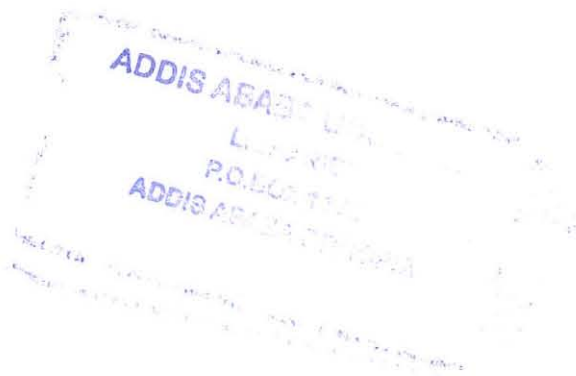


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IN ADDIS ABABA**

**BY
MAMUSH JEMBERE**



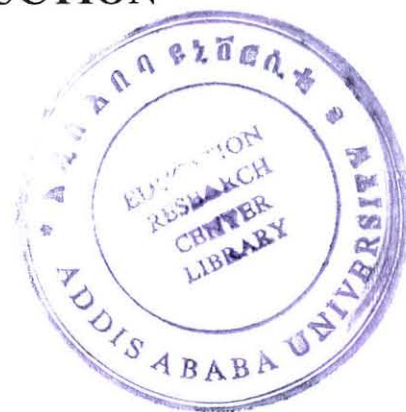
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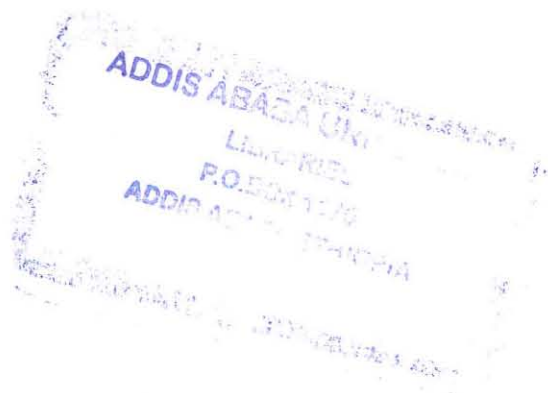
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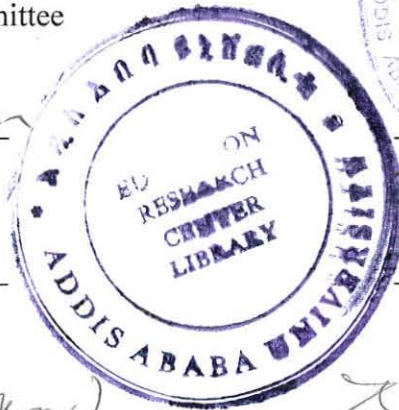
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Addis Ababa

July, 2007

Mamush Jembere

Dedication

In memory of my dear mom, Tsige Eshete Mersha, whose impressions of lasting love, care and commitment of those magnificent old days encourage me to be a kind of son whose mother has aspired to have.

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ABBREVIATIONS AND ACRONYMS

AAEB	Addis Ababa Education Bureau
ADEA	Association for Development of Education in Africa.
AIR	Apparent Intake Rate
BRAC	Bangladesh Rural Advancement Committee
ECA	European commission for Africa
EFA	Education for All
EMIS	Educational Management Information system.
ESDP	Education Sector Development Program
FAWE	Forum For African Women Educationalists
FDRE	Federal Democratic Republic of Ethiopia.
FTI	Fast Track Initiative
GER	Gross Enrollment Rate
GPI	Gender Parity Index
MDG(s)	Millennium Development Goal(S)
MOE	Ministry of Education
NER	Net Enrollment Rate
NETP	New Education and Training Policy.
NGO(s)	Non Government Organization (s)
NIR	Net Intake Rate
PMGE	Provisional Government of Ethiopia
PR	Promotion Rate
PSR	Pupil Section Ratio
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
REB	Regional Education Bureau
RR	Repetition Rate
TEG	Transitional Government of Ethiopia
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nation Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation Children's Fund
UPE	Universal Primary Education

Abstract

The main purpose of the study was to make an investigation on the current status of Universal Primary Education in Addis Ababa, and challenging factors that impede the realization of UPE.

In order to realize this purpose, questions regarding the status of Universal Primary Education (UPE) in the regional Administration, Socio-Cultural and socio-economic impediments that affect the attainment of UPE, school related factors and administrative /institutional impediments that hinder the progress towards UPE as well as measures that are being taken to address the major problems to attain UPE were raised as basic questions of the study.

The study utilized a descriptive survey method and involves both primary and secondary data sources. The data obtained through questionnaire, interview and documents were analyzed qualitatively and quantitatively. Relevant statistical tools such as graphs, tables, percentages and the mean were used to analyze the quantitative data.

The analysis of the data revealed that coverage and access to basic primary education is increasing and the enrollment of girls appears higher than boys. However, still a number of poor, disabled, working, orphan and street children of right school age are denied of schooling. On the other hand, quality, equity and efficiency issues of the education system are found to be not satisfactory. The results of the findings also indicate that socio-cultural constraints like gender bias and stereotyping, belittling the value of girls' education, negligence to the education of physically impaired and AIDS Orphan children were identified as major problems in the strive to attain UPE.

In addition to this, socio-economic factors like demand for child labour in poor house hold, low house hold income, health problem and poor nutrition, ever increasing school age population, and direct and indirect school costs were found to be major constraints. Furthermore, school related factors: lack of school facilities and service, large class size, poor quality of education, and lack of quality teaching materials were considered as barriers. Insufficient budget and financial resources, and lack of incentives for teachers are found to be major barriers to the success of UPE in Addis Ababa.

increasing the number of qualified teachers have been used as strategies by the city administration.

On the basis of the findings, it was concluded that Addis Ababa City Administration is progressing well in the area of access and coverage . However, socio cultural socio-economic school related and administrative factors are challenging the efforts being made to realize UPE.

Finally, expansion of non- formal education, increasing the role of private sector, expansion of available school buildings and classrooms, implementation of double shift system, improving school environment , giving tutorial support, strengthening school community relation ship, , improving teachers' capacity through training, provision of high quality teaching materials, school feeding programs, provision of grants or scholarships, bursaries and incentives for vulnerable children, expansion of inclusive and special needs education, providing gender awareness training, formulation of pro-poor and other supportive social policies, and improving collection and consolidation of statistical data were recommended as interventions for the successful attainment of Universal Primary Education.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

It is obvious that education in general and basic (primary) education in particular contributes to poverty reduction by increasing the productivity of the Poor's labor, by reducing fertility and improving health, and by equipping people participate fully in the economy and in society (World Bank, 1996:19).

Moreover, education is considered as the basic right for every one by the global community. In December 1948, the UN General Assembly adopted the Universal Declaration of Human rights, in which article 17 states that access to primary education is the fundamental human right. According to Article 26 of the same declaration, education shall be free at least in the elementary stages (World Bank, 1980; 23 Bishop, 1985:39).

To this end, many and successive educational conferences were held at regional and international levels to Universalize Primary Education. Regionally, the Latin American and Caribbean Countries conducted their educational meetings in Lima, Peru in the year 1956. In 1960, the Karachi plan for provision of universal, compulsory and free education had been adopted by 18 Asian states. A year after, in 1961 the Conference of African States on the Development of education in Africa was held in Addis Ababa. The conference adopted what was named the Addis Ababa plan for Educational development which aimed at achieving Universal Primary Education of high quality for Africa by 1980. However, African states remained far behind achieving their goal (Mehrotra, S, M. and Vandermoortele, 1997). A decade later, 155 Governments and 150 non government organizations (NGOS) attended the historic World Conference on Education in Jomtien, Thailand and adopted the world Declaration on Education For All that should be achieved by the year 2000 (Lockheed and Verspoor, 1993; Bertrand, 2003:1).

The EFA Mid-Decade meeting of 1996 was held in Amman, Jordan to evaluate progresses and achievements so far made. The Dakar World Education Forum of 2000 undertook the most in depth evaluation of the Jomtien commitment and the participants recommitted to achieve UPE in 2015. Meanwhile, in September 2000, one hundred nine Governments have committed to Millennium Development Goals (MDGS) of the Millennium Declaration. The second of the goals as stated in Bruns and Mingat (2003:23) is concerned with Universalizing Primary Education to all children by 2015.

Though many countries have made enormous efforts to Universalize Primary Education and achieved relative success, still large number of girls, orphans, poor, street, disabled, working and rural children are denied of schooling year after year (Alemayehu, 2000:3). Problems with regard to access, equity, quality and efficiency remain bottlenecks to wards reaching education for all children. This failure is partially attributed to economic recession, debt, and adjustment policies.

On the other hand, task complexity of Universalization, economic limitations, Socio-Cultural setbacks, demographic and geographic constraints, and school inefficiency problems are said to be major hindrances to attain the level of Universal Primary Education. As a result, millions of school age children were deprived of learning opportunity. (Garrido, 1986: 205-206; World Bank, 1999:13).

Universal Primary Education (UPE) is far from being a reality for most of the African countries. More than half of the Sub-Saharan African countries have primary school completion rate of less than 60% (ADEA, 2006:4). Thus, the battle seems far from win for most low in come countries unless much effort is done to make Universal Primary Education a reality.

1.2. Statement of the Problem

With no doubt education is a basis for developing the capacity to cope with readily evolving and changing society in an information age. Its Universal availability and quality is central to the development of the capacity to the human resource of any society (Derebsa, 2001:175). According to the World Declaration of Education for All in

Anderson (1992:5), education is a fundamental right for all people through out the world. It is stated that every person, child, youth and adult should be able to benefit from educational opportunity designing to meet his/her basic learning needs.

As a result, Ethiopia has committed herself to universalize basic education with out any discrimination. The FDRE Constitution Article 13 Sub article 2 states that the fundamental rights and freedoms specified shall be interpreted in a manner conforming to the principles of universal Declaration of Human Rights, International Covenants on Human rights and international laws adopted by Ethiopia" And Article 41 sub article 4 also states that it is the obligation of the government to increase the allocation of resources to public health, education, and other social services. This principle is also indicated in Article 90 sub-article 1 under social objectives. Moreover, the New Education and Training Policy of Ethiopian Government (NETP) clearly states that primary education is compulsory and education if free up to 10th grade. This principle clearly indicates that there are legal basis and policy supports for universalization of primary education in Ethiopia.

Since 1994 Ethiopia has experienced dramatic increases in primary school enrollments. Gross Primary school enrollments rate expanded rapidly at an average annual growth of 11.4% for the last five years. Improvements in access and coverage of primary education were achieved with great movement towards equity (MOE, 2005) .

According to UNESCO (2006), the Gross Primary school enrollment rate (GER) at national level increased from 30% in 1991 to 79.8 in 2004 and the net enrollment rate (NER) also showed relative increase from 22% in 1991 to 71.5% in 2004/05. Moreover, female's Gross enrollment rate showed a progress of reaching 70.9 % in 2004 (UNESCO ,2006).

This phenomenal success since 1994 had its foundations in the FDRE constitution, the Government's New Education and Training policy, the Education sector Development programs and the different policies, reforms, and strategies of regional states which have set their specific goals to achieve good quality primary education for all school age citizens by year 2015.

Even though considerable efforts have been made so far to reach at least a primary education for all people by all regional states, tens of thousands of children are left out of schooling each year. In light of the Dakar Frame of action and the commitment of the Millennium Goals, providing education of high quality still remains not promising in Ethiopia.

In the struggle towards achieving education for all, a multitude of factors have resulted in high repetition and dropout rates, low quality, poor participation, inefficiency, and absence of equity at primary education level.

Perhaps, as one of the regional states of the country, Addis Ababa could not escape from the most intimidating challenges to universalize primary Education though it has reached 95.5 net enrollment rate and high gender parity index at 1:13 in 2004/05 as mentioned in ESDP III of Addis Ababa.

Thus, the major purpose of this study is to examine the status of primary education vis-à-vis the goal of UPE. It is also aimed at investigating pressing challenges of achieving universal primary Education (UPE) in Addis Ababa City Administration. It further tries to investigate the possible alternative strategies that need to be designed to promote UPE with high quality in the region.

1.3 Basic Questions

Accordingly, the study is generally aimed at entertaining the following basic questions as a guide for treating the problem.

1. What is the status of Primary Education in the region?
2. To what extent Socio-cultural, impediments affect the attainment UPE?
3. To what extent Socio-Economic factors hinder the achievement of UPE?
4. How school related factors hinder the progress towards UPE?
5. What administrative impediments affect the realization of UPE?
6. What measures are being taken to address the major problems so as to attain UPE?

1.4. Significance of the study

The main concern of any research activity is to analyze a certain problematic situation and come up with possible and relevant solutions. In this regard, assessing and identifying the major hindering impediments and suggesting possible strategies with regard to UPE are very essential. The study is therefore, significant on the basis of the following points:

- 1) It will increase the awareness of regional and federal state educational officials to the status of achieving UPE and to facilitate the development of policies, programs and strategies in order to promote the necessary progress.
- 2) It will show the major challenges related to reaching education for all children in the region, based on which the concerned bodies are able to take appropriate measures.
- 3) It will help to provide valuable suggestions for policy makers, planners and authoritative officials to remedy the problem regarding UPE.
- 4) The result of the study may also add to the already existing literatures.

1.5 Delimitation of the Study

Universal Primary Education is a very wide concept and related to many factors. Hence, it is difficult to include all components in the area of study. Therefore, the intension of the study is only about successes achieved and challenges to reach primary education for all children regardless of youngsters and adults.

Achieving Universal Primary is the concern and commitment of all regional states. But, because of geographic, economic, time and other unforeseen problems, the study is limited to Addis Ababa city Administration.

1.6. Limitations of the Study

While conducting the research, among the various problems encountered the following were found to be the major ones:

- The study suffers from limitation of detail information from the Education Department heads of the three sub cities, as the researcher was unable to reach this group for sufficient time due to their becoming too busy in attending meetings or their being new to their posts.
- As far as people in charge of education at kebele levels is concerned, most of them were new to the post and had limited information about the performance of the recent past five years because the kebele education desk was opened very recently.
- In order to use GER, AIR, NIR, etc... as indicators of coverage and access, it is necessary to get the school age population of the sub cities under study. The researcher could not get such data on school age population at any of the sample sub cities, kebeles and schools. Thus such indicators were calculated only at regional level regardless of sub cities.
- Above all, due to absence of clear statistical targets for some indicators in sample sub cities; there was a problem to carry out comparative analysis of performance in relation to the targets set. Nevertheless, the researcher tried to fill the gap by comparing the statistical figures for the base year with the achievements of ESDP II and ESDP III (of national level) and the regional ESDP III.

1.7. Definition of Key Terms

- ***Access:*** - The extent to which learning resources can be made available to students who are unable to use them at normal or specified terms. It is measured by enrollment and number of schools built.
- ***Efficiency:*** Refers to the economic use of resources spend per student that could be seen in terms of dropout and repetition rates.
- ***Equity:*** is fairness, justice or equity with respect to the impact of education (Alemayehu, 1999).
- ***Gender Party Index:*** refers to the ratio of females to male enrolment rates. Perfect equality between boys and girls enrolment is when GPI is equal to one, 0 indicates higher disparity (MOE, 2005; AAEB, 2005).

- **Primary Education:** in the context of Ethiopia is eight years, offering basic and general primary education to prepare students for further general education and training (TGE, 1994:14)
- **Quality:-** is a complex and multidimensional concept that comprises the quality of human and material resources available for teaching (Inputs), and the quality of teaching learning practices (Process), and the quality of the results (Out puts and out comes) in their interrelation (Grisay and Mahlck, 1991:3-4). For this study, quality in education is defined interms of inputs into teaching process.
- **Universalization of Primary Education:** Making educational Opportunities available to all children.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Education and Development

The primary out put of the education system is a skilled and educated manpower. These skilled and educated people are supposed to enhance productivity and contribute to over all socio-economic development of society; such development is reflected in or closely associated with the improvement of general quality of life of a given society. Hence, development, improved way of living, and education may be seen as interdependent entities.

Investment in education leads to the accumulation of human capital, which is key to sustained economic growth and increasing incomes. Education, especially basic (primary) education, also contributes to poverty reduction by increasing the productivity of poor's labor, by reducing fertility and improving health, and by equipping people to participate fully in the economy and in society. (World Bank,1996:19)

Rahman and Hossain (1992) in Prather (1993:12) state that literacy and numeracy promote worker's productivity as a result of which one's earning will be improved so that the quality of life that an individual might enjoy would improve. Further more, by emphasizing the necessity of education for development, these writers argue that "... the poor are the ones with out effective access to ... Schooling."

It is obvious that most countries recognize the importance of having a literate and numerate population as education plays a key role in accelerating economic growth and development. They acknowledge that weak educational foundations will seriously impair a nation's development endeavor. Effective primary education, particularly, is a base and necessity for development (Lock heed, M and Bloch,D.1990:10).

Primary education has a central importance to national development. It has been initially accepted as a human right, but the case for its provision on strictly economic issue is a more recent phenomenon (Colclough, 1993:1). It is affirmed by economists

that the immediate economic and social return on primary education is greater than in the second and higher levels (philp, 1975:10). Similarly, Peasle (1965) in Lockheed and Verspoor (1993:3) indicates the relation ship between growth in participation of primary education and gross national product, per capital over one hundred years of thirty-four of the rich countries are found that none of them developed their economy before attaining Universal Primary Education.

The effect of primary education on development is largely a result of the cognitive skills it imparts literacy, numeracy, and problem solving skills and hence it is a rock bottom necessity for development than higher levels. The World Bank (1990:11) argued that the future progress and prosperity of the world and individual nations rest on more than ever on the competence of individuals and on the capacity of countries to adapt and advance knowledge. This capacity depends in return on the extent to which the population has attained literacy, numeracy, communication and problem solving skills. To move forward, all developing countries must improve that education of their labour force and advance education and training that must rest on the solid foundation of primary education

Therefore, education in general and that of primary education in particular has got remarkable contribution to socio-economic development of a given society. As Lockheed and Verspoor (1993:5) noted "education is a corner stone of economic and social development; primary education is its foundation." The way as to how education has convection to economic and social development is discussed as follows.

2.1.1. Economic Development

The need for economic advancement is the prime interest of countries in the world. One of the basic inputs for economic developments is the human resource. Especially the human capital, which is able to fulfill its responsibility in an efficient and effective way, plays a very decisive role to advancement in to effect.

In turn, effective and efficient human capital requires the acquisition of the necessary skills, knowledge and attitude that could be obtained through education. Thus, education remains a pre-requisite to development.

According to Floro and Wolf (1990:5), history has shown that the industrialized countries today would not have reached their level of development without the large stocks of educated and trained labor to work with the accumulated physical capital.

As stated above education and economic performance go together. Improvements in education increase national economic growth. Studies show that a farmer with only four years of education can have as much as an 8.7 percent higher productivity rate than a farmer with no education. With other inputs added, which the more educated farmer knows how to use; the returns can be 13 percent higher (Anderson, 1992:6)

Psacharopoulos and Woodhall (1995:46) discussed further about the link between education and physical measures of productivity. Accordingly, the annual output of a farmer who has completed four years of schooling was also observed to be 13.2 percent higher than that of farmers who had not been to school. The World Bank Policy Paper (1996:10) has also indicated that four years of farmers education showed increase on small farm productivity by seven percent across thirteen developing countries and by 10% in countries where new agricultural techniques were being introduced.

Empirical studies done to determine the impact of education on economic development establish, among other things, that investment in human capital is a critical element in economic growth. Primary education in particular has been found to be the largest single contributor to the economic growth rates of the most advanced economies. Moreover, the benefits of education can be measured by its impact on productivity as well as the social rate of return invested in education. Furthermore, additional studies show that countries with Universal Primary Education have achieved quick growth are inclined to experience high rate of return to secondary than to primary education but in economies with less than Universal Basic Education, rates of return are greatest for primary education, followed by secondary and then higher education (World Bank, 1996:20-23).

Human capital formation as noted in the World Economic and Social Survey Report (2000:162) was given a prominent place in the studies of dramatic economic progress that had taken place in East Asian newly industrialized economies. One of the factors which enabled them to attain rapid growth of their economies was the emphasis

on their countries' education, which has resulted in a well-educated labour force. This survey further indicates that studies have analyzed the relationship between education and physical measures of output rather than earnings to measure the effects of better education on productivity in low-income countries.

Generally, findings prove that there is a positive relationship between primary education and economic development. The World Economic and Social Survey (2000:162-166) states that a labour force equipped with high quality basic education helps to tackle the challenges of industrial development and economic progress.

2.1.2. Social Development

In addition to its purpose to produce a literate and numerate members of society and lay the foundation for further learning, primary education contributes to social development. Primary education encourages social development by helping people in showing the way as to how they solve their difficulties and developing their awareness.

Basic primary education facilitates the ability to meet basic needs like adequate nutrition, shelter and clothing and access to health services and clean water (World Bank, 1988:22). It enables low income countries to control their rapid population growth, which is one of the strains in their development program, by reducing fertility rates. ((Cocherance (1979) in Lockheed and Verspoor (1993:5)).

The social effect of education, thus, in developing countries is also positive. Women with more than four years education have 30 percent fewer children than with no education and their children have low mortality rate (World Bank 1990:10) There is strong relationship across countries between life expectancy and literacy. Moreover, infant mortality decreases as mother's level of schooling rises (UNESCO, 2002:35). The more educated the parents, particularly the mother, the lower is maternal mortality and the healthier is the child. Parental education is significantly associated with the health status of children (defined by reduction in mortality or an improvement in chances of survival). It influences child mortality through the use of medical services Such as parental care and clinic visits, and changes in household health behavior. These behavioral changes may result from perceptual and attitudinal changes and from the

ability of the educated to afford better nutrition and better health services for their children (World Bank, 1996;29-30).

Furthermore, the more educated a woman, the lower her fertility will be. Education influences fertility through higher age at marriage for women and increased contraceptive use. Lockheed and Verspoor (1993) identify that literate mother with more than four years of education has a 30 percent reduced fertility rate than her illiterate counter part.

The above source further explains that besides concentrating on child health and nutrition, children from educated parents have more access to schooling and retention than children from uneducated parents.

From the above discussion, it can be concluded that primary education is a base for economic and social development. It promotes economic development by increasing earnings and raising workers' productivity. Social development is to be attained by behavioral change coming from education.

2.1.3. Poverty Reduction

In terms of human development, poverty is not simply lack of material wealth and resources. It fundamentally a failure in meeting basic needs as well as incapability in dealing with forces that shape the quality of life.

The poor, in any society, have the capacity to contribute to the economy and to social and cultural development of their communities and the nation at large. It is through education that individuals realize their potential to contribute to the production, wealth creation and execution of various roles that make for national development. It is also through education that they become fruitful beneficiaries from the distribution of wealth in economy, have a political voice and access to social goods and services to enhance their living standards (UNICEF, 2002:1).

The low earnings of poor are partly the results of their relatively lower human capital endowments. As stated above, education can make a significant contribution in solving such a problem and to the reduction of poverty. It provides skills, knowledge,

and attitudes that increase the productivity of the poor's labor by increasing their output and their access to jobs in both the formal and informal sectors (World Bank, 1996:27).

Resources invested to day in education may lead to less poverty only after several years, when the poor whose human capital has been enhanced start to benefit from increased earnings, greater ability in self employment, and improved efficiency in the use of household resources (Ibid).

Wheeler in Psacharopoulos and Woodhall (1995:20) found on average, an increase in literacy rate from 20 to 30 percent tended to increase the national income or Gross Domestic Product (GDP) from 8 to 16 percent. It is also indicated that the relation is even stronger in African countries.

Education for poverty eradication can be a very important process. Educated citizens demand for their rights and agitate for more egalitarian and democratic norms to the age-old inequities and injustices that often imply poverty. It is known that Universal Basic Education is a critical pre-requisite for countries on the way of progress to sustainable development.

All in all, education especially primary education with no doubt plays a vital role in poverty reduction by enhancing social and economic development in the developing countries.

2.2. The Right to Education

"Basic education is the primary object of any plan of development. Indeed, Hunger for education is no less than hunger for food; an illiterate person is the one with under-nourished mind"(Bishop, 1985:39)

Education is a human right; although this proposition is seldom defined what must be meant is that every one has a right to at least a minimum basic education. (Philip, 1975).

In November 1948, the nations of the world made a declaration on the nature and extent of human rights. Amongst many others, the right of education was acknowledged for all people in article 26. Further more, it was declared that elementary education shall

be free and compulsory and that the higher levels of education would be accessible to all on the basis of merit (Francois, 1968:18). The task of transforming this policy in to reality has continued to inspire and inform international action ever since.

Article 26 further also defines the aims of education: the full development of human personality; respect for human rights and fundamental freedoms; understanding and friendship among all nations racial or religious groups; a clear and well informed civic sense, concerned with the welfare of the nation, but also with the United Nations and world peace (Francois, 1968:19)

The 2006 Global Monitoring Report of Education for All also stresses that the right to education is a means to achieving other human rights. Those who can use literacy skills to define their legal rights have a significant advantage over those who cannot. The inability to read, write and calculate keeps individuals from knowing what they are entitled and how to demand it. It limits their ability to participate politically in society.

Following Declaration of the international communities, the educational commitments have also been reaffirmed in many occasions over the following years (UNESCO, 2003). Most notably, during the 1960s a set of regional conferences convened by UNESCO established target dates for the achievements of Universal Primary Education (UPE) by 1980, in most of the developing regions of the world. By 1990, the world (conference on Education for all, held in Jomtien (Thailand) set out an "expanded vision" for education and restored the UPE goal for achievement by the year 2000.

Although all bear witness to the effort made to date in the realization of education and basic human right, still to day the right to learn is the main agenda around the world. However, the rights of children to basic education were not fully realized by all countries. Accordingly, the Dakar Frame work for Action (2000) and the Millennium development Goals (MDGs) have clearly stated the need for the provision of basic education and attainment gender equity in a more formal way.

According to UNESCO (2003:27) one of the Dakar goals is ensuring that all children, particularly girls, children in difficult circumstances and those belonging to

ethnic minorities, have access to free and compulsory primary education of good quality by the year 2015.

The achievement of the right to education consists in giving people better opportunities to acquire the knowledge, the skill, the attitudes, and the sense of values which will allow them

- A. to lead a happy life, as individuals;
- B. To discharge the various social duties incumbent up on all those who share in a community;
- C. To maintain and to develop the national and international communities (Francois, 1968:19).

The provision of basic needs including food, education, health, water and security of life and property is an obligation of the state, yet the majority of African people are not able to meet their basic needs because of poverty which has to do with problems of illiteracy, lack of good governance, harmful cultural practices, etc,

The right-based approach to basic education is predicted on the conviction that, for the sustainable exercise of basic rights, stake holders are expected to fulfill their duties and obligation not only in providing opportunities for the exercise of the rights but also in taking appropriate measures to ensure that they are exercised. The objectives of basic education, therefore, must be facilitating the exercising of basic rights and fulfillment of basic needs (Thompson, 2001).

The UN's Convention which Ethiopia adopted in 1991 on the rights of children states that State parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall in particular make primary education compensatory and available free to all (art . 28).

✓ On the Education and Training Policy of the Ethiopian Government (TGE, 1994), it is also further stated that a special financial assistance will be given to those who have been deprived of education opportunities and steps will be taken to raise the educational participation of deprived regions.

All countries, with out exception, still have great efforts to eliminate every form of deliberate or involuntary discrimination of education between boys and girls, rural and urban population, different racial and religious groups and between social classes.

Therefore, the right to education as stated on the Universal Declaration of Human Rights (UDHR) is one of the basic achievements that people must get their basic problems. That is why countries of the world are striving for the development of education and its access to their citizens.

2.3. Issues Related To the Provision of Universal Primary Education

In the provision of basic primary education the concern for access, equity, and efficiency is the function of the level of educational development (World Bank, 1980:29). To strengthen this idea UNESCO (1980:84) stated that the relevance of basic education to actual learning needs is for educational quality, equity and efficiency.

Now a days helping all children to complete primary education of good quality is the prime objective of several countries' policy. Thus, countries need to over come the challenges of educational development related to the issues of access, equity, efficiency and quality, which are discussed as follows.

2.3.1. Access

Provisions of educational opportunities imply access to prospective participants in all parts of a region, or nearly equal enrollment ratios for various segments of the population. Providing educational opportunities does not only determine the participation in schooling but also the degree of their use matters a lot. Basic education can have desired effect only when it reaches all its targets and conveys the minimum range and level of knowledge and skills necessary to achieve objectives (UNESCO, 1988:22).As UNESCO further explained, there should be first full access, i.e. the availability of enough school places and the removal of barriers to access, particularly for children of right school age and second reduction of gender gap by providing a special attention to the education of mothers, girl child and other disadvantaged groups of children.

Access to school is not just a matter of increasing the number of school places; rather school participation is an interaction of supply, demand and learning process. Supply, here, refers both to the availability and quality of school facilities, materials and teachers. Demand is created by the decisions that parents make based largely on the opportunity costs of schooling, but also on the influence of cultural costs of schooling and religious factors. The learning process involves the experience that children's have in school (Lockheed and Verspoor, 1993:145).

For many developing countries achieving Universal Primary Education seems far. It is only half of all school age children in these countries that acquire a complete primary education, with nearly half of those who are enrolled drop out before the end of primary school cycle (Taylor and Mulhall, 1997:8). According to Anderson (1992:12), most of left outs from schooling are girls, rural children, poor children, children who live on the streets of urban slums, abandoned children, children with disability and children of refugee groups.

As stated above, there are unequal educational opportunities based on sex, socio-economic status, poverty, disability... etc. The 2007 EFA Global Monitoring Report pointed out that among 112 developing countries for which information is available, twenty-eight each had more than half a million children of primary school age out of school in 2004. Of all these, the largest numbers of out of school children were in Nigeria, Pakistan, India and Ethiopia.

These situations imply that, a number of children are still under privilege in terms of educational opportunities being denied of schooling.

2.3.2. Equity

Equity means social justice or fairness in education. It refers to fair and just access to education provision (Pryorjens, 1980:572). This issue of equity mainly affects several disadvantaged groups including girls, the poor, children from linguistic and ethnic minorities, nomads, refugees, street and working children and children with hearing and physical impairments (World Bank, 1996:43).

Equity in educational opportunities has two dimensions. First, every one has the right to basic primary education, which is the basis for fundamental knowledge and skills necessary to function effectively in society. Second, there is the government's obligation to ensure that children who have potential to learn are denied of education because they are poor, and from disadvantaged ethnic and linguistic minorities in geographically remote regions (World Bank, 1996:11)

According to Carron and Chau (1980:22), Policy makers often suggest that greater equity of educational opportunity will lead to a greater development of potential human resources and will in the long run have its own influence on the level of economic well being. To strengthen the above idea, G. Meave as quoted in Ayalew (1989) explained that of all the inequalities that exist, however, "there is no inequality more intolerable than the inequality in educational opportunity".

UNESCO (1996:45) indicated that despite an overall increase in the proportion of girls enrolled in schools, boys are still more likely to be enrolled. The gender gap in school enrollment is not a matter of access only. In many countries parents' demand for education of their daughter is low, reflecting both cultural norms and girls' work in and around the home.

Rural Populations are less educated than urban population. Anderson (1992:12) stated that it costs more to build and supply schools in rural areas. Because it is difficult to recruit teachers who are willing to live and teach in remote areas where under qualified teachers are posted. The school supervision often falls as distance from the urban center increases.

Children of poor families frequently suffer from educational inaccessibility. As many developing countries face economic decline, the poorest families experience the greatest pressures, and when their incomes are falling, families often withdraw their children from school. Even when schooling is free families must pay for uniforms, transport, and school supplies. These expenses added to the loss of children's labour contributions to the house hold while they are in school, are costs that poor families can not afford (Ibid).

Others who have difficulty of going to school are refugees, street and working children and children with special needs also lack educational opportunity. Some of them must work to survive, others have no one to care for them and ensure they are clothed and fed and enrolled in school. In many countries where educational resources are inadequate and societal attitude is low, children who have special physical or mental handicaps are excluded from schooling (World Bank, 1996:45; Anderson, 1992:14).

Thus, achieving equity requires governments to take both financial and administrative measures to enable the poor to gain education. Administrative measures can promote enrollments of disadvantaged groups. Moreover, financial measures are important to all levels for those who can not afford to go to school, either because they and their parents can not pay the associated costs or because the household can not afford to loss their labour service (World Bank, 1996:113).

2.3.3. Efficiency

Good (1973:2007) defined efficiency as "the ability to achieve desired results with economy of time and effort in relation to the amount of work accomplished." Thus, efficiency is the optional relationship between in puts and out puts (Mingat, 1988:58).

The efficiency of an educational system is seen as the ability of the educational system to educate the greatest number of students who have entered to schooling in a given year, in the short possible time and with the least use of financial resources (UNESCO, 1996:40). This means that efficiency of educational system designates the flow of students through the system with a minimum of waste. Wastage in the flow of students is manifested in the form of completion, retention, dropout and repetition.

UNESCO (1984:56) States that retention /Completion refers to the holding power of the school system. After having access to educational opportunities, a student is required to achieve the standard set for the first level of education. Unless a child stays in the school and completes a certain level to be named literate, numerate and acquire some social skills, we can not talk of universalization. This implies that children should remain long enough in school to master the curriculum and thus acquire at least basic literacy and numeracy skills.

As stated in the EFA Global Monitoring Reports of 2007, levels of retention and completion are determined by several factors. Children leave school due to the costs of schooling, the need to supplement family income or take care of siblings, unfriendly school environments, particularly for girls and poor education quality.

The EFA Global Monitoring Report of 2006 also states that in most developing countries, less than two thirds of pupils who had got access to primary school reached the last grade. Such low survival rates to the last grade of primary education, nearly 70% are found in sub Saharan African countries. Malawi has the lowest rate of 22%. But, by the end of 2003 school year, survival rates to the last grade are close to 100% in developed countries.

To the World Bank (1995:41), and Lockheed and Verspoor (1990:11), inefficiency is caused by dropping out and repetition. According to them low completion rates result from high repetition and dropout rates. Repetition and dropout are interrelated. The first often leads to the second, although their causes are usually different.

According to World Bank (1995:41), on the supply side, the low completion rates may reflect problems with the quality of instruction. On the demand side, families may need children to work and may withdraw children, especially girls, from school temporarily leading to grade repetition or even in permanent manner. It is argued that repetition is costly to the education system. And when a student repeats a grade more than once, repetition frequently leads to drop out.

Repetition refers to the retention in the same grade or level of study once or twice where the normal expectation is either promotion or completion of schooling (Owens, 1997:15). Owens explains that repetition can result from academic failure, insufficient examination marks to advance to the next level of instruction, age and poor attendance. On the other hand, Brimer and Pauili (1971:18) defined repetition as a year spent by a pupil in the same grade and doing the same work as in the previous years. A repeater is a pupil who is delayed in the same grade due to his failure to satisfy grade requirements (UNESCO, 1984),

According to UNESCO (1980:13) dropout is defined as "a pupil who leave school before the end of the final year of the education stage or cycle in which he/she is enrolled". Similarly, Lecompt and Dworkin (1991) in Taylor and Mulhall (1997:13) defined a dropout as a pupil of any age who leaves school for any reason other than death, before graduation or completion of a program of studies and with out transferring to another cycle.

Moreover, to UNESCO (1990:61) dropout and repetition are considered as wastages. Accordingly, a special form of educational in efficiency is described as "Wastage". It normally refers to the effect of pupils repeating a grade or dropping out of school. Since both actions increase the number of grades produced, such wastage is seen as inefficiency.

The extent to which repetition should be regarded as a waste is a debatable issue. Though school systems all over the world differ widely in their policies to ward pupils who fail to master the work appropriate to a given grade level, in a majority of countries educators require such pupils to repeat the grade so as to give them additional time to learn what they failed to master (Fiske, 1998:17). Repetition is, thus, viewed as a remedy for slow learners. The advocates of repetition claim that it is useful in that it remedies inadequate achievement and help pupil who are emotionally and intellectually immature when they enter school (World Bank, 1988:50).

On contrary, some countries automatically promote pupils from one grade to another, while the others apply strict promotion rules based on achievement as the 2006 EFA Global monitoring report showed. The other critics on repetition claim the achievement depends mainly on non school factors, that valid tests can not be developed to separate failures from those who are promoted. Repetition does not improve the achievement of slow learners, and the repetition, by calling attention to the repeaters poor performance hearts their self image and their prospects for future success. Similarly, Brimer and Pauili (1971:116) indicated that repetition is not a remedy or a cure by it self for the deficiency, which causes a pupil to do unsatisfactory work.

Despite the existence of such controversies, repetition is considered as wastage, by many authors, for the consequences and problems it brings to educational system and

particularly to the school. Repetition reduces the intake capacity of a particular grade of school since schools are occupied by repeaters (UNESCO, 1989) and others will not be admitted. Besides, it results in over crowding class, which in addition to increase the cost of education leading to decline in quality. Grade repetition is also regarded as wastage because most of the time is followed by pupil's dropping out (UNESCO, 1984). This becomes more serious as what has been invested so far is to be wastage.

On the other hand, the extent to which dropout should be regarded as wastage (UNESCO, 1985:17-18) depend on the structures and objectives of each educational system and from which level of education the dropout takes place. As the above source further explained that from the point of view of the pupil and his or her parents, it would more over depend on the educational attainment they have reached before dropping out. As far as primary education is concerned, the main objective at least of the first few grades is to achieve literacy. The moment students drop out and become far from literacy, it can be argued that the resources they have consumed are inefficiently used or wasted. This implies that the resources used on dropouts could have been spent on other pupils to become more efficient. Dropping out has adverse impact on the individual and society. The individual will remain with low academic skill and with little or no opportunity to obtain further education. The societies in addition well face problems on social, economic and cultural spheres (Roderick, 1993). Thus, dropping out can be considered as a potential wastage of financial and human resources. All in all, the issue of efficiency remains as one of the bottleneck problems to provide basic education to children.

2.3.4. Quality

The importance of quality in the struggle to achieve EFA goals in general and UPE in particular is clearly put on the Dakar Frame of Action (2000). It is stated that ensuring that by 2015 all children have access to and complete free and compulsory primary education of good quality. The same document underlines that simple access to education is not enough, indeed quality is important as quantity.

Quality in education is difficult to define and measure. For World Bank (1995:46) the definition of a quality must include student out comes. Most educators also

include in the definition the nature of educational experiences that help to produce those outcomes. Quality is often described in terms of inputs into teaching process (teachers, equipment, materials ... etc) rather than in terms of students' achievement, basically because inputs are easier and less costly to measure (UNESCO, 1999). In one way or another, the inputs and outputs of the education system as to World Bank (1980:30) determines the quality of learning.

✓ As pointed out in World Bank (2006:8), the principal quality indicators are pupil-teacher ratio, pupil-section ratio and availability and distribution of materials like books... etc. On the other hand UNDP (1990 49-53) states that teacher characteristics, availability of equipment and facilities, administrative and supervisory activities, and expenditure per pupil are considered as quality indicators.

Teacher's effectiveness as quality indicator is seen in terms of characteristics like formal academic study, subject mastery, verbal ability and attitudes towards teaching. The availability of educational materials is one of the most important determinants of learning achievement and inequality in access to such materials is a major source of rural/urban and regional inequalities in achievement. Where teacher quality is poor, the value of instructional materials is even more important (Ibid).

As mentioned above, the pupil-teacher ratio (PTR) is important indicator of education quality. ✓ The EFA Global monitoring report of 2006, describes that the ratio is below twenty pupils per teacher in the vast majority of countries in North America and Western Europe where enrollment ratios are also high. PTRs, are much higher in sub-Saharan African, typically exceeding 40:1 and rising to almost 70:1 in some countries, including Chad, the Congo and Mozambique. Such high PTRs make it difficult to provide primary education of good quality.

Another qualitative side of universalization attempt is achievement. It is the achievement that ensures whether the acceptable standards are acquired. Nothing is worth talking about universalization of educational opportunities except a child's achievement meeting the minimum standards set for completion of a given level of primary education (UNESCO, 1984).

All the above facts stress that striving for quantitative increase of students in school is just a futile exercise regardless of the concern to quality of education.

2.4. Challenges of Achieving Universal Primary Education

It is obvious that the concept of universalization of Primary Education means making education opportunities available to all children. To this end, almost all developing countries have made significant effort and progress. Nevertheless, many of them have not still succeeded in achieving the goal of making primary education available to all.

Lockheed and Verspoor (1993:145) agree on that promising increases in enrollment were seen though the struggle to universalize primary education seems to be far from complete success for most of least developed countries.

A multitude of factors may contribute to this failure in reaching at least basic primary education to all children of school age. The principal impediments can be categorized in to task complexity, socio-economic challenges, socio-cultural challenges, demographic challenges, administrative challenges and school related impediments.

2.4.1. Task Complexity

As briefly discussed in the previous pages, universalizing basic primary education is not single task. It is just beyond provision and access to educational opportunities. Instead, according to UNESCO (1984), universalization comprises interrelated issues like access, equity, efficiency and quality.

Furthermore, UNESCO (1990:84) also explained that expanding access to basic education is an effective way to improve equity, provided that quality of education offered is satisfactory. As noted before, these concepts are interrelated. Measures to keep learners in basic education programs help to improve efficiency. On the other hand, World Bank (1980:33) explains that improving the efficiency in learning implies improving the quality of school input. Like wise, improving the quality of education enhance the demand for schooling and ultimately the flow of students and access to education will be come more efficient (World Bank, 1997:72).

Concerning the priorities given and interrelation ship between access, equity, efficiency and quality, the World Bank (1980:29) forwarded that when enrollment ratios are low, the primary concern, though not the only one is to increase access to the education system by enrolling more student to schools. As enrollment rates grow, the main concern then must be maximizing efficiency and ensuring equality and quality of the education system.

Enabling all children to complete primary education, therefore, is not an easy task. The success for it will be determined by the efforts in over coming the challenges with regard to access, equity, efficiency and quality.

2.4.2. Socio Economic Challenges

Research findings proved that the influence of socio-economic conditions on access, regular attendance and learning in primary schools is perhaps high (Izquierdo and Levin. 1980 in Noriega, 1996:88).

Besides, education is an investment that needs sizable financial, human and material inputs. That means what a country expects from its education system is highly influenced by the amounts invested on it. Thus, one can say that it is the major problem that universalization of primary education faces in low income countries. The following pages deal with such constraints in detail:-

2.4.2.1. House Hold Income

It is clear that, parents with poor economic status may have difficulty in providing educational opportunity to their children. The degree of demand for education is related to the socio-economic environment in which families live (Steven, 1993:39)

The increasing costs of schooling coupled with low household income are found to be the major reason why parents do not send children to schools. Care international (2003) further states that whether or not a child attends school depends on the costs associated with schooling. These costs are of two kinds direct and indirect. Direct costs include contributions in kind and in cash that contribute to the construction and repairing of schools where as recurrent contributions increasing teachers salaries, costs of

schooling accessories such as uniforms, books and writing instruments. The indirect costs of schooling are largely in the form of income lost from child's potential employment

For mothers especially, sending their daughters to school means more domestic responsibilities for themselves, which in directly affect their income earning abilities. Thus, the direct costs of education are one of the main reasons why many children are not attending school.

The parents or guardians of children who may have capable of financing their children's education may discover time that they are unable to raise the money required for the variety of costs associated with schooling. Some of which include providing food allowances for children attending school, producing transport funds... etc. (Bookye et al 1997).

World Bank (1997:144) similarly indicated that children of poor families are less likely to be enrolled in school than children of better of families. For Lockheed and Verspoor (1993:50) study results from India, Nepal and Ivory coast shows that in the richest families the rate of enrollment exceeded those of the poorest by 50 to 100 Percent.

Children of poor house holds are also more likely to drop out school at an early age. In Zambia there is a difference of 36 points in the enrollment rate of children from the richest and poorest house holds (Filmer, D, 2000). Lockheed and Verspoor (1993:152) indicated that in Egypt and Nigeria, Parent inability to cover the costs of schooling are said to be reasons why most students dropout of schools.

Family socio-economic background is known as important factor affecting pupils' school progress. Various studies have shown that there is a positive relation ship between socio-economic status and pupils' progress in academic status (UNESCO, 1980). According to Fasil et al (1975) about 10 to 25 percent of the difference in achievement scores among pupils is the function of family socio-economic differences that can be measured by education, economic and occupational level attained.

2.4.2.2 Child Labour

Child labour is the principal factor for the low participation and dropout of children from schooling. Children help to increase the labour power of parents both by engaging in domestic services thus freeing their parents for income generating activities and by working to subsidize family income. In extremely poor families, children contribute as much as 40% to family income. They may be sent to school only when the labour needs of the family have been met in order to ensure house hold food security (Casely Hayford, 2002).

According to the World Bank (1997:124), one of the factors affecting house hold decision on schooling is the opportunity cost of children's time which appears to be highest for girls. Study suggests that girls spend 15-30 percent more time working than boys.

The demand for child labour by the family has also an effect on school drop out and repetition. As mentioned in Cole et al (1997:50) children who might have attended school in better times are kept out or pulled out because they are needed to work at home.

2.4.2.3. Educational Back ground of parents

As one of socio-economic problems, educational level of parents is an important determinant of enrollment and dropout rates. As Magland (1994) explains education of parents affects the children's school enrollment and year of schooling. Hyde (1989) also indicates that educated parents are more likely to send their children to school and keep them larger in schools. On the contrary, illiterate parents are highly associated with high children dropout (Rumberger, 1987). Similarly, UNESCO (1979:182) pointed out that the influence of social class based on the profession and educational standard of parents is the stronger in that the level of education is higher, the chance of access to schooling and completing it is higher for their children.

A study made in Nigeria and Senegal indicates that the children of literate parents who work in the public and private sectors have thirty times more chance of going to schools.

The basic rationale behind this fact is that well educated parents involve more in school affairs and encourage their children better than less educated parents. With better participation of parents in their children's education and school affairs, it is believed that both pupils' performance would be better and school efficiency would be higher. Parents who are illiterate do not actively participate in school affairs or they do not understand school objectives (Brimer and Pauili, 1997:96). Therefore, there will be little or no support provided for the child. Without family support, it is unlikely school retention and completion.

2.4.3. Socio-Cultural Challenges

Some problems to universalize primary education have emerged from social and cultural conditions of the society. They influence the decision to enroll children, to withdraw them from schools, their performance and their grade level attainment.

✓ Parental attitude towards schooling probably had its foundations in their own experiences and as parents they have a little hope the school benefiting their children but regard it as a means of taking children out of their hands at the time of greatest inconvenience (Brimer and Pauili, 1971:92).

Gender role bias and stereotyping is one of the socio-cultural factors that affect access to and achievement in school. As Brown (1980:60) describes families were reluctant to keep girls at school on the grounds that it was a waste of money, since when they got married they moved out to their parents' house hold.

Families and the society at large also consider male children as brave, expressive, self confident, where as their daughters as shy, quite and dependent (Almaz 1991:8). Similarly, the attitude of parent towards the importance of education for females is determined by what the society expects of the roles of females and males. Studies done in Chad, indicate that some parents would rather sent boys to school than girls because they believe that schools tend to push girls to prostitution and become difficult to be controlled by parents (Bell et, al, 1993 in Odga and Heneveld, 1995).

Stereotypically, females are seen by the society to be too much submissive, timid, mentally and physically weak, while males are competitive, courageous, and intelligent. As a result, such differentiation and expectation greatly affect females' aspiration and competency in education (Almaz, 1991:4).

Another social issue that hinders students' participation and dropout is highly related to societal attitude towards physically impaired children that need special attention. Parents of impaired children in least developed countries to large extent are not willing to send their children to school, because, impairment is considered as sign of curse and evil practice. Even, children with special needs are viewed as not able in fully participating in societal roles. In Uganda it is common for children with disability to be chased away from school (Watkins, 2000).

The same source also elaborates the effect of HIV/AIDS as serious social factor hindering students flow to school. By the end of 2000, 10.4 million children under the age of 15 had lost their mothers or both parents to AIDS. And (UNICEF, 1999), proves the situation to be more serious in Sub-Saharan Africa.

Based on some evidences children whose parents have died from AIDS are less likely to attend to school than those who have not lost a parent. Children are withdrawn from school to care for siblings, the sick or for economic reasons. HIV/AIDS affected children face also discrimination and stigmatization.

2.4.4. Demographic Challenges

Another shortcoming that challenges the universalization of primary education in developing countries has demographic nature. This demographic aspect refers to rapid population increase. As World Bank (1995:36) indicated that the primary school age population in developing countries will increase by about 89 million children between 1990 and 2000 but by only 22 million between 2000 and 2010. According to the EFA Global Monitoring Report of 2007 some countries will face increasing primary school age populations up to 2005 especially in sub-Saharan Africa, the Arab states and south and South West Asia.

Contrary to this sharp increase in population, the developing countries economies show no improvement or significant increase to be able to support their people. Since education does not operate in isolation from factors affecting the life of society, a large number of school age children have become victims of this consequence.

Jones (1976) Shows that population growth can be viewed either as a factor raising the cost of attaining the given educational targets or a factor stretching out the time period in which such targets can be reached if a ceiling is placed on expenditure.

The EFA Global monitoring Report of 2007 further describes, that to respond to these demographic challenges and guarantee UPE by 2015, the number of teachers will have to increase from 2.4 million in 2004 to 4.0 million in 2005 with an average increase of 6% each year. This is indeed a great challenge in bringing UPE to reality by 2015.

2.4.5 School Related Impediments.

In addition to socioeconomic and socio cultural factors, the school related constraints could also impede the progress towards achieving UPE. The main challenging factors are discussed as follows:

2.4.5.1. Relevance of the Curriculum

The curriculum in developing countries lacks appropriate relation with situations familiar to students and their needs. Several researchers in education question the use of the designed standard curriculum for all sections of the society might have nothing to do with disadvantage groups (Lockheed and Levin, 1993:9-12).

Like wise, studies have showed that irrelevance of the curriculum resulted in low interest in education and high dropout. In most cases the demand for education comes out of the perceived relevance of being educated. For example, if parents feel that schooling has no benefit beyond their expectation and what it deserves, they may remain no more interested in it and keep their children at home from school to do work, or do not enroll them at all or allow them to dropout of schools after few grades. This implies that parents may not be convinced in the worth of the education being offered (UNESCO, 2002).

Thus, schools that simply operate on the curriculum that does not meet the real needs of the population will lack their attraction and holding power, hence hampering UPE.

✓ 2.4.5.2. Lack of School Facilities

Lack of appropriate teaching and learning materials is likely to affect the performance of students. Particularly, in the areas where there is lack of furniture in school, parents are probably against sending their children to schools (World Bank, 1995). According to Anderson (1991:10) an over crowded classroom teacher discourages new children from coming to school. In some cases even, parents are reluctant to send their daughters to schools because of lack of separate toilets and classrooms to protect their daughters' modesty and security. (World Bank, 1997:126). Moreover, as UNESCO (1990:61) reported, for most nations repetition and dropout rates result because enrollment have increased at large that schools are unable to benefit all pupils with their limited facilities.

Improved facilities are systematically beneficial to students learning. As research findings indicate, quality of the physical plant is positively related to students' performance (Lockheed and Verspoor, 1993:103). In other words, school facilities appear to be important determinants of achievement, and poor achievement is one determinant of dropout and repetition.

As a result of such drawbacks in school facilities, families tend to withdraw their children from schools.

2.4.5.3. Teachers

School can not function with out teachers. It is undeniable that teachers play one of the most important roles in the full development of the child. Nevertheless, in developing countries shortage of teachers is common. This has significant impact on students' learning and success in education (Lockheed and Verspoor, 1993:155). Different studies indicate that teachers' attitudes, their behavior and teaching methods are among the factors affecting children's persistence and academic achievement. Increasing

the supply of female teachers is an important strategy for increasing the access of girls to schools Lockheed and Verspoor, 1991:156).

Teachers in least developed countries are frequently seen leaving their job due to low salaries and lack of incentives. This has created an increase in teacher-pupil ratio bringing low quality of education (Ibid).

As pointed out in Odaga and Heneveld (1995:3) teachers' attitude towards girls' achievement in a class is a reflection of a broader societal bias about the role of women in society and academic capacity of girls. According to FAWA (1996:12), teachers regard girls as least able to learn and perform in class than boys and may use physical punishment to enforce learning, which promotes fear of school. This may also result in early dropout from school.

Research findings prove that in Tanzania, Kenya, Rwanda and Malawi, teachers pay more attention to boys than to girls (Odaga and Heneveld, 1995). Thus, girls are not willing to learn, since they are often discriminated by others who perceive that they are incompetent (Lockheed and Verspoor, 1993:149).

To girls' participation, a multitude of other factors determine whether they stay in school and how they perform there or not. The teachers, other pupils and the organization of the school may all influence the pupil's progress and performance (UNESCO, 1992:15).

2.4.5.4. Fear of Sexual Harassment, Pregnancy and Abduction

In Africa, large number of girls is in an extremely hostile and uncomfortable learning environment in school. This is indeed, highly related to pandemic sexual violence and harassment in educational institutions. It was also found that male pupils are identified as major offenders (Odaga and Heneveld, 1995:34). This has a devastating effect on the educational attainment and performance of girls.

Furthermore, adolescent girls tend to dropout from school due to early pregnancy. According to the same source, a study investigates that parent with draw their daughter

from school as they approach to puberty in Cameroon. They are often being victims of rape and imprignated by teachers, pupils or others.

2.4.6. Administrative Constraints

The effort to Universalize Primary Education by 2015 faces combined problems in all developing countries. According to Taylor and Mulhall (1997:1), inadequate resources, low political commitments, inefficiency in administrative capacities and absence of appropriate policies result in low participation, high dropout rates and under education of pupils.

It is obvious that attaining equity in educational opportunity for people who are denied of schooling requires financial and policy measures (World Bank, 1996:8). As the same source stated that appropriate policy interventions can enhance enrollment of the left outs from schools. Policies which have relevant program and strategy designed to create awareness about the importance of education for the society can increase the demand for schooling among the disadvantage groups.

Enacting policy measures by it self, however, could not help to attain the desired goal with out the necessary financial resources. Low per capital income in developing countries affects the capacity of governments to finance and deliver schooling (Colough and Levin, 1996:77)

Above all, commitment is crucial from top officials to directly support the lower level units in planning, financing and implementing educational programs (Govinda, 1997:36). It also requires effective leadership at every level and with the support of government bureaucracies, business organization, parents and students. The effective leadership and mass mobilization required a dedicated leadership to over come the stagnation of the education system (Lockheed and Lewin, 1993:13) so as to achieve UPE by 2015.

2.5. Alternative Strategies to Universalize Primary Education

It was since 1960s that the universalization attempt has become among the top education priority agendas of governments all over the world. The purpose of focusing

on primary education came out of its perceived importance as a basic component of human rights, a means of better earnings, a source of skilled man power, a way of attitudinal modernity and democratic culture (Bishop, 1989:12) However, regardless of these attractive values, many developing countries have not achieved the level of Universal Primary Education, even after 40 years, to date. This situation on the other hand, may reflect that equitable access to primary education and ensuring children who are in school complete the full courses of schooling of good quality are still serious challenges of all developing countries. Success or failure in attaining Universal Basic Education will depend ultimately on the actions to be taken with in countries.

In order to overcome short comings that are related to access, equity, efficiency, and quality two major categories of intervention strategies namely increasing supply and demand will be discussed below.

2.5.1. Supply side Intervention

Supply side intervention refers to creating more school places and widening a chance to learning especially for those who lack the opportunity. There are different mechanisms such as school construction and provision for more facilities, teacher recruitment and deployment, encouraging private investment in education, using multiple shifts, introducing multi grade classes and providing for single sex schools.

A. Increasing School Places and Facilities

Building more schools is an obvious and necessary response to the in adequate number of school places, provided that schools are located with in children's near by distance. Distance from school is a crucial factor in school attendance, especially for girls (Lockheed and Bloch, 1990:34). School location planning determines the distribution, size and spacing in schools and, where possible, the kind of education and related facilities to be provided based on an inventory and analysis of demographic, geographic, social and economic data. Its success depends on the participation of local authorities. Because it assumes the equitable and efficient distribution of resources across the country, its benefits are national as well as local (World Bank, 1980:27).

As Lockheed and Bloch (1990:34-35) noted the persistent disparity in school attendance among groups of children means that the location of new schools should be carefully mapped before construction begins. If schools are situated within children's walking distance, their likelihood of being attended by the nearby children will be higher. The experience from Egypt has demonstrated that the enrollment of girls who lived 2 kilometers from school was 8 percent lower than that of those who lived within a kilometer distance from school; the enrollment of boys who came from a distant place is also found to be lower by 4 percent. It is also stated that before undertaking the expense of building complete schools government or communities should consider expanding existing schools.

Location for new schools, for example, may be selected on the basis of educational need; that is for the most rapid stimulation of interest and participation in education among populations that have lower stage of development (World Bank, 1980:27).

On the other hand, Bishop (1986:47) argued that educational expansion involves high capital costs. In most countries schools are not utilized fulltime, being closed for 25 percent of the year. Facilities could be made available in the summers for repeaters and for those who fail to qualify in the regular times, thus allowing more school age children to enter or remain in school by maximum use of existing facilities.

B. Teacher Recruitment and Deployment

Teacher's shortage both in qualitative and quantitative aspects is a critical drawback many education systems share. While supplies, curriculum improvements and new teaching methods can improve a learning condition, nothing is totally effective without an active teacher who knows and interacts with the students (Anderson, 1992:25).

Recruiting, training, placing, supporting and paying for teachers bring real problems for education systems. It is also difficult to find good teachers. Once trained, many teachers do not want to work in the schools where they are most needed. The single largest share in most educational budget is also the recurrent cost of teachers Salaries (Ibid).

According to the 2004 EFA Global Monitoring Report, there is growing concern that existing incentives both monetary and non monetary are seriously inadequate to recruit teachers and to keep them fully committed to their work in developing countries. In this case, Lockheed and Bloch (1990:35), mentioned that paying remuneration, providing boarding facilities, and offering additional training, encourage teachers to stay in their work so that problems of teachers shortage could be solved.

In addition, it is clear that increasing the supply of female teachers is an important strategy for increasing access of girls to schools because of the fact that their presence as role model is likely to encourage parents to send their children to school, and the increased sense of security for girls when female teachers are present (World Bank, 1988 and UNESCO, 1997). Furthermore, World Bank (1980:34), explained that women teachers are often better satisfied with their profession than are males.

C. Private Schools

Primary education in most developing countries is publicly or government provided. But, encouraging the private sector's participation in education is also viewed as another alternative strategy. This is because serious financial constraints have limited the ability of governments and public sector in many countries to expand public and government education (Lockheed and Bloch, 1990:35). One option to this problem is allowing private schools to meet excess demand.

According to the same source, private school contributes to reducing the over load that government schools are shouldered with especially in urban settings. It also enables to redirect government resource to less advantaged areas. As a result, governments are advised to promote fertile policy grounds for private investments in education so as to alleviate the problems of shortage in school places.

D. Multiple Shifts

This refers to two or three times utilization of the existing school plant and facilities for different groups of students as in most of Ethiopian Urban schools. According to World Bank (1980:39) in areas of high population density, the shift system is another way of getting more children in to school with out building additional schools

and improving the teacher pupil ratio with out high increase in costs. In this case, a single school can serve the same purpose for morning, afternoon and evening students and by having teachers share facilities, two or three times as many students can be accommodated and saving can be realized on capital and teacher costs.

The shift system, hence, takes various forms: have the advantage of increasing enrollments and reducing per student costs. By organizing classes in to separate sessions and having teachers share facilities, a multiple shift can accommodate double or sometimes triple the number of students that a single shift can, and also reduce certain capital and teacher costs (Lockheed and Bloch, 1990:35). They further stated that multiple shift system can also reduce over crowding in urban class rooms. It also makes more working hours available in most cases to child laborers, thus, benefiting poor children.

E. Multi Grade Classes

This arrangement is made on the basis of single teacher need to be responsible to teach several grades. Multi grade teaching addresses the problems of uneconomically small classes as well as that of incomplete schools (Lockheed and Bloch, 1990:35). In areas of low population density where pupils with in an acceptable range of distance from school are not numerous enough to fill individual classes, student teacher ratio and the use of space can be significantly improved by structural changes, In this regard multi grade teaching and the nuclear satellite school networks are important (World Bank, 1980:40). This approach combined with appropriately designed teaching programs, materials and teacher training has proven to have yielded a promising out come in Colombia and Indonesia.

F. Single-sex Schools

The need for these types of schools arises when schooling becomes sex segregated. However, this is not necessarily meant for building another school to each sex group. Instead, various mechanisms exist for establishing single-sex schools. These include constructing separate buildings for boys and girls, using the same facilities at

different times for boys and girls and holding single-sex classes in coeducational schools (Lockheed and Bloch, 1990:36).

G. Reduction in Length of Schooling

In countries like Chile and Venezuela the time of the day spent in school or the number of hours of schooling (more than six hours daily) does not make any significant differences in student achievement. If attending school for five hours a day rather than six hours does not make much difference to student achievement, then this lower threshold limit could permit several possible ways of extending education to many more students, while using the same physical facilities (Bishop, 1986:44). Short time attendance is also adopted to counteract the inefficient learning that results when schools are massively over crowded, when the noise and restriction to movement are making learning impossible.

H. Community Involvement

Community involvement in educational activities and school community interaction make education more effective. The efficiency of an educational system is unthinkable with out an interaction to other systems around it. The relationship between the school and community can be considered as one of the measures of schools efficiency (Chavantavanich, 1990).

According to Anderson (1992:29-30), Parents and communities can help to identify suitable teachers, and education could be improved when schools get financial, material and ideal support from the community. Communities, even poor ones can make significant financial and in kind contributions to schools. Communities contribute labour to build shelters, make furniture, guard or repair facilities and serve on school management committees. Community involvement can contribute to the enhancement of learning. Schools can help uneducated parents appreciate and support their children's education. Besides, community groups can help to design parts of the curriculum, as well as increasing its relevance to children's lives.

As a result, it is necessary to mobilize communities to support and sustain increase in primary school enrollment particularly among girls sand to increase the

demand for the interest in education, by bringing about changes in educational values and public understanding (UNESCO, 1995:93). In many developing countries, community participation is very weak and demanding contributions in many cases is limited while not allowing communities to participate in decision making.

2.5.2. Demand Side Intervention

The goal Universal Primary Education could be successful not only through supply side interventions but also by launching strategies to mobilize demand. As discussed earlier, the social, economic and cultural factors have a powerful, impact on the demand for schooling. Thus, measures to address such constraints like improving the quality of education, reducing direct and indirect costs, community mobilization and sensitization, and biennial in take are discussed under.

A. Improving the Quality of Education

The increase in the demand for education is highly dependent up on convincing parents that education is valuable by emphasizing on school effectiveness. Unless a parent sees any positive values for his /her child to acquire from schooling, he/she may question the use of education (Lockheed and Bloch, 1990:36). This might bring reluctance of parents to send their children to school. To this end, well informed and efficient school management system, the curriculum that responds to the real needs of a given society, adequate supply of learning materials and equipment, appropriate methodology and teacher quality are major inputs of effective schools.

Baun and Tolbert (1985:129) indicated that the poor quality of schools puts a limit on their efficiency and thus on their capacity to attract and retain children for the complete cycle of basic education.

Similarly, Pupils learn best when what they are learning makes sense in their lives. A relevant curriculum is the one that preserves the basic learning skills in such a way that parents see their importance for the daily lives and expected futures of their children. In fact, how lessons are thought, the approaches and tools used by a teacher to engage all children's minds are as important as the content of lessons. Good content,

badly taught does not result in effective learning, thus, the pedagogy also matters for students retention in the school (Anderson, 1992:30-35).

B. Reducing Direct Costs

Many children do not go to school or stay in school because school fees, books and other instructional materials, uniforms and transportation to and from school cost more than their families can afford (Anderson, 1992:21). It is observed that in some countries the direct costs for primary schooling can reach to 20 percent of family's income. Governments should employ various cost stabilizing mechanisms in an effort to encourage parents send their children to schools (Lockheed and Bloch, 1990:36)

According to the above source efforts to reduce the cost of education have been undertaken in several countries. These include reduction or elimination of school fees, provision of instructional materials and uniforms, free or subsidized transportation, direct subsidies to households for the purchase of materials and uniforms, school meal programs and scholar ships.

The 2007 EFA Global Monitoring Report also suggests that providing financial incentives can help for marginalized such as the poor orphans and vulnerable children to enroll to school.

C. Reducing Indirect Costs

Indirect costs are associated with child's labour contribution to the house hold purposes. In developing countries where the demand for a child's labour highly competes with the need for schooling, reducing indirect cost becomes as important as reducing the direct cost (Lockheed and Bloch, 1990:37). In addition, (World Bank, 1997:63) explained that the school calendar that complements seasonal demands for child labour, provision of child care services for younger siblings like establishing pre schools close to primary schools, particularly to increase girls' attendance and instituting labour saving technologies found to be very help full in minimizing the indirect cost of schooling.

D. Community Sensitization and Mobilization

This brings parents to take active part in schools affairs. Increasing the demand for education largely depends on persuading parents that education is valuable (Lockheed and Bloch, 1990:37). As discussed thoroughly before, when parents are active in the education process, it is more likely that their children will attend school.

Efforts to sensitize and mobilize community can be in the form of establishing parents Teachers Association (PTA), holding school open days and creating awareness about the positive aspects of education through the media.

E. Biennial Intake

This strategy refers to admission of students every other year instead of every year. It allows communities to own schools with out instituting multi grade classes. The assumption is that it is not the number of years of schooling that is critical but the quality of schooling that matters (Bishop, 1986:46-47).

However, this alternative has its own disadvantages. There is a fear that the dropout rates may increase when a child is obliged to wait for one extra year before starting school. It also reduces a child's time in the school and perhaps resulting a decrease in educational participation.

2.6. Universal Primary Education in Ethiopia

Ethiopia as a member of United Nation abide by the rules of Universal Declaration of Human Rights (UDHR) and participating in different international as well as regional conferences has committed it self to achieve Universal Primary Education at different times.

According to Derebsa (1999:106), the Ethiopian government under took attempts to expand education system particularly following the Addis Ababa Conference on African education of the year 1961. Especially, the objective of achieving Universal Primary Education by 1980 set by the conference urged Ethiopia to adopt a plan of expansion of education sector.

The government during the Imperial regime, hence, introduced national development plans successively in 1962 and 1968 which showed targets for students enrollment at all levels. Between 1962/63 and 1966/67, it was planned to increase primary enrollment to 275,900 however, the actual enrollment exceeds the planned targets. The government plan that anticipated 18 percent of enrollment for the year from 1968/69 to 1972/73 for primary school age population by the end of the plan period (1973) was not as promising though it was higher as compared with the target set before (Fasil, 1990).

The Ethiopian Education sector, though it showed relative progress, still the overall provision of educational facilities was not adequate. But, it becomes instrument to transform the Ethiopian society a step ahead to some degree.

After the revolution of 1974, declaration that states Education for All, citizen's right to free and fundamental education was issued and series of measures were taken to promote Universal Primary Education. Beginning from 1976 education for the mass and eradication for illiteracy within shortest period of time was launched (Tekeste, 1990).

Realizing that the goal of achieving Universal Primary Education by the year 1980 is difficult, the new socialist government of Ethiopia set other tentative plan of 1976-1983 in which it aimed at attaining UPE by 1984 (PMGE 1976).

Nevertheless, the expansion of education system increasingly declined in 1980s due to wars, drought and combination of economic and political problems. This left Ethiopia behind most African countries in terms of education expansion (Tekeste, 1990)

By the year 1990 Ethiopia has made significant progress towards achieving UPE. Both qualitative and quantitative expansion of primary education has received considerable attention in the various policies and strategies of the government. In the Education Sector Development Programs it prepared, the federal Government of Ethiopia has also aimed at attaining UPE by the year 2015.

According to World Bank (2005:198-199), Ethiopia scores relative success by making major reforms such as:

- Investments in government schools.
- Other policy reforms that sought to remove demand side and institutional constraints to increase educational participation, especially among the poor.
- Key supply side reforms that include the construction of new public schools; an increase in the supply of private schools and an increase in the number of double shift schools which enable the government to increase enrollments.

Other institutional reforms that help to explain the success of the government's efforts at increasing primary school provision in Ethiopia include a rigorous program of education sector, decentralization that allow for the introduction and use of native languages in class room and greater community involvements in the construction of schools. In addition, the government has made efforts to increase the number of female teachers which has been shown to increase female enrollments in primary schools (Ibid).

During ESDP I the target for primary enrollment was to increase to 7 million from 3.7 in 1995/96. However, the achievement was 8.1 million which implies an average growth rate of 12.8% in enrollment. As a result, by 2004/05 primary school enrollment reached to 11.4 million (MOE, 2005).

According to MOE (2005:11), the Gender Parity Index (GPI) by 2004/05 is 0.81 at national level indicating that girls' participation is lower than boys. As far as efficiency is concerned, the pupil-section ratio (PSR) was 69 for primary schools though target set for ESDP II was 60.

As the over all objectives of ESDP II, together with the millennium Development Goals, good quality of Universal Primary Education by 2015, meeting qualitative and quantitative demands had got significant position.

To sum up, despite efforts so far made, Ethiopia has faced serious challenges to achieve UPE. One challenge to primary school enrollment is house hold income. It has negative impact on the likelihood of primary school enrollments. The distance of nearest school for the homestead also negatively impacts enrollment and completion probabilities. Student teacher ratios and the proportion of female teachers are other bottle

necks for enrollment and completion. In Ethiopia over crowding particularly in the class room decreases the chance of enrollment in urban areas (World Bank, 2005).

According to ESDP III, weak program management and implementation capacity has also contributed to low budget utilization in civil works and procurement. Inadequate planning and management capacity at the lower levels of the organization structure as well as lack of skills to interpret policies, collect, analyze and use education data are critical problems in making UPE successful.

All in all, supply side and demand side reforms including policy interventions and commitments are much needed to bring the achievement of Universal Primary Education to reality by 2015 in Ethiopia.

CHAPTER THREE

3. Research Design and Methodology

In this chapter, the methodological structure of the research is presented. The research passes through the following phases: specification of the purposes of the research, development of tools for collecting data; selecting sample sites and respondents; applying the questionnaires and interviews; reviewing documents; capturing and clearing the data; data analysis and drafting the report for recommendations.

Moreover, the chapter deals with detail descriptions about the methodological approach, content and coverage of the study and instruments employed.

3.1. The Research Design

The main purpose of this study was to examine the status of Primary Education in Addis Ababa vis-à-vis the goal of UPE and identify the major challenges that hinder its achievement. It also aimed at suggesting some possible intervention strategies that can be used to enhance its better success. To this end, the descriptive survey method was used to carry out the research. Best and kahan (1998) and Sharma (2000) briefly described the relevance of this method for such purpose. It is obvious that survey descriptive research involves large sample size and is oriented towards the determination of the status of a given phenomena. It has also a penetrating power to analyze realistic conditions so that the researcher was insisted to the description of authentic and accurate information about UPE in Addis Ababa.

3.2. Back Ground of the Research Setting

Addis Ababa is the capital and the center of political, economic, social and cultural activities of Federal Democratic Republic of Ethiopia. It is the seat of numerous embassies, multilateral organization (including those with the UN system) and the head quarters of AU and ECA.

The population Addis Ababa has grown from 1.4 million (1984) to 2.1 million (1994) and it is estimated to be 29 million in 2005. According to the population and

Housing census conducted in 1994, the proportion of children under the age of 15 is about 32% of the population (AAEB, 2007).

The newly organized Addis Ababa city Administration is divided in to ten sub-cities and has 99 urban kebeles. Recent data indicate that there are 465 Primary schools. By using, simple random sampling technique three sub cities: Kolfe-keranio, Arada and Nifassilk-Lafto were selected collectively. These sub cities accommodate some 168 primary schools with a total enrollment of 146,423, of which the research focused only on six selected schools.

Out of each sub city two populous kebeles were selected purposefully and from each respective kebele one school was selected randomly.

Table 1. Sub cities Profile: number of schools, enrolled students and teachers.

Sub-city	Number of Primary School	Total number of students	Total number of teachers
Arada	55	44,654	1399
Kolfe-Keranio	47	54,941	1277
Nifas silk-Lafto	66	46,828	1290
Total	168	146,423	3966

3.3. Sampling Population and Sampling Process

3.3.1. Sampling Population

To realize its objectives, the region's Education Bureau and sub-cities' heads, educational personnel and relevant department heads, experts in planning and programming units, supervisors at regional, sub city and kebele levels, kebele health and education desk and education team heads ,principals, department heads , Teachers and Parent Teacher Association members.

3.3.2. Sampling Procedure

i) **The Schools:-** The study randomly selected three government and three public schools (one government and one public primary school) from each sub city.

Hence, from each school, by using simple random sampling technique 120 teachers, 12 Principals and vice principals and 18 department heads (coordinators of language, science, and social studies) were participated as primary sources of data. Moreover, 2 parent teacher association (PTA) members from each school with a total of 12 respondents were selected based on availability sampling.

According to the AAEB (2005/06), there were 85 government and 117 public schools. The total number of students enrolled in the primary schools by the year 2004/05 was 502, 965.

Table 2: Sub-Cities and Sample Schools

Sub-city	School Type	Administered Primary Schools
Arada	Government	Meskerem 2
	Public	Menelik I
Kolfe-Keranio	Government	Biruh Tesfa
	Public	Ewketе Wegene
Nifssilk-Lafto	Government	Mekenisa Akababy
	Public	Ewket-Lehibret

ii) Kebeles: The currently implemented decentralized education system of the country enabled kebeles to control and supervise schools. Thus, the Kebele health and education desk head, education team head and supervisor (a total of three personnel from each kebele) were selected purposefully as source of data.

iii) Sub-cities Education Department:- the department pertinently provided accessible and explicit information, statistics and data as required. The heads and concerned personnel were responsible to provide evidence for the study. At this level purposive sampling technique was used. Eighteen educational officials and personnel (sub cities heads, section heads and supervisors) were purposefully selected as sources of data.

iv) Addis Ababa City Government Education Bureau:- This hierarchy was a focus of this study, used as source of reliable, descriptive and comprehensive data, as education Bureau is a governmental body where policy issues, programs and strategies were designed, exercise and implemented. Regions head, the primary education level

supervision, training, planning and programming, the education program supervision and units personnel were purposefully selected.

Table 3: Summary of Respondents

Teachers	Department heads	Principals	PTA members	Educational personnel	Total
120	18	12	12	40	202

3.4. Instruments and Procedures of Data Collection

Both Primary and Secondary data were used for the study. In the process of data collection, three basic instruments were used: questionnaires, interviews and document analysis.

3.4.1. Questionnaire

The same type of questionnaire was prepared for principals, teachers, department heads, experts, supervisors and education officials. Moreover, for the first three groups the questionnaire was prepared in Amharic. The questionnaire prepared for experts, supervisors and officials was to get answers on their departments and the regional, sub city and kebele achievement, as well as bureau head and deputy head to give answers at regional level.

3.4.2. Interview.

In addition to the questionnaire, the study employed both structured and unstructured interview questions. They were administered to education desk heads at kebele level, PTA members the regional and sub city heads, and general education department heads at regional and sub city level.

3.4.3. Document Analysis

Moreover, secondary data were obtained mainly from educational statistical abstracts, documents and consolidated reports of ESDP II and III both at national and regional level, records of sub cities, and from MOE and UNESCO publications.

3.4.4. Procedures for Data Collection

The prepared questionnaires were administered to personnel working in different departments of the regional education bureau, sub-cities, kebeles and to teachers, departments heads and principals in different schools. Furthermore, the researcher conducted interviewing sessions with education personnel at kebele, sub-city and regional levels. In line with this, document analysis was made to enhance the validity and reliability of the data.

3.5. Method of Data Analysis

In this study, both qualitative and quantitative data analyses methods were used. Based on the basic research questions, statistical tools such as graphs, percentages, and mean were used particularly to analyze quantitative data.

Percentages were used to explain the personality characteristics of respondents, dropout and repetition rates, Gross and Net enrollment, Apparent and Net Intake as well as repetition and drop out rates and degree of factors on the achievement of UPE in Addis Ababa. The mean was calculated to identify the major hindering factors that impede the realization Universalization of primary Education in the regional administration.

To enhance the validity and reliability of the study, triangulation method using the data gathered from different sources.

Hence, using the aforementioned tools the following chapter deals with the presentation and interpretation of the data obtained from the field to achieve the objectives of the study.

CHAPTER 4

4. Presentation and Interpretation of the Data

In this part the main focus is the analysis of the data collected from sample schools, kebeles, sub cities and the Addis Ababa Education Bureau (AAEB) through questionnaire, interview and document analysis. The questionnaires were distributed to 134 teachers, 12 principals, 18 department heads, and 30 Educational Personnel. From the distributed questionnaires, those filled by 120 (89.55%) teachers and almost all of the department heads, principals and Educational Personnel were returned and were used in the analysis. In addition, the AAEB head, kebele health and education heads, and sub city education department heads as well as PTA members were involved in interview.

The responses of teachers, department heads, principals, PTA members, and educational Personnel to each of the questions given were analyzed and interpreted. Most of the data gathered were organized using tables and graphs followed by discussions. For the sake of convenience, related questions were treated together. Interview responses were used to substantiate the data gathered through questionnaire and document analysis. As a result, the responses are expected to be sufficient to draw inference for the study.

4.1 Characteristics of Respondents

To give some basic background information about the target population (teachers, department heads, principals, PTA members, educational personnel, heads at regional and sub city level) the respondents sex, age, educational status and experience are presented as follows.

Table 4: Characteristics of Teachers, Department heads, Principals, and Educational Personnel by their Sex, Age, Educational status and Service year

Respondents	Sex	No	%	Age	No	%	Educational Status	No	%	Experiences in Services Years	No	%		
Teachers	Males	78	65	21-30	31	25.83	BA/B.S.c	-	-	Below 3 Years	2	1.66		
	Female	42	35	31-40	43	35.83	Diploma	53	4.16	3-5 Years	13	10.83		
				41-50	29	24.16	Certificate	67	55.83	6-10 Years	47	39.16		
				51-60	17	14.16				10 Years and above	58	48.33		
Total	-	120	100	-	120	100	-	120	100	-	120	100		
Department Heads	Male	14	77.77	21-30	-	-	BA/B.S.c	-	-	Below 3 Years	-	-		
	Female	4	22.22	31-40	1	5.55	Diploma	12	66.66	3-5 Years	7	38.88		
				41-50	11	61.11	Certificate	6	33.33	6-10 Years	2	11.11		
				51-60	6	33.33				10 Years and above	9	50		
Total	-	18	100	-	18	100	-	18	100	-	18	100		
Principals and Vice Principals	Male	8	66.66	21-30	-	-	Ba/B.S.c	-	-	Below 3 Years	-	-		
	Female	4	33.33	31-40	2	16.66	Diploma	12	100	3-5 Years	-	-		
				41-50	7	58.33	Certificate	-	-	6-10 Years	3	25		
				51-60	3	25				10 Years and above	9	75		
Total	-	12	100	-	12	100	-	12	100	-	12	100		
Education Personnel (Kebele, Sub city, region)	Male	31	77.5	21-30	4	10	Ph.D	-	-	Below 3 Years	-	-		
	Female			9	22.5	31-40	13	32.5	MA/Msc	6	15	3-5 Years	-	-
						41-50	16	40	BAA/BSc.	27	67.5	6-10 Years	17	42.5
						51-60	7	17.5	Diploma	7	17.5	10 Years and above	23	57.5
Total	-	40	-	-	40	-	-	40	100	-	40	100		

As indicated in the beginning of this chapter, a total of 120 teacher respondents were involved in the study. Regarding their sex, 78(65%) were males while 42(35%) were females. With respect to department heads, out of 18 respondents, 14(77.7%) were males where as only 4(22.2%) were females. Moreover, 8(66.66%) and 4(33.3%) of the respondents were of males and females respectively. From 40 participant Personnel, male respondents were 31 constituting 77.5% and females were 9(22.5%).

Age wise, 31(25.8) of the teachers, and 4 (10%) of the educational Personnel were in the age category of 21-30. Those who were in age category 31-40 include 43 (35.8%) of the teachers 1(56%) of the departments heads, 2(16.7%) of principals and vice principals, and 13(32.5%) of educational Personnel. Similarly, respondents whose age was in the age category (41-50) include 29 (24.2%) of the teachers 11 (61.1%) of the departments, 7(58.3%) of principals and 16 (40%) of educational personnel. In general, majority of the respondents were in adult age group. This shows that the respondents have enough experiences to give the data needed for the study.

With respect to educational status, 53(44.1%) of the teachers were diploma holders while the remaining 64 (55.8%) have got certificate or graduated from TTI. Out of 18 department heads, Twelve (66.66%) of the department heads, have diploma and the rest 6(33.33%) are certificate graduates. All the principals, on the other hand, own diploma. With the exception of 6(15%) and 7(17.5%) of the educational Personnel who have MA/MSc and Diploma respectively, the majority, 27(67.5%) have BA/B.Sc.

Furthermore, 58(48.3%) and 47(39.2%) of the teachers had served for ten years and above, and between 6-10 years, respectively. Those with the experience between 3-5 years were 13(10.8%). The remaining 2 teachers (1.7%) served only below three years. Similarly, 9(50%) of the department heads had above 10 years service and the rest 7(38.8%) and 2(11.1%) served from 3-5 years and 6-10 years respectively. With regard to the service of the principals and educational Personnel, 9(75%) of the principals and 23(7.5%) of the educational Personnel served for more than 10 years.

Table 5: Characteristics of PTA numbers by their age, sex, educational status, occupation

Respondents	Sex	Age		Educational Status		Occupation		Experiences in Service years							
		No	%	No	%	No	%	No	%						
PTA Members	Males	12	100	21-30	-	-	Ph.D	-	-	- Government employee	6	50	- Below 3 years	-	-
	Female	-		31-40	1	8.33	M.A./M.S.c	-	-	- Private employee	3	25	- 3-5 years	1	8.33
				41-50	4	33.33	B.A/B.S.c	2	16.66	- Merchant	1	8.33	- 6-10 years	4	33.33
				51-60	7	58.33	Diploma	1	8.33	- Other	2	16.66	- 10 years and above	7	58.33
				Certificate	-	-	Grade 12 Complete	8	66.66						
Grade 9-12	-	-	Grade 3-8	1	8.33										
				Illiterate	-	-									
Total	-	12	-			100	-				12	100	-	12	100

As it can be observed from table 6, all PTA members involved from six sample schools of the three sub cities were male. With regard to their age 7(58.3%) were between the age 51-60 and 4(33.3%) were in the category of 41-50. On the other hand, the majority of them were literates and even 8(66.66%) completed 12 grade and 2(16.66%) were BA/BSC holders. Only one PTA member had education up to grade 8. With respect to their occupation the lion share of the respondents (50%) were government employees and 3(25%) worked in private sector. The majority of them 7 (58.3%) had a service of more than 10 years

In general, it seems that majority of the respondents had long years experience and sufficient educational back ground to serve as data sources.

4.2 The Status of Universal Primary Education

As it is stated in the first chapter, based on the New Education and Training Policy (NETP) of 1994, and its strategy, the second Education sector Development Program (ESDP II) was issued in 2002/03 and Currently ESDP III (2005/06-2010/11) is being implemented in order to achieve Universal Primary Education (UPE) by 2015. Similarly, the city Government of Addis Ababa also sets targets to achieve UPE in its ESDP III (2005/06 to 2009/10).

In this section, the current status of UPE and the progress and trends in Primary Education at regional and sub cities level will be assessed and analyzed in terms of set targets and indicators of ESDP II and ESDP III of the MOE and the regional administration

4.2.1 Coverage and Access

According to MOE (2002), access is measured by enrollment and number of schools built. The following topics are aimed at analyzing the progress in coverage and access at regional level and secondly in sub cities.

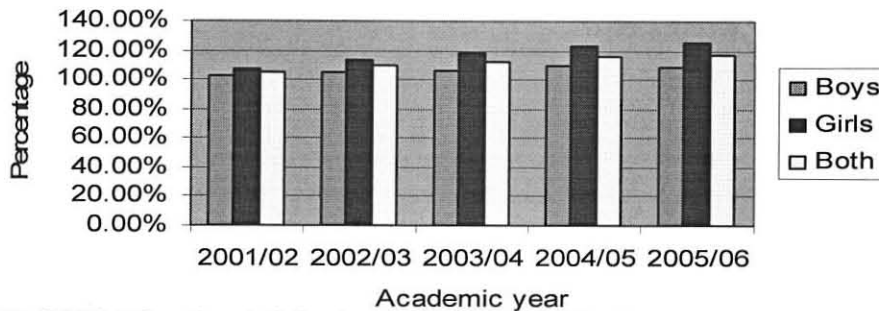
A. Gross Enrollment Ratio (GER) and Net Enrollment Ratio (NER) at Primary Level (1-8)

GER is the percentage of total enrollment in primary schools irrespective of age, out of the corresponding primary school age population, ages 7-14. It is a crude measure of coverage, which usually includes underage and over aged children and as a result it can be higher than 100%. Naturally, the age of student in grades 1-8 have to be in the range of 7-14 and the starting age at Grade 1 is seven.

NER although more refined than the GER, is also crude. Perhaps the age specific enrollment ratio is the most refined one. It is usually lower than GER since it excludes overage and underage children. Moreover, NER appears to be the best way of measuring participation and is more refined measure of coverage in terms of explaining the proportion of students enrolled from specific age groups. Therefore, NER, is the ratio of

number of eligible children enrolled in a certain level of education to the eligible projected school age population to that particular level in the same academic year multiplied by 100 (MOE, 2005).

Figure 1: Trends of GER at Primary Level (Grade 1-8) from 2001/02-2005/06



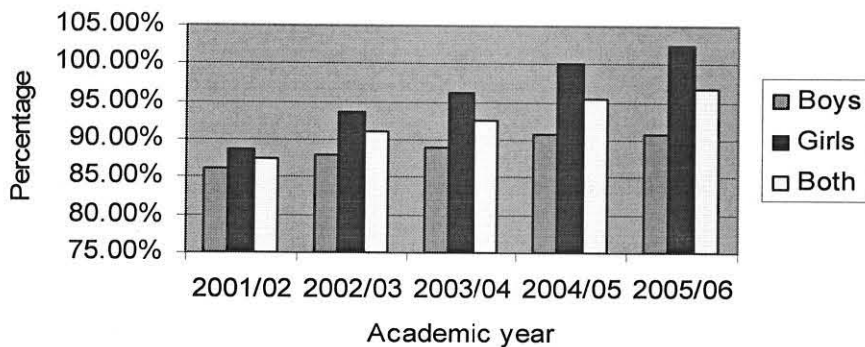
Source: AAEB (2007), Education statistics Annual Abstract for 2005/06

The total GER at Primary level (1-8) in 2005/06 shows that Addis Ababa has the highest participation rate at 117.3% which has an increment by 0.9% from the previous year. Out of this, the GER for boys increased from 102% in 2001/02 to 109% in 2005/06. For Girls the GER was 125.5% in the same year. In 2005/06 at 1st cycle primary (1-4) and the 2nd cycle primary (5-8), GERs were 106.6% and 121%, respectively .

Figure 1 shows that GER in Primary education has been increasing for both boys and girls at regional level. The MOE ESDP II target for 2004/05 was to reach 65% while the achievement was 116.40% which is by much greater (51.4%) than the target set by MOE..

In ESDP III of MOE, the planned target is to reach GER of 112.6% by the end of the program period (2009/10) and the performance by 2005/06 was quite great (117.3%). The target set for the AAEB ESDP III for 2005/06 was 117.0% but the achievement was 117.3% still a bit greater by 0.3%. These indicate that a commendable achievement was registered in increasing GER. Nevertheless, it seems that the inclusion of more and more out of school and overage children into the total enrollment is mandatory besides the admission of appropriate school age children.

Figure 2: Trends of NER at Primary Level (Grade 1-8) from 2001/02-2005/06



Source: AAEB (2007), Education statistics Annual Abstract for 2005/06

As shown in above figure, NER has become 96.7% in 2005/06 showing a growth of 1.2% when seen against the achievement of the previous year. When disaggregated by gender, it is 90.90% for boys and 102.30% for girls. According to ESDP III of AAEB the performance in NER is lesser than the target (97.0%) set by 0.3% for the year 2005/06. The achievement is also clearly seen in the annual abstract of MOE (2005) which indicate that Addis Ababa has the highest NER while Afar has the lowest at 12.6% by 2004/05.

Although, the NER is promising further efforts are needed to Universalize UPE and to include the rest of appropriate school age groups which are out of school. The goal of UPE, however will only be realize in 2015 if all children of rights school age enter grade 1 by next year and complete full course of primary schooling.

B. Apparent Intake Rate (AIR) and Net Intake Rate (NIR) at Primary Level (1-8)

Obviously, the indicators of access to education system are those that relate the number of new entrants to first grade of a certain level to the corresponding population of school. According to Johnston (1981) admission rates measure the extent to which children have got access to primary school. Two of the indicators for accessibility are AIR and NIR.

AIR is the percentage of the new entrants (irrespective of age and population who are 7 years old). This is the crude measure of access to the first grade because there are overage and underage new entrants in grade 1.

(Pupils in grade1 - repeater sin grade 1)

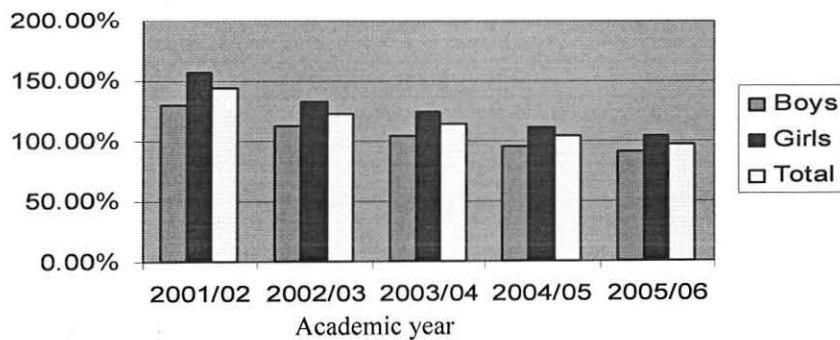
$$\text{i.e AIR} = \frac{\text{Population of the official admission age}}{\text{Pupils in grade1 - repeater sin grade 1}} \times 100$$

$$\text{or AIR} = \frac{\text{New Entrants to Grade 1}}{\text{Population of official school age}} \times 100$$

The apparent in take rate is also very important to determine school capacity and the demand for entry in to the first grade (AAEB, 2007).

NIR, on the other hand, is the number of 7 years old children entering grade 1 as a new entrants divided by 7 years old school age population multiplied by 100 in given year in a certain specified country, region, Woreda or Kebele. NIR gives a better picture of access than AIR when we consider children of the right entrance age.

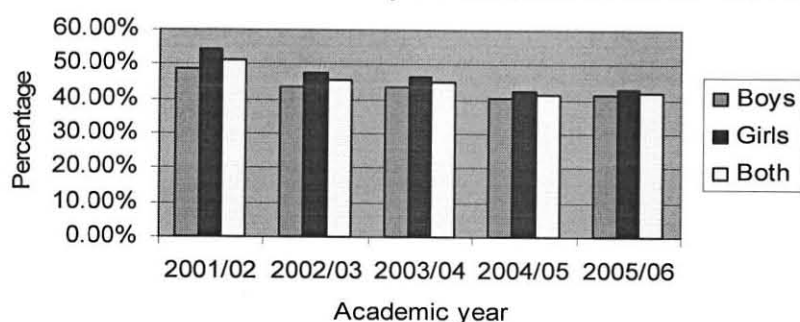
Figure 3: Trends of AIR at Primary Level from 2001/02 - 2005/06



Source: AAEB (2007), Education statistics Annual Abstract for 2005/06

In Addis Ababa, the total Apparent Intake Rate (AIR) by 2005/06 was 97.5%. The AIR for boys and girls in this academic year was 91.0% and 103.9%, respectively. For the last five years, the AIR has decreased by a total of 39.7% for boys and 53.6% for girls. Overall, it has decreased by 46.3 Percentage points in the period under consideration. The gender gap in 2005/06 still was in favor of girls which is greater than that of boys by 12.9%.

Figure 4: Trends of NIR at Primary Level from 2001/02 - 2005/06



Source: AAEB (2007), Education statistics Annual Abstract for 2005/06

The trend of NIR shows a decrease of 9.3% for the past five years although it shows a slight increase in 2005/06. This data shows that 58.8% of seven years old boys and 57% of seven years old girls were out of school. The decline can be attributed to the admittance of below age 7 children to grade one. The target set at national level for the year 2005/06 was to achieve 81.0% for boys and 79.0% and girls but the achievement in Addis Ababa was 41.20% for boys and 43.00% for girls. In general, the 42.10% NIR result for the same year is still lesser than the 45.2% target of the Addis Ababa region.

According to AAEB (2007), in Addis Ababa about 18.1% of the new entrants are of age 6 and below in 2005/06 academic year. Hence, they can be considered as early starters of education in the Ethiopian context. Indeed, this calls for an immediate action to be taken as it may create difficulty for students academic achievement and performance.

Table 6: Students Enrollment in Primary Schools (1-8) 2004/05 by sub city

No	Sub city	Male	Female	Total	%
1	Addis Ketema	16127	19012	35139	8.95
2	Akaki-Kaliti	13910	14954	28864	7.35
3	Arada	19995	24659	44654	11.38
4	Bole	13848	16588	30436	7.75
5	Gullele	18013	20083	38096	9.71
6	Kirkos	18101	20281	38382	9.78
7	Kolfe-Keranio	25986	28955	54941	14.00
8	Lideta	13705	15992	29697	7.56
9	Nefas Silk Lafto	21311	25517	46828	11.93
10	Yeka	20521	44770	45291	11.54
Total		181517	210811	392328	100

Source: AAEB (2005), Education Statistics Annual Abstract of 2004/05

* Percentage is computed by the researcher

As it can be observed from the above table, the total number of primary students was 392328 in 2004/05. It was in Kolfe Keranio that the highest percentage of enrollment (14.00%) was observed while Akikaliti took the last position. This is may be due to its peripheral location that the sub city suffers from lack of school facilities. The participation of girls was still greater than boys by 29294.

C. Distribution and Number of Primary Schools

As mentioned in World Bank (1997: 64), the first rationale behind increasing the distribution of education opportunity is to open and build schools with in the reach of school age children. Hence, access to schooling depends on the availability of schools.

The ESDP III of AAEB states that to ensure the realization of UPE the City Administration has already started the construction of new primary schools as well as additional class rooms in the already existing schools. Besides, it has planned to rehabilitate old schools to the standard. Thus, it is targeted to construct 30 new primary schools and build 80 blocks with 25 classrooms to each block in the existing primary schools.

Table 7: Number of Primary Schools by Sub city (2005/06)

	Sub City	Number of Primary School	%
1	Addis Ketema	36	7.74
2	Akaki-Kaliti	34	7.31
3	Arada	55	11.82
4	Bole	53	11.39
5	Gullelie	31	6.66
6	Kirkos	52	11.18
7	Kolfe-Keranio	47	10.10
8	Lideta	32	6.88
9	Nifasilk-Lafto	66	14.19
10	Yeka	59	12.68
	Total	465	100

Source: AAEB (2007), Education statistics Annual Abstract for 2005/06

* Percentage is computed by the researcher

Figure 5: Number of Primary Schools by sub city (2005/06)

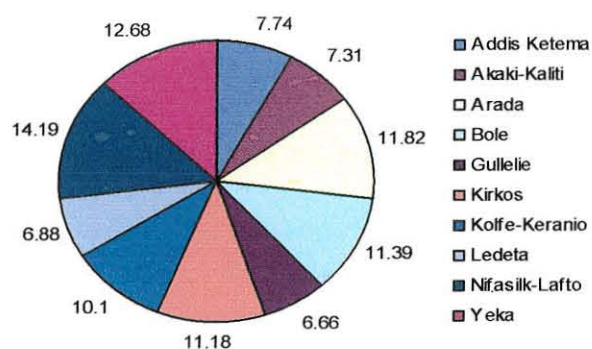


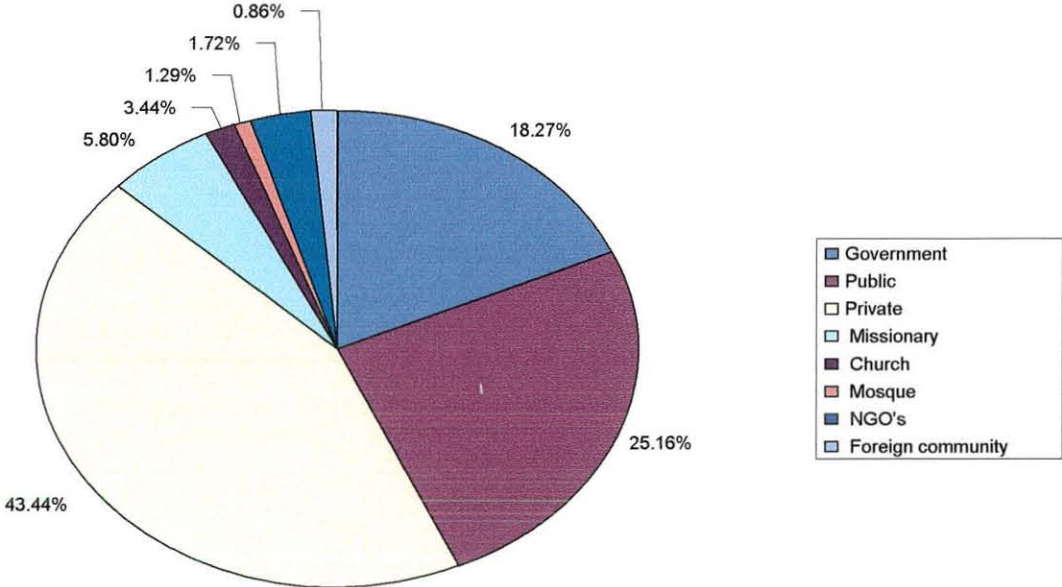
Table 8: Number of Primary School in Addis Ababa by type in 2005/06

No	Type	Number of Primary Schools	%
1	Government	85	18.27
2	Public	117	25.16
3	Private	202	43.44
4	Missionary	27	5.80
5	Church	8	1.72
6	Mosque	4	0.86
7	NGO's	16	3.44
8	Foreign community	6	1.29
	Total	465	100

Source: AAEB (2005) Education Annual Statistical Abstract of 2004/05

* Percent is computed by the researcher

Figure 6: Number of Primary schools by type in 2005/06



The above tables and figures indicate that in 2005/06 there were 465 Primary schools out of which 85 (18.27) were government and 380 were non-government schools. From non-government schools, 117(25.16%) were owned by public, 202(43.44%) were private and 61(13.11%) mission schools and NGOs. Accordingly, there exists a growth in the number of primary schools by 98 in 2005/06 from the previous. Generally, the figures witness the significant contribution of private sector in opening and expanding primary schools. According to ESDP III of the AAEB, by the year 2004/05 government schools accommodated only about 50% of primary school children and conducted classes in two shifts. However, increasing the number of schools may not necessarily indicate accessibility and education growth by itself alone.

As noted by the interviewee education personnel, many of the schools have never got maintenance since they were built. Since education is free (registration and monthly fee) in government schools there was an influx of the students to these schools, which resulted in over crowded situation. This clearly indicates the need for creative approaches for expanding access to all children.

The ESDP III of the region further states that nearly 31% of the primary school children of the lower income family group are in public schools. This could be for two

The ESDP III of the region further states that nearly 31% of the primary school children of the lower income family group are in public schools. This could be for two reasons. First, classes in these schools are conducted the whole day. Secondly, each student in these schools pays tuition fee which is relatively lower than the fee charged by the other non-government schools. Since the fee they collect cannot cover Teachers' salary and other administrative costs, the city government also subsidizes these schools. The private schools, on the other hand, accommodate 11% of the primary school population and other schools accommodate 7% of primary school children. This is mainly due to the higher tuition fee they charge.

Concerning the distribution of primary schools in sub cities, Nefas Silk-Lafto has the highest proportion (14.19%), followed by Yeka (12.68%) and Gullelie takes the last proportion with 6.66% of primary schools.

Generally, in terms of access and Coverage a remarkable achievement was registered based on the national standards and regional ESDP III targets. Nevertheless, the number of primary schools was not evenly distributed in all sub-cities particularly; Gullelie, Lideta, Akaki-Kaliti and Addis Ketema have lesser number of schools than other sub cities.

4.2.2 Equity

It is obvious that every one has the right to education which shall be equally accessible to all. Accordingly, Philipos et.al (1999:2) clearly indicated that educational equity has got higher priority in educational development. This implies that education opportunity should be equally provided among boys and girls and disadvantaged groups of society, (the poor, disabled, working, street and AIDS orphans children).

Despite this fact, however, both the national and regional education development programs failed to incorporate clear targets to address issues with regard to equity to all disadvantaged groups. Thus, the research in this section tried to examine equity only interms of gender.

One of the statistical tools used to see the variation between gender in education participation is gender parity Index (GPI). It can be examined in two ways:

- A. Using the ratio of female to male enrollment. Here, perfect equality between the two sexes is when GPI is 1, while 0 indicates the highest disparity (MOE , 2005).
- B. Gender gap between boys and girls GER or NER. It is the difference between the GER or NER of boys and girls.

Table 9: Gender gap and Parity Index at Primary Level (1-8)

<i>Academic Year</i>	<i>Gross Enrollment Ratio</i>		<i>Net Enrollment Ratio</i>		<i>Gender Gap GERC%</i>	<i>Gender Gap NER %</i>	<i>Parity n Index</i>
	M	F	M	F			
2001/02	102.0%	107.0%	88.00%	93.50%	-5.0	-5.5	1.05
2002/03	105.0%	113%	89.00%	96.20%	-8.0	-7.2	1.08
2003/04	106.8%	118%	90.90%	100.1%	-11.2	-9.2	1.10
2004/05	109.4%	123.2%	90.90%	102.3%	-13.8	-11.4	1.13

Source: AAEB (2007), Education statistics Annual Abstract for 2005/06

As can be seen from the above table, the enrollment rate has been increasing for both male and female students. Nevertheless, the disparity in enrollment between male and female students was in favour of female students. The GPI of male and female students in the years: 2001/02, 2002/03, 2003/04 and 2004/05 had been 1.05, 1.08, 1.10 and 1.13, respectively. This shows that more girls were attracted to schools.

The Gender gap observed was not wide in the past four years from 2001/02 to 2004/05 in GER and NER. Though, much lower than the national average, even it was in favour of girls.

On the other hand, the gender gap in NER was narrower than the gender gap in GER although it has increased from 5.5% in 2001/02 to 11.4% in 2004/05. Moreover, both in GER and NER there was an increasing trend for both sexes.

As far as NER is concerned, the table shows that it has increased from 88% in 2001/02 to 96.70% in 2004/05 for males and from 93.5% to 102.3% for females in the same period. This indicates the growth rate for female's enrollment was greater than males and slightly lower gap was seen in NER than in GER.

With regard to the participation of girls in primary school at sub city level, it is advisable to see total enrollment against school age population .However, sufficient data on school age population were not available to assess and compare the achievement of each sub city. As the result, enrollments were only presented in the following table.

Table 10: Gender Equity by sub city in 2003/04 and 2004/05

No	Sub City	Grade 1 - 8							
		2003/04				2004/05			
		Male	Female	Gap	%	Male	Female	Gap	%
1	Addis Ketema	16703	19382	-2679	9.64	16127	19012	-2885	-9.84
2	Akaki-Kaliti	12532	13423	-891	3.20	13910	14954	-1044	-3.56
3	Arada	21083	25517	-4434	15.92	19995	24659	-4664	-15.92
4	Bole	12935	15034	-2099	7.55	13848	16588	-2740	-9.35
5	Gullelie	18074	20434	-2360	8.49	18013	20083	-2070	-7.06
6	Kirkos	19576	22184	-2608	9.38	18101	20281	-2180	-7.44
7	Kolfe-Keranio	25329	28240	-2911	10.47	25986	28955	-2969	-10.13
8	Lideta	14162	16178	-2016	7.25	13705	15992	-2287	-7.80
9	Nifassilk-Lafto	21212	24792	-3580	12.88	21311	25517	-4206	-14.35
10	Yeka	20102	24310	-4208	15.14	20521	24770	-4249	-14.50
Total		181708	209494	27786	100	181517	210811	29294	100

Source: *AAEB (2005), Education Statistics Annul Abstract of 2004/04

* The gap and percent is computed by the researcher

As can be seen in the table, though in almost all sub cities the gender gap has narrowed, it is still in favour of girls. A slight increase has been observed in 2003/04 in Arada, Gullelie, Kirkos, Kolfe-Keranio, Lideta and yeka from the previous year.

It can be said that the effort of the regional administration in minimizing gender gap, and increasing greater access and coverage for both sexes is successful.

Nonetheless, still the concern to most of out of school children like the poor, street, working, AIDS orphan and disability children is not well addressed. Even target set by the regional administration in its ESDP did not show concern to the aforementioned unprivileged groups with the exception of gender issue. In such regard, the Dakar agreement of achieving UPE (goal 2) that stresses on ensuring that by 2015 all children, particularly girls, children in different circumstance and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality could become in question in Addis Ababa.

4.2.3 Quality

According to AAEB (2006), during ESDP III period greater emphasis will be given to quality unlike o ESDP I and ESDP II, which were largely devoted to increase access and coverage. To ensure the quality of education, ESDP states that the shift system will be changed to full day program, teacher-pupil ratio, section pupil-ratio, textbook-pupil ratio, education facilities will be fulfilled and school environment (both inside and out side) will be made attractive to the children. Specifically, the targets were 1:36 and 1:37 for teacher pupil ratio in the first and second cycles respectively, 50:1 and 55:1 for pupil-section ratio in each cycle respectively and 1:1 for text book-pupil ratio.

A. Pupil-Teacher Ratio (PTR) and Pupil-Section Ratio (PSR)

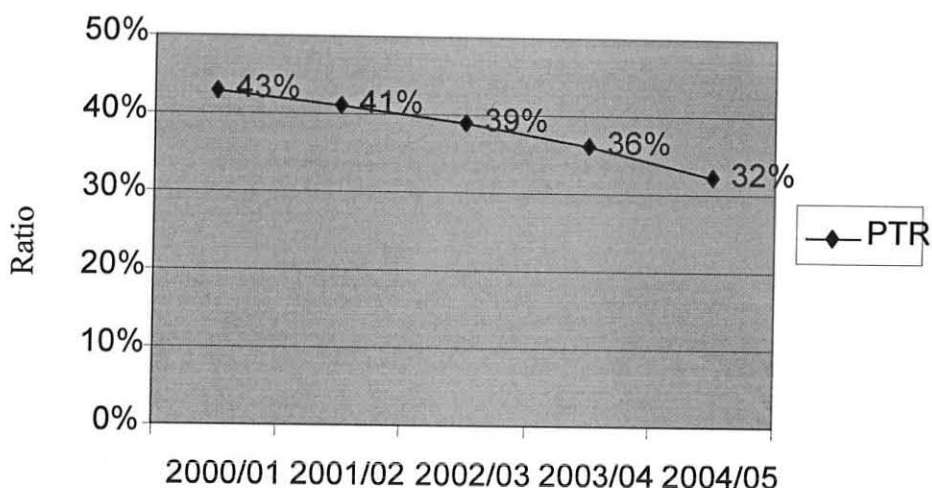
Pupil-Teacher and pupil section ratios are common educational indicators of quality and efficiency. However, there may be two lines of agreement as far as PTR is concerned. Firstly, the lower the PTR, the higher the opportunity of contact between the teacher and pupils to check home works and class works as well as to provide support to students individually. Secondly, very low PTR may indicate inefficient use or under utilization of teachers/man power Therefore, low or high PTR alone may not be, enough, to explain the quality of education because the quality of education depends also on other factors such as mode of delivery, qualification of teachers and the supply of educational materials (MOE: 2005/06).

Table 11: PTR at Primary Level (1-8) from 2000/01-2004/05

Year	PTR(1-4)	PTR(5-8)	PTR(1-8)
2000/01	48	43	43
2001/02	45	41	41
2002/03	42	41	39
2003/04	39	39	36
2004/05	36	37	32

Source: AAEB: 2007 (Annual Abstract of 2005/06)

Figure 7: Trends of PTR at Primary Level (1-8) from 2000/01-2004/05



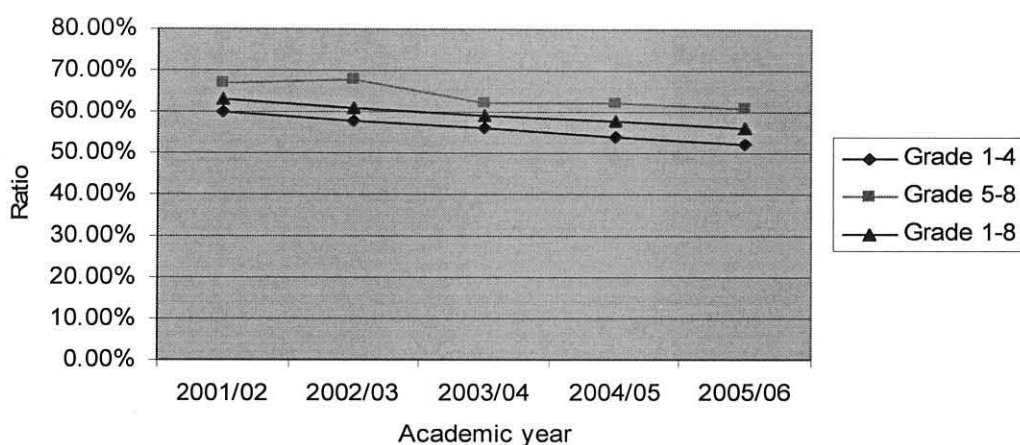
The achievement of PTR for first cycle primary (1-4) and second cycle (5-8) seen from the table were 36:1) and 37:1, respectively in the year 2004/05. Similarly, a 32:1 PTR was attained for both cycles from grade 1-8. The PTR in the years from 2000/01-2004/05 shows a decreasing trend and in deed meets its targets. For instance, the PTR which was 43 in 2000/01 had decreased to 32 in 2004/05 for grade 1-8.

Moreover, the PSR at primary level (grade 1-8) in 2005/06 was 56 which is less by two from the previous academic year. At 1st cycle primary (grade 1-4) and 2nd cycle (grade 5-8) the performances were 52 and 61, respectively for the same year. For the last five years the PSR showed a decreasing trend for both sexes and in the total achievement. It decreased from 63 in 2001/02 to 56 in 2005/06. But, it failed to meet the targets at all.

Table 12: PSR at primary Level (1-8) from 2001/02 to 2005/06

Year	PSR(1-4)	PSR(5-8)	PSR(1-8)
2001/02	60	57	63
2002/03	58	68	61
2003/04	56	62	59
2004/05	54	62	58
2005-06	52	61	56

Figure 8: Trends of PSR at primary Level by cycle (2001/02 to 2005/06)



Source: AAEB (2007), Education statistics Annual Abstract for 2005/06

Table 13: Enrollment, number of sections, number of teachers and their ratios by school type in 2004/05

School type	Enrollment	No of sections	No of teachers	PSR	PTR
Government	194595	2991	4961	65	39
Public	122770	1820	2927	67	42
Private	40156	1248	1824	32	22
Others	34807	701	1124	50	31

Source: AAEB (2005), Education statistics Annual Abstract for 2004/05

As shown in the above table, both the PSR and PTR were much lower for private and other non-government schools such as church, missionary, mosque, etc as compared to government and public ones.

Though it varies from school to school, the pupil section ratio is at an average of 56:1. In the public schools the ratio has reached 67:1 while private and other schools had as low as 1:32 and 1:50 PSR, respectively. This indicates that the number of students coming to school was beyond the capacity of the schools and sections in government and public schools. This even may indicate that the newly constructed schools and section could not reduce the PSR in government, and public schools. This might also be the result of changing the double shift system in to single shift system.

B. Teachers' Qualification

According to the national standard, the first cycle primary education (1-4) requires teachers with minimum qualification of TTI certificate and for the upper primary school grades (5-8) minimum qualification of teacher training college at diploma level.

According to AAEB (2005/06) the proportion of lower primary (1-4) teachers and 2nd cycle primary (5-8) who are qualified was 97% and 84% in 2004/05. The performance in 1st cycle primary in this regard is slightly lesser than the national standard (99%) while the proportion of upper primary is slightly higher than the target (80.0%) of the MOE ESDP II. Hence, it might be possible to say that the number of qualified teachers in both the first and cycles primary grades was very close to the standards.

Hence, this implies that quality was not well addressed before 2004/05 and efforts has to be done even to bring improvement in both PTR, PSR and the increase in number of qualified teachers particularly for lower primary grade level.

4.2.4 Efficiency

It is obvious that an effective system is one in which an optimum out put is obtained for a given minimum input. Now a days, scholars in the field of education have adopted the term efficiency to an educational system because of the fact that efficiency rate helps to understand how the education system works in terms of the use of available resource and time. Educational efficiency could be assessed by observing the flow of students through the system. In this regard, two key indicators are used to analyze the flow of pupils through the system. These are repetition, and dropout rates. They are commonly used to measure the efficiency of the education system in producing graduates of education cycle or level. Repeating a grade, as noted by MOE (2004/05), means utilizing more resources than allocated to a student; and leaving a school (drop out) before completing a particular cycle or level of education is also wastage of resources. In both cases, the meager resource allocated for education and time will be wasted or underutilized. Therefore, these rates are indicators of the level of efficiency of a system. The following table and the discussion that follows show the situation in Addis Ababa using these two indicators.

Table 14: Primary 1-8 flow rates 2000/01-2004/05

Year	Sex	Repetition rates%	Dropout rates %
2000/01	Female	9.60%	0.80%
	Male	8.70%	1.90%
	Both	9.10%	1.30%
2001/02	Female	8.00%	1.00%
	Male	7.60%	0.80%
	Both	7.80%	1.00%
2002/03	Female	9.30%	1.70%
	Male	8.60%	1.00%
	Both	8.90%	1.40%
2002/04	Female	7.00%	-0.60%
	Male	6.70%	0.10%
	Both	6.90%	-0.30%
2004/05	Female	4.20%	2.70%
	Male	4.40%	3.50%
	Both	4.30%	3.10%

Source: AAEB (2005), Education Spastics Annual Abstract of 2004/05

A. Repetition Rate (PR)

Repetition rate is the proportion of pupils who repeat a grade once or twice or it measures the proportion of students who have remained in the same grade over one year, and have used additional resource for the same grade. Repetition rate can be calculated using the formula.

$$RR_G^Y = \frac{R^{Y+1}_G}{EY_G^Y},$$

Where RR = Repetition Rate
G= Grade
Y= Year
R= Repeaters

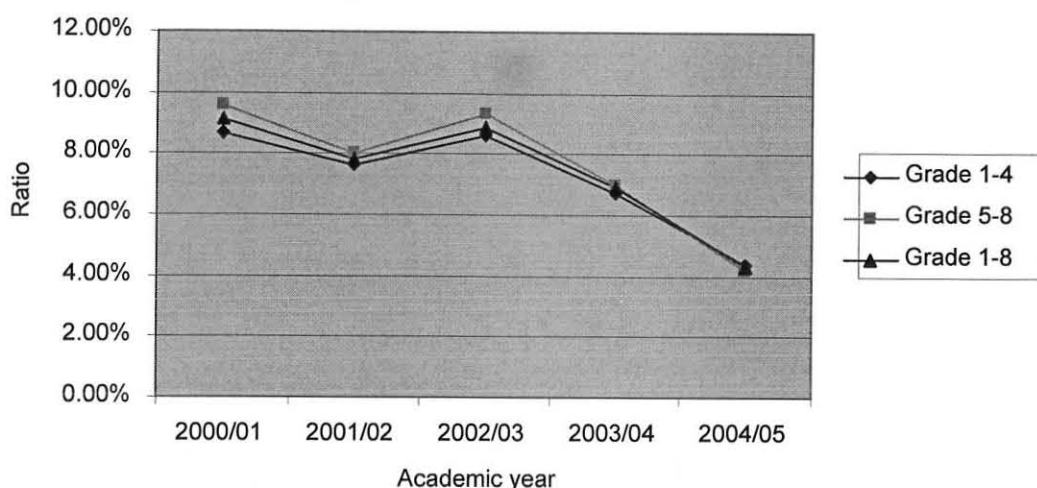
Based on the above formula, for example, the repetition rate of grade 1 for male students in 2004/05 can be calculated as

$$2004/05 = \frac{R^{2005/06}}{E_1^{2005/05}} = \frac{234}{21044} \times 100 = 1.11\%$$

As can be seen from Table 14, in the past five years repetition rate decreased from 9.10 % in 2000/01 to 4.30% in 2004/05

In a similar way, during the five years period, the repetition rate for males to females decreased from 8.70% and 9.60% and 4.40% and 4.20%, respectively. This shows that Wastage that could result from repetition has been minimized from time to time.

Figure 9: Trends of Repetition Rate from 2000/01-2004/05



Source: AAEB (2005), Education statistics Annual Abstract of 2004/05

Repetition rate by grades measures the proportion of students who have remained in the same grade over one year, and have used more resource for that grade. As far as RR by grade is concerned the following table shows repetition rate by students in primary (1-8) by grades.

Table 15: Repetition Rate at each grade level in 2004/05

Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grad 8	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1%	1.0%	0.6%	0.4%	0.7%	0.5%	5.6%	4.2%	5.1%	4.0%	4.3%	3.8%	9.6%	9.6%	6.0%	8.7%

Source: AAEB (2005), Education statistics Annual Abstract of 2004/05

The major point that can be observed from the table is that repetition is highest in grades above grade 4 that may be due to absence of automatic promotion policy. Particularly, RR is slightly lower for females than males in lower primary level (1-4). Though the policy allows promotion with continuous assessment for the first three grades of primary

level, repeaters in these grades are still being reported since it is not fully implemented in all schools.

In general, the repetition rate at primary level has been 8.90% (M=8.60%, F=90.30%) in 2003 and this rate has become 6.90% (M=6.70%, F=7.00) in 2004. But still the rate of repeaters is high at primary 2nd cycle (5-8) i.e. 10.74% (M=10%, F=11.30%) in 2004.

B. Dropout Rate

It is the proportion of pupils who leave the system without completing a given grade in a given academic year. The dropout rate in the case of Addis Ababa is calculated indirectly by using the following mathematical relationship under an assumption of closed system i.e. no in and out flows since it was difficult to find the registered number of dropouts for each academic year. The techniques that were used in calculating dropout rate is

$$\begin{aligned} & \textit{Promotion rate} + \textit{Repetition rate} + \textit{Dropout rate} = 1 \\ & \textit{i.e. Dropout rate} = 1 - (\textit{Promotion rate} + \textit{repetition rate}) \end{aligned}$$

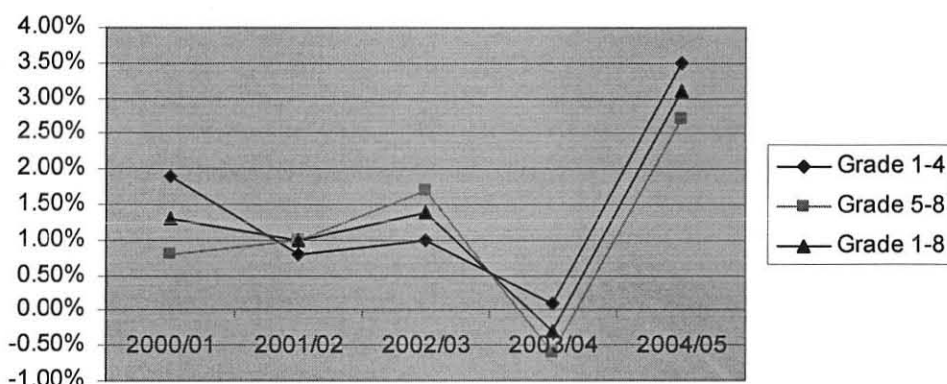
The formula may result in negative value which indicates that there was lots of inflow of registered pupils in the education system that might come from other parts of the country. Even if the dropout rate is promising in Addis Ababa, there is an inflow of pupils from other regions of the country in each academic year which gives compensation to the number of real dropouts. That is why the dropout rates were getting low. As revealed in table 14, however the declining trend of dropout rate increased from 1.30% in 2001/01 to 3.10 in 2004/05.

Table 16: Dropout Rate at Primary Level by Grade 2004/05

Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grad 8	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
-1.2%	-0.4	-0.5%	-0.3%	4.4%	2.8%	7.7%	4.9%	3.4%	3.3%	3.6%	1.6%	6.6%	4.0%	2.7%	3.0%

Source: AAEB , 2007

Figure 10: Trends of Dropout Rate from 2001/02-2004/05



Source: AAEB (2005), Education statistics Annual Abstract of 2004/05

As can be seen from figure 10, the total dropout rate at primary level (1-8) in 2004/05 academic year was 3.1%. It was 3.5% and 2.7% for boys and girls, respectively. There was increment of dropout by 1.8 percentage points from 2000/01 to 2004/05. In the lower cycle (1-4), the dropout rate was 2.4% in 2004/05 which showing increase of 0.5 from the preceding academic year. In the same year, dropout rate was 3.6% for upper primary level. It was (4.1% for boys and 3.2%, for girls respectively).

The proportion of pupils who leave school varies from grade to grade. As table 16 indicates, 7.7% of males and 4.9% of females in grade 4 have left schools before reaching grade 5 similarly, 6.6% of males and 4% females have dropped out of grade 7 in the same year. It is showed that dropout rate is highest at grades 4 and 7. The figure also shows that, the dropout rate decreases in lower grades and increases as the grade level increases.

In general, the data in the table and graph show that Addis Ababa is in better position in minimizing the number of dropouts. However, the reduction in dropout rate could be because of the inflow of new students that might come from other regions of

the country. Therefore, increasing access is a futile exercise unless necessary steps are taken in making all enrolled students completed their schooling not only in Addis Ababa but also in all other regions of the country. In addition, one of the education Millennium Development Goals stipulates the target: ensure that by 2015, children every where, boys and girls a like will be able to complete a full course of schooling can be realized by minimizing dropout and repetition rates and decreasing wastage of resources in all regions.

4.3 The Demand of the community to Basic Primary Education

It should not be denied that educational participation is not determined only by the educational provisions and opportunities that are provided to the community but also by the extent to which the community uses the provisions and opportunities. This shows that there is a need to know the demands of the community to maximize children's full educational participation. Therefore, the researcher has tried to assess the level of demand using the questionnaire.

Table 17: Views of Respondents on the Demand of the Community to Basic Primary Education

The demand of the community to primary education	Very High %	High %	Medium %	Low %	Very Low %
Teachers	34.16	29.16	12.5	12.5	6.66
Department heads	33.33	38.88	22.22	5.55	-
Principals	41.66	25	33.33	-	-
Educational Personnel	26.66	40	30	3.33	-

As the above table reveals, majority of the respondents i.e. 34.16%, of teachers 33.33%, of department heads 41.66% of principals and 26.66% educational personnel mentioned that community demand for basic primary education in Addis Ababa is very high. Still 29.16% of the teachers, 38.88% of department heads, 25% of the principals and 40% of the education personnel said that the demand was high. Regarding the reasons behind the escalated demand to primary schooling, respondents to the open ended query item noted high fertility rate, the influx of large number students from other regions of the country and decentralization of the education system that has created the opportunity to increase community participation as major reasons. In this regard, the role of PTAs in following

up students performance, dropout and repetition, advising students who usually came late to schools, building schools and providing facilities as well as creating awareness forums to parents and the community at large were also mentioned by respondents as important points for an increasing demand for Primary Education. Moreover, the responses under score that the building of new schools and expansion of existing ones as well as the reduction of direct school costs like school fee particularly in government owned schools contributed a lot for the rise of public demand to schooling and for the education system to attract a number of students.

On the other hand, however, 12.5% of the teachers, 22.22% of department heads, 33.33% of principals and 30% of education personnel, responses indicated 'medium' demand to education and 17.5% of the teachers suggested that the demand was low. For some of these respondents, these medium or low demand for primary education could be related to family economic status. They clearly indicated that for poor families children's labor is often critical to the income or survival of the household. As the result, working children who work for their families do not fully attend schools, and they have little time to study, which in turn weakens their academic performance. The children are also malnourished which lowers their level of performance even further. This may force children and their parents not to be attracted to schooling. In direct costs for uniforms, for school subsidiaries and supplies, and transportation have found to be factors that urge poor parents not to send their children to school. From this it can be argued that poverty affects not only whether children enroll in school, but also whether they stay in school and how much they learn. There were also reports about fear of families to the security of their female children due to hostile school environment and harassment on their way to school.. Regardless of few respondents, one safely say that there are community demands for primary education.

4.4. Main Strategies for the Realization of Universal Primary Education

As mentioned in chapter two, attaining UPE is not a simple task. Much effort is required to still improve access, equity, quality and efficiency using a variety of strategies. With respect to this, respondents were asked to answer the major strategies used in the past five years.

Table18: Response on the Strategies employed to increase access

Increasing access	Respondents							
	Teachers		Department Heads		Principals		Education Personnel	
	No	%	No	%	No	%	No	%
A. Reducing the cost of schooling	37	30.83	3	16.66	3	25	11	36.66
B. Increasing the role of private sector	26	21.66	8	44.44	2	16.66	7	23.33
C. Building new schools and expanding the existing schools	41	34.16	7	38.88	6	50	12	40
D. Implementation of shift system	16	13.33	-	-	1	8.00	-	-

The data on Table 18 reveal that building new schools and expanding the existing schools was seen by the majority of respondents (34.16% the teachers 38.88% of department heads, 50% of principals and 40 % of education personnel) as the main strategy used in increasing access followed by reducing the cost of schooling as to the responses of 30.83% of teachers, 25% of department heads and 36.66 of education personnel. The responses of 21.66%, 44.44% and 23.33% of teachers, department heads and education personnel, respectively found increasing the role of private sector equally important to that of reducing the cost of schooling as mechanism to catch up large number of students. Of the aforementioned strategies, however, the utilization of shift system responded as non-significant in maximizing access. Currently, the education bureau is trying to abolish shift system in an attempt to enhance quality of education by allowing students stay at school for more times. In the year 2004/05, out of 367 primary schools (1-8), 84 of them (which enroll 50% of the primary school children) according to AAEB ESDP III have been operating on shift system. But, substituting shift system by full day school program will have its impact on increasing access at current level of performance and in relation to the growing demand of primary schooling because as compared to the regional standard pupil-teacher and pupil-section ratios are not in state of decline equally with the increasing rate of enrollment.

Among the respondents who were asked to point out the major strategies used with respect to access in the open ended questionnaire, the majority suggested that improving the availability of materials, construction of schools closer to the community as well as raising awareness of the community to participate in school affairs were the major mechanisms used to attract and absorb more and more children.

On the other hand, making educational provisions accessible to all will be come a fruitless exercise unless efforts are done in bridging gender gap in educational participation. To this end, in Addis Ababa giving gender awareness training, was seen as most important tool among other strategies used for the last five years based on the responses of 39.16% of the teachers, 44.44% of department heads, 41.66% of the principals and 40% of the education personnel. Where as increasing the number of female teachers as role models took the second position as remarked by 44.16%, 22.22%, 16.66% and 30% of the teachers, department heads, principals and education personnel. Provision of physical facilities like separate latrines for boys and girls seem not significant as to the answers of respondents as compared to the first two strategies. The summary of the responses is presented in the following table.

Table 19: Response on the Strategies Employed to Minimize Gender Gap

Increasing access	Respondents							
	Teachers		Department Heads		Principals		Education personnel	
	No	%	No	%	No	%	No	%
A. Increasing the number of female teachers	53	44.16	4	22.22	2	16.66	9	30
B. Giving gender awareness training	47	39.16	8	44.44	5	41.66	12	40
C. Provision of physical facilities (like separate Latrines for boys and girls)	20	16.66	6	33.33	5	41.66	9	30

In addition, making schools gender friendly by organizing girls committee in schools, giving tutorial support, avoiding gender bias in distribution of teaching learning materials and providing educational materials and economic support for needy girls with the help of NGOs were commented as best strategies used by the respondents in the open ended questionnaire.

When we come to efficiency, in the preceding pages it is discussed that the success of decreasing dropout and repetition rates appears not promising vis-à-vis the growth of access and enrollment rates. Even the decline in dropout rate at current time could be related to the high inflow of pupils from other regions. As far as the

mechanisms used so far to reduce repetition and dropout rates is concerned, the responses of the respondent groups are presented as follows:

Table 20: Responses on the strategies employed to decrease grade repetition and dropout

Improving Efficiency	Respondents							
	Teachers		Department Heads		Principals		Education officials	
	No	%	No	%	No	%	No	%
A. Preparation and provision of better instructional materials	33	27.5	3	16.66	6	50	10	23.33
B. Increasing and improving physical plants and school equipment	18	15	5	27.77	2	16.66	8	20
C. Implementing Policy of automatic promotion	69	57.5	10	55.55	4	33.33	12	56.66

The above table indicates that 57.5% of the teachers, 55.55% of department heads, 33.33% of principals and 56.66% of educational personnel suggested that in an effort to maximize internal efficiency in general and reducing dropout and repetition rates in particular assessing the academic performance of students by applying continuous assessment and letting them to promote to the next grade with policy of automatic promotion was the best strategy so far employed. Based on the 27.5%, 16.66%, 50% and 23.33% responses of the teachers, department heads, principals, and educational personnel respectively the preparation and provision of better instructional materials could not be forgotten in its importance as a strategy used to minimize dropout and repetition rates, secondly. This clearly shows that the better the quality of teaching materials and the increase in their provision, the higher students completion and promotion rates (the lower in dropout and repetition rates) will be.

Furthermore, in the open ended questionnaire, in this regard, the majority of the school respondents stressed that giving tutorial support, creating awareness in teachers about continuous assessment, strengthening the school community relation ship were considered as strategies used. The educational personnel (Kolve-Keranio and Arada) added that the effort of maximizing efficiency was made possible by designing action plans at different levels from sub city to school level; helping poor students with the assistance of NGOs as well as school student support committees; improving school

libraries and applying student centered teaching method were considered. As mentioned in AAEB ESDP III, to minimize dropout and repetition rates, teachers with better efficiency and performance have been assigned in the lower grades from grade one up wards.

As far as strategies concerning quality the responses are shown in the table presented under.

Table 21: Responses on the strategies employed to increase Quality

Increasing quality	Respondents							
	Teachers		Department Heads		Principals		Education personnel	
	No	%	No	%	No	%	No	%
A. Increasing the number of qualified teachers.	42	35	7	33.38	4	33.33	6	20
B. Increasing provision of teaching materials	27	22.5	5	27.77	5	41.66	7	23.33
C. Reducing Pupil-section ratio	20	16.66	1	5.55	-	-	9	30
D. Reducing pupil teacher ratio	31	25.83	5	27.77	3	25	8	26.66

Data on Table 21 reveal that there was much effort and investment in increasing the number of qualified teachers. Among all the respondent teachers 35% of them, 33.88% of department heads, 33.33% of the principals and 20% of education personnel to the maximum responded that increasing the number of qualified teachers was the main strategy used in the region to enhance quality of primary schooling. On the other hand, significant number of respondents (22.5% of teachers, 27.77% of departments heads, 41.66% of principals and 23.33% of education personnel) under score the increase in provision of teaching materials as one of the strategies used. Exceptionally, 30% of educational personnel inclined to reduction of pupil section ratio as mechanism in the strive to enhance quality of primary education.

The above information in general witnesses that in the struggle to maximize the quality of primary schooling in the region increasing the number of qualified teachers had got focus of attention followed by increasing the provision of teaching materials particularly text books. In fact, most of the respondents in the open-ended questionnaire commented that to improve quality certain measures like replacing the shift system with full day program, up grading teachers' education by increasing distance and in-service

training and employing professional teachers have been taken as strategies used. Moreover, the AAEB ESDP III states that improving educational radio broadcasting programs are seen as among the strategies used to enhance the quality of education. The same source further mentions that efforts were done to reduce pupil text book ratio to 1:1.

As observed from the above table, however, the emphasis on reducing pupil section and pupil-teacher ratios seems not satisfactory. To justify this regional ESDP III says that quality and efficiency of education have several bottle necks that should be alleviated during ESDP III Period. The main focus areas of AAEB ESDP I and ESDP II were access and equity. Though there exists expansion of existing schools and building new ones, maintaining pupil-section ratio to the standard faces difficulty due to the abolition of shift system. In line with this, full day school program with no doubt necessitates the increase in number of maximum utilization of teachers and hence maintaining the standard pupil teacher ratio becomes hardly possible. Therefore, the selection and implementation of different strategies should be done carefully unless and other wise all efforts will become merely a futile exercise. All in all, some respondents concluded that though the increase in access and coverage was admirable, the issues of quality and efficiency should be given due attention.

4.5. Major Challenges for the Realization of UPE

With no doubt, the effort to realize UPE is not an easy task. So far, promising progress has been made in the regional administration. But, still much has to be done to succeed in providing education to all children by strongly tackling the most intimidating challenges in the area. Hence, in the following sections attempt was made to assess the major challenges that could impede the success of UPE.

4.5.1 Socio-Cultural Factors

Many scholars believed that socio-cultural factors like parent's negative attitude towards education/ to send their children to send their children to schools, lack of educated role model in the house hold, g ender role bias and stereotyping, belittling the value of girls education, negligence to education of Physically impaired children, stigma and discrimination against AIDS Orphans and lack of role model teachers to girls have influence on the realization of UPE. The following table summarizes the existing situation in Addis Ababa in this regard.

Table 22: Socio-cultural Factors that Negatively Affect the Attainment of Universal Primary Education As viewed by Respondents

No	Variables	Respondents	Response Value												
			1		2		3		4		5		Total		\bar{X}
			No	%	No	%	No	%	No	%	No	%	No	%	Mean
1	Parent's negative attitude to wards education/to send their children to school	Teachers	68	56.7	23	19.3	9	7.5	13	10.9	7	5.8	120	100	1.90
		Department heads	5	27.8	-	-	10	55.6	2	11.1	1	5.6	18	100	2.67
		Principals	-	-	-	-	2	16.7	6	50.0	4	33.3	12	100	4.17
		Educational personnel	8	26.7	4	13.3	5	16.7	7	23.3	6	20.0	30	100	2.97
2	Lack of educated role model in the house hold	Teachers	49	40.8	32	26.7	21	17.5	7	5.8	11	9.2	120	100	2.16
		Department heads	8	44.4	3	16.7	7	38.9	-	-	-	-	18		1.94
		Principals	3	25.0	2	16.7	2	16.7	2	16.7	3	25.0	12	100	3.00
		Educational personnel	11	36.7	5	16.7	2	6.7	7	23.3	6	20.0	30	100	2.67
3	Gender role bias and stereotyping	Teachers	8	6.7	16	13.3	7	5.8	37	30.8	52	43.3	120	100	3.91
		Department heads	-	-	3	16.7	1	5.6	5	27.8	9	50.0	18	100	4.11
		Principals	1	8.3	-	-	2	16.7	4	33.3	5	41.7	12	100	4.00
		Educational personnel	4	13.3	7	23.3	7	23.3	6	20.0	6	20.0	30	100	3.10
4	Belittling the value of girl's education	Teachers	2	1.7	7	5.8	13	10.8	21	17.5	77	64.2	120	100	4.37
		Department heads	1	5.6	-	-	4	22.2	6	33.3	7	38.9	18	100	4.00
		Principals	2	16.7	1	8.3	3	25.0	2	16.7	4	33.3	12	100	3.42
		Educational personnel	-	-	7	23.3	3	10.0	9	30.0	11	36.7	30	100	3.80
5	Negligence to education of physically impaired children	Teachers	-	-	9	7.5	17	14.2	31	25.8	63	52.5	120	100	4.23
		Department heads	1	5.6	2	11.1	1	5.6	8	44.4	6	33.3	18	100	3.89
		Principals	-	-	-	-	-	-	3	25.0	9	75.0	12	100	4.75
		Educational personnel	5	16.7	8	26.7	3	10.0	5	16.7	9	30.0	30	100	3.17
6	Stigma and discrimination against AIDS orphans	Teachers	15	12.5	33	27.5	19	15.8	44	36.7	9	7.5	120	100	2.99
		Department heads	3	16.7	5	27.8	2	11.1	4	22.2	4	22.2	18	100	3.06
		Principals	2	16.7	1	8.3	-	-	3	25.0	6	50.0	12	100	3.83
		Educational personnel	4	13.3	6	20.0	2	6.7	11	36.7	7	23.3	30	100	3.37
7	Lack of role model teachers to girls	Teachers	35	29.2	19	15.8	42	35.0	11	9.2	13	10.8	120	100	2.57
		Department heads	4	22.2	6	33.3	4	22.2	1	5.6	3	16.7	18	100	2.61
		Principals	5	41.7	3	25.0	4	33.3	-	-	-	-	12	100	1.92
		Educational personnel	5	16.7	2	6.7	4	13.3	7	23.3	11	36.7	30	100	3.67

* The average value is 3.0

As it is shown in Table 22, respondents were asked about the extent of attitude towards education on the attainment of UPE is low. For 10(55.6%) department heads, 9(7.5%) teachers, 5(16.7%) educational personnel and 2(16.7%) principals the effect was seen as moderate.

The data also indicates with the exception of principals that the mean computed result of teachers (mean =1.90), department heads (mean= 2.67) and educational personnel (mean = 2.97) is below average. From this, it can be inferred that majority of the respondents agree that parents' negative attitude is not a serious problem. This result can also be related with the findings that show a growing demand of the public to primary schooling.

Concerning the influence of lack of educated role model in the house hold majority of respondents, that is, (49(40.8%) teachers, 8(44.4%) of department heads, 3(25.0%) principals and 11(36.7%)} the education personnel replied that its effect is minimal.

The computed mean result also shows that majority of respondents, rated the effect of lack of educated role model in the house hold as impediment below average. As noted during the interview, in Addis Ababa whether families are educated or not they had interest in education of their children as they believe that education is one major means to change their lives though financial constraints may urge them in most cases not to send their children to schools.

With respect to gender role bias and stereotyping, 52(43.3%), 9(50.0%) 5 (41.7%) and 6(20%) of teachers, department heads, principals and education personnel respectively reported that the influence is very high. The mean score result for teachers (mean= 3.91), department heads (mean=4.11), principals (mean = 4.00) and Education personnel (mean = 3.10) also shows that all of them rated the item above average. This indicates that gender role bias and stereotyping is identified as one of the major factors in hampering the education of female children in Addis Ababa.

Respondents were also asked to rate the influence of societal value attached to girl's education. The majority of the respondents (77(64.2%) teachers, 7(38.9%) department heads, 4(33.3%) principals and 11(36.7%)} educational personnel reported that it highly affects the participation of girls in education. The mean values for each group of respondents, principals (mean =3.42) and education personnel {(mean = 3.80), and teachers (mean =4.37) and department heads (mean = 4.00)}, are all above average. This means, the value given to girls education is considered to have high effect on their educational participation. In conformity with this the interviewee groups revealed that though it is urban center, parental gender affiliation and favoritism to boys education still is clearly common in Addis Ababa. Boys are encouraged to study at home permitting female children to spend much time in helping their families in domestic works. The dropout and Repetition Rates of girls are slightly higher than that of boys in higher grades (Grade 8) despite the increase in GER and NER (See Tables 14 and 15).

The EFA Global Monitoring Report of 2007 states that children with disabilities have the same right to education as all children, as recognized by the convention on the rights of child and the United Nation Standard Rules for the Equalization opportunities.

Regarding the influence of negligence to education of physically impaired children, majority of respondents, {63(52.5%) , 6(33.3%), 9(75.0%) and 9(30.0%)} of teachers, department heads, principals, and education personnel respectively replied that it highly affects the effort being made to achieve UPE in the city.

The mean computation results show negligence to impaired children as a factor rated above average by all groups of respondents. As stated earlier, as major target of EFA commitment equity issue in Addis Ababa have not been fully addressed. The concern to large extent was given to the education of girls. This finding is complemented by the opinion of PTA members. They revealed that first; families are not volunteer enough to send their disabled children to school and secondly schools are not conducive enough and poorly organized in a way that children with disability could learn. On the other hand, education personnel in the interview responded that efforts have been made to identify children with special needs in each kebele of the city so that they can get

access to obtain the expected educational opportunity. They further said that measures taken to expand inclusive education have not been promising due to financial and material problems. The already existing schools, according to the personals, are providing services only for deaf and blind children regardless of students with other physical difficulties. With no doubt bringing the realization of UPE to reality is hardly possible with out the necessary concern to equal educational accessibility all children including those with special needs.

As to stigma and discrimination against AIDS Orphans, 4(22.2%) department heads, 6(50%) principals and 7(23.3%) education personnel, and 44(36.7%) teachers rated the problem very high and high.

The calculated mean value for each group ((mean= 3.06 for department heads, mean =3.38 for principals, mean =3.37 for educational personnel and mean =2.99)) for teachers also shows that all groups rated the problem above average and at average. This shows that stigma and discrimination against AIDS orphans could be considered as one of the challenging factors to attain UPE though not that much strong. On the other hand, the interview, PTA members revealed that the problem comes not from stigma and discrimination but also largely from students absenteeism who will either nurse their sick parents or failed to get the necessary teaching materials, uniforms, food ... etc. According to the Education department head of Kolfe-Kearanio sub city the support of NGOs to AIDS orphans appears not as expected. With the exception of few NGOS, the support to the education of such vulnerable children stems from government and school support committees.

Regarding the impact of model female teachers for girls Table 22 indicates , 42(35.0%) of the teachers, and 6(33.3%) of department heads rated lack of model female teachers as having moderate influence on the achievement of UPE and for 5(41.7%) of the principals the influence is low. Where as 11(36.7) of educational personnel underlined that it has higher influence. Except for educational personnel the mean score for teachers (mean=2.57), department heads (mean=2.61) and principals (mean= 1.92) are below average and this clearly reflects that the impact of lack of role model female teachers to girls' education could not be considered as impediment to the success of UPE.

All in all, as depicted in Table 22, the major hindering socio-cultural factors that impede the effort to reach primary education to all children were gender role bias and stereotyping, belittling the value of girls' education, negligence to education of physically impaired children and relatively stigma and discrimination against AIDS Orphans. On the other hand, parents' negative attitude towards education, lack of educated role model in the house hold, and model female teachers to girls were not found to be hindrances to the effort being made to achieve UPE.

4.5.2. Socio-Economic Factors

It is obvious that economic backgrounds and financial strength of the society and the nation at large could determine the participation of children in education. The responses of respondents in this regard are presented in the table below.

Table 23: Socio Economic Factors that Negatively Affect the Attainment of Universal Primary Education As Viewed by Respondents

No	Variables	Respondents	Response Value												
			1		2		3		4		5		Total		\bar{X}
			No	%	No	%	No	%	No	%	No	%	No	%	Mean
1	High demand of child labour in poor house hold	Teachers	-	-	-	-	13	10.8	27	22.5	80	66.7	120	100	4.56
		Department heads	-	-	3	16.7	-	-	11	61.1	4	22.2	18	100	3.89
		Principals	-	-	-	-	-	-	7	58.3	5	41.7	12	100	4.42
		Educational personnel	-	-	1	3.3	8	26.7	4	13.3	17	56.7	30	100	4.23
2	Health problem and poor nutrition	Teachers	11	9.2	13	10.8	25	20.8	30	25.0	41	34.2	120	100	3.64
		Department heads	-	-	3	16.7	1	5.6	5	27.8	9	50.0	18	100	4.11
		Principals	-	-	1	8.3	1	8.3	5	41.7	5	41.7	12	100	4.17
		Educational personnel	3	10.0	3	10.0	6	20.0	5	16.7	13	43.3	30	100	3.73
3	Direct and indirect school costs for poor families	Teachers	3	2.5	9	7.5	32	26.7	56	46.7	20	16.7	120	100	3.68
		Department heads	2	11.1	2	11.1	2	11.1	6	33.3	6	33.3	18	100	3.67
		Principals	1	8.3	-	-	-	-	3	25.0	8	66.7	52	100	4.42
		Educational personnel	9	30.0	2	6.7	4	13.3	8	26.7	7	23.3	30	100	3.07
4	Parents' illiteracy	Teachers	2	1.7	23	19.2	21	17.5	42	35.0	32	26.7	120	100	3.66
		Department heads	3	16.7	7	38.9	3	16.7	4	22.2	1	5.6	18	100	2.61
		Principals	1	8.3	3	25.0	3	25.0	2	16.7	3	25.0	12	100	3.25
		Educational personnel	12	40.0	7	23.3	5	16.7	-	-	6	20.0	30	100	2.37
5	Over Population	Teachers	7	5.8	22	18.3	36	30.0	11	9.2	44	36.7	120	100	3.53
		Department heads	1	5.6	2	11.1	1	5.6	6	33.3	8	44.4	18	100	4.00
		Principals	-	-	1	8.3	-	-	4	33.3	7	58.3	12	100	4.42
		Educational personnel	8	26.7	3	10.0	6	20.0	9	30.0	4	13.3	30	100	2.93
6	Weak economic situation	Teachers	-	-	10	8.3	24	20.0	32	26.7	54	45.0	120	100	4.08
		Department heads	-	-	-	-	-	-	7	38.9	11	61.1	18	100	4.61
		Principals	1	8.3	1	8.3	2	16.7	2	16.7	6	50.0	12	100	3.92
		Educational personnel	7	23.3	2	6.7	11	36.7	7	23.3	3	10.0	30	100	2.90

* The average value is 3.0

Undoubtedly, child labour is most prevalent where there are poor economic growth rates and labour productivity. Now a days high demand for child labour in poor household is the cause for the discontinuation of children's schooling. Similarly, in this study majority of respondents, that is, 80(66.7%) of the teachers and 17(56.7%) of educational personnel rated very high. Besides, 1(61.1%) of department heads and 7(58.3%) of the principals asserted that high demand for child labour in poor families highly affects the education of poor children.

Moreover, the mean scores for teachers (mean = 4.56), department heads (mean- 3.89), principals (mean = 4.42) and educational personnel (mean = 4.23) were above average. In addition, all the interviewees agreed that high demand for child labour for the life survival of the house hold becomes a problem for increasing participation and minimizing wastage in the study area.

In Addis Ababa, So many working children (shoe shine boys, taxi boys, News paper hangers (sellers) ... etc) are denied of schooling because of the fact that they and their families prefer subsidizing the house hold to schooling. This calls for, indeed, for well targeted financial and managed incentives, bursaries and school feeding programs.

As the data in Table 23 reveal most of the respondents (9(50.0%) , 5(41.7%) and 13(43.3%)) of teachers, department heads, principals, and education personnel respectively reported that health problem and poor nutrition is also the serious problem in affecting children's participation in schooling.

The computed mean value for all groups of respondents is responded above average and, showing that health problem and poor nutrition were hindering factors in the region.

It is obvious that to learn well, a student should be healthy enough. However, in urban centers of developing countries like Addis Ababa, a number of school children might be subject to early school leaving due to personal and parental health problem. Poor children are suffering from malnutrition and health problems due to poor sanitation

and over crowded or confined settlements. From this, it could be said that health problem is an intimidating factor to the attainment of UPE.

According to Anderson (1992:13) the poorest families experience great pressures, and when their incomes are falling they often withdraw their children from school due to their inability to afford school costs. Hence, children of poor families are less apt to enroll in school and more apt to dropout than children of well to do families.

Pertaining the influence of direct and indirect school costs for poor families, 56(46.7%) teachers, and 6(33.3%) department heads rated high and 8(66.7%) of principals said the influence is very high. The response of educational personnel 9(30%), however, show low influence of educational costs on children participation in Addis Ababa. Nevertheless, the mean scores of all respondents are above average showing the effect of direct and indirect school costs to education participation is paramount. In this regard, the PTA members explain that though school fees are abolished, still costs for uniforms, school supplies and transportation are bottlenecks to primary school participation. According to them, because of the cost of schooling parents are facing problems to send their children to school.

Respondents were also asked to rate the influence of parents illiteracy on the attainment of Universal Primary Education. Accordingly, 42(35.0%) of teachers rated high, 7(38.9%) of departments heads and 12(40.0%) of principals asserted that its influence is low and very low respectively. For 42(35%) of teachers and 25.0% of educational personnel the influence is "high" and "moderate", respectively

There was no Uniformity among mean scores of respondents interms of their perception about the influence of parents illiteracy on educational participation of children in the region. When one considers, the mean value for each group, there existed closer relations between teachers (mean= 3.66) and principals (mean= 3.25) who rated slightly above average. The mean scores of department heads (mean= 2.61) and educational personnel (mean=2.37) rated below average, Although the response values of the respondent groups showed variations, parent's illiteracy could not be a such a serious problem to greatly affect children's school participation in Addis Ababa.

With respect to over population the majority of respondents, (44(36.7%) of the teachers and 8 (44.4%) of department heads, 7(58.3%) of principals) rated very high. The mean score values of all respondent groups is above average, showing that over population (increasing demographic pattern) is a barrier for the attainment of UPE by lowering the quality and efficiency of the education system. The student section ratio, according to AAEB ESDP III, is at an average of 1:65 in government schools where as it has reached 1:67 in public schools.

In support of the same view, professionals and PTA members explained that increasing rate of population is a serious set back to realize UPE that arises due to the increasing public demand for primary Education, influx of large number of students from other regions of the country. They further added that the number of existing schools and class rooms are not in line with the galloping rise of students population. From this it, can be argued that over population in the public and government schools of Addis Ababa could be a challenging factor.

To meet the standard pupil section ratio and alleviate the problem, AAEB has already planned to construct 30 new schools that have 35 G + Blocks and 83 G+4 Blocks in existing schools for expansion of education.

As to the researcher's Orphans, however, building new schools and expanding the existing ones could not tackle this problem if the full day teaching problems is to be fulfilled. The city government should shift its attention to other strategies for the enhancement of educational quality instead of sticking to abolishing shift system.

With the implementation of shift system, together with the building and expanding schools, the current demographic problem that the education system facing could be resolved.

With regard to resources, it is obvious that Insufficient financial resources, insufficient budget allocations because of weak domestic resource mobilization and inadequate public expenditure monitoring and generally weak national economy have an impact on educational participation. (Bertrand, 2003:4). As far as the influence of weak national economic situation is concerned the majority of respondents, 54(45.0%) of the

teachers, 11(61.1%) of department heads and 6(50.0%) of the principals, proved that it has great impact in the region. Paradoxically, however, the response value of (36.7%) of educational personnel showed that resources have moderate influence on the realization of UPE in the region.

With the exception of educational officials, the mean results of all respondents are far greater than the average and weak national economic situation is considered as a major socio-economic challenge by the respondents.

To sum up, Table 23 illustrates that of the six socio-economic barriers: high demand of child labour, health problem and poor nutrition, direct and indirect school costs for poor families, weak national economic situation and over population are found to be hindrance to the attainment of UPE in Addis Ababa by most respondents.

4.5.3. School Related Factors

School related factors like lack of school facilities and services, shortage of qualified teachers, large class size, poor quality of education and lack of quality teaching materials are important inputs for the realization of UPE. The following table summarizes the existing situation in this regard.

Table 24: School Related Factors that Negatively Affect the Attainment of Universal Primary Education As Viewed by Respondents.

No	Variables	Respondents	Response Value												
			1		2		3		4		5		Total		\bar{X}
			No	%	No	%	No	%	No	%	No	%	No	%	Mean
1.	Lack of school facilities and services (Latrines, Water, Library, Pedagogical center)	Teachers	-	-	23	19.2	25	20.8	30	25.0	42	35.0	120	100	3.76
		Department heads	1	5.6	2	11.1	-	-	6	33.3	9	50.0	18	100	4.11
		Principals	1	8.3	-	-	3	25.0	3	25.0	7	58.3	12	100	4.25
		Educational officials	3	10.0	1	3.3	13	43.3	6	20.0	7	23.3	30	100	3.43
2.	Shortage of qualified teachers	Teachers	15	12.5	18	15.0	31	35.8	14	11.7	42	31.0	120	100	3.42
		Department heads	3	16.7	-	-	1	5.6	6	33.3	8	44.4	18	100	3.89
		Principals	-	-	3	25.0	5	41.7	-	-	4	33.3	12	100	3.42
		Educational officials	5	16.7	5	16.7	12	40.0	3	10.0	5	16.7	30	100	2.93
3.	Large Class size	Teachers	3	2.5	2	1.7	22	18.3	28	23.3	65	54.2	120	100	4.25
		Department heads	-	-	-	-	-	-	4	22.2	14	77.8	18	100	4.78
		Principals	-	-	-	-	4	33.3	2	16.7	6	50.0	12	100	4.17
		Educational officials	1	3.3	3	10.0	9	30.0	11	36.7	6	20.0	30	100	3.60
4.	Poor quality of education	Teachers	6	5.0	34	28.3	12	10.0	40	33.3	28	23.3	120	100	3.42
		Department heads	5	27.8	1	5.6	2	11.1	7	38.9	3	16.7	18	100	3.11
		Principals	1	8.3	1	8.3	1	8.3	3	25.0	6	50.0	12	100	4.00
		Educational officials	8	26.7	12	40.0	3	10.0	5	16.7	2	6.7	30	100	2.37
5.	Lack of quality teaching materials	Teachers	7	5.8	16	13.3	26	21.7	22	18.3	49	40.8	120	100	3.75
		Department heads	3	16.7	1	5.6	1	5.6	5	27.8	8	44.4	18	100	3.78
		Principals	3	25.0	2	16.7	2	16.7	1	8.3	4	33.3	12	100	3.08
		Educational officials	6	20.0	4	13.3	8	26.7	8	26.7	4	13.3	30	100	3.00

*The average value is 3.0

As it can be seen from the table 24, lack of school facilities and services was considered as a major hindering factor by 42 (35.0%) of teachers, 9(50.0%) of department heads and 7(58.3%) of principals. However, 13(43.3%) of educational personnel replied that it has moderate effect. On the other hand, the mean values of all respondents, ((mean =3.76) for teachers, (mean =4.11) for department heads (mean=4.25) for principals and (mean=3.43) for education personnel) show that lack of school facilities and services is rated above average as impediment to the education of children.

In relation to this informant PTA members disclose that most schools have pedagogic centers, Libraries and laboratories which suffer from absence of the necessary facilities and materials needed. Particularly, Laboratories are found ill-equipped as a result of which they are seen closed on most schools. However, according to the informants, availability of water and latrine services appeared to be in a better position in all of the sample schools. From this it can be understand that lack of school facilities and services, chiefly, library and laboratory inputs could become challenges for the attainment of UPE in Addis Ababa.

Concerning shortage of qualified teachers, the majority of respondents, that is, 5(41.7%) of the Principals and 12(40.0%) of educational personnel replied that its effect is minimal on contrary 8(44.4%) of the department heads revealed that its effect is very high.

As discussed in the previous pages, and based on the responses obtained, shortage of qualified teachers not found as a major obstacle for the attainment of UPE in Addis Ababa. In fact, to bring the pupil teacher ratio to the standard, the ESDP III indicates that efforts are being done in recruiting training and upgrading teachers.

With regard to large class size as a factor, 65(54.2%), 14(77.8%) and 6(50.00%) of the teachers, department heads and principals, respectively reported that its influence is very high. Similarly, 11(36.7%) of educational personnel said that it has high effect. The mean computed result of all respondents indicated that its effect is very great in Addis Ababa. As discussed earlier, the growing demand of the public to primary education and

the existing in take capacity of schools never match each other. According to the results of discussion, the large number of students in the class room does not make teachers to clearly identify students according to their ability and provide them the necessary academic support.

As it is indicated in the table, the respondents were requested to rate poor quality of education as impediment to the successful attainment of UPE.

Most of the respondents with the exception of education officials replied that the influence of such a factor was very high.

The mean value of respondents excluding education officials indicates that all of them rate this variable above average. The education personnel took different view may be because of the fact that they are accountable in maintaining quality standard of the education sector. Generally, poor quality of education is one of the bottle necks to the attainment of UPE. Obviously, improving the quality of schooling to increase the demand for it is important measure for retaining children to school. Improving educational quality can also make the flow of students more effective. On such basis, one of the EFA goals that stresses on ensuring that by 2015 all children ... have access to and complete free and compulsory primary education of good quality could become at risk unless immediate measures are taken.

The effectiveness of the teaching learning process and the improvement of the quality as well as efficiency of the education system is closely related to the availability and quality of teaching materials. In this regard, 49(40.8%) of the teachers, 8(44.8%) of department heads and 4(33.3%) of principals replied that the effect of lack of quality teaching materials is very high. Thus, it is possible to infer that lack of quality teaching materials has an impact on provision of quality education. As indicated above low quality in return hampers the flow of students to schools.

From what has been discussed so far, one could safely say that school related factors like lack of school facilities and services; large class size; poor quality of education of education and lack of quality teaching materials are challenges to meet the

objectives of UPE. While availability of shortage of qualified teachers was not found to be the main challenge.

4.5.4. Administrative /Institutional /Impediments

With no doubt the success of UPE is111 dependent on the administrative and institutional capabilities. The following table summarizes the major Administrative /institutional impediments.

Table 25: Administrative/Institutional Factors that negatively affect the attainment of Universal Primary Education as viewed by Respondents

No	Variables	Respondents	Response Value												
			1		2		3		4		5		Total		\bar{X}
			No	%	No	%	No	%	No	%	No	%	No	%	Mean
1	Insufficient budget and financial resources	Teachers	15	12.5	16	13.3	37	30.8	20	67.7	32	26.7	120	100	3.32
		Department heads	2	11.1	3	16.7	-	-	9	50.0	4	22.2	18	100	3.56
		Principals	3	25.0	1	8.3	1	8.3	2	16.7	5	41.7	12	100	3.42
		Educational Personnel	-	-	6	20.0	9	30.0	11	36.7	4	13.3	30	100	3.43
2	Weak Management	Teachers	-	-	14	11.7	23	19.2	32	26.7	51	42.5	120	100	4.00
		Department heads	-	-	-	-	-	-	8	44.4	10	55.6	18	100	4.56
		Principals	5	41.7	2	16.7	-	-	3	25.0	2	16.7	12	100	2.58
		Educational Personnel	5	16.7	2	6.7	8	26.7	8	26.7	7	23.3	30	100	3.33
3	Lack of incentives for teachers	Teachers	-	-	-	-	18	15.0	32	26.7	70	58.3	120	100	4.43
		Department heads	-	-	-	-	-	-	3	16.7	15	83.3	18	100	4.83
		Principals	-	-	-	-	-	-	3	25.0	9	75.0	12	100	4.75
		Educational Personnel	2	6.7	5	16.7	14	46.7	3	10.0	6	20.0	30	100	3.20
4	Absence of good policy and strategy on the education of impaired, street, orphan and female children	Teachers	21	17.5	19	15.8	35	29.2	16	13.3	29	24.2	120	100	3.11
		Department heads	1	5.6	-	-	7	38.9	4	22.2	6	33.3	18	100	3.78
		Principals	3	25.0	2	16.7	3	25.0	1	8.3	3	25.0	12	100	2.92
		Educational Personnel	13	43.3	8	26.7	8	26.7	-	-	1	3.3	30	100	1.93

*The average value is 3.0

Concerning the influence of insufficient budget and financial resources to the achievement of UPE, Table 25 shows that 9(50.0%) of department heads and 11(36.7%) of educational Personnel rated it high while 5(41.7%) of principals said "very high". And the majority of the teachers 37(30.8%) replied that its influence was moderate. The mean values of all respondents as shown in the table are above average. This implies that insufficient budget and financial resources is a major set back to achieve UPE in Addis Ababa.

It should be noted that the combined demands of increased learning, better management, better teachers and expanded access imply a need for substantial financial resources. Here, it is worth mentioning that in Addis Ababa and at national level the budget for primary education shows improvement year after year. However, the largest proportion is spent on teachers salary. For instance, the projected recurrent expenditure for primary education in Addis Ababa in the year 2005/06 is 106,500 birr. Out of this the share of salary is 73000 (69%). Whereas, for school operating cost and educational material the recurrent budget is 10500 birr each. Moreover, 375000 planned capital budget for primary education, the lion share (330,000 birr or 88%) is appropriated by civil works, whereas for furniture, equipment and other materials the allotted planned capital budget is only 45,000(12%).

This clearly indicated that non-salary inputs have got minimal budget vis-à-vis that of teachers' salary and this will have its own adverse effect on the quality of the education system. By and large, this necessitates the need to encourage all donors to harmonize and align their support behind financing the education sector to achieve UPE. Similarly, encouraging domestic financing and educational funding going to primary education is inevitably unquestionable.

With regard to item 2, 51 (42.5%) of teachers, 10(55.6%) of department heads and 8(26.7%) of education Personnel responded that weak management highly affected the provision of basic primary education. Whereas the majority of the principals (41.7%) said that their effect is very minima.

In comparison, the mean results of teachers (mean=4.00) and department heads (mean = 4.56) have difference with that of principals (mean=2.58) and education Personnel (mean 3:33). Based on the mean results, it can be conclude that teachers and department heads have rated weak management as an obstacle while for principals and education personnel the management is not a such serious problem to realized UPE in Addis Ababa

In connection to the same issue, informants were asked to what extent weak management affects the education of children at primary level. PTA members revealed that there was no opportunity to school community and society at large to give awareness about policies, programs and strategies. According to them, continuous follow up and supervision regarding the implementation of the plans and programs from regional level to the kebeles is negligible. In addition the educational management at all levels manifested lack of information flow in the hierarchy of administration and lack of clarity of responsibility to each body. On contrary, some of the education Personnel said that management problems currently could not be serious obstacles as decentralization of educational management to kebele level is being implemented. Hence, the degree of influence is not that much serious. In all cases, from the data in the table and interview sources one could say that weak management could have an effect on successful accomplishment of UPE in the region.

In the case of item number 3, the largest proportion of respondents 70(58.3%), 15(83.3%) and 9(75.0%) of teachers, department heads and principals, respectively revealed that lack of incentives for teachers greatly affects the efforts towards reaching primary education to all children. But, educational Personnel, (46.7%) rated the problem moderate. Thus, the effect of lack of incentives for teachers is one of the major impeding factors to UPE. The provision of quality education could become possible with the presence of teachers who are enjoying better social and economic status. The lesser the salary, incentives and rewards, the higher reluctance of teachers and ultimately the lower the quality of education that may not attract children to schools.

Respondents were also asked to specify the influence of absence of good policy and strategy on the education of impaired, street, orphans and female children on the attainment of UPE. The majority of them, that is, 29.2% of the teachers, 38.9% of the department heads, 25.0% of principals and 26.7% of educational Personnel responded

that it has a moderate influence. As discussed earlier, the great concern of policies designed is to large extent on the education of female children. The informants further added that sub cities lack clear targets for the education of such disadvantage children. The city administration as well sets no specific policy to the education of street, orphan and working children.

The current record of GER and NER in Addis Ababa almost failed to include the majority of vulnerable children (Orphans, Street, Disabled ... etc). So that all stake holders should strive a lot to include such disadvantaged children to school so as to bring UPE to the reality.

Finally, it is found that insufficient budget and lack of incentives for teachers presumed to be a factor that negatively affect the attainment of UPE. The absence of clear strategy on the education of impaired, street, orphan and female children in Addis Ababa was also found to be a problem taking the second position to achieve UPE,

CHAPTER FIVE

5. Summary, Conclusion and recommendations

5.1. Summary

The major Purpose of this study was to examine the current status of Primary Education Vis-à-vis the goal of UPE, and identify pressing challenges which need to be solved and the area in which more effort and investment are required for improvement

In order to achieve this purpose, questions regarding the status of Primary Education in the regional Administration, vis-à-vis the goal of UPE Socio-Cultural and socio-economic impediments that affect the attainment of UPE, school related factors and administrative /institutional impediments that hinder the progress to wards UPE as well as measures that are being taken to address the major problems to attain UPE were raised as basic questions of the study.

The study was conducted in the regional education bureau three sub cities, six kebeles and six primary schools of Addis Ababa City Administration. The subjects of the study were 120 teachers, 18 department heads, 12 principals, 12 Parent Teacher Association members and 40 Educational officials selected using availability, simple random and purposive sampling techniques.

Data were obtained through questionnaires, interviews and analysis of relevant documents. From the analysis made using both of qualitative and quantitative data, the following major findings were drawn.

- With regard to access and coverage commendable achievements were recorded in the past five years. The GER, which is 117.3% in 2005/06 is greater than the regional and national targets, 117.0% and 112.6%, respectively for the same year.

- The set target (97.0%) was also achieved in NER in 2005/06. However, AIR has decreased from 130.7% and 97.5% from 2001/02-2005/06 NIR also show some what decreasing trend.
- The study also revealed that both GER and NER are in favor of girls in Addis Ababa City Administration. The GPI shows an increasing trend between 2001/02 and 2004/05 from 1.10% to 1.13%.
- The study also shows that there has been increasing trend in the number of schools in Addis Ababa City Administration. However, the number of private schools which accommodate only 11% of the primary schools population is greater than the number of government schools that accommodate about 50% of the primary school children. In addition to this, most of the government schools are not regularly maintained.
- Though there are decreasing trends in both PSR and PTR, the PSR is higher than the set standard. On the other hand, both PSR and PTR are relatively better in private schools than in government and public schools.
- Between 2000/01 and 2004/05 repetition rate shows decreasing trend by 4.8 percentage point. Nevertheless, the rate is higher for girls than for boys 2nd cycle primary grade. The dropout rate shows an increasing trend for the City Administration. It increased from 1.30% in 2000/01 to 3.10 in 2005/06. Relatively dropout rate is higher for grades 4 and 7. In terms of gender, survival rate of males was found to be slightly better than that of females.
- The study revealed that due to increasing awareness of the community, decentralization, and community's active participation, the demand for primary education is still high.
- Regarding existing opportunities in the last five years most of the respondents identified building new and expanding existing schools; reducing the cost of schooling; increasing the role of private sector and creation to the community, giving gender awareness training, increasing the number of female teachers;

making schools gender friendly; giving tutorial support provision of better instructional materials; increasing the number of qualified teachers and reducing pupil-section ratio as major opportunities in Addis Ababa to address issues of access , equity, quality and efficiency.

- Majority of respondents regarded gender role bias and stereotyping, as well as societal value to wards girls' education and favoritism to boys was considered as challenges to the realization of UPE.
- Majority of respondents, considered negligence to the education of physically impaired children and stigma and discrimination against AIDS Orphans as factors in making the realization of UPE lag behind.
- The findings of the study revealed that the subsequent financial problems, inability to get learning materials and children absenteeism in nursing their sick parents were found as moderate factors in hampering the participation of such vulnerable children in Education.
- Majority of respondents, asserted that the demand of child labour in poor families, direct and indirect school costs and weak national economical situation are found to be the main reasons for the low involvement of poor children in primary education and, hence, impeding the progress towards UPE. The study further discloses that health problem and poor nutrition as hampering factors to the educational participation of children (poor) in Addis Ababa. This shows the extent to which poverty lowers the education of children in Addis Ababa.
- As to most of the respondents the increasing public demands to primary education and inflow of large number of students from other regions and high fertility result in pulling back the attainment of UPE.
- Similarly, most of respondents reported large class size, poor quality of education, and lack of quality teaching materials as factors which have highly affected the attainment of UPE.

- Insufficient budget and financial resources in the region, and lack of incentives for teachers were also found as factors that negatively affect primary schooling. As agreed by most respondents weak management and absence of good policy and strategy on the education of impaired, street, orphan, working and female children moderately contributed to pull back the effectiveness of the effort towards UPE

5.2. Conclusions

Now a days Ethiopia gives priority to primary education and committed to realize Universal Primary Education by 2015.

But, addressing the deep-rooted problems of access, coverage, equality and efficiency have become challenging due to multivariate factors. As one of the regional states of the country such intimidating problems are also common in Addis Ababa.

The study has revealed that the Gross enrollment rate and participation of children in primary schools in Addis Ababa is high even beyond the regional and national targets. The net enrollment ratio of children is increasing but not better than the GER. To put differently, still a number of children of right primary school age (7-14) are out of schools. The success increase in enrollment occurred is largely among those segment of the population where the demand for schooling was already high. Those groups not yet enrolled are those more difficult to reach than early groups.

Though the city administration has made huge investment in constructing new and expanding existing schools, it seems not compatible to the growing public demand to primary education.

As the study reveals, certain groups children are educationally disadvantaged. Even, the region failed to have clear targets for equal educational provision to such children except that of girls.

Universalization of Primary education certainly requires the holding power of the educational system in making students stay longer in schools. However, the internal efficiency of the system was found to be not that much strong. Thus, the current situation

of efficiency in primary schools show wastage of scarce resource and this may have an impact on the region's ability to meet the education millennium development Goal. In general, ensuring that children who are in school complete the whole cycle is found to be problems in attaining UPE in the region.

The study further portrayed that the major hindering factors for the successful attainment of UPE are socio-cultural, socio-economic, school related and administrative/Institutional challenges. Thus, it can be concluded that the impediments are both from supply side and demand side.

Generally, in the opinion of the researcher, all school age children including those out of school should enter grade 1 by the next year and must complete full course of primary schooling with no more dropout and repetition in order to successfully achieve UPE by the year 2015 in Addis Ababa. But based on the data available and the current level of performance realizing UPE of good quality by the target year seems hardly possible.

5.3. Recommendations.

In light of the findings of the study and conclusion made, the following recommendations are forwarded to attain the goal of Universalization.

1. There exists remarkable increases in enrollment for both sexes, but still several school age children are out side of schools. Though the remarkable achievement was made, it needs further continuous effort by identifying the root causes of the problem.
 - The presence of a number of children out of school, high demographic pressure, as well as dropout and repetition rates could obviously be challenges to attain UPE. To tackle such problems it seems important to also use other means of the AAEB, which could help to reduce dropout and solve problems related to child labour demand. To meet the needs of these target population, attention should be given to expand the currently started out of school or non-formal education. Simultaneously programs by which these non-formal

schools link with the formal ones and guarantee a certificate for the students from these programs for further schooling opportunities are needed.

- Increasing the role of private sectors in offering primary education can reduce cost of education to the government allowing funds to improve efficiency and contribute to attain the goal of education for all children such as broader access and high quality of education. Private schools can benefit the education of poor children by relieving some of the pressures on crowded schools, where wealthy families are encouraged to withdraw their children from public and government schools. Therefore, using tax incentives, reducing bureaucracy procedures and subsidies privatization should be encouraged
 - Given financial and logistic difficulties for building government schools and not to invest additional costs for teachers' salary, utilization of available school buildings and classrooms, implementation of double shift schooling instead of abolishing it can improve access to primary schooling.
2. Increasing students flow and completion rates enables us to use existing primary education resources efficiently. Efficiency in flow of students can be improved by reducing rates of repetition and dropout.
- In spite of the fact that the policy states automatic promotion at first three grades of primary schools, repetition rate is still reported in these grades. Thus, strengthening the implementation of automatic promotion at first cycle is one way to reduce repetition. As the real issue is not promotion but prevention of failure, the ultimate solution, hence, should be improving school environment to reduce repetition. Moreover, giving tutorials support to girls will have great impetus in reducing girls' repetition in higher grades.
 - In order to tackle problem of dropouts, schools must develop an active intervention programs that consider the causes of dropout. These could include family related factors (poverty, low house hold income, gender role bias... etc), poor motivation and low academic ability and school related factors such as poor classroom environment or school ineffectiveness. Reducing dropout

requires commitment by school systems, school administrators, teachers and the community to make dropout strategy a priority. The effort needs the joint venture of all in school and out of school communities. Hence, school community interaction should be strengthened.

3. To further improve quality, different mechanisms are important to strengthen the existing situations. Among these, preparation and Provision of high quality teaching materials, improving teachers' capacity through on job training and provision of incentives for teachers should get priority attention to enhance quality.
4. One of the hindering challenges in the primary education of children in Addis Ababa was found to be poverty. It is the poor who depend up on the income from child labour. The direct and opportunity costs of primary schooling as well as health problems and poor nutrition enabling children not to attend school are major barriers to the achievement of UPE.
 - Hence, it is recommended that Addis Ababa city Administration start school feeding program that has been started in most underserved regions to increase attendance and eliminating nutritional problems of children. Searching for financial support from the government, NGOs, donor agencies and the community, the city administration of Addis Ababa should exert effort to provide grants or scholarships for poor and working children and to provide bursaries and financial incentives for Orphans and vulnerable children.
5. The attention given to the education of handicapped children found not promising. Thus, inclusive education policies are required for disabled children to realize their right to education and achieve UPE. The circumstances and needs of disabled children have to be profiled in ways which breakdown attitudinal barriers. context specific measures need to be taken for the development of relevant curricula, learning materials, teachers, physical infrastructure and health education, all of which should be conceived and developed as an integral part of the education system.

6. Among the socio-cultural factors that impede the attainment of UPE, gender role bias and stereotyping and belittling the value of girls' education could be mentioned. The dropout and repetition rates are higher for girls than boys in higher grades so that the concerned bodies should make efforts to sensitize and increase public awareness through discussion forums and the media about the importance of girls education and enforce families give equal opportunity to their daughters as that of their sons. Gender awareness training need to be given to parents and the community at large in order to overcome the negative influence on the education of girls.
7. The city administration and the Federal government seemed to have no comprehensive plan, specific targets and clear priorities and objectives with regard to the education of the most vulnerable children (poor, orphans, working and street). This indeed calls for the formulation of policies and strategies regarding the way of expanding access to these disadvantaged children. Above all, national and regional targets can be achieved when sub cities identified different indicators and set for their own targets accordingly. Therefore, there is a need to set shared targets between the regional administration and sub cities.
8. Statistical data contribute a lot to decision makers, planners and other implementers for planning human, financial and other resources look for way and means to solve problems in the education sector. Therefore, education data and statistics with regard to the inflow of children from other regions, school age population, and dropout and repetition rates at grass root levels need to be appropriately recorded and consolidated to accurately monitor and evaluate of progresses.
9. Finally, to make the maximum possible progress to wards the ultimate goal, sufficient amount of budget to primary schooling with special focus on non-salary inputs should be allocated. In addition, the regional administration, donor agencies, the community and other stakeholders should create conducive environment and make strong commitment to realize the goal of achievement Universal Primary Education.

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Annex-A

Addis Ababa University
School of Graduate Studies
Teacher Professional Development Studies
And Department of Curriculum

A Questionnaire set on “ Education of all success and challenges to Achieve Universal Primary Education in Addis Ababa.

This questionnaire is to be filled by relevant officials, experts and supervisors at regional, sub city and kebele level.

The study is aimed at investigating the current status of Universal Primary Education and identifying those factors that contributed to its success and failure in Addis Ababa.

The information that will be secured through this questionnaire will be used only for research purposes. You are, therefore, kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential.

Please read each item in the questionnaire carefully and make sure all your answers are about Basic Primary Education. Mark “X” in the space provided, encircle the options to indicate your response and when necessary write brief and precise statements/phrases.

Please do not write your name.

Thank you in advance for your cooperation.

II. Minimizing gender gap

- A. Increasing the number of female teachers as role models
- B. Giving gender awareness training
- C. Provision of physical facilities (separate latrines for boys and girls)
- D. Promoting affirmative Action to girls' education
- E. Please specify, if any _____

III. Improving efficiency (minimizing drop out and repetition)

- A. Preparation and provision of better instructional materials
- B. Increasing and improving physical plants and school equipment
- C. Implementing policy of automatic promotion
- D. Please specify, if any _____

IV. Increasing quality

- A. Increasing the number of qualified teachers.
- B. Increasing provision of teaching materials
- C. Reducing pupil-section ratio
- D. Reducing Pupil-teacher ratio
- E. Please specify, if any _____

4. In your opinion, what best strategies should be employed to attain Universal Primary Education?

III Instruction- Please put “√” Mark in the Column, that negatively affect the attainment of Universal Primary Education by using the following points

The five point rating scales that indicate the degree of influence

5 Very high 4 High 3. Medium 2. Low 1. Very Low

No	Challenging factors	Rating Scale				
		5	4	3	2	1
1	<i>Socio Cultural Factors</i>					
1.1	Socio Cultural Factors					
1.2	Parent’s negative attitude to wards education / to send their children to school					
1.3	Lack of education role model in the house hold.					
1.4	Gender role bias and stereotyping					
1.5	Belittling the value of girls education					
1.6	Negligence to education physically impaired children					
1.7	Stigma and discrimination against AIDS Orphans Lack of role model female teachers to girls					
2	<i>Socio-Economic Factors</i>					
2.1	High demand of child labour in poor house hold					
2.2	Health problem and poor nutrition					
2.3	Direct and indirect school costs for poor families					
2.4	Parent’s illiteracy					
2.5	Over Population					
2.6	Weak National Economic situation					
3	<i>School Related Factors</i>					
3.1	Lack of school facilities and services (latrines water library, Pedagogical center)					
3.2	Shortage of qualified teachers					
3.3	Large class size					
3.4	Poor quality of education					
3.5	Lack quality teaching materials					
4	<i>Administrative /Institutional Factors</i>					
4.1	Insufficient budget and financial resources					
4.2	Weak management					
4.3	Lack of incentives for teachers					
4.4	Absence of good policy and strategy on the education of impaired, street, AIDS orphan and female children					

Thank You for Your Cooperation

Annex-B

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የሥነ-ትምህርት ኮሌጅ

የካሪኩለምና ኢንስትራክሽን ትምህርት ክፍል

ለአንደኛ ደረጃ መምህራን፣ የት/ት ክፍል ኃላፊዎችና ርዕሳነ

መምህራን የቀረበ መጠይቅ

የመጠይቅ ዓላማ፡- የዚህ መጠይቅ ዓላማ የአንደኛ ደረጃ መሠረታዊ ት/ትን ለሁሉም ለማዳረስ (ማቁ Universalize Primary Education) በአዲስ አበባ ከተማ የተግባር ክንዋኔው በምን ያህል ደረጃ እንዳለ ለማጥናት ነው። የጥናቱ ውጤት በካሪኩለምና ኢንስትራክሽን የኤ.ም.ኤ. ዲግሪ ማሟያ ወረቀት ለማዘጋጀት የሚውል ሲሆን፣ ከዚህም በላይ ትምህርቱን ለማዳረስ በሚደረገው ጥረት የታዩ አመርቂ ውጤቶችንና ችግሮችን ለይቶ በማውጣት ለወደፊት በዚህ ዙሪያ ለሚደረጉ መሻሻሎች ይረዳል ተብሎ ይታሰባል። ስለዚህ እርስዎ ይህን መጠይቅ በነፃ ስሜት ትክክለኛውን ሁኔታ በመሙላት ለጥናቱ የራስዎን አስተዋጽኦ ያደርጉ ዘንድ በማክበር እንጠይቃለን። ጥናቱ የተግባሩን ትክክለኛ ገጽታ ማወቅ የሚሻ ስለሆነ በድጋሚ ትክክለኛውን ሁኔታ እንዲሞሉልን እንጠይቃለን። የትኛውም ምላሽ ሚስጥርነቱ የተጠበቀ ነው። ለሚያደርጉልን ትብብር በቅድሚያ እናመሰግናለን።

ማሙሽ ጀምበሬ

ክፍል አንድ

1.1. የት/ቤቱ ስም _____

1.1.1. ክፍለ ከተማ _____

1.2. ዕድሜ/በትክክለኛ ምርጫ ላይ «ቦ» ምልክት ያድርጉ

21-30

31-40

41-50

51-60

1.3. የታ/ በትክክለኛ ምርጫ ላይ «ቦ» ምልክት ያድርጉ

ወንድ

ሴት

1.4. የትምህርት ደረጃዎን በትክክለኛ ምርጫ ላይ «ቦ» ምልክት ያድርጉ

1.4.1. ቢ.ኤ/ቢ.ኤ.ሲ

ዲ.ፕሎማ

ሰርተፍኬት

ሌላ ካለ ይጠቀስ _____

1.5. የአገልግሎት ዘመን _____

ክፍል ሁለት

2.1. በእርስዎ አመለካከት የአንደኛ ደረጃ ት/ትን በተመለከተ የህብረተሰቡ ፍላጎት ምን ያህል ነው ?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

2.2. ለጥያቄ ቁጥር 2.1 መልስዎ ምክንያቶቹ ምንድን ናቸው ብለው ያምናሉ ?

ሀ. _____

ለ. _____

ሐ. _____

መ. _____

2.3. የአንደኛ ደረጃ ት/ትን ለሁሉም ከማዳረስ አንጻር እስካሁን ድረስ የተወሰዱ እርምጃዎች ምንድን ናቸው?

1. የትምህር ሽፋን ተሳትፎን ለማሳደግ

- ሀ. የትምህርት ወጪዎችን መቀነስ (ችግረኛ ቤተሰብ ላይ ጫና ሊፈጥሩ የሚችሉ)
- ለ. የግል ዘርፍን በት/ት ጉዳይ ላይ ማበረታታት
- ሐ. አዳዲስ ት/ቤቶችን መስራትና ቀደም የነበሩትን ማስፋፋት
- መ. የፈረቃ ት/ትን ተግባራዊ ማድረግ
- ሠ. ሌላ ካለ ይጠቀስ _____

2. በሴትና ወንድ ተማሪዎች መካከል ያለውን የተሳትፎ ልዩነት ለማጥበብ

- ሀ. ተምሳሌት (Role Model) የሚሆኑ ሴት መምህራንን ቁጥር ማሳደግ
- ለ. በጾታዊ ጉዳዮች ላይ በግንዛቤ ማስጨበጫ ስለጠና በየደረጃው መስጠት
- ሐ. ልዩ ልዩ የት/ት ግብአቶችን፣ አቅርቦቶችን እንዲሁም አገልግሎቶችን ማሻሻል። (በተለይ የሴትና የወንድ መጻዳጃ ቤቶችን
- መ ሴት ተማሪዎችን የልዩ ጥቅም ተጠቃሚ ማድረግ እና የማበረታቻ እገዛ መስጠት (ጦሶሽቄቂርቋሽባስ ጦሶቋሽቄቃ)
- ሠ. ሌላ ካለ ይጠቀስ _____

3. የደጋጊና የሚያቋርጡ ተማሪዎችን ቁጥር ለመቀነስ

- ሀ. የተሻሉ እና ጥራት ያላቸው የትምህርት መሣሪያዎች አዘጋጅቶ ማቅረብ
- ለ. የት/ቤትን ውስጣዊና ውጫዊ ይዘታን፣ ግብአቶችን ማሻሻል
- ሐ. መሠረታዊ እውቀትና ክህሎትን የጨበጡ ተማሪዎችን ሳይደግሙ ከክፍል ክፍል ማዘዋወር (Policy of Automatic Promotion)
- መ. ሌላ ካለ ይጠቀስ _____

4. የትምህርትን ጥራትን ለማሳደግ

- ሀ. ብቃት ያላቸውን መምህራን ቁጥር ማሳደግ
- ለ. የትምህርት ግብአቶችን /መሣሪያዎችን ማሳደግ
- ሐ. የተማሪ ክፍል ጥምርቶችን መቀነስ
- መ. የተማሪ መምህር ጥምርታን መቀነስ
- ሠ. ሌላ ካለ ይጠቀስ _____

2.4. በእርስዎ አመለካከት የአንደኛ ደረጃ ት/ትን ለሁለም ለማዳረስ የሚያስችሉ የተሻሉ መፍትሔዎችን ይጥቀሱ?

ክፍል ሦስት

ከዚህ በታች ባለው ሰንጠረዥ የአንደኛ ደረጃን መሠረታዊ ት/ት ለሁሉም ለማዳርስ እንቅፋት /ገቢ / ይሆናሉ የተባሉ ምክንያቶች ተዘርዝረዋል። እርስዎም እንደ ምርጫዎ ደረጃ ያውጡላቸው። ማለትም በብዛት ገቢ /እንቅፋት/ ይሆናሉ የሚሉትን 5፣ ቀጥሎ 4... እያሉ ደረጃ በመስጠት ሲሆን አይሆኑም የሚሉትን 0 በማለት መሙላት ነው።

ተ.ቁ	ገቢ ምክንያቶች /ሁኔታዎች	የአጠቃቀም ደረጃ				
		5	4	3	2	1
1	ማህበራዊና ባህላዊ ምክንያቶች					
1.1	ወላጆች/አሳዳጊዎች/ ለትምህርት ያላቸው አመለካከት (ልጆቻቸውን ወደ ት/ት ቤት ለመላክ)					
1.2	በቤተሰብ ውስጥ ለልጆች ተምሳሌት የሆኑ የተማሩ አባላት አለመኖር /እጥረት					
1.3	ያታወቁ አድሎና ለሴት ተማሪዎች አሉታዊ አመለካከት					
1.4	ለሴት ተማሪዎች ት/ት ዋጋ አለመስጠት /አሳንሶ መመልከት					
1.5	ለአካል ጉዳተኛ ህፃናት ትምህርት ትኩረት አለመስጠት					
1.6	በኤድስ ሳቢያ ወላጆቻቸውን ባጡ ልጆች ልጆች ላይ የሚደርስ መድልዎና መገለል					
1.7	ለሴት ልጆች ተምሳሌት (ሞዴል) የሚሆኑ ሴት መምህራንን በበቂ ሁኔታ አለመኖር					
2	ማህበራዊና ኢኮኖሚያዊ ምክንያቶች					
2.1	ቤተሰቦች ልጆችን ለቤት ሥራ /እገዛ መረለጋቸው					
2.2	የጤና ችግርና የምግብ እጥረት					
2.3	ለደሃ ቤተሰቦች ከአቅም በላይ የሆኑ የት/ት ወጪዎች					

	(ዩኒፎርም፣ ደብተር፣ እስክርቢቶ፣ መመዝገቢያ ፣ ትራንስፖርት፣ የልማት ክፍያዎችና አስተዋጽኦዎች					
2.4	የቤተሰብ በትምህርት አለም ውስጥ አለመሳተፍ /አለመማር/					
2.5	ከፍተኛ የህዝብ ቁጥር					
2.6	የሀገሪቱ ደካማ የኢኮኖሚ ሁኔታ					
3	ከትምህርት ቤቱ ጋር የተያያዙ ምክንያቶች					
3.1	በቂ የትምህርት ግብአትና አገልግሎት እጥረት (ሽንት ቤት ፣ ውሃ፣ ቤተ መጽሐፍት፣ የት/ት ማበልጸጊያ)					
3.2	ብቃት ያላቸው መምህራን አለመኖር					
3.3	በክፍል ውስጥ የተማሪ ቁጥር መብዛት					
3.4	ጥራት የሌለው የትምህርት አሰጣጥ					
3.5	ጥራት የሌላቸው የማስተማሪያ መሳሪያዎች (Teaching Materials)					
4	አስተዳደራዊ /ተቋማዊ /ችግሮች					
4.1	የበጀት እጥረት እና ፍትህዊ ያልሆነ ድልድል					
4.2	ደካማና ብልሹ አስተዳደር					
4.3	ለአካል ጉዳተኛ፣ የጎዳና ተዳዳሪ ፣ ቤተሰብ ለሌላቸው እና ሴት ልጆች የሚሆን አስተማማኝና ውጤታማ የትምህርት ፖሊሲ ፣ ፕሮግራሞችና ስልቶች (Strategies) አለመኖር					
4.4.	ለመምህራን አርኪና አጥጋቢ ጥቅማጥቅሞች አለመኖራቸው።					

Annex - C

Addis Ababa University School of Graduate Studies
Department Of Teacher's Professional Development and
Curriculum Studies

Interview guide line for PTA members, and relevant educational personnel at regional, sub city and kebele level.

Sub city _____

Kebele _____ /School _____

Sex _____

Age _____

Educational level _

Current Occupation _____ Service Year _____

1. Are the already available schools well facilitated and attractive enough?
2. How economic back grounds of the society hinder the involvement of children in primary education? What economic problems?
3. What is the attitude of the society to wards girls, physically impaired children and AIDS Orphans, and to their education? What about their friends' attitude?
4. Is there enough number of schools and teachers in Addis Ababa or your sub city /kebele in response to the over growing demand of the public to schooling?
5. How administrative problems affected the education of children in Addis Ababa?
6. Are there good policies and strategies for the education of impaired children to school?
7. What efforts are so far done to bring impaired children to school?
8. What strategies do you suggest to alleviate the problems and improve the participation and provision of primary education to all children?

Annex D Key Performance Indicators of ESDP III

1998 – 2002E.C. (2005/06-2010/11)

No	Suggested Indicators	Base year 1997E.C	Target Set for 1998E.C.	Target Set for 1999E.C.	Target Set for 2000E.C.	Target Set for 2001E.C.	Target Set for 2002E.C.
1	Budgetary and Expenditure Indicators						
2	Access Indicators						
	• Grade 1 Net Intake Rate by gender	41.5%	45.2%	48.9%	52.6%	56.3%	60.0%
	➤ Male	40.5%	44.4%	48.3%	52.2%	56.1%	60.0%
	➤ Female	42.5%	46.0%	49.5%	53.0%	56.5%	60.0%
	• Net enrolment rate at primary (1-4)	77.1%	95.5%	97.5%	98.5%	99.0%	99.5%
	➤ Girls' NER	80.3%	100%	100%	100%	100%	100%
	➤ Boys' NER	73.8%	90.9%	95.0%	97.0%	98.0%	99.0%
	• Net enrolment rate at second cycle of primary (5-8)	81.5%	96.7%	97.5%	98.5%	99.0%	99.5%
	➤ Girls' NER	83.5%	100%	100%	100%	100%	100%
	➤ Boys' NER	79.3%	97.4%	95.0%	97.0%	98.0%	99.0%
	• Net Enrollment Rate Grades 1-8	95.5%	97.0%	97.5%	98.5%	99.0%	99.5%
	➤ Girls' NER (1-8)	100.0%	100%	100%	100%	100%	100%
	➤ Boys' NER (1-8)	90.9%	94.0%	95%	96.9%	97.9%	99%
	• Gross enrolment rate at first cycle of primary (1-4)	111.4%	117%	117%	117.5%	118.5%	119%
	➤ Girls' GER	119.5%	124%	122%	121%	121%	120%
	➤ Boys' GER	103.2%	110%	112%	114%	120%	118%
	• Gross enrolment rate at second cycle of primary (5-8)	121.3%	117%	117%	117.5%	119.5%	119%
	➤ Girls' GER	126.7%	124%	122%	121%	119%	120%
	➤ Boys' GER	115.5%	110%	112%	114%	120%	118%
	• Gross Enrollment Rate Grades 1-8	116.4%	117.0%	117.0%	117.5%	119.0%	119.0%
	➤ Girls' GER (1-8)	123.2%	124%	122%	121%	121%	120%
	➤ Boys' GER (1-8)	109.4%	110%	112%	114%	116%	118%

No	Suggested Indicators	Base year 1997E.C	Target Set for 1998E.C.	Target Set for 1999E.C.	Target Set for 2000E.C.	Target Set for 2001E.C.	Target Set for 2002E.C.
	• Gross enrolment rate at first cycle of secondary (9-10)	73%	79.4%	80.3%	83.8%	87.6%	92.0%
	➤ Girls' GER	70.2%	77.0%	80.5%	83.8%	87.6%	92.0%
	➤ Boys' GER	76.2%	77.4%	80.1%	84.0%	87.7%	92.0%
	• Admission to Preparatory (11-12)	12583	15386	18821	23032	28198	34537
	➤ Girls' GER	5728	7160	8950	11187	13984	17480
	➤ Boys' GER	6855	8226	9871	11845	14214	17057
	• Admission to TVET(10+1, 10+2, 10+3)	23,087	24,047	25,000	26,497	27,830	29,200
	➤ Female	11,864	11,944	12,402	13,151	13,817	14,352
	➤ Male	11,223	12,103	12,598	13,346	14,013	14,848
3	Quality Indicators						
	• Share of lower Primary (1-4) teachers who are qualified	97%	98%	99%	100%	100%	100%
	• Share of upper Primary (5-8) teachers who are qualified	84%	86%	84%	86%	91%	92%
	• Share of secondary (9-12) teachers who are qualified	82%	84%	86%	88%	89%	90%
	• Primary school student/textbook ratio	1:1	1:1	1:1	1:1	1:1	1:1
	• Secondary school student/textbook ratio	1:1	1:1	1:1	1:1	1:1	1:1
	• Student teacher ratio Grades 1-4	1:36	1:36	1:36	1:36	1:36	1:36
	• Student teacher ratio Grades 5-8	1:37	1:37	1:37	1:37	1:37	1:37
	• Student teacher ratio Grades 9-10	1:42	1:41	1:40	1:40	1:40	1:40
	• Grade 4 sample assessment of learning achievement						
	• Grade 8 sample assessment of learning achievement						
4	Efficiency Indicators						
	• Primary (1-4) student/section ratio	54:1	50:1	50:1	50:1	50:1	50:1
	• Primary (5-8) student/section ratio	62:1	55:1	50:1	50:1	50:1	50:1
	• Secondary school (9-2) student/section ratio	70:1	60:1	55:1	50:1	40:1	40:1
	• Grade 1 dropout rate (base year is 1996 E.C.)	2.6%	2.28%	1.96%	1.64%	1.32%	1.00%
	• Average primary school dropout for girls (base year is 1996 E.C.)	1.7%	1.56%	1.42%	1.28%	1.14%	1.00%
	• Average grade 4 to 8 repetition rate (base year is 1996 E.C.)	9.95%	8.86%	7.77%	6.68%	5.59%	4.50%
	• Average grade 4 to 8 repetition rate for girls (base year is 1996 E.C.)	11.30%	9.00%	7.00%	5.00%	4.00%	3.00%

Annex - E

Annex E

**Key Performance Indicators of ESDP III
1998 – 2002E.C. (2005/06-2010/11)**


No	Suggested Indicators	Base year 1997E.C.	Target Set for 1998E.C.	Target Set for 1999E.C.	Target Set for 2000E.C.	Target Set for 2001E.C.	Target Set for 2002E.C.
	Budgetary and Expenditure Indicators						
	• Education's share of the total budget (%)	18.7	19.0	19.3	19.6	19.9	20.2
	➤ Share of General Education from the total education budget (%)		60.1	62.7	62.2	68.2	65.6
	➤ Share of TVET from the total education budget (%)		4.5	6.4	6.9	5.3	5.9
	➤ Share of Higher Education from the total education budget (%)		28.8	24.7	26.6	22.8	24.6
	Access Indicators						
	• Grade 1 Net Intake Rate by gender	61.1	81.0	96.0	96.0	96.0	96.0
	➤ Male						
	➤ Female	58.8	79.0	96.0	96.0	96.0	96.0
	• Net enrolment rate at primary (1-4)						
	➤ Girls' NER	54.6	59.7	64.7	69.8	74.8	79.8
	➤ Boys' NER	59.5	64.0	68.5	73.0	77.5	82.0
	• Net enrolment rate at second cycle of primary (5-8)						
	➤ Girls' NER	32.5	40.0	47.5	55.0	62.5	70.0
	➤ Boys' NER	41.2	47.7	54.2	60.8	67.3	73.9
	• Gross enrolment rate at first cycle of primary (1-4)						
	➤ Girls' GER	92.8	107.1	123.9	134.5	135.7	131.0
	➤ Boys' GER	107.2	116.4	130.2	137.5	136.6	130.9
	• Gross enrolment rate at second cycle of primary (5-8)						
	➤ Girls' GER	41.2	46.1	50.4	59.0	73.5	90.0
	➤ Boys' GER	60.3	60.9	62.3	68.6	80.8	94.7
	• Gross enrolment rate at first cycle of secondary (9-10)						
	➤ Girls' GER	19.0	21.0	19.0	17.0	19.0	20.0
	➤ Boys' GER	34.0	35.0	29.0	23.0	24.0	24.0
	• Admission to Preparatory (11-12)						
	➤ Girls' GER	13,833	35,719	41,350	49,439	53,863	69,910
	➤ Boys' GER	31,293	57,003	63,288	74,544	80,724	93,156
	• Admission to TVET						
	➤ Female	45,572	51,314	57,924	65,468	62,995	68,854
	➤ Male	51,536	57,492	65,081	73,222	94,411	93,080

	Suggested Indicators	Base year 1997E.C.	Target Set for 1998E.C.	Target Set for 1999E.C.	Target Set for 2000E.C.	Target Set for 2001E.C.	Target Set for 2002E.C.
	• Admission Degree Program / * Including private inst./ ➤ Female	13,741	10,079	12,421	32,608	38,369	46,616
	➤ Male	33,717	33,621	30,370	55,436	61,674	72,792
	• Admission to post graduate program	2,532	6,550	11,413	16,275	21,138	26,000
	• Share of female students in higher education enrolment		23.0	29.0	37.0	38.0	39.0
	Quality Indicators						
	• Share of lower Primary (1-4) teachers who are qualified	99	98.3	99.2	99.8	99.8	99.8
	• Share of upper Primary (5-8) teachers who are qualified	80	89.6	98	99	99	99.3
	• Share of secondary (9-12) teachers who are qualified	73.2	67	87	91	94.7	99.7
	• Primary school student/textbook ratio	2:1	1:1	1:1	1:1	1:1	1:1
	• Secondary school student/textbook ratio	1:1	1:1	1:1	1:1	1:1	1:1
	• Student teacher ratio	72	68	63	59	55	50
	• Grades 1-4						
	• Grades 5-8	56	54	52	49	47	45
	• Grades 9-10	56	45	44	43	41	40
	• Grade 4 sample assessment of learning achievement	48.5			50		
	• Grade 8 sample assessment of learning achievement	39.7			50		
4	Efficiency Indicators						
	• Primary (1-4) student/section ratio	70	66	62	58	54	50
	• Primary (5-8) student/section ratio	68	64	61	57	54	50
	• Secondary school (9-12) student/section ratio	78	70	63	55	48	40
	• Grade 1 dropout rate (base year is 1996 E.C.)	12.8	9.6	7.2	5.4	4.0	3.0
	• Average primary school dropout for girls (base year is 1996 E.C.)	9.0	7.0	5.0	4.0	3.0	3.0
	• Average grade 4 to 8 repetition rate (base year is 1996 E.C.)	4.0	3.0	3.0	2.0	2.0	2.0
	• Average grade 4 to 8 repetition rate for girls (base year is 1996 E.C.)	4.0	4.0	3.0	3.0	2.0	2.0
	• Primary School completion rate (base year is 1996 E.C.)						
	○ Grade 8	40.0	52.0	64.0	76.0	80.0	85.0
	• Coefficient of primary school efficiency						
	Equity Indicators						
	Gross primary enrolment rate in the						

Suggested Indicators	Base year 1997E.C.	Target Set for 1998E.C.	Target Set for 1999E.C.	Target Set for 2000E.C.	Target Set for 2001E.C.	Target Set for 2002E.C.
two most under-served regions						
➤ Somali	20.0	38.6	60.0	70.0	80.0	90.0
➤ Afar	20.0	37.4	60.0	70.0	80.0	90.0
• Net enrollment Share of girls in primary school enrolment (1-8)	45.7	46.8	47.7	48.5	48.9	49.3
• Gross enrollment Share of girls in primary school enrolment (1-8)	43.5	45.2	46.4	47.35	48	48.6

Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of information used for the thesis have been fully acknowledged.

Name Mamush Jembere
Signature 
Date 16-07-2007

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

Name: Abdulaziz Hussien (Dr.)

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Date: _____