ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF THE CONTRIBUTION AND CHALLENGES FACED SATELLITE SCHOOLS IN UNIVERSALIZATION OF PRIMARY EDUCATION IN BORENA ZONE OF OROMIA REGIONAL STATE

BY

ERETI EMAMA DADI

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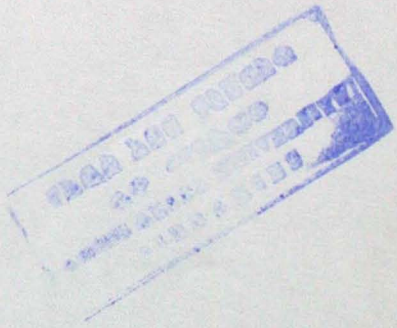
A THESIS SUBMMITED TO SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN THE PARTIAL FULFILLMENT OF THE REQUERIMENTS FOR THE DGREE OF MASTER OF ARTS IN CURRICULLUM AND INSTRUCTION.



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School of Graduate Studies

An Assessment of the Contribution and Challenges Faced Satellite Schools in Universalization of Primary Education in Borena Zone of Oromia Regional State

By

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Acknowledgements

First of all, I thank the Almighty God for being with me in all of my life time. Following, my special thanks are extended to my advisor Dr Abdulaziz Hussien for his humble approach, unreserved guidance and constructive comments on the whole study. Had not been for his hearted follow up, patience, and cooperation, the completion of this study would have been hardly difficult.

I owe special thanks to my mother Disi Oboto and my father Emama Dadi who schooled me with out having gone themselves to school. I also owe my heartfelt appreciation to my wife W/ro Yodit Mamo for shouldering the burden and responsibilities. Besides, I am very much indebted to my beloved daughter Lalise Ereti and my son Naol Ereti for they scarified their rights to be taking care of by me and tolerance of the pain of father's love for two consecutive years. My respect also extends to my brother Kenea Emama, W/ro Safanit Mamo and Ato Tolessa Gosomsa for their psychological treatment they were offering me was more than anything else.

I also express my thanks to sample Woredas and Zone Education Office officials for their cooperation during data collection. My respect also extends to all of the respondents for providing the necessary information for the study timely, and then my deepest thanks also for Addis Ababa University for providing me funds to conduct this study.

My deepest appreciation also goes to Dr Dessu Wirtu who provided me pertinent materials helping me for this study. I would also extend my thanks more than words to my friends Ato Badada Tolessa and Ato Belete Damte for their deep concern and devotion of time in carefully going through my draft manuscript.

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ACRONYMS AND ABBREVIATIONS

ABE Alternative Basic Education

AIR Apparent Intake Rate

EFA Education for All

ESDP Education Sector Development Program

BZEO Borena Zone Education Office

CRC Cluster Resource Center

EDC Education for Democratic Citizenship

GER Gross Enrollment Rate

GPI Gender Parity Index

MDG Millennium Development Goal

MOE Ministry of Education

NGO Non-Government Organization

NIR Net Intake Rate

OEB Oromia Education Bureau

SDPRP Sustainable Development and Poverty Reduction Progrgram
TGE Transitional Government of Ethiopia

UNESCO United Nations, Education, Scientific and Cultural Organization

UNICEF United Nations Children's Fund.

UPE Universal Primary Education

WCEFA World Conference on Education for All

Abstract

The main objective of this study was to assess the contribution of satellite schools in universalization of primary education in Borena zone in terms of educational access, gender equality, quality and efficiency of education; and to identify the major constraints that may hinder the activities of satellite schools and finally come up with possible strategies that should be implemented to alleviate the problems for the provision of quality education. The study used descriptive survey approach and involves both primary and secondary sources. The data was collected from four woredas of Borena Zone selected using purposive, simple random and availability sampling. The subjects of the study were 17 supervisors, 28 primary school directors, 76 satellite school teachers, four woreda education office heads, one zone education office head and four local elders. The necessary information was secured from these subjects through questionnaire and interview. In addition, the documents of educational statistics of the BZEO and WEO were used to obtain the necessary data regarding students' participation in first cycle primary school and satellite schools of the Zone understudy. The data obtained from questionnaire were analyzed using statistical tools likes percentage, mean and mean value. The findings of the study revealed that the status of students' participation in satellite schools of the Zone is very high. It is also revealed that there is low gender disparity in participation and low dropout of children in the satellite schools. Regarding the challenges, shortage of manpower and other resources have been identified as major problems in provision of quality education in the satellite schools of Borena Zone. Shortage of students' text books and reference materials, shortage of role model female teachers, shortage of local trained teachers, low level of teachers' motivation to teach at satellite schools, problems of adequate supervision, lack of competent primary school directors and lack of adequate budget have been identified as major constraints which affect the activities of satellite schools for the provision of quality education. From this finding it was concluded that though the contribution of satellite schools have been in increasing access, gender equality and efficiency as found to be very high, provision of quality education in these schools become challenging due to resource and manpower constraints. Depending on the result of the findings, this study recommended that, the Zone and Woreda Education Offices in collaboration with local communities should furnish the satellite schools with the necessary school facilities. The Woreda education office should also give due attention for satellite school students in distributing text books to schools, assigning competent primary school directors and competent supervisors, and sufficient number of female and trained teachers for satellite schools. Finally, it is better if the Woreda Cabinets allocate sufficient budget for education sector.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Among all the resources a country needs to bring about economic, political and social changes, the most crucial is human resource development.' Developing this absolutely important resource can be realized through the provision of education. As stated by Aggarwal (2006), education is considered as the "third eye" of man which gives him an insight into all affairs and leads him to all round progress and prosperity. On the same issue, Derebsa (2001) also noted that education is one of the major factors responsible for the development of a country. That means human resource constitutes the foundation up on which material development can occur and education represents a major form of human resource development.

The Universal Declaration of Human Rights (1948) states that "every one has the right to education" "Education shall be free, at least in the elementary and fundamental stages" and "The primary education shall be compulsory" (Article 26).This means primary education is not privilege but rather basic human right. In line with this, Philips (1975) said that a human being is born with tremendous potential for learning and system of educations are dedicated to helping realize that potential.

As notified by World Bank (2004) and UNESCO (2004), the fundamental building block for the right to education is primary education. Primary education is intrinsic human value of education that adds meaning and value to everyone's life without discrimination. For instance, Derebssa (2001:175) asserted that primary education provides fundamental basis for all further schooling, training or self education. It also provides the basis for developing the capacity to cope with readily evolving and changing society in an information age. Hence, its universal availability and quality are central to the human resources capacity of any society.

Furthermore, Augers (1977) cited in Omari,et.al. (1983:9) pointed out that universalization of primary education will have the following purposes:

- Promotion of equality among members of society;
- Weapon for eradication of ignorance, poverty, and diseases;

-Instrument for development of national identity and unity; and

-Prereqtisite for participation in politics, and in further learning for individual and social development.

Thus, primary education should be considered as a fundamental bed-rock for other human rights and it should be given due attention as starting point for economic growth and social development.

To realize these purposes of UPE the international communities have passed several resolutions for and look a series of initiatives for the advancement of primary education. Various regional conferences were held under the guidance of UNESCO to set a target year for achieving gross enrollment ratio of 100 or above. For instance, the conferences which were held in Karachi (1960), Addis Ababa (1961) and Tripoli (1960), set 1980 as the target year of primary education in most Countries of Asia & Africa (Awraris, 2005and Berhanu, 2000).

Later on, the world conference consisted of educators from over 100 countries on "Education for All" (EFA) which took place in March 1990 in Jomtien- Thailand, emphasized communities' commitment to basic education, especially in the developing countries (Anderson, 1992). The participants also agreed on frame work for action to meet this basic learning needs and calls up on countries to adopt policies and practices that would ensure universal access to and completion of primary education by the year 2000. Achieving this goals embraced at Jomotien Thailand required not only the children be admitted to school when they are of seven age but also that they complete the entire primary cycle and actually learned at appropriate age level (UNESCO, 2003).

Though, a decade later, the Dakar conference was held considering performance after Jomtien conference and it was noted that the goals set were not achieved .As result ,the time frame was extendedfrom2000to2015to achieve the goals (Nicate,2000andUNESCO,2000).However,the2000 assessment demonstrates that there has been significant progress in many countries towards the target set.

Universalization of primary education has received considerable attention in many developing countries. The Ethiopian government as one of the signatory member of countries of human right and participant of the aforementioned conferences has made important strides in that

direction and taken a number of measures for improving access to primary education. A priority agenda of the measures, the commitment to primary education was stated in the constitution and under scored in the Education and Training Policy and Strategy(1994),the Educational Sector Development Program (ESDPI,II,III), Sustainable Development and Poverty Reduction Programs(SDPRP) and Millennium Development Goals(MDG) have given priority to primary education and set their specific goals to achieve good quality primary education for all school age children(MoE,2005).

Ministry of Education in ESDP Document undertook policy study on "Alternative Routes to Basic Education" in a bide to achieve UPE by the year 2015.Following this study ,first ABE was given more attention to address the socio-economic problems of pastoralist and semi-agricultural areas to provide access to education for all. To implement ABE; ABE syllabi, teaching and learning materials in four subjects of the three levels had been developed and practiced. Second, "school feeding" was identified as strategy to raise and maintain school enrollment in order to increase the demand for education amongst chronically food insecure and vulnerable children .This program also contributed to lowering the level of drop outs, stabilizing attendance, improving children's ability to learn, and narrowing the gender gap in school. Thirdly, a multi-grade class strategy currently piloted in Amhara and Oromia Regional Education Bureaus, and was found to be promising on two grounds; improving access and quality. Fourth, construction of more village schools ("satellite schools") and class rooms which will make sustainable use of local materials and labor .This in turn will create better opportunities for communities to contribute more in terms of labor and materials which enable the government to establish schools closer to a child's home; children will not drop out because of distance. Communities' direct involvement in the school construction will also lead to their participation in the management of the school.

Based on the national policy and ESDP documents, the regions in Ethiopia have their own responsibility and authorities in promoting primary education. The strategies set in the ESDP documents also authorized the zones and woredas to implement the aforementioned strategies which ensure the achievement of the universal primary education by the target year (MOE. 2005:35).

To realize the strategies set in the ESDP, Borena Zone is one of the Zones in Oromia Regional state that established satellite schools ("feeder schools") near the homes of the children to increase educational opportunities for those who couldn't attend the formal primary schools. Therefore, the researcher is interested to assess the status of satellite schools' performance in the contribution and challenges faced in Universal Primary Education (UPE) in Borena zone.

1.2. Statement of the Problem

Primary education is the only right track to exit from poverty particularly for developing countries. International researchers have proved that a person with at least 4 or 5 years of primary education is more productive than someone who is illiterate (Anderson, 1992 and Omari, 1983). Supporting this idea, Mingat (2003) pointed out that when large share of children do not complete their primary education, the country could be at risk of missing the productive citizens and the economy could also fundamentally constrain due to lack of literate individuals who would be potential for further development.

The performances of primary education reported in various annual meetings held by UNESCO revealed that though some achievements have been registered in Ethiopia, the country is still found among the poor performance (UNESCO, 2007). On the other hand, MOE (2005) in the document of ESDP III reported the significant progresses made in increasing access and coverage for primary education. According to MOE still faster progress needs to be made in this area in order to achieve the goal of Universal Primary Education (UPE) by the year 2015.

The program assumes an increased role of communities in constructing low cost formal schools, one classroom schools, alternatives basic education (ABE), multi grade classrooms to increase the access to education (MOE, 2005: 35).

To realize these strategies, the Borena zone education office planned to establish satellite schools since 2004/05 with an objective of increasing the enrollment of children in education and to reduce the distance traveled by the children to the schools. The communities and the woreda education office took the action by constructing satellite schools, locally called "rera" closer to the children in their village from traditional local materials. These are supposed to be "feeder schools" for those formal primary schools in rural areas and towns.

These "feeder schools" are set up within the catchment's areas of the formal primary schools closer to children vicinity, so that small out -of -schools children who are unable to walk long distance could receive early education in grade1-2. The aim is also to bring school facilities near the home of poor children, girls and children who have special needs to ensure UPE.

Therefore, this needs performance assessment at zonal, woreda and school settings to examine the contribution of satellite schools to the universal primary education at the grass root level. Hence, investigating the status of satellite schools' contribution to the universalization of primary education is important. In line with this, as far as the knowledge of the researcher is concerned such type of study has not been conducted at the zonal level before. This study will assess the status of contribution and challenges faced satellite schools in Borena zone with respect to UPE.

1.3 Objective of the Study

The following were set as objectives:

1. Examining the pattern of educational access at satellite schools in relation to UPE;
2. Investigating the quality & efficiency of education performed at satellite schools;
3. Assessing the trends and status of gender equality at satellite schools with respect to UPE;
4. Identifying challenges that may face by satellite schools.

Hence, the researcher developed the following basic research questions:

1. To what extent satellite schools contributed to universalization of primary education in terms of access and gender equality?
2. To what extent the quality and efficiency of education has been improved as the result of launching satellite schools?
3. What are the challenges facing satellite schools in their day to day activities?

1.4. Significance of the Study

Currently, Ethiopia is implementing the Education and Training Policy (1994). The policy aims at producing people who are capable of using their potential for their individual life as well as for the development of their country. The policy required effective and efficient utilization of

alternative means for providing primary education. Thus, the finding of the study may help the country in general and Borena zone in particular in the effective implementation of the satellite schools by indicating its drawbacks and forwarding possible solution. In this regard the study may have the following contribution.

1 Serve as a reference for educational planners and implementers in the area of satellite schools.

2 To suggest solution for the major challenges that affects the satellite schools' activities in the Borena zone.

3 Serve as stepping stone for those who are interested in further investigation in this area.

1.5. Delimitation of the Study

The study limited it self to the Borena zone by selecting 4 sample woredas. The scope of the study was limited to satellite schools linked to formal primary schools in the sample woredas. The study was also limited to treat gender equality, efficiency, quality and access of education at satellite schools and challenges that may affect the effective implementation of satellite schools' activities

1.6. Operational Definitions

1. **Access:** Refers to how much the eligible school age children are in appropriate to educational opportunities.
2. **Gender Equality**: Refers to boys and girls would experience the same advantage or disadvantage in education access, treatment and outcomes.
3. **Gross Enrollment Rate**: Refers to the total number of students irrespective of age in particular levels expressed as a percentage of primary school age population.
4. **Internal Efficiency**: Refers to the efficient utilization of resources to avoid wastage in the form of dropouts, repetition, etc.
5. **Net Intake Rate**: Refers to the ratio of new entrants in the first grade of primary education who are of the official school admission age expressed as percentage of official school admission age (the total population of 7years old).
6. **Primary Education:** - Education provided by primary or elementary schools. It refers to the level of education during which no differentiation is introduced in the form of operational subjects or in the streaming of pupils towards different types of education.
7. **Quality Education**: Refers to an education system which consists of relevant inputs

pertinent processes and competent out puts

8. **Satellite school:** Refers to "feeder schools" set up within the catchments area of the formal primary school, so that especially out- of -school children who are unable to walk along distance can receive early education in grades1-2.

9. **Universal primary education:** means that all children of primary school age participate in the school system and complete primary school

1.7. Organization of the Study

The study is organized in five chapters. The first chapter deals with the problems and its approaches. Review of the related literature is presented in the chapter two. The third chapter deals with the methodology. Under chapter four presentation and analysis of data is treated. The last chapter deals with the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of related literature on an assessment of the contribution and challenges faced satellite schools in universalization of primary education. As such it focuses on : The importance of primary education, the concept of universal primary education, commitment for universal primary education, an overview of the commitment of universal primary education in Ethiopia, challenges to achieve UPE, access to primary education, gender parity and equality in education, internal efficiency and background information of satellite schools in Borena Zone.

2.1. The Importance of Primary Education

Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the bases for sustained economic growth. It is a fundamental for the construction of democratic and dynamic, globally competitive economics. For individuals and nations, education is the key to creating, applying and spreading knowledge (World Bank, 2003).

The point stated above emphasized the education plays a key role in accelerating economic growth and developments. The question should therefore, be which level of education plays a significant role and must be given to priority, especially in developing countries suffering lack of educated human resources and financial constrains and poverty?

Primary education develops the capacity to learn, to read and use math, to acquire information, and to think critically about that information. Primary education also the gate way to all level of education that train the scientist, teachers, doctors and other highly skilled professionals that every country no matter how smaller or poor requires(World Bank,2003;World Bank,2004 and Anderson,1992).

The role of primary education in poverty and income inequality is even more strongly established than its contribution to over all economic growth. Illiteracy is one of the strongest predictors of poverty and unequal access to educational opportunities is the strongest correlates of income inequality. A large body of research points to the catalytic role of primary education "the people's asset" for those individuals in society who are most likely to be poor, girls, ethnic minorities, orphans, people with disabilities and people living in rural areas .Extending adequate quality primary education to those vulnerable groups is crucial in order to equip them to contribute to and

benefit from economic growth (World Bank, 2004 and UNESCO, 2005).

Furthermore, education particularly primary education promotes achievement of all other Millennium Development Goals; poverty reduction, gender equity, child health, lowers HIV/AIDS and communicable diseases and environmental sustainability (UNESCO, 2007 and World Bank, 2003).

In considering the effect of primary education and economic performance, a wider number of studies concluded that investment in primary education yield returns that are typically well above the opportunity cost of capital. Studies show that a farmer with only four years of education can have as much as an 8.7% higher productivity than a farmer with no education. In deed, substantial bodies of research developments also revealed that education and especially girls who have more than four years of schooling is one of the strongest drivers of improvement such as health and nutrition practice improve, infant mortality decline, marriage and child birth are delayed, and impacts on immunization and life expectancy(Anderson, 1992; UNICEF, 1992 and Tolber, 1985).

Thus, ensuring primary education for girls can have a major impact on health growth rate of nation's populations, achieving universal primary education, economic wellbeing of a country, female labor force participation, self- employment and etc. Above all education empowers girls with basic knowledge of their rights as individual and citizens and provides them with the knowledge and skills to contribute to and benefits from development efforts.

Furthermore, citizen who have completed their primary education are more ready to accept new technologies and apply them on ground towards productivity. Research also indicates the contribution of primary education to better natural resource management including conservation of forests and more rapid technological adaptation and innovation. Broad based education is associated with the faster diffusion of information in the economy which is a critical for increased productivity among workers in traditional as well as modern sectors (Hanushek and Kimo,2000 in World Bank,2003).

To sum up, education, particularly primary education is considered as it is the bed-rock of economic growth and social development of any country. Primary education lays the foundation for more productive labor force through promoting literacy and numeracy. Primary education has direct and positive impacts on learning productivity as well as health and poverty reduction

benefits. And it is also promotes achievements of other Millennium Development Goals.

2.2. Concepts of Universal Primary Education

The concept of universal primary education (UPE) is explained by different scholars from different discipline based on their different perspectives for different reasons. The way it progress has been defined also influenced by the way its status has been measured and the choice strategies adopted to pursue the goal (Colcough, 1993 and Haddad, 1990).Economists perceive universal primary education based on factors and constraints of supply and demand for basic education. Sociologists focus on factors that affect the participation of gender, social class and ethnicity, while educators focus on a number of children in school and out of school (Colcough, 1993 and Kelly, 1970).According to educationalists points of view, universal primary education (UPE) is the level that all children of primary school age participate in the school system and complete primary school (UNESCO, 2005),and this definition is taken more appropriate for the concept of universal primary education.

Universal primary education and the right to education are concept of one theme established by Education Declaration, which implies the importance of primary education for social and economic development makes it to be universal and basic right for every child with out discrimination. Another implication of the concept of UPE is that since education is universal human right those denied to it has the right violated (UNESCO, 2002 and WCEFA, 1990).Also as it is asserted by WCEFA (1990) universalizing primary education has a central importance and strategies for implementing the rights of the poor, migrant workers and nomads, rural, racial and linguistic minorities, girls and boys and women's and as a whole the rights of citizens. So, all people have a right to education and if its impact up on people's capabilities is intrinsically part of our notion of development it follow that the provision of primary level of education for all people must be made universal.

This is the central issue of universal primary education since 1948 and justified by different regional and international conferences on education for all. So that a child (boy and girl) what so ever, poor she or he or the situation as inconvenient the child should not be deprived of a chance for education of choice and there is no and should not be any sufficient and legitimate reason that deprive from access to schooling.

2.3. Commitment for Universal Primary Education

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

Since the Universal Declaration of Human Rights, many countries have been renewed their commitment to universal primary education and several attempts have been made by the countries through out the world to promote access to education as a basic right and provided Education and Training for human resource development (World Bank,2003;World Bank,2004 and UNESCO,2005).

Accordingly, the first conference of universal primary education was held in 1961 in Addis Ababa involving African countries liberated from colonial rule under the coordination of Ethiopia. This conference as strategy named as "Addis Ababa strategy" was formulated to provide primary education for all citizens by 1980(Berhanu, 2000 and Awraris, 2005).

The goal of education for all that was set for 1980 by African countries was again held on international conference in Jomtein ,Thailand involving more than 100 countries in 1990, the goal for education for all by the year 2000(UNESCO,1990;UNESCO,2005 and UNESCO,2006).The Jomtein conference identified six goals:

1. Expansion of early childhood care and development activities, including family and community interventions, especially for poor, disadvantaged and disabled children;
2. Universal access to and completion of, primary education (or what ever higher level of education is considered as "basic") by year 2000;
3. Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g.80% 14years olds) attain or surpasses a defined level of necessary learning achievement;
4. Reduction in adult literacy (the appropriate age cohort to be determined in each country) to say one half its 1990 level by the year 2000 with sufficient emphasis in female literacy to significantly reduce the current disparity between the male and female illiteracy rates;
5. Expansion of provision of basic education and training in other essential skills required by youth and adults, with program me effectiveness assessed in terms of behavioral changes and impacts on health, employment and productivity; and

6 Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all educational channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioral changes.

The 2000 Dakar Frame work for Action expresses the international community's commitment to abroad based strategy to ensure that the basic learning needs of every child, youth and adults are met within a generation and sustained there after .It sets the six goals that ratify these agreed at Jomtein, and make some changes in content and form (UNESCO, 2007; World Bank, 2003and UNESCO, 2000).

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstance and those belong to ethnic minorities have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skill program me;
4. Achieving a 50%improvement in levels of adults literacy by 2015 ,especially for women and equitable access to basic and continuing education for adults;
5. Eliminating gender disparities in primary and secondary education by 2005,and achieving gender equity in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality; and
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning out comes are achieved by all, especially in literacy, numeracy and essential life skills.

Not only increasing the duration of meeting the goals but also the strategy that supports its realizations was identified relatively in better way at Dakar conference. At its heart of the conferences are the recognition that universal education is the key to sustainable development, social justice and a brighter future (UNESCO, 2007).

2.4. An Overview of the Commitments of Universal Primary Education in Ethiopia

Ethiopia is among one of those countries that has been committed itself to provide primary education to all school age population since the Universal Declaration of Human Rights (1948).This implies that primary education was the top priority of the government in the education sector during the monarchy and Derg periods, the sector failed to show significant changes which were expected (Asmaru, 2004).The change of government in Ethiopia took place just a year after the Jomtien conference. The new government also committed itself to provide education to school age population and show a significant progress. A priority agenda and the commitment of the government was stated in constitution, and underscored in the Education and Training Policy and Strategy(1994),in the Education Sector Development Programme (ESDP I,II,III) and especially committed itself to the Millennium Development goals (MDG) aimed at eradicating extreme poverty and improving the welfare of its people by the year 2015. One of the Millennium goals is "achieving universal primary education "with the specific target of "ensuring that by 2015, children in Ethiopia, boys and girls a like 'will be able to complete a full course of primary schooling". This is the confirmation to the commitment the country made in Jomtien, Thailand in 1990 to achieve UPE by the year 2000 and reaffirmed commitment made in Dakar Senegal in 2000 to achieve UPE by the year 2015(MOE) and TGE,1994).

Furthermore, as stated by Derebsa (2006) and Ferdisa (2002), Ethiopia is the signatory of different or all the regional and global proclamation and commitment to universalize primary education to all the school age of its citizens .Ethiopia was the signatory of:

a. The Universal Declaration of the Human Rights (1948);

b. Regional UNESCO conferences in the early 1960; held at Addis Ababa, Karachi, Santiago and Tripoli;

c. The Udaipur conference on the literacy, 1983;

d. The world summit for children and the convention on the right of children, 1989;

e. The 1990 Sub-Saharan conference on Education for All;

f. The 1999 of sub –Saharan conference on education for African Renaissance;

g. The 2000 Dakar, Senegal Declaration. These all are the witness for the commitments made by the Ethiopian governments to real life the right to universalize primary education.

In general, the Dakar goals render imperative improvements in four areas of primary education access, quality, equity and efficiency. These require a comprehensive and broader change in primary education in Ethiopia.

2.5 Challenges to Achieve UPE

As many of literatures documented most of the challenges to low participation and to achieve UPE are socio- cultural factors, economic factors and school related factors, policy issues related factors and others (World Bank, 2005)

The cultural expectation on girls and the priority given to the future roles as a child bearer and wives have strong negative effect on girls educational enrollment and participation(Odaga and Henveld,1992).Besides, the attitudes of parents' towards the importance for girls determined by what the society expects of the role of female and males.

The effect of economic conditions on access on regular attendance and learning in primary education is perhaps the most constant and consistent findings of socio educational research World wide (Anderson, 1992). Sending children to school incurs direct and opportunity costs, which hinders to school participation for children from poor and rural families. According to Aggrawal (2004), poverty is found to be one of the challenges encountered in developing nations to universalize primary education.

Lockheed and Verspoor (1991) found out that the major impingements of enrollment and participation of children at school is inadequacy of school facilities like instructional materials, water supply, and latrine separate for (males and females). Furthermore, in addition to school facilities the shortage of teachers was more common in remote rural areas. Lack of rewards and economic incentives are among the causes for not work in rural areas.

Despite the evidence that social returns to primary education are very high, most education systems are under funded. Allocation of financial resources to primary schooling inevitably reflects political will and the priority that society places on educating its children. Underlying

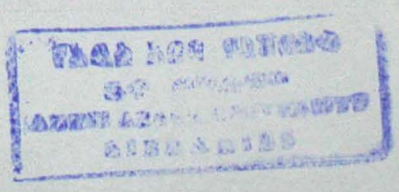
every effective programme for reaching and teaching children is a strong commitment by individuals, by communities and most important of all by national government to education. A more and political commitment to education ensures an adequate financial commitment. Furthermore, investment in primary education may be the single most effective means of improving the incomes of the poor, the medium and the long term(UNESCO,2005).In spite all this, primary education continues to be the "chronically under funded "area of human capital investment. The lack of funds and the lack of ideas are related. When funds are not available, people do not devote their attention to education. If good ideas are lacking and education seems mired in failure, funds are diverted to other "more promising "enterprises (Anderson, 1992).

2.6. Access to Primary Education

Access to primary education can be defined as expanding and equalizing of educational opportunities and the accommodation of all the children of relevant age by increasing school age population. It is also an expansion of adequately staffed and built schools through out the country to facilitate universal primary education (Lockheed and Verspoor, 1991; UNESCO, 2006 and Mulu in Mitiku, 2004).

Although there could be country or region specific factors that affect access to education. Factors that are believed to be common for most countries also vary based on the characteristics of children who are out of school, i.e., rural, female, and poor .According to the World Bank (1990), and Lockheed and Verspoor (1991), urban children are more likely to enroll in and complete primary school than rural children. The factors hindering the enrollment of children to school are unavailability of the school in vicinity, the need for child's labor by their parents, low educational background of the parents, poverty and others. The indicators used to measure access in terms of the proportion of children admitted relative to the child population eligible for enrollment in qualitative terms. The well known indicators of access to primary education in world wide include: Apparent Intake Rate (AIR), Net Intake Rate (NIR), Gross Enrollment Rate (GER), and Net Enrollment Rate(NER) (Bastain,2004;MOE,1999;OECB,2004andUNESCO,2006).

AIR and NIR considered as rates of admission to primary education. AIR is defined as the proportion of all new entrants irrespective of their age, to the official school admission age, that is



population of 7years old .It reflects the general level of access to primary education and indicates the capacity of education system to provide education to grade one. The ratio does not show whether the children come to school at the right age or not. Due to late and early starters the percentage of AIR goes above 100%. The Net Intake Rate is the indicator that shows whether children come to school in their proper age or not. It gives a more precise measurement of access to primary education than AIR.NIR is defined as the ratio of new entrants in the first grade of primary education who are of the official school admission age expressed as the percentage of official school admission age(the total population of 7 years old). GER and NER are used for comparing level of educational growth between countries, regions, woredas, schools, etc. While GER is the total number of students irrespective of age in particular levels expressed as a percentage of the corresponding school age population. It is a crude measure of coverage. NER is the total number of students in particular level, who are in official enrollment age for that level, expressed as the percentage of corresponding school age population (Bastian, 2004; UNESCO, 2006; and MOE, 1999). NER is also a major indicator that shows the access of primary education by 2015.

2.6.1. Innovative Strategies to Promote Access to Primary Education

School must be nearby, safe and healthy, affordable and scheduled at convenient times. Regarding this Anderson (1992) asserted that the place where schooling is offered and especially its proximity and safety (physical accessibility), and the timing of the school schedules especially the way this affects children work (technical accessibility) and therefore educational costs (economic accessibility)determine to great extent whether children attend and stay in school. Despite impressive increases in enrollment since the world conference on education for all (Jomtein, Thailand, 1990); however, more than 100 million school age children still out of school in the world. The most majority come from the traditionally disadvantaged groups in society; rural, female ,and poor(Anderson,1992 andUNESCO,2007).This indicates that increasing access to school still a critical issue and demands some efforts so that UPE will be realized .According to UNICEF(1992),World Bank(1990) and Mitiku(2004) governments, international communities and local communities can improve the access to primary education through implementing the following innovative strategies:-

2.6.1.1. Increasing the Supply

Universal primary education may not be realized without sufficient inputs as well as innovative activities that accelerate the contents to improve the access of children to school. Expanding supply to promote access to schooling includes:-

A, Construction of Small Feeder or Satellite Schools:-The strategic placement of schools near to the home of children have proved successfully for girls where a distance from the school is deterrent to educational attainment successful cases in Egypt, Philippines, and Indonesia(Prather,1991).

According to MOE(2005) in ESDP documents stated that to decrease distance traveled by the young children to reach school ,the low cost locally constructed schools are among the strategies which speed ways to the progress of students enrollment. These locally built schools are secured to families to send their children to school. To assert this Anderson (1992) stated that the extent of sending children to school is highly influenced by the proximity of school. The greater the distance between a child's home and a school, the less likely it is that the parents will send the child. Even if children start to school, distance often make them decide to drop out because it "makes too long" or "too much trouble" to get there. One reason parents want their children in the school close to home are because of safer and parents can keep an eye on their children when they remain in the village.

From the above discussion one can understand that the low cost satellite schools constructed around children vicinity create shortest possible distance which increases access to schooling.

B, Teachers Recruitment and Ensuring the presence of Female Teachers:-Shortage of teachers is very common problem especially in most rural areas school. Therefore, to alleviate such puzzles, strategies should design to acquire sufficient number of teachers. Possible solution, incentives like housing, training opportunities are very important to encourage teachers especially females to sense in remote areas. Increasing the supply of female teachers is an important strategy to increase the access of girls to school. Supporting this idea Anderson (1992), pointed out that increasing proportion of female teachers which often means staffing a school with at least one female teacher has effects on girls schooling. The presence of women teachers helps to promote the perception of a safer and more protected school environment for girls. Similarly, Amare(1998)stated that women teachers provide visible, immediate role models of educated

women for girls attaining schools. Thus, the presence of female teachers is likely to encourage parents to send their children to school, both because they see the opportunities for their daughters outside the household and because of increased sense of security for girls when female teachers are present. In this scenario the concern is expressed that children should see and have teachers of their same sex as role model. However, to date there is no evidence of parents forbidding sons to enroll in school with all women teachers, where as parents do keep their children out of school of no female teachers are present (UNESCO, 2004:49). Perceptions and reassurance of safety are critically for girls and the presence of women teachers in male dominating teaching force female teachers who value girls and boys equally must take high priority.

C. Multi- grade classes: - Multi-grade classes, in which one teacher teaches several grades, also improve access in rural communities. Multi-grade teaching addresses the problem of uneconomically small classes as well as that of incomplete schools. Effective multi-grade teaching which requires instructional materials and teachers training has been successfully implemented in a number of countries. According to MOE (2005), the multi- grade classes' strategy is currently piloted in Amhara and Oromia Regional Education Bureaus, promising on two grounds; improving access and quality.

D. Multiple shifts: - In the condition of classroom, school facilities and other resources are scarce multiple shift system is useful to increase the enrollment.

E. Private Schools: - Access to primary education could be raised by expansion of private schools. Private schools can benefit the poor indirectly, because those who can afford may go to the private schools and increases enrollment opportunities for all primary school children in other schools.

F. Mobile Schools:-These schools are absolutely important for pastoralist ones to whom the people leading their life moving from one place to another due to these groups of citizens require additional efforts and unique system.

2.6.1.2. Increasing Demands

Strategies to mobilize demands are as important as, if no more important than strategies to increase the supply of school places. Thus, especial efforts are needed to address the agenda of universal primary education. In applying this strategy, some of the innovations suggested in

increase demand for primary education include:

A. **Improving Primary Schools:**-By persuading parents that education is valuable and by improving the effectiveness of education, parents could be made to see greater benefit in sending children to school.

B .**Reducing direct Cost:**-Anderson(1992) indicated that many children do not go to school or stay in school because school fees, books, pencils and other supplies , uniforms or other required closing (such as shoes)and or transportation to and from school cost more than their family can afford . Indeed, this may contribute a lot decreasing access to schooling; therefore, lowering or eliminating those costs is an important in order to improve access to education.

C **Reducing Indirect cost:**-when the schedule of the school conflicts with other essential activities children do not attend, because they miss too many lessons, eventually drop out. Timing of the school relates directly to the school costs. The job that the child must do for family survival have to be done during the same hours that the school is in session, then the indirect costs of the school are too high for a family to afford(Anderson,1992).Reducing indirect cost play a significant role with respect to educational access . Therefore, the education system should use the strategies the indirect costs such as flexible scheduling is a key strategy in improving the schooling of girls and rural children. For example, in Dominican Republic, classes were offered to working children late in the day after their work was finished. In rural Bangladesh parents decided on the schools schedule for their children. Thus ensuring that it did not conflict with daily chores or with planting and harvesting seasons (Anderson, 1992 and World Bank, 1995).

C. **Mobilizing Community Support:**-Community support for schools make education more effective. School-community interaction can enhance education in many ways. Parents involvement is one of the best ways to get children to come to school .When parents decide the schedule or when they supply the shelter for schools they ensure that the place and time of schooling are appropriate. Through their involvement, they commit their own children to attend school. Moreover, the community involve in a number of issues that promotes the access of education in school system. For example, they contribute labor to built shelters, make furniture, repair facilities, serve in school management committees and make in-kind contribution (Anderson, 1992; World Bank, 1990; UNESCO, 1995).

From the above point of view one can conclude that the significance of community involvement

has absolute importance to promote a number of conditions which are basic to increase access to education for children.

2.6.2. Some Selected experiences in promoting Access to Primary Education.

2.6.2.1. Experience of Satellite School in Bangladesh

As described by Sharafuddin (1998), the government of Bangladesh has undertaken several projects such as food for education, compulsory primary education program, stipend for girls' students, etc, to combat the problem of low coverage, low attendance and high drop outs. The satellite school is one such project designed to increase coverage and attendance and reduce drop out. In a sense satellite school is a feeder school for normal primary school. The planners were convinced the bringing schools to the doorsteps of learners would increase enrollment.

Program Description:-Usually a locally with very low literacy rates, high population density and difficulty access to school (particularly girls) owing to natural barriers is chosen for the satellite school. Children of the 6-7 years age group enrolled in grade 1 and 2. In the second year a low cost two-room school is constructed. It is usually established one kilometer away from a primary school which is called the mother school.

Teachers Selection:-Teachers must be female and employed as volunteers. The induction of women in the project is expected to contribute towards the participation of women in development and increase the access of girls in education.

Mobilizing Community Support: - In the first year no expenditure is made on the construction of the school house. The house or space is provided by the local people to be used as a classroom temporarily. The classroom can be housed in a mosque, maktab (religious centers). If the request number of learners, cooperation from local people; space for a classroom, land for constructing a building etc available in the first year. Only there is a two-room building constructed in the second year and then the community and guardians must send all their children to the satellite schools and ensure regular attendance.

Supervision:-Teachers of the mother schools provide overall assistances the volunteer teacher of the satellite schools, while the education experts inspect the school and supervises the school locally.

Generally, the overall objective of satellite schools are solving children access problem to school

due to geographical barriers has largely been achieved. The other objective of drawing community support seems to have been achieved to some extent (Sharafuddin, 1998).

2.6.2.2. The Village Schools of Mali

The new model primary school called" Ecole du village (village schools) was launched as alternative to formal primary education where access to primary education was very low (UNICEF, 1993 and UNESCO, 1995), with the following general objectives:-

-To reduce the capital and recurrent costs associate with primary education. to enable villagers to find their own schools;

-To train villagers as a teachers;

-To increase communities involvement in primary education;

-To develop a curriculum adapted to rural life and integrated to rural development activities;

-To develop materials in national language, and

-To assure gender parity at the primary level.

As stated by UNESCO (1995), virtually no absenteeism or dropping out was recorded and equity between the sexes had been respected in the village schools. The result achieved by learners also proved very satisfactory 87 percent of them obtained the pass mark enabling them to go on the second year and they had acquired a general satisfactory knowledge of the alphabet and of operation, in addition and subtraction. As exemplified by the community of the village schools have should their continued existence by steps taken to establish sustainable funds for teachers' salary, maintenance and smooth operation. UNESCO's models of Mali as a show case project to promote access to education in rural areas particularly in Africa.

2.7. Quality of Primary Education

The goal of achieving universal primary education (UPE) has been on the international agenda since the Universal Declaration of Human Rights. This objective has been restated many times in international treats and United Nation conference declaration. Most recently the United Nation Millennium Development declaration set out the commitment to achieve UPE by 2015 with out

reference to its quality. Most of these declaration and commitments are silent about the quality of education to be provided and remain focused up on access which often overshadows the issues of quality (UNESCO, 2005). However, the AU commission (2005) in its evaluation of the decade of education (1997-2006) set quality of education as one of the four areas of the decade. Achieving UPE calls not only for access and coverage but also with appropriate quality. Quality stands at the heart of education. It determines how much and how well the students learn and the extent to which their education achieves a range of personal, social and developmental goals (UNESCO, 2005).

2.7.1. Indicators of Quality Education

According to UNESCO (2005) the indicators of quality in education is often described in terms of educational inputs or learning environment (teachers, equipment, material facilities. etc) process and out come frame work. EFA goal monitoring report (UNESCO, 2002) has set a number of indicators that affect the quality of education and that have been accepted for education for all monitoring and evaluation. Accordingly, quality is reflected by a range of indicators including government spending on education, teachers' qualification, pupils- teacher ratio, pupils-text book ratio class size and the outcome of national learning assessments area considered as quality indicators in primary education (MOE, 2005 and UNESCO, 2005).

Furthermore, Anderson (1992) and UNESCO (2002), stated that indicators of quality are benchmarks with which we can systematically assess the quality of primary education. These indicators make an impact on the process of education (curriculum content, teaching methods, qualified teachers, educational administration and management, physical infrastructure provisions, etc) as well as personality and performance of individual.

With regard to gender of teaching some research has shown correlation between high quality of education and more women teachers (UNESCO, 2004); probability indicating education systems which have become stabilized. On the contrary, however, there are generally more male teachers in conflict and remote rural areas (UNESCO, 2002).

2.7.2. Problem of Constraining Quality Primary Education

As clearly stated in UNESCO (2002), UNESCO (2005), Anderson (1992) the three factors such

as input factors, teaching and learning process, and out put factors have been the major interrelated elements which influence quality of primary education both in developed and developing countries. They are discussed in the following:-

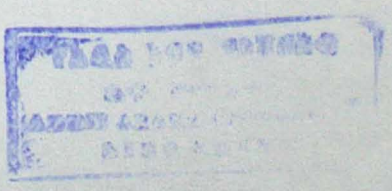
School Facilities:-The physical environment in which the learning process held will ranges relatively from well equipped to open air gathering places. The school infrastructure includes the classrooms, toilet rooms (separately for males and females), water supply, health services, playgrounds, etc, are inputs in maintaining quality (MOE, 2005 and UNESCO, 2005). In Ethiopia the standard set pupils –teacher ratio is 50 for the primary level but the trend of the primary level as it was observed is increasing and now it is observed that 90-100 students in class which affect the quality of education(OEB,2006).

Text Books:-The most important materials which play great role in maintaining quality education. The availability of the text books promotes the achievements of the learners and facilities the teaching and learning process (Schieflebein, 1991).

Reference Materials:-The availability of reference materials in addition to text books are enables the students to expand the knowledge skills and attitudes.

Teachers:-As notified by Anderson (1992:25) teachers are the heart of effective education. Teachers are the person who promotes the environment of learning and provides the content of lesson. Teachers can not be replaced by book or by technologies, supplies curriculum improvement; none is totally effective with out active teacher who knows and interact with students. Whether parents keep their children in school and whether the children learn any thing while there is largely dependent on the teacher. However, Lockheed and Verspoor (1991) stated that shortage of teachers were more common in remote rural areas. Lack of rewards and economic incentives are among the causes for not work in rural areas. This has a significant impact on students' learning and success in education.

In general, the status of teachers' experience, motivation and competence, female teachers are the determinant factors which greatly affect quality in education (Anderson, 1992; Lockheed and Verspoor, 1991; World Bank, 1990). Lockheed and Verspoor (1991) stated that shortage of teachers were more common in remote rural areas. Lack of rewards and economic incentives are among the causes for not work in rural areas. This has a significant impact on students' learning quality education.



School Supervisors and Directors:-According to EDC (1998) states that in remote rural areas about one third of schools were not visited at all in a full year. As to Hinzen (2000) one of the factors that cause problems in supervision is lack of adequate and competent supervisors and directors to shoulder responsibility. Effective supervision has a paramount importance in maintaining quality of education but school supervision fall as a distance from the urban centers increases. However, the school director and collegial supports are the key human resources towards producing quality education (Anderson, 1992).

Hence, it is possible to conclude that in a situation where most of teachers in primary schools below the standard lack adequate supervision highly affect the teaching learning processes. Consequently, making the provision of quality primary education is very poor.

2.7.3 Alternative Strategy for Improving Quality Primary Education

Quality education influence what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve a decent learning outcomes and quite values and skills they play appositive role in their society is an issue on policy agenda nearly every country (UNESCO, 2005).This implies that improving the quality primary education a concern of all nations. Concerning this, (UNESCO, 2007), revealed that education for all could not be achieved without improving quality in many part of the world. Thus, expansion of access to education should not be trade off against quality primary education. Quality is as important as increasing access. Quality primary education, therefore, must be improved by designing strategies that enhance the existing situation particularly in low income countries like Ethiopia. Therefore the alternative that believed to improve the quality of primary education can be categorized as follows:

a. Improving physical Facilities: - Facilities starting form school building up to the toilet rooms, affect the quality of primary education. According to UNESCO (2000), for the achievement of quality education the following strategies are required for successful quality education program:

Health, well-nourished and motivated students;

I. Well trained teachers and active learning techniques;

II. Adequate facilities and learning materials;

III. A relevant curriculum that can be taught and learned in a local language and build up on the knowledge and experiences of teachers and learners';

IV. An environment that not only encourage learning but also it is welcoming, gender, sensitive health and safe;

V. A clear definition and accurate assessment of learning out comes including knowledge, skills, attitude and value;

VI. Respect for and encouragement with local communities and cultures.

b. Strengthening The Support Service: The support services can be strengthening by involving volunteers who are willing to provide the education system. Communities, NGOs and students are the potential provide for improving quality. Financial, professional and labor supports can be obtained from individual and institutions (Anderson, 1992).

c. Strengthening Educational Supervision and Administration: Measure to improve learning conditions, method of learning, and education facilities etc will successes in raising students' achievement. When continuous professional supports are provides and strengthening the capacity of management quality education can be maintained (World Bank, 1990, and Lockheed and Verspoor, 1991).

d. Improving the Motivation of Teachers: Teachers are central to the delivery as well as the quality of education. Teachers low moral leads to low professional attitude towards students, high rates of teachers' absenteeism and attrition. Teachers' absenteeism reduces students learning time, which teachers' attrition increases the cost of teachers training. Even the most capable teachers can not teach effectively under adverse condition (UNICEF, 2000). According to World Bank (2004) to reverse the condition, comprehensive strategies are needed that pay attention to both salary and non-salary benefits. In addition to this, some measures like increased profession of instructional materials and better support and supervisory services from supervisors will help improve working conditions in rural areas.

e. The presence of Female Teachers: According to World Bank (1990), the presences of female teachers are the determinant factors which greatly affect quality in education.

2.8. Internal Efficiency

Internal efficiency measures the regular progression of students through the school system. The

dropout rate and repetition rate are the major indicators to measure the internal efficacy of the education system (Bastain, 2004). The extent of pupils' dropout school and repeat grades considered inefficient. It is obvious that high dropout rates results in lowering the access and coverage to primary education thereby prolonging the target year for achieving UPE. Also it is justified by different writers (Bastain, 2004 and Aggrawal, 2004) that education in the dropout rate especially in grade one is improving for the achievement of the goals of UPE. There is strong evidence to show that grade 1 is the strongest barrier for many children for their continuation and completion of primary education. Once a child gets through grade one, the probability that it will continue on the higher grades of primary cycle is increased.

As UPE projection show, Ethiopia can achieve the same level of access and coverage in seven years from know by merely reducing the dropout rates in grade one by 25% annually from level existing today in the school (MOE, 2005). This indicated the low internal efficiency of the system inhibit to achieve the desired level of coverage and access to primary education (MOE, 2005).

Dropout Rate: - is the proportion of pupils who leave the system with out completing the intended course of study in a given year or cycle (OBE, 2004). Accordingly, to dropout before the final grade is considered as wasteful since the pupil has not achieved the educational objectives.

As it is indicated in the ESDP III of MOE (2005) the school system has moderately improved during the past few years but there is still high dropout of primary education, particularly in grade one which is a major challenge to the efforts towards universal primary education.

Repetition Rate (RR):- is another major challenge of the school system repetition refer to the retention in the same grade or level of study once or twice the normal expectation is either promote or completion of schooling. It is also a considered as wastage of education.

According to OEB (2006) the major causes of student dropout and class repetition in Oromia region were:-

1 Un availability of schools in vicinity;
2 Labor demand of parents form their children;
3 Large class size;
4 Absence of basic facility (water supply, separate toilet room for boys and girls in school);

5 Extensive prevalent of socioeconomic problem;

6 Harmful traditional practice like early marriage sexual abuse, etc;

7 Presence of high work load on female children at home and;

8 Provision of text books does not met with the number of children regard.

2.9. Gender parity and Gender Equality in Education

Equity refers to the state, ideal or equality of being adjust impartial and fair. In an educational setting, equity can be explained to indicate a state in which all children minority and non minorities, a males and females, successful students and those who have fail behind, and students who have denied access in the past have equal opportunities to learn to participate in programs and to have equal access to the services they need in order to be benefit form that education (UNESCO, 2005 and Degarge 1998).

Gender parity and gender equality in education mean different things. The first is a purely numerical concept. Reaching gender parity in education implies that the same proportion of boys and girls relative to their respective age groups would enter the education system and participate in its different cycle. Gender equality on the other hand, means that boys and girls would experience the same advantage or disadvantages in education access, treatment and out comes. The achievement of full gender equality in education would imply; equality of opportunity, in the sense that girls and boys are offered the same chance to access to school, i e parents teachers and society at large have no gender biased attitudes in this respect. Equality in learning process, I e girls and boys receive the same treatment and attention, follow the same curricula, enjoy teaching tools free of stereotypes gender bias ,are offered academic orientation and counseling no affected by gender bias ,profit from the same quantity and quality of appropriate educational infrastructure (UNESCO.2004).

Eliminating a gender disparity was one of the six goals set in Dakar to attain UPE, even though the 2005 gender parity largest has been missed. According to UNESCO (2006) many countries have not been met the target and at risk to achieve even by the year 2015.

African countries, however, as UNESCO recently stated in EFA (2007) progresses in getting children in to school has benefited girls in particularly with the goal gender parity index (GPI) for the primary education GER increasing from 0.92 in 1999 to 0.94 in 2004 at global level. Despite the over all positive trends in the world, the Ethiopian GPI was 0.81 in 2004/05. This indicates

that girls' participation is lower than both boys and lagged behind form the world statistics.

However, it does not mean that the equity issue has not been given attention. As MOE (2002: 6) clearly stated in ESDPII special consideration has paid to the question of equity. Strategy for improving gender equity are woven in to annual planning process to improve the intake of girls in to primary school, teachers education program, community participation strategies, curriculum development, etc. Furthermore, MOE (2005) and UNESCO (2006) stated that assigning a number of model female teachers, making the school environment conducive, and awareness creation in the communities and at school environment have a paramount importance in improving girls' enrollment to school. This may eliminate gender bias, ensure the schools respect girls' safety, and facilitate condition for girls.

Gender disparity in primary education often stem from difficulties, girls face in obtaining access to school, among these obstacles are poverty and related issues of direct and indirect cost of education, distance to schools, low educational background of the parents, insecurity of parent to send girls to school, in addition girls face cultural barriers concerning their role in the home in the society (UNESCO, 2006 and Anderson, 1992).

2.10. Background Information of Satellite Schools in Borena Zone

Borena Zone is one of the eighteen zones in Oromia Regional state. It is found at the Southern part of the region having international boundary length of 521km with Kenya in Southern Ethiopia. It has the Regional boundary with Southern Ethiopia Peoples Regional State to the West and North West and other with Somalia Regional State to the East. In addition, the Guji zone which is newly separated from Borena zone with capital town, Negele; Borena zone capital town, Yabelo, is found at 575km from Addis Ababâ.

According to Borena zone Education Office in 2007, Borena Zone was the first in both adult illiteracy rate and low enrollment rate in Oromiya Regional State. Accordingly, the school age population out of school was 32 percent (25% for male and 44.8% for female) and the adult illiteracy rate found to be 89.5 percent (86 percent for male and 93 percent female) in the 2003. This observed situation was discouraging when seen in relation to the goal set for the achievement of UPE by the year 2015.The major causes of low enrollment of children to school

in the Zone were absence of schools near the children's home (long distance to school), low awareness of the local community towards education, low involvement of the communities on the issue of education drought, absence of water supply, and others. The Zone Education Office has been planning to solve the problem of low enrollment of the children to school since 2005. Raising the awareness of the local community to participate in educational affairs of their locality is the first steps towards developing the sense of ownership. Thus to develop the sense of ownership in the local community different forum have been conducted with different bodies about children's education. The community has been starting to feel the sense of ownership which in turn leads them to active involvement in construction of satellite schools which was set as strategy to increase the access to education in the ESDP document. Therefore, satellite schools are set up within the catchments area of the formal primary school where closer to children vicinity. It is also known as additional classes of the formal primary school with the objectives of:

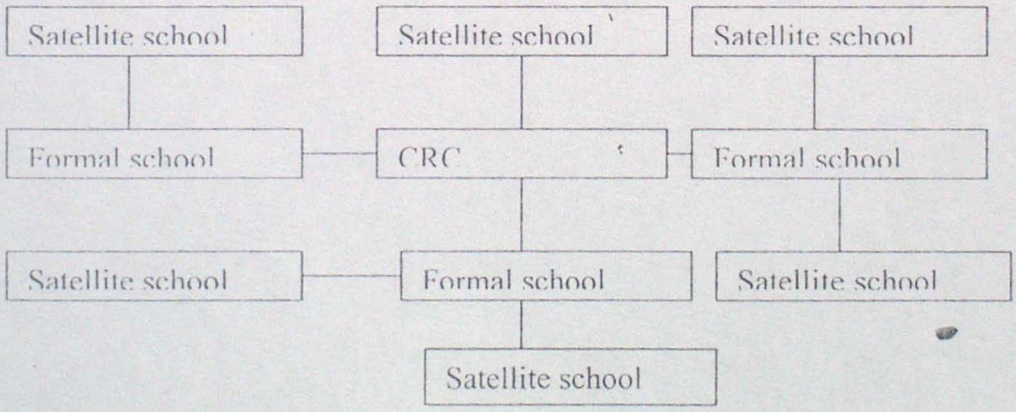
I To provide primary education to children who lack the opportunity of schooling in the formal primary schools.

II To promote access of girls to education;

III To reinforce and strengthen formal primary schools in order to boost up enrollment and decrease dropouts to enhance the achievement of UPE by the year 2015

IV To create sense of ownership in the local community towards the issue of education.

Structurally it can be seen as follow:



Source: BZEO 2007/8

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Method of the Study

The main objective of this study was to assess the contribution of satellite schools in universalization of primary education in Borena zone and to investigate the challenges faced by the satellite schools. Thus, to achieve this goal, descriptive survey method has been employed. This method is selected on the assumption that it helps to gather enough information on the issue under study. According to Best and Kahn (1999), descriptive survey method is more effective to investigate the phenomena in assessing the performance in their natural setting.

3.2. Source of Data

The data used in this study is classified into two: - primary and secondary data. Primary data was collected from zone education office head, the sample woredas education office heads, supervisors, sample formal primary school directors, community elders and sample satellite school teachers.

The secondary was obtained from Borena Zone Education Office and sample Woredas Education Office document

3.3. Sample Population and Sampling Techniques

Currently there are twelve woredas (eleven rural and one town) in Borena zone. For this study, only four (33.33%) weredas were selected using purposive sampling technique. In purposive or judgment sampling, the researcher decides as to who can provide the best information to achieve the objective of the study (Kumar, 1999: 162). Accordingly, the sample woredas (Abaya, Blue Hora, Dugda Dawa & Yabello) were selected by using purposive sampling techniques on the basis of:

1.the existence of relatively large number of satellite schools.

2. geographical proximity to the researcher.

According to Borena Zone Education Office (2007/8), in these four woredas there are 99 satellite schools. All the satellite schools were the target population for this study. In order to make the

study manageable, sample satellite schools were selected by using proportional sampling based on the number of satellite schools in each woredas. Using this technique, 40 (40.4%) satellite schools were taken from the sample woredas.

Table 1: Sample Satellite Schools taken from each Woredas

Name of Sample Woredas	No of Satellite Schools	Sample Satellite Schools	
		No	%
Abaya	12	5	41.6%
Bule Hora	31	13	41.94%
Dugdada	6	2	33.3%
Yabelo (rura)	50	20	40%
Total	99	40	40.4%

Sample satellite schools from each woredas were selected as a sample unit by using simple random sampling techniques (lottery system). Furthermore, 80 teachers from sample satellite schools unit were taken by using availability sampling. In addition to these, 30 school directors from formal primary school to which the sample satellite schools are linked, 4 elders from the community, 17 woredas' educational supervisor, 4 woreda Education office heads (one from each woreda) and one zonal education office head were selected through purposive sampling.

3.4. Instruments of data collection

Both qualitative and quantitative data gathering instruments were employed. The major instruments used in this study were:-

Document analysis

Data from Educational Statistics Annual Abstract was analyzed through document analysis.

Questionnaires

Two types of questionnaires were prepared for three groups of respondents in order to obtain the required information. These questionnaires were including close and open-ended items that have been administered to formal primary school directors, satellite school teachers and woreda education supervisors. In the close ended questionnaires the Likert scale has been employed so

that the respondent can answer the question quickly in short period of time. The open ended questions were provided so that respondents would write their views.

A questionnaire for woreda education supervisors, formal primary school directors and satellite school teachers were prepared first in English and then translated by language experts in to "Afan Oromo" to avoid comprehension barriers.

Interview

Interview was one of the major tools employed in this study. Semi -structured interview was prepared to obtain information from local elders of sample schools, woreda education heads and zonal education head to complement the responses made by the respondents through questionnaires.

To check the appropriateness of the items in the instrument and to make necessary amendments based on the obtained feedback from the respondents a pilot test was conducted in two primary schools out side the sample woredas, namely in Mega and Tele-telle woredas. As the result four irrelevant questions were rejected and two ambiguous questions have been corrected.

3.5 Data Collection Procedures

Convenient time was chosen for the respondents in order to maximize the quality of responses and degree of return.

The objective of the study was put in clear and understandable statement in order to avoid confusion; assistants for the distribution and collection of the questionnaire have been involved with the coordination of the researcher. The researcher also kept a close follow up during data collection.

Official contacts was made with the Borena Education Office to get permission and support for research work and then woreda education officials, primary school directors and satellite school teachers were informed about the objective of the study. After distributing the questionnaire, the interview time was arranged with the sample woredas and schools.

One hundred twenty seven copies of questionnaire were dispatched to the respondents (supervisors, directors and satellite school teachers). Of these, 17 copies of the questionnaire were

administered to supervisors, 30 copies of the questionnaire were administered to directors and the remaining 80 copies of the questionnaire were administered to satellite school teachers.

Out of these, 17 (100 percent) copies of questionnaires were returned from the supervisors, 28 (93.33 percent) were returned from the directors, and 76 (95 percent) were returned from the satellite school teachers. On the whole, out of the 127 copies of questions distributed to the respondents 121(95.22) were returned. Interview responses of zone education office head, woreda Education office heads and elders from the community were also used as additional inputs to substantiate responses of the supervisors, directors and satellite school teachers. As a result, the responses are expected to be sufficient to draw inference for the study.

Data Analysis

Before the analysis, the data gathered through questionnaire was coded and tabulated in tables by bringing together related issues. In analyzing data gathered, both qualitative and quantitative methods were employed. The data collected through questionnaires which lead themselves to quantitative analysis were computed using percentage, mean and grand mean value. The data collected through interview and documents were analyzed qualitatively by descriptive statements.

CHAPTER FOUR

PRESENTATION and ANALYSIS OF THE DATA

This chapter has two parts. The first part presents the characteristics of the respondents, and the second deals with the presentation and analysis of the data related to the basic questions gathered through questionnaire, documents analysis and interviews.

4.1 Characteristics of the Respondents

In this study, different categories of respondents like, supervisors, primary school directors, satellite school teachers, zone education office head, woreda education office heads and elders from the community were involved. The respondents are direct stakeholders and as a result they are considered to be relevant and main source of information for the study.

Table 2: Characteristics of Respondents

Item		Supervisors		Directors		Teachers		Total	
		F	%	F	%	F	%	F	%
1.Sex	Male	15	88	23	82	51	67	89	74
	Female	2	12	5	18	25	33	32	26
	Total	17	100	28	100	76	100	121	100
2 Age	15-20	-	-	-	-	12	16	12	10
	21-25	-	-	9	32	57	75	66	55
	26-30	6	35	12	43	7	9	25	21
	31-35	5	29	5	18	-	-	10	8
	36-40	3	18	2	7	-	-	5	4
	41 & above	3	18	-	-	-	-	3	2
	Total	17	100	28	100	76	100	121	100
3.experience in year	1-5	-	-	-	-	76	100	76	63
	6-10	5	29	14	50	-	-	19	16
	11-15	7	41	14	50	-	-	21	17
	16-20	2	12	-	-	-	-	2	1.65
	21-25	1	6	-	-	-	-	1	0.82
	26&above	2	12	-	-	-	-	2	1.65
	Total	17	100	28	100	76	100	121	100
4.Educational level	Below grade 10/12	-	-	-	-	26	34	26	21
	Grade 10/12+TTI	3	18	20	71	50	66	73	61
	Diploma	14	82	8	29	-	-	22	18
	Degree	-	-	-	-	-	-	-	-
	Masters	-	-	-	-	-	-	-	-
	Total	17	100	28	100	76	100	121	100

As indicated in the Table, of the total respondents 74 percent were males and 26 percent were females. This shows that the participation of females in the education sector in sample woredas of Borena zone has been very low. This in turn might have its own impact on gender schooling.

With respect to respondents' age, the majority i.e. 55 percent and 21 percent fall between the age groups of 21-25 and 26-30 respectively.

As to service years, of 76 teachers all of them (100 percent) served in teaching profession for 1-5 years. This relatively shortage years of experience as teachers, might imply that teachers with adequate experience were not assigned to satellite schools. This might have its own negative impact on induction program for the newly appointed teachers and the effectiveness of the actual teaching and learning process which may result in the low level of quality education at satellite schools. Besides, teachers with insufficient experience might face difficulties in identifying real learning problem of their students and to give remark about their different attributes. On the contrary, the majority of supervisors (29 percent) and (41 percent) served for 6-10 and 11-15 years respectively. This imply that the supervisor might have adequate awareness about the issue of UPE by the year 2015 and also have the awareness of the role that satellite schools have in achieving the goal of universal primary education. Of the total school directors, 50 percent served for 6-10 while the remaining 50 percent have work experience that ranges between 11-15 years. This indicates that the formal primary school directors have relatively adequate work experience that may enable them to have the necessary information regarding the contribution of satellite schools in achieving the goal of UPE by the target year.

As can be seen from item 4 (Table 2), 14 (82 percent) of supervisors were diploma holders while 18 percent were TTI graduates. This implies that large proportion of supervisors have adequate qualification for that level. On the contrary, the majority of directors 20 (71 percent) were TTI graduates and 8(29 percent) were diploma holders. This implies that large proportions of the school directors under qualified and are working with out having appropriate qualification for the formal primary schools. Hence, this might have its effect on the level of quality education at satellite schools of the study area.

With respect to satellite school teachers, the majority 50 (66 percent) were TTI graduates while 26 (34 percent) were below grade 10/12. This show that though majority of the satellite schools' teachers have the required level of qualification, the presence of unqualified teachers might have its own impact on the quality of education at satellite schools, unless supported by other means of professional development.

4.2 Issue Related to Access to Primary Education

Access to primary education can be defined as expanding and equalizing of educational opportunities and the accommodation of all children of relevant age by increasing the school age population (Bastain, 2004).

4.2.1 Gross Enrollment

The gross enrollment is the total number of students enrolled to schools irrespective of age level. Thus, the following four-year data of satellite schools and first cycle formal primary schools of sample woredas were analyzed in the next page.

Table 3: Total Proportion of Students' Enrollment at 1st Cycle Primary Schools and Satellite Schools of the Sample Woredas

Sample Woredas	Years	Enrolled Students(1-4)			Students Enrolled at satellite schools			
		M	F	T	M	F	T	% s/s
Abaya	2004/5	4591	2242	6833	-	-	-	
	2005/6	4451	2079	6330	-	-	-	-
	2006/7	4365	2657	7022	249	166	415	**5.9**
	2007/8	4895	3503	4802	1063	1080	**2143**	**44.6**
Bule Hora	2004/5	1833	9785	27818	286	256	542	**1.9**
	2005/6	14493	9652	24145	742	780	1522	**6.3**
	2006/7	17646	12183	29829	872	927	1799	**6**
	2007/8	19422	14219	33641	1602	1687	**3389**	**10**
Dugda Dawa	2004/5	5983	2269	8252	-	-	-	-
	2005/6	5722	2441	8163	-	-	-	-
	2006/7	4841	2674	7515	130	118	248	**3.3**
	2007/8	6066	3943	10009	293	296	**589**	**5.9**
Yabelo	2004/5	4076	3249	7325	1580	1181	2761	**37.4**
	2005/6	3489	3483	6972	1547	1402	2949	**42.2**
	2006/7	2914	3002	5916	1615	1714	3329	53.3
	2007/8	3771	4103	7874	1723	1780	**3503**	44.5
Borena Zone	2004/5	42335	31156	73491	2866	4337	4303	5.8
	2005/6	44978	36265	81243	3289	3182	5471	6.7
	2006/7	48855	40272	89127	3950	3987	7937	8.9
	2007/8	53398	47951	101347	6181	6243	**12424**	**12.2**

Source: Borena Zone Education Statistical Department (2007/8)

S/S=Satellite Schools

As shown in Table 3, for four consecutive years (2004/5-2007/8), the enrollment of students at satellite schools of the sample Woredas have been increasing in the Zone. The enrollment of students increased from 415 to 2143 number and 248 to 589 numbers in Abaya and Dugda Dawa

respectively within two consecutive years; and 542 to 3389 and 2761 to 3503 in Bule Hora and Yabelo within four consecutive years respectively. Out of the total enrollment of students to first cycle primary schools in the zone in 2007/8, the satellite schools in Abaya,Bule Hora, Dugda Dawa and Yabelo contributed 44.6%,10% ,5.9% and 44.5% respectively. From this data it is possible to conclude that, if there were no satellite schools in those woredas, such large number of students have been out of schools.

If one considers, the contribution of satellite schools from the zone as a whole out of the total enrollment (101,347) to the first cycle primary schools in the zone in 2007/8; 12,424 of the students were found in the satellite schools. That is, out of the total students enrolled to the first cycle primary schools in the same year 12.2% of students were found at the satellite schools of the zone. This indicates that the existences of satellite schools have been playing a significant role in increasing the enrollment of children to schools in the zone understudy.

This analysis disclosed that significant change has been shown in the access of primary education performance in the zone due to the existence of satellite schools. However, when seen against the Regional GER of 123.7% for Oromia, the Zonal GER (88%) is still far behind the Region's overall achievements (OEB, 2007/8). This implies the need for more concerted effort to bring more children to school.

4.2.2 Net Intake Rate

NIR is an education indicator which shows the ratio of new entrants in the first grade who are of the official school admission age (7years old) to the total population of 7years old. The following table shows what NIR looks like in sample Woredas and Zone over the last four years (2004/5-2007/8).

Table 4: NIR at 1st Cycle Primary Schools and Satellite Schools of Sample Woredas

Sample Woredas	Years	NIR of the Woredas/Zone			NIR of Satellite schools			Con. S/S %
		M	F	T	M	F	T	
Abaya	2004/5	21	13	17	-	-	-	-
	2005/6	16	9	13	-	-	-	-
	2006/7	29	27	28	7	8	8	28
	2007/8	45	41	43	18	15	17	39
Bule Hora	2004/5	60	35	49	20	21	21	43
	2005/6	58	46	52	23	22	23	44
	2006/7	65	49	57	39	38	39	68
	2007/8	66	55	61	49	50	50	81
Dugda Dawa	2004/5	13	10	12	-	-	-	-
	2005/6	22	21	22	-	-	-	-
	2006/7	26	23	25	6	5.5	5.7	24
	2007/8	35	31	33	10	11	11	32.35
Yabelo	2004/5	30	25	28	26	23	24	85.7
	2005/6	47	43	45	42	40	41	91.1
	2006/7	56	58	57	52	54	53	92.7
	2007/8	67	65	66	63	61	62	93.9
Borena Zone	2004/5	30	28	29	11.5	11	11.3	38.96
	2005/6	32	29	30	16.3	15.5	16.4	53.3
	2006/7	44	39	42	26	26.4	26.2	62.3
	2007/8	53	48	51	34.8	34.3	35	68.6

Source: Borena Zone Education Statistical Department (2007/8)

Con. S/S %=Contribution of satellite schools by percentage

As shown in Table 4, from the NIR at satellite schools were relatively large numbers of students started grade one at their official school age. As indicated in the Table, NIR at satellite schools has increased from 8% to 17% and 6% to 11% in Abaya and Dugda Dawa respectively from 2006/7 to 2007/8.The same indicator has increased from 21% to 50% and 24% to 62% in Bule

Hora and Yabelo respectively from 2004/5 to 2007/8. Interms of the contribution of satellite schools, out of the total NIR in 2007/8; 39% in Abaya, 81% in Bule Hora, 32.35% in Dugda Dawa and 93.9% in Yabelo students were enrolled at satellite schools.

As can be seen from the table, the NIR achieved at satellite schools during the four years was greater than the zone average (35%) for Yabelo (62%) and Bule Hora(50%). However, the NIR of Abaya (17%) and Dugda Dawa (11%) was much less than the zone average during the same period. This implies that satellite schools in these woredas and zonal level were not contributed similarly to the access of education for official school age children. This might be due to the number of satellite schools found in each woredas.

As indicated in the table, with respect to the contribution of satellite schools as a zone, 68.6% of ages of (official school age) grade one children were found at satellite schools in 2007/8. Hence, it is possible to conclude that the satellite school in the zone accommodates substantial number of children, though all couldn't get access to schooling at their official school age.

From the data in the Table4, it is also clear that large number of students in the zone have not been enrolled in grade one at their official school age. The over all NIR has been found very low. Only 51% of official school age children were enrolled in grade one in the academic year 2007/8 in the zone. In other words, 49% of official school age children were out of school. To put it differently, though satellite schools are playing important role in increasing access, the existence of many school age children still requires further attention.

Table 5: Causes of Low Enrollment before the Existence of Satellite Schools

Items	Supervisors							Directors							Grand mean
	5	4	3	2	1	Σ	M	5	4	3	2	1	Σ	M	
1 Low house hold income		4	3	10		17	2.65	3	5	8	12		28	2.96	2.81
2. Drought	4	7	6		17	17	3.88	7	8	12			28	24.2	4.04
3. Population growth				14	3	17	1.82	6	5	17			28	2.61	2.22
4. The need for child labor	1	11	5			17	3.76	2	10	12	4		28	3.36	3.33
5. Long distance to school	14	2	1			17	4.76	19	7	2			28	4.69	4.69
6 parents' low awareness to education	12	2	3			17	4.52	13	6	8	1		28	3.89	4.21
7 In ability of paying school fee		1	10	5	1	17	2.65		4	5	2	17	28	1.86	2.25
8 Absence of female teachers	9	7		1		17	4.41	11	8	4	5		28	3.9	4.15
9 Limited capacity of schools to enroll		8	3	4	2	17	3.00		10	8	7	3	28	3.00	3.00

5=strongly agree 4 Agree 3=Undecided 2= Dis agree 1= Strongly Dis agree

To find out the main causes of low enrollment of children to school before the existence of satellite schools in the sample woredas understudy, the respondents were made to decide their views from the list of 9 items that had been considered to be the possible cause of low enrollment. Consequently, the 6 items shown in table 5 were considered as the main causes of low enrolment by the many of the respondents' grand mean value was not less than 3. Those were Drought (grade mean value 4.04), the need for child labor by their parents (grand mean value 3.33), Long distance to school (grand mean value= 4.69), parents low awareness to education (grand mean value= 4.21), absence of female teachers (grand mean value 4.15), and limited capacity of the school to enroll (grand mean value 3.00).

Therefore, the main concerns of satellite schools are for raising the enrollment of primary schools. They ought to have been in alleviating the problem associated with the main causes of low enrollment particularly long distance to school, the need for child labor and parents' low

awareness to education. Furthermore, the interview results conducted with zone education office head emphasized on the long distance to school. He said,

> *The status of population settlement in most of the woredas in the zone has been sparsely populated and the average distance from one school to another school was more than 15 km. Thus, traveling the long distance to schooling was among the trouble observed in affecting enrollment of children in school system in the zone. That is why, currently, we have been giving due attention for the expansion of satellite schools.*

4.2.3. The Improvement of Students' Enrolment

As mentioned in the literature part of this thesis, increasing access to education demands for various inputs as well as innovative activities that may speed up the enrollment rate towards the predetermined goal. The existence of these inputs could have a paramount importance in over all system of education in general and access in particular. Therefore, the following issues were asked the executive implementers of primary education in increasing access to education

Table 6: Distance Students Traveled Daily from Home to Satellite Schools

Items	Supervisors		Directors		Teachers		Total	
	F	%	F	%	F	%	F	%
Below 2 km	7	41	10	36	25	33	42	35
3-4 km	9	**53**	18	**64**	44	**58**	71	**59**
5-6 km	1	6			7	9	8	6
7-9 km								
10km and above								
Total	17	100	28	100	76	100	121	100

As Table 6 indicates, 53 percent of supervisors, 64 percent of directors and 58 percent of teachers were responded that, the average distance of students traveled daily from home to satellite schools is 3-4 km, and 41 percentage of supervisors, 36 percentage of directors and 33 percentage of teaches were responded that the average distance of students traveled daily from home to satellite school is below 2 km. This implies that despite the demand for education, lack of formal primary schools and inappropriate formal school location plans, small children not forced to walk long distance from home to schools. Thus, it could be inferred that distance from home to satellite

school could not be hampered by a number of children from attending schools in the study area. Consequently, making the participation rate in primary education can be very high.

Table 7: Causes for the Improvement of Enrollment of Children to School.

Items	Supervisors							Directors							Grand mean
	5	4	3	2	1	∑	M	5	4	3	2	1	∑	M	
1 Proximity of the school to children's home	12	4	1			17	4.65	22	6	-	-		28	4.72	**4.7**
2. Awareness of the community has been raised to send their children to school	8	6	2	1		17	4.24	10	16	2	-	-	28	4.29	**4.27**
3.Material condition was improved to decrease dropout rate of children		6		4	7	17	2.29	-	5	13	10	-	28	2.8	**2.52**
4.Events were organized to motivate the community towards education	3	9	3	2		17	3.76	6	14	8		-	28	3.95	**3.85**
5. The presence of female teacher		4	7	6		17	2.88			6	20	2	28	2.14	**2.51**

5= Strongly Agree, 4= Agree , 3 = Undecided 2= Disagree, 1= strongly disagree

As can be seen in Table 7, the improvement of children's enrollment to school under study, many of the respondents agreed that the children's enrollment were increased due to: proximity of the school to the children's home with grand mean value of 4.72, the awareness of the community has been raised to send their children to school with grand mean value 4.27, and events were organized to motivate the community towards education with grand mean value of 3.85. Supporting this data, Anderson (1992) stated that many researchers believe that minimizing the distance traveled to/from schooling is a determinant to increase the enrollment of children who are weak to travel long distance. According to Anderson (1992) and MOE (2005) parents want

their children stay the shortest distance from their home .Otherwise, they could not be secured, and they need to keep an eye on their children at the near distance. The interview conducted with interviewees confirmed that "*with the connection of the proximity of the school to children's home, the awareness and involvement of the community towards the issue of education has been increasing*".

With respect to items 3 and 5 of Table 7, the respondents, grand mean value fall less than 3. The improvement of enrollment of children to school was not due to the material conditions improved to decrease dropout of children (grand mean value 2.52) and the presence of female teachers with grand mean value 2.5. This indicates that there could be a doubt on the improvement of material conditions and the presence of female teachers for the causes of the improvement of enrollments of girls to school.

Table 8: The Causes for Improvement of Enrollment of Girls to Education

Items	Supervisors							Directors							Grand mean
	5	4	3	2	1	E	M	5	4	3	2	1	E	M	
Proximity of the school to children's home	4	11	2			17	4.12	19	8	1			28	4.64	4.38
Awareness of the community has been raised to send their girls to school	3	8	4	2		17	3.70	6	20	2			28	3.92	3.81
Material condition were improved to decrease drop out of children		4	8	5		17	2.94		7	2	12	3	28	2.18	2.56
Events were organized to motivate the community	3	9	5			17	3.88	7	15	4	2		28	392	3.90
The presence of female teacher		6	4	4	2	17	2.71	2	6	11	9		28	304	2.87

5= Very High 4= High 3= Medium 2=Low 1= Very Low

As can be seen from Table 8, the improvement of the enrollment of girls to school understudy, many of the respondents responded that girls enrollment were increased due to: proximity of the schools to child's home (grand mean value= 4.38), awareness of the community has been raised to send their girls to school with grand mean value 3.81, and events were organized to motivate the community towards girls education. This might be positively correlated in enhancing the

achievement of girls with respect to the goal of UPE by the target year. However, as observed from the data of item 3 and 5 of the same table, the respondents' grand mean value 2.56 and 2.87 revealed that the improvement of the enrollment of girls to school were not due to the improvement of material condition to decrease dropout and the presence of female teachers.

The highest grand mean was given for proximity of the schools to the children's home that reduce long distance from home to school could have further enhanced for the enrollment of girls in their locality. It seems to contribute for the success of genders equality in education and decrease dropout rate as the schools were found within the easy reach of children.

In connection to the above mentioned facts, it would be wise to see the variation of enrollment rates of girls since 2004/05 when satellite schools' activities began as compared to the enrollment rate of girls at first cycle formal primary school. This is because of the gross enrollment of students over the four year period. It may give us an over all picture of the achievement carried out in sample woredas. Thus, the coming discussion focuses on this issue.

4.3 Gender Parity and Equality in Education

Gender parity in education implies that the same proportion of boys and girls relative to their respective age groups would enter the education system and participate in its different cycle. Gender parity index is the ratio of female to male enrollment rate and gender equality refers to boys and girls are offered the same chance to school. The following table shows what this indicator looks like in sample Woredas and Zone over the last four years (2004/5-2007/8).

Table 9: Students' Enrollment and GPI at Satellite Schools of the Sample Woredas

Sample Woredas	Year	GPI(grade1-4)	Enrollment at Satellite schools			GPI at S/S
			M	F	T	
Abaya	2004/5	0.48	-	-	-	-
	2005/6	0.46	-	-	-	-
	2006/7	0.60	249	166	415	**0.67**
	2007/8	0.71	1063	1080	2143	**1.01**
Bule Hora	2004/5	0.56	286	256	542	**0.89**
	2005/6	0.66	742	780	1522	**1.05**
	2006/7	0.69	872	927	1799	**1.06**
	2007/8	0.73	1602	1687	3287	**1.05**
Dugda Dawa	2004/5	0.38	-	-	-	-
	2005/6	0.42	-	-	-	-
	2006/7	0.55	130	118	248	**0.85**
	2007/8	0.71	293	296	589	**1.01**
Yabelo	2004/5	0.80	1580	1181	2761	**0.74**
	2005/6	0.99	1547	1402	2949	**0.90**
	2006/7	1.03	1615	1714	3329	**1.06**
	2007/8	1.09	1723	1780	3503	**1.03**
Borena Zone	2004/5	0.74	2866	2437	4303	**0.85**
	2005/6	0.81	3289	3182	5471	**0.97**
	2006/7	0.82	3950	3987	7937	**1.04**
	2007/8	0.89	6181	6243	12424	**1.01**

Source: Borena Zone Education statistical Department (2007/8)

S/S=Satellite Schools

As table 9 shows from 2006/7to 2007/8 the enrollment of girls to the satellite schools has increased from 166 to 1,080 in Abaya and from 118 to 296 in Dugda Dawa woreda. The GPI of the same period has increased from 0.67 to 1.01 and 0.85 to 1.01 in Abaya and Dugda Dawa respectively. The enrollment of girls increased from 256 to 1687 and 1181 to 1780 in Bule Hora

and Yabelo respectively from 2004/5 to 2007/8. The GPI has increased from 0.89 to 1.05 and 0.74 to 1.03 in those woredas respectively. At the Zone level the enrollment of girls to satellite schools has increased from 2,437 to 6,243 from 2004/5 to 2007/8 and the GPI increased from 0.87 to 1.01 in the same year. From this data it is possible to conclude that the enrollment of girls at satellite schools shows better enrollment of girls than boys since 2006/7 in all sample woredas as well as at the zonal level, as the result the remarkable improvement were observed from the initial year (2004/5).

The comparison of GPI of sample woredas with satellite schools shows that more equality was observed in the satellite schools than sample woredas which also include formal primary schools. In all cases, GPI data in the table 9 depicts that with exception of Yabelo in all sample woredas and also the zone Gender Parity Index at first cycle formal primary schools was far apart from the perfect gender equality(1). In Woredas where the GPI still as low as 0.71, 0.73, 0.71 in Abaya,Bule Hora and Dugda Dawa, further efforts and mechanisms should be sought to achieve perfect equality. However, in satellite schools of all sample woredas the GPI shows little over one in favors of girls since 2006/7.This situation at satellite schools seems encouraging when seen against the goals of EFA.

In short, the comparison of boys and girls portrays that the gap has been extinct at the satellite schools of the four woredas as the result of remarkable improvements observed in enrollment of both sexes starting from the initial year (2004/5).

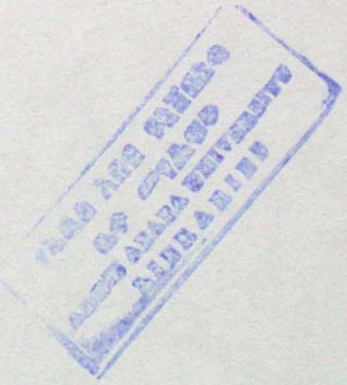


Table 10: Consideration Given In Maintaining Gender Equality And Factors Affecting Girls Enrollment At Satellite Schools.

Item	Supervisors							Directors							Teachers							Grand Mean
	5	4	3	2	1	Σ	M	5	4	3	2	1	Σ	M	5	4	3	2	1	Σ	M	
1. Statement consideration in satellite schools in maintaining sender equity?																						
a. Sufficient special support were provided for girls	2	-	3	12		17	2.53	3		7	13		28	2.29		20	19	26	11	76	2.62	2.4
b. separate toilet rooms prepared for girls	2	3	7	4	1	17	3.06		3	4	20	1	28	2.32	3	8	8	53	4	76	2.38	2.59
c. number of trained model female were assigned	1	4	8	1		17	3.06	2	2	10	14		28	2.21	5	21	12	26	12	76	2.67	2.67
d. sufficient gender awareness creation were created in the community	3	8	6			17	3.82	7	14	5	2		28	3.79	15	34	19	8		76	3.78	3.78
e. Teachers attitude towards girls education were positive	12	2	3			17	4.71	17	8	3			28	4.5	62	14				76	4.68	4.68
f. schools were created friendly environment	-	4	9	4		17	3.00		2	9	12		28	2.29		21	20	22	3	76	2.6	2.6
2. out of school factors affecting girl enrollment in satellite schools?																						
a. wrong expectation of parent about girls education		2	2	6	7	17	1.58			7	18	3	28	2.14			16	26	34	76	1.76	1.83
b. Insecurity of parents to send girls to school			3	5	9	17	1.64			3	10	15	28	1.57			6	21	49	76	1.43	1.55
c. Low educational background of parents		3	10	4		17	2.94		4	16	6	2	28	2.79		6	14	25	31	76	1.93	2.55
d. Religious beliefs		1	4	10	2	17	2.23		5	5	12	6	28	2.54			3	22	51	76	1.37	2.05

5= strongly agree 4= Agree 3= undecided 2=Disagree 1=strongly disagree

To find out the consideration given at satellite schools to maintain gender equity in sample woredas under study, the respondents were made to decide their opinion on the given list of the 6 alternative under item 1. Consequently, the four items shown in Table10 were not considered as the consideration given at satellite schools to maintain gender equity by many of the respondents 'grand mean value was less than 3. There sufficient special supports were not provided for girls (ground mean value 2.4) .According to the data on item *1.b*, the grand mean of the respondents group (2.59) indicated that separate toilet were not prepared for girls. This might show that both female and male had been using the same toilet rooms. This, in turn made the satellite schools inconvenient for girls students. The interview conducted with interviewees justified that *"most satellite schools do not have toilet for both male and female students, as the result, the students have been suffering with communicable disease at every time"*.

Concerning the availability of female teachers as a role model in item *1.c*, the grand mean value of respondents group (2.67) showed that below average female teachers has been teaching at satellite schools. This data contradicts with MOE's (2005) plan set in order to improve access to education for girls, reduce girls, level of school drop out and repetition assigning a number of female teachers and head teachers to provide close support to girls who have a paramount importance in girl's enrollment to schools. Further more, (UNESCO, 2005) proposed that equalizing gender balance among teachers will promote girls' enrollment in rural areas. As to Sharafuddin (1998) in order to increase the participation of female in development, volunteer female teachers have been assigned at satellite schools. Research findings have also shown that a positive relationship between female teacher and girls' enrolment to school. Therefore, this may need special attention to attract and stay more girls to schools.

The tabulated data in Table 10 of item 1.*d,* grand mean value of respondents' group (3.78) depicts that the gender awareness programme were created in the community. The interview results conducted with woreda education office heads confirmed that "*gender awareness creation program have been discussing with different groups of local leaders like "Aba Gada" and other concerned bodies at different time on local meeting as well as in school programme*". As to UNESCO (2006) advocated that the benefits of gender awareness creation in the school environment and local communities have a paramount importance to improve girls' enrolment.

According to this document such activities may eliminate gender bias, ensure the schools' respect to girls' safety, and facilitate condition for girls.

Teachers can play a key role in teaching learning process. The responses regarding the attitude of teachers towards girl students in item 1.*e*, with grand mean value of the respondents group (4.68) show that they had positive attitudes towards girl students.

The data in item *1.f*, in Table 10 with the grand mean value of the respondents group (2.6) revealed that the satellite schools did not facilitate the friendly environment to maintain gender equity.

In general, the satellite school environment that has critical importance for retaining girls in schools and continuing their education further were not encouraging in maintaining gender equity.

Table 10 of item 2 indicates that girl's enrollment at satellite schools have not been affected by many factors in sample woredas. Among the four items, out of school factors such as wrong expectation of parents about girls' education, low educational background of parents, insecurity of parents to send girls to satellite schools and religious beliefs were rated as not the major out of school factors that contributed for the low level of girls to schools. However, according to UNESCO (2006) girls face problem in obtaining schools due to the obstacles such as poverty, distance to schools, low educational background of parents to send their children to school and cultural barriers concerning girls' role in the society. Thus, it is possible to conclude that bringing the schools to the doorsteps of girls could be hampered by those out of school factors that hinder the enrollment of girls to schools.

The least prevailing factors rated by the respondents that is not affecting girls' enrollment was item 2.*b*, with grand mean value (1.55). That means insecurity of parent to send girls to satellite schools. This implies that the existence of satellite schools near to the girls' home has no impact on parents in sending girls to education. Next wrong expectation of parents about girls education had not been affecting girls enrollment at satellite schools, grand mean value (1.83) witness are that girls' education were paid due attention by their parents at satellite schools. The other, item 2.*c*, of the same table with grand mean (2.55) low educational background of the parents has not been affecting girls' enrollment at satellite schools. This implies that education level of the family has not had an impact in sending girls to satellite schools. The last item, with grand mean value of

the respondents' group (2.05) shows that religious beliefs of parents has noimpact on parents to send their girls to education at satellite schools. Supporting these ideas, the interview conducted with different bodies of interviewees confirmed that *"nothing could hamper girls' enrolment to satellite schools"*.

From the above analysis, one can conclude that the bringing of satellite schools at the doorsteps of girls could alter all out of school factors that assumed to be affect girls' enrollment to schools.

4.4 Issue Related to Quality Primary Education

According to UNESCO (2005) the definitions of quality in education are many and varied that testifies the complexity and multifaceted nature of the concept. In practice, however, it is often described in terms of educational inputs or learning environment (teachers, equipment, material facilities. etc) process and out come frame work. The following table summarizes inputs and facilities of the satellite schools.

Table 11: Inputs and Facilities Available in Satellite Schools.

Item		Supervisors				Directors				Teachers				Total			∑321
		3	2	1	∑	3	2	1	∑	3	2	1	∑	3	2	1	
1.sufficient class rooms	F		4	13	17	17	-	11	17	28	324	49	76	3	39	79	121
	%	-	33	77	100	-	39	61	100	4	32	64	100	2	35	65	100
2.Teachers' residence	F	-	3	14	17	-	3	25	28	-	16	60	76	-	22	99	121
	%	-	18	82	100	-	11	89	100	-	21	79	100	-	18	82	100
3.sufficient desks,chairs & tables	F	-	5	12	17	-	4	24	28	5	9	62	76	5	18	98	121
	%	-	29	71	100	-	14	86	100	7	12	81	100	4	15	81	100
4.Sufficient students' text books	F	8	3	6	17	8	8	12	28	8	6	62	76	24	17	80	121
	%	47	18	35	100	29	29	42	100	10	8	82	100	20	14	66	100
5.sufficient teachers'guides and syllabus	F	9	5	3	17	17	7	4	28	16	42	18	76	42	66	25	121
	%	53	29	18	100	61	25	14	100	21	55	24	100	34	55	21	100
6.Pertinet reference materials	F	-	1	16	17	-	-	28	28	-	-	76	76	-	1	120	121
	%	-	6	94	100	-	-	100	100	-	-	100	100	-	1	99	100
7.trained teachers	F	-	6	11	17	-	15	13	28	-	33	43	76	-	54	65	121
	%	-	35	65	100	-	54	46	100	-	43	57	100	-	47	55	100
8. Trained female teachers	F	1	4	12	17	7	8	13	28	10	15	51	76	18	25	76	121
	%	6	33	71	100	25	29	46	100	13	20	67	100	14	23	63	100

3= adequately available 1= not available *F=Frequency*

2= moderately available

As can be seen in Table 11 item no 1, 79 (65%) of the respondents responded that in which teaching and learning process had been conducted at satellite schools with out sufficient classrooms. The interview conducted with elders and woreda education office heads also justified that *"since the majority of satellite schools are constructed from local materials "Das" classrooms, it is not convenient for teaching learning process"*. Thus, the classrooms are not suitable to offer quality education.

Concerning teachers residence the majority of the respondents 99(82%) replied that teachers residence at satellite schools were not available. Regarding the instructional materials and school facilities such as desks, chairs and tables, 98 (81%)of the respondents; student text books,80(66%)of the respondents; and pertinent reference materials,120(99%)of the respondents replied that these school facilities were not available at satellite schools. Hence, the shortage/absence of these materials and facilities seems to reduce teachers' contribution in providing teaching-learning process. Thus, it is possible to conclude that the provision of quality education at satellite schools have been at risk.

With respect to trained teachers, the majority of the respondents with average percentage of 65(55%) said that sufficient trained teachers were not available at satellite schools. This shortage of teachers had been considering as one major factor hindering the provision of quality education. The interview results conduct with Woreda Education office heads and elders indicated that "*the persistent shortage of satellite school teachers due to the shortage of people trained from the zone background, together with the reluctance of teachers to teach at satellite schools as problems*". In dealing with similar issue, Lockheed and Verspoor (1991) also reported that shortage of teachers were more common in remote rural areas. This has a significant impact on students' learning and failure in quality education: In the shortage of sufficient trained teachers at the satellite schools, teachers who are teaching there are required to handle many periods. This might be the cause for poor quality education at satellite schools

- Regarding, model female teachers, large number of the respondents, 63percent replied that model female teachers were not available at satellite schools. As stated by Anderson (1992) and World Bank (1990), the absence of model female teachers could greatly affect quality in education.

Generally, all proposed quality related variables: sufficient classrooms, teachers' residence, desks, chairs and tables, student text books, teachers' guides and syllabus , pertinent reference materials, trained teachers and trained model female teachers were recognized almost all the subjects as the major challenges in the provision of quality education at satellite schools. UNESCO (2005) stated that the issue of access overshadows the issue of quality. This literature justification and the observed data have also been reflected at the satellite schools under study.

Thus, from the above analysis one can infer that the school inputs which could be crucial for improving quality education have not been sufficiently available. Hence, it is possible to conclude that achieving UPE could not be possible with out securing quality.

Table 12: Teachers' Motivation

Items		Supervisors		Directors		Teachers		Total	
		F	%	F	%	F	%	F	%
The motivation of teachers to teach at satellite schools	a. Very high	-	-	-	-		-	-	-
	b. High	-	-	-		3	4	3	2
	c. Medium	1	6	3	11	10	13	14	12
	d. Low	12	70	7	25	17	22	36	30
	e. very low	4	24	18	64	46	61	68	56
	Total	**17**	**100**	**28**	**100**	**76**	**100**	**121**	**100**
2. If your Answer for questions 1 is low or very low, write your reason									

Table 12 depicts that the level of motivation of teachers to teach at satellite schools had been very low/low, according to the majority (70%) of supervisors, 64% of directors and 61% of teachers' responses. As to the respondents' opinion, the reasons for the low motivation of teachers were replied as the unfavorable conditions around satellite schools, there were no teachers' residence and other facilities which attract teachers to teach at satellite schools. The interview results conducted with different interviewees also confirmed that

There were not adequate facilities which attract teachers and also since

they have been isolated from where large staffs are found, they feel lonely; they were not visited by supervisors regularly and most teachers are appointed temporarily by Woreda Education office and local community with low salary (200 Eth Birr) which was incompatible with the responsibilities they shoulder.

Teachers are central to the delivery as well as the quality of education. Teachers' low moral lead to low professional commitment and under professional attitude towards students. Even the most capable teachers can not teach effectively under adverse conditions. Therefore, to alleviate such problem, some measures like better support and supervisory services will help to improve teachers' working conditions, particularly in rural areas (UNICEF, 2000 and World Bank, 1998). From the response given by the respondents, it is found out that the effort made to motivate teachers by building their residence and giving professional supports from supervisors had been limited. This implies that the low level of teachers' motivation could be contributing to the low level of quality education.

4.4.1 Professional Support

In addition to school facilities human capacity like professional support is the key factors to quality education .The status was analyzed in Table13.

Table 13: Professional Support Provided

Items		Supervisors		Directors		Teachers		Total	
		F	%	F	%	F	%	F	%
The extent to which teachers and directors participating in short term, training concerning the management of satellite schools	very high	-	-	-	-	-	-	-	-
	High	3	18	-	-	-	-	3	3
	Medium	5	29	8	28	13	17	26	21
	Low	9	53	17	61	43	57	69	57
	very low	-	-	3	11	20	26	23	18
	Total	17	100	28	100	76	100	121	100
Professional support provided from supervisors and directors for satellite school teachers	very high	-	-	-	-	-	-	-	-
	High	3	18	6	21	-	-	9	7
	Medium	4	23	8	29	15	20	27	22
	Low	10	59	14	50	48	63	72	59
	very low	-	-	-	-	13	17	13	12
	Total	17	100	28	100	13	100	121	100

As can be seen from Table 13, the responses provided by the three groups depict that the extent to which teachers and directors are participating in short term training concerning the management of satellite schools 3% high, 21% medium ,57% low and 19% very low. According to the majority (76%) of the respondents' response the results were categorized under low/very low participation. Thus, directors and teachers who were the key individuals considered to be front line implementers to the achievement of UPE had not equipped with pertinent skill and knowledge how to handle satellite schools. Therefore, this show that teacher's quality to provide quality education could be in doubt. Professional support offered at different level could maintain quality in education. Concerning this, the three groups respondents' data in item 2 shows, 7% high, 32% medium, 59% low and 12%very low. In general, the majority 85 (71%) responses indicate under low/very low professional support had been provided for satellite school teachers. Thus, satellite schools teachers were not offered with sufficient professional support from

supervisors and directors who might be better in terms of skills and experience. The interview results held with zone education offices head and woreda education office heads confirmed that "*due to the absence/shortage of budget and transportation; and remoteness of satellite schools from the woreda and formal primary schools, the professional support provided for satellite schools were not as such satisfactory*". According to EDC (1998) states that in remote rural areas about one third of schools where not visited at all in fully year. As to Hinzen (2000) one of the factors that cause problems in supervision is the lack of adequate competent supervisors who shoulder responsibility.

Hence, it is possible to conclude that lack of adequate supervision affect the teaching learning process consequently, making the provision of quality education very poor.

4.5 Internal Efficiency

Internal efficiency measures the regular progression of students through the school system. The dropout and repetition rate are major indicators to measure the internal efficiency of the education system. This trend was analyzed across grades in satellite schools and formal primary schools

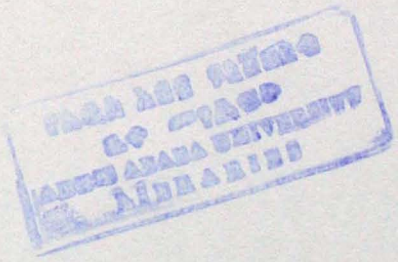


Table 14: Drop out of Students in 1st Cycle formal primary schools and Satellite Schools of Sample Woredas

Sample Woredas	year	First cycle Formal primary schools												Satellite schools					
		Grade1			Grade2			Grade3			Grade4			Grade1			Grade2		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Abaya	2004/5	21	20	21	17	20	18	17	13	15	17	9	14	-	-	-	-	-	-
	2005/6	26	30	28	20	21	20	18	22	20	22	6	18	-	-	-	-	-	
	2006/7	29	29	29	13	9	11	15	6	12	22	6	18	-	-	-	-	-	-
Bule Hora	2004/5	10	9	9	4	4	4	3	5	4	4	4	4	2.1	1.5	1.8	-	-	-
	2005/6	23	23	23	19	18	19	17	14	16	18	11	15	2.5	2.2	2.3	0.8	-	0.4
	2006/7	24	23	23	19	14	17	16	12	14	17	12	15	2.3	1	1.7	2	1.6	1.8
Dugda Dawa	2004/5	10	5	7	12	7	9	13	10	11	10	9	10	-	-	-	-	-	--
	2005/6	8	6	7	10	7	8	9	7	8	10	4	7	-	-	-	-	-	-
	2006/7	8	5	6	8	6	7	5	4	5	9	3	6	-	-	-	-	-	-
Yabelo	2004/5	17	8	14	12	6	9	14	5	10	16	9	13	2.3	-	1.5			
	2005/6	13	6	10	9	5	7	11	4	8	12	6	10	2	1.3	1.9	1.7	1	1.3
	2006/7	10	2	6	7	3	5	9	4	7	8	6	7	1.7	1	1.35	2.4	0.4	1.4
Borena Zone	2004/5	15	13	14	11	9	10	12	8	10	12	8	10	2.2	0.75	1.5			
	2005/6	18	16	17	14	13	14	11	12	12	15	7	11	2.25	1.75	2	1.25	0.5	0.87
	2006/7	18	15	16	12	8	10	11	7	9	11	6	8	2	1.6	1.8	2.1	1.05	1.58

Source: Borena zone Education Statistical Department (2007/8)

As clearly seen in Table 14, the percentage of dropping out students at grade 1-4 formal Schools in 2004/5- 2006/7 were high across the sample woredas. A drop out has increased in Abaya from 21% to 29% and in Bule Hora from 9% to 23% at first cycle primary schools in grade one. Similarly, the drop out rate in Dugda Dawa and Yabelo have high in grade one though some improvements are made to decrease the drop out rates, the percentage could not be lower than 5 in 2006/7. However, against with those students who were found in the formal schools, the performance of dropout of children at satellite schools has been very small in number. The dropout of students at satellite schools of Bule Hora (1.7%) and Yabelo (1.35%) in grade one in the same year (2006/7).

As seen from the table, the drop out of children in the zone was increasing at formal schools while showing improvement at satellite schools of the zone.

The above analysis disclosed that a large number of children have been exposed to dropout in the formal school of the sample woredas and zone. According to OEB (2006) the major causes of students' dropout in the Region were unavailability of schools in vicinity and absences of basic facilities (water supply, separate toilet rooms for boys and girls, labor demands of parents from their children). Furthermore, as to BZEO (2007), long distance to school has been rated first in contributing to dropout of children from formal school. This literature justification and observed data indicates that the large number of drop out of children at formal school of the zone could be due to long distance to schools.

Hence from Table 14, it is possible to conclude that the existence of satellite schools have been contributing in decreasing dropout of children in the zone particularly at early stage of schooling; and unless serious attention could be given towards satellite schools, drop out of children particularly in grade 1 was the most bottlenecks for the achievement of UPE in the zone

4.6 Major Factors Affecting the Activities of Satellite Schools

To know the level of problems affecting the activities of satellite schools, the following statements are presented to the implementers and its status was analyzed in Table 15.

Table 15: Factors affecting the activities of Satellite schools

Item	Supervisors							Directors							Teachers							Grand mean
	5	4	3	2	1	Σ	M	5	4	3	2	1	Σ	M	5	4	3	2	1	Σ	M	
1.shorage of locally trained teachers	8	4	4	-	-	17	4.18	17	4	3	4	-	28	4.21	20	35	8	13	-	76	3.82	**4.06**
2. Absence of flexible school calendar	1	5	8	3	-	17	3.24	7	5	2	14	-	28	3.18	8	12	33	22	1	76	2.45	**3.16**
3. Child labor needed by the parent	4	1	7	5	-	17	3.24	3	5	6	12	2	28	2.82	10	11	24	31	-	76	3	**3.02**
4.shortageof model female teachers	6	7	4	-	-	17	4.12	12	8	6	2	-	28	4.07	9	52	12	3	-	76	3.88	**4.02**
5. low community involvement	-	1	4	12	-	17	2.35	-	-	2	5	21	28	1.32	-	-	15	16	45	76	1.61	**1.76**
6. Absenceof separate toilet for girls students	6	7	3	1	-	17	4.05	23	3	2	-	-	28	4.75	12	48	16	-	-	76	3.95	**4.25**
shortage of sufficient desks, chair & text books	2	7	6	2	-	17	3.53	4	6	4	16	-	28	3.14	3	17	22	27	-	76	2.76	**3.14**
8. shortage of sport fields or play ground	5	8	4	-	-	17	4.05	3	12	8	5	-	28	3.46	26	29	12	9	-	76	3.94	**3.82**
9. problem of parent settlement	3	5	7	2	-	17	3.53	-	5	7	16	-	28	2.61	9	8	47	12	-	76	3.18	**3.11**
10. Low allocation of budget for education	17	-	-	-	-	17	5	21	7	-	-	-	28	4.75	7	28	5	30	6	36	3.00	**4.25**
11.shorage of teaches' residence	12	3	2	-	-	17	4.59	20	4	4	-	-	28	4.57	43	20	13	-	-	36	4.39	**4.5**
12. Shortage of water supply	4	7	6	-	-	17	3.88	3	21	4	-	-	28	3.96	18	31	10	4	7	76	3.4	**3.75**
13. poor school directors	5	7	2	3		17	3.65	7	1	12	8	-	28	3.25	45	22	6	5	-	76	4.49	**3.79**

5=Very High 4= High 3= Average 2= Low 1=Very Low

To find out the main factors affecting the activities (implementation) of satellite schools currently in the woredas under study, the respondents were made to indicate factors affecting satellite schools activities currently. Consequently, the 9 items shown in the table 15 were considered as the main factors affecting satellite schools activities by many of the respondents grand mean value was not less than 3.5.

The majority of the respondents with grand mean value (4.06) responded that shortage of locally trained teachers in sufficient quantity was highly affecting the activities of satellite schools. In line with this, Anderson (1992) teachers are the heart of quality education. This might be inferred that shortage of qualified teachers could lead to the deterioration of quality education which is one of the great issues in increasing access to education.

With respect to shortage of trained model female teaches, the majority of the group respondents (4.02) replied that shortage of trained model female teacher affects the activities of satellite schools. This indicates that female teachers are few in number at satellite schools. Emphasizing the issue, UNICEF (2003) states that staffing schools with female teachers help to promote the perception of safer and more protected school environment for girls. Similarly, Amare (1998) states that women teachers provide visible, immediate role models of educated women for girls attending schools. Their presence is likely to encourage parents to send their children to school both, because they see the opportunities for their daughters out side the household, and because of increase sense of security for girls when female teachers are present.

Regarding satellite schools facilities, majority of the respondents response fall on high range such as absence of separate toilet for girls' students with grand mean (4.25), absence of sufficient desks, chairs and text books with grand mean (3.59), shortage of play ground with grand mean, (3.89) and shortage of teachers residence with grand mean (4.5) indicating that these were among the major factors affecting satellite schools' activities. In this respect UNESCO (2000), states that facilities starting from school building up to toilet rooms, affect the quality of primary education. Therefore, it is possible to conclude that the absence or shortage of these school facilities could be one of the greatest bottlenecks for the provision of quality education at satellite schools.

Prevailing with the allocation of budget for education the majority of the respondents' groups (mean 4.25), low allocation of budget for education was highly affecting the activities of satellite schools. The interview conducted with zone education office head and woreda education office heads confirmed that "low allocation of budget for education greatly affected the activities of satellite schools in the zone particularly in providing professional support and hiring teachers".

As indicated in Table15, majority of the respondents responded that shortage of teacher residence (grand mean 3.75) have been high factors in affecting the activities of satellite schools in the zone. Regarding formal primary school directors the respondents' grand mean value 3.79 replied that poor primary schools' directors were highly affecting the activities of satellite schools.

Thus, from the data analysis discussed above, one can conclude that satellite schools' activities were associated with multiple problems to provide reliable education for children.

4.7. Effort made to overcome the problems of satellite schools and possible strategies proposed to alleviate the problems.

Almost all the respondent wrote their views on the issues of effort to be made to over come the problem facing satellite schools' activities as follows:-

- The local community has been developing the sense of ownership on the issue of education and competition had been created among themselves to construct satellite schools and supply educational materials as much as possible and their involvement has been increased from time to time
- To reduce the shortage of teachers about 215 teachers had been recruited by the woreda education offices and local communities and then assigned to satellite schools.
- About 5100 metal sheet (roofing materials) had been bought by the woreda education offices and provided for satellite schools' construction to replace the schools which were made from "Das".

The majority of the respondents wrote their views about the possible strategies to eliminate the problem facing satellite schools' activities as follows:

- All concerned stakeholders should hold their hands together and then turn their faces towards satellite schools.

- Sufficient allocation of budget by the government should be required.
- All educational experts at woreda level and supervisors should be committed to provide their professional support for satellite schools and formal primary schools.
- Sufficient number of teachers should be assigned at satellite schools.
- Motivating the existing teachers by visiting them at satellite schools and providing the necessary supports.
- Supplying the necessary educational materials such as text books, syllabus and teachers' guides, and school facilities chairs, desks, tables and others.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 .Summary

The major objective of this study was to assess the contribution of satellite schools in universalization of primary education in Borena zone and identifying the problems that may affect the activities of satellite schools was another concern of this study.

To this end basic questions were raised regarding the extent of contribution of satellite schools to universalization of primary education in terms of access and gender equality, and the extent to which the quality and efficiency of education has been improved as result of launching satellite schools. Moreover, a question was also asked regarding the factors that may affect day to day activities of satellite schools.

The study was carried out in four Woredas of the Borena Zone. The subject of the study were 17 woreda education supervisors, 28 directors, 76 satellite school teachers, four woreda Education office heads, one zone education office head and four local elders. Data were obtained through questionnaires from supervisors, directors and satellite school teachers. Interview was employed to get data from the heads of Woredas and Zone education office as well as local elders. Moreover, relevant documents were used from woredas and zone.

Various statistical tools such as percentage, mean values and grand mean scores were applied to analyze the data obtained from respondents. Depending on the result of the analysis the following major findings were obtained.

Access to Primary Education

The finding from the document analysis confirmed that the participation rates of students from 2004/05to 2007/08 have been increasing. Both enrollment and NIR have been increasing every year in the satellite schools of the zone across the woredas.

-The gross enrollment has increased from 4,303 to 12,424 within four consecutive years at zonal level in satellite schools.

-From the first cycle primary education students in the Zone in 2007/08 academic years, 12.2% of students were found in satellite schools. However, first cycle primary education participation of the Zone (88%) was lower than the Region's first cycle primary school student participation (123.7%).

-Only 51% of official school age children were enrolled in grade one in the academic year 2007/8 in the zone. In other words, 49% of official school age children were out of school.

-Out of the 51% grade one students who were enrolled to school at the official school age (age7) in the academic year of 2007/08 in the zone, 68.6% of them were enrolled in satellite schools. This means only 31.4% of official school age students were found in the formal school. Even though NIR showed progress, a large number of students in the zone have not been enrolled in the primary school at their official school age (7years old).

The findings show that factors that had contributed to the increased enrollment of children in satellite schools were identified as follows:

-Proximity of the school to children's home (grand mean value 4.72)

-Awareness of the community rose to send their children to satellite schools (grand mean value (4.27).

-Events organized to motivate the community towards education (grand mean value 3.85).

Gender Parity and Equality in Education

The findings from the document analysis confirmed that the Gross Enrollment and NIR of girls in satellite schools have been increasing in all sample woredas and zonal level.

-The GPI has shown little over one in favor of girls since 2006/7 in the satellite schools of the sample woredas and at zonal level. This situation is encouraging, since the sample woredas and zonal level achieved the 2000 Dakar goal.

With exception of one woreda (Yabelo), even though girls' participation has been better in the satellite schools of sample woredas of the zone, the numbers of boys coming to formal schools are greater than girls.

Quality Education

The findings on quality related factors as received by the majority of the respondents revealed that:

-The majority of the respondents (56%) replied that there were very low levels of teachers' motivation to teach at satellite schools.

- 53% of supervisors, 61% of directors and 57% of satellite school teachers reported that the participation of directors and satellite school teachers in short term training concerning the management of satellite schools were very low.

-The majority of respondents (71%) reported that the professional support provided for satellite school teachers by supervisors and directors were very low.

-As to 55%of the respondents group trained teachers were not available in sufficient number in satellite schools.

-The majority of the respondents replied that there were a shortage of text books and other pertinent reference materials in satellite schools

Internal efficiency

The finding from document analysis confirmed that the number of dropouts from the satellite schools was much less as compared to the dropout from first cycle formal primary schools of the sample woredas and zone due to long distance to school.

The challenges faced in day to day activities of satellite schools were identified as follows:

-Sufficient supports were not provided for girls in satellite schools (grand mean value2.4);

- Toilet rooms were not provided for girls separately (grand mean value2.59);

- Trained model female teachers were not assigned at satellite schools (grand mean value 4.02);

- Sport fields or play grounds was not available in the satellite schools (grand mean value 3.82);

- Shortage of water supply (grand mean value 3.75)

- Shortage of budgets (grand mean value 4.25)

-Shortage of teachers' residence (grand mean value 4.5)

-There were shortages of trained teachers from local community (grand mean value 4.06);

- Shortage of Competent primary school directors (grand mean value 3.79);

5.2 Conclusions

Based on the findings, the following conclusions can be drawn.

1. Satellite schools in Borena Zone have played significant role in providing access to education to those children who could have otherwise remained out of schools.
2. Satellite schools in Borena Zone have contributed much to bring about gender equality in primary education in the Zone.
3. The finding of the study revealed that the quality of education in satellite schools were too poor. The main constraints for the low level of quality education were very low level of teachers' motivation to teach at satellite schools, lack of professional support provided for satellite schools, shortage of text books and other pertinent reference materials, shortage of sufficient number of trained teachers, etc.
4. Regardless of their contribution, satellite schools in Borena Zone have challenges in terms of material resources and facilities (furniture, play ground, toilet rooms, teachers' residence, water supply etc), shortage of budgets, shortage of model female teachers, shortage of competent school directors and trained teachers from the local community and etc.
5. In general, because of satellite schools in Borena Zone remarkable achievements have been obtained in increasing participation, improving gender equality in 1st cycle primary education, and in reducing dropouts from 1st cycle primary education

5.3 Recommendations

Depending on the findings obtained and the conclusion drawn from this study, the following strategies are forwarded.

1. Even though the participation of students in this zone is in a better status as the result of the existence of satellite schools, the first cycle primary school students' participation has been still low and remains a lot to be done. Hence, it is strongly advisable for the Zone under study to continue the expansion of satellite schools to increase the participation of children to school.
2. Lack of teachers' motivation to teach at satellite schools found to be the major problem for the provision of quality education. To solve this, motivating the existing teachers by providing incentives seems advisable.
3. It is well known that the provision of improved school facilities and utilities are found to have an ultimate effect in maintaining quality education and gender equity. However, it has been found out in this study that there were shortage of these facilities and utilities in all satellite schools of the study area. Therefore, the zone Education Office and Woreda Education Office in collaboration with local communities should furnish the satellite schools with adequate furniture; and dig water wells, construct separate toilet rooms for boys and girls, and teachers' residences.

   In fact the construction of all these facilities and utilities require a huge amount of money. Thus, the Zone Education Office should search mechanism to coordinate aid agencies to obtain fund.

4 Text books and relevant reference materials were found to be the major challenges in the provision of quality education in satellite schools. Thus, the Oromia Education Bureau should pay due attention in printing and dispatching adequate number of these materials, and the Borena Zone Education Office and Woreda Education Office should give due attention for satellite schools' students in distributing the materials to schools .

5 Lack of adequate supervision and competent primary school directors were found to be the major obstacles in hindering the activities of satellite schools to provide quality education. To solve the supervision and directors' problems, the woreda Education Office should recruit and

assign competent supervisors and directors who could shoulder the responsibility of supervision and administration.

6 Shortage of role model female teachers and trained teachers was found to be one major challenge in the satellite schools of the study area. To solve the problem, the Woreda Education Office should play a significant role in hiring and assigning female teachers and trained teachers at satellite schools.

7. Lack of adequate budget was found to be one of the problems for the provision of quality education at satellite schools of Borena zone. To solve this, Regional Government needs to commit more financial resources to Borena zone. Furthermore, the Woreda Cabinets need to allocate sufficient budget for education sector.

8. Generally, the activities of satellite schools have different problems. Therefore, to solve these problems it is better if all concerned stakeholders should work together to improve the activities of satellite schools which are assumed to be the important strategy to increase opportunity of children to schooling.

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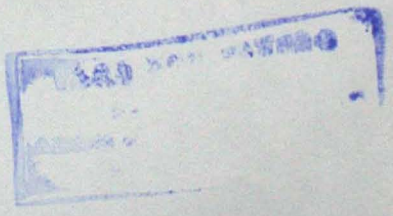

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Appendix A-1

Addis Ababa University

School of Graduate Studies

Faculty of Education

Department of curriculum and Teachers professional Development Studies

This questionnaire is prepared for directors and supervisors.

The purpose of this questionnaire is to collect data for a study leading to an MA degree in curriculum and teachers professional development studies. It is administered to assess your views about the contribution of lower primary satellite schools in universalization of primary education in Borena zone. Thus, the data to be collected using this questionnaire is used only for academic purpose. All the information you supply will be kept confidential and you do not need to write your name on the questionnaire.

Therefore, in order to obtain pertinent and reliable information that subscribes to the success of this study, your cooperation is being genuine and frank in answering the following questionnaire is highly indispensable.

Thank you in advance for your cooperation

PartI. General Information

1.1. about your institution/school

1.1.1 Name of woreda: _____

1.1.2 Name of the school (only for directors): _____

1.1.3 Grade level of the school _____

1.2. Personal Information

1.2.1 Your current position A. Director B. Supervisor

1.2.2 Sex A. Male B. Female

1.2.3 Age _____

1.2.3 Experience you had _____

1. 2.3.1 Total number of years of services in teaching profession

1.2.3.2 Current position: _____

1. 2.4. Current educational qualification

A. Below Grade 10/12 ____D. First Degree ___

B. 12/10+TTI _____ C. Diploma ___ E. Masters F. Others _

Part II. Issues related to Access to Primary Education

2.1What is the average distance students traveled daily from home to satellite school in your Woredas schools? A. Below 2km B. 3-4Km C.5-6 km D. 7-9km

E/ 10 and above

2.2 What was the level of students' participation in your School/Woreda before the establishment of satellite schools? A. Very high C. Medium D/ Low

B. High E. Very low

2.3 If your answer for 2.2 is "D" or "E" how strong does you agree that the following causes of low enrolment rate of children were manifested in your locality before the establishment of satellite schools?

Main causes of low enrolment in the locality	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Low house hold income					
Drought					
Population growth					
The need for Childs labor					
Long distance to school					
Parent low awareness to education					
Inability of paying school fee					
Absence of female teachers					
Limited capacity of school to enroll					

2.4 To what extent do you think that the establishments of satellite schools have contributed in raising the enrollment of your School/Woreda?

A. Very high C. Medium D Low

B. High E. Very low

2.5 If your answer for question 2.4 is "A" or "B" how strong do you agree that the followings are the causes for the improvement of the enrolment of children in your School/Woredas

Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a. proximity of the school of the child's home					
b. Awareness of the community was raised to send their children.					
c. Material condition was improved to decrease dropout of children.					
d. Events were organized to motivate the school community.					
e. Presence of female teachers					

2.6 To what extent do you think the activities listed under no 2.5had contributed to increase the enrollment of girls in your School/Woreda?

Items	Very high	High	Medium	Low	Very low
a. Proximity of the school to the child's home					
b. Awareness' of the community was raised to send their children					
c. Material condition were improved to decrease drop out of children					
d. Events were organized to motivate the school community					
e. The presence of female teachers					

2.7 Is there any improvement in girls enrollment compared the previous years? Yes __No

2.8 If your answer (Response) for question 2.7 is "yes" what measures have been taken to promote the participation rate?

Part III. Issues Related to Gender Equality

3.1 To what extent the following statements are considered in school to maintain gender equity; put the mark (✓)

Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Sufficient special supports were provided for girls					
Separate toilet rooms were prepared for girls					
Number of trained model female teachers were assigned					
Sufficient gender awareness programs were created in schools community					
Teachers attitude towards girls students were positive					
Schools were created friendly environment					

3.2 To what extent do you think the following out of the school factors are affecting girls' enrolment in satellite schools? Thick (✓) one of the given alternatives

Item	Very high	High	Average	Low	Very Low
Wrong expectations of parents about girls education					
In security of parents to send children to schools					
Low educational background of parents					
Religious beliefs					

3.3 Do you think boys and girls equally enroll at satellite school?

Yes _____ No. _____

If Yes, why? _____ If No, why? _____

Part IV. Issue related to with quality of primary education

4.1 What was the level of motivation of teachers to teach at satellite schools?

A. Very high C.Medium D. Low

B. High E. Very low

4.2 If your answer for question 4.1 is "D" or "E" please write you reasons in brief?

. _____

4.3 To what extent the following variables are available in satellite schools

Item	Adequately	Moderately available	Not available
a. Sufficient and ventilated classrooms			
b. Teachers residence			
c. Sufficient desks, chairs and tables			
d. Sufficient teachers text books			
e. Teachers guides, syllabus			
f. Pertinent reference materials			
g. Well functioning pedagogical center			

4.4. The extent to which teachers and directors are participating in short term training concerning the management of satellite schools

A. Very high C. Low E. Very Low

B. High D. Medium

4.5 If your answer for question 4.4 is "low" or "very low", please would you mention the major reasons? . _____

_____

4.6 How is the professional support provided from the woreda education supervisor and the school directors for satellite school teachers?

A. Very high B. High C. Medium D. Low E. Very low

4.7 If your answer for question number 4.6is low, medium, and very low, please would you mention some of the reasons_____

Part V. Issues Related to Challenges of Implementations of Satellite schools

For the following question please indicate your responses by putting a tick (✓) in the box corresponding to the rating scales below?

5. Very High 4. High 3. Average 2. Low 1. Very Low

5.1 Factors affecting the activities of satellite schools currently is

	Rating Scales				
	5	4	3	2	1
Shortage of locally trained teachers					
Absence flexible school calendar					
Child labor needed by the parent					
Shortage of trained model female teachers					
Low community involvement					
shortage of water supply					
Absence of separate toilet for female students					
shortage of student's desk, chairs and text books.					
shortage of sport fields or plays ground.					
Problem of parents settlement (mobility for searching water for animals)					
Low allocation of budget for education					
Poor Primary school administration					
shortage of teachers residence					

5.2 What strategies do you suggest to alleviate the problem hindering the activities of satellite schools? _____

_____

Appendix A-2

Addis Ababa University

School of Graduate Studies

Faculty of Education

Department of curriculum and Teachers professional Development Studies

This questionnaire is prepared for satellite school teachers.

The purpose of this questionnaire is to collect data for a study leading to an MA degree in curriculum and teachers professional development studies. It is administered to assess your views about the contribution of lower primary satellite schools in universalization of primary education in Borena zone. Thus, the data to be collected using this questionnaire is used only for academic purpose. All the information you supply will be kept confidential and you do not need to write your name on the questionnaire.

Therefore, in order to obtain pertinent and reliable information that subscribes to the success of this study, your cooperation is being genuine and frank in answering the following questionnaire is highly indispensable.

Thank you in advance for your cooperation

PartI. General Information

1.1. About your institution/school

1.1.1 Name of woreda: _____

1.1.2 Name of the school _____

1.1.3 Grade level of the satellite school _____

1.2. Personal Information

1.2.1 Sex A. Male B. Female

1.2.2 Age _____

1.2.3 Experience you had _____

1.2.3.1 Total number of years of services in teaching profession _____

1.2.3.2 Current position: _____

1. 2.4 .Current educational qualification

A. Below Grade 10/12 _____

B. 12/10+TTI _____

C. Other if any__-

Part II. Issues Related to Gender Equality

2.1What is the average distance students traveled daily from home to satellite school in your Woredas schools?

A. Below 2km B. 3-4Km C.5-6 km D. E/ 10 and above

2.2 To what extent the following statements are considered in school to maintain gender equity; put the mark (✓)

Items	**Strongly agree**	**Agree**	**Not agree**	**Disagree**	**Strongly disagree**
Sufficient special supports were provided for girls					
Separate toilet rooms were prepared for girls					
Number of trained model female teachers were assigned					
Sufficient gender awareness programs were created in schools community					
Teachers attitude towards girls students were positive					
Schools were created friendly environment					

2.3 To what extent do you think the following out of the school factors are affecting Girls' enrolment to the satellite schools? Thick (✓) one of the given alternatives

the school directors for satellite school teachers?

A/ Very high C/ Medium B/ High D/ Low E/ Very low

3.7 If your answer for question number 3.6is low, medium, and very low, please would you mention some of the reasons?

Part IV. Issues Related to Challenges of Implementations of Satellite schools

For the following question please indicate your responses by putting a tick (✓) in the box corresponding to the rating scales below?

5. Very High 4. High 3. Average 2. Low1. Very Low

3.1 Factors affecting the activities of satellite schools currently is

	Rating Scales				
	5	4	3	2	1
shortage of locally trained teachers					
Absence flexible school calendar					
Child labor needed by the parent					
Shortage of trained model female teachers					
Low community involvement					
shortage of water supply					
Absence of separate toilet for female students					
Shortage of student's desk, chairs and text books.					
Absence of sport fields or plays ground.					
Problem of parents settlement (mobility for searching water for animals)					
Low allocation of budget for education					
Poor Primary school directors					
shortage of teachers residence					

3.2 What strategies do you suggest to alleviate the problem hindering the activities of satellite schools? _____

Appendix B-1

Univeersiitii Finfinne
Sagantaa Barnoota Digirii Lammaffaa

Muummee Sina Barnootaa fi Misooma Ogummaa Barsiisotaa

Gaafannoon kun supparvaayizeroota fi dura bu'oota manneen barumsaan guutama.

Gaafannoon barreeffamaa kun kan qopaa'e ,Godina Booranaatti gumaacha manneen barnootaa "reeraa" dhimma barnoota sadarkaa tokkoffaa waliin ga'uu (Universal Primary Education)keessatti kan qabu qo'achuuf ta'a.

Odeeffannoon qo'nnoo kanaaf funaanamu fayidaan isaa hojii barnootaa qofaaf oola(only for academic purpose). Kanaaf,odeeffannoo dhugaa irratti hundaa'e dabarsitu ,argannoo fayidaa qabu irratti ga'uu fi yaada furmaata yeroo isaa eegatee kennuuf ni fayyada. Odeeffannoon ati kennitu kun fooyya'insa barnootaaf bu'aa guddaa qaba,qoannoon kun akka milkaa'uufis ni gargaara.

. Maqaa keessan barreessuun barbaachisaa miti.

Yeroo keessan fudhattanii gaafannoo barreefamaa kana waan guuttaniif durseen isin galateeffa dha

Galatoomaa!

Kutaa I:-Odeeffannoo Waliigalaa

1.1 Waajjira/Mana barumsaa ilaachisee

1.1.1. Maqaa Aanichaa_____

1.1.2 Maqaa mana barumsaa (dura bu'oota qofaaf)_____

1.1.3 Sadarkaa mana barumsichaa_____

1.2. Odeeffannoo dhuunfaa

1.2.1. Hojii amma hojjettan

A/ Dura bu'aa mana barumsaa _____ B/Supparvaayizera_____

1. 2.2. Saala: Dhiira___ Dhalaa_____

1. 2.3 Muuxannoo hojii waggaadhaaan _____

1. 2.3.1 Muuxannoo hojii barsiisummaa waggaaadhaan_____

1. 2.3.2Muuxannoo hojii amma irra jirtan_____

1. 2.4 Umrii_____

1. 2.5 Sadarkaa barnootaa amma qabdan

A/ kutaa12/10 gadi B/ 12/ 10 +Dh.L.B C/ dippiloomaa

D/ Digirii jalqabaa E / Maastrsii F/ Kan biroo

Kutaa II: Dhimmoota Barnoota waliin ga'uu ilaalchisee

2.1. Aanaa/Mana barnoota keessanitti barattoon mana barumsa reeraa ga'uuf guyyaatti kiiloomeetira meeqa deemu?

A/ km 2 gadi B / km 3- 4 C/ km 5-6 D/ km7-9 E/km 10 fi ol

2.2 Osoo manni baruimsaa reeraa hin hundeeffamiin dura , sadarkaan hirmaanaa barattotaa aanaa/mana barumsaa keessanii maal fakkaata ture?

A/ Daraan olaanaa B/ Ol -aanaa C/ Giddugaleessa

D/ Gadaanaa E/ Daraan gadaanaa

2.3. Yoo deebii kee gaaffii 3.1 "C" , "D" ykn " E" ta'e , osoo manni barumsaa reeaa hin hundeeffamiin hirmaannaan barattootaa gadi-aanaa ta'uusaaf, sababoota armaan gadii waliin akkamiin walii galtaa?

Akaakuu	**Ciminaan waliigala**	**Waliin gala**	**Nan shakka**	**Waliin hin galu**	**Ciminaan waliin hin galu**
Galiin warraa gad-aanaa ta'uu					
Goginsa lafaa					
Baay'ina uummataa					
Humni daa'immanii barbaadamuu					
Fageenya manneen barnootaa					
Hubanoon maatiin barnootaaf qaban gad-aanaa ta'uu					
Kanfaltii mana barumsaa kanfaluu dadhabuu					
Barsiisotni dubaraa dhabamuu					
Simannaan manneen barnootaa murtaawaa ta'uu					

2.2. Aanaa/mana barumsaa keessaniti hundeeffamni mana barumsaa reeraa sadarkaa hirmaannaa barattootaa dabaluu keessatti gumaacha maal qaba jettee yaaddaa?

A/ Baay'ee ol-aanaa dha B/Ol-aanaa dha C/ Giddugaleessa

D/ Gadi-aanaa dha E/Baay'ee Gadi-aanaa dha

2.5.Yoo deebii kee gaaffii 3.3 "A"ykn"B"ta'e,sababoota fooya'insa hirmaannaa

barattootaa cimina akkamiin walii galtaa?

Akaakuu	Ciminaan walii gala	Waliingala	Nan shakka	Waliii hin galu	Ciminaan walii hin galu
a. Dhiyaachuu mana barumsaa					
b Hubannoo hawaasaa waan dabalaa dhufeef					
c. Haalawan harca'insa barattootaa hir'isan waan fooyya'eef					
d. Haalawan hawaasa naannoo oonnachiisa waan qindoomeef					
e. Jiraachuu barsiisota dubaraa					

2.6. Anaa/mana barumsaa keessantti sochiiwwan gaaffii2.5.jalatti eeraman hirmaannaa barattoota dubaraa dabaluu keessatti gumaacha maal qaba jettee yaadda?

Akaakuu	Baay'ee ol-aanaa	Ol-aanaa	Giddug aleesa	Gadi-aanaa	Baay'ee gai aanna
a. Dhiyaachuu mana barumsaa					
b Hubannoon hawaasaa waan dabalaa dhufeef					
C Haalawwa harca'insa barattootaa hir'isa waan fooyya'eef					
d. Haalawwan hawaasa naannoo oonnachiisa waan qindoomeef					
e. jiraachuu barsiisota dubaraa					

2.7. Haala darban waliin qabdee yoo ilaaltu ,hiirmaannaan barattoota dubaraa fooyya;eera? Eeyye_____ Lakki_____-

2.8. Yoo deebii kee gaaffii2.7"eeyyee" ta'e,sadarkaa hirmaanna dabaluuf tarkaanfiin

_____

_____

Kutaa III:-Dhimmoota walqixxummaa saalaa ilaalchisee

3.1 Aanaa/manneeen barnootaa keessan keessatti walqixxummaa saalaa eeguuf xiyyeeffannoon himoota armaan gadiif godhamu cimina akkamiin waliigaltaa?

Akaakuu	**Ciminaan waliigala**	**waliingala**	**Nan shaka**	**Walii hin galu**	**Ciminaan walii hin galu**
Gargaarsi ga;aa ta;e addatti dubrtootaaf kennameera					
Manni fincaanii adda ta;e dubartootaaf qophaa;eera					
Barsiisotni dubaraa ramdamaniiru					
Ilaalchi barsiisotaa barattoota dubaraaf qaban gaarii dha					
Sagantaan hubannoo walqixxummaa saalaa ga;aa ta;e uummata keessatti uumameera					
Naannoon mana barumsaa hawwataa dha					

3.2 Manneen barnootaan alatti wantaatni armaan gadii hirmaanaa dubaraa irratti miidhaa maal qabu jettee yaaddaa

Akaakuu	**Ciminaan waliigala**	**waliigala**	**Nan shakka**	**Walii hingalu**	**Ciminaan walii hin galu**
Barnoota dubara irratti ilaalchi dogogora ta;uu					
Maatiin daa;imman dubaraa man barnootaa erguu irratti amantaa dhabuu					
Maatiin barnootaan duubatti hafoo ta;uu					
Haala amantaa					

3.3 Mana barumsaa reeraatti daa'imman dhiiraa fi dhalaa waliqixa seenaa jiru jettee yaaddaa?

A/ Eeyee____ B/ Lakki___

Eeyee, yoo jette maaliif _____

lakki,yoojette,maaliif_____

Kutaa IV:-Dhimmoota qulqullina barnootaa ilaalchisee

4.1 Sadarkaan fedhii barsiisotaa mana barumsaa reeaatti barsiisuun maal fakkaata?

A/ Daraan ol-aanaa B/ Ol-aanaa C/ Giddugaleessa D/ Gadi-aanaa E/ Baay;ee gadi-aanaa

4.2 Yoo deebii kee gaaffii4.1 D"ykn "E"ta'e, sababa isaa barreessi_____

4.3 Mana barumsaa reeraa keessatti mijaa'inni wantootni armaan gadii maal fakkaata?

Akaakuu	**Akka malee mijaawaa dha**	**Mijaawaa dha**	**Giddugaleessaan mijaawaa dha**	**Mijaawaa miti**
Dareewwan ga'aa fi qilleensa ga'aa qta'e jiraachuu				
Mana bultii barsiisotaa jiraachuu				
Teessum,a, deeskii fi minjaala ga'aa ta'e jiraachuu				
Kitaaba barsiisaa ga'aa ta'e jiraachuu				
Kitaaba barataa ga'aa ta'e jiraachuu				
Kitaaboleen wabiin jiraachuu				
Barsiisotiin leenjii qaban jiraachuu				

4.4. Haal qabinsa (bulchinsa) mana barumsa reeaa ilaalchisee barsiisotn fi dur bu'ootni mana barumsa leenjii gagabaaboo irratti hirmaatan maal fakkaata?

A/ Daraan ol-aanaa dha B/ Ol-aanaa dha

C/ Giddu-galeessa D/ Gadi-aanaa dha E/Baay'ee gadi-aanaa dha

4.5. Yoo deebii kee gaaffii4.4"D"ykn "E" ta'e,sababoota gurguddoo jettu barreessi _____

4.6. Gargaarsi ogummaa supparvaayizeroota aanaa fi dura bu'oota manneen barnootaan barsiisot mana barumsa reeaaf kennamu maal fakkaata?

A/ Baay'ee olaanaa B/ Olaanaa C/ giddugaleessa

D/Gadi-aanaa E/Baay'ee gadi-aanaa

4.7 Yoo deebii kee gaaffii 4.6"C"ykn"D" ykn"E: ta'e, sababa isaa barreessi

Kutaa V:-Dhimmoota hojii mana barumsaa reeaatti gufuu ta'an Ilaalchisee

Gaaffilee armaan gadii deebisuuf mallattoo (x) ibis:- 5/Daraan ol-aanaa

4/Olaanaa 3/Giddugaleessa 2/Gadi-aanaa 1/Daraan Gadi-aanaa

5.1 Yeroo ammaan kana sochii mana barumsaa reeraatti gufuu ta'n

Akaakuu	5	4	3	2	1
Naannootti barsiisota leenji'an hanqachuu					
Kaalandariin mana barnootaa dhaabbataa ta'uu					
Humni daa'immanii maatiin barbaadamaa ta'uu					
Hanqina barsiisotni dubaraa fakkii ta'an					
Hanqina manni bultii barsiisotaa					
Hirmaannaan hawaasaa gadi aanaa ta'uu					
Hanqina bishaanii					
Dhabamuumana fincaanii					
Hanqina kitaaba barataa,teessoo fi kkf					
Bakka taphannaa daa'immanii dhabamuu					
Rakkina maatiin tasgabbaa'ee taa'uu dhabuu					
Baajatni barnootaaf ramadamugad-aanaa ta'uu					
Dura bu'aan mana barumsaa dadhabaa ta'uu					

Rakkoowwan mana barumsaa reeraatti gufuu ta'an kana salphisuuf ,tarsiimoo ta'a jettee kan yaaddu maalii?

AppendixB-2

Univeersiitii Finfinne
Sagantaa Barnoota Digirii Lammaffaa
Muummee Sina Barnootaa fi Misooma Ogummaa Barsiisotaa

Gaafannoon kun barsiisota manneen barumsaa reeraan guutama.

Gaafannoon barreeffamaa kun kan qopaa'e ,Godina Booranaatti gumaacha manneen barnootaa "reeraa" dhimma barnoota sadarkaa tokkoffaa waliin ga'uu (Universal Primary Education)keessatti kan qabu qo'achuuf ta'a.

Odeeffannoon qo'nnoo kanaaf funaanamu fayidaan isaa hojii barnootaa qofaaf oola(only for academic purpose). Kanaaf,odeeffannoo dhugaa irratti hundaa'e dabarsitu ,argannoo fayidaa qabu irratti ga'uu fi yaada furmaata yeroo isaa eegatee kennuuf ni fayyada. Odeeffannoon ati kennitu kun fooyya'insa barnootaaf bu'aa guddaa qaba,qoannoon kun akka milkaa'uufis ni gargaara.

. Maqaa keessan barreessuun barbaachisaa miti.

Yeroo keessan fudhattanii gaafannoo barreefamaa kana waan guuttaniif durseen isin galateeffa d

Galatoomaa!

Kutaa I:-Odeeffannoo Waliigalaa

1.1 Waajjira/Mana barumsaa ilaachisee

1.1.1. Maqaa Aanichaa_____

1.1.2 Maqaa mana barumsaa _____

1.1.3 Sadarkaa mana barumsichaa_____

1.2. Odeeffannoo dhuunfaa

1. 2.1. Saala: Dhiira___ Dhalaa_____

1. 2.2.Muuxannoo hojii waggaadhaaan _____

1. 2.3 Muuxannoo hojii barsiisummaa waggaaadhaan_____

1. 2.4 Muuxannoo hojii amma irra jirtan_____

1. 2.5 Umrii_____

1. 2.6 Sadarkaa barnootaa amma qabdan

A/ kutaa12/10 gadi B/ 12/ 10 +Dh.L.B C/ Kan biroo

Kutaa II:-Dhimmoota walqixxummaa saalaa ilaalchisee

2.1. Aanaa/Mana barnoota keessanitti barattoon mana barumsa reeraa ga'uuf guyyaatti kiiloomeetira meeqa deemu?

A/ km 2 gadi B / km 3- 4 C/ km 5-6 D/ km7- 9 E/km 10 fi ol

2.2. Aanaa/manneeen barnootaa keessan keessatti walqixxummaa saalaa eeguuf xiyyeeffannoon himoota armaan gadiif godhamu cimina akkamiin waliigaltaa?

Akaakuu	**Ciminaan waliigala**	**waliingala**	**Nan shaka**	**Walii hin galu**	**Ciminaan walii hin galu**
Gargaarsi ga;aa ta;e addatti dubrtootaaf kennameera					
Manni fincaanii adda ta;e dubartootaaf qophaa;eera					
Barsiisotni dubaraa ramdamaniiru					
Ilaalchi barsiisotaa barattoota dubaraaf qaban gaarii dha					
Sagantaan hubannoo walqixxummaa saalaa ga;aa ta;e uummata keessatti uumameera					
Naannoon mana barumsaa hawwataa dha					

2.3. Manneen barnootaan alatti wantaatni armaan gadii hirmaanaa dubaraa irratti miidhaa maal qabu jettee yaaddaa

Akaakuu	Daraan olaanaa	Olaanaa	Giddug aleessa	Gadaan aa	Daraan Gadaanaa
Barnoota dubara irratti ilaalchi dogogora ta;uu					
Maatiin daa;imman dubaraa man barnootaa erguu irratti amantaa dhabuu					
Maatiin barnootaan duubatti hafoo ta;uu					
Haala amantaa					

2.4. Mana barumsaa reeraatti daa'imman dhiiraa fi dhalaa waliqixa seenaa jiru jettee yaaddaa?

A/ Eeyee____ B/ Lakki___

Eeyee, yoo jette maaliif _____

Lakki, yoo jette maaliif_____

Kutaa III:-Dhimmoota qulqullina barnootaa ilaalchisee

3.1 Sadarkaan fedhii barsiisotaa mana barumsaa reeaatti barsiisuun maal fakkaata?

A/ Daraan ol-aanaa B/ Ol-aanaa C/ Giddugaleessa D/ Gadi-aanaa

E/ Daraan gadi-aanaa

3.2 Yoo deebii kee gaaffii3.1"D"ykn "E"ta'e, sababa isaa barreessi_____

3.3 Mana barumsaa reeraa keessatti mijaa'inni wantootni armaan gadii maal fakkaata?

Akaakuu	Akka malee mijaawaa dha	Mijaawaa dha	Giddugaleessa an mijaawaa dha	Mijaawaa miti
Dareewwan ga'aa fi qilleensa ga'aa qta'e jiraachuu				
Mana bultii barsiisotaa jiraachuu				
Teessum,a, deeskii fi minjaala ga'aa ta'e jiraachuu				
Kitaaba barsiisaa ga'aa ta'e jiraachuu				
Kitaaba barataa ga'aa ta'e jiraachuu				
Kitaaboleen wabiin jiraachuu				
Barsiisotiin leenjii qaban jiraachuu				

3.4. Haal qabinsa (bulchinsa) mana barumsa reeaa ilaalchisee barsiisotn fi dur bu'ootni mana barumsa leenjii gagabaaboo irratti hirmaatan maal fakkaata?

A/ Daraan ol-aanaa dha B/ Ol-aanaa dha 3 C/ Giddu-galeessa

D/ Gadi-aanaa dha E/Daraane gadi-aanaa dha

3.5. Yoo deebii kee gaaffii3.4"D"ykn "E" ta'e,sababoota gurguddoo jettu barreessi ___

3.6. Gargaarsi ogummaa supparvaayizeroota aanaa fi dura bu'oota manneen barnootaan barsiisot mana barumsa reeaaf kennamu maal fakkaata?

A/ Baay'ee olaanaa B/ Olaanaa C/ giddugaleessa

D/Gadi-aanaa E/Baay'ee gadi-aanaa

3.7. Yoo deebii kee gaaffii 3.6"C"ykn"D" ykn"E: ta'e, sababa isaa barreessi_____

KutaIV:-Dhimmoota hojii mana barumsaa reeaatti gufuu ta'an Haalchisee

Gaaffilee armaan gadii deebisuuf mallattoo (x) ibis:- 5/Daraan ol-aanaa

4/Ol-aanaa

3/Giddugaleessa

2/Gadi-aanaa

1/Daraan Gadi-aanaa

4.1 Yeroo ammaan kana sochii mana barumsaa reeraatti gufuu ta'n

Akaakuu	**5**	4	3	2	1
Naannootti barsiisota leenji'an hanqachuu					
Kaalandariin mana barnootaa dhaabbataa ta'uu					
Humni daa'immanii maatiin barbaadamaa ta'uu					
Hanqina barsiisotni dubaraa fakkii ta'an					
Hanqina manni bultii barsiisotaa					
Hirmaannaan hawaasaa gadi aanaa ta'uu					
Hanqina bishaanii					
Dhabamuu mana fincaanii					
Hanqina kitaaba barataa,teessoo fi kkf					
Bakka taphannaa daa'immanii dhabamuu					
Rakkina maatiin tasgabbaa'ee taa'uu dhabuu					
Baajatni barnootaaf ramadamugad-aanaa ta'uu					
Dura bu'aan mana barumsa dadhabaa ta'uu					

4.2 Rakkoowwan mana barumsaa reeraatti gufuu ta'an kana salphisuuf ,tarsiimoo ta'a jettee kan yaaddu maalii?

_____

_____

Appendix C

Semi-structured Interview Prepared for Zonal Education Office Head and Woreda Education Office Heads.

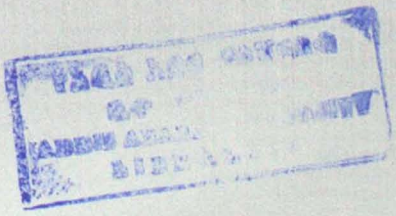
1. What is the average distance children travel daily from home to satellite schools in your zone/Woreda?
2. What was / is the status of access in your zone /woredas before and after the establishment of satellite schools?
3. Are girls equally participate in education with boys at satellite schools?
4. What was done to increase girls' enrollment to school?
5. Are there any factors that hinder girls to enroll at satellite schools?
6. How the professional support is provided from the Woreda education office and school directors for satellite school teachers?
7. What was the motivation of teachers to teach at satellite schools?
8. How the physical facilities of satellite schools are adequate for teaching and learning process?
9. To what extent these satellite schools help in improving educational efficiency?

   A/ Very High B / High C/ Moderate D/ Low E/ Very Low

10. What factors hinders the activities of satellite schools currently?
11. What strategies do you suggest to alleviate that hinders the activities of satellite schools?
12. According to your opinion what are the strength and weaknesses of satellite schools?

Interview Prepared for Elderly People around the Sample Schools

1. Are girls equally participate in education with boys at satellite schools?
2. What was done to increase girls' enrollment to school?
3. Are there any factors that hinder girls to enroll at satellite schools?
4. How the physical facilities of satellite schools are adequate for teaching and learning process?
5. What factors hinders the activities of satellite schools currently?
6. What strategies do you suggest to alleviate that hinders the activities of satellite schools?
7. According to your opinion what are the strength and weaknesses of satellite schools?



Appendix D

Enrollment of Students at first cycle primary schools in Oromia Region in 2007/8

Enrollment			GER		
M	**F**	**T**	**M**	**F**	**T**
2,023,382	1,780,672	3,804,054	130.7	116.6	123.7

Source: Oromia Education Bureau Statistical Department (2007/8

Enrollment of Students at first cycle Primary Schools in Borena Zone in 2007/8

Enrollment			GER		
M	**F**	**T**	**M**	**F**	**T**
23398	47951	101,347	92.3	84	88

Source: Borena Zone Education Statistical Department (2007/8)

Appendix E

Sample Woredas, Formal Primary Schools and Satellite Schools

No	Name of Sample Woredas	Name of sample Formal Primary Schools	Name of Sample Satellite Schools	Number of Teachers in Satellite Schools		
1	Abaya	Shape(1-4)	Reji	2	1	3
		Foge(1-8)	Guba	1	1	2
			Danbi Bokosa	1	2	3
		Mike(1-8)	Gorowami	1	1	2
			Dukanosoro	2-	-	2
2	Bule Hora	Bule Hora(1-8)	Bule Hagale	1	1	2
			Ejersa Mura	2	1	3
		Didole Hara(1-6)	Gumi Girja	1	1	2
		Suro(1-8)	Danbi	1	1	2
		Kuya(1-8)	Buda	1	-	1
		Dogo Bulchani(1-4)	Sodu	1	-	1
			Hada	2	1	3
		Ebala(1-8)	Garbi	2	1	3
			Gagantu	2	-	2
		Burka(1-4)	Bochesa	2	-	2
		Sakicha(1-8)	Warko	1	1	2
		Bardaye(1-6	Loche	2	-	2
		Chari Gobu(1-4)	Biduma	1	-	1
3	Dugda Dawa	Burkitu(1-4)	Kilkile	2	-	2
		Dhadacha(1-8	Walgai	2	1	3
4	Yabalo(Rural)	Surupa(1-8)	Surupit	2	1	3
			Ol-karayu	2	-	2
		Dharato(1-4)	Hidi Ale	1	1	2
		Dida Yabalo(1-8)	Ol-kabsa	1	1	2
		Bildima Raso(1-4)	Sadako	1	2	3
		Suke(1-8)	Gesu	1	-	1
		Eloya(1-8)	Sawa Korma	2	-	2
		Danbala Abachana(1-8)	Ledi	1	1	2
		Borama(1-6)	Bulchani	1	-	1
			Jaldo	1	1	2
		Naro(1-6)	Tora Male	2	-	2
			Cheko	1	1	2
		Dhadim(1-8)	Lotu Hima	1	-	1
		Yadano Aba Tonleyus(1-8)	Goro	1	-	1
			Bika	1	2	3
		Haro Bake(1-4)	Danbala	1	1	2
		Dhedhertu(1-6)	Gololcha	1	-	1
			Cari	1	1	2
		Utalo(1-4)	Agamsa	1	-	1
		Ade Galchat(1-6)	Soroda	2	-	2

Source: Borena Zone Education Office (2007/8)