

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**CHALLENGES OF UNIVERSAL PRIMARY EDUCATION
IN WESTERN HARARGE ZONE**

**BY
GEMEDA IFA**



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APPROVAL BOARD OF EXAMINERS' COMMITTEE

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<u>Ayalew Shiberhi</u>	<u>[Signature]</u>	<u>July 21, 2008</u>
EXTERNAL EXAMINER	SIGNATURE	DATE

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Abbreviations/Acronyms

GER-Gross Enrolment Ratio

EFA-Education for All

ESDP-Education Sector Development Program

MDG-Millennium Development Goals

MOE-Ministry of Education

OEB-Oromia Education Bureau

NER-Net Enrolment Ratio

NIR-Net Intake Rate

SNE-Special Needs Education

UNESCO-United Nations Educational and Cultural Organization

UNDP-United Nation's Development Program

UPE-Universal Primary Education

WCEFA- World Conference on Education for All

WCOSNEAQ-World Conference on Special Needs Education: Access and Quality

Abstract

The main purpose of this study was to examine the challenges to primary education (grades 1-8) that would constraint the achievement of Universal Primary Education (UPE) by the year 2015 by decreasing enrollment to school, and increasing dropouts and repetition of the students. The research design used was descriptive survey method as this would enable to assess the prevailing challenges and developing trends. Percentages and means were used as the statistical tools to analyze the quantitative data. Besides, qualitative analysis was used for data that lend themselves to be analyzed by this method. For attaining the purpose the study, four weredas and one town administration with the sample primary schools were selected by lottery method. The subjects of the study: primary school teachers, wereda and zonal education officers were selected by judgmental sampling technique. The school principals were selected by availability sampling whereas the primary school students and parents of children were selected by quota and snowball sampling techniques respectively. To achieve the objective of the study, questionnaires were administered and interviews were conducted with the sampled subjects that were taught to have proximity to the problem under investigation. Besides, relevant documents were extracted for investigation. The data collected were analyzed and the findings indicated that in school and out of school challenges to the primary schools and issues related with Special Needs Education were found to have effect in increasing non-enrollment of children to schools, dropout and repetition of students. These had direct influence in that the challenges would obstruct the universalization of Primary Education in Western Hararge Zone.

CHAPTER ONE

INTRODUCTION

This chapter embraced background to the study, statement of the problem, objective, significance, delimitation, limitation, operational definition and organization of the study respectively.

1.1 Background of the Study

It is hard to define the word education with a single and objective meaning which can cover the entire human life with its multiple manifestations. The term education has a very wide connotation because of different reasons such as:

- The complex nature of human personality
- Diversity of human environment
- Various philosophies of life and
- Different theoretical views on education (Aggraweal, 2002)

According to Kilpatrick (1951), all life thoughtfully lived is education. It is whatever broadens our horizons, deepens our insight, refines our reactions and stimulates thoughts and feelings. The Random House Encyclopedia, (1983) says that education is the ways a society informs and instructs its offspring so as to make them live a better life. An internet source, (<http://www.eaecon.org>-Determinants of Child Schooling Progress in Rural Ethiopia - Microsoft In 2/11/07),also disclosed that education increases labor productivity, technological innovation, and adaptation, contributes to a better health and renders greater ability to deal with shocks so it is basic for creating competitive and knowledge based economy.

As outlined above, education is very central to human beings for the former served the latter as the means of transmitting ideas to his offspring enabling them live better lives by increasing productivity, and being able to adapt to transformation/change.

On the verge of the 21st century, the world faced major global challenges characterized by economic stagnation and decline: widening economic differences among and within nations, millions of peoples displaced and suffering from war, civil strife and crime, widespread environmental degradation and rapid population growth. These challenges at the global level

posed problems of direct or indirect concern to all nations though the degree may vary based on each nation's and societal conditions. These have the potential to thwart the development of individuals and societies at large and hence are retarding the ability and willingness of governments, nongovernmental organizations, communities, families and individuals to support new investments in basic education which is considered as the foundation of human development (WCEFA, 1990). Nevertheless, during the four decades since 1948, Universal Declaration of Human Rights, Article 26(1) affirmed the right of everyone to education, substantiate and sincere efforts have been made by countries of the world to realize this right(EFA,2000) .Concurrent with the International Literacy Year (1990) and in line with objectives of the World Decade for Cultural Development (1988-97) and of the Fourth United Nations Development Decade (1991-2000), there has been a need to reinforce and extend basic education to bring into being forms of sustainable national development that reconcile cultural and technological change within social and economic development. The optimism about basic education is not found on the naïve assumption that education is the only determinant of individual or societal change; rather, various prerequisites and concomitant changes are required in general political, social, and economic structures and processes. The optimism doesn't ignore the challenges that remain. However, the very challenges that hinder new basic education efforts reinforce the importance of these efforts. While not sufficient by itself to resolve the larger social and economic predicaments faced by the world's nations, more and better basic education is a necessary part of any resolution of these challenges (WCEFA, 1990).

As indicated above, though education has multiples of benefits, it faced predicaments that disappointed, the ability and willingness of the stakeholders at international, national, community, organizational and individual levels, to support new investments in basic education upon which, among others, the optimism about individual or societal change was based though challenges remain. To avert these challenges, the Universal Declaration of Human Rights (1948) was declared. This advocated education as a basic human right for which efforts were made for its realization. However, the obstructions to the attainment of the basic education continued, the reason for which new reinforcements to its realization were affirmed by the World Conference held at Jomtien in Thailand by 1990.

According to the UNDP document available on the internet, "Education for All" (EFA) was the theme of the world conference held in Jomtien, Thailand in 1990, where the world community pronounced Article 26(1) of the Universal Declaration of Human Rights and adopted the rights based provision of education in their countries. The Jomtien Conference resulted in a declaration, which is known as the "World Declaration on Education for All: Meeting Basic Learning Needs". The declaration has an operational framework that sets out six target dimensions against which progress towards provision of education for all can be appraised. The Jomtien framework envisaged the expanded vision of basic education that covers education from early childhood development to schooling and finally to a range of non-formal education activities for youth and adults who must be armed with skills enabling them navigate the world.

As mentioned earlier, governments, non-governmental organizations, societies, families and individuals have been supporting the achievement of Universal Primary Education (UPE) by the year 2000 in accordance with EFA goals promised at Jomtien in 1990. However, by the year 2000, the Jomtien goal was not met so that one hundred eighty nine countries have committed themselves to eight Millennium Development Goals aimed at eliminating extreme poverty and improving the welfare of their people by 2015 at the Dakar framework in Senegal. "The Second of the goals was to 'Achieve Universal Primary Education' with the specific target of ensuring that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling'." as mentioned in the UNDP website.

The Dakar Framework's subtitle, "Education for All: Meeting Our Collective Commitments" laid out six specific goals as a plan of action for meeting them. These are:

1. Expanding early childhood care and education
2. Free and compulsory primary education for all
3. Promote the acquisition of life skills for young and adults by 2015
4. Expand adult literacy - improve it by 50% in 2015
5. Eliminate gender disparities, achieving parity by 2005 and equality by 2015
6. Enhance educational quality (UNESCO, 2001; and Barbara, 2003).

According to UNESCO EFA, Global Monitoring Report, there is huge momentum towards achieving the EFA, particularly UPE goal. However, it couldn't be met by poor countries unless efforts are further accelerated, for the increased enrollment occurs in countries that have shallow educational background. The countries most in danger of missing the goals are found in the Sub-Saharan Africa, South and West Asia, and the Arab states. Ethiopia, India, Nigeria and Pakistan account for a significant proportion of the world's out of school children. The educational plans of these countries target particular groups of children as the most marginalized. In case of Ethiopia, over-age school children, pastoralist children, school dropouts, girls, working children, children in villages with no or distant schools and poor children are taken as the most marginalized (UNESCO, 2007).

According to the U.S. Library of Congress obtained from internet, Universal Primary Education is not new for Ethiopia. From 1961 to 1971, the government of the country declared UPE as its long range objective of expanding education. The military regime, beginning from 1975, made reforms on education that focused on learning opportunities in the rural areas of Ethiopia as means of increasing economic productivity under socialist ideology.

Like many other developing countries, the existing Ethiopian government paid increased attention to education. Thus, the 1994, New Education and Training Policy stressed on large coverage and equal access to education for all to achieve UPE so that adopted a Twenty-years Education Sector Development Program in 1997, segmented into four - five years and has invested the largest share of pro-poor spending on education (18% of pro-poor spending from 2001/02 to 2004/05). Thus, from 1998/99 to 2004/05, primary school GER has raised from 56% and 35% to 88% and 72% for boys and girls respectively so that the gender gap was narrowed down slowly but incrementally (MOE, 2005). The commitments the Ethiopian government has made in preparing the Education Sector Development Programs (ESDP) and their ongoing implementations to achieve UPE by 2015 within the promise of the EFA goals is worthy admirable but we don't deny the challenges that persist throughout the implementations. As it was clearly put in (MOE, 1997; MOE, 2001; and MOE, 2005), the implementations of the action plans have taken place via decentralization system of education by the, regions, which in turn shared power to zonal and wereda education offices. As implementers of the educational activities, in the move to realize EFA goals in Oromia,

Zones and weredas also faced the challenges that would affect the achievement of UPE by the year 2015.

1.2. Statement of the Problem

Though remarkable achievements have taken place in an increase of GER in Ethiopia it is pointed out that many countries of the Sub-Saharan Africa are in danger of missing the Millennium Development Goals, including the achievement of UPE by 2015 unless they accelerated their pace of progress (UNESCO, 2007). As to the Determinants of children schooling programs in Rural Ethiopia available on internet, for many countries of this region, the high gross enrollment in Ethiopia covers the fact that nearly half of the children didn't complete full primary education. The increase in gross enrolment could be due to the increase in the number of children repeating grades who re-enroll in their previous grades resulting in increasing the number of students in the primary schools. In many other countries, the chronic educational problems are children dropping out or not attending available schools

UNESCO (2006) also says that nearly 59% of Ethiopia's adult population of 15 years and above is illiterate indicating insufficient access to education in the past and currently many children don't get the chance to be enrolled at appropriate age. For example, according to MOE (2005), in 2004/05 academic year, nearly only 60% of grade 1 students are seven years of age and the remaining are older than this age.

It is also mentioned that primary schooling in Ethiopia faces high rates of dropout. For example, 20.1% of grade one children dropout and about 6.1% of them repeat grade-one. Around 43% and 66% of children leave school before completing the lower primary education (grades 1-4) and upper primary education (grades 5-8) respectively. The source also added that whereas dropout rates are higher for boys, girls repeat grade more often than boys MOE (2005).

The Education Statistics Annual Abstract of Oromia Education and Capacity Building Bureau Planning and Resource Mobilization Department EMIS of (2001/02, 2002/03 2003/04, 2004/05,

2005/06/ and 2006/07) mentioned that both GER* and NER* decrease as grades of the students increase.

A research made by Derebessa (1999) gave emphasis on the demographic aspects as challenges to Universal Primary Education in Ethiopia. Another source was the research of Andnet et al., obtained from online. This concluded that there are socio-economic factors affecting child schooling. The research was conducted at the country level that makes it shallow in addressing contextual issues at the grass root level for more specific data were not included in the study. Moreover, the data used for the analysis may not show current issues as the collection of the data was made from 1994 to 2004 in rural Ethiopia.

The very central idea here was that though GER of Ethiopian primary schools was apparently high, many students were over-aged, dropout of schools, repeat grades, and even didn't enroll into schools and adult illiteracy was currently low due to the country's poor educational efficiency in the past. These were due to challenges that constrain the primary schooling of children and literacy of adults in the zones and weredas as these are the implementation centers at the grass root level to achieve UPE by 2015. The researcher, as wereda education head in one of the weredas in Western Hararge Zone, had the experiences of lack of enrolment of children and their dropout and repetition there.

Thus, this study would explain the impact of challenges to primary education like socio-economic issues that impede the achievement of UPE in Western Hararge Zone.

1.3. Objective of the Study

As one component of the Millennium Development Goals, Universal Primary Education in Ethiopia receives international, national, community, family, and individual support for its achievement by 2015. However, as pointed earlier, the achievement of UPE is being affected by many challenges such as demographic and socio-economic factors. The purpose of this paper was thus to explain the impact of some challenges to primary education that obstruct the achievement of Universal Primary Education in Western Hararge Zone, in the Oromia Regional State

Government. To respond to the objective of the study, the following basic questions were raised. These were:

- To what extent did some challenges within schools constrain the achievement of UPE?
- To what extent did some challenges outside the schools hurdle the achievement of UPE?
- To what extent did some issues related to Special Needs Education distress the attainment of UPE?

1.4. Significance of the Study

It was believed that this study made on some of the challenges to the achievement of UPE in Western Hararge Zone would help:

- Local officials to identify those factors affecting the achievement of UPE.
- The local educational responsible bodies, school teachers, directors, members of Parent Teacher Associations, non-governmental organizations and the community at large to tackle those factors that affect UPE so that the goal would be achieved.
- The policy makers, educational planners and experts at all levels for a relevant policy making (formulation).
- Other interested researchers as a spring board to make further study in the area so that solutions would be forwarded for the universalization of primary education by 2015.

1.5. Delimitation of the Study

It was useful to explain all those factors that obstruct the achievement of UPE because the most reliable and valid information would be obtained if the study included many more variables than the ones the study would cover. However, because of time and financial shortages, the study was delimited to only some of those challenges to primary education that hamper the realization of UPE.

1.6. Limitation of the Study

The study would have achieved more information than the present had it not been for the limitations encountered during the study. The occurrences of frequent field works, meetings and seminars in the weredas and the Zone were some of the challenges encountered during the data gathering for the respondents failed to give enough time to respond to the questionnaires and

interviews so that some of the intended ones were changed for others. Besides, the existing documents for analysis were not complete because of the absence of some required data.

1.7. Operational Definitions

Universal Primary Education: Education of all children that needs the beginning and completion of primary education from grades 1-8 for attaining UPE by the year 2015 in the appropriate age of schooling (7-14 years). The primary education has two cycles: grades 1-4 and 5-8.

Large class size - refers to the large number of students in a school classroom that exceeds the appropriate number, 50 students per classroom, that the classroom affords to accommodate.

Teachers - refer to those people who are trained and certified with TTI and/or Diploma certificates for teaching primary school students, from grades (1-8).

School facilities: refer to chairs, classrooms, blackboards, library, textbooks and so forth needed for the provision in the primary schools.

Early marriage: refers to the girls' having of husband in their early ages below their official year, 18 years of age.

Traditional outlooks to girls' education: the attitudes of parents and the society that view girls as good mothers, and giving low value to their education.

Child labor: the work needed by parents from school age children, or the work children perform either for their livelihood or under forced conditions.

School distance: refers to school to home distance which the primary school students are to travel to learn.

Poverty: is the status of economic conditions under which parents fail to support and send their children to school or the inability of the students to learn due to financial shortages.

Large family size: refers to the large number of members in a household than the household head affords to send the school-aged members to school.

Special Needs Education (SNE): refers to the education of students in need of supportive facilities and educational designs because of physical or mental impairment that makes the primary school students functionally disable, unlike other regular students, in the sense of inclusion, that is, the facilities and educational designs do not make disabled students to be separated from other normal regular students but only help them to learn with the other regular classroom students.

Assessments: refers to the collection of evidences about children with disabilities with the hope of helping them in their education.

Identification: refers to the classification of primary schools' students as those with special needs and without.

Support: refers to the services rendered to the primary school students with special needs.

1.8. Organization of the Study

The study is divided into five chapters. The first one formed a general framework for the research work. It mapped out the over all background, statement of the problem, basic research questions, objective of the study, significance of the study, limitation and delimitation of the study. The second chapter was devoted to the review of related literature. The third chapter dealt with research methodology and procedures of the study whereas the forth one presented analysis and interpretation of the data. Finally, the fifth chapter, provided summary, conclusions and recommendations to the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt with the international and national trends of Universal Primary Education and the challenges to UPE classified as those within and outside the schools and issues related to special needs education that thwart the success of its attainment.

2.1. Trends of UPE at International and National Levels

As mentioned earlier, on December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights (UDHR) that has thirty articles. Article 26 of the Declaration, under number 1, talks about the right of every one to education and that elementary education shall be compulsory.

Based on article 26(1) of the Universal Declaration of Human Rights (UDHR), a World Conference was held in Jomtien, Thailand in 1990 under the theme “Education For All” and the conference ended up in a declaration known as the “World Declaration on Education for All: Meeting Basic Learning Needs” which provided a rights based approach to the provision of education. This had outlined six target dimensions against which progress towards the provision of education for all could be appraised. Of the six target dimensions listed, number 2 was about “Universal access to, and completion of primary education or whatever level of education was considered basic by the year 2000 (EFA, 2000).

Since then, Governments, non-governmental organizations, societies, families and individuals had been supporting for the achievement of universal primary education by the year 2000 in accordance with the EFA goals promised at Jomtien in 1990. However, by the year 2000, the Jomtien promise was not met so that one hundred eighty nine countries have committed themselves to eight Millennium Development Goals aimed at eliminating extreme poverty and improving the welfare of their people by 2015 at the Dakar Framework in Senegal. The second of the Millennium Development Goals was “Achieve Universal Primary Education” with the specific target of ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling (<http://www.undp.org/mdg/>). The Dakar Framework’s sub-heading, which is the re-affirmation of the Jomtien's declaration on Education for All (1990), was “Education For All: Meeting Our Collective Commitments” laid out six specific goals as a plan of action for meeting them. The second of the specific goal was “Free and compulsory primary

Education for All” (UNESCO, 2001 and Barbara, 2003). According to World Bank (2003) this is Goals 2 of the Millennium Development Goals which states that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. According to UNESCO (2005), many international and national organizations, government, non-governmental organizations, societies, families and individuals are striving for the realization of the 8 Millennium Development Goals in general and Universal Primary Education in particular for it is believed that education is the basis for other remaining goals.

As to World Bank (2003) the benefits of education, Universal Primary Education, were listed as:

- One of the most powerful instruments known for reducing poverty and inequalities and laying the basis for sustained economic growth.
- Fundamental for the construction of democratic societies, and dynamic globally competitive economics
- The key to creating, applying, and spreading knowledge both for individuals and for nations.
- Developing the capacity to learn, to read and use mathematics, acquire information and think critically about it.
- Serving as a get way to all higher levels of learning to acquire highly skilled professionals that every country requires irrespective of its level of development.

According to the Flagship on Education for All and the Rights of Persons with Disabilities, Towards Inclusion, available online, the right to education is universal and must be extended to all children, youth and adults with disabilities. This was included in the Convention on the Rights of Child (1989) and addressed in several important, internationally approved declarations, including the World Declaration on Education for All (1990), the Standard Rules on the Equalization of Opportunities on Persons with Disabilities (1993), the UNESCO Salamanca Statement and Framework for Action (1994) and the Dakar Framework for Action (2000). The goal of the Dakar Framework for Action is to achieve “Education For All”. The goal of Dakar would only be achieved when all nations recognized that the universal right to education extends to individuals with disabilities, and when all nations acted upon their obligations to establish or reform public

education systems that are accessible to, and meet the needs of individuals with disabilities. That is, the education for persons with disabilities should be inclusive.

In line with EFA, taking the realization of basic education as a necessary and fundamental human right, the Ethiopian government, in its strategy, outlined the special needs education to be addressed as a cross-cutting issue (MOE, 2005).

As far as Universal Primary Education is concerned (UNESCO, 2004), the countries of sub-Saharan Africa remained furthest from achieving universal primary education. Enrollment gains in South and West Asia and the Arab states have been significant, but almost 20% of the school age groups in these regions remain out of school. Latin America and the Caribbean registered striking GER and NER gains of 18 points and 10 points respectively. Net enrolments of 97% by 2000 indicated that the region as a whole was very close to achieving Universal Primary Education.

According to (<http://www.unesco.org/pdf>) universal access to basic education remained unfulfilled promise in Ethiopia. The hopes and aspiration to achieve universal basic education remained a matter of great concern at the dawn of the 21st century. Millions of children in Ethiopia still failed to gain access to schooling and even larger numbers among those who did enroll leave prematurely, dropout before the skills of literacy and numeracy have been properly attained. A majority of these children are girls. As a result, illiteracy still affects 60% of adults the majority of whom are women. Even though effort has been made to improve quality, equity and efficiency of the education system at all levels, the indications showed that they are further worsened.

As to the young Lives Policy brief obtained from online, Ethiopia has one of the lowest primary school enrollment rates in the world. In 2002, Ethiopian adult literacy rate was 41.5 percent and its gross enrolment was 66 percent significantly worse than the average low income countries. The government has focused on expanding access and this has taken resources away from investment in quality education, as a result of which the net rate of primary school enrolment increased from 35 percent in 1997-1998 to 57.4 percent in 2003-2004. However, completion rates in primary schools remained much lower than enrolment rates. Another key problem in Ethiopia is the presence of regional, urban/rural and gender disparities. There are conflicting options as to

whether Ethiopia will achieve universal primary Education by 2015. According to UNDP, available online, Ethiopia has considerable potential to achieve the goal of UPE even before 2015 based on the country's average enrolment rate. However, due to urban/ rural disparities, which need rural enrolment rate to grow at an improbably alarming rate which seems impossible, and problems within the education system and other external factors as well as the case of out of school children, it seems that UPE is unlikely to be met in the promised time (2015).

According to Education and Training in Ethiopia (Lasonnen et al, 2005), although Ethiopia is indicating progress towards the education goals as defined by EFA and ESDP, it is at risk of not achieving the goals of primary access, gender equality and educational quality within the promised time table.

As one of the poorest countries in the world in need of continuous support in education for sustainable development, the focus should; therefore, be on the factors affecting the achievement of Universal Primary Education.

2.2. Challenges to Universal Primary Education

According to Barbara et al, (2003), education is one of the most pivotal elements known for reducing poverty and inequality, laying the basis for persistent economic growth, the construction of democratic societies as well as dynamic competent economies. For individuals and nations, it is the key to creating, applying and spreading knowledge.

Recognizing these benefits, the conference of the world summits, held at Dakar, Senegal in 2000 declared "Collective commitment to the Millennium Development Goals". By Goal 2 of the Dakar Framework, the conference declared 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, 2004).

For its realization efforts are being made and progresses are being achieved but not sufficient enough to achieve UPE within the promise of the EFA goals to be met by the year 2015. This is due to the persistent constraints that work against the EFA goals. These factors hinder the forward movement of universal primary education at global, national and local levels.

These factors include school distance as in rural Ethiopia and other parts of the world like Mali (Anderson, 1992; Andenet, online; Mulugeta, available online; and, Poverty was also one of the challenges to the achievement of UPE in Ethiopia and the other Sub-Saharan Africa (UNESCO, 2007; Anderson, 1992; Rose, 2003; and UPE, available online. In Ethiopia, early marriage of girls, mostly below 17 years of age was found to be prevalent and hence retarding their education (Rose, 2003). Similarly, according to Andenet, available online, large family size was found to be barriers to the primary schooling. Gender bias favoring males and traditional outlooks attached to religion and culture in Ethiopia and other developing countries, had influence on schooling of students (Rose, 2003; and UPE online. For the non-realization UPE, lack of clear cut policy with respect to the provision of Special Needs Education for persons with disabilities by countries like Britain and USA in the past (Sebba. et al, 2000) and currently in Ethiopia as mentioned in MOE (2005) had impediments. These challenges to UPE were treated as in school factors, out of school factors and factors related with Special Needs Education.

2.3. In School Factors Affecting UPE

Large class size lacks of teachers and school facilities were considered as in school challenges obstructing the attainment of UPE.

2.3.1. Large Class Size

According to Lisanu (2004) class size was found to be one of the major reasons hindering or promoting the performance of students. Many primary schools didn't have enough buildings to enhance the learning capacity of students that makes them stay longer to complete their education. As the author forwarded, information obtained from most respondents in the Region confirmed that primary schools didn't have classrooms that were convenient for learning implying that bigger class size is a major problem. Adane (1993) also mentioned that class size had a significant influence on the performance of students, that is, large class size had a negative impact where as small class size had a positive impact on the performance of students which by the same token

promotes the primary school enrolment and completion of students. According to Kokeb (2007) also, though it was planned to reduce the number of students in a class in the first two successive ESDP's, the result obtained was the reverse of what had been intended, that is, the number of students in a class was found constantly increasing.

Logically it can be said that if there are no enough classroom, opportunities for learning can be limited which means no place for enrolling students. This would be one of the challenges in universalizing quality primary education.

2.3.2. Teachers and School Facilities

If students were to be enrolled in schools and complete their schooling, there should be enough trained manpower to mobilize the students and run the teaching learning process. However, the research findings indicated that there is no enough trained personnel; mainly, for the upper primary schools (5-8) grades. Teachers are the forerunners for this, but they were found to be scarce in the aforementioned level of schooling (Zerihun, 2007). According to Education and Training in Ethiopia (Losonnen et al., 2005), Ethiopia has teacher qualification only in the first cycle primary education (1-4). It was found that, the student teacher ratios are high and increasing from time to time. The shortage of teachers is likely to increase with HIV/AIDS taking its toll among teachers. There has been shortage of teachers in rural and remote areas and quality has varied between the regions.

It is very logical to say that teachers are the necessary components of accomplishing educational objectives. However it was pointed out that one of the shortfalls of the Ethiopian education system was the lack of teachers in the absence of which it would be difficult to succeed educationally. Therefore school age children either would not be enrolled or complete their education.

Losonnen et al(2005) also mentioned that Ethiopian schools operate with very modest facilities so that only about 60 percent of Ethiopia students survive to grade 5 which make it impossible to achieve measurable outcome in literacy, numeracy and essential life skills for all children. The LCD's Ethiopia Programme, available online, also mentioned that few of the many challenges facing the education system in Ethiopia include:

- Overcrowded classroom due to population growth and the elimination of school fees.
- High pupil to teacher ratio in grades 1-4
- Poor classroom infrastructure
- Lack of textbook and teaching materials and so on.

The physical environment in which the teaching learning went on ranges relatively from well equipped to open air-gathering places. The school infrastructure includes the classrooms, libraries, administration offices, toilet rooms separated for males and females; water supply, electric services, health services, sport fields and others are school inputs maintaining the quality of education (UNESCO, 2005). As MOE (2003) stated, school facilities such as water supply, latrines, clinic, library, pedagogical centers, and laboratories were required to be proportional to the number of teachers and students in the school for the provision of quality education.

From what is being outlined in the literature, it would not be difficult to be aware of that though school facilities such as classrooms, pedagogical centers, seat/chairs, libraries, laboratories and so forth are imperative for effective teaching-learning process to take place to attain quality education, it was divulged that the Ethiopian education system faced the shortage of such facilities. This could mean the absence of quality education that would make students to dropout of primary schools which had direct implication of not accomplishing UPE unless actions were taken.

2.4. Out of School Factors Affecting UPE

Socio-economic and other issues such as demographic factors that hurdle the success/attainment of UPE were treated as out of school challenges.

2.4.1. Early Marriage and Pregnancy

According to the Ethiopian National Action Plan, available online, of the 27 million people living in absolute poverty, women comprised the majority because of different reasons such as lack of access and control over resources, many discriminatory traditional customs and early marriage. Seventy-five percent of women are illiterate as a result of early marriage. Social indicators showed that 75% of Ethiopian girls marry before the age of 17 and 13% marry between the ages of 17 and 21 as a result of which girls drop out of schools more than boys. The same was true according to a research made on the Situation of Girls in Anglophone African, obtained from internet.

Accordingly, in Botswana, Ethiopia, Ghana, Kenya, Malawi, Namibia, Nigeria and Uganda, girls' low enrollment in schools, dropout and repetitions were found to be due to early marriage as well as other reasons. According to Rose (2003), the existing social attitudes did not support the education of pregnant students. Social attitudes towards pregnancy and marriage continued means that girls didn't complete school. Even though a change in policy increased the official age of marriage of girls to 18 years, in some parts of Ethiopia girls continued to get married when they are below 10 years of age. Thus, some girls were married before they have the chance of attending school at all. In some areas girls sometimes get abducted on their way to school or even from within the school compound itself by the parent of boys for marriage to their sons as a result of which some parents refused to send their daughters to school. Likewise, Kokeb (2007) also had shown that early marriage of girls was one of the causes for low enrolment or dropout of girls from schooling.

Another research conducted on the provision of primary education for Pastoral Afar Children showed that early cross cousin marriage was found to be a barrier to Universal Primary Education. According to the early cross cousin marriage tradition known by the name "Absuma and Abi-beda", this sort of marriage should be conducted to avoid mixing their clan race with others to strengthen the relationship of the clan members, so that parents preferred their children's marriage to sending them to school (Ziyn, 2004).

As indicated in the literature, the situation of girls' education in Africa in general, and in Ethiopia in particular was disrupted by the prevalence of early marriage, favoring their being mothers and disappointing their being students. Under such circumstances it would be most unlikely that UPE would be attained.

2.4.2. Traditional Outlooks to Girl's Education

Researches have shown that there were traditional constraints that hinder girls from schooling such as girls' special needs for physical protection and tradition often demands special concern for their privacy and special reputation. In those cultures where female seclusion had been practiced, the effect of the tradition on girls' enrolment particularly after puberty was likely to be substantial. Traditional constraints such as school related problems which lead to safety and cultural concerns

might force parents not send girls to schools. This could be possible, even when the opportunity cost of girls, chore time is low (Miller, 2002). Gender bias at all levels of the society including the family had effect on girls' participation in education. In line with this (Kane, 1986; and Yeshimebet, 1998) said that education, in most countries, is created for boys, not for girls but unintentionally. This was because, girls were essential to the household works, and were "physically, culturally or spiritually endangered". Almaz Eshete (1989) also mentioned that different socio-economic conditions, demographic, institutional structures that neglect girls, cultural factors and community norms had their own part in hindering girls from education. As to (Whyte, et al., 1985; Coats, 1994; and Rose, 2003), traditionally, females were viewed as mothers and homemakers so that no need or position for the education of females.

The sources mentioned that girls should be secluded and should not be educated with boys; rather, they should be at home for their physical protection performing different activities to inherit motherly characters. Knowingly or unknowingly, they were denied the chance to education which is a basic human right. This had clear implication that traditional outlooks towards their education had impediment on the achievement of universal primary education unless measures were taken to alleviate such problems.

2.4.3. Child Labor

Rose's (2003) UNESCO Global Monitoring Report had revealed that children's labor was badly needed by poor households, for longer hours, and so had adverse effects on their school enrollment. Although both boys and girls were involved in activities outside of school time, girls were found taking on more domestic responsibilities in which they were involved for longer hours than boys. In addition in an area, in Ethiopia, it was noticed that the work performed by boys was not necessarily incompatible with school work for they could study whilst in the fields looking after cattle whereas girls were unable to do so while performing their household chores. Mulugeta and Amanuel, available online, also found that dropout, and non-enrolment were serve in rural Ethiopia, particularly, dropout raises during the main agricultural seasons as a result of which parents demand for child labor for there was no double shift system in Rural Primary Schools which make students gain alternative time to work for their parents. The young Lives Policy Brief 2 also found that children of poor households generate wealth by involving in work. Accordingly,

these households involved their children in tending livestock and/or cultivating land instead of sending them to school. Starting to work from the early years more than half of all children from 4-15 years of age identified work as their main activity in its many sorts (Habtamu, 2002; and Assefa, 1991).

As the studies conducted in the different parts of Ethiopia indicated, one of the major reasons for non-enrolment, dropout and repetition of students in schools has been parents demand for child labor. The implication here was that child work/labor has been one of the deterring factors of UPE achievement.

2.4.4. School Distance

School distance had a significant role in the school participation of students. It had severe disadvantages to students especially at the primary level where students were found young enough to be affected by the distance they were to travel from school to their residences and back to school every day. In rural areas where schools were far from resident areas, there was a difficult situation for girls who were found threatened by the dangers of rape and early pregnancy. In most societies, distance was found inversely related to the prospects of girls going to school, especially after puberty. Besides, increased distance to school adds the time of travel to and from school thereby adding the opportunity costs for working students for their family which might affect them (Watkins, 2000). Teshome (2003), revealed that along with other challenges contributing for children's dropout before completing the primary education schools being too far from the residences of the children was one of the major reasons. Kokeb (2007) also concluded that the achievement of universal Primary Education in Eastern Shoa zone could be at risk because of distance of schools from the villages/residences of children. Lisanu (2004), likewise came up with a conclusion that distance between home and school was a major cause for both repeating grades and dropping out of school in Tigray Region. Students traveling long distances to and from school/home were found not to perform actively on their education which led them to fail from schooling. Furthermore, it was found that the farther away the school is from home, the higher would be the probability for students to be reluctant to go to school.

Besides the ones mentioned above, other sources of literature also confirmed that distance to school was found to be one of the most common explanatory factors for not attending school. This was due to the higher opportunity (time) and direct (transport) costs, as well as the potential risks for children traveling long distance on their own.

A study by MOE made assessment and found that distance between schools and homes restricts students' performance due to fatigue, it takes much of the time needed by rural children and above all distance for rural girls meant pose of danger by rapists (MOE, 2003). The distance of school, particularly for low income families, had great influence on education. It hinders child enrollment, promotes dropout and repetition as well as low performance of students finally leading to the hindrance of universal primary education achievement (UNESCO, 2002). According to Mulugeta and Amanuel, obtained from internet, an additional kilometer of distance to primary school was found to decrease school enrollment by 7% while distance to secondary school decreased it by 4%. The effect was higher in rural areas than in urban areas, particularly for rural females. This could be due to the reason that distance to school is associated with high costs (direct or indirect) and absence of safety for girls.

A study made on the determinants of child schooling progress in Rural Ethiopian also found that the significance of school availability in raising educational attainment of children implies that low primary enrollment was supply constrained in the past. Thus, the expansion of primary schools would enhance the child schooling progress in rural areas. More particularly, increasing the supply of primary schools in the villages, policy makers could spur the educational progress of girls in particular. Bringing school into the village meant bringing the school closest/nearest to the students.

The sources revealed that home-school distance for students was mentioned as one the impediments to the schooling of children that would barricade the achievement of UPE unless measures were taken by the concerned bodies.

2.4.5. Poverty

In the summary of research on performance assessment of universal primary education Kokeb Demeke (2007) mentioned financial constraints or poverty of parents as challenge to the education of children.

According to UNESCO Global Monitoring Report(Rose, 2003), approximately 45% of people in Ethiopian were estimated to be living below the poverty line, based on estimates of real adult consumption per day, the majority of whom live in rural areas. This poverty at the household level became a constraint to boys and girls attending and staying in school (Rose, 2003).A research team on Determinants of Child/Schooling Progress in Rural Ethiopia concluded that child schooling progress tended to be hindered by household poverty which was particularly apparent among boys than girls, might be due to the more involvement of boys in income generating activities than girls

With respect poverty as a deterrent factor to primary school enrollment was concluded by Muluget and Amanuel in their research made on Salient Socio Economic and Demographic Aspects of School Enrolment in Primary Schools in Ethiopia, obtained from internet, forwarded that school enrolment in rural Ethiopia was found to be lower which had association with low socio-economic status and higher enrolment in urban areas that had relation with high socioeconomic status.

The implication was that poverty at the household level had a negative relation with school enrolment because poor families couldn't afford to send their children supplying all the necessities as clothing, food, transportation, house rent and so on.

According to World Conference on EFA (1990), economic disparities among peoples within a nation was found to be a source for differences in the supply of education in that the wealthy become more educated whereas the poor grew poorer and uneducated. A related study in Afar Region on the Provision of Primary Education for Pastoral Afar Children, (Ziyn, 2004), came up with a conclusion that poverty mainly because of drought leads to dispersion of the people, health problem and mobility of the society who leave from school areas so that students did not enroll or dropout of schools thereby creating challenge to the universalization of primary education by 2015

(Ziyn, 2004). According to internet source Young Lives policy brief 2, the decision to send a child to school depended to a large extent on the direct and indirect costs to the household and their capacity to afford them. Direct costs include clothing, books, and transport and school fees. Indirect costs include loss of children's wages if schooling competes with paid work, or the loss of children's unpaid labor on the family farm or doing household chores. Given that rural households are more sensitive to schooling costs, even small charges could have an impact on rural households and would lead to higher drop-out rates than similar charges in urban areas. Accordingly, the research confirmed the former findings that children who combine school with work are considerably more likely not to enroll in school or to dropout before the end of the school cycle. The type and amount of child work depended on the relative wealth of poor households. Ownership of labor intensive productive assets such as land and livestock can have a positive effect on schooling if they generated enough wealth for households to afford the cost of hiring outside labor and hence freed children from working for the family. It was also found that asset ownership could have the opposite effect on schooling on condition that owners of land and livestock might engage their children in tending livestock or cultivating land instead of sending them to school.

Other sources also displayed that many children didn't go to school or stay in school because school fees, books, pencils and other supplies, uniforms or other required clothing, transportation to and from school cost them more than their family could afford.

Anderson (1992) and Lockheed and Verspoor (1991) uncovered that several countries have attempted to reduce direct costs of education for rural children and girls. Some of the measures taken include abolition of school fees, covering the costs of instructional or education materials like exercise books and other facilities, offering free or subsidized transportation, providing school feeding programs, boarding facilities so as to overcome or reduce the impact of household poverty on the education of children. As reported in the words of YL parent from Bilbala, a Young Lives site in Amhara Region, mentioned that a mother had no money to pay for the expenses of her daughters' education. One of her daughters was attending school. Another one had also been in school but quieted due to financial problems. The rest could not have gotten the opportunity because of lack of money in the family.

These all implied that poverty, let alone at family level, would be a spring board for not being educated at national and international levels leading to further poverty.

2.4.6. Family Size

According to Mulugeta and Amanuel (<http://www.ossrea.net/eassrr/junoo/muluget/mulugeta.htm>), large families were found being associated with low enrolment. The fact the Ethiopian population is mostly dominated by the very young and also the considerable number of old aged who could not work to support themselves could contribute to this effect. The young Lives Policy brief in (http://www.younglives.org.uk/pdf/policy_brief2.pdf) also confirmed that the size and composition of family as factor that could affect children's schooling. However, the argument in the Ethiopian context was such that other factors remaining constant, the larger the number of children, the higher the probability of their enrolment reflecting the greater availability of labor in the household for agricultural and domestic work.

As mentioned in the literature, poverty might force parents to involve their children in different works abandoning sending them to schools to support themselves.

2.5. Issues Related with Special Needs Education Affecting UPE

Treated under this heading included issues related to the access, optional availabilities of the educational facilities and engagement of special needs students on the education on offer in classroomss with other regular class room students.

2.5.1. Special Needs Education

The term Special Needs Education refers to the education of students that needs special designing and/or facilities other than the regular classroom students. It has two aspects: the case of disabilities and talents (Ysseldyke and Algozzine, 2003).

According to Porter (2002), a cluster of terms comprises a triumvirate of impairment, disability and handicap. An impairment is a discreet loss of mental or physical functioning such as brain damage, a disability refers to the effect of impairment on the individual as the movement

difficulties associated with central palsy; while a handicap is the social stigma and environmental restrictions that are often imposed on those with disabilities but which are not usually an inevitable feature of this condition.

According to JICA (2002), the Ethiopian society in most cases, assumes that persons with disabilities are incapable of doing anything which has contributed to increasing an inferiority complex in persons with disabilities. As to Tirusew (2005) in social situation, the state of persons with disabilities can be explained by the nature of the prevailing understanding of disability, in terms of the conceptualization of its cause, nature and consequences. As a matter of course, the birth of a child with a disability has been taken as a symbol of shame, leading to disagreement as well as divorce among some couples. In Ethiopia persons with disabilities are thought as weak, hopeless, dependent, and unable to learn and the subject of charity. These have a limited interaction of persons with disabilities at the family, neighborhood and community levels. It could also limit the provision of public services and special programs for persons with disabilities.

According to Inclusion International, obtained from internet, achieving EFA without disability is impossible because out of 115 million children out of schools in the world, 40 million are children who have disability, this accounts one third of those who were denied access to education so that achieving the Millennium Development Goal on education would be impossible. Unless disabled people are brought into school, it will be difficult to give every girl and boy a chance to achieve a Universal Primary Education by 2015. Disability with inclusive classroom is a better EFA for inclusion means supporting teachers to respond to the individual learning needs of all children.

A fully inclusive program requires three components. These are:

- i. Access: children's ability physically to enter a setting with safety (Porter, 2002). In the case of accessibility, roads, buildings, transport facilities and other public recreational areas have limited the participation and integration of persons with disabilities into the society and this have limited their participation in education as well (JICA, 2002). According to MOE (2006) the school management and teachers tended to refuse to enroll children and students with special educational needs particularly those with apparent disabilities, being unaware of universal right to primary education, and simply send them back to home. Besides, repetition is

the highest in grade seven and dropout is most common in the first and seventh grades due to lack of identification, assessment and support so that children with learning difficulties or disabilities are likely to repeat and dropout.

- ii. Engagement: is the ability of children with disabilities to take an active part in activities on offer and to engage socially with surrounding children and adults. In terms of social effects, inclusion did significantly increase the rate of social interaction and level of constructive play of children with disabilities, although it didn't affect their social problem solving (Porter, 2002).

The World Conference on Special Needs Education: Access and Quality (WCONEAQ, 1994) revealed what the experience in many countries demonstrated in the integration of children and youth with special education needs, was best achieved within inclusive schools that served all children within a community. This provided a favorable setting for achieving equal opportunity and full participation of children with disabilities.

- iii. Options: is the provision of different activities from which children can select those that suit them (Porter, 2002)

According to JICA (2002), nearly 10% of the world's population has disabilities, of which 80% live in developing countries. Most of these in developing countries do not have access to rehabilitation services due to lack of resources which means that they lack options in fulfilling different requirements that matches to their cases. In Ethiopia, in 1996, there were only 2572 students with disabilities in regular schools due to the lack of options such as special schools and teachers, teaching materials, accessibility to special schools, awareness of the family to send children with disabilities to schools. As to WCOSNEAQ (1994) pedagogically, there is an underlined assumption that human differences are normal and that learning must accordingly be adapted to the intensity and needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process. Furthermore, it was revealed, based on experience, that child-centered approach, that is rendering/giving educations with the children's options could reduce drop-out and repetition that are so much a part of many educational systems while ensuring higher average levels of achievement.

According to MOE (2005) there were an estimated number of 1.7 to 3.4 million school-age children with special needs education which was from 10 to 20% of the school-age children simply by taking the international situation into Ethiopia. The government of Finland, UNESCO and MOE carried out a situation analysis on SNE services in the country and the main findings indicated that:

- Though UPE involves children with special needs there was no strong awareness that so many young children with special needs enrolled often repeat and dropout if no sufficient support was made,
- There were only 15 special schools, mostly run by NGO's and 285 special classes attached to regular government schools and the conditions of the latter varied from very poor to satisfactory. Both the special schools and classes were ignored by supervision.
- No special needs education initiatives were systematically integrated to the overall education system, Regional and wereda plans didn't include SNE services, budgets and reports and lack of identification of special needs, itinerant resource teachers, etc affected both access and quality of education.

However, MOE (2006) outlined the approach to strategy in that the Ministry provides guidelines and technical assistance to Regional education bureaus that in turn prepare regional plan to implement strategy. Based on this, the weredas/sub-cities and schools plan for action to provide quality education for all including children/students with special needs.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES OF THE STUDY

This chapter consists of the research method used, sources of data, population and sampling, tools of data collection, and the data analysis used for this research work.

3.1. Research Method

As indicated in the objective part, the study was made on Some Challenges to the Achievement of Universal Primary Education in Western Hararge Zone in Oromia Regional State. These challenges to UPE need both qualitative and quantitative data. Thus descriptive survey method was employed for the study based on the following theories.

According to Best and Kahn (1989), descriptive survey research involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis, interpretation of the data collected, and logical and skillful reporting of the research results. Seyoum and Ayalew (1989) also mentioned that descriptive survey method is more effective in assessing performances under their natural setting. This method is appropriate to describe ongoing process/es and trends that are developing.

3.2. Sources of Data

As sources of data, the researcher used bodies that have proximity to the study area. These were: Primary school teachers and directors

1. Parents of non enrolled and drop out students
2. Zonal Education office workers
3. Woreda and town education office workers
4. Ciro No.1 Primary School document on students with special needs, Woreda, Zonal documents about the existing schools, students' enrolment and the school age population, and Regional Education Bureau Annual Abstracts.
5. Students of the primary schools.

3.3. Population and Sampling

In Western Hararge Zone there were 13 wereda and two town administrations, by the time this data was collected. Simple random sampling was used to select four woredas: Doba, Mi'eso, Tulo and Ciro and one town administration; Ciro Town. These accounted for 33.3% of the zonal units of administration.

Altogether, in the four wereda and the town administration, there were 162 primary schools out of which 32 (19.8%) were randomly selected (see Appendix-F).

The number of teachers in the sampled schools was 564(270 males and 194 females). There were also 32 school principals (28 males and 4 females). Out of the available teachers, 256 (45.4%) and principals 32 (100%) were selected by purposive and availability sampling methods respectively. There were 91 wereda education office workers and 7 zone education office workers in the sampled woredas, the town administration and the zone. Out of the 91 wereda and town administration education office workers, 50 (55.5%) and out the 7 zonal education officers 5(71.4%) were sampled by judgmental (purposive) sampling method. Students of the primary schools (320) were also selected by quota sampling method, 10 from each school and 14 pupils' parents were selected by snowball sampling. With regard to snowball sampling, Kumar (1996) mentioned that this method of sampling used when the first informants were made use of as the indicators of the next subjects who then indicate others and so forth till a saturation point is reached. The author also mentioned that purposive sampling is based on the judgment of the researcher as who could provide the best information to achieve the objective of the study; and quota sampling is convenient in assessing the sampling population and the researcher/s needn't know about the number of the study population.

Table 1: Population and/or samples

NO	Woredas	Respondents							
		Education officers		Teachers		Principals		Students	Pupils' parents
		Total number	Samples	Total number	Samples	Total number	Samples	Samples	Samples
1	Ciro	20	10	215	89	8	8	80	3
2	Ciro Town	11	10	70	30	2	2	20	2
3	Tulo	20	10	109	45	6	6	60	3
4	Doba	20	10	92	44	7	7	70	3
5	Mi'eso	20	10	74	47	9	9	90	3
	Total	91	50	564	256	32	32	320	14

3.4. Data Gathering Tools

As the relevant data gathering tools, both close-ended and open-ended questionnaires were used. Likewise unstructured and structured interview were used to obtain data from pupils' parents and zonal Education office workers. Besides, documents about enrolment of SNE from a school, the sample woredas, the Zone, and Annual Educational Abstracts from the Regional Education Bureau of Oromia were also used.

3.4. Procedures of Data Collection

The data collection procedures were based on the comments given by the thesis advisor. As the respondents of this research questions speak and/or write in Afan Oromo, the questionnaires and interviews prepared in English were translated into the regional official language (Afan Oromo). These tools were administrated to respondents in one of the non sampled schools to make them valid and reliable. Corrections were made based on the pilot results and finally the data gathering tools were dispatched to the sampled respondents.

Accordingly, out of the 256 questionnaire papers distributed to the teachers, 238 were correctly filled and returned. Out of the questionnaire papers distributed to the 32 school principals, 50 education officials and 320 students, 29(90.6%), 42(84%) and 267 (83.4%) were correctly filled and returned, respectively. Interview questions were also made with the sampled respondents, that is, 14 students' parents and 5 zone education office workers.

Documents from school, wereda, zonal offices and Regional Education Bureau were also collected. After the required data were collected, the questionnaires that were not properly field were rejected. The remaining correctly responded and collected ones were tallied, tabulated and presented to be analyzed.

3.5. Data Analysis

Different methods of data analyses that are relevant to the variables or components were used to examine the quantitative and qualitative data obtained through the data gathering tools. The data gathered through questionnaires, which lend themselves to quantitative analysis were made using

percentages and means. The other data obtained from documents were analyzed quantitatively and qualitatively. The data gathered from the interviewees was analyzed qualitatively for the purpose of crosschecking or triangulation.

According to Kumar (1996), percentages play a more important role when two or more samples or populations are being compared. This is done by standardizing the variation in the number of respondents in each sample or population group, which normally varies, against a fixed number, that is, 100 after which the standardized magnitude of the samples or populations within the different sub-categories are compared.

With regard to mean, Mangal (2002) mentioned that it is a sort of an average or typical value of the items or variables in a series which help to summarize the series in terms of this average value. It is the most useful statistical method in educational research to describe characteristics of groups in a general way.

According to Best and Kahn (1989), data gathered by the use of tools such as interviews, recordings and those extracted from documents are liable to qualitative analyses.

Based on these theoretical frameworks, the researcher used percentages and means as tools for quantitatively analyzing the data. Besides, data obtained from interviews, documents and questionnaires that lend themselves to qualitative analysis were analyzed by this method and were used to crosscheck the quantitative results which were interpreted and described. Finally, summary, conclusions and recommendations were made.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Under this chapter, data collected from respondents and extracted from documents were presented and analyzed. In the first part of this chapter, personal data of the respondents such as sex, qualification, profession and service were discussed. In the second part of the chapter, the major and detailed issues about factors affecting Universal Primary Education in Western Hararge Zone were tabulated, presented and analyzed.

4.1. Characteristics of Respondents

Table 2: Personal characteristics of school principals, teachers and WEOs

Item No	Item	Respondents					
		Teachers		school principals		education officers	
		No	%	No	%	No	%
1	SEX:						
	Male	177	74.4	26	89.7	40	87.0
	Female	61	25.6	3	10.3	6	13.0
	Total	238	100	29	100	46	100
2	Qualification:						
	First Degree	0	0	0	0	11	23.9
	Diploma	57	23.9	8	27.6	3.3	71.7
	TTI	181	76.1	27	72.4	2	4.4
	Total	238	100	29	100	46	100
3	Qualification:						
	Teaching	238	100	27	93.1	36	78.3
	Educational Administration	0	0	2	6.9	4	8.7
	Others	0	0	0	0	6	13.0
	Total	238	100	29	100	46	100
4	Service in years:						
	3 years and below	59	24.8	0	0	0	0
	4 to 5 years	62	26	2	6.9	2	4.3
	6 to 10 years	74	31.1	23	79.3	8	17.4
	above 10 years	43	18.1	4	13.8	36	78.6
	Total	238	100	29	100	46	100

WEO – Woreda Education Office Workers

As can be seen from table 2 above, males took the larger share by virtue of their availability in all the positions of teaching, school principal and Education Offices. As can be evidenced from the

table, the percentages of male teachers (74.4%), principals (89.7%), and education office workers (87%) were by far larger than the percentages of female teachers (25.6%), school principals (10.3%) and Education Office Workers (13%) respectively. This clearly implied that females were traditionally viewed as mothers and homemakers as mentioned by (Whyte et al., 1985; Coats, 1994; and Rose, 2003), might be due to the legacy of discriminative attitudes of the society on the education of girls in Western Hararge Zone.

With respect to educational qualification, first degree holders were null in the groups of teacher and school principal respondents but in the respondents of educational office workers, it accounted for 23.9%. The diploma holders were 23.9% of teachers, 27.6% of school principals and 71.7% of education office workers. On the other hand 76.1% of the teachers, 72.4% of the school principals and 44% of the education office workers were TTI holders and finally, no group was below the Teachers Training Institutes (TTI) certificate holders in educational status.

These ratios could show that all the teachers were certified but the majority of them were TTI holders so that not in a position to teach the second cycle (5-8) primary school students indicating the lack of teachers for the upper primary schools. The majority of the education office workers were diploma holders (71.7) and 4.7% were certified with TTI. Only 23.9% were first degree holders. This implied that qualified personnel that could make the UPE goal to be achieved were to be brought to the office.

In terms of qualification, 99.2% of the teachers, 93.1% of the school directors and 78.3% of the educational office workers were certified with teaching so that relevant information could be obtained from the subjects.

With reference to the respondents' experience, only 24.8% of the teacher respondents were below 3 years of service, whereas 3-5 years, (26.0%), 6-10 years (31.1%) and above 10 years of experience were 18.1%. For the school principals as well, only 6.9% served from 3-5 years whilst the remaining upper two ranges: 6-10years (16.7%) and above 10 years (76.3%) showed higher services. The service for education office workers 4.3%, 17.4% and 78.6% for 3-5years, 6-10 years, and above 10 years respectively.

Table 3: Personal characteristics of students

No	Items	Respondents	
		Students	
		No	%
1	Sex:		
	Male	155	58.1
	Female	112	41.9
	Total	267	100
2	Age interval:		
	10 years and below	-	-
	11 to 12 years	72	26.9
	13 to 15 years	115	43.1
	16 and above years	80	30
	Total	267	100
3	Marital status:		
	Single	252	94.4
	Married	12	4.5
	Divorced	3	1.1
	Total	267	100
4	Previous academic experience:		
	Repeaters	52	19.4
	Dropouts	17	6.4
	Neither repeaters nor dropouts	198	74.2
	Total	267	100

As could be seen from the table 3 above, the majority of the respondents were males (58.1%) and 41.9% were females. This implied the existence of gender gap in the participation of primary school students.

With respect to age, respondents below 10 years of age were nil, 10-12 years were 26.9%, 13-15 years (43.1%) and above 15 years of age were 30%. This figure showed that students came to the school beyond their school age. Additionally it implied that the data obtained was pertinent for the students were mature enough to reply to the questionnaire. As far as the marital status of the subjects was considered, 94.4% of them were single, 4.5% of them were married and 1.1% of them were divorced. This implied that students were married below the official age of marriage as indicated by (Rose, 2003 and Kokeb, 2007). Academically seen, 19.4% of the respondent students were repeaters, while 6.4% and 74.2% of them were dropouts and those who were neither repeated

nor dropped out of schools respectively. This implied that dropout and repetition were common problems in the primary schools.

Table 4: Personal characteristics of pupils' parents

No	Respondents		
	Item	Pupils' parents	
		No	%
1	Sex:		
	- Male	12	85.7
	- Female	2	14.3
	- Total	14	100
2	Social Role		
	- PTA members	6	42.9
	- Community elders	5	35.7
	- Religious fathers	3	21.4
	- Total	14	100

As could be observed from the table above, 85.75% of the interviewees pupils' parents were males whereas only 14.3% of them were females. This indicated that females were not active participants in giving the information sought. This implied the limited social role of females that in turn had impact on girls' education.

With regard to the social roles of the pupils' parents that responded to the interview, 42.9% were Parent Teacher Association (PTA) members that closely work with their local schools so that they could give relevant data to the research. The other 35.7% and 21.4% were community elders and religious fathers, respectively, who well know community issues; therefore, the researcher believed that the information given was pertinent.

4.2. Analysis of Issues that challenge the Achievement of UPE

Under this part of the chapter, data gathered from documents and respondents were presented, analyzed and interpreted.

4.2.1. Challenges to the School Enrolment and Completion of Primary School Students

Logically, it could be implied that if UPE was to be completed/achieved within the promised time span, 2015, all the school age population was to be brought into school and complete primary education. However, if input is found to be low due to internal and external challenges to the schooling, it means that UPE wouldn't be achieved.

4.2.2. Net Enrollment Ratio, Apparent Intake Rate and Ratios

Table 5: NER, NIR and Ratios of Primary School Students (1-8)

Year	NER			NIR			Ratios	
	M	F	T	M	F	T	Pupil/teacher	Pupil/section
2003/04	-	-	-	-	-	-	97:1	100:1
2004/05	-	-	-	-	-	-	95:1	95:1
2005/06	65.70	44.97	55.71	71.19	57.13	64.41	76:1	93:1
2006/07	76.74	60.84	69.18	71.94	59.30	65.85	84:1	96:1
2007/08	79.36	61.87	70.62	89.32	69.57	79.45	78:1	94:1

Sources: Collected from West Hararge zonal education office and OEBAA

As could be seen from the table above, the Net Enrollment Ratio was increased from 55.71% in 2005/06 to 69.18% in 2006/07. It was also increased from 69.18% in 2006/07 to 70.62% in 2007/08. This rate of increase would not guarantee the achievement of Universal Primary Education and it which should have reached 100% by the year 2007/08.

With regard to this, (UNESCO 2006; and UNESCO, 2007) underlined that NER would measure the countries' performances for the achievement of UPE by 2015; specifically, the UNESCO (2002) document stated that achievement of UPE at that time less than NER of 80% was taken as the sign of being at risk of not achieving UPE by 2015.

However, the NER of Western Hararge by the year 2007/08 was 70.62%. This directly implied that failure of achieving UPE in Western Hararge Zone was witnessed.

Besides, as could be seen from the same table, Net Intake Ratio, the ratio of school enrollment of students of 7 years of age, enrolled to grade one to the school age population of all the children 7

years of age. was 64.41% in 2005/06 and increased to 65.85% by 2006/07 and became 70.45% in 2007/08. This implied that students of grade 1, who were 7 years of age didn't constitute the NIR that should be reached by the year 2007/08 was not achieved leading to witnessing the failure in universalization of UPE in Western Hararge Zone.

For the achievement of UPE, the NIR should have been 100% by 2007/08 because these would complete the Ethiopian Primary Education that takes 8 years (1-8). In line with this, MOE (2003) mentioned that the primary education for UPE achievement needs completion of primary schooling. The implication here was that in this state of NIR, it was observed that UPE wouldn't be achieved in the area under study.

Besides, both the pupil to teacher and pupil to section ratios didn't show improvement across the years from 2005/06 to 2007/08. With respect to this, MOE (2002) planned that both the student to teacher and student to section ratios should be 50:1 for the provision of quality education which was one of the criteria of UPE achievement. Based on this pace of change as observed in the table, UPE wouldn't be achieved in Western Hararge Zone unless changes were made by some sort of measure.

4.2.3. In School Factors as Causes for the Non-enrollment of Students (See Appendix E1)

According to the data obtained from calculating the grand mean values of the variables as responded by teachers, school principals, wereda education office workers and primary school students, with the exception of textbook for the lower primary schools and blackboards whose grand means were 2.2 and 2.4 respectively, all the items had grand mean values not less than 3.8. Thus, these factors were taken as challenges to the accesses of universal primary education in the sampled wereda.

Table 6: Lack of teachers as cause for non enrolment of children to primary schools

No	Items	Respondents				Grand means
		Teachers' means(x),N=238	School principals' means (x), N=29	WEOs' means (x), N=42	Students' means (x), N=267	
1	For grades 1-4	3.9	4.1	4.1	3.8	3.9
2	For grades 5-8	4.2	4.5	4.5	4.2	4.4

According to the grand mean value (3.9), lack of teachers for the lower primary schools as a factor challenging the enrollment of students into the primary school was categorized as that which had high impact. This indicated that lack of teachers for grades 1-4 had a major challenge on Universal Primary Education for its impact on access to primary schooling. In line with this finding, (Losonnen et al.(2005) mentioned that student to teacher ratios were high and increasing from time to time. The same idea was supported by The LCD’s Ethiopia Programme, available online, which mentioned that there was high pupil to teacher ratio in the lower primary schools of Ethiopia. This implied that lack of teachers for the lower primary schools had a challenge on access to achieving UPE in the area under study.

The grand mean value (4.4) also confirmed that lack of teachers for the upper primary schools had high impact on the enrollment of students of the level so that hindering access to primary education. In line with this idea, Zerihun (2007) concluded that there was no enough trained manpower for teaching the upper primary schools in Ethiopia.

As both the finding and the literature indicated, lack of teachers for grades 5-8 was one of the major challenges to the achievement of UPE in Western Hararge Zone.

Table 7: Lack of school facilities as obstruction to enrolment to primary schools

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Classrooms	4.2	4.6	4.1	4.2	4.3
2	Seats	4.3	4.7	4.2	2.0	2.2
3	Textbooks for grades 1-4	2.0	2.5	2.1	3.9	3.8
4	Textbooks for grades 5-8	3.7	3.5	3.9	2.5	2.4
5	Blackboards	2.5	2.6	2.9	4.2	4.5
6	Library	4.3	4.8	4.5		

The grand mean value (4.3) showed that lack of classrooms was identified as one of the major variables affecting access to school. This had negative consequence on achieving Universal Primary Education. The finding of Lisanu (2004) indicated that the low enrolment of primary

school students in Tigray Region was found to be due to the lack of classrooms. Accordingly, many buildings in the Region didn't have enough classrooms resulting in the non-enrolment of students for universalizing primary education. This confirmed the respondents' idea that shortage of classrooms had negative impact on access to primary schooling.

Its grand mean value (4.3) witnessed that lack of seats was found to be one among the major challenges to primary school enrollment. In support of the respondents' idea, The LCD'S Ethiopia Programme, available online, mentioned that one among the many challenges facing the Ethiopian education system was poor classroom infrastructure that includes seats for students. From these data, it could be said that the lack of seats was one of the challenges to achieving UPE in Western Hararge Zone.

The respondents' grand mean value (2.2), categorized the lack textbooks for the lower primary schools (grades 1-4) as having low impact on the primary school enrollment of students, so couldn't be explained as a factor of major challenge to the universalization of primary education. The LCD'S Ethiopia Programme, available online identified lack of textbooks and teaching materials as challenges facing the education system in Ethiopia. This idea was found to be in different with the grand mean value (2.2) obtained from the respondents which witnessed that lack of textbooks was no more challenge to the lower primary schools.

Unlike textbooks for the lower primary schools, the grand mean value (3.8) showed that lack of textbooks for the upper primary schools was identified as a factor having high challenge on the universalization of primary education for its limiting effect on the school enrollment as replied by the respondents. This idea supported the students to textbooks ratio report of MOE (2005) in regions as from 2:1 to 5:1 but against 1:1 ratio for Harari and Addis Ababa by 2003/04 of the same source. The LCD's Ethiopia Programme, obtained from internet, also supported the lack of textbooks as challenges to the Ethiopian primary schools.

The grand mean value (2.4), identified lack of blackboard as having low impact on the school enrollment of primary schools. The LCDs Ethiopia Programme, available online, which mentioned that lack of teaching materials as one of the challenges faced by the Ethiopian primary education

was found to be opposite to what was revealed by the data responded by the subjects that lack of blackboard had low impact on the primary school enrollment.

The grand mean value (4.5) categorized the absence of library as a variable having very high impact on the access of primary school students to schooling. In support of the respondents' idea, MOE (2003) stated that school facilities like libraries, pedagogical centers, laboratories, etc. were required to be proportional to the number of students and teachers in the schools for the provision of quality education. The LCD's Ethiopia Programme, available online, supporting the finding, mentioned that Ethiopian Education System faced the challenges of low school infrastructure. The respondents' idea also supported that the absence of library had very high influence on access to primary schooling hindering the students from education. This implied that lack of library in the primary schools was one of the factors that pose risk to UPE in West Hararge.

4.2.4 Out of School Factors as Causes for the Non-Enrollment of Students (See Appendix E2)

Out of school factors such as early marriage of girls, attitudes towards girls' education, child labor, school distance, abduction, poverty and family size were found to have varying degrees of influences in universalization of primary education in Western Hararge Zone.

Table 8: Out of school factors challenging UPE

No	Item	Teachers		School Principals		WEOS	
		No	%	No	%	No	%
		1	Range of age in which girls commonly marry:				
	.12-14	78	33	9	31	16	38
	.15-16	89	37	11	38	14	33
	.17-18	37	16	6	21	8	19
	.19-20	23	10	3	10	3	7
	.other (specify)	11	4	-	-	1	3
	Total	238	100	29	100	42	100

As can be seen from the tabulated data 33% of the teachers, 31% of the principals and 38% of the education office workers responded that girls married in their early ages, 12-14 years of age. The

other 37% of teachers, 38% school principals and 33% of the education office workers noticed that girls marry with in 15-16 years of age. Additionally, it was tabulated that 16% of the teachers, 21% of school directors and 19% of the office workers replied that marriage of girls was conducted from 17-18 years of age.

This implied that marriage was one of the main challenges to UPE in Western Hararge Zone.

What could reasonably be noticed from these responses was that early marriage was one of the challenges to the achievement of UPE by making students dropout and repeat classes. With respect to this, the Ethiopian National Action Plan (<http://flamme.org/documents.ethiopia.html>) said that 75% of the Ethiopia women were illiterate because they get married early before the age of 17 which is below the official age of marriage (18years).

Table 9: Parents' hopes for their daughters to be

No	Item	Respondents					
		Teachers		School Principals		WEOS	
		No	%	No	%	No	%
1	Hopes of parents' for their daughters:						
	- mothers	118	50	15	52	21	50
	- students	59	25	11	38	6	14
	- Merchants	49	21	2	7	11	26
	- others (specify)	12	4	1	3	4	10
	Total	238	100	29	100	42	100

As to the parents' hope for their daughters to be in the future, those who supported them to be mothers were teachers (50%), principals (52%) and education officials (50%). On the other hand, those who replied for parents' hope for their daughters to be students were teachers (25%), directors (38%) and education office workers (14%). Those that favored the idea that parents' hope for their daughters to be merchants were teachers (21%), principals (7%) and education office workers (26%). Finally, those who favored the option "others (specify)" were 4% teachers, 3% principals and 10% office workers and they mentioned parents' hope for their daughters was sending them abroad to bring them money. The above responses, besides implying parents'

demand for child labor, showed by the majority of the subjects that, parents wanted their daughters to be mothers than students. This attitude about parents on their daughters' future had its own impact on hindering UPE from being achieved. This was supported by Almaz Eshete (1989), who mentioned that different socio-economic conditions, demographic and institutional structures that neglect girls, cultural factors and community norms had their own part in hindering girls from education.

Table 10: Issues related to activities children involve in

No	Item	Respondents					
		Teachers		School Principals		WEOS	
		No	%	No	%	No	%
1	Do children work?						
	- Yes	233	98	27	93	39	93
	- No	5	2	2	7	3	7
	Total	238	100	29	100	42	100
2	Works the children involve in:						
	Cultivating chat crop	106	45	13	45	22	52
	trading	98	41	10	31	10	24
	looking after cattle	26	11	6	21	8	19
	others (specify)	8	3	1	3	2	5
	Total	238	100	29	100	42	100

As to the children's activities, teachers (98%), principals (93%) and officials (93%) responded that children were involved in works other than education. This implied that the majority of children participate in different works. They also replied that 45% of teachers, 45% of principals and 52% of the office workers supported the idea that children were involved in cultivating chat crop, while 41%, 31% and 24% of the teachers, principals and education official respectively, replied that children were involved in trading. The remaining 11% of teachers, 21% of directors and 19% of educational official replied supporting children's involvement in looking after cattle. Only a small portion of the teachers (3%), principals (3%) and office workers (5%) replied that children were involved in different activities of labor such as loading and unloading, shoe shining etc. This witnessed that children were found participating in different works that had direct impact on their education. Rose (2003) mentioned that child labor was needed badly by parents. This was also supported by (Habtamu, 2002; and Assefa, 1991) who mentioned that more than 50% of children

involved in different works from the ages of 4-15 years. This unquestionably would affect the achievement of UPE in Western Hararge Zone.

Table 11: Home-school distance that students travel

No	Item	Respondents					
		Teachers		School Principals		WEOS	
		No	%	No	%	No	%
1	Ranges of distance students travel (in kilometers):						
	1-3 kms	50	21	8	27	18	43
	4-6 kms	81	34	15	52	9	21
	7-9 kms	73	31	3	10	8	19
	10-11kms	28	11	2	7	5	12
	others (specify)	6	3	1	3	2	5
	Total	268	100	29	100	42	100

Regarding village-school distance, 21% (teachers), 27% (principals) and 43% (officials) replied that students travel from 1-3 kilometers from their home to school. For distance of 4-6 kilometers traveled by students, 34% (teachers), 52% (school directors) and 21% (educational office workers) replied whereas for distance of 6-9 kilometers, teachers, principals and office workers responded as 31%, 40% and 19% respectively. Similarly, for the distance of 10-11 kilometers traveled by students, teachers, school directors and education office workers responses were 11%, 7% and 12% respectively. For distances greater than 11 kilometers, the same subjects, that is, 3% of teachers, 3% of principals and 5% of the office workers replied.

From the responses made to the above variable, what could be finalized was that most students travel long distance to attend schooling that exceeds 3 kilometers. The consequence of the long distance on the students might make them either to dropout or repeat grades. Furthermore, students might not go to school as the result of distance and remain at home losing the chance to education. In line with this (Watkins, 2000; UNESCO, 2002; MOE, 2003; Teshome, 2003; Lisanu, 2004; and Kokeb, 2007) found that distance from school was one of the most challenging factors to the primary schooling of students. Particularly, for students of the lower primary schools and girls for

the foundation was that the further away the school is from home, the higher would be the probability for students to be reluctant to go to school. Thus, the effect of far school to home distance had the impact of making students to dropout of school, repeat grades and not be enrolled into school.

As mentioned earlier, the education of girls was found being affected by the following variables.

Table 12: Issues related to girls' education as causes to their non-enrolment to schools.

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Early marriage	4.0	4.4	4.7	3.5	4.2
2	Pregnancy	3.7	4.7	4.5	3.8	4.2
3	Community attitudes	4.4	4.9	4.8	4.5	4.6
4	Abduction	2.1	1.1	1.9	2.3	1.9

As could be observed from table 12 above, the grand mean value (4.2) showed that early marriage of girls had high impact on the enrollment of girls into primary schools. In conformity with this finding were a study made by Kokeb (2007), a study made on the situation of girls' education in Anglophone Africa in Botswana, Ethiopia, Ghana, Kenya, Malawi, Namibia, Nigeria and Ethiopia, available online, and that of Rose (2003) whose findings showed that early marriage of girls was one of the major factors for their low enrolment. From the analysis, the variable under study was found to have high influence on girls' enrollment. This implied that early marriage of girls had high influence in hindering the achievement of UPE in Western Hararge zone.

The grand mean value (4.2) for pregnancy as out of school factor affecting girls' school enrollment was found being high. This finding seemed to have correlation with the early marriage of girls. Thus, the finding of Rose (2003) could prove the fact that pregnancy had high impact on the school enrollment of girls. The implication was that pregnancy was a challenge to UPE in West Hararge by hindering enrollment.

The grand mean value (4.6) showed that community attitudes towards girls' education had very high influence on the school enrolment of girls. Thus, girls' primary schooling was negatively affected as the result of the community's attitudes towards the formers' education.

From the interviewees in the area, conflicting ideas were found. The zonal education officers said that “parents are sending their daughters in the early ages to schools” (14/04/08). However the community elders said that “schools are far way; we will send the girls later after they grow up; we want them at home; girls will be best when they get married” (14/04/08).

By crosschecking this idea, it was finalized that community attitudes towards girls' education had a major impact on their school enrollment leading to the hindrance of UPE from being achieved.

In line with this finding, (Kane, 1986; Miller, 2002 and Yeshimebet, 1998) revealed that traditional constraints such as school related problems which lead to safety and cultural concerns might force parents not send girls to school. Besides, it was mentioned that education in most countries was created for boys, not for girls but unintentionally. This implied that the society preferred the girls to be at home to going to schools.

The grand mean value (1.9) showed that abduction had low influence on hindering girls from enrollment in to the primary school. Unlike what Rose (2003) reported at UNESCO Global Monitoring, on the case of Ethiopia, that sometimes, in some areas, girls get abducted on their way to school, which had the effect of hindering universalization of primary education, local informants, with regard to abduction, mentioned that these days there were no true abductions. What people called abductions, according to the informants were, what girls in the age of puberty arranged for themselves for pretension. Otherwise, abductions these days were rare, due to the influence of law and ease of communication between boys and girls. (14/04/08).

From the data obtained from respondents, it could be summarized that abduction had low influence in hindering enrollment it had minimum impact in obstructing the triumph of UPE.

Table 13: School-home distance as cause for non-enrolment of children to primary schools

No	Items	Respondents				Grand means
		Teachers' means(x),N=238	School principals' means (x), N=29	WEOs' means (x), N=42	Students' means (x), N=267	
1	For lower primary schools	4.7	4.8	4.0	4.6	4.5
2	For upper primary schools	4.7	5.0	4.6	4.4	4.8

The grand mean value (4.5) showed that village to lower primary school distance had a very high influence on the enrollment of school aged children. A similar study made by (Kokeb, 2007; Lisanu, 2004; Teshome, 2003; UNESCO, 2002; and Watkins 2000) had shown that besides other reasons, school to home distance was found as a factor affecting school enrollment, particularly girls and young children; leading to the hindrance of achieving Universal Primary Education. With regard to this, a research made on the Salient Socio-Economic Aspects of School Enrollment, an internet source says that "an additional kilometer of distance was found to decrease primary school enrollment by 7%." This depicted that distance of the lower primary schools had negative impact on UPE achievement in the area understudy.

Similarly, the grand mean value (4.8) showed that village to upper primary school distance had very high influence on the educational access of students. Thus, it was one of the major factors hindering the achievement of universal primary education. Local informants also mentioned that for our children the lower primary schools were located far away, even the upper primary school were located in the areas students couldn't go to schools to return back home on that day (3/11/07). A similar study made on child schooling Progress in Rural Ethiopia (<http://www.eacon.org> Determinants of Child Schooling Progress in Rural Ethiopia) found that the significance of school availability, at reasonable distance from home in raising educational attainment of children implied that low primary school enrollment was supply constrained.

As mentioned by Kokeb (2007), socio-economic factors were categorized as variables with great influences in obstructing UPE in Western Hararge Zone.

Table 14: Issues related to socio-economic factors as causes for non-enrolment of students to schools

No	Items	Respondents				Grand means
		Teachers' means(x),N=238	School principals' means (x), N=29	WEOs' means (x), N=42	Students' means (x), N=267	
1	Child labor	4.6	4.9	4.7	4.6	4.7
2	Poverty	4.7	4.6	4.8	4.5	4.7
3	Large family	4.7	4.6	4.1	3.8	4.3

The respondents' grand mean value (4.8) for child labor demanded by parents was found to have very high influence on the school enrollment of children. Similarly, UNESCO Global Monitoring Report had revealed that children's labor was badly needed by poor households, for longer hours, and so had adverse effects on their school enrollment. Particularly, girls' school enrollment was severally affected by parental demand for child labor. According to Mulugeta and Amanuel , available online , non-enrollment was particularly severe during agricultural seasons in Rural Ethiopia. This implied the very high influence of child labor demanded by parents in hindering UPE

The calculated grand mean value (4.7) identified poverty level as a factor with very high influence on hindering children from enrollment into school. In line with what the data depicted, the Young Lives Policy Brief², available online, revealed that children of poor households generate wealth by involving in work. Accordingly, these households involved their children in tending livestock/cultivating land instead of sending them to school. Additionally according to UNESCO Global Monitoring Report, approximately 45% of people in Ethiopia were estimated to be living below the poverty line based on estimates of real adult consumptions per day, the majority of whom live in rural areas. This poverty at the household level became a constraint to boys and girls attending and staying in school (Rose, 2003).

Respondents of the local area, like what the literature revealed, said that people couldn't send their children to school, because they were poor, they didn't have enough cultivable land, no grazing

land, no cattle, they were starved because they didn't have what to eat. Living by itself became a difficult task. Now, we were waiting for news of settlement in some other areas of Oromia, like Bale. For these reasons, their children would help them by working some money generating activities like trading and working for someone else for wage payment. That was why they didn't send their children to schools.

The grand mean value (4.3) categorized large family size as a factor posing high influence in hindering the school enrollment of the students. This was evidenced by the study made by Mulugeta and Amanuel, an internet source, which concluded large families were found, associated with low enrollment.

It would be finalized that, based on the data obtained large family size had influence in hindering the school enrollment of students leading to barricading UPE from being achieved

4.2.5. Issues Related with SNE Affecting Students' Enrollment (See Appendix E3)

According to MOE (2005), no SNE initiatives were systematically integrated to the overall education system of the country. The analysis of Ciros No.1 Primary School document of special needs students and the responses obtained about them also showed that such children were found to be highly marginalized.

Table 15: Gross Enrollment of Special Needs Education

Year	School age population			School age population of children with disabilities (10% of the school age population)			GER of children with disabilities		
	M	F	T	M	F	T	M	F	T
2003/4	204293	159096	363389	20429	15910	36339	10	2	12
2004/5	210217	163710	373927	21022	16371	37393	11	4	15
2005/6	216313	168457	384770	21641	16846	38487	14	6	20
2006/7	222586	197284	419870	22259	19728	41987	15	7	22
2007/08	229040	203006	432046	22904	20301	43205	15	10	25

According to table 15 above, school enrollment of children with disabilities in Western Hararge Zone by the year 2003/04 estimated from the school age population of 36339 calculated based on

the minimum international ratio (10%), only 12 (10 males and 2 females) students with hearing difficulties were enrolled. Likewise, by 2004/05, from the school age population of 39393 of children with disabilities, only 15 (11 males and 4 female) students with hearing difficulties were enrolled. By the year 2005/06 from a total of estimated school age population of 38487 only 20 children with disabilities, (14 males ad 6 females) were enrolled. Additionally from 41987 estimated children with disabilities in 2006/07, only 22 (15 males and 7 females) were enrolled. Finally by 2007/08 from the estimated school age population of 43205, only 25 (15 males and 10 females) students with hearing difficulties were enrolled. Based on the data obtained from the special unit/classes Of Ciro No 1. Primary school, the only school where few students with SNE were served in the Zone, it was concluded that special needs education in Western Hararge Zone was not addressed and would not lead to the universalization of primary education. With respect to this, JICA (2002) revealed that nearly 10% of the world's population has disabilities out of which 80% live in developing countries like ours. Most of these didn't have access to rehabilitation services due to lack of resources which means that they lacked options in fulfilling different requirements that matches to their cases. According to MOE (2005), there was an estimated number of 1.7 to 3.4 million schools – age children with SNE in Ethiopia which was from 10% to 20% of the school-age children simply by taking the international situation. An assessment made with the government of Finland on SPE in Ethiopia indicated that though UPE involves children with disabilities, there was no strong awareness that so many children with special needs enrolled often repeat and dropout if no sufficient support was made.

According to the interview made with the zonal education officials (14-04-08), there were no data concerning children with special needs, even in their office.

Thus, what could be implied from what were being discussed and backed with evidences was that UPE was in risk of not being achieved in Western Hararge Zone for the case of children with disabilities was not addressed by the education system.

The analysis of responses about the accessibility of special needs students to primary schools was made and the results were discussed.

Table 16: Availability of students with SNE in the primary schools

No	Item	Respondents					
		Teachers		School Principals		WEOs	
		No	%	No	%	No	%
1	Availability of students with;						
1	Visual disabilities:						
	Yes	-	-	-	-	-	
	No	238	100	29	100	42	100
	Total	238	100	29	100	42	100
2	Moving difficulties :						
	Yes	7	3.0	-	-	3	7
	No	231	97	23	100	39	93
	Total	238	100	29	100	42	100
3	Hearing difficulties:						
	Yes	2	0.8	1	3	4	10
	No	236	99.2	28	97	38	90
	Total	238	100	29	100	42	100

Regarding the availability of students with visual disabilities in schools, none of the respondents said “yes”; all of them, that is, 100% of teachers, school principals and educational office workers replied for their non existence. For the question asked to know for the existence of students with moving difficulties, only 3% teachers, and 7% education office workers replied “yes”. From the total respondents, 97% teachers, 100% school principals and 93% educational office workers replied that no, students with moving difficulties were found in their schools. For the question asked to know whether deaf students were found in their schools or not, 0.8% teachers, 3% principals and 10% educational office workers replied yes, there were students with hearing difficulties. The rest respondents: 99.2% teachers, 97% directors and 90% education office workers replied tat there were not students with hearing difficulties in heir schools.

According to this data, there were no visually impaired students in the schools. With regard to students with moving difficulties the table showed that only 3% and 7% education official replied

for their existence whilst the principals said no such students aware their schools. This showed that there were negligible students with moving difficulties. However, according to information obtained from zonal education officers no student with moving difficulty did they know. Nor did data about students with special needs education exist in the zonal documents (16/04/08). Therefore, students with moving difficulties were not considered in Western Hararge. With regard to the existence of deaf students, the zonal document was empty, no data about such students existed. However, the data for such students though small in number, found in one of the primary schools, was 17 males and 14 females, totaling 31 altogether from grades 1-8. The data obtained from respondents also affirmed their existence though small number of them replied for their attending school.

However, because universalizing primary education must be bringing all the school age children to the school, the existence of this small number of students with hearing difficulties did not lead to the position of saying that special needs education was fully addressed in the area under study. According to Inclusion International, available online, unless all disabled people were brought into school, it would be difficult to achieve UPE by 2015. This supported the fact that UPE would not be achieved in the area.

The provision of different educational activities in the primary schools for students with SNE in the primary schools for students with SNE from which students can select to fulfill their requirements was assessed and the results were discussed.

Table 17: The availability of educational options

No	Item	Respondents					
		Teachers		School Principals		WEOS	
		No	%	No	%	No	%
1	Availability of educational options like:						
1	Braille for those with visual difficulties,						
	Yes	-	-	-	-	-	-
	No	238	100	29	100	42	100
	Total	238	100	29	100	42	100
2	Physical exercise for those with moving difficulties,						
	Yes	8	3	9	31	5	12
	No	230	97	20	69	37	88
	Total	238	100	29	100	42	100
3	Sign language for deaf ones						
	Yes	2	0.8	1	3	4	14
	No	236	99.2	28	97	38	86
	Total	238	100	29	100	42	100

All of the respondents replied that no Braille was found as an alternative educational activity for students with visual disabilities. For students with moving difficulties, those that replied there was physical educational activity were 3% of teachers, 31% of principals and 12% of educational office workers. However, the reply of the zonal experts was such that no separate curriculum did they have for students with physical disabilities (16/4/8).

For students with hearing difficulties, the respondents who replied that there were alternative educational activities, sign languages, were 0.9% teachers, 3% principals and 14% educational office workers. The remaining 99.2% teachers, 97% principals replied that there was no sign language in their schools.

As could be crosschecked from interviews obtained from respondents and responses to the questionnaires, there was not alternative educational activities for the visually impaired and for those with moving difficulties. However, there was sign language only in a school as an option to fit to the needs of students with hearing difficulties. But this would not make the optional availability for students with SNE complete enough. In line with this, JICA (2002) mentioned that most of the developing countries didn't have access to rehabilitation services for SNE students due

to lack of resources which meant that they lack educational options to fit the cases of the students. In Ethiopia, by 1996 there were only 2572 students with disabilities due to the lack of options such as special schools, teachers, teaching materials, awareness, etc.

Lack of participation of students with special needs on education on offer in the primary schools with non-disabled students was found to be the impediment to universalizing primary education in the Zone as the finding below showed.

Table 18: The participation of students with SNE

No	Item	Respondents					
		Teachers		School Principals		WEOS	
		No	%	No	%	No	%
1	Participation for those students with:						
1	Visual difficulties,						
	Yes	-	-	-	-	-	-
	No	238	100	29	100	42	100
	Total	238	100	29	100	42	100
2	Moving difficulties,						
	Yes	2	0.8	1	3	5	12
	No	236	99.2	28	97	37	88
	Total	238	100	29	100	42	100
3	Hearing difficulties ,						
	Yes	-	-	-	-	-	-
	No	238	100	29	100	42	100
	Total	238	100	29	100	42	100

For the questionnaires to be filled if students with visual difficulties did involve in educational activities on offer in schools. with other regular students. all the respondents replied that no such evidences were found for their involvement. For the educational involvement of students with moving difficulties on education in offer in schools with other regular students, 0.8% of the teachers, 3% of the principals and 12% of the educational office workers replied that these students had participation with other regular students in the school. The remaining 99.2% of the teachers, 97% of the principals and 88% of the educational office workers replied that no

participation of such students with other regular students in the schools. The same question was asked for checking the educational participation of students with hearing difficulties with other regular students in the schools. All of the respondents replied that the education of students with hearing difficulties were separate in the normal students in the school.

The data obtained for visually disabled and students with hearing difficulties showed that there was no participation on education on offer with the normal students in the schools. For the students with moving difficulties, educational participation with other regular students in the schools was supported by 0.8% of the teachers, 3% of the school directors and 12% of the educational office workers. This figure indicated that one wouldn't have enough evidence to be in a position of saying that students with moving difficulties were participating on education with other regular students. WCONEAQ, (1994), revealed what the experience in many countries demonstrated in the integration of children and youth with special needs education in that it was best achieved within inclusive schools that served all children within a community. This provided a favorable setting for achieving equal opportunity and full participation of children with disabilities. But the data obtained here didn't show the equal participation of children in education on offer in the schools, antagonizing the theory of inclusive education for special needs students. The implication of the finding was; therefore, lack of participation on education in offer with other students in the primary schools would hurdle the success of UPE in the Zone.

The community's and parental attitudes to the children with special needs were found negatively influencing the school access of the disabled.

Table 19: Attitudes towards children with special needs as cause for theirs non-enrolment to schools.

No	Items	Respondents				Grand means
		Teachers' means(x),N=238	School principals' means (x), N=29	WEOS' means (x), N=42	Students' means (x), N=267	
1	Community attitudes	4.7	4.9	4.7	4.5	4.7
2	Parents' attitudes	4.7	5.0	4.2	4.4	4.8

According to the grand mean value (4.7), the attitudes of the society towards children with special needs education had very high influence on hindering the school enrollment of the children with such difficulties. In line with this, (MOE, 2006; Tirusew, 2005; and JICA, 2002) revealed that the Ethiopian society, in most cases, assumes that persons with disabilities were incapable of doing work which contributed to an increasing inferiority complex in latter. The birth of a child with disability was taken as a symbol of shame leading to disagreement as well as divorce between some couples. In Ethiopia, persons with disabilities were taught as weak, hopeless, dependent and unable to learn and the subject of charity. This limited the interaction of persons with disabilities at all social levels and from getting social services including education. Thus it would be impossible to universalize primary education with the absence of persons with disabilities.

According to local sources on the issue of persons with disabilities, the existing conception was that those who happened to give birth to children with disabilities were those whose forefathers did some wrong acts, taboos, as a result of which the wrongly acted offspring was punished by the supper power. The children with disabilities were taken to be the fruits of wrong acts, so that could be made to disappear secretly or hidden at home for the parents were being ashamed of having them. The lucky ones who were grown up would be the subject of charity (14/04/08). Thus, from the data collected through questionnaire and interview parents of children with disabilities would hide them at home instead of sending them to schools due to the attitudes of the society on such children. This had direct impact on hindering UPE from being achieved. Similarly, the grand mean value (4.8) for the attitudes of parents for their children with special needs was found to be in conformity with the attitudes of the society.

Children with moving difficulties should have access to primary education to universalize education.

Table 20: Conditions unsuitable to children with moving difficulties as cause for their non-enrolment to schools.

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Roads	4.7	4.7	4.2	4.4	4.7
2	School construction	4.8	4.8	4.7	3.9	4.6
3	Transport systems	4.7	4.9	4.6	4.4	4.7
4	No wheelchair	1.8	4.9	4.8	4.5	4.8

The grand mean values (4.7) for unsuitability of the school to/from home roads; (4.6) for the school construction; (4.7) for the absence of transportation and (4.8) for the absence of wheelchair all for students with moving difficulties were found to barriers to their school enrolment.

With regard to these variables (Porter, 2002) revealed that children's ability to enter a setting had impact on the school enrollment of the children. According to JICA (2002), roads, buildings, transport facilities and other public recreational areas limited the participation and integration of persons with disabilities into the society and their participation in education. This had influence on the children to enter a setting safely and hence were being prohibited from enrolment into school.

This had direct implication that the nature of roads, school constructions, system of transportation, and absence of facilities like wheelchair for students with moving difficulties were found to deny access for the education of children with the disabilities. The implication of this was that access to the primary schools would obstacle UPE in the study area.

The analyses of issues related to lack of trained manpower for SNE was also indicated as barriers to UPE.

Table 21: Issues related with lack of trained manpower for SNE

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Roads	4.7	4.7	4.2	4.4	4.7
2	School construction	4.8	4.8	4.7	3.9	4.6
3	Transport systems	4.7	4.9	4.6	4.4	4.7

The grand means (4.8), (4.7) and (4.7) for the absence of assessment, identification and support respectively for children with disabilities all indicted that the variables had very high influences in hindering their school enrolment. This showed that the mentioned variables had impact on UPE, in that they hindered it from being achieved.

In support of the finding, MOE (2006) mentioned that let alone making assessment, identification and support to the children with disabilities, the school management and teachers tended to refuse

to enroll them; particularly, those with apparent disabilities being unaware of their universal right to primary education.

4.3. Challenges to UPE Causing the Dropout of Students from Schools

Challenges to UPE categorized as in school, out of school and those related to special needs education were found to influence students' completion of primary schools by promoting dropouts as analyzed below.

4.3.1. In School Factors as Causes for Students' Dropping Out of Schools (See Appendix E4)

Table 22: Large class size as cause for dropout of children from primary schools

Item	Subjects	Frequency (f) for the scales in the next row below					x	Grand mean
		VH(5)	H(4)	M(3)	L(2)	VL(1)		
		Large class size	Teachers	93	99	30		
	School principals	13	11	3	2	-	4.3	
	WEOs	19	15	5	1	2	4.1	
	Students	112	99	40	9	7	4.1	

As could be observed from table 22 above, the grand mean value (4.2) for large class size showed that the variable had high impact in making students to dropout of primary schooling. According to (Kokeb, 2007; Lisanu, 2004; and Adane, 1993), large class size was found to be one of the major causes for making students not complete their education. The sources revealed that many school buildings did not have enough classrooms; thus large class size prevailed as a major challenge to the universalization of primary education. This idea was found to be supportive of the finding made according to the data analyzed.

The analysis about lack of teachers indicated its high impact on dropout of children from the primary schools

Table 23: Lack of teachers as cause for students' dropout

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	For grades 1-4	3.6	4.1	3.8	4.1	3.8
2	For grades 5-8	4.0	4.1	4.0	4.2	4.1

The grand mean value (3.8) showed that lack of teachers for grades 1-4 as cause for making students dropout of primary schools was high. Similar to what the data witnessed, (Losonnen et al.; 2005) revealed that though Ethiopia had teacher qualification for the lower primary schools (1-4), it was found that student to teacher ratios were high and increasing from time to time.

This witnessed that lack of teachers for the lower primary schools (1-4), as indicated by the data obtained from respondents, was one of the causes for students to dropout of schools thereby posing risk to UPE achievement in West Hararge.

As to the grand mean value (4.0), lack of teachers as causes for making students dropout of the upper primary schools was high. In line with this finding, Zerihun (2007) mentioned that there were no trained personnel for teaching the upper primary schools in Ethiopia. Losonnen et al (2005) also added that the shortage of teachers was likely to increase with HIV/AIDS taking its toll among teachers. As the data obtained witnessed and crosschecked against the existing literature, the lack of teachers for the upper primary schools was found to be a challenge for making the students dropping out school leading to failure in achieving UPE.

The lack of school facilities such as classrooms, seats, textbooks, blackboard and library were taken as the variables having from high to low influences in promoting the dropout of students.

Table 24: Lack of school facilities as cause for dropout of students from primary schools

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Classrooms	4.1	4.3	4.1	4.1	4.2
2	Seats	4.3	4.1	4.2	3.9	4.2
3	Textbooks for grades 1-4	2.4	2.2	2.3	2.1	2.3
4	Textbooks for grades 5-8	3.3	3.6	3.5	3.4	3.5
5	Blackboards	2.6	2.8	2.8	3.8	2.9
6	Library	4.2	4.8	4.2	4.2	4.4

The grand mean value (4.2), for lack of classrooms as a cause for students to dropout of primary schools was found to be high. Lack of classrooms seemed to correlate with large class size and this idea was supported by the findings of Lisanu (2004) in Tigray Region and Kokeb (2007) in Eastern Shoa Zone for the lack of classroom as challenge for making students dropout of schools.

Similarly, the grand mean value (4.2) indicated that lack of seats had impact in making students dropout of school. Supporting this finding, The LCD's Ethiopia Programme, available online, mentioned that one of the many challenges facing the education system in Ethiopia was poor classroom infrastructure that included chairs/ seats for students. According to UNCESCO (2005), the physical environment in which teaching-learning went on ranges relatively from well equipped to open air-gathering places. The school infrastructure such as chairs, classrooms, libraries etc. is school inputs for maintaining the quality of education. Lack of these leads to low quality that includes dropping out of schools due to lack of the facilities. MOE (2003) stated that school facilities were required to be proportional to the number of students and teachers for the provision of quality education, which would be impossible otherwise leading to the students' dropout.

Therefore as obtained data showed and supported by the body of literature lack of seats had impact in making students dropout of schools.

As indicated by the grand mean value (2.3), lack of textbooks for the lower primary schools had low impact in making students dropout of school. Unlike what the finding showed, the LCD's Ethiopia Programme, obtained from internet, also mentioned lack of textbooks as one of the challenges facing the education system in Ethiopia. Added to this, MOE (2005) revealed that except Addis Ababa and Harari where student to textbook ratio reached 1:1 the regions student to textbook ratios ranged from 2:1 to 5:1, which showed the lack of textbooks in the primary school was leading to students dropping out of schools.

However, the finding made on the lack of textbooks showed the variable as a factor for causing students dropping out of schools. According to the zonal education experts, lack of textbooks was one of the causes for making students dropping out of schools in the previous years, but this year (2007/08), the problem of textbooks was solved (14/04/08).

The grand mean value (3.5) for lack of textbooks in the upper primary schools as cause for making students dropout of school was high. This finding was similar to what The LCD's Ethiopia Programme and MOE (2003) stated for the existence of lack of textbooks. However, the zonal educational officers replied that no lack of textbooks in all levels of schooling in the zone (14/04/08). But as shown from the data obtained, lack of textbooks for the upper primary schools was one the challenges for making students dropout of schools.

The grand mean value (2.9), showed that lack of blackboards as cause for making students drop out school was found to be average. According to the researcher's experience, as Education Office Head in one of the woredas in Western Hararge Zone, lack of blackboards was one of the many challenges to the primary schools. The LCD's Ethiopia Programme also mentioned that poor classroom infrastructure and lack of teaching materials as challenges in Ethiopian Primary Schools. This implied that lack of blackboards as problem for the teaching learning process in making students dropout was lowered to the average.

The grand mean value (4.4) showed that there was shortage of libraries as cause for making students dropout of the primary schools. As MOE (2003) stated, school facilities like library, pedagogical centers and laboratories were required to be proportional to the existing teachers and students for rendering quality education. As the data obtained showed lack of libraries, there was poor quality education leading to students' dropout.

Thus, UPE in Western Hararge Zone was at risk of not being achieved for there were no well equipped libraries in the area understudy.

4.3. 2. Out of School Factors as Causes to Students' Dropout (See Appendix E5)

Issues related to girls education, school-home distance and economic and demographic factors were taken as out of school barriers to schooling.

Table 25: Issues related to girls' education as causes to their dropout from schools.

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Early marriage	4.3	4.4	4.3	4.3	4.3
2	Pregnancy	4.3	4.3	4.3	4.3	4.3
3	Community attitudes	4.2	4.4	4.5	4.4	4.4
4	Abduction	1.9	1.6	1.4	1.5	1.6

The grand mean value (4.3) for the early marriage of girls as cause for the girls' dropping out of school was found to be high. In line with this, the Ethiopian National Action Plan, available online, 75% of Ethiopian women were illiterate as a result of early marriage. According to social indicators 75% of them marry between the age of 17 and 21 as a result of which girls' dropout of schools. Thus, early marriage was identified as one of the major causes for girl students' dropping out of school. The finding of Kokeb (2007) also showed a similar finding that early marriage made girl students to dropout of primary schools. This implied that early marriage was one of the challenges to UPE in West Hararge.

The grand mean value (4.3) witnessed that pregnancy, as corollary of early marriage of girls, had high influence on the girl students' dropout of primary school. Study made by Rose (2003) showed that the attitudes of the society towards pregnancy and marriage made girls not complete their school, leading to dropout thus negatively affecting the achievement of UPE.

Similarly, the grand mean value (4.4) showed that the value the community had to girls' education was found to be high as a factor affecting the dropping out of girls' from the primary schooling. According to Miller (2002), traditional constraints such as school related problems which lead to safety and cultural concerns might force parents not send girls to schools or make them dropout. Similarly, according to the findings of (Rose, 2003; Coats, 1994; and Whyte et al., 1985), traditionally females were viewed as mothers and homemakers so that no need or position for their education. This might force them to dropout of school.

The grand mean value (1.6), categorized abduction as a factor with low impediment on the dropping out of students from schooling. Refuting the above finding (Rose, 2003) mentioned that in some areas of Ethiopia, girls sometimes get abducted on their way to school or even from within the school compound itself by the parents of boys for marriage to their sons, as a result of which some parents refused to send their daughters to school. Thus, abduction was not a cause for the girls' dropping out of school, hindering the achievement of UPE in the area understudy.

As mentioned in the literature part, for home-school distance, the farther away the school is from home, the higher the chance of students to dropout of schools

Table 26: School-home distance as causes for dropout of children from primary schools

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	For lower primary schools	4.3	4.4	4.4	4.7	4.5
2	For upper primary schools	4.3	4.3	4.4	4.5	4.4

As the grand mean value (4.5) showed, school to home distance for the lower primary school students was identified as a factor having very high impact on students of the primary schools to dropout. Supporting what this finding came across, studies made by (Kokeb, 2007; Lisanu, 2004; MOE, 2003; Teshome, 2003; UNESCO, 2002, and Watkins, 2000) witnessed that distance from primary school to home of students was found to be one of the major factors for causing students dropping out of schools. So, the finding obtained from respondents' data showed that distance from village to school of students as a challenge to the universalization of primary education.

The grand mean value (4.4) categorized the absence of upper primary schools at reasonable distance from the villages of students as a cause for dropout with high impact in hindering students from attending schools. Besides this finding, the researcher's experiences witnessed that upper primary schools were small in number in the zone and were found at farthest distances from most students that couldn't be traveled to and from everyday. So, it had high impact on the dropout of students before completing the primary school education to attain basic skills. With regard to this,

(Kokeb, 2007; and Lisanu, 2004) disclosed that students traveling long distances did not perform well in their education and finally ended up in dropping out of schooling. This had a negative influence on the universalization of primary education

Economic and demographic issues were taken as out school obstacles to primary schooling by promoting the dropout of students from schools.

Table 27: Issues related to economic and demographic factors as causes to the dropout of students from schools

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Child labor	4.2	4.5	4.4	4.4	4.4
2	Poverty	4.5	4.6	4.6	4.4	4.5
3	Large family	4.4	4.5	4.6	4.5	4.4

The grand mean value (4.4) showed that child labor needed by parents had high impact in making students drop out of schooling. According to Mulugeta and Amanuel available online, in line with the finding of the study, dropout and non-enrollment were serve in Rural Ethiopia, particularly, dropout raises during the main agricultural seasons as a result of parents demand for child labor as there was no double shift systems in the primary schools which make students gain alternative time to work for their parents. Similar to the literature, from the researcher's experience, there was no double shift system in the rural parts of the area understudy and students were found showing high dropout particularly during harvesting seasons.

The grand mean value (4.5) identified poverty level of the households as one of the factors that had very high impact on students to dropout of schools. With regard to this finding the Young Lives Policy Brief2, available online, showed that rural households were more sensitive to schooling costs. even small charges could have an impact on rural households and would lead to higher drop-out rates than similar charges in urban areas. Rose (2003), also revealed that poverty at the household level became a major constraint to boys and girls attending and staying in school, so that they dropout of the school.

The grand mean value (4.5), showed that large family size had very high impact on the students dropping out of school. This could be due to the fact that it would be difficult to support large family size than small one. But according to the Young Lives Policy Brief 2, available online, it has been argued that in the Ethiopian context, other factors being constant, the larger the number of children the higher the probability of their enrollment reflecting the greater availability of labor in the household for agricultural and domestic work.

The finding of the study was in different to this argument. Under normal conditions, social, economic and cultural factors might not remain constant, and would lead to the enrolled students to dropout of schools. Thus, large family size had a negative influence on students dropping out of schools.

4.3.3. Issues Related to Special Needs Education as Causes for Students' Dropout (See Appendix E6)

Attitudes towards children with special needs, transportation systems and the lack of trained manpower for SNE were taken as thwarters to the completion of primary education by promoting the dropout of students.

Table 28; Attitudes towards children with special needs as cause for theirs dropout from schools

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Community attitudes	4.7	4.3	4.5	4.3	4.5
2	Parents' attitudes	4.4	4.7	4.7	4.4	4.6

The grand mean value (4.5) depicted that the attitudes the society had towards children with special needs education was found to have very high impact on the primary school students' dropping out of school. According to interview results, persons with disabilities were taken as results of wrong act/s done at sometime in the past by forefathers, and so were considered as sub-humans. This might make them dropout of schools (14-04-08/.

The grand mean value (4.6) for the attitude of parents to children with special needs education was categorized as a factor having very high impact on the dropping out of students from the primary schools. According to (JICA 2002, and Tirusew, 2005), the birth of a child with disability was taken as a symbol of shame leading to disagreement as well as divorce among some couple. The children were thought as weak, hopeless, dependent, and unable to learn and the subject of charity, which contributed to increasing an interiority complex in the persons with disabilities. This might make them not to perform well on their education leading to disruption of the primary schooling. From the researcher's experience some parents of students with hearing difficulties didn't want their children to be isolated from them and returned them back to home from the special unit found in the zone. This made the students to dropout of school

The access of students with moving difficulties to the primary schools was obstructed by the nature of transport facilities leading to their dropping out of the schools.

Table 29: Conditions unsuitable to children with moving difficulties as cause for their dropout from schools.

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Roads	4.4	4.6	4.7	4.5	4.8
2	School construction	4.6	4.6	4.5	4.6	4.6
3	Transport systems	4.6	4.6	4.5	4.6	4.6
4	No wheelchair	4.9	4.5	4.9	4.7	4.8

All the grand mean values for unsuitability of the school-home roads (4.8), the school construction (4.6), transportation (4.6) and the absence of wheelchair (4.8) showed that these variables were categorized as factors with very high influence in making students with moving difficulties dropout of schools. With regard to these (Porter, 2002 and MOE, 2006) mentioned that roads, buildings, transport facilitates and other public recreational areas limited the participation of students with disabilities in education and made them to dropout most commonly in the first and seventh grades.

Similarly, for the area under study it could be finalized that though data did not exist for students with moving difficulties, because of lack of identification, assessment and awareness, the mentioned variables misfit ness might made the students to dropout of school. It could be summed that non-optimized access made students with special needs to dropout of school and thus categorized as one of the challenges to universalization of primary education.

The absence of assessment, identification and support system to children with special needs was due to lack of trained manpower for SNE paving the way to the dropout of students from the primary schools.

Table 30: Issues related with lack of trained manpower for SNE as cause for students' dropout from schools

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	No assessment	4.9	4.5	4.7	4.6	4.7
2	No identification	5.0	4.8	4.8	4.7	4.8
3	No support	4.9	4.9	4.7	4.8	4.8

The calculated values for the absence of assessment, identification and support system for students with special needs were 4.7, 4.8 and 4.8 respectively. Therefore, these variables were categorized as challenges having with very high influences in promoting students dropout .This implied that the absence of assessment, identification and support system for students with special needs would obstruct the attainment of UPE in Western Hararge Zone.

Conforming to the finding of the study, MOE (2006) mentioned that dropout was found to be the most common in the first and seventh grades due to lack of assessment, identification and support due to lack of trained manpower in special needs education.

4.4. Challenges to Repetition Rate

The repetition rates of the sampled woredas and town for five consecutive years were taken and discussed.

Table 31: Repetition rate of students in the sampled woredas and town

Year	Sex	Ciro	Ciro Town	Doba	Mi'eso	Tulo
2003/04	M	3.7	-	5.2	5.2	5.1
	F	4.1	-	4.0	4.8	5.3
	Both	3.9	-	4.6	5.0	5.2
2004/05	M	4.2	-	3.9	4.3	4.7
	F	2.2	-	3.7	4.1	4.5
	Both	3.2	4.3	3.8	4.4	4.6
2005/06	M	2.6	2.7	7.1	4.5	5.5
	F	3.4	2.3	5.5	3.9	5.1
	Both	3.0	2.5	6.3	4.2	5.3
2006/07	M	3.3	3.2	3.8	5.6	4.5
	F	3.5	3.0	4.0	4.6	4.9
	Both	3.4	3.1	3.9	5.1	4.7

As could be observed from the table above, though the rate of repetition seemed to show a general decrease, but very slowly, the change itself was found to be irregular. For example if we looked at the change of repetition rate for Ciros across the years taking 2003/04 as base year, we could observe that the repetition rate declined from 3.9% in 2003/04 to 3.2% in 2004/05, from it was changed to 3.0% in 2005/06. However, in 2006/07 it increased to 3.4%. What would follow could be either increment or decrement.

Observation for the repetition rate of Ciros Town Administration showed that the repetition rate was decreased from 4.3% in 2004/05 to 2.5% in 2006/07 and again increased to 3.1% which was less than 3.4% of the base year (2004/05). In case of Doba, repetition rate was decreased from 4.6% in 2003/04 to 3.8% in 2004/05 but showed high increase to 6.3% in 2005/06. Finally it was dropped to 3.9%. In case of Mi'eso wereda, the repetition rate was decreased from 5.0% in 2003/04 to 4.4% in 2004/05 and to 4.2% in 2005/06. However, by 2006/07, the repetition increased again but greater than the base year (2003/04).

Finally, the repetition rate of Tulo wereda was decreased from 5.2% in 2003/04 to 4.6% in 2004/05. By 2005/06, it increased to 5.3% but decreased to 4.7% by the year 2006/07. Though the change observed as shown in the table followed ups and downs of decrease and increase of the

repetition rates in the sampled woredas, it showed a general decrease with the exception of Mi'eso. Whatever the cases of repetition might be, it would continue as challenge to the primary education system of the Zone.

According to different sources, students' repetition was due to different reasons. Zerihun (2007) mentioned lack of teachers as cause for repetition. As to (Kokeb, 2007; UNESCO, 2005; Lisanu, 2004; Rose, 2003 and Adane, 1993) large class size, lack of classrooms, lack of teachers and shortage of school facilities were the causes for the low performance of students leading to repetitions.

This implied that, because of different reasons, repetition continued as a challenge to the primary education system in West Hararge zone, thus, UPE was in risk of not being achieved.

4.4.1. In School Factors as Causes for Repetition (See Appendix E7)

Large class size, shortage of teachers and school faculties were considered as the variables within schools as cause for repetition of students.

Table 32: Large class size as cause for the repetition of students

Item	Subjects	Frequency (f) for the scales in the next row below					x	Grand mean
		VH(5)	H(4)	M(3)	L(2)	VL(1)		
Large class size	Teachers	98	101	23	5	11	4.1	4.1
	School principals	14	11	2	1	1	4.2	
	WEOs	21	15	4	2	1	4.3	
	Students	91	105	41	13	17	3.9	

The grand mean value (4.1) for large class size identified the variable as a high cause for repetition of students. With respect to this, Lisanu (2004) found that large class size was one of the major problems in Tigray Region as cause for students' low performance leading to dropout and repetition of students. The implication was that large class size was one of the major challenges for universalization of primary education.

Table 33: Lack of teachers as cause for the students' repetition

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	For grades 1-4	4.4	4.1	4.3	3.9	4.2
2	For grades 5-8	4.3	4.5	3.8	4.1	4.2

As observed from the grand mean value (4.2) for the lack of teachers for grades 1-4 had high influence on making students repeat classes. This was supported by Losonnen et al., (2005), who mentioned that though Ethiopia had teacher qualification in the first cycle primary education (1-4), it was found that the students to teacher ratios have been increasing from time to time leading to the students' repetition. This implied that lack of teachers in the lower primary schools (1-4), was found to be one of the major challenges to universal primary education in the zone.

The grand mean value (4.2) categorized the lack of teachers for the upper primary schools (5-8) as a variable with high influence on making students repeat classes. As to Zerihun (2007) in support of what the data indicated, there was lack of teachers for the upper primary schools (5-8) in Oromia leading to the repetition of students due to poor quality of education. This indicated that lack of teachers in the upper grades of the primary schools was one of the factors for hindering the universalization of primary education in western Hararge zone.

Table 34: Lack of school facilities as cause for repetition of students in primary schools

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Classrooms	4.2	4.3	4.2	3.9	4.2
2	Seats	3.9	3.3	3.7	3.6	3.6
3	Textbooks for grades 1-4	1.8	2.3	2.0	2.0	2.0
4	Textbooks for grades 5-8	4.0	3.3	3.3	3.3	3.5
5	Blackboards	3.2	2.4	2.8	2.5	2.7
6	Library	4.4	4.2	4.1	4.1	4.2

The grand mean value (4.2) for lack of classrooms as cause of repetition was found to have high influence. In support of this, (Lisanu, 2004) mentioned that there was lack of classrooms in school buildings in Tigray leading to students overcrowding that made them to repeat. This implied that lack of classrooms was a challenge to universal primary education.

For item ^{2,} ~~7.3~~ the grand mean value (3.6) categorized lack of seats/chairs as the cause high student repetition. In line with this, the LCD's Ethiopia Programme, available online, mentioned that poor classroom infrastructure like lack of seats/chairs was one of the challenges the Ethiopian education system faced, thus leading to students repetition and dropout for their performance would be lowered.

The implication of this was that lack of seats/chairs was a challenge to UPE in western Hararge zone.

The grand mean value (2.4) showed that lack of textbooks for the lower primary schools was found to be a variable with low influence on the repetition of students. Unlike this finding, MOE, (2005) showed that there were lack of textbooks in all regions of Ethiopia with the exception of Harari and Addis Ababa by 2003/04..

This showed that lack of textbooks was found to be no more challenge to the universal primary education in west Hararge.

The calculated value (3.5) categorized lacks of textbooks for the upper primary schools as a variable with high influence on making students repeat classes. Supporting this finding, The LCD's Ethiopia Programme, available online, showed that lack of textbooks were found to be a challenge in Ethiopian primary schools. This would lead to students' repetition of classes.

As the calculated value indicated and the body of literature supported the indication that lack of textbooks was found to have high influence on students' repetition of classes, it could lead to the finalization that lack of textbooks for upper primary schools was one the challenges to UPE in Western Hararge Zone.

The grand mean value (2.7) depicted that lack of blackboards for primary schools had average influence on making students repetition of classes. Unlike what was implied in the LCD's Ethiopia Programme, available online, that the Ethiopian primary school system faced the challenges of poor classroom infrastructure that there was lack of blackboards, textbooks, seats etc, that would lead to students low performance, that was most likely to make students repeat classes, the finding indicated that lack of blackboard had average impact on making students repetition.

The implication was that though lack of blackboard was taken to be of medium influence on students' repetition, it had its own impact in hindering universal primary education in the area understudy.

The grand mean value (4.2) depicted that absence of library was found as a factor with high impact on the repetition of primary school students. In line with this, MOE (2003) revealed that school facilities such as library, pedagogical centers, and laboratories were required to be proportional to the number of teachers and students in the school for the provision of quality education. However, it was indicated by the finding that there were no enough libraries so that no provision of quality education that implied repetition of students to take place. Again, by implication the absence of library was found to have impact on the universalization of primary education in West Hararge Zone.

4.4.2. Out of School Factors as Causes for the Repetition of the Students (See Appendix E8)

Problems related to girls' education, school-home distance and economic and demographic factors were considered as the variables escalating the repetition of students in the primary schools.

Table 35: Issues related to girls' education as causes for their repetition

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Early marriage	4.4	4.5	4.2	4.3	4.4
2	Pregnancy	4.4	4.6	4.7	4.5	4.6
3	Community attitudes	4.5	4.4	4.5	4.2	4.4
4	Abduction	1.6	1.1	1.5	1.8	1.5

As could be observed from table 35 above, the grand mean value (4.4) disclosed that early marriage of girl was found to be one of the factors causing high impact on repetition of girls students. In support of this idea a study made on the Situation of Girls in Anglophone Africa, obtained from internet, showed that early marriage along with other causes was found to have impact on the repetition of girls in to schools.

This implied that early marriage had impact in hindering universal primary education from being achieved.

The grand mean value (4.6) displayed that pregnancy was found to be a variable having very high impact in making students repeat classes. This idea was supported by Rose, (2003), who revealed that the existing social attitudes towards pregnancy would lead students not to completing their education which meant that pregnant girls either repeat or dropout of school.

From this, it would lead us to the finalization that pregnancy had influence on universal primary education, being a cause for repetition of girls. The grand mean value (4.4), disclosed that the low value given to girls' education had high influence on their class repetition. In supporting this idea, Miller (2002) displayed that there were traditional constraints that hinder girls from schooling such as girls' special needs for physical protection, and tradition often demands special concern for their privacy and special reputation. From this evidence, it could be implied that hindering girls from education was made either by non-enrollment, dropout or repetition.

Therefore, it was found that traditional attitudes of the society towards the education of girls had limitation/hindrance on the universal primary education in the zone.

Dissimilar to early marriage, pregnancy and community attitudes, the grand mean value (1.5) acknowledged abduction made on the school-home way as a variable with low influence in making students repeat classes.

This had low impact on the performance of students and thus would not further lead them to repetition of classes, and thus would not be categorized as a predicament to the attainment of Universal Primary Education.

However, alienating the finding, Rose (2003) mentioned that in some parts of Ethiopia, girls get abducted on their way to school or even from within the school compound.

Table 36: School-home distance as cause for repetition of primary school students

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	For lower primary schools	4.3	4.7	4.7	4.4	4.5
2	For upper primary schools	4.6	4.8	4.9	4.1	4.6

The grand mean value (4.5) identified school to students' home distance as a variable with very high influence on the class repetition of students. A similar study made by (UNESCO, 2002; and Lisanu, 2004) showed that distance between home and school was a major cause for both repeating grades and dropping out of school. The distance of school, particularly for low income families, had great influence on education. It hinders child enrollment, promotes dropout and repetition as well as low performance of students finally leading to the hindrance of UPE from achievement.

From what was found large distance from school to home of students had the influence of increasing repetition that would lead to the non-universalization of primary education in the area understudy within the promised time by the year 2015.

Similarly, the grand mean value (4.6) witnessed the influence of absence of upper primary schools (5-8) at reasonable distance from home of the students on repetition of students to be very high. With regard to this, UNESCO (2002) mentioned large distance on the school as the cause for the repetition of students.

Thus, large school-home the distance was found to be cause for students' repetition, by making the upper primary schools less efficient, it would be a challenge in the achievement of UPE.

Table 37: Economic and demographic factors as causes for students' repetition

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Child labor	4.3	4.9	4.5	4.3	4.5
2	Poverty	4.2	4.8	4.5	4.2	4.4
3	Large family	4.3	4.7	4.4	4.1	4.4

As could be observed from the tabulated data, the grand mean value (4.5) categorized parental demand for child labor as a factor with very high influence on the repetition of students. Supporting this finding, (Habtamu, 2002; and Assefa, 1991) mentioned that one of the major reasons for non-enrollment, dropout and repetition of students in schools had been parental demand for child labor. Starting to work from their early years, more than half of all children from 4-15 years of age identified work as their main activity in its many forms.

The implication was that demand for child labor made the students to repeat classes leading to its hindrance of Universal Primary Education from being achieved.

The grand mean value (4.4) identified poverty level to be a variable with high impact on making students repeat classes. In support of this, The Young Lives document, available online, and Kokeb (2007) mentioned that small charges could have an impact on rural households and would lead to higher dropout and repetition rates than similar charges in urban areas because rural households were poorer.

Therefore, it could be concluded that poverty of the households had high impact on making students repeat classes, thus leading to be an impediment on the attainment of UPE in Western Hararge Zone.

The grand mean value (4.4) indicated large family size was found to be a variable that posed high repetition on students. According to Kokeb (2007), demographic factor was found to be one of the major challenges to the universalization of primary education in East Shoa Zone. According to

interview made on 14-04-08, the responses made to such questionnaires also mentioned that large family households couldn't support their children's schooling which ended up in their repetition.

Therefore from the data obtained and supporting evidence found, it could safely be summarized that large family size had impact on hindering the achievement of UPE by making students repeat classes in Western Hararge Zone.

4. 4.3. Issues Related With Special Needs Education Causing Repetition (See Appendix E1)

Attitudes towards children with special needs, transport conditions for students with moving difficulties and the marginalization of children with disabilities were taken as issues related to special needs education causing repetition.

Table 38: Attitudes towards children with special needs as causes for theirs repetition in the schools

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Community attitudes	3.9	4.9	4.2	4.5	4.2
2	Parents' attitudes	4.5	4.9	4.1	4.5	4.5

As the tabulated data showed the grand mean value (4.4) depicted that the attitudes of the society to children with special needs education was found to have high influence on students with disabilities dropping out of school. With regard to this Tirusew (2005) mentioned that in Ethiopia, persons with disabilities were thought as weak, hopeless, dependent and unable to learn and the subject of charity. This limited the interaction of persons with disabilities at the family, neighborhood and community levels. It could also limit the provision of public services like education and special programs for persons with disabilities. Besides, MOE (2006) mentioned that due to lack of support, assessment and identification dropout and repetition of students with disabilities was common.

From the finding indicated in table 38, it could be concluded that students with special needs education dropout and repeat classes for lack of support and the attitude of the society towards their education and personality. This had direct impact in hindering the achievement of UPE in Western Hararge Zone.

The grand mean value (4.5) showed that the attitudes of parents to children with special needs education was categorized as a variable with very high impact in making them repeat classes. With regard to this, interviewers said that parents would feel shame for having children with disabilities and didn't support them in their education (14/04/08). In support of this, Tirusew (2005) mentioned that the birth of a child with disabilities has been taken as symbol of shame, leading to disagreement as well as divorce among couples. They didn't support them in their education. This would put such child in inferiority complex that would make him/her weak in education and finally would repeat classes. Therefore, from the obtained data, it was finalized that the attitudes of parents was found to have high impact in obstructing universalization of primary education in the area understudy.

Table 39: Conditions unsuitable to children with moving difficulties as cause for their repetition.

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	Roads	4.7	4.6	4.7	4.4	4.6
2	School construction	4.6	4.9	4.6	4.3	4.6
3	Transport	4.7	4.9	4.6	4.3	4.6
4	No wheelchair	4.4	4.9	3.9	4.2	4.1

The grand mean values for unsuitability of school to/from home roads (4.6), school construction (4.6), and absence of transportation (4.6) and wheelchair (4.1) all for students with moving difficulties showed that the variables had very high impact in making students repeat classes. In supporting this, JICA (2002), mentioned that roads, buildings, transport facilities and other public recreational areas limited the participation and integration of persons with disabilities into the society and this limited their participation in education as well. The same source also mentioned

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2	School construction	4.6	4.9	4.6	4.3	4.6
3	Transport	4.7	4.9	4.6	4.3	4.6
4	No wheelchair	4.4	4.9	3.9	4.2	4.1

The grand mean values for unsuitability of school to/from home roads (4.6), school construction (4.6), and absence of transportation (4.6) and wheelchair (4.1) all for students with moving difficulties showed that the variables had very high impact in making students repeat classes. In supporting this, JICA (2002), mentioned that roads, buildings, transport facilities and other public recreational areas limited the participation and integration of persons with disabilities into the society and this limited their participation in education as well. The same source also mentioned

that one of the major current problems for the education of persons with disabilities was lack of assistive devices like braille, wheelchair etc. Based on this data, lack of transport facilities like wheelchair and others were found to be the hindering factors for achieving the Millennium Development Goal of primary schooling.

From these data, it was found that the unsuitability of roads to/from school buildings and transport facilities were the major factors for hindering universal primary education in Western Hararge Zone for the variables were found promoting repetition.

Table 40: Issues related with lack of trained manpower for SNE as cause for students' repetition

No	Items	Respondents				Grand means
		Teachers' means(x)	School principals' means (x)	WEOs' means (x)	Students' means (x)	
1	No assessment	4.6	4.9	4.2	4.8	4.6
2	No identification	4.5	4.9	4.6	4.5	4.6
3	No support	4.7	4.9	4.3	4.1	4.5

The grand mean values (4.6), (4.6) and (4.5) for the absence assessment, identification and support systems respectively depicted that the variables had very high influences in promoting repetition of the primary school students. Favoring this idea, MOE (2006) revealed that repetition for students with special needs education was the highest due to lack of identification, assessment and support due shortage of trained manpower in SNE.

With regard to this, information obtained from zonal education officials about the absence of manpower trained in special needs education, all the woredas in the zone affirmed that because of lack of trained manpower for special needs education, children with learning difficulties or disabilities were found to dropout or repeat classes.

Therefore, based on the data obtained from the sampled woredas, the absence of trained manpower in special needs education in most of the woredas in the zone was found to increase the repetition of students with disabilities implying that UPE was at risk of not being achieved by 2015 in Western Hararge Zone.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was concerned with the summary, conclusions and recommendations made to the study consecutively.

5.1. Summary

The main purpose of the paper was to access the extent to which some challenges to primary education influence the achievement of Universal Primary Education in Western Hararge Zone. To this effect, related documents were investigated, to look for the educational access, quality, efficiency and issues related to equity. Furthermore, the influences of some of the challenges to primary education on the achievement of the universalization of primary education were depicted so that the most serious problems would be solved.

To achieve the objective of the study, the following basic questions were raised. These were:

- To what extent did some challenges within schools constrain the achievement of UPE?
- To what extent did some challenges outside the schools hurdle the achievement of UPE?
- To what extent did some issues related to Special Needs Education distress the attainment of UPE?

The data analysis and interpretations led to the following main findings:

Challenges as non-enrolment to schools:

- The document analysis about Net Enrollment Ratio and Apparent Intake Rate made as of 2005/06 to 2007/08 showed that the school age children were not brought to the school and thus the primary schools were characterized by low Net-Enrollments. Regarding pupil to teacher and pupil to section ratios as observed across years from 2003/04 to 2007/08, there were no meaningful changes enabling efficiency of the primary schools to be improved as planned in Education Sector Development Programs (MOE, 2003) that both ratios were to be 50:1.
- Data analysis from school document about special needs education against the school age population of children with disabilities showed that the Gross Enrollment of children was found to be negligible so that wouldn't lead to the level of saying special needs education was being addressed. For example, by the year 2003/04, out of 36339 estimated school age

population of children with disabilities, only 12 children with hearing difficulties were enrolled and by the year 2007/08 out of 43205 children with disabilities only 25 children with hearing difficulties were enrolled.

- Challenges to enrollment from the variables analyzed under in school factors as causes for low enrollment, shortage of classrooms, lack of seats for students, lack of textbooks for the upper primary schools, lack of teachers and absence of libraries were found to have major challenges to students' enrollment. Lack of blackboards and textbooks for the lower primary schools had low influence on enrollment.
- Out of school factors such as early marriage of girls, pregnancy, the value the society had to girls' education, child labor demanded by parents, distance from home to school; particularly, the upper primary schools, household poverty and large family size had major influence on the students' enrollment. Abduction was found to have low impact on the school enrollment.
- Issues related with special needs education studied as variables such as the attitudes of the society and parents of children with special needs, unsuitability of the school-home roads, transportation, school construction, and wheelchair, absence of symbol language and absence of trained manpower for children with disabilities were the major challenges to enrollment.

Challenges as dropout of schools:

- With regard to in school factors as causes for dropout of students, large class size, lack of classrooms, lack of seats, lack of textbooks for the upper primary schools, lack of teachers and absence of library were found to have major influences on the primary schools.
- Out of school factors with major impact on the students dropping out of schools were early marriage of girls, pregnancy, low value given to girls education, child labor demanded by parents, for the child were mainly involving in cultivating and trading chat crop throughout the year, school home distance, household poverty and large family size.
- Issues, related to special needs education such as the attitudes of the society and parents towards children with disabilities, unsuitability of school – home roads, school construction, transport facilities, and absence of wheelchair for students with moving difficulties were found to be the variables which means main influences on paving the way

for students to be dropped out of the primary schools resulting in the hindrance of universal primary education from being achieved in the area under study. Likewise, the absence of participation of children with visual disabilities on education in offer in class with other students', absence of symbol language for deaf students and lack of trained manpower were found to increase the dropout of students from the primary schools.

Factors as causes to repetition:

- The document analysis about rate of repetition showed that though there was general decline in repetition but very slowly, it was observed that the changes across years from 2003/04 to 2007/08 were irregular and thus would not imply its total absence in the near future.
- In school factors causing repetition of students to be a serious problem to the primary education system in Western Hararge Zone included large class size, and the shortages of classrooms, seats/chairs, upper primary school textbooks, teachers and absence of libraries.
- Out of school factors causing students repetition were large class size, and lacks of classrooms, seats, textbooks for upper primary schools, teachers and absence of libraries in the primary schools.
- Issues related with special needs education that made students to repeat classes were the attitudes of the society and parents to children with disabilities. Besides, unsuitability of school-home roads, school construction and absence of transportation had major impacts on causing repetition. Furthermore, the absence of participation of students with visual disabilities on education on offer in classes with other regular students and the absence of trained manpower for students with special needs education was found to affect repetition by denying engagement and access which were mentioned by (Porter, 2002) as parts of inclusive education.

5.2. Conclusion

The purpose of the study was to explain the impact of some challenges to primary education that impede the attainment of UPE in Western Hararge Zone. Based on the data analysis and interpretations that tagged along, conclusions were made for the study. Accordingly:

- It was found that both the NER and NIR, as analyzed from documents of 2005/06 to 2007/08, showed that the school age children appropriate to that primary level of learning didn't enroll so that UPE wouldn't be achieved.
- The pupil to teacher and pupil to section ratios seen from 2003/04 to 2007/08 didn't show promising improvements for achieving UPE. .
- The Gross Enrollment of children with disabilities as contrasted against the estimated school aged population of children with disabilities based on the 10% international standard of the existing population was found to be almost no over the years from 2003/04 to 2007/08 thus leading to the non-inclusion of children with disabilities from universal primary education.
- Although there was a general decline in repetition rate, but very slowly, the change followed ups and downs, and didn't have some pattern that would enable the universalization of primary education in Western Hararge Zone
- It was also concluded that in school factors such as large class size, deficiencies of classrooms, school facilities like chairs/seats, textbooks for the upper primary schools, teachers and libraries were the major reasons for causing non-enrollment, dropout and repetition of students. This implied that UPE achievement would be endangered in the area understudy.
- It was also deduced that out of school variables such as the early marriage of girls, pregnancy, low value the society had to girls' education, child labor demanded by parents home-school distance for students, household poverty and large family size had major influences on the increment of non-enrollment, dropout and repetition of students. This had direct impact on the universalization of primary education fall at risk of not being achieved.
- Finally, items related to special needs education, such as the attitudes of the society and parents of children with special needs, unsuitability of the pupils' school-home roads, and school constructions, absence of transportation and wheelchair for students with moving difficulties as well as the absence of participation of students with visual impairment on education on offer in the school with other regular students, absence of sign language for students with hearing difficulties and the absence of trained manpower in special needs education had major impact on decreasing enrollment, and promoting dropouts and

repetition of the students in the primary schools; consequently, the variables limited the access, engagement and options to inclusive education leading to the obstruction of the triumph of Universal Primary Education in Western Hararge Zone by the year 2015.

5.3. Recommendations

Based on the findings of the study and conclusions made, the following recommendations were forwarded as strategies to promote the performances of primary education in Western Hararge Zone in line with the success of the Millennium Development Goal 2, that is, the provision of Universal Primary Education.

- According to the Universal Declaration of Human Rights, (1948), basic education was a fundamental human right and thus, all the school aged children showed be brought to school in line with the Goal₂ of universalizing primary education by creating awareness about the benefits of education within the community at large.
- Low cost schools should be constructed near to the residences of the students by the use of local resources so that all the school age children would be able to attend the schooling.
- Hiring teachers by assigning sufficient budget through discussion and negotiation of the wereda cabinets and the wereda education heads so that the efficiency of the primary schools would be improved leading to the status of enabling the universal primary education accomplishment as planned by the state.
- Improving the provision of school facilities like pedagogical centers, textbooks, and chairs and so on for the provision of quality education.
- Manpower training for Special Needs Education should be an urgent measure to be taken so that those marginalized children with special needs would be assessed; identified and supported enabling Universal Primary Education be attained by making education inclusive with regard to the children with disabilities.
- Attracting stakeholders that would help in the attainment of Universal Primary Education in different aspects so that UPE would be realized as promised.

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Appendix A1
Addis Ababa University
School Of Graduate Studies
College Of Education
The Department Of Curriculum and Teacher Professional Development Studies
Questionnaire for Teachers, School Principals and Education Office Workers

The purpose of this questionnaire is to collect data on the challenges of Universal Primary Education in Western Hararge Zone. You are; therefore, kindly requested to fill the questionnaire in order to know your opinion/understanding about the issue under investigation. Your responses are highly valued.

I would like to assure you that this study is purely academic and hence would not affect any one in any way as all the information would be kept confidential.

Tank you in advance

Directions: 1. put '✓' mark in the space provided for your answer.

2. Given short answer in the space provided

3. No need of writing your name

4. Note: the term Special Needs Education refers to the education of students in need of supportive facilities and education designs. Because of physical or mental impairment that makes them disable functionally unlike other regular students.

• Sex: Male Female

• Educational status

10/12 complete Diploma Masters

TPI Degree

3 Profession (area of study)

Teaching Educational Administration

Others (specify) _____

4 Service

Below 3 years 6-10 years

3-5 years above 10 years

Part II: Specific Information

1 At what range of ages do you think girls in your locality most commonly marry?

- 12-14 years 17-18 years other (specify) _____
 15-16 years 18-20 years

2 What do you think parents in your locality would like their daughters be in the future?

- good mothers good merchants
 Students other (specify) _____

3 Do children in your area/school involve in labor (money generating) activities other than education? Yes No

4 If your response is yes to question number 3 above, what sort of labor activities do the children involve in?

- cultivating chat crop looking after cattle
 trading other (specify) _____

5. What is the average distance (in Kilometers) that students travel from their home to school as far as you know?

- 1-3kms 7-9kms others (specify) _____
 4-6kms 10-11kms

6 Are there:

- a) blind students in your school? Yes No
b) students with moving difficulties in your school? Yes No
c) students with hearing difficulties in your school? Yes No

7 Are your school:

- a) Buildings suitable for students having moving difficulties?
 Yes No
b) to home roads suitable for students having moving difficulties?
 Yes No

8 Does your school have alternative educational activities (options) arranged for:

- a) blind students? Yes No
b) students with moving difficulties? Yes No
c) students with hearing difficulties (deaf students)? Yes No

9 Do:

- a) blind students involve in activities on offer in your school?
 Yes No

b/students with moving difficulties involve in activities on offer in your school? Yes No

c/students with hearing difficulties participate in activities on offer in your school? Yes No

10 Have you taken courses on special needs education? Yes No

11 If your response is "Yes" to question number 1 above, how do you help students with special needs education in your school?

The following are some of the factors hindering the achievement of universal primary education by making students drop out of schools, not to enroll into schools and repeat grades year after year without promotion. Rate the extent to which each of these affects the dropout, enrolment and repetition of primary school (1-8) grade, students in your school/locality.

Very high = 5 High = 4 Moderate = 3 Low = 2

Very low = 1

1. In school factors that make students not to enroll in to schools

No.	Item	Rating scales				
		1	2	3	4	5
1.1.	Lack of classrooms.					
1.2.	Lack of seats for students					
1.3.	Lack of textbooks for grades 1-4					
1.4	Lack of textbooks for grades 5-8					
1.5	Lack of blackboards.					
1.6	Lack of teachers for grades 1-4					
1.7	Lack of teachers for grades 5-8					
1.8	Absence of library					

2. Out of school factors that make students not to enroll in to schools

No.	Item	Rating scales				
		1	2	3	4	5
2.1.	Early marriage of girls					
2.2.	Pregnancy					
2.3.	Low value given by parents to the education of girls					
2.4.	Child labor needed by parents					
2.5.	Village to primary school distance					
2.6.	Absence of upper primary schools (5-8) grades at reasonable distance from home.					
2.7.	Unsafe road from home to school for girls due to abduction					
2.8.	Poverty level					
2.9.	Large family size					

3. Rate the extent to which the following issues related with special needs education make students not to enroll in to schools

No.	Item	Rating scales				
		1	2	3	4	5
3.1.	Negative attitude of the society to children with special needs education					
3.2.	Lack of parental support for children with special needs education					
3.3.	Inaccessibility of the school due to unsuitable roads for visually impaired students					
3.4.	Unsuitability of the school buildings for students with moving difficulties					
3.5.	Unsuitability of the transportation from home to school for students with moving difficulties					
3.6.	Lack of wheelchair for students with moving difficulties					
3.7.	No assessment for children with disabilities					
3.8.	No identification for children with disabilities					
3.9.	No support system for those children with disabilities					

4. In school factors that make students dropout of schools

No.	Item	Rating scales				
		1	2	3	4	5
4.1.	Large class size.					
4.2.	Lack of classrooms.					
4.3.	Lack of seats for students					
4.4	Lack of textbooks for grades 1-4					
4.5	Lack of textbooks for grades 5-8					
4.6	Lack of blackboards					
4.7	Lack of teachers for grades 1-4					
4.8	Lack of teachers for grades 5-8					
4.9	Absence of library					

5. Out of school factors that make students dropout of schools

No.	Item	Rating scales				
		1	2	3	4	5
5.1.	Early marriage of girls					
5.2.	Pregnancy					
5.3.	Low value given by parents to the education of girls					
5.4.	Child labor needed by parents					
5.5.	Village to primary school distance					
5.6.	Absence of upper primary schools (5-8) grades at reasonable distance from home.					
5.7.	Unsafe road from home to school for girls due to abduction					
5.8.	Poverty level					
5.9.	Large family size					

6. Rate the extent to which the following issues related with special needs education make students dropout of schools

No.	Item	Rating scale				
		1	2	3	4	5
6.1.	Negative attitude of the society to children with special needs education					
6.2.	Lack of parental support for children with special needs education					
6.3.	Inaccessibility of the school due to unsuitable roads for visually impaired students					
6.4.	Unsuitability of the school buildings for students with moving difficulties					
6.5.	Unsuitability of the transportation from home to school for students with moving difficulties					
6.6.	Lack of wheelchair for students with moving difficulties					
6.7.	No assessment for children with disabilities					
6.8.	No identification for children with disabilities					
6.9.	No support system for those with disabilities					

7. In school factors that make students to repeat in a grade in schools

No.	Item	Rating scales				
		1	2	3	4	5
7.1.	Large class size.					
7.2.	Lack of classrooms.					
7.3.	Lack of seats for students					
7.4.	Lack of textbooks for grades 1-4					
7.5.	Lack of textbooks for grades 5-8					
7.6.	Lack of blackboards					
7.7.	Lack of teachers for grades 1-4					
7.8.	Lack of teachers for grades 5-8					
7.9.	Absence of library					

8. Out of school factors that make students to repeat in a grade in schools

No.	Item	Rating scales				
		1	2	3	4	5
8.1	Early marriage of girls					
8.2	Pregnancy					
8.3	Low value given by parents to the education of girls					
8.4	Child labor needed by parents					
8.5	Village to primary school distance					
8.6	Absence of upper primary schools (5-8) grades at reasonable distance from home.					
8.7	Unsafe road from home to school for girls due to abduction					
8.8	Poverty level					
8.9	Large family size					

9. Rate the extent to which the following issues related with special needs education make students to repeat in a grade in schools

No.	Item	Rating scale				
		1	2	3	4	5
9.1.	Negative attitude of the society to children with special needs education					
9.2.	Lack of parental support for children with special needs education					
9.3.	Inaccessibility of the school due to unsuitable roads for visually impaired students					
9.4.	Unsuitability of the school buildings for students with moving difficulties					
9.5.	Unsuitability of the transportation from home to school for students with moving difficulties					
9.6.	Lack of wheelchair for students with moving difficulties					
9.7	No assessment for children with disabilities					
9.8	No identification for children with disabilities					
9.9	No support system for the children with disabilities					

Appendix A2
Yunivarsitii Finfinnee
Sagantaa Barnoota Digrii Lammaffaa
Muummee Sirna Barnooaa fi Guddina Ogummaa Barsiisotaa
Gaaffii Barsiisotaa , Duree Manneen Barnoota fi Hojjetoota
Waajjira Barnootatiif tiif Qophaa'e

Kaayyon gaffii kanaa waa'ee gufulee barnoota sadarkaa tokkoffaa (kutaa 1-8) Haragee Dhihaa keessaa walitti qabuufi. Kanaafuu, gaaffii gaafatamuuf deebin isin kennitan bakka guddaa akka qabu isinii ibsaa galma -gahiinsa qorannoo kanaatif akka ragaa kennuun gumaachitan yammuum isin gaafadhu kabajaani.

Qorannoon kunis guutumaan guututti waa'ee barnootaa ta'uu isaatif karaa kamiiniyyuu nama tokko irratti dhiibban inni qabu hinjiru.

Galatoomaa!

Qajeelfama: Waliigalaa

1. Mallattoo: '√' bakka duwwaa kenname kaa'aa.
2. Gaaffii gaafatameef bakka duwwaa kennametti deebii kennaa.
3. Maqaa keessan barreesun barbaachisaa miti.
4. Hubachiisa: Qorannoo kanaaf "barnoota addaa" jechuun barnoota barattoota rakkina qaamaa fi/yookin sammuu qabaatanii fi gargaarsa malaa fi meeshaalee barnootaa addaa isaan barbaachisu ta'a.

Kutaa I: Ragaa Dhuunfaa:

1. Aanaa _____.
2. Maqaa Mana barumsaa/Waajjira _____.
3. Saala: dhiira dhalaa
4. Sadarka barnootaa:
 10/12 kan xumure/te Diplooma Maastireetii
 TTI Digirii
5. Barnoota (Proofeeshinii) baratte:
 Barsiisummaa Bulchiinsa barnootaa
 kan biraa (ibisa kennaa) _____.
6. Tajaajilli keessan waggaa guutun hagami?
 3 gadi 6 hanga 10
 3 hanga 5 10 oli

Kutaa II: Ragaa Xiyyee

1. Shamarran mana barumsaa keessanitti yookin/ bakka isin jiraattanutti baayyinaan waggaa hagamitti heerumu?
 12 hanga 14 17 hanga 18 kan biraa (ibisa kennaa) _____.
 15 hanga 16 19 hanga 20
 2. Haawwaniif abbootin bakka jireenya keessaniitti shamarranii isaanii fuul-duratti maal akka ta'aniif fedhu?
 haadha manaa gaarii barattoota daldalitoota
 kan biraa (ibisa kennaa).
-

3. Daa'imman mana barumsaa /bakka jireenya keessanitti barnootan alatti hojii adda addaa irratti ni bobba'uu? eeyyee miti

4. Deebin keessan gaaffii 11 ffaaf yoo eeyyee ta'e hojiin daa'imman kun hojjetan maal maali? ooyruu jimaa kunuunsuu daldala tiksuu

kan biraa (ibisa kennaa.) _____.

5. Jiddu-galeessan fageenyi barattoonni barnootaf mana isaanitii hanga mana barumsa itti barataniitti deeman mana barumsa/bakka jireenya keessanitti kilomeetiraan (km) hagam ta'a?

km 1 hanga 3 km 4 hanga 6 km 7 hanga 9 km 10 hanga 11

kan biraa (ibisa kennaa.) _____.

6. Barattoonni:

a/ barattoonni qaro-dhabeeyyin mana barumsaa keessanitti barachaa jiran nijiruu?

eeyyee miti

b/ rakkina qaamaa deemmi isaanii irratti dhiibbaa qabu qaban ta'anii mana barumsaa keessanitti barachaa jiran nijiruu?

eeyyee miti

c/ rakkina dhageettii qaban ta'anii mana barumsa keessanitti barachaa jiran nijiruu?

eeyyee miti

7. Manni barumsaa keessan filannoo barnootaa barattoota:

a/ qara-dhabeeyyiif ta'u bireeyilarii niqabaa? eeyyee miti

b/ rakkina deemsaa qabanuuf tajaajilu kiraanchii/kireechii niqabaa? eeyyee miti

c/ rakkina dageettii qabanuuf mijaa'u mala ittiin mallattoon barsiisan niqabaa?

eeyyee miti

8 Mana barumsaa keessanitti barattoonni :

a/ qaro-dhabeeyyin barnoota kutaa isaaniititti kennamu irratti barattoota kutichaa waliin hirmaannaa nigodhuu? eeyyee miti

b/ rakkina deemsaa qabanu barnoota kutaa isaaniititti kennamu irratti barattoota kutichaa waliin hirmaannaa nigodhuu? eeyyee miti

c/ rakkina dhageettii qabanu barnoota kutaa isaaniititti kennamu irratti barattoota kutichaa waliin hirmaannaa nigodhuu? eeyyee miti

9 barnoota addaa irratti leenjii /barnoota fudhattanii jirtuu? eeyyee miti

10 affii 21 ffaaf armaan,oliitif,deebin keessan yoo eeyyee ta'e barattoota barnoota addaa isaan barbaachisu akkamitti barnoota isaanii irratti gargaartu?

a/ _____ d/ _____.

b/ _____ e/ _____.

c/ _____.

Kutaa III: Ragaa Xiyyee (Gulanteessuu)

Dhimmoonni armaan gaditti tuqaman kuni isaan barattoota irraan harica'iinsa irra-deebiif akka barnootaf hingalimoofne gochuun barattoonni barnootasadarkaa tokkoffaa kutaa tokkoo hanga kutaa saddeetii (1-8 ffaa) hinxumuregodhanu. Ganda/Mana barumsaa keessanitti dhimmoonni lakkoofsa 1 hanga 9 jalattigabatee keessatti barreefaman dhiibban isaan barnoota irra harica'iinsa daree irra-deebi fi/yookin barnootaf galimaa'uu dhiisuu barattoota irraan gahan qabixxiin ibisuun agarsiisaa.

Habchiisa ibisa qabixii: qorannoo knaaf qabixxiin ibisaaf itti fayyadamame:

Baayyee ol'aanaaf = 5, Gadi'aanaaf = 2,

Ol'aanaaf = 4, Baayyee gadi'aanaaf = 1, ta'a.

Jiddu-galeessaf = 3,

1. Dhimmoota mana barumsa keessaa isaan akka barattoonni barnoota irraa harica'an godhan mallattoo: 'kaa'un qabixxiidhan ibsaa

Lakk.	Akaakuu	Ibsa qabixxii				
		1	2	3	4	5
1.1	Hanqina dareelee barnootaa.					
1.2	Hanqina kurisii barattoota.					
1.3	Hanqina kitaaba barattootaa kutaa 1 ffaa hanga 4 ffaa					
1.4	Hanqina kitaaba barattootaa kutaa 5 ffaa hanga 8 ffaa					
1.5	Hanqina gabatee gurraachaa					
1.6	Hanqin barsiisotaa kutaa 1 ffaa hanga 4 ffaa.					
1.7	Hanqin barsiisotaa kutaa 5 ffaa hanga 8 ffaa					
1.8	Dhabama laay ibararii					

2. Dhimmoota mana barumsaan alaa isaan akka barattoonni barnoota irraa harica'an godhan mallattoo: 'kaa'un qabixxiidhan ibsaa.

Lakk.	Akaakuu	Ibsa qabixxii				
		1	2	3	4	5
2.1	Daa'imummaan heeruma shamarranii.					
2.2	Ulifaa 'uu.					
2.3	. Hawaasni barnoota shamarraniitif ilaalicha gaarii dhabuu					
2.4	Ijoollee hojiif baribaaduu.					
2.5	Fageenya karaa isa mana barumsaa hanga mana barattootatti jiruu.					
2.6	Manni barumsaa sadarkaa tokkoffaa kutaa 5ffaa-8ffaa dhiheeniyatti arigamuu dhabuu isaa.					
2.7	Butiinsa karaa mana barumsaa irratti barattoota shamarranii irra gahu.					
2.8	Hiyyummaa warra barattootaa/ijoollee barinoonni baribbaachisuu.					
2.9	Maatii baayyachuu.					

3. Dhimnoota barnoota addaatin wal-qabatan isaan akka barattoonni barnoota irraa harica'an godhan mallattoo: '√' kaa'un qabixxiidhan ibsaa.

Lakk.	Akaakuu.	Ibsa qabixxii				
		1	2	3	4	5
3.1	Ilaalicha hawasaa isa barattoota barnoota addaa hindeeggarre.					
3.2	Ilaalicha haadha fi abbaa ijoollee barnoota addaa isaan barbaachisu hindeeggarre.					
3.3	Karaan mana barattoota ijaan hinagarreetii gara mana barumsa isaaniitti geessu deemsaaf mijaa'uufii dhabuu.					
3.4	Haalli manni barumsaa itti ijaarrame barattoota rakkina qaamaa deemsa isaani irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
3.5	Haalli geejibaa manaa gara mana barumsa barattoota rakkina qaamaa deemsa isaani irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
3.6	Barattoota rakkina deemsa qabanuuf tajaajilli wiilcharii dhabamuu isaa					
3.7	Ragaa waa,ee ijoollee barnoota addaa funaanuu dhabuu.					
3.8	Ragaa ijoollee barnoota addaa adda baasanii beekuu dhabuu.					
3.9	Ijoollee barnoota addaa tiif gargaarsa gochuu dhabuu.					

4. Dhimnoota mana barumsa keessaa isaan akka ijoolleen barnootaf hingalmoofne godhan mallattoo: '√' kaa'un qabixxiidhan ibsaa.

Lakk.	Akaakuu	Ibsa qabixxii				
		1	2	3	4	5
4.1	Barattoonni daree keessatti heddummaachuu.					
4.2	Hanqina dareelee barnootaa.					
4.3	Hanqina kurisii barattoota. kutaa					
4.4	Hanqina kitaaba barattootaa 1 ffaa hanga 4 ffaa.					
4.5	Hanqina kitaaba barattootaa. 5 ffaa hanga 8 ffaa					
4.6	Hanqina gabatee gurraachaa					
4.7	Hanqin barsiisotaa kutaa 1 ffaa hanga 4 ffaa.					
4.8	Hanqin barsiisotaa kutaa 5 ffaa hanga 8 ffaa					
4.9	Dhabama laayibararii					

5. Dhimmoota mana barumsaan alaa isaan akka ijoolleen barnootaf hingalmoofne godhan mallattoo: '√' kaa'un qabixxiin ibsaa.

Lakk.	Akaakuu	Ibsa qabixxii				
		1	2	3	4	5
5.1	Daa'imummaan heeruma shamarranii.					
5.2	Ulifaa 'uu.					
5.3	Hawaasni barnoota shamarraniitiif ilaalicha gaarii dhabuu					
5.4	Ijoollee hojiif baribaaduu.					
5.5	Fageenya karaa isa mana barumsaa hanga mana barattootatti jiruu.					
5.6	Manni barumsaa sadarkaa tokkoffaa kutaa 5ffaa-8ffaa dhiheeniyatti arigamuu dhabuu isaa.					
5.7	Butiinsa karaa mana barumsaa irratti barattoota shamarranii irra gahu.					
5.8	Hiyyummaa warra barattootaa/ijoollee barinoonni baribbaachisuu.					
5.9	Maatii baayyachuu.					

6. Dhimmoota barnoota addaatin wal-qabatan isaan akka ijoolleen barnootaf hingalmoofne godhan mallattoo: '√' kaa'un qabixxiidhan ibsaa.

Lakk.	Akaakuu	Ibsa qabixxii				
		1	2	3	4	5
6.1	Ilaalicha hawasaa isa barattoota barnoota addaa hindeeggarre.					
6.2	Ilaalicha haadha fi abbaa ijoollee barnoota addaa isaan barbaachisu hindeeggarre.					
6.3	Karaan mana barattoota ijaan hinagarreetii gara mana barumsa isaaniitti geessu deensaaf mijaa'uufi dhabuu.					
6.4	Haalli manni barumsaa itti ijaarrame barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
6.5	Haalli geejjibaa manaa gara mana barumsa barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
6.6	Barattoota rakkina deemsa qabanuuf tajaajilli wiilcharii dhabamuu isaa					
6.7	Ragaa waa,ee ijoollee barnoota addaa funaanuu dhabuu.					
6.8	Ragaa ijoollee barnoota addaa adda baasanii beekuu dhabuu.					
6.9	Ijoollee barnoota addaa tti gargaarsa gochuu dhabuu					

7. Dhimmoota mana barumsa keessaa isaan akka barattoonni barnoota irraa deebi'an godhan mallattoo: '√' kaa'un qabixxiidhan ibsaa.

Lakk.	Akaakuu	Ibsa qabixxii				
		1	2	3	4	5
7.1	Barattoonni daree keessatti hedduummaachuu.					
7.2	Hanqina dareelee barnootaa.					
7.3	Hanqina kurisii barattoota.					
7.4	Hanqina kitaaba barattootaa kutaa 1 ffaa hanga 4 ffaa					
7.5	Hanqina kitaaba barattootaa kutaa 5 ffaa hanga 8 ffaa					
7.6	Hanqina gabatee gurraachaa					
7.7	Hanqin barsiisotaa kutaa 1 ffaa hanga 4 ffaa					
7.8	Hanqin barsiisotaa kutaa 5 ffaa hanga 8 ffaa					
7.9	Dhabama laayibararii					

8. Dhimmoota mana barumsaan alaa isaan akka barattoonni barnoota irra deebi'an godhan mallattoo: '√' kaa'un qabixxiin ibsaa.

Lakk.	Akaakuu gaaffii	Ibsa qabixxii				
		1	2	3	4	5
8.1	Daa'imummaan heeruma shamarranii.					
8.2	Uliifaa 'uu.					
8.3	Hawaasni barnoota shamarraniitiif ilaalicha gaarii dhabuu					
8.4	Ijoolllee hojii' baribaaduu.					
8.5	Fageenya karaa isa mana barumsaa hanga mana barattootatti jiruu.					
8.6	Manni barumsaa sadarkaa tokkoffaa kutaa 5ffaa-8ffaa dhiheeniyatti arigamuu dhabuu isaa.					
8.7	Butiinsa karaa mana barumsaa irratti barattoota shamarranii irra gahu.					
8.8	Hiyyummaa warra barattootaa/ijoollee barinoonni baribbaachisuu.					
8.9	Maatii bayyachuu					

9. Dhimmoota barnoota addaatin wal-qabatan isaan akka barattoonni barnoota irra-deebi'an godhan mallattoo: 'kkaa'un qabixxiidhan ibsaa

Lakk.	Akaakuu.	Ibsa qabixxi				
		1	2	3	4	5
9.1	Ilaalicha hawasaa isa barattoota barnoota addaa hindeeggarre.					
9.2	Ilaalicha haadha fi abbaa ijoollee barnoota addaa isaan barbaachisu hindeeggarre.					
9.3	Karaan mana barattoota ijaan hinagarreetii gara mana barumsa isaaniitti geessu deemsaaf mijaa'uufii dhabuu.					
9.4	Haalli manni barumsaa itti ijaarrame barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
9.5	Haalli geejibaa manaa gara mana barumsa barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
9.6	Barattoota rakkina deemsa qabanuuf tajaajilli wiilcharii dhabamuu isaa					
9.7	Ragaa waa,ee ijoollee barnoota addaa funaanuu dhabuu.					
9.8	Ragaa ijoollee barnoota addaa adda baasanii beekuu dhabuu.					
9.9	Ijoollee barnoota addaa tiif gargaarsa gochuu dhabuu.					

Appendix B1

Addis Ababa University

School Of Graduate Studies

College Of Education

The Department Of Curriculum and Teacher Professional Development Studies

Questionnaires for Pupils

The purpose of this questionnaire is to collect data on the challenges of Universal Primary Education in Western Hararge Zone. You are; therefore, kindly requested to fill the questionnaire in order to know your opinion about the issue under investigation. Your responses are highly valued.

I would like to assure you that this study is purely academic and hence would not affect any one in any way as all the information would be kept confidential.

Tank you in advance

Directions: 1. put '✓' mark in the space provided for your answer.

2. Given short answer in the space provided

3. No need of writing your name

4. Note: the term Special Needs Education refers to the education of students in need of supportive facilities and education designs. Because of physical or mental impairment that makes them disable functionally unlike other regular students.

Part I: Personal Information

• Sex: Male Female

2. What is the range of your age? below 10 years 11 to 12 years
 13 to 15 years 16 and above

3. What is your marital status?

4. What is your educational background? Repeater dropout
 Neither repeater nor dropout

Part II: Specific Information

The following are some of the factors hindering the achievement of universal primary education by making students drop out of schools, not to enroll into schools and repeat grades year after year without promotion. Rate the extent to which each of these affects the dropout, not to enroll and repeat primary schools, (1-8) grade, students in your school/locality.

Very high = 5 High = 4 Moderate = 3 Low = 2

Very low = 1

1. In school factors that make students not to enroll in to schools

No.	Item	Rating scales				
		1	2	3	4	5
1.1.	Lack of classrooms.					
1.2.	Lack of seats for students					
1.3.	Lack of textbooks for grades 1-4					
1.4.	Lack of textbooks for grades 5-8					
1.5.	Lack of blackboards					
1.6.	Lack of teachers for grades 1-4					
1.7.	Lack of teachers for grades 5-8					
1.8.	Absence of library					

2. Out of school factors that make students not to enroll in to schools

No.	Item	Rating scales				
		1	2	3	4	5
2.1.	Early marriage of girls					
2.2.	Pregnancy					
2.3.	Low value given by parents to the education of girls					
2.4.	Child labor needed by parents					
2.5.	Village to primary school distance					
2.6.	Absence of upper primary schools (5-8) grades at reasonable distance from home.					
2.7.	Unsafe road from home to school for girls due to abduction					
2.8.	Poverty level					
2.9.	Large family size					

3. Rate the extent to which the following issues related with special needs education make students not to enroll in to schools

No.	Item	Rating scale				
		1	2	3	4	5
3.1.	Negative attitude of the society to children with special needs education					
3.2.	Lack of parental support for children with special needs education					
3.3.	Inaccessibility of the school due to unsuitable roads for visually impaired students					
3.4.	Unsuitability of the school buildings for students with moving difficulties					
3.5.	Unsuitability of the transportation from home to school for students with moving difficulties					
3.6.	Lack of wheelchair for students with moving difficulties					
3.7.	No assessment for children with disabilities					
3.8.	No identification for children with disabilities					
3.9.	No support system for the children with disabilities					

4. In school factors that make students dropout of schools

No.	Item	Rating scales				
		1	2	3	4	5
4.1.	Large class size.					
4.2.	Lack of classrooms.					
4.3.	Lack of seats for students					
4.4.	Lack of textbooks for grades 1-4					
4.5.	Lack of textbooks for grades 5-8					
4.6.	Lack of blackboards					
4.7.	Lack of teachers for grades 1-4					
4.8.	Lack of teachers for grades 5-8					
4.9.	Absence of library					

5. Out of school factors that make students dropout of schools

No.	Item	Rating scales				
		1	2	3	4	5
5.1.	Early marriage of girls					
5.2.	Pregnancy					
5.3.	Low value given by parents to the education of girls					
5.4.	Child labor needed by parents					
5.5.	Village to primary school distance					
5.6.	Absence of upper primary schools (5-8) grades at reasonable distance from home.					
5.7.	Unsafe road from home to school for girls due to abduction					
5.8.	Poverty level					
5.9.	Large family size					

6. Rate the extent to which the following issues related with special needs education make students dropout of schools

No.	Item	Rating scale				
		1	2	3	4	5
6.1.	Negative attitude of the society to children with special needs education					
6.2.	Lack of parental support for children with special needs education					
6.3.	Inaccessibility of the school due to unsuitable roads for visually impaired students					
6.4.	Unsuitability of the school buildings for students with moving difficulties					
6.5.	Unsuitability of the transportation from home to school for students with moving difficulties					
6.6.	Lack of wheelchair for students with moving difficulties					
6.7.	No assessment for children with disabilities					
6.8.	No identification for children with disabilities					
6.9.	No support system for the children with disabilities					

7. In school factors that make students to repeat in a grade in schools

No.	Item	Rating scales				
		1	2	3	4	5
7.1.	Large class size.					
7.2.	Lack of classrooms.					
7.3.	Lack of seats for students					
7.4	Lack of textbooks for grades 1-4					
7.5	Lack of textbooks for grades 5-8					
7.6	Lack of blackboards					
7.7	Lack of teachers for grades 1-4					
7.8	Lack of teachers for grades 5-8					
7.9	Absence of library					

8. Out of school factors that make students to repeat in a grade in schools

No.	Item	Rating scales				
		1	2	3	4	5
8.1.	Early marriage of girls					
8.2.	Pregnancy					
8.3.	Low value given by parents to the education of girls					
8.4.	Child labor needed by parents					
8.5.	Village to primary school distance					
8.6.	Absence of upper primary schools (5-8) grades at reasonable distance from home.					
8.7.	Unsafe road from home to school for girls due to abduction					
8.8.	Poverty level					
8.9.	Large family size					

9. Rate the extent to which the following issues related with special needs education make students to repeat in a grade in schools

No.	Item	Rating scale				
		1	2	3	4	5
9.1.	Negative attitude of the society to children with special needs education					
9.2.	Lack of parental support for children with special needs education					
9.3.	Inaccessibility of the school due to unsuitable roads for visually impaired students					
9.4.	Unsuitability of the school buildings for students with moving difficulties					
9.5.	Unsuitability of the transportation from home to school for students with moving difficulties					
9.6.	Lack of wheelchair for students with moving difficulties					
9.7.	No assessment for children with disabilities					
9.8.	No identification for children with disabilities					
9.9.	No support system for the children with disabilities					

Appendix B 2
Univarsitii Fifinnee
Sagantaa Barnoota Digrii Lammaffaa
Muummee Sirna Barnooaa fi Guddina Ogummaa Barsiisotaa

Gaaffii Barattootaf Qophaa'e

Kaayyon gaaffii kanaa waa'ee gufulee barnoota sadarkaa tokkoffaa (kutaa 1-8) Haragee Dhihaa keessaa walitti qabuufi. Kanaafuu, gaaffii gaafatamuuf deebin isin kennitan bakka guddaa akka qabu isinii ibsaa galma -gahiinsa qorannoo kanaatif akka ragaa kennuun gumaachitan yammuu isin gaafadhu kabajaani.

Qorannoon kunis guutummaan guututti waa'ee barnootaa ta'uu isaatif karaa kamiiniyyuu nama tokko irratti dhiibban inni qabu hinjiru.

Galatoomaa!

Qajeelfama:

1. Mallattoo: '√' bakka duwwaa kenname kaa'aa.
2. Gaaffii gaafatameef bakka duwwaa kennametti deebii kennaa.
3. Maqaa keessan barreesun barbaachisaa miti.
4. Hubachiisa: Qorannoo kanaaf "barnoota addaa" jechuun barnoota barattoota rakkina qaamaa fi/yookin sammuu qabaatanii fi gargaarsa malaa fi meeshaalee barnootaa addaa isaan barbaachisu ta'a.

Kutaa I : Ragaa Dhuunfaa:

1. Saala: dhiira dhalaa
2. Ummuiin keessan meeqa ta'a?
 waggaa 10 gadi, waggaa 11 hanga 12 , waggaa 13 hanga 15 , waggaa 16 fi oli
3. Haalli fuudhaa /heerumaa keetii akkami ?
 fuudhe/heerume hinfuune /hinheerumne abbaa /haadha manaan adda baheen jira.
4. Haalli barnoota keetii akkami?
 irra-deebiaa deebituudha, irraa hafeen ture , irraa hafeetis /irra deebi`eetis hibeeku

Kutaa II: Ragaa Xiyee

Dhimmoonni armaan gaditti tuqaman kuni isaan barattoota irraan harica'iinsa irra-deebiif akka barnootaf hingalimoofne gochuun barattoonni barnoota sadarkaa tokkoffaa kutaa tokkoo hanga kutaa saddeetii (1-8 ffaa) hinxumure godhanu. Ganda/Mana barumsaa keessanitti dhimmoonni lakkoofsa 1 hanga 9 jalatti gabatee keessatti barreefaman dhiibban isaan barnoota irra harica'iinsa daree irra-deebi fi/yookin barnootaf galimaa'uu dhiisuu barattoota irraan gahan qabixxiin ibisuun agarsiisaa.

Habchiisa ibisa qabixii: qorannoo knaaf qabixxiin ibisaaf itti fayyadamame:

Baayyee ol'aanaaf = 5, Ol'aanaaf =4, Jiddu-galeessaf = 3, Gadi'aanaaf =2,

Baayyee gadi'aanaaf =1, ta'a

1. Dhimmoota mana barumsa keessaa isaan akka ijoolleen barnootaf hingalmoofne godhan mallattoo: '√' kaa'un qabixxiin ibsaa.

Lakk.	Akaakuu gaaffii	Ibsa qabixxii				
		1	2	3	4	5
1.1	Hanqina dareelee barnootaa					
1.2	Hanqina kurisu barattoota					
1.3	Hanqina kitaaba barattootaa kutaa 1 ffaa hanga 4 ffaa.					
1.4	Hanqina kitaaba barattootaa kutaa 5 ffaa hanga 8 ffaa					
1.5	Hanqina gabatee gurraachaa					
1.6	Hanqin barsiisotaa kutaa 1 ffaa hanga 4 ffaa.					
1.7	Hanqin barsiisotaa kutaa 5 ffaa hanga 8 ffaa					
1.8	Dhabama laayibararii					

2. Dhimmoota mana barumsa keessaa isaan akka ijoolleen barnootaf hingalmoofne godhan mallattoo: '√' kaa'un qabixxiidhan ibsaa.

Lakk.	Akaakuu gaaffii .	Ibsa qabixxii				
		1	2	3	4	5
2.1	Daa'mummaan heeruma shamarranii.					
2.2	Ulifaa 'uu.					
2.3	Hawaasni barnoota shamarraniif ilaalicha gaarii dhabuu					
2.4	Ijoollee hojiif baribaaduu.					
2.5	Fageenya karaa isa mana barumsaa hanga mana barattootatti jiruu.					
2.6	Manni barumsaa sadarkaa tokkoffaa kutaa 5ffaa-8ffaa dhiheeniyatti arigamuu dhabuu isaa.					
2.7	Butiinsa karaa mana barumsaa irratti barattoota shamarranii irra gahu.					
2.8	Hiyyummaa warra barattootaa/ijoollee barinoonni baribbaachisuu.					
2.9	Maatii baayyaachuu.					

3. Dhimmoota barnoota addaatiin wal-qabatan isaan akka ijoolleen barnootaf hingalmoofne godhan mallattoo: '√'kaa'un qabixxiidhan ibsaa.

Lakk.	Akaakuu gaaffii	Ibsa qabixxii				
		1	2	3	4	5
3.1	Ilaahicha hawasaa isa barattoota barnoota addaa hindeeggarre					
3.2	Ilaahicha haadha fi abbaa ijoollee barnoota addaa isaan barbaachisu hindeeggarre					
3.3	Karaan mana barattoota ijaan hinagarreetu gara mana barumsa isaanitti geessu deensaaf mijaa'uufi dhabuu.					
3.4	Haalli manni barumsaa itti ijaarrame barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
3.5	Haalli geejibaa manaa gara mana barumsa barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
3.6	Barattoota rakkina deemsaa qabanuuf tajaajilli wiilcharii dhabamuu isaa					
3.7	Ragaa waa,ee ijoollee barnoota addaa funaanuu dhabuu.					
3.8	Ragaa ijoollee barnoota addaa adda baasanii beekuu dhabuu.					
3.9	Ijoollee barnoota addaa tiif gargaarsa gochuu dhabuu.					

4. Dhimmoota mana barumsa keessa isaan akka barattoonni barnoota irraa harica'an godhan mallattoo: '√'kaa'un qabixxiidhan ibsaa.

Lakk.	Akaakuu gaaffii	Ibsa qabixxii				
		1	2	3	4	5
4.1	Barattoonni daree keessatti hedduumaachuu					
4.2	Hanqina dareelee barnootaa					
4.3	Hanqina kurisii barattoota					
4.4	Hanqina kitaaba barattootaa. kutaa 1 ffaa hanga 4 ffaa.					
4.5	Hanqina kitaaba barattootaa. kutaa 5 ffaa hanga 8 ffaa					
4.6	Hanqina gabatee gurraachaa					
4.7	Hanqin barsiisotaa kutaa 1 ffaa hanga 4 ffaa.					
4.8	Hanqin barsiisotaa kutaa 5 ffaa hanga 8 ffaa					
4.9	Dhabama laayibararii					

5. Dhimnoota mana barumsaan alaa isaan akka barattoonni barnoota irraa harica'an godhan mallattoo: '√'kaa'un qabixxiidhan ibsaa.

5. Lakk.	Akaakuu gaaffii	Ibsa qabixxii				
		1	2	3	4	5
5.1	Daa'imummaan heeruma shamarranii.					
5.2	Uhrfaa 'uu.					
5.3	Hawaasni barnoota shamarranitiif ilaalicha gaari dhabuu					
5.4	Ijoollee hojii' baribaaduu.					
5.5	Fageenya karaa isa mana barumsaa hanga mana barattootatti jiruu.					
5.6	Manni barumsaa sadarkaa tokkoffaa kutaa 5ffaa-8ffaa dhiheeniyatti arigamuu dhabuu isaa.					
5.7	Butiinsa karaa mana barumsaa irratti barattoota shamarranii irra gahu.					
5.8	Hiyyummaa warra barattootaa/ijoollee barinoonni baribbaachisuu.					
5.9	Maatii baayyachuu.					

6.5 Dhimnoota barnoota addaatiin wal-qabatan isaan akka barattoonni barnoota irraa harica'an godhan mallattoo: '√'kaa'un qabixxiidhan ibsaa. (Gabatee 6)

Lakk.	Akaakuu gaaffii	Ibsa qabixxii				
		1	2	3	4	5
6.1	Ilaalicha hawasaa isa barattoota barnoota addaa hindeeggarre.					
6.2	Ilaalicha haadha fi abbaa ijoollee barnoota addaa isaan barbaachisu hindeeggarre.					
6.3	Karaan mana barattoota ijaan luugarreetti gara mana barumsa isaanitti geessu deensaaf mijaa'uufi dhabuu.					
6.4	Haalli manni barumsaa itti ijaaramne barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
6.5	Haalli geejibaa manaa gara mana barumsa barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu					
6.6	Barattoota rakkina deemsa qabanuuf tajaajilli wiilcharii dhabamuu isaa					
6.7	Ragaa waa,ee ijoollee barnoota addaa funaanuu dhabuu.					
6.8	Ragaa ijoollee barnoota addaa adda baasanii beekuu dhabuu.					
6.9	Ijoollee barnoota addaa tiif gargaarsa gochuu dhabuu.					

7. Dhimmoota mana barumsa keessaa isaan akka barattoonni barnoota irraa deebi'an godhan mallattoo: ⁶√ kaa' un qabixxiidhan ibsaa.

Lakk.	Akaakuu gaaffii	Ibsa qabixxii				
		1	2	3	4	5
7.1	Barattoonni daree keessatti heddummaachuu.					
7.2	Hanqina dareelee barnootaa.					
7.3	Hanqina kurisii barattoota					
7.4	Hanqina kitaaba barattootaa kutaa 1 ffaa hanga 4 ffaa					
7.5	Hanqina kitaaba barattootaa kutaa 5 ffaa hanga 8 ffaa					
7.6	Hanqina nqma gabatee gurraachaa					
7.7	Hanqin barsiisotaa kutaa 1 ffaa hanga 4 ffaa.					
7.8	Hanqin barsiisotaa kutaa 5 ffaa hanga 8 ffaa					
7.9	Dhabama laayibararii					

8. Dhimmoota mana barumsaan alaa isaan akka barattoonni barnoota irra-deebi'an godhan mallattoo: ⁴√ kaa'un qabixxiin ibsaa.

Lakk.	Akaakuu gaaffii	Ibsa qabixxii				
		1	2	3	4	5
8.1	Daa'imummaan heeruma shamarranii.					
8.2	Ulfaa'uu					
8.3	Hawaasni barnoota shamarraniiif ilaalicha gaarii dhabuu					
8.4	Ijoolllee hojii' baribaaduu.					
8.5	Fageenya karaa isa mana barumsaa hanga mana barattootatti jiruu.					
8.6	Manni barumsaa sadarkaa tokkoffaa kutaa 5ffaa-8ffaa dhiheeniyatti arigamuu dhabuu isaa.					
8.7	Butiinsa karaa mana barumsaa irratti barattoota shamarranii irra gahu.					
8.8	Hiyummaa warra barattootaa ijoolllee barmoonni baribbaachisuu.					
8.9	Maatii bayyachuu					

. Dhimmoota barnoota addaatin wal-qabatan isaan akka barattooni barnoota irra-deebi'an godhan mallattoo: '√/kaa'un qabixiidhan ibsaa.

Lakk.	Akaakuu gaaffii	Ibsa qabixxi				
		1	2	3	4	5
9.1	Haalicha hawasaa isa barattoota barnoota addaa hindeeggarre					
9.2	Haalicha haadha fi abbaa ijoollee barnoota addaa isaan barbaachisu hindeeggarre.					
9.3	Karaan mana barattoota ijaan hinagarreetii gara mana barumsa isaaniitti geessu deensaaf mijaa'uufii dhabuu.					
9.4	Haalli manni barumsaa itti ijaarrame barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
9.5	Haalli geejjibaa manaa gara mana barumsa barattoota rakkina qaamaa deemsa isaanii irratti dhiibbaa qabuuf mijaa'uu dhabuu.					
9.6	Barattoota rakkina deemsaa qabanuuf tajaajilli wiilcharii dhabamuu isaa					
9.7	Ragaan waa'ee ijoollee barnoota addaa funaanuu dhabuu.					
9.8	Ragaan ijoollee barnoota addaa adda baasanii beekuu dhabuu.					
9.9	Ijoollee barnoota addaa tiif gargaarsa gochuu dhabuu.					

Appendix C

Interview Guides for Zonal Education Office Workers

1. What challenges do you think constrain the achievement of Universal Primary Education in your Zone?
2. What are the constraints that are related to within the school compound which hinder the Performances of primary education?
3. What are the obstacles to primary educations outside the school compound?
4. How do you address the primary schooling of students with special needs education?
5. How does the community in your Zone treat children with disabilities?
6. How do you achieve Universal primary education as planned by government?

Appendix D

Interview Guides for Pupils' Parents and Community Representatives of PTA Members

- 1 Why your child/ren do/es not go to school?
- 2 Why the other children do not go to school?
- 3 What are the works that children perform?
- 4 How do people in the local area treat children with disabilities?
- 5 How do you treat girls with respect to education?

Appendix E1

1 In School Factors as Causes for the Non-enrollment of students

Items 1-2 → Lack of teachers as cause for non enrolment of children to primary schools

Items 3-8 → Lack of school facilities as obstruction to enrolment to primary schools

No	Items	Teachers					X	Principals					X	WEOs					X	Students					X	Grand mean
		Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						
		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		
1	For grades 1-4	69	99	56	8	6	3.9	9	15	3	2	-	4.1	13	19	6	1	3	4.1	92	65	91	20	9	3.8	3.9
2	For grades 5-8	95	108	22	5	8	4.2	21	5	2	1	-	4.5	19	10	8	2	3	4.5	117	95	48	1	6	4.2	4.4
3	Classrooms	97	105	28	5	3	4.2	20	7	2	-	-	4.6	17	12	13	-	-	4.1	115	85	52	9	5	4.1	4.3
4	Seats	107	99	26	5	1	4.3	19	10	-	-	-	4.7	18	18	4	2	-	4.2	131	81	36	12	7	4.2	4.3
5	Textbooks for grades 1-4	9	95	48	90	82	2.0	3	2	2	11	11	2.5	1	2	9	1	7	2.1	6	16	65	75	105	2.0	2.2
6	Textbooks for grades 5-8	47	9.5	81	10	5	3.7	8	9	5	3	4	3.5	18	12	6	4	2	3.9	82	95	76	6	8	3.9	3.8
7	Blackboards	7	65	51	40	75	2.5	2	7	2	12	6	2.6	1	8	10	9	14	2.9	12	71	78	11	95	2.5	2.4
8	Library	113	98	19	4	4	4.3	24	4	1	-	-	4.8	27	11	3	1	-	4.5	117	95	48	1	6	4.2	4.5

* VH-Very high=5 H – High=4 M – Medium =3 L – Low=1 VL – Very low =1 and X – Group mean, was the scale used throughout all the tables (in Appendix E).

Appendix E2

2 Out of school factors as causes for the non- enrollment of student

Items 1-4 → Issues related to girls' education as causes to their non-enrolment to schools.

Items 5-6 → School-home distance as cause for non-enrolment of children to primary schools

Items 7-9 → Issues related to socio-economic factors as causes for non-enrolment of students to schools

No	Items	Teachers'					X	Schools principals'					X	WEOs'					X	Students'					X	Grand mean
		Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						
		VH	H(4)	M	L(2)	VL(1)	VH	H(4)	M	L(2)	VL	VH	H(4)	M	L(2)	VL	VH	H(4)	M	L(2)	VL(1)					
1	Early marriage	100	89	21	9	17	4.0	15	12	2	-	-	4.4	32	9	1	-	-	4.7	105	42	31	57	32	3.5	4.2
2	Pregnancy	102	60	15	31	32	3.7	22	6	1	-	-	4.7	27	10	1	2	7	4.5	103	74	52	17	21	3.8	4.2
3	Community attitudes	145	57	1	3	2	4.4	27	2	-	-	-	4.9	36	4	-	2	-	4.8	141	120	4	1	1	4.5	4.6
4	Abduction	60	7	1	-	170	2.1	-	-	-	2	27	1.1	2	6	2	6	8	1.9	47	1.6	8	93	103	2.3	1.9
5	For lower primary schools	162	73	1	2	-	4.7	24	5	-	-	-	4.8	20	9	10	1	2	4.0	163	97	4	3	-	4.6	4.5
6	For upper primary schools	158	80	-	-	-	4.7	29	-	-	-	-	5.0	27	13	2	-	-	4.6	133	114	10	4	6	4.4	4.8
7	Child labor	153	81	4	-	-	4.6	28	1	-	-	-	4.9	32	9	1	-	-	4.7	155	112	-	-	-	4.6	4.7
8	Poverty	172	58	2	1	5	4.7	20	6	2	1	-	4.6	38	2	1	1	-	4.8	156	101	7	1	2	4.5	4.7
9	Large family	176	49	8	-	-	4.7	19	9	1	-	-	4.6	22	9	8	1	2	4.1	90	81	61	17	18	3.8	4.3

Appendix E3

3 Issues related with SNE Affecting Students' Enrollment

Items1-2 → Attitudes towards children with special needs as cause for theirs non-enrolment to schools.

Items3-6 → Conditions unsuitable to children with moving difficulties as cause for their non-enrolment to schools.

Items3-6 → Issues related with lack of trained manpower for SNE

No	Items	Teachers'					X	Schools principals'					X	WEOs'					X	Students'					X	Grand mean
		Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						
		VH(5)	H(4)	M(3)	L(2)	VL(1)	VH(5)	H(4)	M(3)	L(2)	VL(1)	VH(5)	H(4)	M(3)	L(2)	VL(1)	VH(5)	H(4)	M(3)	L(2)	VL(1)					
1	Community attitudes	188	35	11	1	3	4.7	25	4	-	-	-	4.9	31	10	1	-	-	4.7	148	105	13	-	1	4.5	4.7
2	Parents' attitudes	178	55	2	2	1	4.7	29	-	-	-	-	5.0	37	3	-	2	-	4.2	144	109	9	2	1	4.4	4.8
3	Roads	186	42	4	-	-	4.7	21	7	1	-	-	4.7	40	1	1	-	-	4.2	144	109	9	2	1	4.4	4.7
4	School construction	200	27	7	3	1	4.8	26	2	1	-	-	4.8	27	4	1	-	-	4.7	111	100	15	22	19	3.9	4.6
5	Transport systems	172	61	5	-	-	4.7	27	2	-	-	-	4.9	29	10	2	1	-	4.6	138	107	14	4	4	4.4	4.7
6	No wheelchair	191	47	-	-	-	1.8	27	2	-	-	-	4.9	35	6	1	-	-	4.8	142	115	4	5	1	4.5	4.8
7	No assessment	206	30	1	1	-	4.8	28	1	-	-	-	4.9	38	2	-	-	2	4.8	159	97	8	1	2	4.5	4.8
8	No identification	211	26	1	-	-	4.9	29	-	-	-	-	5.0	34	6	1	1	-	4.7	154	52	21	2	32	4.1	4.7
9	No support	232	5	1	-	-	4.9	27	2	-	-	-	4.9	34	5	-	-	2	4.6	166	72	15	7	7	4.4	4.7

Appendix E4

4. In school Challenges to UPE promoting Dropout of students from schools

Items 1-2 → Lack of teachers as cause for students' dropout

Items 3-8 → Lack of school facilities as cause for dropout of students from primary schools

No	Items	Teachers					X	Principals					X	WEOs					X	Students					Grand mean	
		Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						
		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		
1	For grades 1-4	35	97	92	12	2	3.6	7	15	6	2	2	3.8	13	15	10	2	2	3.8	98	129	22	15	3	4.0	3.8
2	For grades 5-8	88	97	32	15	6	4.0	16	4	5	2	2	4.0	20	2	5	1	3	4.0	5	4	3	2	1		4.0
3	Classrooms	85	107	35	8	3	4.1	15	9	2	-	1	4.3	19	15	5	1	2	4.1	103	105	47	8	4	4.1	4.2
4	Seats	112	91	25	3	7	4.3	17	8	4	-	-	4.1	23	9	6	3	1	4.2	99	87	38	31	12	3.9	4.2
5	Textbooks for grades 1-4	38	18	23	82	77	2.4	3	2	3	11	10	2.2	1	3	12	16	10	2.3	12	31	38	87	99	2.1	2.3
6	Textbooks for grades 5-8	42	56	78	45	17	3.3	9	8	7	1	4	3.6	12	8	14	3	5	3.5	88	93	10	42	34	3.4	3.5
7	Blackboards	20	64	21	66	67	2.6	8	3	4	2	12	2.8	7	15	3	10	7	3.1	97	5	127	27	10	3.8	3.1
8	Library	120	88	9	11	8	4.2	25	3	1	-	-	4.8	22	15	1	-	3	4.2	99	135	25	5	3	4.2	4.4

Appendix E5

5. Out of School Factors as Causes to Students' Dropout

Items 1-4 → Issues related to girls' education as causes to their dropout from schools.

Items 5-6 → School-home distance as causes for dropout of children from primary schools

Items 7-9 → Issues related to economic and demographic factors as causes to the dropout of students from schools

No	Items	Teachers'						Schools principals'					WEOs'					Students'					Grand mean			
		Frequencies (f) for the scales					X	Frequencies (f) for the scales					X	Frequencies (f) for the scales					X							
		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)		L(2)	VL(1)	
1	Early marriage	115	88	23	6	6	4.3	19	5	3	2	-	4.4	23	10	6	2	1	4.3	127	110	26	1	3	4.3	4.3
2	Pregnancy	121	82	20	8	7	4.3	17	8	2	1	1	4.3	22	12	5	3	-	4.3	132	109	12	9	5	4.3	4.3
3	Community attitudes	101	95	25	16	1	4.2	13	15	1	-	-	4.4	25	12	5	-	-	4.5	121	141	3	1	1	4.4	4.4
4	Abduction	9	2	20	140	67	1.9	-	-	-	17	12	1.6	-	-	-	18	24	1.4	1	1	5	107	153	1.5	1.6
5	For lower primary schools	110	90	29	5	4	4.3	16	10	2	1	-	4.4	20	19	3	-	-	4.4	143	102	15	3	4	4.7	4.5
6	For upper primary schools	112	91	23	8	4	4.3	12	15	2	-	-	4.3	18	23	1	-	-	4.4	139	115	8	4	2	4.5	4.4
7	Child labor	99	97	27	8	9	4.2	14	15	-	-	-	4.5	19	22	1	-	-	4.4	139	111	12	3	1	4.4	4.4
8	Poverty	155	62	15	4	2	4.5	19	9	1	-	-	4.6	30	9	3	-	-	4.6	140	110	9	3	5	4.4	4.5
9	Large family	132	81	21	2	2	4.4	21	5	3	-	-	4.6	27	14	1	-	-	4.6	133	127	6	-	1	4.5	4.4

Appendix E6

6. Issues Related to Special Needs Education as Causes for Students' Dropout

Items1-2 → Attitudes towards children with special needs as cause for theirs dropout from schools.

Items3-6 → Conditions unsuitable to children with moving difficulties as cause for their dropout from schools.

Items3-6 → Issues related with lack of trained manpower for SNE as cause for students' dropout from schools

No	Items	Teachers'						Schools principals'					WEOs'					Students'					Grand mean			
		Frequencies (f) for the scales					X	Frequencies (f) for the scales					X	Frequencies (f) for the scales					X	Frequencies (f) for the scales					X	
		VH	H(4)	M	L(2)	VL(1)		VH	H(4)	M	L(2)	VL		VH	H(4)	M	L(2)	VL		VH	H(4)	M		L(2)		VL(1)
1	Community attitudes	134	104	-	-	-	4.7	17	8	2	1	1	4.3	28	9	3	1	1	4.5	150	69	40	5	-	4.3	4.5
2	Parents' attitudes	114	103	17	2	2	4.4	18	9	3	-	-	4.7	33	7	2	-	-	4.7	157	73	32	5	-	4.4	4.6
3	Roads	125	100	6	4	3	4.4	19	7	3	-	-	4.6	31	10	-	1	-	4.7	165	82	18	2	-	4.5	4.8
4	School construction	252	85	1	-	-	4.6	16	13	-	-	-	4.6	24	16	2	-	-	4.5	170	79	17	1	-	4.6	4.6
5	Transport systems	152	85	1	-	-	4.6	16	13	-	-	-	4.6	24	16	2	-	-	4.5	170	79	17	1	-	4.6	4.6
6	No wheelchair	230	2	6	-	-	4.9	21	4	2	1	1	4.5	37	5	-	-	-	4.9	206	50	10	-	-	4.7	4.8
7	No assessment	92	93	42	20	1	4.9	16	12	1	-	-	4.5	31	9	1	1	-	4.7	188	62	17	-	-	4.6	4.7
8	No identification	238	-	-	-	-	5.0	23	5	1	-	-	4.8	3	56	1	-	-	4.8	199	68	-	-	-	4.7	4.8
9	No support	205	33	-	-	-	4.9	25	4	-	-	-	4.9	32	7	3	-	-	4.7	275	49	3	-	-	4.8	4.8

Appendix E7

7. In school factors as causes for repetition

Items 1-2 → Lack of teachers as cause for the students' repetition

Items 3-8 → Lack of school facilities as cause for repetition of students in primary schools

No	Items	Teachers					X	Principals					X	WEOs					X	Students					X	Grand mean
		Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						
		VH	H(4)	M	L(2)	VL(1)		VH	H(4)	M	L(2)	VL(1)		VH	H(4)	M	L(2)	VL(1)		VH	H(4)	M	L(2)	VL(1)		
1	For grades 1-4	131	93	4	3	7	4.4	14	8	5	1	1	4.1	24	10	4	4	-	4.3	107	87	44	18	11	3.9	4.2
2	For grades 5-8	125	88	8	7	10	4.3	17	9	3	-	-	4.5	25	2	2	0	4	3.8	120	87	35	14	11	4.1	4.2
3	Classrooms	87	124	17	9	11	4.2	12	14	3	-	-	4.3	23	12	2	2	3	4.2	89	107	35	16	20	3.9	4.2
4	Seats	73	117	17	21	20	3.9	11	9	1	1	1	3.3	15	12	6	5	3	3.7	75	92	52	21	27	3.6	3.6
5	Textbooks for grades 1-4	15	4	24	77	118	1.8	5	2	-	13	9	2.3	3	3	3	15	18	2.0	11	21	36	91	107	2.0	2.0
6	Textbooks for grades 5-8	90	96	30	8	14	4.0	10	3	9	-	7	3.3	15	2	11	10	4	3.3	96	19	83	13	56	3.3	3.5
7	Blackboards	26	54	108	27	33	3.2	8	1	2	2	16	2.4	7	7	8	12	8	2.8	28	72	19	30	118	2.5	2.7
8	Library	96	137	1	2	2	4.4	15	6	7	1	-	4.2	22	11	3	5	1	4.1	119	91	31	17	9	4.1	4.2

Appendix E8

8. Out of school factors as Causes for the Repetition of the Students

Items 1-4 → Issues related to girls' education as causes for their repetition

Items 5-6 → School-home distance as cause for repetition of primary school students

Items 7-9 → Economic and demographic factors as causes for students' repetition

No	Items	Teachers'					X	Schools principals'					X	WEOs'					X	Students'					X	Grand mean
		Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						Frequencies (f) for the scales						
		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		
1	Early marriage	173	32	26	5	2	4.4	17	10	2	-	-	4.5	13	25	2	2	-	4.2	139	94	23	6	5	4.3	4.4
2	Pregnancy	157	39	29	10	3	4.4	19	9	1	-	-	4.6	27	13	4	-	-	4.7	186	51	11	4	15	4.5	4.6
3	Community attitudes	149	59	24	11	5	4.5	24	5	-	-	-	4.4	21	20	1	-	-	4.5	153	54	36	12	12	4.2	4.4
4	Abduction	6	2	57	2	172	1.6	-	-	-	4	25	1.1	2	-	2	7	31	1.5	2	3	45	71	146	1.8	1.5
5	For lower primary schools	115	100	13	5	5	4.3	21	8	-	-	-	4.7	33	6	2	1	-	4.7	181	36	41	4	5	4.4	4.5
6	For upper primary schools	162	72	1	1	2	4.6	25	2	2	-	-	4.8	35	6	-	1	-	4.9	125	86	36	8	12	4.1	4.6
7	Child labor	126	82	15	9	6	4.3	28	1	-	-	-	4.9	28	8	4	1	1	4.5	167	49	31	11	9	4.3	4.5
8	Poverty	60	173	-	1	4	4.2	27	1	-	-	1	4.8	29	9	2	2	-	4.5	109	115	29	7	7	4.2	4.4
9	Large family	97	132	2	3	4	4.3	19	10	-	-	-	4.7	27	10	2	1	2	4.4	142	58	38	11	15	4.1	4.4

Appendix E9

9. Issues related with special needs education causing repetition

Items1-2 → Attitudes towards children with special needs as causes for their repetition in the schools.

Items3-6 → Conditions unsuitable to children with moving difficulties as cause for their repetition.

Items3-6 → Issues related with lack of trained manpower for SNE as cause for students' repetition

No	Items	Teachers'						Schools principals'					WEOs'					Students'					Grand mean			
		Frequencies (f) for the scales					X	Frequencies (f) for the scales					X	Frequencies (f) for the scales					X	Frequencies (f) for the scales					X	
		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M(3)	L(2)	VL(1)		VH(5)	H(4)	M	L(2)	VL(1)		VH(5)	H(4)	M(3)		L(2)		VL(1)
1	Community attitudes	106	58	54	1	9	3.9	22	5	2	-	-	4.9	26	6	7	-	3	4.2	185	42	25	10	5	4.5	4.2
2	Parents' attitudes	188	19	11	8	12	4.5	21	4	4	-	-	4.9	22	10	6	2	2	4.1	173	76	7	5	6	4.5	4.5
3	Roads	165	70	3	-	-	4.7	22	3	3	1	-	4.6	33	5	4	-	-	4.7	158	63	35	4	7	4.4	4.6
4	School construction	159	63	12	2	2	4.6	27	-	2	-	-	4.9	33	2	5	2	-	4.6	146	64	38	11	8	4.3	4.6
5	Transport systems	173	52	9	4	-	4.7	26	3	-	-	-	4.9	30	7	4	1	-	4.6	141	78	31	10	7	4.3	4.6
6	No wheelchair	137	79	13	4	3	4.4	28	1	-	-	-	4.9	25	4	5	2	6	3.9	133	77	37	8	12	4.2	4.1
7	No assessment	131	95	7	5	-	4.6	21	2	-	-	-	4.9	14	24	2	2	-	4.2	162	81	12	6	6	4.8	4.6
8	No identification	140	77	17	1	3	4.5	27	1	1	-	-	4.9	29	10	1	2	-	4.6	159	92	9	5	2	4.5	4.6
9	No support	161	73	4	-	-	4.7	28	1	-	-	-	4.9	31	4	1	1	5	4.3	99	123	31	5	9	4.1	4.5

Appendix F

Sample weredas and schools

No	Weredas /Town	Number of primary schools in the sample weredas	Number of sample primary schools	Sample schools	Grade levels of sample schools	Number of teachers in the sample schools	Number of sampled teachers
1	Ciro	42	8	Siree Giddoo	1-8	28	10
				Yaabdoos Shambaqoo	1-6	35	15
				Homachoo Sogiddoo	1-6	41	15
				Ija Faaraa	1-8	36	15
				Waaccuu Gillee	1-6	26	10
				Kaassejaa	1-8	27	10
				Laga Laaftoo	1-6	21	10
				Luugoo Baccenessaa	1-4	4	4
2	Ciro Town	7	2	Ciroo Lakk. 1	1-8	36	15
				Ciroo Lakk. 2	1-4	34	15
3	Tulo	31	6	Hirna Lakk. 1	1-8	36	15
				Caffee Gurratti	1-8	28	10
				Midhagduu	1-4	10	5
				Odaa Ballinaa	1-4	18	5
				Burqaa Dobbassoo	1-4	12	5
				Najaataa	1-4	10	5
4	Doba	39	8	Biyoo Karabba	1-8	28	10
				Doobbaa	1-8	17	10
				Walqixummaa Wajjiin	1-6	14	5
				Jiruu Nagayaa	1-4	6	5
				Biyoo Jannataa	1-4	4	4
				Bilisummaa	1-4	9	5
				Soddomaa	1-8	19	5
5	Mieso	43	9	Dirree Qaalluu	1-3	3	3
				Mieso	1-8	21	10
				Koora	1-3	4	3
				Biliiloo	1-3	3	3
				Odaa Asaboot	1-8	18	10
				Burqaa Beekuumsaa	1-5	8	5
				Harqoncaa	1-4	8	5
				Aannannoo	1-3	4	4
				Biikkee	1-4	10	5
Total	5	162	32	-		564	256

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Gemeda Ifa

Date 21/07/08

Signature 

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

Name of advisor Wube Gebreye

Signature 

Date of submission