

Table 4: Stakeholders participation and distribution in providing access to primary Education

1	Which of these stakeholders contribute to educational development in Oromia Region	Contribute						Does not contribute					
		Regional and zonal		Woreda educational personnel		School level		Regional and zonal		Woreda educational personnel		School level	
		No	%	No	%	No	%	No	%	No	%	No	%
	- Government	48	16.9	141	49.6	95	33.5	-	-	-	-	-	-
	- Development associations	26	9.15	56	19.7	23	8.09	22	7.74	85	29.92	72	25.35
	-Community	46	16.19	135	47.53	95	32.5	2	0.70	6	2.11	-	-
	- NGOs	39	13.73	46	16.19	19	6.69	9	3.16	95	33.5	76	26.76
	- Private individuals	33	11.61	23	8.09	13	4.57	15	5.28	118	41.54	82	28.87
2	The above stakeholder who participate in providing access to primary education	Regional and zonal		Woreda educational personnel		School level		Total					
		No	%	No	%	No	%	No	%	No	%	No	%
		-	-	-	-	-	-	-	-	-	-	-	-
	- Are equally distributed across zones	20	7.04	46	16.19	16.19	8.09	89	31.33				
	- Are available only to fixed areas												
	- None of Non-government stake holders are found in some zones	28	9.85	95	33.45	33.45	25.35	195	68.66				
	Total	48	16.9	141	49.5	49.5	33.5	284	100				

Table above shows stake holder participation in educational provision.

As it can be seen from the table above, respondents indicated that government 100% and community 7.2% had high part in the provision of primary school. Eventhough it is a constitutional mandate that government should supply educational services to the citizens, educational goals are not something that can be achieved by the involvement of the government alone. Development associations, NGOS and private individuals are expected to have highest contribution in their areas in improving access of primary education. However, their contribution was indicated low in this study. School level respondents indicated that the participation of Development associations is 8.09%, NGOS 6.69%, and private individuals 4.57%. Also as it is indicated by woreda level respondents NGOS and private individuals are only participating by 16.19% and 8.09% respectively. This shows the participation of stakeholders was insignificant when seen in relative to the demand of stakeholders' contribution.

Also, to identify as to whether the educational activities of these stakeholders were fairly and evenly distributed in the region or not, the respondents indicated that, the distribution of stakeholders of primary education was not uniformly distributed in the region. 31.32% respondents indicated that except government provision, other stakeholders were available only to the fixed zones and 68.68% of the respondents indicated that none of stakeholders like NGOS, development association and private individuals are found in some zones.

However, by discussions hold with bureau level respondents and some woreda they indicated that in some zones like Borena, Arsi and Illu Aba Bora NGOS made very much contribution of the improvement to primary education access; whereas government provision is the only source in almost all zones and there was uneven community participation in several zones.

As the response of open-ended questions and results of interview indicated eventhough there has been some communication between, those stakeholders of education and educational organizations during the last years, it has not been done in a systematic and coordinated manner. However, the bureau gave special attention to disadvantaged areas and maintained close working atmosphere with NGOS to direct their effort to this area. According to Colclough and Keith (1993) even if, it is difficult to rely on the generosity of NGOS' source (fund) to provide the claimed right of the citizen, the experience in Sri Lanka showed that NGOS fund as compensation used to be arranged for disadvantaged population that had low enrolment records. This idea is also supported by Coombs, (1985) who advocated that positive discrimination in treating those deficit areas so as to bring them to equal status.

3.3. Access to primary Education

Table 5: Status of Current Access of Children to Primary Schooling in Oromia

No	Variable	Responses	Respondent by type							df	Chi Value (x) ²
			Regional + zonal		WEO level		School level				
			No.	%	No.	%	No.	%			
1	Rural children have equal access to primary education as urban children	Yes	2	0.7	9	3.16	40	14.08	4	14.68	
		No	40	14.08	120	42.25	66	23.23			
		To some	6	2.11	12	4.22	10	3.52			
		Total	48	16.9	141	49.6	95	33.5			
2	Girls have got equal access to education as boys	Yes	-	-	27	9.50	11	3.87	4	50.83	
		No	48	16.9	114	40.14	84	29.57			
		To some	-	-	-	-	-	-			
		Total	48	16.9	141	49.6	95	33.5			
3	Shortest possible distance between school and home has been achieved	Yes	4	1.40	521	7.39	7	2.46	4	10.03	
		No	30	10.56	96	33.80	76	26.76			
		To some	14	4.92	24	8.45	12	4.22			
		Total	48	16.9	141	49.6	95	33.5			
4	NGOs are actively participating in the expansion of primary schools	Yes	31	10.9	70	24.64	16	5.63	4	70.02	
		No	14	4.9	23	8.09	59	20.77			
		To some	3	1.05	48	16.9	20	7.04			
		Total	48	16.9	141	49.6	95	33.5			
5	Primary schools are more or less uniformly distributed in all areas	Yes	5	1.76	28	9.85	14	4.92	4	4.05	
		No	34	11.97	93	32.74	61	21.47			
		To some	9	3.16	20	7.04	20	7.04			
		Total	48	16.9	141	49.6	95	33.5			
6	The local community has a clear understanding about their children to have a right to education	Yes	8	2.81	31	10.91	11	3.87	4	34.89	
		No	19	6.69	56	19.71	72	25.35			
		To some	21	7.39	54	19.01	12	4.22			
		Total	48	16.9	141	49.6	95	33.5			

df = 4 p= 0.05

As can be seen from table 5, 79.56 Percent of all respondents showed that children in the rural areas were at disadvantaged position in getting access to primary education when compared to those in urban areas. There were only a few respondent groups who did not take this position. According to the ESDP III plan report of Oromia education bureau, majority of the people in the region (87%) live in rural. The rest only 13% live in urban area, In 1997 E.C. and 1998E.C., the school age population of primary consists of 90% from rural and 10% from urban. From this the rural enrolment was 77% and urban was 23%. This indicated that children in rural areas could not get access to education as that of children in urban areas when compared with their respective school age proportion. Also the comparison of chi-value (χ^2) of the respondents supports this.

Respondents were also asked as to whether girls have got equal access to education as boys. The chi-value (χ^2) of the groups (50.83) of respondents highly rejected the positive answer for this, and 100% of bureau level respondents, 80.85% of WEO respondents, and 88.42% school level respondents indicated that there was high gender disparity. According to the documentary analysis from OEB (2006/07) the gender gap is still 25%. The gender parity index is 0.75. This indicates a considerable number of girls still have a long road ahead to have equal educational opportunity with the boys. The interview held with Borena Zone respondents revealed that the community's culture does not allow sending girls to school together with boys. This indicated lack of awareness of the community and harmful traditional practices on girls' education highly exists in the community.

According to the group discussion held with West Shewa and East Wollega zonal personnel and some woredas they agreed that the participation rate of female students was increasing at a high rate. But in non of the respondent groups' response, it was not confirmed that the achievement of parity level.

The analysis of item 3, of table 5, indicated that most respondent groups confirmed that the shortest possible reasonable distance was not yet achieved (indicated by 71.12% of respondents). There was no statistical difference as indicated on the above table among the opinion of the respondents' response to this end. Woreda level respondents confirmed that as there was a problem in deciding the acceptable distance from home to school because of the irregularity of topography of the region. In some places there was a less number of population requirements such as Borena areas, so that the distance between home and school is large. 52.44% of the respondents responded that the school-home distance ranges from 4 kms to 6m which is above the standard of the country and even there were those who responded that home-school distance ranges 6kms to 8kms. According to this 64.16% of the respondents indicated that the home-school distance was above the standard. From this, it is possible to say that primary school children were traveling a long distance which is higher than the country's standard due to the absence of school near by.

The degree of the participation of NGOS in the provision of primary education was also asked of the respondent in the item 4 of table 5. in this regard, the response indicated that NGOs were not actively participating in the expansion of primary schools over all zones. This was justified by chi-value (χ^2) of 70.02 among the three groups that there is a significant difference of opinion. Of course, 41.17% of respondent groups showed that there was high contribution of NGOs in the area they were participating in the provision of primary education. Also as it was established from by the interview held with different levels of educational levels that the degree of participation of stakeholders is too different. The experience of different countries like India, Egypt, Kenya and Ghana also show that NGOs had high role in the expansion of education (Cummings, 1998).

The distribution and location of primary schools was compared with the status of current access of children to primary schooling as it is shown on the item 5 of table 5. 66.11% of the total respondents indicated that primary schools are not evenly (uniformly) distributed in all woredas and kebeles, 17.24% of the total respondents indicated that as they could not take the position to say yes or no, since when the number of schools is compared with the number of kebeles as well as the average distance a child travel, it seems quite good. These figures, however, indicated that the schools are not evenly (normally) distributed and as a result children were found to trek up to 10kms to get primary first cycle school. As it was indicted in Oromia Regional State Perspective Plan for Universal Primary Education (2005/06-2017/18) the number of schools did not conform to the number of kebeles and their distribution has uneven between woredas. Particularly, in the rural kebeles nearly 6% do not have schools at all. Besides, when the existing schools were considered in terms of areas of land of the region (359.619%km²), it depicted that children had to travel or walk more than 4 kilometers to find first cycle primary school. This clearly shows that primary schools were unevenly distributed and those kebeles that did not have schools were denied the right to education. This will significantly determine the chance of the region export to achieve gender, and geographical equity in all woredas in the future. At the same time the unavailability of primary schools in some kebeles can determine the achievement of the 2015 goal set for UPE in the region.

In the item 6 of table 5 the understanding level of local community was analyzed about UPE or about their children to have a right to education. The respondents of different levels responded differently on this item. 16.78% of the total respondents indicated that as there was no lack of understanding about UPE. While the large percent (51.75%) indicated that the largest part of the population (the local community) had no clear understanding about UPE or their children's right to have a right to education.

This helps to evaluate whether the value that community gives to education had an influence on the enrollment of primary school age children or not. In this regard, the chi value (χ^2) of 34.89 showed that there was a high difference in opinion. Only 16.78% of zones, woredas, and schools respondents responded that there was clear understanding about the value of education. The rest 30.62% indicated that community participation was not consistent all the time and it rises up sometimes and goes down some other time. This shows that the effort and contribution done by the community and to be done in the future was not well planned, and coordinated. Also as it can be seen from the above data the responses of the three groups highly varies and indicated by the chi-value (χ^2)= 34.89). This showed the trends of community participation vary from place to place, across zones and woredas. As the Oromia Education Bureau experts expressed at the interview held with them, eventhough community participation has increased in school construction, lack of management capacity to properly organize and technically guide this participation in order to constructs schools with available design was a problem.

Table 6: The Trends of Accessibility and Expansion of Educational Opportunity (Apparent Intake Rate, and Net Intake Rate)

Years	Apparent Intake Rate			Net Intake Rate (NR)		
	Male	Female	Total	Male	Female	Male
2001/2002	118	85	102	28	23	25
2002/2003	119	89	104	28	23	26
2003/2004	126.7	109	117.9	31.9	28.2	30.1
2004/2005	175.29	162.08	168.74	52.04	47.83	49.95
2005/2006				48	47	46

As it can be seen Table 6 compared the trends of Apparent and NET Intake rate. The Apparent Intake Rate which was 102 % in 2002 has increased to

168.74% in 2004/05 showing 9.1% annual growth. Apparent Intake rate did not show whether the children come to school at the right age or not. Due to late and early starters the percentage of AIR goes beyond 100% as indicated above. The other part of the table showed that the new entrants to grade one who were 7 years of age that came to school every year. It showed a steady growth. This showed that the effort made in the past years to bring children of 7 years of age to schools in order to improve the condition was not that much dependable. The increase in number of children's who enrolled at the age of 7 (which is an official entry age) has a great contribution for the attainment of UPE goal. As indicated on the table above only 46% of the official entry ages is in schools. This indicates 54% of the right age children are out of schools.

Table 7: Net Intake Rate and Net Enrollment Rate by Gender

Year	Net Enrollment (1-8) ration				Grade one Net Intake Rate			
	Boy	Girl	Total	Gender gap	Boys	Girls	Total	Gender gap
2001/2002	65	42	54	54	28	23	25	5
2002/2003	68	46	57	22	28	23	26	5
2003/2004	69	52	60	17	31.9	28.2	30.1	3
2004/2005	81.3	66	73.8	15.3	52.04	47.83	49.5	4.21
2005/2006	81	69	87.7	12	48	47	46	1

Table 7 above shows data obtained from the Oromia Education Bureau Education Sector Development Program (ESDP- III). The data showed that there was a wide gender gap between boys and girls during the last 5 years. Also it indicates that increasing the net in take rate to grade one also significantly contributed to narrow down the gender gap which by itself can play a positive role for UPE goal attainment.

To investigate the issue further discussion were held with officials and experts of Bureau, zonal and woreda levels. Consequently, they confirmed that the Gross Enrollment rate for complete primary education has increased from 54% to 87.7 in the years 2001/02 -2005/06. When the number of children age (7-14) years who enrolled in primary school is compared with the school age children of age (7-14) in the Region the progress shows steady growth. The difference between GER and NER at this level was increasing. Eventhough the trend of NER shows an increase, the gap between GER and NER becomes wider than the previous years. This in turn indicated that there were more of overage children in the system.

Eventhough, the Net Intake Rate (NIR) is an indicator that has great impact on the achievement of UPE, the NET Intake rate of the Region decreases from 49.5% 2004/05 to 46% in the year 2006/07. This indicated rather than progress, the trend is going back from the goal of UPE.

According to Bastian (2004) for countries, which have subscribed to the policy goal of Universal Primary Education, a NIR of 100% will be a necessary condition. This is for the fact that grade one is the only gate in which students come to school. In addition to this NIR gives a more precise measurement of access to primary education than AIR. If children delay their entry in to grade one beyond the official entry age, it increases the potential averaged children likely to demand educational opportunity and there by increasing the AIR beyond 100% as it can be observed from table 7. The numbers of over aged school children to be high was a critical problem in the Oromia region, since they would be late starters at any stage.

Table 8: Percentage of Late Starters during the Last Five Years

Year	Urban			Rural			Total		
	Boy	Girl	Total	Boys	Girl	Total	boys	girls	Total
2002/2003	141	126	134	80	52	66	86	60	73
2003/2004	139	126	133	81	57	69	88	64	76
2004/2005	128	130	129	93	77	85	97	82	90
2005/2006	109	115	112	120	109	115	119	110	114

Table 8 shows an analysis of late starters. Late starters are new entrants to grade one whose age is greater than the official school admission age (7 years old). Most students especially in urban areas come to school at their late age. This is due to the proportion of enrollment in urban areas was greater because of students near urban come enrolled in town. This ratios of late starters is calculated by dividing all students enrolled in grade one whose age are greater than of years old to the official school admission age. This shows that it is, if and only if, students of all 7 years of age (100%) are registered to school in the year 2007 that the achievement of UPE goal at the year 2015 could be possible.

Table 9: Percentage of out of school children in Sampled Zones in the 1998 E.C.

Year	Urban			Rural			Total		
	Boys	Girls	Total	Boys	Girls	Total	boys	girls	Total
Arsi	11.3	12.3	11.8	43.4	42.8	43.1	40.2	39.6	39.9
Borena	65.9	62.9	64.5	70.3	72.8	71.5	69.9	72.0	71.0
Shewa west	28.7	31.6	30.1	66.0	69.2	67.6	62.2	65.3	63.7
Welega east	45.7	44.1	44.9	56.3	61.6	59.0	55.1	59.6	57.4
Oromia	29.0	30.0	29.5	50.3	54.9	52.6	52	53	54

Table 9 shows the percentages of children that were not admitted in to school in Oromia region. As can be seen from the table, 46% of children aged 7, were out of school in 1998 E.C. The condition in Borena, (71%), Wollega East (57.4%) and Showa west (63.7) is very discouraging and it needs to design special strategy to bring those children to school. These shows the students who are currently enrolled in these zones are mostly over aged students, as the data indicated, the most percentage is that of girls who are out of school. For instance, in 1997 E.C. 48% of boys and 52% of girls whose age was 7 were not admitted in to grade one.

Further discussion held with the officials and experts of different levels and the present document was reviewed regarding the school-age population and the demand for primary education in Oromia Region. Consequently, they indicated that according to the population projection of CSA for 2004 the children of primary school age (7-14) years were 5.3 million (2.7 million male and 2.6 million female). Among these children those of 7 years of age who ought to be new entrants to grade 1 were 744, 585 [375, 380 boys and 369,205 girls] based on the annual increase rate of 2.9% of population, the above indicated population of Oromia by 2015 is estimated to be 35,313,000 by 2015. Accordingly, the number of primary school aged, which was 5.3 million by 2004 shall increase to 7.3 million (3.7 boys and 3.6 girls) by 2015.

According to the statistical data of 2001/2002-2004/05 the GER for primary education was increasing from 57.6% to 85.4% with on average annual growth of 8%. This indicated that although gross enrollment has been annually increasing, it is discouraging when viewed with fast increasing number of children of school age. Moreover, the number of children during the coming twelve years is estimated will be doubled. Hence, to meet the goal for universal primary education (UPE), it demands to work with special determination in all aspects and needs special strategy.

3.4. Access of Intake and Enrollment Rate in Location and Inter-Zonal Variations.

Table 10: NIR and GER Evolution of Sampled Zones

Zones	Year	NIR			GER		
		Boys	Girls	Total	Boys	Girls	Total
East wollega	2002/03	26	21	24	87	60	73
	2002/04	26	23	25	84	64	74
	2004/05	50	40	43	96	79	88
	2005/06	38	35	36	106	98	102
Borena	2002/03	15	13	14	64	28	47
	2002/04	19	17	18	65	32	49
	2004/05	30	28	29	70	41	56
	2005/06	32	29	30	73	47	60
West Shewa	2002/03	24	20	22	83	55	65
	2002/04	26	24	25	86	71	71
	2004/05	38	35	36	97	80	84
	2005/06	35	33	34	101	69	90
Arsi East	2002/03	33	30	31	103	77	86
	2002/04	35	33	34	104	92	91
	2004/05	60	60	60	116	86	104
	2005/06	48	48	48	100	91	93
Oromia	2002/03	28	23	26	82	51	67
	2002/04	32	28	30	87	58	73
	2004/05	52	48	50	97	73	85
	2005/06	48	47	46	97	76	87

Table 10 above summarized the trends of enrollment in the region by using the three main educational indicators of UPE (Gross Enrollment Rate, Net Enrollment Rate and Net Intake Rate). The trend shows there is high disparity

among zones. For instance, the least enrollment rate in 2005/06 was in Borena Zone (30 for NIR and 60 for GER) and better in East Arsi Zone (48 for NIR and 93 for GER).

The trend of NIR and GER increases up to the year 2004/05 for all zones. However it decreases in the year 2005/06 in all zones. Accordingly the total NIR decreased by 7%, 1%, 2%, 12% and for east wollega, Borena, and West Shewa Region. The NIR, which was a good indicator of the UPE, decreases from 50% to 46% in the year 2005/06. This indicated the inconsistency of the progress of the system. The disparity among gender also gets wider and wider. Moreover, the trends of all these sampled zones were less than the average of regional level. None of the zones registered the NIR above 50%. According to the trends of past years, the condition was not encouraging, since the Net enrollment ratio which is the better way of measuring participation has decreased. NIR is more refined indicator of pupils enrolled from a specific age group. This showed that achieving UPE goal is expected to take the years longer than 2015. Further more, inter-zonal variation of Gross Enrollment rate and gender disparities of the sampled zones was analyzed below.

Table 11: Inter-Zonal Variations of Gross Enrolment Rate and Gender Disparities

	Zones	Primary education (enrollment ratio)			
		Male	Female	Absolute gap	Gender parity index F/M
1.	Borena	73	47	28.3	0.59
2.	Harerge East	90.8	50.6	40.3	0.56
3.	Gujji	107.4	55.9	51.5	0.52
4.	Shewa wroth	71.7	58.3	13.4	0.81
5.	Harerge west	101.3	58.3	42.8	0.58
6.	Bale	99.9	62.8	37.1	0.63
7.	Shewa west	96.9	70.6	26.3	0.73
8.	Shewa S/west	100.7	73.9	26.8	0.73
9	Jimma	89.1	74.0	15.2	0.83
10	Kelem Wollega	-	-	-	-
11	Wollega East	96.3	79.0	17.3	0.82
12	Horo Guduru Wellega	-	-	-	-
13	Shewa east	96.3	80.8	15.6	0.84
14	Wollega west	106.4	91.7	14.7	0.86
15	Arsi East	115.7	92.4	23.3	0.80
16	Arsi west	-	-	-	-
17.	Illuabbabora	115.7	97.6	18.0	0.84
	Oromia	97.9	72.6	25.3	0.74

As it can be seen from the table 11, there exists a high gender gap in all zones and the gap varies from zone to zone. For instance, the high gender gap in Borena Zone (28.3%), and the least gap was observed in Illubabora (18%). The observed disparity trend was discouraging when seen in relation to the goal set for the achievement of UPE. The total gender gap of Gross enrollment ratio for primary education in 1998 e.c. was 25.3%. The gender parity index F/M

(GPI) varies between 0 (maximum gender disparity) and 1. This also shows as there was high and low among zonal variations.

The other way of indicating disparity is comparing the performance of education between urban and rural.

Table 12: Urban, rural Disparities of SAP and Enrollment in Oromia in 1998 E.C. (2005/06)

Indicator	Urban	Rural
Apparent intake Rate	188.5	166.3
Net Intake Rate	70.5	47.4
GER (1-4)	190	103
GER (5-8)	192	37
GER (1-8)	191	73
% of Enrollment (1-8)	23%	77%
% of School Age Population	10%	90%

Table 12 shows the rural and urban disparities in enrollment. According to CSA (2004) majority of the people in the region (87%) live in rural. The other rest 13% live in urban area. In 1998 E.C. the school age population of primary consists of 90% from rural and 10% from urban. However, the total rural enrollment of that year was 77% and urban enrollment was 23%.

This is additional evidence to the effect that children in rural areas could not get access to education as children in urban areas compared with their respective school age proportion. As it can be seen from the table, a high disparity was observed in all indicators and rural performance is below urban. The reason is due to student who reside vicinity of the town learn in urban schools. Another issue on problem is the absence of schools, especially second cycle primary school, in rural areas. Hence, planners and decision-makers should found a means to narrow the gap.

3.5. Woreda Disparity

Table 13: Primary Education Ten woredas with the Highest and Lowest GER

Ten Woredas with the highest primary GER			Ten Woredas with the lowest primary GER		
Zone	Wordas	GER	Zone	Woreda	GER
Wollega West	Daallee Shadii	151.2	Guji	Moyyaalee	25.6
Wollega West	Gidaami	140.6	Harerge East	Mayyuu	31.9
Arsi	Xannaa	134.4	Harerge East	Gursum	35.8
Wollega West	Ganjii	123.4	Harerge East	Faddis	36.7
Arsi	Loodee Heexosaa	121.2	Bale	Sawweenaa	47.2
Borena	Waadaraa	120.8	Bale	Raayituu	47.5
Ilubabor	Algee Saachii	117.9	Borena	Areeroo	50.5
Arsi	Asakoo	117.4	Harerge West	Wucaalee	51.8
Arsi	Arsii Nagalee	117.1	Showa North	Jiddaa	54.7
Wollega West	Aayraa Gullisoo	116.0	Shewa North	Darraa	54.8

As it can be seen from the table 13 above, the highest gross enrollment ratio was recorded in Dale Sadi woreda of Welega West zone (151.2%) and the least in Moyyale Woreda of Borena Zone (26.5%).

High disparity was observed among woredas of the region. As we can see from the table above the highest GER is 151.2% in Dalle sadi of wollega west and the least, 25.6% was seen in Moyyale woreda of Borena Zone. The gap between the highest and the least is so wide. This is a big challenge of education system in the region. Unless and otherwise we give due attention to these woredas and pull up their low GER, it is impossible to achieve universal

primary education for all by year 2015. Effort should be exerted by all stakeholders to alleviate this problem.

3.6. Causes and Problems of Low Access to Primary Education

Table 14: Mean distribution of Responses on Causes and Problems of Low Access (Enrolment rate) to Primary Education

No.	Variable	Mean and Standard	Mean and standard Deviation of the respondents by organizational level			Ground mean	Df.	F. Ration
			Regional and zone	Woreda Ed. Off.	School level			
1	Shortage of accessibility to schools by pupils	Mean	2.44	2.45	2.72	2.53	2	4.59
		SD	0.74	0.80	0.62			
2	Lack of knowledge of parents about the value of education of their children especially girls	Mean	2.35	2.32	2.97	2.55	2	31.97
		SD	0.78	0.78	0.14			
3	Labor demands by parents of their children's labor	Mean	2.29	2.85	2.97	2.80	2	35.48
		SD	0.77	0.47	0.21			
4	The inability of parents to afford educational expenses	Mean	2.10	2.84	2.91	2.74	2	37.93
		SD	0.85	0.53	0.37			
5	Large family size which cause low in come and population growth	Mean	2.31	1.97	2.76	2.29	2	26.16
		SD	0.75	0.90	0.60			
6	Harmful traditional practices widely prevailing like rape, early marriage,	Mean	2.89	2.78	2.63	2.75	2	3.18
		SD	0.42	0.61	0.74			
7	Religious barriers	Mean	2.67	2.75	2.60	2.68	2	1.39
		SD	0.75	0.62	0.74			
8	Lack of attention to bring children to school at a right age	Mean	2.91	2.46	2.36	2.50	2	7.89
		SD	0.40	0.83	0.89			
9	Many parents being illiterate about UPE	Mean	2.67	2.51	2.00	2.36	2	14.27
		SD	0.59	0.80	0.98			
10	Low expansions of pre-school program	Mean	2.45	2.86	2.49	2.67	2	12.01
		SD	0.77	0.48	0.81			

Table 14 show the causes and problems of low access (enrollment) to primary education were analyzed based on the respondents groups' response. Accordingly, the grand mean value (2.53) of all respondents showed that the shortage of accessibility of schools was the main cause of low access to primary education.

The comparison of mean was computed using one-way ANOVA and the Tukey's- HSD post hoc comparison identified that there was significant difference of opinion at woreda level and regional level respondents. Regional respondents responded that shortage of accessibility of schools was not problem in central zones of Oromia while it was a serious problem in peripheral zones. In Borena Zone it has strong effect. Hence, one of the reasons for low enrollment rate in this zone goes to the absence of school at a reasonable short distance. According to Lockheed and Others (1991) school-home distance is the single most important determinant of enrollment.

Also respondents were, asked to evaluate whether the value the community gives to education had an influence on the enrollment of primary school age children or not. In this regard, the grand mean (2.55) of the respondent groups showed that the value of the community had influence on children's enrollment.

The computed value (31.97) at 0.05 levels of significances showed a significant difference between the respondents. The respondent groups in Borena, some parts of Arsi, West Shewa and East Wollega indicated that traditional culture as a barrier of enrollment. The mean value (2.97) of respondents at woreda level was an evidence for this tradition of the society that it had a major influence on the enrollment of children.

The other factor that was identified by respondents was the labor demands by parents of their children. The grand mean value (2.80) indicated that this variable was one of the major elements that inhibited enrollment at primary

level. The obtained mean value had a great statistical difference among the group of respondents. This is because that in east Wollega, and some Arsi zones the rate of the problem was decreased.

Furthermore, the inability of parents to afford educational expenses was analyzed based on the responses of the respondent groups. On top of this, costs like food, clothing, exercise books etc were variable that inhibit access to schooling in sampled zones. The grand mean value (2.74) of the respondents can be an evidence for this. The statistical difference which was shown as high as (37.93) by the computed Tukey's HSD poshoc rule was due to the difference of the trends across zones. This indicated that financial and material problems of poor families coupled with the unavailability of schools near by, hindered enrollment and participation of children.

Having large family size which causes low income of the family and the trends of population growth was analyzed in table of item 5. Accordingly, the grand mean value (2.29) of the respondents showed that large family size which cumulatively led to high population expansion was a major factor which caused high educational cost in both private (individual) and social costs. The comparison made by using ANOVA test (26.16) showed significance difference among the respondents. This is due there is a very wide gap in income gaining among members of the society and due to a very wide gap between a number of family of among the community.

Regarding the school age population the view of respondents was much related with the idea indicated on the Oromia regional state perspective plan for Universal Primary Education (2005/06-2017/18) which stated as although gross enrollment has been annually increasing, it is discouraging when viewed with fast increasing number of children of school age. It was indicated the number of children during the coming twelve years is estimated to be doubled. Therefore, to meet the goal for universal primary education (UPE), it demanded to work with determination in all aspects.

Harmful traditional practices widely prevailing like rape, early marriage, abdication and religious barriers was analyzed as it can be seen on table 14 item 6. A grand mean value of (2.75) of the respondents indicated that as these practices were major factors especially for failure of female students to be enrolled in schooling. Furthermore, statistical analysis was made using chi-square (χ^2) to test the differences of opinion among the respondents. Thus, the chi-square (χ^2) results at (0.05 level of significance showed that 1.39 which is less than the table value of χ^2 . This indicated that there is no statistically significant different opinion among respondents with regard to traditional practices like rape, early marriage, abdication and religious barriers as these facts were seen as by all respondents as the major causes of low access to primary education.

With respect to the lack of attention to bring children to school at right age, as it can be seen in table 14 items 8, the majority of the three groups of respondents seemed to hold similar position in treating the question. In light of this, 2.90 mean values of the respondents was obtained at regional level, 2.46 mean value of the respondents at woreda level and 2.36 values at school level of respondents confirmed that most children were not brought to school at their right age (7 years old). This shows that most students of 1st grade were late starters and are taking the place of the right age students. The discussions with all levels of educational experts indicated that most families were not aware of the right age of their children and when to come to school. When observed children of grade 1 they seem physically of ages of greater than 7 years. Also the communities living at local areas do not have knowledge about at which age children's should be taken to schools. This shows that if children's age delay their entry into grade 1 beyond the official entry age, it increases the potential overaged children likely to demand educational opportunity and there by increasing the AIR beyond 100%. To

realize the goal of UPE in Oromia Region there should be a decisive effort and determination so as to bring all 7 year old children to schools.

As it was discussed elsewhere in this study, the parents' knowledge about universal primary education was low. Also as it can be seen from table 14 in the item 9 the grand mean value (2.36) of the respondents indicated that the rural areas of Oromia (the area where most parents live) were illiterate about UPE. Also, as realized from discussions held with regional educational officials and experts, the target set for achieving universal primary Education was not aware to all members of the community. These shows the communities lack the knowledge about the importance of primary education. This in turn indicates that as it does not give a sense for the community to strive for the goal of achieving UPE.

Besides, as depicted by item 10 of table 14, the respondents were also asked whether the expansion of pre-school education (kindergarten) as an impact on the access and coverage to primary education or not. The greater proportion of the respondents as indicated by grand mean of (2.67) agreed that the performance regarding this program was very low. It is realized from the discussion held with different levels of educational officials and experts that the distribution of kindergartens in Oromia is mainly concentrated in urban areas. Government participation is too limited regarding this program and the program is only undertaken by community, NGOs and privates.

All respondents who participated on the discussion confirmed that the participation rate of children in the kindergarten program is far from expectations. This shows that most rural children lack experiences and socialization when joining 1st grade and the children were not provided with basic learning skills and were not prepared for basic primary education. And this will have negative impact on primary education enrollment in various ways.

3.7. Causes of unequal opportunity.

Table15: Factors that Causes Unequal Access to Educational Opportunity by Gender, Space (Geographical Location)

No.	Cause of unequal access to educational opportunity by gender, space (geographical location).	Mean and Standard	Mean and standard Deviation of the respondents b organizational level					
			N=48 Regional and zonal	WED N=141	School level N=95	Ground mean	Def.	F. Ratio
1	Unequal distribution of schools	Mean	1.93	2.94	2.44	2.60	2	46.19
		SD	0.86	0.31	0.88			
2	Lack of awareness of the community to sending girls to school	Mean	2.50	2.95	2.64	2.77	2	15.01
		SD	0.79	0.28	0.74			
3	Lack of attention to send all children to school with – out excluding the disabled children	Mean	2.22	2.42	2.57	2.44	2	2.74
		SD	0.83	0.89	0.79			
4	Poor participation of the community in expanding schools	Mean	2.29	1.54	2.03	1.83	2	16.57
		SD	0.84	0.83	0.95			
5	Unequal expansion (distribution) of basic development infrastructure services among woredas	Mean	2.64	2.73	2.64	2.69	2	0.65
		SD	0.72	0.65	0.74			
6	Existence of harmful traditional practices on female children.	Mean	2.85	2.74	2.58	2.71	2	2.84
		SD	0.46	0.64	0.77			
7	Low coordination system for creating suitable educational program for different groups especially pastoralists	Mean	2.12	2.24	2.54	2.32	2	4.43
		SD	0.98	0.95	0.82			

Df = 2, P Value = 0.05 mean value 1:00- 1.75 Disagree, 1.76 – 2.25 partial
2.26 – 3.00 Agree

Table 15 shows factors that cause an equal access to educational opportunities. Accordingly, the grand mean value (2.60) of all respondents at all levels (Bureau and zonal level, woreda educational office level and school level) showed that unequal distribution of primary schools was a cause for unequal educational opportunity.

With the interviews and group discussion held with the Bureau Officials also confirmed that out of 6500 peasant association rural kebeles, a considerable number do not have a primary school at all. As the data showed in 2005/06 there were 3,298 second cycle primary schools. This shows that an average one second cycle primary school serves for about two kebeles. From this it can easily be understood that there is uneven spatial distribution of primary schools. Hence, the achievement of the goal of UPE is only materialized only when it is possible to provide equal access of educational opportunity.

Item 2 on table 15, the respondents were asked whether lack of awareness of the community to sending girls to school had an influence on the chance of female children to get educational opportunity or not. In this regard, the grand mean value (2.77) of the respondent groups showed that lack of awareness of the community was a significant cause for not sending girls to schools. Hence, it is possible to conclude that one of the reasons for the lower progression rate of girls through the education system is lack of awareness of community members to send girls to school.

With regards to item 3 on the same table, the respondents of woreda level and school level in Borena Zone indicated that the traditional culture of the community does not allow sending girls to school and female children were not allowed to get equal share of social activities like schooling. On this issue the computed ANOVA value (2.84) at 0.05 p level did not show significant difference among the respondents. This shows the traditional culture of the community is a barrier of girl's enrolment to schools and for the existence of the gender gap. Ensuring gender equity is one of the objectives of the Education and Training Policy as well as the Millennium Development Goals. Hence, this is what to be thoroughly considered for it bears a great impact on the success of UPE goals.

The next item 4 on the table was on the condition of disabled children. Unless and otherwise, children with disabilities are included in the trial of

addressing education for all children, the objective of universalizing primary education could not be materialized (Bastion, 2004). The respondents of all levels agreed with the idea that there was lack of attention among the community to send all children to school without excluding the disabled children. The grand mean value of the respondents on this issue was 2.44 and there was no much opinion difference among the respondents' group. But the respondents indicated that there was a difference observed in that the disabled children who were living in urban areas are taken to schools and those in the rural areas were still ignored. This shows the discrimination of this kind can have an impact on the achievement of UPE goal not only at the targeted year, but also for ever.

The trends of community participation were also seen in item 5 of table 15. The item was to know whether the participation of the community has created a difference from zone to zone on creating an access to educational opportunity of the children. Accordingly, there was a significant difference in the opinion of the respondents on different levels and different zones. The mean value of 1.54 for woreda level respondents was an evidence for this difference, while it was 2.29 for Bureau and zonal levels and 2.03 for school level respondents. Also the comparison of means using ANOVA showed that there was statistically significant difference at $\alpha=0.05$ level of significance among respondent groups with regard to the position of judgment of the participation of the community in expanding schools. To identify this difference comparison was made by using Tukey's HSD post hoc rule. The result showed that the difference as shown above. Accordingly, in East Wollega and Shewa west there was high participation of community in expanding schools and also in some parts of Arsi zone, while it was low in Borena Zone. This showed that the case of low enrolment rate in Borena Zone is due to poor participation of the community while the reverse was true in East Wollega, West Shewa and Arsi Zones that the high enrollment rate

observed in these zones was due to high participation of the community in the expanding schools.

Unequal expansion (distribution) of basic development infrastructure services among woredas was taken as an item (variable) for the cause of unequal access to educational opportunity. The reaction of the respondents on this item was almost uniform and it was indicated by grand mean value of (2.69) that it was a critical problem. The computed ANOVA value (0.65) at 0.05, level did not show significant difference between the respondents. From the interview held, the Bureau and Zonal level respondents indicated that in some Woredas there is a road to school while in others there is no road to schools during both rainy and dry seasons. The irregularities of topography of some Woredas' land were also another factor. Most of the schools have clinical service and have no water nearby schools. This showed that children's of different woredas and across zones would not have equal chances of educational opportunity due to lack of infrastructure service like, road, water, clinic and others.

Furthermore, the situation of pastoral community was analyzed by item 7 of table 15 to determine whether a coordination system for creating suitable educational programs for pastoralists has an impact on opportunity of education or not. Accordingly, the grand mean value (2.32) of respondents showed that as there was a low coordination system for creating favorable and suitable programs for education in pastoral communities. On this item lengthy discussion was held with Bureau, zonal, and Woreda education personnel. They confirmed that though efforts were made to make educational opportunity accessible to children in pastoral areas, there is still a long way to go and much to be done. Since the mode of their life is unique and completely different from the other zones they needed alternative program of education, flexible school programs and calendar, special classes and curriculum. This showed that without providing access to education for

pastoral communities in the Oromia Region it is unthinkable to achieve the goal of making all the school age children complete their primary education in the year 2015.

3.8. Factors of dropout of students from primary education.

Table 16: Mean Distribution of Responses on Causes and Problems of Dropping out of Students from the Primary School

No.	Cause and problems of students dropping out from primary school	Mean and Standard	Mean and standard Deviation of the respondents by level					
			Regional and zonal	Woreda level	School level	Grand mean	Df.	F. Ratio
1	Un availability of schools in vicinity (close by)	Mean	1.98	2.92	2.57	2.65	2	46.71
		SD	0.86	0.25	0.76			
2	Labor demands of parents (labor attracted for economic activities)	Mean	2.39	2.73	2.94	2.75	2	13.22
		SD	0.86	0.65	0.30			
3	In convenience of learning environment (large class- size).	Mean	2.27	2.08	2.60	2.28	2	9.31
		SD	0.86	0.98	0.76			
4	Absence of basic facilities (water supply, separate toilet for boys and girls)	Mean	2.12	2.43	2.84	2.52	2	16.80
			0.81	0.83	0.51			
5	Absence of socialization program prior to join schools	Mean	2.39	2.42	2.61	2.48	2	1.73
		SD	0.89	0.84	0.76			
6	Weak handling of students particularly for the new comers by school community	Mean	2.37	2.25	2.71	2.42	2	9.35
		SD	0.93	0.84	0.67			
7	Harmful traditional practices (elopement, early marriage and sexual abuse)	Mean	2.87	2.37	2.95	2.63	2	28.97
			0.48	0.85	0.28			
8.	Poor communication between schools and the community		2.72	2.37	2.91	2.61	2	16.20
			0.64	0.09	0.40			
9	Socio – economic problems of the pupils		2.87	2.53	3.00	2.74	2	18.38
			0.48	0.80	0.00			

Df = 2, P Value = 0.05 mean value 1:00- 1.75 Disagree, 1.76 – 2.25 partial
2.26 – 3.00 Agree

As indicated in table 16 some causes and problems of dropping out of students from the primary school were listed and forwarded to the sampled

respondents. Accordingly, unavailability of schools in vicinity (close by) was identified as a major cause of dropout of students. The grand mean of the total respondents (2.65) indicated the agreement of WEO and School level respondents on this issue. However, the mean value (1.98) of the regional and zonal level respondents shows that this problem was being minimized by the community participation. To this end, when individual zones were observed separately in some Woredas the problem was serious, while in some Woredas not as serious. So that. The ANOVA test (46.71) showed that as there was significant opinion difference among respondents.

Item 2 on table 16 was on labor demands of parents was analyzed as to how far was a cause for students dropping out from primary school. As a result, the mean value of (2.94) which was the response of woreda level respondents is the highest. As realized by discussions with them students leave schools to be engaged in income generating activities.

Also as it can be seen in the above table, inconvenience of learning environment (2.28), absence of basic facilities (2.52), absence of socialization program prior to join schools (2.48) were identified to be factors that caused dropout in school. Observation of respondent groups' value against each factor showed that inconvenience of learning environment due to large class-size was seen in the areas where high enrollment is observed. While inconveniences were observed differently in the low enrollment areas in that students could not get available class room facilities. In addition to this, absence of water supply, separate toilet facilities for boys and girls was indicated to be a serious problem that caused dropout. Regarding absence of socialization program to join schools the comparison of means using ANOVA showed that there was no statistically significant difference at the $\alpha=0.05$ level among respondent groups with regard to value judgment since the obtained value 1.73 is less than the table value. This indicated that those students who lack social orientation developed a fear and would automatically escape away from the school. In another way since pre-primary school services are only

confined to urban areas, children's, in the largest part of the region who are in rural areas dropout from schools due to lack of socialization.

Furthermore, weak handling of students, particularly the new comers by the school community was found to be a cause for students dropping from schools. School level respondents' mean value (2.71) was rated as high. This indicated the cause of drop out in grade 1 which was a very serious problem, because grade 1 is a gate in-which students enter into the educational system.

In item 7, respondents were asked whether harmful traditional practices like elopement, early marriage and sexual abuse became the cause of dropout or not. The grand mean of the respondent (2.95) showed that this item was a serious cause of dropout. As it was established from the discussions held with different levels of education officials and experts the causes for female students' dropout included harmful traditional practices like early marriage and sexual abuse. This showed that as it contributed for gender inequality observed at all grade levels, and a case as a causative agent for slows progress to the UPE goal.

Furthermore, poor communication between schools and the community and socio-economic problems of the pupils were confirmed by respondents as the cause for students dropping out from the school in the Oromia region. Hence, it is possible to conclude that very high dropout rates results in lowering the access and coverage to primary education and there-by prolonging the target year for achieving universal primary education. Reduction in dropout rate especially in grade one is important for the achievement of the goal of UPE.

3.9. Challenges Regarding Potential Capacities

Table 17: The Current Status of Potential Capacities (Human, Financial and Material) of Woreda to Universalize Primary Education

	Variables	responses	Respondents by level								Chi-value (x2)
			Regional & zonal		WEO		School level				
			F	%	F	%	F	%			
1.	There are qualified educational officials and professionals at the woreda levels in promoting the objective of UPE	Yes	9	3.16	23	8.09	18	6.33	4	11.83	
		No	36	12.67	93	32.74	73	25.70			
		To some	36	1.05	25	8.80	4	1.40			
		Total	48	16.90	141	49.64	95	33.45			
2.	1 st and 2 nd cycle primary school teachers are available at the required level	Yes	23	8.09	56	19.71	24	8.45	4	9.08	
		No	24	8.45	81	28.52	66	23.23			
		to some	3	0.35	4	1.40	5	1.76			
		total	48	16.90	141	49.64	95	33.45			
3.	There is a clear plan set for enrollment, reducing gender gap and constructing schools	Yes	12	4.22	21	7.39	16	5.63	4	6.19	
		No	33	11.61	101	35.56	73	25.70			
		to some	3	1.05	19	6.69	6	2.11			
		total	48	16.90	141	49.64	95	33.45			
4.	There is enough and adequate budget financial allocated for woreda education office to run primary education	Yes	1	0.35	6	2.11	3	1.05	4	6.02	
		No	47	16.54	133	46.83	92	32.39			
		to some	-	-	2	0.70	-	-			
		total	48	16.90	141	49.64	95	33.45			
5.	There are alternative sources (internal income, highly participating in expanding primary schools	yes	10	3.52	60	21.12	25	8.80	4	47.36	
		No	26	9.15	76	26.76	70	24.64			
		to some	12	4.22	5	1.76	-	-			
		total	48	16.90	141	49.64	95	33.45			
6	Relevant textbooks and educational materials are available for primary school children.	yes	2	0.70	31	10.91	12	14.22	4	17.35	
		No	43	15.14	100	35.21	83	29.22			
		to some	3	1.05	10	3.52	-	-			
		total	48	16.90	141	49.04	95	33.45			
7.	There is high monitoring and evaluation of primary education plan implementation by officials and experts of different levels.	yes	3	1.05	66	23.23	11	3.87	4	66.37	
		No	41	14.43	75	26.40	84	29.57			
		to some	4	1.40	-	-	-	-			
		total	48	16.90	141	49.64	95	33.45			

Table 17 shows the current status of potential capacity of the woredas. As indicated on the table, 71.11% (202), 60.2 % (171), 72.36 % (207) responded that there were no sufficiently qualified educational officials and professionals at the woreda levels to help in promoting the objective of UPE. Also as there was a shortage of primary school teachers in number and qualification, and as there was a problem in setting a clear plan for enrollment, reducing gender gap and constructing schools. On the contrary, the complementary of the above percentage responded negatively on the issues. This is perhaps due to uneven distribution of qualified professionals and teachers across zones and woredas.

In order to investigate the issue further discussion was held with officials and experts at different levels and pertinent document was reviewed. As a result, it was observed that the centralized administrative structure has been changed to a decentralized one. Eventhough this gave the opportunity for authority in planning, managing, evaluating and inspection to the lower level managers, there was no capacity to plan and implement at various levels, inefficiency in providing the necessary data, low level of understanding of the policies and principles was observed. This indicated that to meet the goal of UPE, it is necessary to identify the shortcomings in planning and need of qualified officials to restructure it, so as to fill the qualified manpower need that possessed the skill and knowledge of planning and strengthening the capacity of the existing ones.

The Woreda level respondents reported that since manpower at Woreda level was poor and has not been fulfilled, decentralization is yet to fully materialize. This shows educational activities to be accomplished by these vacant positions were an additional burden to the existing employees and activities were not efficiently carried out as expected.

In addition to this, 95.76 of percent (172) of total respondents responded that there was no enough and adequate budget/financial resource to run primary

education. As indicated by the computed non-parametric chi-square (6.02) at given significance level and degree of freedom did not show statistical difference among the respondents. Hence, it is possible to say that shortage and lack of budget had a significant influence on the achievement of goal of UPE. In relation to this, the alternative sources were analyzed by the researcher since there was the shortage of government source. Accordingly, 60.55 percent (172) of the respondents indicated that there are no encouraging alternative sources of finance to run primary education, while the rest 39.55% (112) have a different opinion. The computed non-parametric chi-square at $p=0.05$ level showed a significance difference, since the obtained value (47.36) is greater than the table value.

This showed that the sources of alternative sources were internally generated income of schools, community support, and NGOs contribution to education, and the contribution of these sources vary from zone to zone. From this it can be concluded that since educational goals are not something that can be achieved by the involvement of the government alone, starting from developing educational plans up to their implementation, the participation of stakeholders (community, NGos, private sectors etc) is decisive for success of educational activities. On the other hand, it has an implication of that efforts exerted to involve stakeholders in education have high contribution for the successful achievement of universal primary education.

On the item 6 of table 17 respondents of all levels were requested to explain whether relevant textbooks and educational materials are available for primary schools or not. Accordingly, 79.57% of the total respondents indicated that shortage of text books and educational materials was serious problem in the Oromia Region. The chi-square (x^2) test at $p=0.05$ significance showed that the calculated value of x^2 (chi-square) at 4 degree of freedom is less than the table value. This implied that there was no significant difference in the opinion of the three categories of respondent groups on this issue.

The issue was investigated further by reviewing pertinent documents and conducting interviews with officials and experts of Bureau, zonal and Woreda levels. Consequently, it was observed that the annually enrollment rate increased averagely by 5.5%; replacing damaged textbooks and provision of revised textbooks demands huge resource and as result the ratio of textbooks to students was reduced to 1.1. As they reported, in addition to shortage, sharing set of textbooks among 2 or more children made text books short lived. Though the contribution of text books towards quality of education is well understood, demand of textbooks and supply does not match as a result of this study conducted.

Further more, 70.42% (200) of the respondents believed that there was no monitoring and evaluation of the implementation and performance of the universal Primary Education (UPE) plan. In order to prove this, educational officials were interviewed, and they reported that the very great problem was on the lack of understanding of UPE indicators, unavailability of reliable data.

**Table 18:- Strategies to be urgently Implemented to Universalize
Primary Education towards the Goal Set of 2015**

Program (Variables)	It felicitate the goal of UPE	Respondents by level							df	Chi - value
		Regional and Zonal		WEO		School level				
		Frequency	%	F	%	F	%			
1. Alternative basic education (Non-formal education	Yes	22	7.74	70	24.64	56	19.71	2	2.88	
	No	26	9.15	71	25	39	13.73			
2. Constructing additional school from the materials available in village	Yes	36	12.67	86	30.28	76	26.76	2	10.47	
	No	12	4.22	55	19.36	19	6.69			
3. Constructing mobile school for some like nomads and pastoralists	Yes	36	12.67	108	38.02	42	14.78	2	28.65	
	No	12	4.22	33	11.61	53	18.66			
4. Realization of awareness program , advocacy, involvement of political body and public about UPE	Yes	47	16.54	96	33.80	91	32.04	2	39.62	
	No	1	0.35	45	15.84	4	1.40			
5. Supports of educational materials and special attention to disadvantaged groups.	Yes	41	14.43	100	35.21	75	26.40	2	78.31	
	No	7	2.46	41	14.43	20	7.04			
6. Teacher training program for primary Level	Yes	33	11.61	96	33.80	74	26.05	2	2.89	
	No	14	4.92	45	15.84	21	7.39			
7. Strengthening educational organization and management at all levels	Yes	19	6.69	90	31.69	80	28.16	2	29.45	
	No	29	10.21	51	17.95	15	5.28			
8. Strengthening planning and education management information system (EMIS)	Yes	43	15.14	101	35.56	86	30.28	2	15.93	
	No	5	1.76	40	14.08	97	3.16			
9. Expansion of pre- school education program (kindergarten program)	Yes	45	15.84	121	42.60	7	27.11	2	4.17	
	No	3	1.05	20	7.04	18	6.33			
10. Establishing special assistance program to girls	Yes	42	14.78	131	46.12	92	32.39	2	4.53	
	No	6	2.11	10	3.52	3	1.05			
11. Establishing health and sex education in schools	Yes	43	15.14	101	35.56	73	25.70	2	6.41	
	No	5	1.76	20	7.04	22	7.74			

As depicted in table 18, some programs, strategies and targets that help to achieve universal primary education (UPE) in Oromia region were asked to be identified by respondents. The summary of their response showed that

programs and strategies such as alternative basic education program and non-formal education (rated by 52.12%), constructing additional school from the materials available in the village rated by 69.65%, and constructing mobile schools for some like nomads and pastoralists rated by 65.47% were found to be appreciated in highest priority list in creating more opportunity for access of education. To this end, Colloque and Keith (1993), World Bank (1995) and Bishop (1989) endorse these options to attract out of school children to the system.

Realization of awareness program, advocacy, involvement of political body and the public was indicated by most of the respondents (82.38 %) as the major option of the strategy. Also from the discussion held among the respondent groups it was understood that for the problems of low enrollment rate and high gender gap, realization of awareness program about the advantage of education and the right to have education is the single most important strategy. The chi-square (χ^2) test at $p=0.05$ significance level showed that the calculated value of χ^2 (6.94) at the degree of freedom is less than the table value of χ^2 (9.49). This implies that there is no significant difference among the opinion of the three categories of respondents groups in relation to this issue.

Supports of educational materials and special attention to disadvantaged groups (pastoral) were also indicated by most of the respondents (76.04%) as an option of the strategy of increasing enrollment. Most of the populations of the southern part of the region are pastoralists. The government is, however, trying to give due attention for pastoralists and disadvantages groups as stated in the educational policy. The discussion made so far indicated providing access to education for postural community has a great contribution to achieve the goal of making all the school age children complete their primary education in the year 2015. In addition, the respondents confirmed that the life of this community will be only improved

through the provision of education and skill trainings that can improve or change their working methods into modernized way. To this end, localized curriculum will be designed through joint efforts of the government and NGOs. In addition to educational materials, mobile schools and the practicing of school feeding programs in a poverty stricken areas was highly valued by the respondents.

As it can be seen from table 18 item 6 (teacher training program for primary level) had given high value (72.06%) by the sampled respondents. Despite the variation appeared in the value given by respondent groups, all considered that having (training) qualified primary teachers as one of the major strategies to increase the rate of enrollment and retention of students.

The computed Chi-square (χ^2) test at $p=0.05$ did not show significant difference among the opinion of respondents. The first cycle primary education, according to national standard, requires teachers with minimum qualification of teachers training institute (TTI) certificate, and teachers training college diploma (TTC) for second cycle primary.

As indicated in table 18 of item 7 and 8 strengthening educational organization and management at all levels and strengthening educational planning and management at all levels were rated very high (66.54% and 80.98%) as an option in order to meet the goal of UPE. This indicates that due to in logician of that the opportunity that was previously held at higher level has been changed hierarchically at woreda and kebele levels in accordance with the activity required.

In addition to this, expansion of pre-school education program (kindergarten program) was rated high (85.56%) by respondents. This indicates the lack of socialization during the 1st grade is the problem of rural children in the region. Through discussion the experts of different levels confirmed that since

the achievement of this program is found far away from expectation, it will have negative impact on primary education enrollment.

Cognizant of the need of special strategy to increase girls' enrollment rate and/or retaining those in the system item 10 and 11 were presented to the respondents. To this end, both items were rated 93.30% and 76.40% respectively. This indicates that girls need special assistance because of many reasons. As it was discussed in this study else where, the harmful traditional practices over so long years and the deprived right of girls in education not yet resolved. This issue developed through the discussion with officials and experts. As a result of the discussion indicated, this strategy include the provision of sex education in schools, increasing the number of teacher females, different toilet room for boys and girls, and strengthening girls club in the school. Hence, it is possible to minimize the gender inequality (disparities) and the lower progression rate of girls through the education system.

DISCUSSION OF FINDINGS

This section of the study deals with the Discussions of the major findings of the study in relation to basic research questions and attempt was made to answer the following basic research questions raised in the study:

- I. What does the current access of primary education opportunity look like in Oromia Region?
- II. What are the major causes and problems of low access (enrollment) of primary level education in the region?
- III. What is the extent of gender disparity in enrollment and the causes for the inequalities of educational opportunity between rural and urban population in education?
- IV. What are the major potential challenges for the progress of UPE in the Oromia Region?

- V. What are the major strategies should be designed and urgently to be implemented for the achievement of universal primary education (UPE) by 2015 in the region?

Question One:- The current access of primary education opportunity in Oromia.

A. Stake holder's contributions in provision of primary education.

NGOs and development associations had a fixed contribution and community had highest contribution in some zones; however, government contributed more (97.2%) in the provision of primary education. The rated value of respondents (68.8%) indicated that the distribution of those stakeholders (except government) was not uniform and were only available in a fixed zones and the Education sector did not benefited as much as expected from stakeholders. The education as suggested by (Bishop: 2000) educational goals are not something that can be achieved by the involvement of the government alone. So that starting from developing educational plan up to its implementation, participation of stake holders (various government organizations, community, NGOs, private sectors etc) is decisive for success of UPE (Bastain, 2004).

All respondent groups at all levels indicated that. Eventhough, there has been some communication between those stakeholders in education and educational organizations during last years; it has not been done in a systematic and organized manner. The efforts exerted to involve stakeholders in education for the successful achievement of universal primary education was not successful.

B. The current status of access to primary education

Children in rural areas were at disadvantaged status in getting access to primary education. 79.56% of all respondents showed in relative to those

urban school age population proportion. But studies (Tesfaye, 2003) have found that the goal of UPE could be materialized only when it is possible to provide equal access of educational opportunity between sexes, space (urban and rural) and woredas. However, the finding of the study showed that as this has not yet materialized in the Oromia region. As indicated by 100% of bureau level, 80.95% of woreda level, and 88.42% of school level respondents girls do not have equal access to education due to low participation of female students caused by harmful traditional practices and lack of community awareness about girls education.

The supply of schools in accordance to the shortest possible distance is not yet achieved as indicated by (71.71%) of the respondents. The school home distance ranged from 4kms to 6kms which is above the standard of the country and also it was indicated that there were areas where school-home distance ranges from 6-10 kms. Primary schools more not evenly (uniformly) distributed in woredas and kebeles. As a result, there were areas where children were found to travel up to 10kms to get primary first cycle school, And even more, to travel to get primary second cycle school. As suggested by Firdisa (2001) and Tesfaye (2003) the strategy formulated to build primary education by mobilizing community so as to make accessible education at primary level in all kebeles is what to be sustainable in the future time to come for achievement of UPE goal.

C. The Trends of Improvement in Accessibility and Expansion of Educational Opportunity: Apparent Intake Rate (AIR), Net Intake Rate (NIR), Gross Enrollment Rate (GER),

The Apparent Intake Rate which was 102% in 2000/01 was increased to 162.08% in 2005/06. The reason behind this improvement was indicated that the establishment of new primary schools by community participation, and a better focus on expansion of primary education, however, the NIR decreases from 49.5% to 46% in 2005/06 (1998 E.C.).

Net Intake Rate (NIR) which indicated new entrants to grade one who are 7 years of age that come to school currently is 46%. This showed that 54% of children of 7 years age are out of school indicating that more girls are out of school. The Gross Enrollment rate of complete primary level (1-8) has increased from 57.6% to 89.09% in the past five years. The comparison of numerical value of GER and NER general trend showed that boys had larger value than girls. Eventhough the trend of NER shows an incensement, the Gap between GER and NER becomes wider and wider in the previous 5 years. As indicated by UPE operation definition of (Bastain, 2004) an efficient primary education is one where the apparent intake rate will equal the net intake rate and both of which will equal 100%.

However, most students of grade one entrants are observed to be late starters (whose age is greater than the official school admission age). Girls take more percentage than boys of late starters. In Borena Zone (71%), Wollega East (57.4%) and Shewa west (63.7%) of school age population were not admitted to schools. Girls also took more percentage in being not to be admitted to primary school. Currently 54% of school age population are out of school in Oromia Region.

Generally, the trends of NER, NIR and GER showed that the gaps between the rates of growth of both sexes were not changing. Furthermore, high disparity exists among zones, urban and rural, for instance, the Gross enrollment rate of Arsi zone was 104% and Borena zone was 56%.

Question Two: - Causes of low access (Enrollment) to Primary Education

Among the factors (causes) that were forwarded to respondents the shortage of accessibility of primary schools at a short reasonable distance (by mean value 2.53), parents' lack of knowledge about the value of Education

especially girls (with grand mean 2.55), lack of attention to bring children to school at right age (by grand mean 2.50) and that many parents being ignorant of the Universal Primary Education (UPE) (with a grand mean 2.36) were indicated to be the major causes of low access (enrollment) to primary education. Labor demand of parents from their children was found to be another factor of inhibitor of enrollment of children to primary school (indicated by grand mean value of 2.80).

Furthermore, the inability of parents to afford educational expenses (with a grand mean of 2.74), large family size due to high population growth which causes low income (indicated by grand mean 2.29) were factors taken as additional causes of low enrollment which cases low progress in the UPE goal achievement. This supports the position stressed by Brown (1991) that financial problems in the educationed system as a whole are increasing the marginalization of those with least resources to fall back on. Harmful traditional practices widely prevailing like rape, early marriage, abdication (with grand mean value of 2.75) together with religious barriers rated to be (2.68 grand mean value) were taken as major problems, by varying different degree of seriousness from zones to zones.

In addition to these, the greater proportion of the respondents (by grand mean value of 2.67) identified the lack of performance of pre-school education (kindergarten) program was a cause for low access to primary education in that it was very low and most rural children lack experiences and socialization when join 1st grade.

Question Three: The extent of gender disparity and causes for the Inequalities of educational opportunity

A. Causes of Unequal Access to Educational Opportunity

There is no single reason for the disparities between Regions, Zones, woredas, and urban rural areas: The following identified reasons of disparity are similar to the reasons stated by Colclough (1993). Accordingly, Unequal distribution of primary schools was identified (with a grand mean value of 2.60) as a major cause of unequal education opportunity between boys and girls, urban and rural and among zones. Lack of community awareness in sending girls to school had high influence on the chance of female children education and unequal education opportunity (rated by mean value: 2.77).

In addition to this, harmful traditional practices done on girls are the main factor for unequal educational opportunity (rated by mean value = 2.71) which seriously affects females participation. Also there is less attention among the community to send all children to school without excluding the disabled children.

Also poor participation of the community in some zones causes low expansion of primary schools (rated by mean value of 1.83) and reversely high participation causes in high expansion of primary schools in other zones. This coupled with unequal expansion (distribution) of basic development of infrastructure services among woredas was taken as an item variable (rated by grand mean of = 2.69) for a causes of unequal access to Educational Opportunity. Furthermore, poor/weak coordination system for the children of pastoralists to get equal access to educational opportunity was identified as a factor of low enrollment which can inhibit the progress of the UPE goal.

B. Causes of Dropping out of Student from the Primary

School and Factors that Inhibit the Progress of UPE

As indicated by different studies (Aggarwal, 2004) and (Bastain, 2004) very high drop out rates result in lowering the access to primary education and there by prolonging the target year of achieving UPE and this needs identifying of the causes of drop out to take the corrective action. According to this study unavailability of schools in vicinity (close by) was identified (with a grand mean value of 2.65) and labor demands of parents (labor attracted for economic activities) was also rated by mean value of (2.75) as causes for students to discontinue from schools.

Inconvenience of learning Environment (large class-size by grand mean = 2.28) of the respondents and absence of basic facilities (water supply, separate toilet for boys and girls by grand mean of respondents 2.52), absence of socialization program prior to join schools (2.48), weak handling of students particularly for the new comers by the school community were rated (2.42) as the factors of drop out. Some of the factors which were highly stressed by respondents to be causes of dropout were harmful traditional practices discussed earlier like elopement, early marriage and sexual abuse (rated by grand mean value of 2.63), poor communication between schools and the community (rated by the mean value of 2.61), and socio-economic problems (rated by mean value of = 2.74).

Question Four: The Current Access of Potential Capacities of Woredas to Universalize Primary Education

Regarding the potential capacity of educational structures on different levels in universalizing primary education, it was found that there were no sufficiently qualified education officials and professionals at woreda levels to help in promoting the objectives of UPE. Also it was reported that there was a shortage of qualified primary school teachers, especially for primary second

cycle (5-8) reported by 60.2% of respondents). In addition to these the problem of immature decentralized educational management is not yet solved, the lack of capacity to plan and implement at various levels, inefficiency in providing the necessary data, low level of understanding about policies and principles was observed.

Furthermore, 95.76 Percent of respondents responded that there is no sufficient and adequate budget/ financial resource to run primary education, and 60.55% respondents indicated that there is no encouraging alternative source of educational finance to complement shortage of finance seen in the government side. These cases shortage of text books and educational materials as a serious problem and sharing set of text books among 2 or more children made text books short lived.

Finally, it was found that there was no monitoring and evaluation on the implementation and performance of universal primary education (UPE) plan (indicated by 70.42 percent).

CHAPTER FOUR

Summary, Conclusions and Recommendations

This section of the study deals with the summary of the major findings, conclusions drawn from the findings, the implications, and the recommendations suggested.

4.1 Summary

The study was delimited to the problems in provision of primary education and to the investigation of some major problems associated to the achieving UPE goal of 2015 in the Oromia Region. From the outset, the major purposes of this study were to:

- a) Assess the conditions of primary education in the Oromia Region so as to identify problems and shortcomings that can cause slow progress in universalizing primary education.
- b) Identify the major causes for low access (enrollment) of primary education in the Region
- c) Assess the causes and problems of inequalities in educational opportunities and its impact on the achievement of the goal of universal primary education.
- d) Identify some potential challenges that inhibit the progress of universalizing primary education in the Oromia Region.
- e) Forward some possible strategies should be designed and urgently to be implemented for the achievement of UPE by 2015 in the Region.

To this end, five basic research questions were raised related to the intensity and coverage of the problem concerning the current trend and status of primary education, causes of low access, inequalities of education

opportunity, and potential challenges were considered to govern the study as a framework.

To conduct the study 4 zones were sampled after all zones have been categorized in 4 sub regions. Oromia education bureau, 4 zonal education offices, 16 woreda Educational offices, and some primary schools were selected as sample organizations on the basis of stratified sampling technique. Furthermore more, 284 respondents were included in the study using purposive as well as availability sampling methods.

The primary data obtained from questionnaire and interview and secondary data from the education management information system of the Bureau were analyzed by using different statistical analysis techniques and models, such as percentage, mean score and grand mean. In addition to these, advanced statistical tools like chi-square (χ^2), one way ANOVA Test and Tukeys – HSD post hoc were employed.

Accordingly, the findings indicated that the following are major problems of Universalizing Primary Education in Oromia Region.

1. The efforts exerted to involve stakeholders in education for the successful achievement of universal primary education was not successful.
2. Children in rural areas were at disadvantaged status in getting access to primary education, and Girls have not get equal access to education.
3. The supply of schools in accordance to the shortest possible distance is not yet achieved, and primary schools are not evenly (uniformly) distributed in woredas and kebeles.
4. There is widely a lack of a clear understanding about universal primary education.

5. Eventhough the trend of NER shows an increasement the gap between GER and NER becomes wider and wider in the previous 5 years.
6. Most students of grade one entrants are observed to be late starters (whose age is greater than the official school admission age).
7. Currently 54% of school age populations are out of school in Oromia Region.
8. Shortage of accessibility of primary schools at a shortest reasonable distance, Parents lack of knowledge about the value of Education especially girls, Labor demand of parents from their children, inability of parents to afford educational expenses, Large family size due to high population growth which causes low income, harmful traditional practices widely prevailing like rape, early marriage, abdication were identified as the causes of low access (enrollment) to primary level of education.
9. There were no enough qualified educational officials and professionals at woreda levels in promoting the objective of UPE. The problem of immature decentralized educational management is not yet solved. There is no enough and adequate budget/ financial resource to run primary education. Finally, it was found that there was no monitoring and evaluation on the implementation and performance of universal primary education (UPE) plan.

It is, therefore, strongly recommended that the regional educational Bureau has to mobilize all stakeholders to enhance the efforts to expand the provision of primary education. The communities have to be mobilized to be involved in educational issues. Family encouragements to send children to school, convincing the advantage of education, and particularly for the pastoralist communities, alternative approaches need to be considered. Efforts need to made to reduce the large educational wastage through the promotion of the value of education

4.2 Conclusions

The findings of the study showed that progress has been made providing that universalizing primary education is a realistic and achievable goal. But it need to be frankly acknowledged that the progress made has been uneven and far too slow in relative to the target year of 2015. In light of this, from the study findings discussed the following conclusions are drawn.

1. The extent of access to primary education in relation to the distribution of primary schools does not meet the population organized at different levels according to the current administrative structure to serve. In most areas children have to walk more than 4 kilometers on average to find first cycle primary school. Also as a result of uneven distribution of schools there were children who walk up to 10kms to get primary school. Thus, it is possible to conclude that achieving the goal of UPE by year 2015 and provision of quality primary education to all would be a problem unless especial strategy designed than the current trend.
2. Even though the enrollment of primary education increased from 57% to 89 % in the last five years the pace of this increase is insufficient to achieve universal primary education by 2015 due to the fact that the number of children who should get the opportunity of primary education was huge and yet many children are out of school, particularly among 7 years old children 54% are currently unable to come to the school at appropriate age, and all efforts will be defeated by high population growth, lack of community awareness about their children right of education, lack of accessibility of schools at territorial and disadvantageous areas.
3. Even among children who come to school, significant numbers of them dropout before acquiring the necessary knowledge. Particularly 22.7% of grade one drop out, due to unavailability of schools in vicinity (closed by), labor demands of parents from the children, inconvenience of learning environment, harmful traditional practices and the likes.

Thus, it can be concluded that very high dropout rate is a problem in lowering the access and coverage to primary education of the region and there by prolonging target year for achieving UPE. From this it can also be concluded that access, and equity remains a challenge in that all children of urban and rural males and females, students who have fallen behind because of denied access in the past have no equal opportunities to learn, and this condition shows that Oromia has a low chance of achieving UPE in 2015.

4. The findings of the study shows that the gap between participation of boys and girls, and between woredas is extremely wide and most especially pastoral communities are at disadvantaged position. Thus, the goal of UPE could materialize only when equal access of educational opportunity between sexes, space (urban and rural), and weredas is provided.
5. The scarcities of financial and human resource are among major reasons attributed to the failure of the goal of universalizing primary education in Oromia Region.

Implications

Eventhough the study has its own limitations, and thus it needs further and more thorough research; some important practical implications can be fairly deduced from the findings.

Commendable effort has been made to improve the access, equity and efficiency of the primary education in the region. However, the indicators show that the goal of UPE is far from being achieved in 2015 in Oromia region.

This seems to imply that to achieve the goal of UPE in 2015 it is important to reach at careful decision on the following issues.

1. It requires that all efforts should be made to bring all children who should get this opportunity of education (children of 7 years of age) before their age exceeds first grade, particularly this needs to bring all 7 years age to school in the year 2008/09.
2. There is the need to seriously examine the extent of disparity in education regarding, sex, urban and rural areas and design the necessary strategy to be used to eliminate the difference in participation.
3. It requires devising useful strategy to involve different stake holders so as to work collaboratively and set priorities of educational needs and demands and solve pressing and persistent problems of education in the region.
4. It is necessary to utilize time and man power sufficiently, so that it requires training man power at different levels of educational structures. Also it necessitates special mechanisms to be followed in acquiring sufficient resources to achieve the goal.

4.3. Recommendations

On the basis of the major findings of the study and the conclusions arrived at, the following recommendations are forwarded as basic solutions for the problems of achieving the goal of universalizing primary education by the year 2015.

4.3.1. Expanding alternative educational programs.

Educational goals are not something that can be achieved by the involvement of government alone. Therefore, to provide educational opportunity for out of school children aged 7-14 more effort should be done than so far by the government to mobilize community, NGOs, private individuals in all and under served areas of the region. The communication between those

stakeholders of education and educational organization should be made in systematic and co-coordinated manner to get remarkable result by co-coordinating labor, resource, knowledge and experiences.

4.3.2. Introducing of alternative mode of education in pastoral areas

Since pastorals have unique economic activities and mode of life, the introduction of alternative mode of education for pastoral areas has its own contribution for the attainment of UPE goal by the year 2015. To this end:

- a. designing and implementing flexible school calendar
- b. Employing multi grade classes where there is a need.
- c. Establishing mobile schools with minimum cost and trying to create permanent centers for them.

4.3.3. Use of awareness campaign program, advocacy, involvement of the political body and the public.

Strengthening school- community relation ship and increase community awareness helps the community to efficiently participate in all aspects of educational processes and utilize all educational opportunities. To this end, realization of awareness program, advocacy, involvement of political bodies should be done continuously and in consistent manner to facilitate the progress towards the goal of UPE.

4.3.4. Improving the access of Educational Opportunity.

The goal of UPE could be only materialized only when it is possible to provide equal access of educational opportunity between sexes spaces (urban and rural) and woredas. Therefore:

- a) Special efforts should be done to increase girls' participation by involving traditional and religious leaders to help increase

communities' awareness on the importance of girls' education and influence parents' continuously to encourage those to send girls to school and assist girls in order to successfully complete their schooling.

- b) Making schools' Child friendly by providing basic facilities that should be in place for girls such as separate toilets, water points etc as to attract more girls to the system.
- c) Establishing and strengthening girls' education forum.
- d) Increasing a number of female teachers and school heads who act as a model to enhance girls' participation in education.
- e) Creating access to pre-primary school for rural children by through community participation and government support opening Zero grades in near by primary formal school at least for one year before they join formal schooling.

4.3.5. Minimizing the drop-out rate of the students.

Some of the causes for drop-out of students and at the same time factors that prolong the target year of UPE have been identified through this study. These include poverty, families demand for their children's labor, unattractive school environment, school distance, poor management of the schools, and harmful traditional practices. To improve these situation

- i. planning and execution of inter sectoral development strategy (integrated poverty reduction strategy),
- ii. The planning system of the region should take the problems like famine in to consideration in its course of working for universal primary education. Since, at times of famine break out, children would forced to drop out. Therefore, it is wise to plan for school feeding program.

- iii. In an areas where kidnapping, rape, early marriage were dominant government should take strict legal measures that could discourage the act.

4.3.6. Strengthening education organization and management.

Decentralization is the major educational development strategy to which the government gave high emphasis to expand education. Nevertheless, since human power at woreda level has not fulfilled, the decentralization is not yet fully materialized. Therefore, in order to meet the goal of UPE; it is necessary to identify short comings (defects) in planning to restructure it appropriately, and it is necessary to fill human power having skill and knowledge of planning and strengthening their capacity by providing training.

4.3.7. Strengthening Monitoring and Evaluation

It is crucial to monitor and evaluate implementation of UPE in order to understand the extent of the intended exchange has brought. Assessing the progress and performance of UPE plan helps as weather the plan is implemented within predetermined time frame, and it paves direction in claiming to see in the future i.e. towards arriving at decision by forecasting or improving the future condition. Thus, the rationale to establish and conduct monitoring and evaluation is to establish the system to implement UPE plan in the region. Therefore, the following set as key indicators in monitoring and evaluation should be considered.

- Apparent in take rate
- Net intake rate
- Gross enrollment rate
- Net enrollment rate
- Drop-outs rate
- Repetition rate
- Equity of Educational opportunity

- Pupil teacher ratio to be reached
- Pupil to class ratio to be reached
- Pupil to text ratio to be reached
- Number of teachers with their qualification
- Number of teachers with their qualification
- Number of class rooms to be constructed
- Number of additional teachers to provided
- Investment or finance to be used etc.

4.3.8. Policy Option recommendations

As stated in Education and training policy (1994) of Ethiopian Education system, it has the structure of primary education consisting of 8 years (four years of first cycle and the next four years of 2nd cycle). Universalizing of 8 years of primary education is very difficult for typical poor country like Ethiopia. There fore, it is better to restructure (re-consider) the primary level to the extent of country's capacity which can be financially and practically viable.

As indicated in this study Ethiopia reaffirmed and took part in all conferences of Education for all starting from early 1960s' up to the Dakar, 200 declarations for the goal set 2015. For poor countries, like Ethiopia, it is better setting of different time –bound targets, since the developed and developing countries logically could not achieve the same goal at the same year, it calls for different time setting for the achievement of Universal primary education.

4.3.9. The need for further study.

It is strongly recommended by the researcher that further research and case studies should be undertaken so as to dig out the problem and come up with more valuable solution to the issue under the study.

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Department of Educational planning and Management

This is a research questionnaire to assess the Problems in Universalizing Primary Education by the Year 2015 in Oromia Region.

To Be Filled out By Officials and Professionals of Oromia Education Bureau, Zonal and Woreda Education Offices, school directors, educational stakeholders (NGOs), and community representatives.

The study is purely academic and in no ways affects your personality or your organizations despite the fact that it will be kept confidential. So, your genuine view, frank opinion and timely responses are quite vital in determining the success of this study. The findings may serve to diagnose the problems of access both in gross enrolment and net intake, the extent of internal efficiency, the inequality of educational opportunity and the potential challenges. Thus, you are kindly requested to express your opinion by filling the questionnaire as honestly and as openly as possible.

Accordingly

1. Please put (✓) or (x) mark for question with options and write your option for open-ended questions.
2. For any additional opinion or explanation you are kindly requested to write briefly as much as possible in the space provided.
3. No need for writing your name

Thank you for filling out the questionnaire in time

I) Biographical Information

1. Name of your institution _____
2. Your current position _____
3. Sex Male ☐ Female ☐
4. Age A) 20-29 ☐ B) 30-39 ☐ C) 40-49 ☐
 D) 50 and above ☐
5. Experience you had A) 0-5 years ☐ B) 6-10 years ☐
 C) 10-15 years ☐ D) 15-20 years ☐
 E) Above 20 years ☐
6. Educational Level
- 6.1. Certificate
- 12 + 1 ☐ 12 + 2 ☐ 12 + 3 ☐ 12 + 4 ☐
- 6.2. Diploma and others ☐
- 6.3. B.A MSC/MED degree ☐
- 6.4. M.A (MSC) MED and above ☐
- 6.5. Other than these, please specify _____
7. Your field of specialization _____
8. Total years of services:
- A. On the current position _____
- B. Other (if any) _____

II. Assessing the problems of UPE (Universalizing Primary Education) in the Oromia Region

1. Which of these stakeholders contribute in educational development in your region/zone/woreda
 - 1.1. Government ☐
 - 1.2. Development associations ☐
 - 1.3. community ☐
 - 1.4. NGOs ☐
 - 1.5. private individuals ☐

2. The above stakeholders who participate in providing access of primary education are

2.1. Are equally distributed across zones ☐

2.2. Are available around urban areas ☐

2.3. None of them are found in some zones ☐

3. Indicate the average corresponding distance that students travel from the home to school daily in your region /zone/ woreda (consider single route)

3.1. Less than or equal to 2 km ☐

3.2. 2 kms to 4 kms ☐

3.3. 4 kms to 6 kms ☐

3.4. 6 kms to 8 kms ☐

3.5. More than 8 kms ☐

4. What do you think should be done to enable rural children to get equitable access to education, so that the progress to universalizing primary education would be facilitated?

Action to be done

by whom

4.1. _____

4.2. _____

4.3. _____

4.4. _____

4.5. _____

5. What do you think should be done to enable females to get equitable access with boys to primary education

Action to be done

by whom

5.1. _____

5.2. _____

5.3. _____

5.4. _____

5.5. _____

6. If NGOs, private/ individuals and development associations are not participating in expansion of primary education what measures are taken to attract them? _____

7. Are there attempts by government or any other stakeholder as a policy to assure students with different needs and potentiality get appropriate access to education?

Yes ☐

No ☐

A) If your answer to question "7" is "yes" how? _____

B) If your answer to question number "7" is no why? _____

8. In the following the status of current access of children to primary schooling is indicated. please mark (✓) or (x) according to the opinion for fell.

No	Item to be rated	Yes	No	To some
8	The status of current access of children to primary schooling shows:			
8.1	Rural children have equal access to primary education as urban children			
	Girls have got equal access to education as boys			
	Shortest possible distance between school and home of a children is achieved and children are getting schools at distance of 3kms in all woreda and kebeles			
	NGOs are actively participating in the expansion of primary schools			
	Primary schools are more or less uniformly distributed in all areas			
	The local community has a clear understanding about each and every children to have aright to education			

III) Indicate your opinion by rating against the rating scales 1-5 the following factors that can make the UPE (Universalizing Primary Education) in Oromia to fail. Thus based on your experience and observation, please indicate your response/opinion by putting (✓) mark that corresponds to the rating scales below

Strongly agree-----5

Disagree-----2

Agree ----- 4

Strongly disagree-----1

Undecided----- 3

No	Item to be rated	Rating Scale				
		5	4	3	2	1
9	Problems of low enrolment rate (low access) to primary education					
9.1	• Shortage of accessibility schools by pupils					
9.2	• Lack of knowledge of parents about the value of education of their children especially girls					
9.3	• Labor demands by parents of their children's' labor					
9.4	• The inability of parents to afford educational expenses					
9.5	• Harmful traditional practices widely prevailing in the society (like abduction, early marriage, rape)					
9.6	• Religious barriers					
9.7	• Lowness of family economy (incomes) due to large family size					
9.8	• Lack of attention and absence of priority to bring children of seven years age to school and no of over aged new entrants took the place of the specific ages					
9.9	• Many parents being illiterate about UPE					
9.10	• Low-expansions of pre-school ages					
10	Problems of dropping out of students from the primary school					
10.1	• Unavailability of schools in vicinity (close by)					

10.2	• Labor demand of parents from their children (attracts for economic activities)					
10.3	• Large class-size (inconvenience of learning environment)					
10.4	• Absence of basic facilities (water supply, spate toilet rooms for boys and girls) in schools					
10.5	• Absence of socialization program prior to join schools					
10.6	• Weak handling of students particularly for the new comers by school community					
10.7	• Harmful traditional practices like elopement, early marriage and sexual abuse					
10.8	• No or poor communication between schools and the community					
10.9	• Socio-economic problems of the pupils					
11	Problem of unequal access to educational opportunity by gender, space (geographical location) and disadvantaged groups					
11.1	• Unequal distribution of schools					
11.2	• Lack of awareness of the community to sending girls to school					
11.3	• Lack of attention to raise understanding of the community and parents to bring all children to school with-out excluding the disabled children					
11.4	• Poor understanding and poor participation of the community in expanding schools/ education					
11.5	• Unequal expansion (distribution) of basic development infrastructure services between woredas.					
11.6	• Existence of harmful traditional practices on female children					
11.7	• Low coordination system for creating suitable educational program for different groups expastrolists					

12. The current trends of potential capacities (human resource, financial resource and material resource) of the woredas to expand education (universalize primary education) for all children shows that

No	Item to be rated	Yes	No	To some
12.1	There are qualified educational officials and professionals at the woreda levels in promoting the objective of UPE, planning the woreda educational program.			
12.2	1st and 2nd cycle primary school teachers especially diploma holders for the 2nd cycle are available at the required level			
12.3	There is clear plan for enrolment, reducing gender gap and constructing schools for each woreda			
12.4	There is enough and adequate budget/financial allocated for woreda educational office to run primary education			
12.5	There are alternative sources to run primary education e.g. internal income schools, high support from the community to built schools.			
12.6	NGO's are highly participating in expanding primary schools			
12.7	Relevant text books and educational materials are available for primary school children			
12.8	There is follow up of primary education plan implementation by woreda education officials and experts in monitoring the goal of UPE			

13. Do you think the following programs to be urgently implemented, to eliminate the problems of universalizing University primary education?

No	Item to be rated	Yes	No
13.1	Expanding alternative basic education (ABE) program		
13.2	Construction of additional schools and supply of education materials		
13.3	Constructing mobile schools for some: like nomads, pastoralists		
13.4	Realization of awareness program, advocacy, involvement of political body and the public about UPE		
13.5	Supports of educational materials and special attention for disadvantaged groups like nomads, pastoralists		
13.6	Teacher training program for 1 st and 2 nd cycle PE		
13.7	Strengthening educational organization and management at all levels		
13.8	Strengthening planning and education management information system of education (EMIS)		
13.9	Expansion of pre-school education program		
13.10	Establishing special assistance program to girls		
13.11	Establishing health and sex education in schools		

14. Which of the above options that you think are difficult either potentially or for any other case to implement. Put their difficulty level in descending order

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

Remark (If any) _____

15. What strategies do you suggest to expand education and reach primary education for all children by the target year 2015?

16. What major problems do you think as a challenge for the strategies you mentioned above (if any)?

17. What types of solutions you propose for the problems _____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be Filled in by Planning and Resource Mobilization Department

This questionnaire is designed to collect secondary data for the study aimed to uncover the problems in universalizing and pattern of primary education enrollment in Oromia region.

To achieve this mission the honest and immediate response you give to the questionnaire give makes the study dependable and complete. All your empirical evidences are confidential and are not used other than the purpose of the study. This is the binding ethics of research.

For all the efforts and time you sacrificed to fill and return the questionnaire that would not otherwise make this study complete and representative, I would like to say Thank you in advance.

Instrument to Collect Secondary Data

1. Number of primary schools across zones during the year 2001/02-2004/05

No	Zones	Unit 2001/02		2002/03		2003/04		2004/05		2005/06		Total	
		Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Governments	Others
1	East wollega												
2	East showa												
3	West Harare												
4	Borena												
5	Bromia												

2. NIR and GER Evolution of Sample Zones by Urban-rural

Zones	Year	Rural		Urban	
		NIR	GER	NIR	GER
East Wolega	2002/03				
	2003/04				
	2004/05				
	2005/06				
East Shoa	2002/03				
	2003/04				
	2004/05				
	2005/06				
West Hararge	2002/03				
	2003/04				
	2004/05				
	2005/06				
Borena	2002/03				
	2003/04				
	2004/05				
	2005/06				
Oromia	2002/03				
	2003/04				
	2004/05				
	2005/06				

4. Students' dropout trend across grades in primary schools

No	Years	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	2002/03																
2	2003/04																
3	2004/05																
4	2005/06																

3. NIR, GER and NER Evolution by Sex

Zones	Year	NIR		GER		NER	
		M	F	M	F	M	F
East Wolega	2002/03						
	2003/04						
	2004/05						
	2005/06						
East Shoa	2002/03						
	2003/04						
	2004/05						
	2005/06						
West Hararge	2002/03						
	2003/04						
	2004/05						
	2005/06						
Borena	2002/03						
	2003/04						
	2004/05						
	2005/06						
Oromia	2002/03						
	2003/04						
	2004/05						
	2005/06						

5. Repletion rate of primary school students

No	Years	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	2002/03																
2	2003/04																
3	2004/05																
4	2005/06																

ADDIS ABABA UNIVERSITY
School of Graduate Studies
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

Interview Question and points of discussion with different heads from the bureau to the lower levels.

1. What is the status of educational coverage and access to education in the Region/zone/Woredas?
2. What are the major problems/shortcomings in expanding primary education/Universalizing primary education?
3. What are the factors influencing/ determining the community participation in expanding education?
4. What strategies are employed to launch a major advocacy and socialization program to Universalize primary education?
5. What are the cases for unfair distribution of schools especially in the rural areas?
6. How do parents value education for their children especially girls and how much can they afford educational expenses for their children?
7. What programs to be implemented to eliminate the sources of:
 - a. Low enrollment both in GER & NER (Gross enrolment and net enrolment),
 - b. High drop out rate,
 - c. High class repetition of students in primary schools.
8. What strategies do you suggest to minimize unequal education opportunity b/n boys & girls and b/n woredas in primary education?
9. What is the impact/ effect of population growth on the expanding education to reach all children?

10. What perspective plan has been designed to achieve the goal of universalizing primary education by the target year?
11. To meet the goal for Universal Primary Education in the region by the year 2015, it seems mandatory to bring all school age children to school next year (2008), and continue with the same pace with out students drop out and class repetition; do you think this can be potentially possible?

DECLARATION

I, the Undersigned, declare that this is my original work and that all source of materials have been duly acknowledged.

Name: Zerihun Duressa

Signature: Zhi

Date: 16th JULY, 2007

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

Name: Dr. Mukhtari Ado Jibni

Signature: Mukhtari

Data: 16th July, 2007