

**AN ASSESSMENT OF THE IMPLEMENTATION OF
COST SHARING IN HIGHER EDUCATION: FOCUSING
ON JIMMA AND ADDIS ABABA UNIVERSITY**

BY
TADESSE REGASSA



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A THESIS PREPARED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT OF THE DEGREE OF MASTER
OF ARTS IN EDUCATIONAL PLANNING AND
MANAGEMENT

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ABBREVIATIONS/ACRONYMS/SYMBOLS

AAU -	Addis Ababa University
CSAs-	Cost Sharing Administrators
CSCs-	Cost Sharing Coordinators
ETP -	Education and Training Policy
FBE -	Faculty of Business and Economics
HE -	Higher Education
HEIs -	Higher Education Institution
HELB -	Higher Education Loan Board
JU -	Jimma University
MoE -	Ministry of Education
NSFAS -	National Student Financial Aid Scheme
TEFSA -	Tertiary Education Fund for South Africa
TGE -	Transitional Government of Ethiopia
UK -	United Kingdom
UNESCO -	United Nation Economic, Social, and Cultural Organization

ABSTRACT

The purpose of this study was to investigate the practice problems and prospects with the implementation of cost sharing in HE. The subjects for this study were 340 students, 88 CSAs and 10 CSCs taken from a total population of 13, 036 student population, 88 CSAs and 10 CSCs respectively. From these respondents data were gathered using questionnaires and interview. Then the data collected were analyzed using frequency, percentage, mean, chi-square and spearman rank correlation coefficient.

The findings of this study revealed that little has been done to create deep understanding about the need, purpose and advantages of cost sharing in HE. The study also shown that, there was a gap between the primary intentions of cost sharing and its actual practices. The findings further revealed that, the absence of coordination among the cost sharing management bodies and inability of HEIS to create appropriate mechanisms for cost sharing management have exacerbated the problems more. Attempts were also made to identify major factors that have impeded the effective implementation of cost sharing in HE. Accordingly, problems related to students, mode of implementation and mechanism of management, absence of clear ruses and regulations on the implementation of the scheme were found to be the primary factors. There for, it is possible to conclude that majority of respondents have no problem with need for cost sharing rather with its implementation practice. Finally, in quest to reach the goals of revenue diversification in HE, it requires a paradigm shift in the implementation practices of cost sharing scheme such as educating the students and public so as win their will and commitment.

CHAPTER ONE

INTRODUCTION

1.1. The Problems and Its Approach

It is the agreement of scholars that very few aspects of social service we know of are as important as education to mankind. Nowadays, education is universally recognized as a prime factor that represents the major base for human resources development. It is a continuous process, by which individuals are prepared within a social setting to assume their respective responsibilities. Education is also a powerful tool for one to reap his/her social mobility [Taye, 2004:1, Woodhall, 1995: xi].

Generally, education can be basic, general and higher education that enable one to acquire knowledge, develop skill, values and attitudinal change [Ibid]. Especially the contribution of HE is paramount; where it is an important element in the national economic performance. Secondly, it is the major determinants of a person's life chances [Barr, 2005: 1].

Higher education includes, universities, colleges and institutes that are concerned with training and organizing and/or those essential for the professional and intellectual development of society [Taffesse, 2003: 94, Barr, 2005: 1, and Wanna, 2004: 17-18). Hence, it can be said that HEIs are the nerve centers of modernization; maximizing access to them would be in the national interest where the very presence of benefits that accrue to the society requires in the economic sense the intervention of the state. That was why governments allover the world, committed for the massive and rapid expansion of universities where by this expansion has provided for many youngsters, through out the world to access and reap the benefits of university education [Johnstone, 2005: 1).

However, due to financial and human resources constraints, both in industrialized and developing countries; it is usually difficult to pursue these objectives systematically [Derebassa, 2003: 109]. According to Barr (2005: 1):

Higher education faces problem through out the world: universities are under funded, raising worries about quality, student support is inadequate; the proportion of students from disadvantaged backgrounds is lamentably small; and the financing of universities in many countries is regressive, since the money comes form general taxation but the major beneficiaries are from better off background.

Unless universities are provided with these necessary resources (finance and human resources), expecting success in the achievement of objective is a futile exercise. As stated by Harte (2004: 85), African governments, like their counter parts throughout the world, are over burdened with a variety of competing social demands such as education, poverty, HIV/AIDS and crime. On top of these, HE is a costly enterprise since it requires highly specialized professionals, expensive technologies and other necessary materials than any other sector Johnston on [Altbach 1991: 59]. Hence, because of this expensive cost requirement, financing HE is a major challenge for almost all country's government in the world generally and Africa specifically (Tiyambe, 2004: 100; Adebayehu and Zeleza, 2004: 168).

Generally, the greatest challenges faced by institution of HE world wide is maintaining and improving the quality of education and continuously expanding enrollments while actual resources available to the institutions are dwindling. In fact, the problem is much more serious in developing countries among which Ethiopia is a part. The commencement of University College of Addis Ababa in 1950 has opened the history of HE in Ethiopia. Since then, lots of efforts have been made to expand, strengthen and improve the quality of HEIs, so that they can play their share in the country's economic, social, political and technological development.

In fact, the fundamental change to the expansion and massification of HEIs has come to effect since 1994 with the establishment of new education and training policy in Ethiopia. As evidenced from the relatively faster growth of HEIs in both number and size, this expansion has provided the opportunity for many citizens in the country to join and test the benefits of HE.

Despite the efforts being made to improve access, equity, relevance, strength and efficiency of education, HE and Training in Ethiopia still remains highly under developed. The major hindrance factors could be the increasing price of university facilities coupled with the single and insufficient sources of public funding [Teshome, 2004: 2]. But still many developing countries including Ethiopia are spending significant investment on their HEIs accepting that, universities are the primary engine through which advanced knowledge is produced and imparted. Moreover, it is also being buffeted by new powerful forces of democratization, rapid demographic changes, revolutions in knowledge /information technology and the process of globalization [Bloom and Rosovsky, 2006: 443]. Therefore, to address these global forces, to promote their social and economic development and to narrow the wide range of development gaps, developing countries need to expand and strengthen their institutions of HE.

However, what is currently happening in the developing countries including Ethiopia is that; tertiary enrollment increases, cost per student is sky rocketed, there are highly competing social demands and the public or tax payers remain to be the sole financers of HEIs to the extent where the sectors are unlikely to be able to maintain quality with out a concomitant expansion and diversification of resources.

With regard to these problems Taffesse (2003: 97) confirmed that it is undeniable fact that most universities in developing countries of Africa today are faced with the problem of uncontrolled growth of enrollment and expenditures even though the financial resource are diminishing continuously.

To solve these problems Derebssa (2003: 109) and Woodhall (2003: 91) recommended that with the rapid growth of enrollments of students and declining financing from the government, it has been a matter of urgency to develop alternative approaches for funding HE.

Globally, though the form may vary, governments are supporting the view that as there is a high rate of return to HE, it is fair to expect the recipient of that education to share at least part of that cost. The process of shifting part of the burden from government or taxpayers to students or their families is known as cost sharing [Harte, 2004: 1]. Cost sharing as a mechanism of increasing private contribution to HE is defined as; "a scheme by which all beneficiaries of public HEIs and the government share the cost incurred for the purpose of education and other services" Federal Negarite Gazeta 9th year No 85. Once more Obasi and Eboh (2003: 159) defined cost sharing as process of recovering part of the expenditure incurred in the provision of any service from the beneficiaries of that service. They also stated that cost sharing is a revenue diversification and generation policy that recognizes the need for beneficiaries of HE to pay some thing for the cost of their education to maintain sectors' sustainability.

Many research finding have forwarded that much of the reasons cost sharing has become a global phenomenon irrespective of political, ideology or various tertiary finance systems in countries is due to financial reality for all governments that HE cost continue to increase Shapely [Harte 2004: 89]. The approaches to cost sharing scheme vary from country to country depending on the prevailing situation. The common approaches according to Altbach and Ziderman on Shimelis (2004: 112) includes mortgage type loan, income contingent loan and the graduate tax. Ethiopia like its counter parts has introduced financial diversification mechanisms including income generation and cost sharing by students through the graduate tax. The cost sharing scheme in the form of "graduate tax" introduced to Ethiopia as of 2003

academic year covers government's full costs of student meals, accommodation, and health services plus 15% estimated tuition costs [MOE 2003: 12). This form of cost sharing scheme was chosen over mortgage type loan, due to its equity ground, simplicity for administration and effective recovery.

1.2. Statement of the Problem

Although the funding of HEIs in Ethiopia has undergone various changes with successive governments, still public subsidies are likely to remain the main sources of funding for HE. Through time however, these subsidies are becoming increasingly insufficient to ensure the financial viability of HE systems to the extent where provision of quality education is hardly possible, which again puts the objectives of ETP in question. In order to solve this problem and challenges of HEIs World Bank (2004: 19) recommended that, if the bold vision contained in the new HE proclamation is to have any chance of success, the solution to the double challenges of better quality and greater enrollment will have to be found in the financing strategy that underpins and supports the reforms.

So as to become fewer dependants on the shrinking public sources, it is necessary to diversify the sources of funding for HEIs to improve the long term financial position. In fact, on the equity ground also, it is unfair to consider the public as a sole source of funding for HE. It is because of the above reasons that the government of Ethiopia has been hard pressed to find a mechanism of lessening the burden of higher education finance and to improve the quality of teaching and learning that it adopted cost sharing scheme as of 2003/2004 Teshome (2004: 6). The mechanism of cost sharing via "graduate tax" is considered as initiative generally and to Ethiopia specifically, and its effective implementation makes HE system more accessible, equitable and more efficient in the allocation of social resources.

Not every one however, shares this view, because, there are individuals who oppose cost sharing on the ground that cost sharing only favors students from

well to do family. It denies the opportunity of students from poor socio economic backgrounds. Because cost sharing means inviting HE for those who can afford the required cost and out casting those who can not [World Bank 2004: 23].

On top of this, some scholars also accept the problem with cost sharing in the form of graduate tax but finally conclude that the benefits reap from graduate tax exceeds its pitfalls. The studies made by World Bank and MOE revealed that the implementation of cost sharing in HE leads to greater efficiency, better internal management, and even will make universities more responsive to individual and social needs and become cost conscious. Johnstone (2003: 2) on his part also confirmed that free HE and generously subsidized food and lodging in Ethiopia has not ensured the access and equity of HE for the poor/ rural or children of less income families and/or women; rather the lack of access and absence of equity stem from lack of sufficient public resources.

However, the newly employed system of cost sharing in Ethiopia through the "graduate fax" is not free of default and other related problems. Some of the problems are difficulty of the scheme for management, where students first enter contract agreement with respective institutions to pay the cost every year. However, after two or three semester sign another agreement for future payment (loan). Still some students enter contract to take loan only for tuition, and after a few month they came and sign agreement for food and finally after a year or two they enter an agreement for accommodation as well. So the practice is complicated to the extent where one cannot identify how much one paid and how much left according to the cost sharing coordinating officers in AAU. Moreover there is no single specific body responsible for the implementation of cost sharing scheme but budget and finance departments with same coordinators were made to carry out it as an additional task. Because of this, the Scheme is subjected to defaults in the HEIs.

The other problem lies with repayment mechanism within the higher education where there is no strong linkage and coordination among the stakeholders (both government and non-government). Because some beneficiaries of higher education leave the country before they graduate without paying back their share since many of the embassies do not ask this as a requirement knowingly or unknowingly. Still some students may discontinue their education after two or three semester due to academic or other problems with out paying the cost required of them. Sometimes graduates may be employed as a teacher in higher education and they resist paying their cost share by considering themselves as if government exempted them but through service. Moreover, the small amount of upfront payment does not cover even the administrative cost of cost sharing implementation for higher education. Because, there are no guarantors for students who discontinue their education without repaying their cost. The other problem with the implementation of cost sharing scheme is that it does not guarantee the right of student to join the field they want to study and students are complaining this by saying; students are forced to pay for something worthless for them. The higher institutions are not more responsive than before and not treating students as their clients vis-à-vis the freedom to choose what they want to study. Still University communities are claiming that, there are no clear-cut procedures on how the return from cost sharing reaches the HE. Nevertheless, the point is how much prevalent these challenges of implementations are and the answer requires research that would resolve the problems and sheds the light on it by recommending the possible solutions.

1.3. Objectives

Any study is going to be made with the intention of fulfilling definite purpose and objectives of its own. Hence, this forth-coming study has its own purpose to accomplish as stated here under.

1.3.1. General Objectives

1. To assess the implementation practices, problems and prospects of cost sharing scheme in HE.

1.3.2. Specific Objectives

1. To examine the opinion and reactions of students towards cost sharing scheme
2. To analyze the extent of cost sharing implementation in HE
3. To examine the appropriateness of the mechanisms used in HE to manage cost sharing scheme
4. To shed light on the problems encountered and identify the measures to be taken to tackle the problems.
5. To forward valid and feasible recommendations for the efficient and effective implementation of cost sharing scheme.

Finally, in order to achieve the above objectives, this study would try to forward answers for the following basic questions:

1. What views do students have regarding the introduction of cost-sharing in higher education?
2. Have the higher education institutions created appropriate mechanism for the management of cost sharing?
3. What were the major problems in the implementation of cost sharing?

1.4. Significance of the Study

As to the knowledge of the researcher, the study made on the practices, problems and prospects of cost sharing implementation is limited in number and magnitude. Apart from the comments on problems of implementation through formal and informal meeting, the subject is not studied in a detail manner before now. Therefore, this study is hoped to be significant for the following:

1. It can be a source of information for the stakeholders (departments, cost-sharing coordinators, and all concerned bodies in HE) about the challenges with the implementation of cost sharing and to know as well as plan an action on how to alleviate the problems identified.
2. It is used as information for decision-makers about the possible gap between the objectives of cost sharing and its actual practice and hence, take the necessary measure to eliminate this gap for effective and efficient implementation of cost sharing in HE.
3. It enables the faculties and department heads understand the problems of cost recoveries in case one discontinues his/her education and find mechanisms as to how to solve this practical problems in the HEIs.
4. The review of literature is used to present various forms of cost sharing scheme so that decision-makers in the Ministry of Education may amend the existing practices and/or even adapt new ones.
5. The study document may serve as a base line work for those who have interest to deeply and widely investigate the issues under this study.

1.5. Delimitation and Scope of the Study

The study was delimited to public institutions of HE, because the implementation of cost sharing is more new and problematic in HEIs than other levels of education. The study was also delimited to Addis Ababa University and Jimma University so as to maintain the manageability of the study within the financial-time and other resources of the researcher. Addis Ababa University and Jimma University were chosen on the basis that the researcher has relatively more information about the magnitude of the problem in the study areas and hence believed it is needless to go and search for other title and the study areas. Further, the study was delimited to second year and above students. The reason was that, these students have signed an agreement at least three times and hence, believed to have more information and awareness about the implementation of cost sharing in HE besides their longer experiences compared to other students. Moreover, the study was delimited to

specifically address the implementation trends, objectives, practices, problems and prospects of cost sharing scheme.

1.6. Limitation of the Study

The major problems encountered the researcher were the unavailability of literature that could enrich the study and the difficulty to get cost sharing coordinators for interview. More over, some respondents were not properly fill and return the questionnaire. However, these respondents were few in number and hence their response had little or no effect on the results of the study.

1.7. Research Methods and Procedures of the Study

1.7.1. The Method

Descriptive survey method was employed, because this method would enable the researcher to collect a variety of data from larger population, and was more suitable to describe the present condition and future prospects of cost sharing implementation.

1.7.2. Sources of Data

The major sources of data for this study included both primary and secondary sources. The primary sources of data were questionnaires and interview that were used to obtain primary responses from students, department heads, and cost sharing coordinators, as well as deans and vise-deans. Because all the above bodies play a prominent role in the implementation of cost sharing scheme and hence could provide first hand information for this study.

The secondary sources of data included books, Journals, booklets and other relevant materials, because they could provide secondary information regarding cost sharing scheme. Moreover, polices, guidelines and proclamations were consulted with regard to the Ethiopian experience.

1.7.3. Sample and Sampling Techniques

In this study, different sampling techniques were used to select respondents after categorizing them as cost sharing coordinators, administrators and students. Based on the data from offices of the registrar of both HEIs 2006/7 statistics, there were 14 faculties/colleges (about 58 departments) and about 9 faculties (53 departments) in both Addis Ababa University and Jimma University respectively, where 19, 625 and 12,584 students were enrolled.

Then 4 (colleges/faculties (education, science, social science and technology) which is about 29 percent and 3 faculties (Business and economics, education and Medical) about 33 percent from Addis Ababa and Jimma University respectively were selected at random so as to maintain the representativeness of the data sources. Including some former administrators, there were a total number of 88 cost sharing administrators, 10 cost sharing coordinators and 13, 036 students in the aforementioned faculties of both HEIs. Out of these 88 (100%) cost sharing administrators, 10 (100%) cost sharing coordinators and 340 students were involved in the study.

Cost sharing administrators and coordinators were taken comprehensively as their number is manageable on top of their decisive positions in implementation and management of cost sharing scheme. 38 departments were selected using lottery system and was representative. From the total number of 13, 036 students assigned to 59 departments in both Jimma and Addis Ababa University, 340 were selected using systematic sampling technique. That is, after having the list of all students in each department arranged alphabetically and separately, 9 students from each were selected systematically. Thus, the total numbers of respondents become 438. The summary is given in Table 1, here under.

Table 1: Sample of Higher Education and Respondents

S.N	HEIs	Faculties		Departments		CSAs		CSCs		Students	
		No	S	No	S	No	S	No	S	No	S
1	AAU	14	4	58	20	100	49	7	7	19629	215
2	JU	9	3	53	18	80	39	3	3	12584	125
	Total	23	7	111	38	180	88	10	10	32213	340

1.7.4. Data Gathering Tools

Questionnaire, interview and observations were the major data collecting tools used for this study. Questionnaire was preferred since it is more relevant to obtain first hand information from larger population within short period. Accordingly, a set of questionnaires, for students and for CSAs, closed-ended items followed by small number of open-ended items were used to collect data from students, department heads, deans and vise-deans respectively.

On top of this, these questionnaires were pilot tested on foreign language students in AAU to make the necessary corrections before their administration to the respondents. Hence, 5 items were modified while 3 were rejected. Finally, by carefully choosing the convenient time to maximize rate of return, the tool was administered to respondents. Besides, both structured and unstructured interview for it enables to get detail information from small number of respondents was used to get additional primary information from cost sharing coordinators. To assess the actual practice of cost sharing implementation, documentary analysis was used since it enables to compare the intention and actual practice of cost sharing scheme.

1.7.5. Method of Data Presentation and Analysis

Once data collection with getting adequate response was ensured, presentation and analysis followed. Presentation of data involves recording of biographical data and responses on all types of tools by grouping under the respective categories. The raw data obtained through questionnaire and interview was tallied and structured so as to make it manageable for analysis. Based on the data collection instruments, the

qualitative and quantitative data were analyzed using logical statistical methods and tools such as frequency, percentages, mean values, Chi-Square (χ^2) and spearman rank order correlation coefficient.

Moreover, the data obtained from documentary analysis was used to supplement the quantitative responses obtained through questionnaire. Finally based on the analysis made, summary and conclusions were drawn. Based on the summary and conclusion, the possible recommendations were forwarded.

1.8. Definition of Basic Terms

1. **Cost- sharing:** A scheme by which regular students of public HEIs and the government share the cost incurred for the purpose of education and other services proclamation 351/2003.
2. **Graduate tax:** A scheme by which an amount is deducted from income in the form of tax to be paid by beneficiary who has been obliged to share the costs of his/her education
3. **Higher education:** Public higher learning institution offering post - secondary education with a budget allocated from federal government [University or college that run degree program]
4. **Cost-sharing Administrators:** Deans, Vice-Deans and Department Heads who are responsible to run cost sharing.
5. **Financing Higher Education:** producing the necessary fund used to run all the higher institutions.

1.9. Organization of the Study

This research work was organized in to four chapters. The first chapter was concerned with the problem and its approach. Secondly, the review of literature followed. The third chapter dealt with the analysis, presentation, interpretation and discussion of data secured from the respondents. The fourth chapter provides the summary, conclusions and recommendations from the findings extracted.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part deals with the review of related literature as a theoretical framework of the study. It is explaining and discussing various issues regarding cost sharing and financing HE.

2.1. Financing in Higher Education

According to Derebssa (2002:108) and Habtamu (2004:415), the relevance of HE would be analyzed in terms of its roles and place in society, its missions and relationship with the world of work, as well as the state and public sources of funding and its interactions with other level of education. HE must be equipped with the necessary resources such as human, material and financial resources to play their roles effectively. Finance is the backbone and key ingredient in tertiary education issues relating to quality, accessibility, equity, efficiency and national affordability. In many countries deferent methods were used to finance HE such as budgetary allocations based on enrollment size, academic program and so on [World Bank, 2004:20].

2.1.1. How to Finance Higher Education

Many literatures have revealed that, at the beginning of 21st century HE has got a greater demand both from individual students and their families for the occupational and social status it is presumed to convey and from governments from the public benefits it is expected to bring to social, political, cultural and economic well beings of the country.

Driven by this growing demand, upwardly aspiring population and by the need of an increasingly competitive and technologically sophisticated economy, almost all governments were investing significant amount of resources to the sector [Johnstone, 1998.3]. In both developed and developing countries governments were responsible to provide virtually all of the financing used to

run the public tertiary system while the contribution of students/their families was insignificant [Chacha, 2004: 96, Johnstone, 2003: 1, Teshome, 2003: 3]. During this period the economic condition was relatively favorable, number of students was few and the demand made on government finances was also manageable. As an evidence students were used to receive pocket money in Ethiopia where later on the government was used to allocate budget for public HEIs in the form of block grant [MoE, 2003:3] The government has increased the amount of this block grant to a greater extent so as to cope up with the rapid expansion coupled with higher demand. In Ethiopia also because of this attempt enrollment has tripled within shorter period [Saint, 2004: 85, Teshome, 2004: 3].

Based on the socio-economic situations in a given country, education can be financed through a variety of ways such as general taxes, excise taxes or imposition of tuition fees in primary and/or secondary education [Baum and Tolbert, 1985: 5]. However, with time financing, HE is a challenging and controversial issue in both developed and developing countries and the point bears emphasis. Some groups confirm that HE is the right of people and should be so financed by the government. At the other extreme some argue that something is right does not mean that it should be provided free by giving an evidence that food is the basic right but no body argue that charging for food is wrong [Barr, 2003: 2]. At the same time financial constraints due to uncontrolled expansion of enrollment and other competing social services is the basic feature of HE allover the globe.

Thus, an aggressive expansion of enrollment and greater demand for HE require, the system to establish a mechanisms, techniques and styles of institutional funding and utilization of available resources through reduced expenditure, new sources of funding and improving efficiency [Butare, 2004: 39, Salerno 2004: 7; Johnstone, 2002: 1).

2.1.2. Proportion of HE Finance Compared to Other Education Sectors

HEIs around the world are fearing the new challenges of expansion, increasing demand on the one hand, and the challenges of financial austerity on the other hand. Once more financing HE is challenging due to its costly nature [Woodhall 2003: 81]. As a costly enterprise, expanding access to HEIs requires substantial capital expenditure. In developing countries including Ethiopia, the recurrent budget allocated for HE has risen from time to time and still the unit cost is rising over time. Concerning this Derebssa (1998: 17), stated that in Ethiopia expenditure for HE has shown five-fold since 1975, rising from 17 million birr to 84 million birr in 1994 and the unit cost of HE is high in comparison with primary education.

In Ethiopia for instance 5.8% of the total GDP was spent on education which is relatively larger than the average for sub-Saharan Africa which is around 3.9%. Education expenditure has also risen as a share of overall government budget from 9.5% to 16.8% though it is less than the average for Africa that is 20%. At the same time, of the total budget allocated to education 14.9 to 20% is devoted to HE. This is very much closer to the average cited by World Bank that is 15-18 percent [Teshome, 2004: 3, Saint, 2004: 88, Derebssa, 1998: 17]. In fact the share of HEIs was grown to 23 percent from the year 2002-2005, MoE, ESDPII. Similarly, the share of education budget devoted to HE is 15 percent in Ghana, 16 percent in South Africa, 12 percent in Kenya, and 9 percent in Uganda, which is almost less than that of Ethiopia [Harte, 2004:5; MOE, 2003: 3].

Available literatures have indicated that, the cost of university education at current prices has become very high in many developing and developed countries. Hence public universities are almost getting very much less than what they need for providing quality education and services [Derebssa, 1998: 7, 2003: 110, Chacha, 2004: 96].

Generally, expansion of HE can be analyzed as for instance in 1993E.C the total number of students from primary level to HE was 8,184,459. Out of this number only 46, 812 have joined public HE in regular program. Excluding the capital budget the government spent 12, 297, 460,000 for education of which 20.73% (254, 867, 700) is devoted to HE. From this one can clearly understand that the unit (per student) cost in HE can definitely able to cover the education of thousands of primary education students [MOE, 2003: 4].

2.2. Cost Sharing in Higher Education

One of the basic questions to be asked in addressing the new and old challenges of HE is, how HEIs should be financed, in order to achieve expansion, equity and sustainability [Woodhall, 2003: 81]. Financing HE is challenging due to its costly nature, especially when its high unit (per student costs) intensified by uncontrolled expansion of enrollment. At the same time, the government is compelled by other social needs that are politically forceful and which together with higher education greatly exceed in most countries the available scarce public revenues. The classic recommendation to over come the financial constraints is to combine measures of greater efficiency with diversification of income [Johnston, 2002: 9), 2004: 404). Revenue diversification as stated by Johnston (2002: 9) incorporates the cost sharing perspective of higher education as shared by five parties such as government, parents, students, individual or institutional donors and institutional entrepreneurship. Therefore in the face of rapidly and uncontrolled rising of HE cost, it is imperative for the countries to turn their face to forms of cost sharing that enable the shifting of HE costs previously born predominantly or exclusively by government or tax payers on to parents and/or students.

2.2.1. Rational for Cost Sharing

The major rationales in favor of cost sharing may include several purposes. It has been the subject at large and well accepted (although ideologically and politically contested) body of economic and public finance theory [Johnston

2003: 4, 2004: 407).The following are the major rationales behind cost sharing in HE:

2.2.1.1. Cost Sharing for Greater Equity

Basically, the act of shifting the cost burden to those students/ parents who can afford to pay while providing means-tested grants for those who are unable to afford or contribute is the measure to be taken for greater equity. This stems from the view that, those who benefit from HE should share towards its cost. If there is no appropriate balance between those who pay and those who benefit, equity is likely to fail. According to Johnston (2003:407), inequity prevails when HE is partaken by relatively few, or these few are from upper middle or upper classes. Conversely, equity exists when there is high participation that is unconnected to income or status of parents, and/or where the taxes are relatively progressive that fall more heavily on more affluent, and where there exist means- tested grants and generally available loans. Therefore the equity rationale underlined that, HE is a very costly investment, which in most cases is financed from the common pursue of the nation where every component unite therefore would want to have its fair share of the “national cake” [Akapan P.A 1989: 29).

2.2.1.2. Cost Sharing for Efficiency

The efficiency of HE, as it is described by Johnstone (1991: 68) is like any other good or service produced to the degree to which a given level of out puts or benefits being produced with the minimum level of inputs or resources or costs. Accordingly, the efficiency argument in HE, holds that, such an arrangement brings to HEIs some of the virtues of the market. The major assumption is that universities become more responsive and cost conscious and students or their families are more committed to their HE at the same time [Johnston, 2003: 355, Wanna, 2004: 25, and Shimelis, 2004: 121).

According to Shimelis (2004: 121) and Derebssa (2003, 112-113) cost sharing arrangement is likely to make the HEIs more responsive to student needs and develop the concept of training students as clients with consequent improvements in efficiency, quality and level of service. The notion of university responsiveness is premised on the assumption that cost-sharing through tuition or other related HE costs would make the institution more responsive to the individual, societal and labor market demands. Moreover cost sharing enabled to shift or apportion the cost burden among students, parents, and tax payers which again forced these parties to become more committed to achieve value for money Johnstone on [Altbach, 1991: 68-69, Shimelis, 2003: 121, and Tan in Derbssa, 2003: 113). Therefore, from this, one can deduce that HEIs to survive in the prevalent arena of competition for scarce resources, they need to be efficient in the use of available resources.

2.2.1.3. Cost Sharing for Quality

Efficient performance also yields quality services for beneficiaries, since, low cost does not necessarily mean poor quality, rather wise use of financial resources. As to Derebssa (2003: 115), lower costs are not always indications of poor quality rather an indication of healthy administration and greater internal efficiency. Heavy reliance on tax finance creates a down ward pressure on quality. But the existence of diversified finance enables one to avail qualified staffs, facilities and technologies that can secure quality [Barr, 2005: 1, Hauptman in Altbach, 2006: 84).

2.2.1.4. Cost Sharing for Improved Revenue

As the costs of HE are increasingly being shared with students and families via tuition and full cost recovery fees, revenue is diversified and improved. Because the money expected to be contributed by the beneficiaries are premised as additional revenue [Johnstone, 2004: 3; Obasi and Eboh, 2004: 161). So one of the major strengths behind any HE system is the systems' ability to exploit this supplemental income and raise the sources of revenue for themselves [Salerno, 2004: 7-8, Harte, 2004:84).

2.2.1.5. Cost Sharing for Alternative Revenue

The other principal rationale, even the most important and certainly less controversial is the sheer need for alternative non-governmental revenues to improve quality. At the same time, there is enormous scarcity of tax revenues but increased and compelling public needs [Johnstone, 2003: 2]. The basic assumptions of sheer need that institutions of HE must increasingly supplement their government revenue is through cost-sharing and other means so as to compensate the reduced funding budgeted to these sectors.

2.2.2. The Challenges

According to Vossensteyn (2004: 39), in many countries, the answer to the question of who should pay for HE traditionally has been "the government". Such a belief has its own practical difficulty on the implementation of cost sharing in higher education. Especially the form of cost sharing that involves revenue diversification that shifts some of the higher educational cost burden from government or tax payers to parent and student have opposition that is either ideological, political and/or technical [Obasi and Eboh, 2004: 162, Johnston, 2002: 12].

In fact any policy that seeks to impose a new or a sharp increase in the price of a good or a service will be obviously contested highly. Particularly those seemingly noble and socially important as HEIs are publicly sensitive. Accordingly, some sectors of the society have contested the implementation of cost sharing on the ground that, this new scheme may prevent people from entering HE, specially those from disadvantaged backgrounds. Still some believe that the benefits of HE justify full public subsidies. Therefore, in the areas where acceptance is limited implementing a certain policy is challenging [Vossensteyn, 2004: 40, Johnstone, 2002: 13].

The other problem with the implementation of cost sharing Scheme is more of technical beyond that of ideology or political view points. These kinds of

challenges according to Johnstone (2002: 13) are the difficulty to determine and verify the income of parents to decide below which they would not be expected to pay thus making the child eligible for some assistance. Because income and assets are more often easy to disguise and in many situations believed to be very private and exactly not the business of government, Bloom and Rosovsky cited on [Altbach, 2006: 451).

The challenges with the implementation of cost sharing scheme is more serious in developing countries. As the implementation of cost sharing requires the devotion of considerable efforts to explain the new system, how it works, and its justification developing countries have failed to meet this requirement efficiently. More over, its requirement for strong and committed administrative structure, sustainable sources of money aggravates the challenges [Obasi and Eboh 2004: 162, Woodhall 2003: 89). Deep public sensitization is very essential for the successful implementation of cost sharing as it reduces opposition from both students and general public.

The other problems with cost sharing implementation emanates from the nature of the scheme itself. Because according to Woodhall (2003: 91) the scheme advocates that higher achievers will become exempted from cost sharing which violets the equity issues. Hence people tend to resist the scheme. This is because higher achievers are those who attend better schools (from well to do families). Still some times students and HEIs have the fear that the money generated from cost recovery will replace rather than supplement public contributions resulting in no increase in resources for HE. Hence they become resistant and reluctant to implement cost sharing scheme.

Generally it can be said that the challenges in the implementation of cost sharing in HE financing would be due to the nature of the Scheme itself, political affiliation, system of administration, understanding from the side of stakeholders, socio-economic development and the like [Obasi and Eboh, 2004: 162, Woodhall, 2003: 91, Shimelis, 2004: 113).

2.3. Strategies in Cost Sharing

Nowadays, what is the commonality among many countries of the world is the challenge with regard to financing institutions of HE, the greater expansion of enrollment and the sheer need for alternative revenue other than governmental ones. At the same time demand for highly trained personnel coupled with diminishing public funding is another common problem all over the globe [Bray 1998: 1, and Tilka 2004:4].

Therefore, it is better to review the experiences of countries in financing HEIs to understand the strategies employed to overcome the challenges of financing HE.

2.3.1. The Experiences of Australia

Higher Education in Australia consists of many universities and a number of colleges that run the post secondary education. Higher education is free of tuition for about 30 years, but introduced tuition fees around 2000 for university student. There is also an argument that tuition fees has had no real impact on the quality of education, since the government has simply reduced its contribution by what the university are able to get from their students [Chapman 2002 in Johnstone, 2003: 5).

In the year 2005, Australia was in the process of change where universities were given the power to increase their tuition above the current level up to 25 percent. As to Johnston (2003:5), Australia established the Higher Education Contribution Scheme (HECS) in 1989 to run cost sharing scheme. The tuition in 2001 was about \$2600 for under graduate arts and sciences, in the form of income contingent loan, be paid up front at a discount [Chapman 2002a, 2002b, cited in Johnstone, 2003: 5).

However, the tuition fees inaugurated to the Australian HE system in 1989 is a fixed form, where the same fees were applied for all subjects at all universities. But in the recent times the systems are partially started to be liberalized. Moreover Australia has also income contingent loans, where the loan incorporates an interest subsidy and does not cover living costs [Barr, 2005: 7]. The type of loan scheme provided in Australian HE systems covers loans scheme for tuition fees only and now a days Australia moved from tuition fees to cost sharing policy.

2.3.2. The Experiences of Thailand

The prevalence of financial stringency in HE, all over the world was resulted in public universities turning to greater cost recovery in an effort to tap alternative sources of funding. It seems that, it is from this analogy that Thailand has employed student loan scheme that ranges from the social targeting to cost sharing as of 1996. Social targeting is mainly meant for addressing equity of access for all social groups [Ziderman, 2003: 6].

The loan scheme introduced to Thai includes cost sharing and social targeting. As to Kitaeve (1996: 26) and Ziderman (2003: 6) the student loan scheme in Thailand was aimed at disadvantaged students enrolled in both tertiary education and in upper secondary, general and vocational schooling, but, with emphasis on needy students. Through time, according to Kitaeve (2003: 26-27) the rapid growth of the Scheme in Thailand largely in excess of plan has resulted in budgetary cutbacks for to be students (new borrowers). This can be evidenced from the fall of loan size over time. But institutions have decided to spread declining loan budgets to the growing student population which again endanger the schemes' chance to assist the neediest students. The national student loan scheme committee is responsible to run the social targeting student loan scheme in Thailand.

According to Ziderman (2003: 6), the Thailand Scheme is not designed as a vehicle for extensive cost recovery but supplemented by increases in tuition fees at public education institutions though not at all of them. The scheme is ineffective because of the following reasons: First, it receives a considerably higher level of government's subsidy where students are in practice required to pay only a small fraction of the value of the original loan. Second, the scheme has been less than successful in realizing its central objective of reaching out to assist the poor [Kitaeve, 2003: 26 and Ziderman, 2003: 7).

Hence, due to strong criticism, the cabinet of Thai introduced other new scheme known as Thailand Income contingent and allowance loan (TICAL) scheme which is modeled on the successful Australian Higher Education contribution Scheme (HECS), apart from the very different institutional context in the two countries [Kitaeve, 2003: 2, and Johnstone, 2004: 6). In summary the Thai system of HE finance can be described as new, highly subsidized, with broad national coverage; aimed at the poor. It also includes students enrolled at the upper secondary and tertiary levels. Finally to be replaced by the TICAL scheme, based on cost sharing [Johnstone, 2004: 15).

2.3.3. The Experiences of South Africa

According to Taffesse (2003: 101), the system of HE in South Africa consist of 36 public HEIs of which 21 are universities and 15 are technicians. Moreover, South Africa has a number of public colleges and small but rapidly growing private HE sectors. Like most of its counter parts, institutions of HE in south Africa have faced the challenges including, greater expansion, lack of cooperation, effectiveness and efficiency, redress funding and poor mobilization of available resources. At the same time all the problems are integral to the issues surrounding the funding and finance of HE.

As it was described by Taffesse (2003: 101) and Harte (2004: 5-7), the government and its appointed agencies such as national Student Financial Aid

Scheme (NSFAS) and the Tertiary Education Fund for South Africa (TFSA) were responsible to finance HE in South Africa where the latter was established to help historically disadvantaged students with academic ability to join HE. Besides, non-governmental organizations also play the significant role in funding HE [Ishengoma, 2002: 6]. However, the funds allocated to HE by government (block grant and Earmarked) have declined while loan for students started to rise. The rise of students support has premised that this financial aid is crucial to meet its statutory commitment to the redress of inequalities generated by the apartheid system [Harte, 2004: 6].

In South Africa, the most important change was that more of the financial burden for paying HE tuition is shifted from the government /tax payers to students and/or families. Regarding this Harte (2004: 6) and Johnstone (2004: 8), stated that the forms of cost sharing in South Africa can be featured as a greater reliance on student that need to be repaid after graduation while, simultaneously decreasing the amount of student grants (bursaries) received from government and an increase in the number and kind of private institutions. Therefore, the national student financial aid scheme in South Africa has social objectives where it addresses the racially Skewed education system through provision of financial aid to those academically able poor students. The money for this purpose is mainly from funds of National Department of Education, donor, instructional and private contribution. The financial aid scheme in South Africa is appropriately seen as one that conforms to cost sharing [Taffesse, 2003: 101; Harte, 2004: 6, and Johnstone, 2004: 8].

The student aid scheme in South Africa, however, does not apply to nursing, teachers and police training colleges which were totally supported by government. Around the year 2004, the government has decreased the amount of money allocated to the national student financial aid on the assumption that the loan recovered by itself can maintain the viability of the program [Harte, 2004: 7]. Therefore, the loan scheme introduced in South Africa having the model of cost

sharing, has been successful on its ability to recover those loans and protect against defaults. That is, the national student financial aid is a government agency responsible to collect its student loan debts.

2.3.4. The Experience of Tanzania

Cost sharing scheme is not new to Tanzania, because students were used to pay tuition fees before and after colonial period. But needy students were supported by government through government bursaries [Ishengoma, 2004:4]. Through time bursaries was abolished and the government takes the responsibilities of covering the cost of all HE students for those who were admitted to public HEIs, even if it could not be sustainable.

Cost sharing was officially reinstated in 1992 due to the government's inability to finance free public HE besides the other essential social needs. The cost sharing scheme of Tanzania has three major phases: The first phase is implemented in 1992-93 academic year where students and their parents are required to pay fees for transport, registration, examination, student union etc. The second phase was implemented in 1993-94 academic year. This phase requires students to pay for food and accommodation. Besides, the government has introduced student loan by eliminating the HE allowance. What makes the loan scheme unique in Tanzania is that, it was accessible by all Tanzanian students joined public HE and private institutions. The third phase was begun as of 2003 and it requires students to pay for tuition and examination, books, stationary, field practice expenses [Ishengoma, 2004: 5).

However, the system of HE in Tanzania is under funded due to excessive reliance on government as a source of finance for recurrent budgets on the one hand and apparent inability or unwillingness to begin serious efforts to collect loans and the general reluctance of the government to introduce cost sharing scheme on the other hand. In other words; the government has too much timidity to effectively implement cost sharing rather reluctant to recover the

loans provided to students [Ishengoma 2004: 22). To the contrary, expansion of enrollment in HE is insignificant in Tanzania compared to other east African countries.

Regarding the necessity of cost sharing in Tanzanian HE, Ishengoma (2004: 23) concluded that, Tanzania has a long way to go in order to cultivate a habit of cost sharing in HE. Otherwise the system of HE, remain undernourished and unable to participate fully as it must in the expansion of participation and opportunity for the coming generation.

2.4. Cost Sharing in Ethiopian Higher Education

The first HEI in Ethiopia is the university college of Addis Ababa, established in 1950. Since then, lots of attempts have been made to expand the HE sector, despite its little achievement until 1995 [Abebayehu, 2001: 1; Saint, 2004: 84, Teshome, 2003: 2). It is in 1995 that relatively significant changes have been launched. This achievement can be evidenced by enrollment growth from 35,000 in 1995 to about 72,111 students in 2003/4 academic year. Therefore a remarkable achievement has been reached in 1995 and nowadays, there are about 23 universities under the direct support of the ministry of education. Moreover, there are several colleges which further coupled with a number of private institutions that run large percentage of HE enrollment. This sharp increase of enrollment in HE is the result of rapid expansion in both primary and secondary schools [Saint, 2004: 85).

Despite all the attempts made to develop and expand HE systems, the HE systems in Ethiopia were challenged by financial austerity like its counter parts.

In Ethiopia, students were not only allowed to get free HE but also used to receive pocket money for a longer period of time. The tradition of free HE as

explained by Abelayehu (2003: 1-2) and MOE, (2003-1) was the norm in many African countries and still has its sign in Ethiopia. With the exception of pocket money, which was given up in the mid 1970, HE in Ethiopia is still practically free, with both living and fees covered by government/tax payers. In fact, the government has made a significant investment in public HEIs to increase access, improve quality and relevance as well as to maximize the responsiveness of the institution to the needs of the country [Teshome, 2003: 3]. The reason behind for the government to take the whole responsibility of controlling, financing and maintaining the overall affairs of HEIs was the believe that such a trend would guarantee access to the poor.

However, many scholars, researchers; and different organizations have agreed that, it is unfair and incorrect to expect the public/tax payers cover the whole costs of HE and recommends the beneficiaries should have to contribute part of the costs. Because the supplementation of HE revenue by non-governmental sources primarily students/parents is one of the major recommendations from world bank and most other development agencies as one important solutions to the increasingly under funded and overcrowded universities in developing countries of which Ethiopia is a part [Johnston, 2003: 558; Derebssa, 2003: 115]. It was from this analogy that the government of Ethiopia, like its counter parts adopted a comprehensive education and training policy as a means to alleviate the problems of the education sector in general and HE in particular. The 1994 ETP of Ethiopia clearly put that, cost sharing or revenue diversification in HE is fundamental and unavoidable [Teshome, 2003: 6; Wanna, 2004: 23].The reforms to be made in HEIs were mainly improvement in management, cost sharing, improved quality, income generation, relevance of education system, and improvement in institutional efficiency.

2.4.1. The Principles and policies of Cost Sharing

According to ETP cited on Wanna (2004: 23), in financing education in Ethiopia, the government cover cost up to grade 10, mechanisms will be

established for post secondary students share their cost, special assistance for needy and deserving students, expansion of private HEIs, encouragement of public HEIs to generate their own income and use it to strengthen the educational process. It is based on this policy stance that cost sharing was implemented in HE as of 2003 after debate has been made prior to its implementation.

As it was stated on HE cost sharing proclamation No. 351/2003 any student who has entered obligation for repayment and graduate from public HEIs is required to share the cost of education and training and other services. The payment of cost will be effected in a form of a tax payable from the salary or other earnings obtained after graduation except those to be paid through services [Teshome, 2004: 6; Wanna, 2004: 26-27).

Cost sharing in the form graduate tax is preferred over other forms in that it guarantees the principle of equity, efficiency, administration and follows up [MOE 2003: 12). Shimelis (2004: 113) advocated the graduate tax as a cost sharing scheme that can generate more income than other forms as far as repayment is linked to future earnings but not educational costs. The Ethiopian cost sharing is defined "as a scheme by which beneficiaries of public HEIs and the government share the costs incurred for the purpose of education and other services. A beneficiary is any student at a public institution pursuing HE/training and who has entered in to an obligation for the future payment of the cost of his/her training and other services, as the case may be.

2.4.2. Mechanisms for Cost Sharing

Cost sharing can be implemented using different mechanisms based on the situation and needs of the country. The graduate tax introduced to Ethiopian HE in 2003 covers for the time being, full costs of student loading, food and health services, Plus 15 percent of tuition costs. But it will gradually increase overtime [MOE, 2003: 12, Shimelis, 2004: 114, Saint, 2004: 101). Moreover

(2004: 101) added that, if it works well as planned, cost sharing should make the HE system gradually more accessible, more equitable and more efficient in the allocation of social resources.

As to Abebayehu (2003: 3-4), it should be underlined that, if a workable approach to cost sharing in HE of Ethiopia is to be devised, it must take in to consideration the impact of such a policy on different income groups, and lay down flexible strategies that address the financial situations of these groups that were identified by experts in the area that the policy of cost sharing needs to take heed of: First those who may attend university with out financial difficulty. Secondly, those who could afford part of the cost, but still needs financial support to complete their studies. The third are those who are barely able to finance their studies barely.

Generally, according to Teshome (2004: 10) and MoE (2003:12-13) the graduate tax introduced to Ethiopia involves: First, the costs of tuition, food, and room are to be covered by government and to be recovered from students of HE only after graduation and employment. Beneficiaries are required to start payment after employment and there is no lower limit to be exempted from the tax. Only students of HE after the introduction of cost sharing, who will be obliged to repay the cost of their education but exclude those students prior to the implementation of cost sharing in the country. Students will be enrolled in some professions chosen by government such as teachings are exempted from monetary cost to repay it in the form of services. Graduates may be required to repay differential amounts depending on the band of programs of study they followed. Secondly, repayment must be completed with in a maximum of 15 years, depending on the types of program studied, unless decides to finish prior to the given period. The minimum amount of tax to be deducted every month is 10%, but the beneficiary can deduct more though should not be more than 1/3 of the monthly salary or income. Beneficiaries can pay the calculated amount of up-front and for this an incentive mechanism by which a 10 percent reduction

in payment is effected was built in the system. The provision of incentive is meant to attract both students and their families for up-front payments.

2.5. Views towards Cost Sharing Scheme

The views, perceptions, opinions and reactions towards cost sharing in HE vary among different social groups. On top of this, the level of understanding among the stakeholders also varies. The views to support/resist cost sharing scheme stem from various grounds, such as variation in ideology, lack of awareness, strategic problems, technical issues, unwillingness of concerned bodies [Johnstone 2003: 408, Obasi and Eboh, 2004: 158, Mwinzi, 2004: 155]. In Ethiopia, as to Teshome (2003: 12) the reasons for parents and/or students resistance to cost sharing is partly due to personal interests, pessimism about what the cost sharing would bring in terms of improving the HE quality and its expansion. This can be evidenced by what has been happened in Nigeria when the government tried to launch cost sharing in HE in 1978. The adoption and implementation of cost sharing have resulted in violent student demonstration. Students resist cost sharing due to economic factors and/or awareness problems or because of unwillingness [Obasi and Eboh, 2004: 157].

Some part of the community revealed that cost sharing raises problematic issues concerning equity, access, efficiency etc because it does not conform to the principle of equity among the various social groups especially in Ethiopia. At the time many students in Ethiopia associate cost sharing with increasing cost of education and services in the HE which are actually due to widespread corruption, inefficiency, waste, and institutional and managerial as well as administrative weakness. Some also view cost sharing as an imposition from World Bank. Still others raised the question how much it is logical to make students enter an obligation to pay in the future where they are not sure if they could find good jobs after graduation, [Teshome, 2003: 13].

Some of the oppositions towards cost sharing from the side of public are related to the logic of cost sharing in HE. They asserted that access and equity problems can be solved by fundamental economic, social and political restructuring but not only by focusing on single public sector (education). So HE in this view ought to be free to all students and/or parents and must be free of any pressure. Some also recommend that education at all level is a public good that shall be provided by the government provided that the government can reduce corruption, widespread inefficiency and misuse of resources [Teshome, 2003: 12; Obasi and Eboh, 2004: 170).

In Ethiopia, the possible yield of graduate tax was viewed to be reduced due to the largest variation between the number of graduates and beneficiaries [Shimelis, 2004:117]. Moreover there is considerable doubt that interest rates were assessed in such a way to ensure sufficient cash flows during collection. Some research findings also indicated that cost sharing put students in debt and that debt again may influence participation in HE. Especially students from poor socio-economic back grounds tend to view, as they were more averse to accumulating debt, [Shimelis, 2004:119]. Once more, there is a consensus in many literatures that students from lower socio-economic backgrounds are more likely than students from better off families deterred by the cost of HE. [Jackson and Calender 2005: 513 Johnstone 2003: 7, Mwinzi 2004: 151).

As to others, the policy of cost sharing in HE is subjected to resistance especially when it is unable to address the needs of different income groups among the public. In order to launch a comprehensive and workable cost sharing program, it is essential to give due attention for background differences. Otherwise, tuition fees or cost sharing may lead to social exclusion/incompatibility of access [Ababayehu 2003: 3-4, Vossensteyn, 2004: 40).

However, there are also views in favor of cost sharing scheme in HE believing that only very small proportion of age cohort are enjoying the benefits of HE

and hence they need to cover some costs to ensure the equitable redistribution of tax payers' money. The tradition of free HE in any part of the world did not have ensured access to the unprivileged segment of the society. Unequal participation stemmed from HEIs' lack of capacity to accommodate all segments of the society. This can be evidenced by the greatest attempts of many countries to introduce cost sharing in their HE regardless of its advantages and disadvantages (Ababayehu, 2003: 2). In fact the high unit cost of higher education in Ethiopia and the disproportionate spending on this sector puts public financing in question [Derebssa,1998:17].It was underlined that, if realistic fees were introduced, fee income become a major sources of funding for HEIs and even can ensure the multiple sources of public funding for the sector.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

This part of the study deals with the presentation and analysis of data obtained from respondents through questionnaires distributed to sample deans, vice-deans, department heads and students. From the total 428 questionnaire given for both students and CSAs of the respective HEIs, 371 (86.68%) were properly filled, returned and used for analysis. The data obtained through interview with cost sharing coordinators of the respective universities were analyzed inline with the questionnaires.

Accordingly, this chapter contains two major parts. The first part one presents the characteristics of sample population employed in the study. The sample population involved in the study were grouped as students and cost sharing administrators (CSAs) and their background was discussed in terms of their age, sex, year of study, service years on current position and total service years. The second part discusses the analysis of major findings based on the responses obtained from the two groups of respondents regarding, views of students towards cost sharing scheme, appropriateness of condition in HE to implement cost sharing schemes, measures taken to improve the implementation practice of cost sharing scheme in HE, major factors that affected the implementation practices and interventions to be made

3.1. Description of the Characteristics of Respondents

Table 2: Characteristics of Respondents

S.N	variables	Categories	Students		CSAs	
			No	%	No	%
1	Sex	Male	211	73.26	83	100
		Female	77	26.74	-	-
2	Age (years)	Below 20	3	1.0	-	-
		21-30	168	93.1	9	10.8
		31-40	17	5.9	41	49.4
		41-50	-	-	31	37.3
		Above 50	-	-	2	2.5
3	Year of study	2	150	52.08	-	-
		3	88	30.56	-	-
		4 and above	50	17.36	-	-
4	Service years on current passions	2 and below	-	-	61	73.49
		3-5	-	-	14	16.87
		6 and above	-	-	8	9.6
5	Total service years in HE	5 and below	-	-	55	66.30
		6-15	-	-	24	28.60
		16-25	-	-	4	4.82
		Above 25	-	-	-	-

As shown in, Table 2, reveals the sex, age, study year, service year on current post, and total service years in HE as a background of respondents. Accordingly, out of the total student respondents, 73.26% were males while female accounts for 26.74%. More over, all or 100% of CSAs were males while the involvement of female was null. This implies that the participation of female is less than that of male in the study areas, both at student and administration level, which is an indication of gender in balance. This could be because less number of students join, HE compared to that of males and same trend was observed at positional level.

Regarding the age distribution of the respondents, 1% was below the age of 20 while majority of the respondents (93.10%) were between the age ranges of 21-30. This implies most of the respondents were within same age range that reduces the age barriers among student respondents. Concerning the age distribution of cost sharing management bodies, 86.7% of the respondents were between the ages of 31 to 50. This indicates that majority of the respondents were in the same age

range and would probably be better interaction among them. However, 10.8% and 2.5% of them are below and above the age of 30 and 51 respectively.

Concerning the year of study, 52.8% of students were 2nd year, 30.56% were 3rd year and 17.36% were 4th year and above students respectively. This indicates that proportional numbers of students were taken from each study year. This signifies that majority of students could give better information as they were not new to the scheme due to their longer experiences in HE.

Once more Table 2, indicates service year in their current job position. Accordingly, 73.49% of the respondents have served 2 years and below while (16.87%) were occupying the position for 3 to 5 years. Moreover, 66.3% of respondents have a total service year of 5 and below, while 28.6% have a total service between 6-15 years. One of the factors that affect the effective implementation of a certain policy or plan is the total length of services. This means the time invested by an individual in a given organization enables him accumulate experiences and achieve development of consciousness about every thing and every one. In this regard not all CSAs have served for longer time in their current job and was not so an encouraging one.

Table 3: Objectives of Cost Sharing as Perceived by Respondents

No	Item	Respondents				χ^2	p-value
		Students		CSAs			
		No	%	No	%		
1	To secure more money for expanding other levels of education					30.88	<0.05
	Strongly agree	49	17.01	32	38.55		
	Agree	103	35.76	23	27.71		
	Undecided	46	15.97	21	25.30		
	Disagree	60	20.83	5	6.02		
	Strongly disagree	30	10.42	2	2.41		
	Total	288	100	83	100		
2	To guarantee the autonomy of HEIs					8.52	>0.05
	Strongly agree	61	21.18	29	34.94		
	Agree	127	44.10	25	30.12		
	Undecided	46	15.97	13	15.66		
	Disagree	36	12.50	12	14.46		
	Strongly disagree	18	6.25	4	4.82		
	Total	288	100	83	100		
3	To promote the relevance of HE training to students needs					15.13	<0.05
	Strongly agree	77	26.74	30	36.14		
	Agree	31	40.76	25	30.12		
	Undecided	18	6.25	13	15.66		
	Disagree	127	49.10	10	12.05		
	Strongly disagree	35	12.15	5	6.02		
	Total	288	100	83	100		
4	To make HE more efficient					6.25	>0.05
	Strongly agree	68	23.61	28	33.73		
	Agree	34	11.81	12	14.46		
	Undecided	35	12.15	10	12.05		
	Disagree	124	8.33	9	10.84		
	Strongly disagree	32	11.11	24	4.82		
	Total	288	100	83	100		
5	To transfer cost burden from government/tax payers to beneficiaries					23.11	<0.05
	Strongly agree	43	14.98	31	37.35		
	Agree	114	39.72	31	37.35		
	Undecided	54	18.82	11	13.25		
	Disagree	44	15.33	6	7.23		
	Strongly disagree	32	11.11	4	4.82		
	Total	288	100	83	100		
6	The rational that students have to pay the cost of their education					12.71	<0.05
	Strongly agree	20	6.94	7	8.43		
	Agree	67	23.26	9	10.84		
	Undecided	86	29.86	21	25.30		
	Disagree	70	24.31	21	25.30		
	Strongly disagree	45	15.63	25	30.12		
	Total	288	100	83	100		
7	To promote institutional management					1.64	>0.05
	Strongly agree	38	13.19	12	14.66		
	Agree	40	13.89	11	13.25		
	Undecided	103	35.76	17	20.48		
	Disagree	81	18.13	9	10.84		
	Strongly disagree	26	9.03	34	40.96		
	Total	288	100	83	100		
8	To promote equity among the rich and the poor					3.09	>0.05
	Strongly agree	58	20.14	11	13.25		
	Agree	108	37.50	38	45.78		
	Undecided	54	18.75	15	18.07		
	Disagree	37	12.85	9	10.84		
	Strongly disagree	31	10.76	10	12.05		
	Total	288	100	83	100		
9	It has no clear objectives					6.79	>0.05
	Strongly agree	81	28.13	0	0.00		
	Agree	31	10.76	2	2.41		
	Undecided	58	20.14	0	0.00		
	Disagree	16	5.56	48	57.83		
	Strongly disagree	102	35.42	33	39.76		
	Total	288	100	83	100		

According to the data, in item 1 Of Table 3, 152 (52.78%) students and 55 (66.27%) CSAs agreed that cost sharing was to secure more money for HE. On the other hand 90 (31.25%) students and 7 (8.43%) of the staff were negatively responded that cost sharing was not to secure more money for HE. But, 46 (15.97%) students and 21 (25.30%) staffs were not clear with the objectives behind cost sharing in HE and were indifferent to this idea. The Chi-square result ($\chi^2 = 30.88$) signified that there was a statistically significant difference between the two groups of respondents. This is an implication that CSAs seem to have better understanding than students about objectives of cost sharing in HE.

Still Table 3 shows that 188 (65.28%) students and 54 (65.06%) staff agreed that cost sharing was to guarantee the autonomy of HE. While 54 (18.75%) students and 16 (19.28%) staffs were negatively responded that it was not to guarantee autonomy of HE. The calculated chi-square ($\chi^2 = 8.52$) is far below the critical value indicating that there was no statistically significant difference between the two groups of respondents. This implies that both groups of respondents understood that cost sharing was to increase the autonomy of HE. But on the open-ended items, respondents were asking the reality that how cost sharing can increase autonomy to HEIs since they cannot decide up on the money collected rather it gave power to the Ministry of Revenue. Moreover, students have also reported that cost sharing serves HEIs to be autonomous as they become financially less dependent provided that the money was directly for them.

In Table 3, 108 (37.63%) students and 55 (66.27%) staff were responded positively that cost sharing was to promote the relevance of HE training. On the other hand majority of the students 162 (56.25%) and 15 (18.07%) CSAs have negatively responded that cost sharing was not to promote the relevance of training in HE. Similarly, the calculated value of chi-square ($\chi^2 = 15.13$) revealed that there was a statistically significant difference between the two groups of respondents. From this one can deduce that there was more doubt on the side of students than staff concerning the objectives of cost sharing to promote training relevance.

In item 4, on Table 3, respondents were asked if cost sharing was to make HE efficient. According to the data 102 (35.42%) students and 30 (36.14%) CSAs positively responded that, it was to promote efficiency in HE. On the other hand, 156 (54.17%) students and 40 (48.19%) staff have negative view that cost sharing is not to promote efficiency. The calculated value of chi-square ($X^2 = 6.25$) confirmed that there was no statistically significant difference between respondents. This shows respondents have doubt on the efficiency purpose of cost sharing.

It was indicated in Table 3 item 5 that there was no agreement between the two groups of respondents on the idea that cost sharing is to transfer cost burden from government/tax payers to students. The chi-square test shown that ($X^2 = 23.11$) there was statistically significant difference between the two groups of respondents. Although there is significant difference between respondents majority of both 157 (54.51%) students and 52 (74.70%) staffs were positively responded that objective of cost sharing was to transfer cost burden from taxpayers on to beneficiaries. Respondents were questioning that when is that time since it was/is the government who still covers the whole cost of HEIs.

In item 6, respondents were asked if cost sharing was fair to be the responsibility of students. According to the data, 87 (30.21%) students and 16 (19.28%) CSAs positively responded that cost sharing was to serve students from well to do families. On the other hand 115 (39.93%) students and majority of CSAs 46 (55.42%) negatively responded to the idea. The chi-square computed ($X^2 = 12.71$, p-value 0.013) indicates that there is opinion difference between the two groups of respondents. This implies majority of the students viewed the need for cost sharing is not to serve the rich on behalf of the poor and was not fair.

Item 7 of the Table reveals, 78 (27.08%) students and 23 (27.71%) staffs have agreed that cost sharing was to promote institutional management. On the other hand greater number of students and staff, 107 (37.15%) and 43 (51.81%) respectively replied that cost sharing was not to promote institutional

management. The chi-square result ($\chi^2 = 1.64$, p. value 0.801) confirmed that there was no statistically significant difference between the two groups of respondents. This implies that both respondents have no confidence on objectives of cost sharing to promote institutional management. About 166 (57.64%) students and 49 (59.04%) CSAs agreed that cost sharing is to promote equity among students from different social background. However, a considerable number of students, 68 (23.61%) and 19 (22.90%) staffs were disagreed to the objective of cost sharing to promote equity. Although majority of the respondents seem to understand the equity principle of cost sharing in HE, still there was doubt with some students. This idea coincides with what Vossensteyn (2004: 40-42) forwarded, to promote equity, and redistribution among the rich and the poor opponents of cost sharing suggest government subsidization of HE. Moreover as stated by various authorities any policy stance has objectives/ purposes of its own. Hence, the major objectives of cost sharing in HE is to reduce financial pressures on public budget, to free resources for lower levels of education, to improve efficiency, to ensure equity, and to improve quality in HE [Derebssa 1998: 15, Johnston 2004: 3, Wanna 2004: 27, and World Bank 2004: 10). As depicted in Table 3, respondents were asked to react to the questions about the major objectives of cost sharing.

In item 9, respondents were asked to express their view if cost sharing had clear objectives. As shown in Table 3, 112 (38.89%) students and few number 2 (2.41%) CSAs agreed that cost sharing had no clear objectives. On the other hand 118 (40.97%) students and majority of staff 81 (97.60%) responded that cost sharing has clear objectives. The calculated chi-square ($\chi^2 = 16.79$, p = 0.047) shown there is a significant difference between respondents regarding the purpose of cost sharing scheme. Thus, majority of CSAs agreed that cost sharing has clear objectives. From the discussion, it seems that CSAs have better awareness about the objectives of cost sharing than that of students. This shows a lot needs to be done to create common understanding on objectives of the scheme. Therefore, it is safe to conclude that there is a gap in understanding the objectives of cost sharing between beneficiaries and management bodies.

ii. Features of Cost Sharing Management

Table 4: Cost Sharing Management and Related Issues

No	Item	Respondents				χ^2	P-value
		Students (N = 288)		CSA (N = 83)			
		No	%	No	%		
1	Information exchange among stake holders is higher enough to manage the scheme					17.72	<0.05
	Strongly agree	6	2.08	0	0.0		
	Agree	23	7.99	6	7.23		
	Undecided	47	16.32	4	4.82		
	Disagree	90	31.25	18	21.69		
	Strongly disagree	122	42.36	55	66.27		
	Total	288	100	83	100		
2	The directives specifying rules and regulations on cost sharing are properly disseminated to student					24.16	.005
	Strongly agree	5	1.74	2	2.41		
	Agree	53	18.40	6	7.23		
	Undecided	24	8.33	4	4.82		
	Disagree	87	31.21	12	14.46		
	Strongly disagree	119	41.32	59	71.08		
	Total	288	100	83	100		
3	Drop outs in the university are strictly monitored					6.16	<0.05
	Strongly agree	7	2.43	0	0.00		
	Agree	29	10.07	4	4.82		
	Undecided	60	20.87	20	24.10		
	Disagree	76	23.39	18	21.69		
	Strongly disagree	116	40.28	41	49.40		
	Total	288	100	83	100		
4	Students are free to comment problems related to cost sharing					6.18	>0.05
	Strongly agree	15	5.21	4	4.82		
	Agree	27	9.38	5	7.23		
	C. Undecided	123	42.71	48	57.83		
	Disagree	57	18.40	10	12.05		
	Strongly disagree	70	24.31	15	18.07		
	Total	288	100	83	100		

In item 1 Table, 4 respondents were asked to express their view on the presence of better coordination and communication in HE to strengthen cost sharing implementation and management. According to data, 212 (73.61%) students and 73 (87.95%) CSAs were responded that information exchange among the stakeholders in HE was weak. While few respondents 29 (10.10%) students and 6 (7.23%) CSAs agreed that there was information exchange. The chi-square computed ($\chi^2 = 17.72$, P- value = 0.001) indicates that there is statistically significant difference between respondents. This may be due to the fact that

information exchange is very important to CSAs and its impact was more sensed by theme than that of students.

In item 2 also majority of respondents 206 (71.53%) students and 71 (85.54%) CSAs disagreed that rules and regulation were not disseminated to students on time. But 58 (20.14%) students and 8 (9.64%) CSAs agreed that the directives specifying rules and regulation were properly reached the students. The computed chi-square ($\chi^2 = 24.16$, P-value = 0.000) showed that there is statistically significant difference between the two group of respondents. This implies students and CSAs were not equally satisfied with the explanation on rules and regulation of cost sharing.

Regarding the monitoring of or recovering cost from dropouts in HE majority of the respondents 192 (66.67%) students and 59 (71.08%) CSAs disagreed that dropouts were strictly monitored. But 36 (12.5%) students and 4 (4.82%) CSAs agreed that dropouts were well monitored. The chi-square result ($\chi^2 = 6.16$, P-value = 0.187) indicates that there is no statistically significant difference between the two group of respondents. This implies that majority of respondents agreed that recovery from drop out was very weak since there was no effective control.

In item 4 Table 4, 42 (14.58%) students and 10 (12.05%) of CSAs agreed that students were free to forward their views regarding cost sharing. On the other hand 127 (44.10%) students and 25 (30.12%) CSAs replied that students were not free to comment problems related to cost sharing. The absence of accepting students comment may be due to lack of timely discussion among concerned bodies.

iii. Practice of Cost Sharing Scheme

Table 5: Views on Cost Sharing Implementation

No	Item	Respondents				χ^2	p-value
		Students (N = 288)		CSAs (N = 83)			
		No	%	No	%		
1	Cost sharing is implemented as per its objectives					11.38	>0.05
	Strongly agree	12	4.17	3	3.61		
	Agree	52	18.06	6	7.23		
	Undecided	54	18.75	9	10.84		
	Disagree	64	22.22	27	32.53		
	Strongly disagree	106	36.86	38	45.78		
	Total	288	100	83	100		
2	There is no support from HE officials					16.09	<0.05
	Strongly agree	15	5.21	8	9.64		
	Agree	53	18.40	11	13.25		
	Undecided	115	39.93	47	56.63		
	Disagree	61	21.18	11	13.25		
	Strongly disagree	44	15.28	6	7.23		
	Total	288	100	83	100		
3	There is no clear rules and regulation on cost sharing					5.31	>0.05
	Strongly agree	74	25.69	27	32.53		
	Agree	92	31.94	25	30.12		
	Undecided	32	11.11	11	13.25		
	Disagree	47	16.32	6	7.25		
	Strongly disagree	43	14.93	14	16.87		
	Total	288	100	83	100		
4	Students are provided with necessary orientation on time					19.76	<0.05
	Strongly agree	36	12.50	7	8.43		
	Agree	75	26.04	38	45.78		
	Undecided	72	25.00	24	29.92		
	Disagree	50	17.36	0	0.00		
	Strongly disagree	55	19.10	14	16.87		
	Total	288	100	83	100		
5	Necessary in formations are properly recorded and maintained					7.13	>0.05
	Strongly agree	27	9.38	6	7.23		
	Agree	50	17.36	17	20.48		
	Undecided	113	39.24	25	30.12		
	Disagree	57	19.79	14	16.87		
	Strongly disagree	41	14.24	21	25.30		
	Total	288	100	83	100		
6	There is a discussion among the stakeholders to make cost sharing scheme successful					5.18	>0.05
	Strongly agree	11	3.82	2	2.41		
	Agree	29	10.07	4	4.82		
	Undecided	45	15.63	11	13.25		
	Disagree	60	20.83	14	16.87		
	Strongly disagree	142	49.65	32	62.65		
	Total	288	100	83	100		

As it is depicted in Table 5, item 1 was about status of cost sharing implementation practices in HE. Thus majority of the respondents, 170 (59.03%) of students and 65 (78.31%) CSAs replied that cost sharing was not implemented as per its objectives. But, 64 (22.22%) students and 9 (10.84%) CSAs replied that cost sharing was implemented as per its objectives. The chi-square result ($\chi^2 = 11.38$, p. 0.23) revealed that there was no statistically significant difference between respondents. Thus, it could be safe to conclude that cost sharing is not on implementation as per its objectives or as it is planned for.

Regarding the support given, majority (39.93%) of students and [55.42%] of CSAs were not clear with this idea. In item 2, 68 (24.02%) students and 20 (24.10%) CSAs agreed that there was no support from university higher officials. But 105 (36.46%) students and 17 (20.48%) CSAs disagreed that there was necessary support. The chi-square computed indicates that there is no statistically significant difference between the two groups of respondents in evaluating the support given by HE top management. Therefore, it was difficult to determine the extent of support given by university higher officials to CSAs. The finding from the interview made with cost sharing coordinators also coincides with this finding where they replied there is no support and cooperation from concerned bodies as intended. The third item was about the existence of clear rules and regulation on cost sharing. The data indicates that majority of the respondents, 176 (61.11%) students and 52 (62.65%) CSAs agreed that there were no clear rules and regulation with regard to cost sharing scheme. While 90 (31.25%) students and 20 (24.10%) CSAs replied that there are rules and regulation on cost sharing. Majority of the respondents underlined that lack of clarity on the rules and regulation of cost sharing is one basic problem to implement it as intended as responded to open-ended questions. Similarly, for effective and efficient implementation of cost sharing in HE, the presence of sound institutional structure for management and administration, social targeting, effective loan recovery, efficiency in use of

cost sharing in HE. The chi-square result ($\chi^2 = 5.31$, p-value = 0.257) shows that there was no significant difference between the two groups of respondents. Therefore, it seems that the absence of clearly defined rules and regulation impedes the implementation of cost sharing scheme.

Item 4, Table 5 shows 111 (38.54%) students and 45 (54.22%) of CSAs have agreed that necessary orientation was given to student on time. Still large number of students 105 (36.46%) and few number of CSAs, 14 (16.87%) disagreed that students were provided with necessary orientation. This indicates that although the university provides student orientation, yet students were not satisfied with the orientation given them. Thus, taking measure to notify students about their share would result in better understanding among stakeholders.

About 77 (26.74%) students and 23 (27.71%) CSAs have agreed that necessary information were properly recorded and maintained, while 98 (34.03%) students and 35 (42.17%) of CSAs disagreed with the record and maintenance of necessary information. However, majority of the students 103 (35.76%) were indifferent to this idea. This indicates that the status of recording and maintaining information was not clear for students. The Chi-square result ($\chi^2 = 7.13$, P-value = 0.129) shows that there was an agreement between the two groups of respondents concerning the weakness of information recording and maintenance. From this, it could be possible to say lack of properly recorded and maintained information would impede the implementation practices.

Concerning item 6 Table 5, majority of the respondents, 202 (70.14%) students and 66 (79.52%) CSAs negatively responded that, there is no continuous discussion among stakeholders with regard to cost sharing. But 40 (13.89%) students and 6 (7.23%) CSAs responded positively that there was continuous discussion among stakeholders. This indicates that one of the important

Concerning item 6 Table 5, majority of the respondents, 202 (70.14%) students and 66 (79.52%) CSAs negatively responded that, there is no continuous discussion among stakeholders with regard to cost sharing. But 40 (13.89%) students and 6 (7.23%) CSAs responded positively that there was continuous discussion among stakeholders. This indicates that one of the important elements in the implementation of cost sharing was seem to be lost. Regarding the importance of continuous discussion and consultation Teshome (2003: 13) confirmed that to pacify opposition and to create awareness among administrators, faculties and students discussions and consultations were essential

iv. Conduciveness in HE to Implement cost sharing

Table 6: Issues Related to Conditions in HE

No	Item	Responses				χ^2	p-value
		Students (N = 288)		CSAs (N = 83)			
		No	%	No	%		
1	Administrative system in HE is conducive to implement cost sharing					22.03	<0.05
	Strongly agree	18	6.25	1	1.20		
	Agree	52	18.06	8	9.64		
	Undecided	44	18.75	5	6.02		
	Disagree	85	22.22	22	26.51		
	Strongly disagree	89	36.86	47	56.63		
	Total	288	100	83	100		
2	There is high level of communication among the stakeholders					16.09	<0.05
	Strongly agree	17	5.90	1	1.20		
	Agree	44	15.28	5	6.02		
	Undecided	46	15.97	11	13.25		
	Disagree	93	32.51	23	27.71		
	Strongly disagree	88	30.56	47	51.81		
	Total	288	100	83	100		
3	There is not specific body to monitor and follow up cost sharing implementation					13.45	<0.05
	Strongly agree	22	6.94	8	9.64		
	Agree	73	25.35	11	13.25		
	Undecided	107	37.15	47	56.63		
	Disagree	48	16.67	11	13.25		
	Strongly disagree	40	13.89	6	7.23		
	Total	288	100	83	100		

Regarding the administrative system, a few number of respondents, 70 (24.31%) students and 9 (3.13%) of CSAs agreed that it was suitable. However, majority of the respondents 129 (44.79%) students and 69 (83.13%) CSAs replied that administrative system is not appropriate. Still most of the respondents [60.2%], confirmed that the management of cost sharing is not successful. On the other hand 19 (22.9%) responded that it is difficult for them to say any thing about the implementation of cost sharing in HE. Therefore, it seems that the management of cost sharing was not an encouraging one. This might be attributed to the absence of active involvement from the side of all the concerned bodies.

The calculated chi-square ($\chi^2 = 22.03$, P-value 0.000) indicates, there was statistically significant difference between the two groups of respondents. Although there was difference between the two groups of respondents in evaluating the administrative condition, both of them seem to agree on its inappropriateness. Still majority of the respondents have replied that, the level of communication and coordination among the stakeholders was highly disappointing. As evidence about 34.94% of faculty and department heads replied that, their participation in the implementation of cost sharing is high and very high. However, majority (39.76%) of them responded that their involvement was low and very low. This also coincides with the responses given by cost sharing coordinators who reported that there was poor communication and coordination among stakeholders in HEIs. This signifies that their involvement is not an encouraging one. Yet, considerable number of respondents have expressed that their involvement was neutral. This finding coincides with the response given by cost sharing coordinators who responded that the involvement of faculty/department was so limited, it did not go beyond signing on the agreement format. Therefore, from the discussion it is hardly possible to say all concerned bodies have played their role in the administration of cost sharing scheme.

Moreover, it can be an evidence that, majority of the respondents 34 (41%) have left the responsibility to the cost sharing coordinators. The involvement of department in the administration of cost sharing was supported only by 20%. The same numbers of respondents have felt that all must share the responsibility. Majority of the respondents have secured lower level of involvement for the faculty and office of the president. According to the data, it seems that all respondents were in a position to escape from the administration of cost sharing scheme.

In item 3, Table 6, 95 (32.10%) students and 19 (22.89%) of CSAs agreed that cost sharing was monitored by specific body while 88 (30.56%) students and 17 (20.48%) of CSAs disagreed that there was no a specific body to run cost sharing implementation. However, majority of the respondents 37.15% students and 55.42% CSAs were indifferent to this idea. The chi-square ($\chi^2 = 13.45$, P-value = 0.009) indicates that there was no statistically significant difference between the two groups of respondents. This implies that both students and CSAs feel that they were in difficulty to say there was a specific body to monitor cost-sharing implementation. This might probably be due to the absence of well-established departments/agencies in the HE to run cost sharing apart from the existing one. In principle HEIs are the grassroot levels where cost sharing is practically implemented. Accordingly, universities are expected to establish situations and ways that promote the implementation of cost sharing scheme. HEIs must actively and transparently continue to seek efficiency, that minimize the per student costs of instruction without jeopardizing quality [Johnstone, 2003: 15].

v. Who Should Finance HE

Table 7: Parties to in Finance HE

No	Item	Respondents				χ^2	p-value
		Students (N = 288)		CSAs (N = 83)			
		No	%	No	%		
1	Government only					8.61	>0.05
	Strongly agree	15	5.23	1	1.20		
	Agree	20	6.97	2	2.41		
	Undecided	44	15.33	21	25.30		
	Disagree	56	19.31	18	21.69		
	Strongly disagree	152	52.96	41	49.40		
	Total	288	100	83	100		
2	Students or their family					41.14	<0.05
	Strongly agree	6	2.09	9	10.84		
	Agree	86	29.97	23	27.71		
	Undecided	66	23	39	46.99		
	Disagree	45	15.68	5	6.02		
	Strongly disagree	84	29.27	7	8.43		
	Total	288	100	83	100		
3	Non-governmental organization					36.5	<0.05
	Strongly agree	7	2.44	7	8.43		
	Agree	112	39.02	16	19.28		
	Undecided	64	22.30	39	46.99		
	Disagree	34	11.85	14	16.87		
	Strongly disagree	70	24.39	7	8.43		
	Total	288	100	83	100		
4	All of them have to share it					1.7	>0.05
	Strongly agree	165	57.29	46	55.42		
	Agree	87	30.21	24	28.92		
	Undecided	14	4.86	7	8.43		
	Disagree	9	3.13	3	3.61		
	Strongly disagree	13	4.51	3	3.61		
	Total	288	100	83	100		

As it could be seen from table 7, respondents were asked to forward their opinion regarding parties to finance HE. Hence, 208 (72.22%) students and 59 (71.08%) of CSAs disagreed that only government should finance HE. The chi-square computed ($\chi^2 = 8.61$, P -value 0.07) indicates that there is no statistically significant difference between respondents. This implies that majority of respondents agreed that, it is unfair to expect government as a sole financier of HE. Literature also stated that to overcome the financial constraints the classic recommendation is to combine measures of greater efficiency with revenue diversification. This incorporates the cost sharing perspectives HE as shared by five parties (government, students/parents, donors and institutional entrepreneurship)

In item 2, 92 (31.94%) students and 32 (38.55%) CSAs were agreed that parents/students have to have a contribution while 129 (44.79%) students and

12 (14.46%) of CSAs disagreed that students/their family should not share. The chi-square test result ($\chi^2 = 41.14$, P-value = 0.000) shows a statistically significant difference between the two groups of respondents. From this discussion, one can clearly see that some students were in a position to make themselves free of sharing the cost. Nowadays cost sharing or revenue diversification is inescapable in HE. Accordingly, many scholars recommend that students, government, community, donors and philanthropist were bodies to share the cost of HEIs.

In item 3 majority of the respondents, 119 (41.32%) students and 23 (27.71%) CSAs were agreed that non-governmental organizations have to have a share in financing HE. On the other hand 104 (36.11%) students and 21 (25.30%) CSAs were disagreed that the contribution of non-governmental organization is minimal. The chi-square test result ($\chi^2 = 36.5$, P - value = 0.000) indicates that there is statistically significant difference between the two groups of respondents. This implies that many students seem to advocate the assistance of non-governmental organizations while faculty and department heads were indifferent to the idea. This might be that CSAs seem to have less confidence on the potential and sustainability of finance from non-governmental organizations than students do.

In item 4 of Table 7, majority of respondents 252 (87.5%) students and 70 (84.34%) CSAs agreed that the funding of HE is better to be apportioned among all parties such as students, government, donors and community as a whole. The ($\chi^2 = 1.7$) result shows that opinion difference is not statistically significant. Regarding the question who should finance HE, the finding coincides with the findings of many scholars. Accordingly Johnston (2002: 9) and (2004: 404), Obasi and Eboh (2004: 160) suggested that one of the basic question to be asked in addressing the new and the old challenges of HE is, how HEIs should be financed so as to achieve expansion, equity and sustainability. Due to its costly nature financing HE is challenging and calls for the involvement of different parties such as government, parents, students, donors and institutional entrepreneurship. Therefore, it could

be possible to conclude that there is a common understanding among respondents that the cost of HE cannot be the responsibility of one party, rather is the responsibility of the diversified groups.

Vi. Major Out Comes of Cost Sharing

Table 8: Changes Observed As a Result of Introduction of Cost Sharing

No	Item	Respondents				χ^2	p-value
		Students (N = 288)		CSA (N = 83)			
		No	%	No	%		
1	Increased enrollment in HE					23.47	<0.05
	Strongly agree	49	17.01	16	19.28		
	Agree	59	20.49	50	60.24		
	Undecided	102	35.42	0	0.00		
	Disagree	47	16.32	12	14.46		
	Strongly disagree	31	10.76	3	3.61		
	Total	288	100	83	100		
2	Gave autonomy to HE					20.76	<0.05
	Strongly agree	18	6.25	0	0.00		
	Agree	53	18.40	4	4.82		
	Undecided	115	39.39	52	62.65		
	Disagree	70	24.31	20	24.10		
	Strongly disagree	32	11.11	7	8.43		
	Total	288	100	83	100		
3	It lessened the burden of government to fund HE					21.05	<0.05
	Strongly agree	17	5.90	1	1.20		
	Agree	66	22.92	5	6.02		
	Undecided	128	44.44	38	45.78		
	Disagree	59	20.49	30	36.14		
	Strongly disagree	18	6.25	9	10.84		
	Total	288	100	83	100		
4	It increased the efficiency in HE					12.67	<0.05
	Strongly agree	18	6.25	0	0.00		
	Agree	55	19.10	7	8.43		
	Undecided	118	40.97	42	50.60		
	Disagree	67	23.26	26	31.33		
	Strongly disagree	30	10.42	8	9.64		
	Total	288	100	83	100		
5	HEs are better equipped with the necessary facilities					17.42	<0.05
	Strongly agree	27	9.38	4	4.82		
	Agree	41	14.24	12	14.46		
	Undecided	61	21.18	35	42.17		
	Disagree	100	34.72	24	28.92		
	Strongly disagree	59	20.49	8	9.64		
	Total	288	100	83	100		
6	No change observed					23.23	<0.05
	Strongly agree	59	20.49	20	24.10		
	Agree	119	41.32	44	53.01		
	Undecided	23	7.99	14	16.87		
	Disagree	60	20.83	2	2.41		
	Strongly disagree	27	9.38	3	3.61		
	Total	288	100	83	100		

With this regard the data on Table 8, item 1 indicated that majority of the respondents, 37.5% students and 79.52% CSAs showed a positive attitude towards the increasing rate of enrollment in HE. Still large number of students (27.08%) has shown a negative attitude towards the existed enrollment rate in HE. The computed chi-square ($\chi^2 = 23.47$, P-value = 0.000) indicated that there is statistically significant difference between the two groups of respondents. Depending on the information, therefore one can say that although larger number of students and CSAs understood that rate of enrollment has shown a positive step, still many students seem to feel that all high school completers need to join HE. As indicated by Woodhall (2003: 81), expansion of HEIs and hence rate of enrollment can be assured through the development of sustainable financial resources. Unless cost sharing is implemented, meeting the need for expanded rate of enrollment seems to be difficult.

In item 2, 102 (35.42%) students and 32.53% of CSAs disagreed that HEIs have got autonomy. However, majority of the respondents 39.93% students and 62.65% CSAs were indifferent. This implies that it is difficult for one to determine whether HEIs become autonomous or not. Regarding this, Vossesteyn (2004: 42) confirmed that one public policy option for funding expansion of HEIs could be giving the sector greater autonomy and responsibility, allowing them to be more responsive to their customers and environment. He also added, that was why the mode of coordination in many countries was changing from central steering to greater autonomy for HEIs. Regarding the impact of cost sharing on government budget larger numbers of respondents were unable to take side. This may be due the nature of graduate tax that means its impact would not be felt immediately [Word Bank, 2004: 23].

In item 4, Table 8, 25.35% students and 8.43% CSAs have shown a positive attitude towards the existed efficiency in HE. On the opposite 33.68% of students and 40.96% of CSAs responded negatively that no efficiency in HE.

students and 40.96% of CSAs responded negatively that no efficiency in HE. Still majority of the respondents (40.97%) students and 50.60% CSAs did not take position. Here one can understand that it was difficult to determine whether or not HEIs were efficient. Regarding the betterment of facilities in HE, majority of the respondents 159 (55.21%) students and 32 (38.55%) of CSAs replied that HEIs were not equipped with necessary facilities than before while 68 (23.61%) of students and 18 (21.69%) of CSAs responded positively, that HEIs were better equipped with necessary facilities since cost sharing implementation. The chi-square test ($\chi^2 = 12.67$, P- value = 0.013) indicates that there is statistically significant different between the two groups of respondents. Although there was a difference between respondents majority of both agreed that no improvement in terms of facilities in HEIs compared to pre implementation of cost sharing.

Generally concerning the changes brought to HE since cost sharing implementation, majority of the respondents agreed that no better change come to HE since cost sharing implementation. This may be due to the nature of cost sharing itself, because the effect of graduate tax is not felt within night. Regarding this many scholars have claimed that cost sharing based on graduate tax is a positive step but its impact will not be felt within short period of time as it takes sometime for students to graduate and then start repaying. According to Salerno, the problem with cost sharing in developing countries lies on out come. Cost sharing without the necessary support and infrastructure has no any contribution [Salerno C. 2004: 8, World Bank, 2004: 23]

Table 9: Responses on Impacts of Cost Sharing on Students

No	Item	Respondents				χ^2	p-value
		Students (N = 288)		CSAs (N = 83)			
		No	%	No	%		
1	Improved teaching-learning activities in HE					15.75	<0.05
	Strongly agree	15	5.21	0	0.00		
	Agree	49	17.01	6	7.23		
	Undecided	78	27.08	33	39.76		
	Disagree	90	31.25	34	40.96		
	Strongly disagree	56	19.44	10	12.05		
	Total	288	100	83	100		
2	Students commitment to their studies have increased					23.77	<0.05
	Strongly agree	15	5.21	0	0.00		
	Agree	45	15.63	3	3.61		
	Undecided	105	36.46	52	62.65		
	Disagree	83	28.82	20	24.10		
	Strongly disagree	40	13.83	8	9.64		
	Total	288	100	83	100		
3	Universities are becoming more transparent to their students					15.05	<0.05
	Strongly agree	10	3.48	0	0.00		
	Agree	49	17.07	5	6.02		
	Undecided	120	41.81	50	60.24		
	Disagree	66	23.00	21	25.30		
	Strongly disagree	42	14.63	7	8.43		
	Total	288	100	83	100		
4	Poor delivery of cafeteria and health services					12.34	<0.05
	Strongly agree	41	14.24	8	9.64		
	Agree	112	38.84	45	54.22		
	Undecided	42	14.58	17	20.48		
	Disagree	62	21.53	8	9.64		
	Strongly disagree	31	10.76	5	6.02		
	Total	288	100	83	100		

In item 1 Table 9, 64 (22.22%) students and 6 (7.23%) CSAs agreed that teaching-learning activities were improved. On the other hand 146 (50.70%) of student and 44 (53.01%) of CSAs have shown negative attitude towards the improvement of teaching-learning activities. This finding supports the data on Table 8 item 5, that no improvement in facilities. Thus in the situation where cost sharing has not brought change in facilities it is unwise to expect an improvement in teaching-learning activities. The data shown that, although

there were some exceptions, majority of the respondents replied that no improvement shown in teaching-learning facilities and/or activities as expected.

Similarly in item 2, most of the students 123 (42.71%) disagreed that students commitment was increased. But majority of CSAs (62.65%) were unable to take side. The chi-square ($\chi^2 = 23.37$, P- value = 0.000) indicates that there is statistically significant difference between the two groups of respondents concerning students commitment. However, regarding this, Teshome (2003: 9) advocated that, sharing the cost of education make students to become more responsible for their own education. Obasi and Eboh (2004: 161) on their part confirmed that cost sharing is important for the enhancement of students' commitment. The enhanced commitment argument asserts that cost sharing compels students to properly plan, minimize their time in HE, and even encourages better study.

Concerning transparency in HE 108 (37.5%) students and 28 (33.73%) of CSAs disagreed that universities were transparent to their students. Still 60 (20.84%) of students and 5 (6.02%) of CSAs showed a positive attitude towards the existing level of transparency. From the above information, it is difficult to expect a customer like treatment to exist in HEIs. This coincides with the response given by cost sharing coordinators that there was a real problem in treating students. That is, they were forced to pay for something they have not used such as they pay for ten months but staying in HE only for nine months.

The data in item 4 of Table 9 depicted that, majority of respondents 178 (61.81%) of students and 53 (63.86%) of CSAs replied that there was a conflict between the HE and students due to under expected cafeteria and health services. On the other hand 93 (32.29%) students and 13 (15.66%) of CSAs showed negative attitude towards this idea. On the open-ended items, students reported that they were not receiving the expected services. Moreover, some replied that money do not given them on time and hence forced to sign another

agreement services in the cafeteria than taking in the form of money. The data from interview with cost sharing coordinators also showed that there was a conflict especially on the services delivered in the institution. From the analysis, it is possible to say, the disagreement between university and students might have impeded the implementation practice of cost sharing scheme or might have aggravated the resistance from the side of students.

Table 10: Major Problems Encountered

No	Item	Respondents				χ^2	p-value
		Students (N = 288)		CSAs (N = 83)			
		No	%	No	%		
1	Lack of cost recovery from dropouts					14.35	<0.05
	Strongly agree	20	6.94	14	16.87		
	Agree	162	56.25	52	62.65		
	Undecided	54	18.95	13	15.66		
	Disagree	35	12.28	3	3.61		
	Strongly disagree	14	4.91	1	1.20		
	Total	288	100	83	100		
2	Greater conflict in assigning students to various disciplines					13.12	<0.05
	Strongly agree	46	16.14	9	10.84		
	Agree	115	40.35	51	61.45		
	Undecided	63	22.11	14	16.87		
	Disagree	40	14.04	4	4.82		
	Strongly disagree	21	7.35	5	6.02		
	Total	288	100	83	100		
3	Unnecessary promotion of academically poor students to reduce rate of default					6.75	>0.05
	Strongly agree	38	13.29	17	20.48		
	Agree	131	45.80	44	53.01		
	Undecided	44	15.30	9	10.84		
	Disagree	45	15.73	7	8.43		
	Strongly disagree	28	9.79	6	7.23		
	Total	288	100	83	100		
4	Inability of HE to maintain and use cost sharing documents					8.86	>0.05
	Strongly agree	38	13.19	53	63.86		
	Agree	182	63.19	14	16.87		
	Undecided	13	4.51	3	3.61		
	Disagree	35	12.15	8	9.62		
	Strongly disagree	20	6.94	5	6.02		
	Total	288	100	83	100		
5	Absence of coordination among the responsible bodies					21.53	<0.05
	Strongly agree	88	30.56	45	54.22		
	Agree	118	41.40	28	33.42		
	Undecided	37	12.98	8	9.64		
	Disagree	34	11.93	1	1.20		
	Strongly disagree	11	3.86	1	1.20		
	Total	288	100	83	100		

The data on Table 10 item 1 shows that 182 (63.19%) of students and 66 (79.52%) of CSAs agreed that there was loss of revenue. On the other hand 49 (17.01%) of students and 4 (4.82%) of CSAs disagreed that no loss of revenue. The chi-square result ($\chi^2 = 14.35$, P-value = 0.006) indicates that there is statistically significant difference between the two groups of respondents. The difference between the two may stem from the difference in information between them. Other wise majority of both observed that there was loss of revenue. Moreover, respondents have reported that there was disagreement all the time with cost sharing coordinators and other concerned bodies, especially at the end of every month.

In item 3 of the Table, majority of CSAs (73.49%) and students 169 (58.68%) have agreed that many academically poor students were unnecessarily promoted due to cost sharing. Nevertheless, considerable number of students 73 (25.35%) disagreed that academically poor students were promoted. The chi-square test ($\chi^2 = 6.75$, P = value = 0.149) indicates that, there is no statistically significant difference between the two groups of respondents. In open-ended item also respondents have indicated that academically poor students were promoted for two reasons. First, it is difficult to recover cost from drop outs and secondly, these students will be a source of income if they graduate. From this, one can say that universities tend to promote academically poor students just for the sack of reducing loss of revenue (cost recovery).

The data in item 4 of Table 10, indicated that majority of the respondents (76.39%) students and (80.72%) of CSAs were in agreement to the idea that there was problems of recording and maintaining necessary information on cost sharing in HE. Moreover, the computed chi-square value ($\chi^2 = 8.86$, P- value = 0.65) do not show statistically significant difference between the responses given. In the absence of properly recorded and maintained information and data relating to cost sharing, it is difficult to get the cost recovered because of lack of documents relating to the amount owed by students proclamation No. (351/2003:7).

Similarly, in item 5, greater number of respondents, 206 (71.59%) of students and 73 (87.95%) of CSAs replied that there was absence of coordination among the responsible bodies. On the other hand 45 (15.63%) of students and 2 (2.40%) of CSAs disagreed to the absence of coordination. Therefore, it could be possible to conclude, there was poor cooperation and coordination among responsible bodies to implement cost sharing.

vii. Factors Affecting Implementation of Cost Sharing

Table 11: Factors Affecting Cost-Sharing Implementation

No	Item	Mean of Ranks by Students	Rank Student	Mean of Ranks by CSAs	Rank CSAs	Spearman's rho
a	Resistance from the side of students	3.75	3	4.05	3	0.943
b	Its management system	3.53	1	3.41	1	
c	Mode of implementation	3.59	2	3.58	2	
d	Individuals interest and ideology	8.74	9	10.72	12	
e	Absence of student aid/support	10.34	13	11.70	14	
f	Lack of incentives for administrators	11.09	14	10.90	13	
g	Lack of understanding from the side of parents	10.05	12	8.95	9	
h	Absence of clearly defined rules and regulation	5.92	5	5.60	5	
i	Resistance from the side of community	9.41	11	9.11	11	
j	Departments hostility to the idea of cost sharing	9.18	10	9.07	10	
k	Absence of sensitization to the stakeholders	5.64	4	7.73	7	
l	Enormity of demands relative to the available resources	8.27	8	7.84	8	
m	Imbalance between the rich and the poor	7.76	6	7.73	6	
n	Lack of improvement in the services provided by the university	7.52	7	7.26	4	

**** Correlation is significant at the 0.01 level**

As shown on Table 11, both students and cost-sharing administrators were asked to rank the factors that have affected cost-sharing implementation. According to the data, its management system, mode of its implementation, students' resistance, absence of awareness creation campaigns, and lack of clearly defined rules and regulation were ranked in their degree of impact as first, second, third,

fourth and fifth respectively by students. CSAs also ranked the same factors as first, second and third. However, the absence of sensitization was ranked seventh by cost sharing administrators. Moreover, both respondents ranked absence of student aid, lack of incentives for administrators and community resistance as the least factors except that lack of understanding was ranked ninth by CSAs and twelfth by students respectively.

Therefore, from the discussion made, one can deduce that the most noticeable factors that affected the implementation of cost sharing were the system of management, mechanism used to implement the scheme and resistance from the side of students, while the absence of student support and incentives for administrators respectively were not as such serious ones relative to others. According to the interview made with cost sharing coordinators, student and administration related factors were also serious problems among the rest. This finding also coincides with the findings of Ascroft (2004:39) who found out that the problems of HEIs in Ethiopia were inability to develop its management, boards, system and attitude of its stakeholders.

The responses to open ended items also indicate that cost-sharing implementation was critically affected due to its poor management system, inappropriateness of the mechanism used to monitor recovery, and attitudes students have towards its implementation practice. Once again, in Table 11, the computed value of spearman rank correlation coefficient also shows that, there was statistically significant positive relationship between the two groups of respondents regarding the factors that could impede the implementation practice of cost sharing scheme. Thus from this result, one can draw that unless these pointed out factors get resolved in accordance to their impact, it would be impossible to reach the principal goal of revenue diversification. Some of the common factors identified by many scholars and literatures were related to administrative system, views of the stakeholders, nature of the scheme awareness of the stakeholders and so on [Woodhall, 2003: 98; Obasi and Eboh, 2004: 170; Shimelis, 2004: 115; Abehabyehu, 2003: 2).

viii. Who should be Responsible?

Table 12: Views on Bodies to be Responsible

No	Item	Respondents of				χ^2	p-value
		Students (N = 288)		CSA (N = 83)			
		No	%	No	%		
1	Policy makes					67.75	<0.05
	Strongly agree	136	47.55	30	36.14		
	Agree	119	41.61	35	42.17		
	Undecided	12	4.20	14	16.87		
	Disagree	8	2.80	2	2.41		
	Strongly disagree	11	3.85	2	2.41		
	Total	288	100	83	100		
2	University officials					54.14	<0.05
	Strongly agree	18	6.27	0	0.00		
	Agree	73	25.44	1	1.20		
	Undecided	78	27.18	35	42.17		
	Disagree	69	24.04	10	12.05		
	Strongly disagree	49	17.07	37	44.58		
	Total	288	100	83	100		
3	Cost-sharing coordinators					37.22	<0.05
	Strongly agree	48	16.72	4	4.82		
	Agree	84	29.27	7	8.43		
	Undecided	73	24.44	33	39.76		
	Disagree	41	14.29	10	12.05		
	Strongly disagree	41	14.29	29	34.94		
	Total	288	100	83	100		
4	Students themselves					18.03	<0.05
	Strongly agree	19	6.62	1	1.20		
	Agree	45	15.68	1	1.20		
	Undecided	86	29.97	34	40.96		
	Disagree	58	20.21	18	21.69		
	Strongly disagree	79	27.53	29	34.94		
	Total	288	100	83	100		
5	Community/parents					28.81	<0.05
	Strongly agree	15	5.23	2	2.41		
	Agree	45	15.68	3	3.61		
	Undecided	78	27.18	40	48.19		
	Disagree	82	28.57	9	10.84		
	Strongly disagree	67	23.34	27	34.94		
	Total	288	100	83	100		

The data on Table 12 depicted that majority of the students, 255, (88.54%) and CSAs, 65 (78.31%) have agreed that policy makers were the first to be accountable above all, secondly, 200 (69.44%) students and 61 (73.49%) of CSAs emphasized on higher education officials. Still larger number of students, 132 (45.83%) put cost sharing coordinators as a third body to be blamed.

On the other hand, community/parents and students were the least to be blamed by both groups of respondents. The computed chi-square value for all

items (1-5) revealed that there is statistically significant difference between the two groups of respondents. As one can clearly see from Table 12, considerable numbers of students were replied that all bodies have to share the responsibility. On the other hand, from the interview made with cost sharing coordinators, they were blaming department heads, deans and higher officials on their turn.

The response to the open-ended questions indicated that all of them were blamed for the contribution they have in impeding the implementation practices. Hence, not all the university community and cost sharing coordinators were working cordially to recover cost from the dropouts and students were accountable for they did not discharge their responsibility while leaving the institution. Policy makers were blamed since they did not forward clear directives and methods how to recover cost from dropouts and did not specify what should be done for exceptional (readmitted/other students).

In principle, it was the agreement among scholars that the implementation of cost sharing requires the devotion of considerable efforts of all its stakeholders to explain the new system, how it works and its justifications. Moreover, it also requires strong and committed administrative structure. However, developing countries have failed to meet these requirements efficiently which resulted in poor implementation and management of the scheme (Woodhall, 2003:89; Obasi and Eboh, 2004:162).

X. Measures Taken

Table 13: Measures Taken to Alleviate Cost-Sharing Problems

No	Item	Respondents				χ^2	p-value
		Students (N = 288)		CSAs (N = 83)			
		No	%	No	%		
1	Necessary orientation was provided to stakeholders on time					17.49	<0.05
	Strongly agree	9	3.14	4	4.82		
	Agree	34	11.85	7	8.43		
	Undecided	29	10.10	20	24.10		
	Disagree	76	26.48	28	33.73		
	Strongly disagree	139	48.43	24	28.92		
	Total	288	100	83	100		
2	Effective coordination among concerned bodies was established					9.42	>0.05
	Strongly agree	8	2.79	2	2.41		
	Agree	28	9.76	7	8.43		
	Undecided	37	12.84	7	8.43		
	Disagree	98	34.15	18	21.69		
	Strongly disagree	116	40.42	49	59.04		
	Total	288	100	83	100		
3	Sensitization of the community/parents about cost-sharing was under taken					17.12	<0.05
	Strongly agree	10	3.48	0	0.00		
	Agree	47	16.38	7	8.43		
	Undecided	124	43.21	28	33.73		
	Disagree	57	19.86	19	22.84		
	Strongly disagree	49	17.07	29	34.94		
	Total	288	100	83	100		
5	No considerable measure was taken					5.82	>0.05
	Strongly agree	92	32.06	22	26.51		
	Agree	100	34.84	33	39.76		
	Undecided	33	11.50	16	19.28		
	Disagree	37	12.89	8	9.64		
	Strongly disagree	25	8.71	4	4.82		
	Total	288	100	83	100		

According to the data on Table 13, 215 (74.65%) of students and 52 (62.65%) of CSAs responded negatively that no significant measure have been undertaken to raise the awareness of stakeholders.

Majority of respondents from both groups were not satisfied with the measures taken to improve the awareness of stakeholders. Based on the discussion one can deduce that attempts made to improve/or strengthen implementation was too little to bring a change. That is why in Table 8 respondents confirmed that, no better change come to HE since cost sharing implementation.

In item 2, also majority of respondents 214 (74.31%) students and 67 (80.72%) of CSAs responded negatively that no effective coordination was established. The chi-square results also do not show statistically significant difference between the two. This implies the blame pointed to all the concerned bodies with regard to the said problem in Table 12 has certain truth, because, unless necessary measures were taken no one can escape from the accountability.

About 106 (36.81%) of students and 48 (57.83%) of CSAs replied that public campaign on cost sharing was not undertaken. Still larger number of students and CSAs were indifferent to this idea. The χ^2 -value = 17.12 shows statistically significant difference between the two group of respondents. This implies that there was disagreement between the students and cost-sharing administrators regarding measures taken to raise the awareness of community. But, in general there was consensus among many students and majority of cost sharing coordinators that little has been done to improve awareness of parents/community. However, among the measures to be taken for effective management of cost sharing recommended by many scholars, public campaign was one. The recommendation was on the ground that it is used to ensure wide spread understanding and acceptance of the scheme.

Finally, Table 13 also revealed that, 192 (66.67%) students and 55 (66.27%) CSAs responded that no considerable measure was made to improve implementation practice of cost sharing scheme. This result clearly supports that no considerable attempts were undertaken to harness cost sharing in to fruitful practices. The computed χ^2 = 5.82, P- value = 0.213 indicates that there is no statistically significant difference between the two groups of respondents. This implies that both student and CSAs respondents observed that no significant attempt was made by concerned bodies to raise public understanding. According to Teshome (2003: 16), the most important success factor in the implementation of cost sharing in Ethiopia more than any thing is educating the citizens and inculcating a shared value of social responsibility,

because as to him, education is a very effective tool in improving compliance and maximizing the base of cost recovery.

Xi. Major Suggestions

Table 14: Intervention to be Made by HEIs

No	Item	Respondents				χ^2	p-value
		Students (N = 288)		CSAs (N = 83)			
		No	%	No	%		
1	Awareness creation for students					25.58	<0.05
	Strongly agree	157	54.51	61	73.49		
	Agree	105	36.46	17	20.48		
	Undecided	2	0.69	5	6.02		
	Disagree	6	2.08	0	0.00		
	Strongly disagree	18	6.05	0	0.00		
	Total	288	100	83	100		
2	Making students to call guarantor to ensure cost recovery from dropouts					23	<0.05
	Strongly agree	46	11.97	17	20.48		
	Agree	13	4.52	30	36.14		
	Undecided	35	12.15	8	9.64		
	Disagree	50	27.36	6	7.24		
	Strongly disagree	144	50.2	22	26.51		
	Total	288	100	83	100		
3	No need to take any measure					19.68	0.05
	Strongly agree	4	1.39	0	0.00		
	Agree	8	2.78	0	0.00		
	Undecided	36	12.50	2	2.41		
	Disagree	95	32.99	20	24.39		
	Strongly disagree	145	50.35	61	74.39		
	Total	288	100	83	100		

The Table is organized to examine suggestion made by respondents regarding interventions to be made at university level. According to the data on Table 14 item 1, 262 (90.97%) students and 78 (93.98%) CSAs agreed that awareness creation is better to be given to students. On the other hand, 24 (8.33%) students disagreed that no need to do so. The chi-square result ($\chi^2 = 25.58$, P-value = 0.000) indicates statistically significant difference between the two groups of respondents. Apart from the difference between the two groups of respondents majority of them supported the necessity of awareness creation for students.

The data from the interview made with cost sharing coordinators also suggested that providing awareness creation for students is very crucial for effective implementation of cost sharing scheme. As a second option to over come the

problems, majority, (82.64%) of the students recommended improved service delivery in HE. On the other hand, greater number of students 67.36% replied negatively that, no need to make students call guarantors.

CSAs on their part suggested that it is important to make students prepare guarantors. Concerning this chi-square ($\chi^2 = 23$, P- value = 0.037) shows statistically significant difference between the two groups of respondents. This implies that preparation of guarantee was difficult for students while it is very essential to reduce rate of default. An interview made with cost sharing coordinators also shown that asking students for guarantors at the time of agreement is infeasible, supporting their cause by stating, majority of our students come from remote areas and so they can not find co signatories (guarantors). There is no one complete method of cost sharing scheme in HEIs. Hence, policy makers, administrators and concerned bodies must work in harmony to improve, amend and adjust the mechanism in to the country's real situation. The implementation practice of cost sharing in HE seem to have failed to take into consideration the real situation in the study areas. It did not clearly put what will happen for some exceptional conditions and its management procedures and hierarchy of authority. Therefore, HEIs have to do their best to implement the scheme based on the national policy and their institutional reality.

However, Teshome (2003: 18) advocated that:

Although asking each beneficiary for guarantors at the time of contract agreement in each university is difficult, this will be one of the measures to tackle problems of default.

In the third item, significant number of respondents 140 (48.61%) students and 81 (97.60%) of CSAs replied that necessary measures must be taken to alleviate the existing problems related to cost sharing. According to the interview made with cost sharing coordinators also, unless immediate measures were taken, the problem will be very critical in the near future. Therefore, many scholars reached on the consensus that for a graduate tax to be a significant alternative non-

governmental revenue source, awareness creation and public sensitization are fundamental.

Table 15: Intervention to be Made at Policy Making Level

No	Item	Respondents				χ^2	p-value
		Students (N = 288)		CSAs (N = 83)			
		No	%	No	%		
1	Training cost sharing coordinators to improve administration					7.57	>0.05
	Strongly agree	119	41.32	37	44.58		
	Agree	131	45.49	42	51.81		
	Undecided	7	2.43	2	2.40		
	Disagree	26	9.03	1	1.20		
	Strongly disagree	5	1.74	0	0.00		
	Total	288	100	83	100		
2	Creating strong linkage among stakeholders to make cost sharing efficient					17.31	<0.05
	Strongly agree	122	12.36	55	66.27		
	Agree	138	47.92	27	32.53		
	Undecided	14	4.86	1	1.20		
	Disagree	6	2.08	0	0.00		
	Strongly disagree	8	2.78	0	0.00		
	Total	288	100	83	100		
3	Modifying the current system of cost sharing implementation					25.5	<0.05
	Strongly agree	74	25.69	43	51.81		
	Agree	149	51.74	25	30.12		
	Undecided	28	9.72	11	13.25		
	Disagree	27	9.38	4	4.82		
	Strongly disagree	10	3.47	0	0.00		
	Total	288	100	83	100		
4	Adopting a new mechanism of financing HE					36.86	<0.05
	Strongly agree	67	23.26	14	16.87		
	Agree	112	38.89	9	10.84		
	Undecided	63	21.88	29	34.94		
	Disagree	32	11.11	11	21.69		
	Strongly disagree	14	4.86	13	15.66		
	Total	288	100	83	100		
5	Abolishing cost sharing policy completely					21.35	<0.05
	Strongly agree	25	8.68	0	0.00		
	Agree	22	7.64	2	2.41		
	Undecided	50	17.36	7	8.43		
	Disagree	11	39.93	36	43.37		
	Strongly disagree	5	26.39	38	48.78		
	Total	288	100	83	100		

Regarding the measures to be taken by policy makers, both group of respondents, 250 (86.81%) students and 80 (98.77%) CSAs agreed that cost-sharing coordinators must be trained to strengthen their capacity in the administration of the scheme. The computed chi-square value ($\chi^2 = 7.57$, P-value = 0.109) indicates that there is no statistically significant difference

between the two groups of respondents on the necessity of training for cost sharing coordinators. This implies that both students and CSAs understood that there was lack of training on the side of cost sharing coordinators. From the open-ended questions, many respondents suggested that continuous panel discussions or seminars for students, department and faculty deans are mandatory, while considerable training was suggested for cost sharing coordinators. During the interview with cost sharing coordinators, they underlined that a clear cut responsibility and accountability must be given for every stakeholders unlike the existing one.

In item 2, also about 260 (90.28%) students and 82 (98.80%) of CSAs suggested that coordination and linkages must be created among the stake holders. From the open-ended items also many respondents forwarded that linkage must be established for the creation of common sense. Literature also suggested that understanding between the government and university coordinators as well as between all the beneficiaries is critical and beneficial for the success, (Teshome, 2003: 18).

As a third, solution to maximize the effectiveness of cost sharing implementation, both students (77.43%) and CSAs (81.83%) recommended the modification of the current mode of cost sharing implementation in a way it is possible to serve the beneficiaries and the public/government. On the other hand 37 (12.88%) students and 4 (4.82%) of CSAs negatively replied that no need to modify the current system of cost sharing scheme. The chi-square result ($\chi^2 = 25.5$, P-value = 0.000) indicates statistically significant difference between the two groups of respondents. This implies that there is perceptual difference between the two groups of respondents regarding the existing mode of cost sharing.

In the fourth item 179 (62.15%) of students were also suggested the adoption of new methods (mechanisms) of financing HE if it is impossible to improve its implementation. On the other hand, considerable number of students (15.98%) disagreed to this idea. Still large number of students 63 (21.88) were indifferent to this idea. On the side of CSAs, 24 (28.92) were disagreed to this idea. From this discussion, one can deduce that many respondents do intend to having newly adopt cost-sharing system. Similarly, there was also a debate among scholars concerning the existing mode of cost sharing scheme in Ethiopia. Some say graduate tax does not and cannot work in Ethiopia. On the contrary, others say graduate tax has many advantages beyond other mode of cost sharing since it is politically sound, socially acceptable and economically feasible [Shimelis 2004: 113-115, Teshome 2003: 17]. In item five, about 191 (66.32%) students and 43 (51.81%) CSAs negatively replied that cost sharing need not be abolished. But considerable number of students 47 (16.32%) and 2 (2.41%) CSAs positively responded that cost sharing need to be abolished. The chi-square test ($\chi^2 = 21.35$) indicates a statistically significant difference between the two groups of respondents. This implies that CSAs tend to perceive cost sharing more positively than that of students despite the agreement among many of the respondents. Generally from Table 14 and 15 one can suggest that both at policy level and grass root level, urgent measures need to be taken so that cost sharing help achieve the goals of equity, efficiency and accessibility in education generally and in HE specifically.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1. Summary

The major objectives of this study were to examine the status of cost sharing implementation practices, problems and prospects in HE and to suggest valuable recommendations. In order to reach the stated objectives, the study attempted to address the research questions stated here under.

- 1 What views do students have regarding the introduction of cost sharing in HE?
- 2 Have the HEIs created appropriate mechanisms for the management of cost sharing?
- 3 What are the major problems in the implementation of cost sharing?

The study was delimited to public HE in Ethiopia, out of which two were selected. A total of 438 respondents from deans, vice-deans, department heads, cost sharing coordinators and students were included in the study. Data were collected using two sets of questionnaires, closed-ended and open-ended for both students and CSAs. On top of these, interview was made with cost sharing coordinators. Finally, the data were presented and analyzed using statistical tools of percent, mean; chi-square and spearman rank correlation coefficient. Accordingly, the major findings of the study are summarized and presented here under.

4.1.1. The study disclosed that, majority of the student respondents from the respective HEIs seems to have awared on the need and befits of cost sharing. However, there were also respondents who have negatively viewed the need for cost sharing in HEIs and attributed this view to the poor implementation of the scheme. To sum up, the importance of cost sharing introduction in HEIs seems to be understood by majority apart from the disagreement of some.

sharing in HEIs were accepted while there was disagreement with the rest. Accordingly, more than 53% of the respondents have agreed to the objectives of cost sharing for generation of more money, to ensure autonomy and to lessen the burden on government. On the other hand, majority of the students reacted negatively towards the objectives of cost sharing for efficiency, improved management, and better quality. However, CSAs have agreed with these objectives of cost sharing. In fact when tested with a non-parametric test of chi-square, there was statistically a significant difference between students and CSAs, where by the latter perceived the objectives of cost sharing more positively than the former. Moreover, majority of both respondents disagreed to the objectives of cost sharing to promote efficiency ($\chi^2= 6.25$) and institutional management ($\chi^2= 1.64$) and there was no difference between the two groups of respondents.

- 4.1.3. Concerning the implementation practice of cost sharing scheme, majority of the respondents agreed that there were gaps. Respondents perceived that there were problems of changing the planned actions in to practice. In fact, cost-sharing administrators have admitted this fact though attributed the problems to the rules regulations and directives within cost sharing. Respondents have also shown that it is hardly possible to say the objectives of cost sharing have been achieved. It was also indicated that the best practice was, the act of making every students to enter and sign a contractual agreement with the institutions but unable to follow up whether or not this agreement is realized.
- 4.1.4. The implementation practice of cost sharing scheme has encountered a number of problems. Majority of the respondents replied that, there were no directives as well as and regulations governing both the beneficiaries and HEIs, particularly during contractual agreement. Beneficiaries were used to sign agreement first only for food, after a semester or two sign another agreement for boarding and thirdly might sign agreement for all services

and some did the reverse. Because of this, cost-sharing coordinators faced the problems of identifying which beneficiaries are of which category, as there was no consistency on the side of students in signing contracts. This further leads to poor record and maintenance of information pertaining to cost sharing. On the other hand, HEIs made students to sign a contract for the time they have not stayed in the campus and received services.

- 4.1.5. Concerning the contributions of the stakeholders, the study also revealed that, the involvement and participation of departments and others in the implementation of cost sharing was not so an encouraging one. It was also found out that majority of the responsibility left to cost sharing coordinators. Therefore, it is hardly possible to say there was commitment from stakeholders for the implementation of the scheme.
- 4.1.6. Concerning the management of cost sharing implementation in HEIs, majority of the respondents agreed that it was suffered from poor communication and coordination among stakeholders, limited capacity, and lack of appropriate administrative structure, which were not so strengthened to the required level. Respondents have also perceived that, due to personal/academic reasons a number of students have discontinued and were discontinuing their education with out paying back what they have used. Yet universities have no means of recovering cost from these students. Particularly from those who decide to go abroad (leave for another country) with out starting/completing the payment of the amount required of him/her recovering cost was difficult. CSAs and coordinators also admitted the existence of the said problems but attributed it to the nature of relation ship between HEIs and that of Embassies which was not linked and strengthened to the required level. Generally, with regard to the conduciveness of the situations and mechanisms used to implement and manage cost sharing in HEIs, majority of the respondents confirmed that it was not appropriate and hence unattractive for beneficiaries.

- 4.1.7. Regarding the changes in HEIs since cost sharing introduction, respondents replied that cost sharing has not resulted in a considerable change. They have also shown their view that no significant improvement in efficiency, autonomy, management and service delivery in the institutions. It was underlined that, as cost sharing is not implemented as per its objectives, it is hardly possible to bring about the required change. Still majority of CSAs indicated that in the situation where they are not sure about the ways how the money collected will be an additional income for HEIs, they are in doubt about these changes even in the future.
- 4.1.8. Among the factors that were forwarded to respondents, systems of management, the mode of implementation, students' attitude, poor awareness among the stakeholders and unclear directives in the scheme respectively were identified to inhibit the effective implementation of cost sharing. Still, it was the opinion of cost sharing coordinators that attitude of students and absence of clearly and uniformly defined procedures were the serious factors.
- 4.1.9. Majority of the respondents agreed that for the problems observed the government and officials in HEIs have the line share. Moreover, it is also the opinion of some respondents that goes to the extent of equally pointing their fingers on all the stakeholders including students and the community. Cost sharing coordinators reported that for the problems observed during the implementation of the scheme students and HEIs (department of finance) have had the line share. Students lack consistency in signing agreement to receive services, and finance office do not release the money on time which further exacerbated the problems.
- 4.1.10. Concerning the measures taken to alleviate the problems observed during the implementation practice of cost sharing scheme, respondents have confirmed that, there were amendments made by governments or policy makers. A 10% reduction for those who agreed for upfront payment as an incentive, requesting one to produce a

guarantee in case he/she decides to leave the country, 50% penalty of their educational cost on those who fail to discharge their obligation and exempting best performing students from cost sharing were the major ones. Never the less, respondents have expressed their fear that the said measures and amendments could not bring out the required change. Because most of the problems lie on its implementation practice at grassroots level, and hence a lot need to be done there apart from the amendments made on the proclamation. Moreover, respondents were also confirmed that the measures taken by HEIs were not so significant to make a difference on the implementation practice.

4.1.11. Finally, it was suggested that, the implication of such a situation and the existence of the problems might point fingers at different stakeholders including the MOE, Embassy, HEIs officials, students and/or the general public. Hence, the MOE need an information management system with all these stakeholders and work in harmony with them. Moreover, assignment of personnel to the management of cost sharing should not be spontaneous. Training and skills required for its work need to be specified. Cost sharing coordinators need to have the qualification in management information system and business management background.

4.2. Conclusions

4.2.1. In their views, about the objectives of cost sharing in HE, both students and CSAs replied that it is to improve service delivery for students and additional revenue for HEIs. However, the implementation practice of cost sharing in HE was found out to have failed to meet this purpose efficiently. It could therefore be possible to conclude that, cost sharing has not been serving its purpose as expected by both beneficiaries and CSAs and it seems that is why respondents have viewed that there was gap between the primary intentions of cost sharing and its actual practices. Moreover, it was also observed that, due to its insufficient

practices and implementation problems, it was hardly possible to meet the objectives of cost sharing as intended as perceived by respondents.

- 4.2.2. During the implementation practice of cost sharing scheme, majority of the respondents observed that there was no clearly specified responsibility and accountability for cost sharing administrators and that of coordinators. As a result of this, most of the stakeholders perceived cost sharing coordinators as the only agent to implement and follow up cost sharing. From this it would be possible to conclude that cooperation and coordination among the stakeholders is not strengthened to the expected level, and hence department and dean offices were found to be uncooperative and unresponsive as intended. Moreover, it would be possible to conclude that cost sharing implementation was suffering from poor awareness among stakeholders.
- 4.2.3. The systems of recording and maintaining data/information pertaining to cost sharing and its beneficiaries was found to be poor/ inadequate almost in both HEIs. Besides, the current system of cost sharing allows students to sign an agreement many times for a variety of services to the extent where cost sharing coordinators were unable to identify which students are of which category. Hence, it would therefore be possible to expect poor recovery of cost especially from dropouts. To sum it up cost sharing has been operating in unorganized manner there are no uniform procedures for students in signing contract to get the necessary services. This might be because of inability of HEIs to create and have mechanisms that suits their need and capacity.
- 4.2.4. Majority of the respondents have confirmed that, cost sharing have not resulted in an observable change in the respective HEIs since its introduction. As a result, the scheme was considered by both respondents as having little or no contribution to enhance quality, efficiency, and revenue generation in HEIs. This might have been the reason why most of the students and cost sharing administrators negatively viewed the actual practice of the scheme compared to its

primary intentions/purposes. Therefore, it could be possible to conclude that cost sharing was not resulted in the required changed and hence unable to win the will and commitment of its stakeholders.

- 4.2.5. Most of the students and cost sharing administrators how agreed that, the cost of HEIs must be apportioned among different parties in spite of their disagreement with its current operation. Hence, this could be an evident that respondents have no problem with the introduction of cost sharing but with the way it is serving its purpose. It would there for be possible to conclude that, students and cost sharing administrators would be ready to accept and support the effective implementation of the scheme, if cost sharing implementation was attached to improved service delivery for beneficiaries and better/customer like treatment, cooperation and support from higher officials, and directives/ procedures of the scheme were clearly designed and implemented at grass root level.

4.3. Recommendations

- 4.3.1. To bring out success in the implementation of cost sharing in HEIs stakeholders need to be educated and awared about the primary intentions and purposes of cost sharing. Then specific responsibility and accountability needs to be given for all managerial bodies in the MOE and the HEIs to follow up and monitor whether or not the scheme is on implementation as per its objectives. Accordingly, corrective measures need to be taken whenever there is a deviation or mismatch between the primary objectives and its actual practices/during implementation. Education and awareness creation for stakeholders were used to reduce opposition and clarify ambiguity whenever they arise. Assigning specific responsibility and accountability to all the administrative hierarchy enables to establish clear structure and linkages among stakeholders, that further creates room for common understanding and better solutions for the difficulties arises.

4.3.2. HEIs were the actual place where plans of cost sharing are changed into action. There for universities were expected to create condition that can facilitate the effective implementation and management of cost sharing scheme. Thus, it is recommendable that, institutions should not force students to sign a contract beyond the time of their stay in the campus. They need to pay for the time stayed and services used. Other wise, such a trend will make students loss a hope on the intention of cost sharing in HE. This further leads students to develop negative attitude toward the scheme which resulted in opposition and resistance during implementation. On top of this HEIs need to improve service delivery to students at least within their capacity and have to closely and openly discuss with beneficiaries on those beyond their reach. Especially, the faculties/departments need to inform and convince students the reality in assigning students to various departments.

4.3.3. One of the problems encountered during the implementation of cost sharing scheme was poor awareness among the stakeholders. Hence, it is advisable that MOE in collaboration with HEIs have to establish awareness creation program for students, budget and finance departments, the community/parents as well as all university members about the need, purpose, requirements and advantages of cost sharing scheme. These enable to reduce opposition and maximize acceptance from all the concerned bodies. Unless HEIs and MOE carry out these responsibilities, it would be unwise to expect success in the implementation of the scheme.

4.3.4. The government (MOE) need to work in harmony with the Ministry of Revenue and HEIs to clearly inform the institutions how the money collected from the graduates will reach the treasury of HEIs, so that they will have strong stand on its implementation practice. This even further able to motivate all the university community to accept cost sharing and actively involve on its implementation as their business.

4.3.5. The current forms of cost sharing (graduate tax] is considerably

subjected to default, because, practically it is difficult to recover cost from university dropouts. Therefore, to reduce the impact of this problem, it is better to request students for guarantor or other co-signatories in case they discontinue their education due to personal or other academic problems. Unless these measures were taken, the goal of revenue diversification and other primary objectives of cost sharing can not be met.

- 4.3.6. The other problem identified during cost sharing implementation was that, HEIs were unable to avail or provide necessary documents that are necessary for the employment of graduates. Because of this, graduates were forced to waste their resources in traveling to their university to find this necessary document. This in turn creates burden both on the graduates as well as on cost sharing coordinators. Therefore, HEIs need to document the necessary information and provide for graduates with their certificates, as this improves efficiency for both the graduates and that of HEIs. Moreover, it is also advisable for HEIs to prepare the necessary data and information pertaining to cost sharing and hand it to students, MOE, Inland Revenue and other concerned bodies in order to improve the recovery of cost from beneficiaries.
- 4.3.7. Finally, the studies made on this area are limited in both number and magnitude. Therefore, it is better to conduct and treat more variables other than those treated in this study to shape the scheme in to fruitful practices. To this end, HEIs and the MOE should work in harmony with each other to identify areas that call for improvement and to develop a scheme that was socially acceptable and economically feasible.

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APPENDICES

APPENDIX A

Addis Ababa University School of Graduate Studies

Department of Educational Planning and Management

A questionnaire to be filled by students

Dear respondents:

The purpose of this questionnaire is to collect first hand information for the study of master thesis on the title "An assessment of the practices, problems and prospects in the implementation of cost sharing in higher educations of Ethiopia". Your involvement in answering the following questions will be very essential. So you are kindly asked to cooperate and fill out all the questions honestly and completely.

General direction: Please ...

- a. No need to write your name
- b. The information you give will be only for academic purpose.
- c. put a mark "X" or write a short answer as required
- d. rank order the given items when ever necessary
- e. give only one answer for one item unless you are requested to give more.

Thank you in advance

Part I: Background information

1. Sex Male Female
2. Age a. ≤ 20 b. 21-30 c. 31-40
 e. 41-50 f. ≥ 51
3. Years of study _____
4. Department _____

APPENDIX B
Addis Ababa University
School of Graduate Studies

Questionnaire to be filled by deans, vice- deans, department heads.

Dear respondents:

The purpose of this questionnaire is to collect first hand information for the study of master's thesis on the title "An assessment of the practices, problems and prospects in the implementation of cost sharing in higher educations of Ethiopia". Your involvement in answering the following questions will be very essential. So you are kindly asked to cooperate and fill out all the questions honestly and completely.

General direction: Please ...

- a. No need to write your name
- b. The information you give will be only for academic purpose.
- c. Put a mark "X" or write a short answer as required
- d. Rank order the given items when ever necessary
- e. Give only one answer for one item unless you are requested to give more.

Thank you in advance

Part I: biographical Information

1. Sex Male Female
2. Age a. ≤ 20 b. 21-30 c. 31-40
 e. 41-50 f. ≥ 51
3. Service years on current position
 a. ≤ 2 years b. 3-5 years c. 6-10 years d. ≥ 11 years
4. Total years of service in higher education
 a. ≤ 5 years b. 6-15 years c. 16-25 years
 d. 26-35 years e. ≥ 36 years
5. Your current post _____

Part II: The following are questions related to the administration of cost sharing in higher education. Indicate your level of agreement. With the following ideas

2.1	Level of your involvement in the implementation of cost sharing in your university?	Only one choice
a	Very high	
b	High	
c	Neutral	
d	Low	
e	Very low	
2.2	Who is/are in charge of administering cost sharing scheme in your university?	More than one choice
a	The department	
b	The faculty	
c	Cost sharing coordinators	
d	Office of the president	
e	All of the above bodies in coordination	
2.3	The management of cost sharing implementation in your university is:	Only one choice
a	Highly successful	
b	Successful	
c	Unknown	
d	Unsuccessful	
e	Highly unsuccessful	

Part III: The following questions are forwarded to know your level of agreement on the implementation practices of cost sharing scheme. The number
 5= strongly agree 4= Agree 3= Undecided
 2= Disagree 1=Strongly disagree

No	Item	5	4	3	2	1
3.1	What is/are the major objectives of cost sharing in higher education?					
a	To secure more money for expanding primary education					
b	To guarantee the autonomy of higher education					
c	To promote the relevance higher education training					
d	To make higher education more efficient					
e	To transfer cost burden from government/ taxpayers to beneficiaries					
f	To promote institutional management					
g	To make HE accessible for all					
h	No clear objectives					
3.2	To what extent are the general situations in your University suitable to implement cost sharing?	5	4	3	2	1
a	Cost sharing is implemented as per its objectives					
b	Administrative system in higher education is conducive to implement cost sharing scheme					
c	There is a high level of coordination and communication among the concerned bodies in higher education					
d	There is no specific body to run and monitor cost sharing in higher education					
e	There is no necessary support from higher education officials					
f	Universities have no clear rules and regulation on cost sharing					
g	Universities provide necessary orientation to their students on time					
h	Students files are properly recorded and maintained					
i	Universities provide timely information to the ministry of education to get necessary support.					
j	There is a continuous discussion among the stake holders to make cost sharing scheme successful					
3.3	Who do you think should cover the cost of higher education?	5	4	3	2	1
a	Government only					
b	Students/their family					
c	Non-governmental organizations					
d	All of the above bodies have to share					
3.4	In the management of cost sharing in your university:	5	4	3	2	1
a	Information exchange among the stakeholders is high					
b	The directives specifying rules and regulations are properly disseminated to students					
c	Dropouts in the university are strictly monitored					
d	Students are free to comment problems related to cost sharing scheme					
e	There is no smooth relation among the stake holders to implement cost sharing					

f	It is difficult to recover the cost from university dropouts					
3.5	What are the out comes of cost sharing in your university since its introduction	5	4	3	2	1
a	Increased enrollment rate in higher education					
b	Improved teaching-learning activities in higher education					
c	Gave autonomy to higher education					
d	Students commitment to their studies have increased					
e	Universities are more transparent to their students					
f	It lessened the burden of government to finance higher education					
g	It increased the efficiency of higher education					
h	Financial problem in higher education is not alleviated					
i	Higher educations are better equipped with the necessary facilities					
j	No better changes came to higher educations due to cost sharing					
k	Greater conflict between students and the university.					

Part IV: The following are factors that have affected cost sharing implementation? Rank them 1 = Most serious factor, 2 = Next most serious, etc up to 14 = the least serious factor

4.1	Factors	Rank
a	Resistance from the side of students	
b	Its management system	
c	Mode of implementation	
d	Individuals interest and ideology	
e	Absence of student aid/support	
f	Lack of incentives for administrators	
g	Lack of understanding from the side of parents	
h	Absence of clearly defined rules and regulation	
i	Resistance from the side of community	
j	Departments hostility to the idea of cost sharing	
k	Absence of sensitization to the stakeholders	
l	Enormity of demands relative to the available resources	
m	Imbalance between the rich and the poor	
n	Lack of improvement in the services provided by the university	

Part V: The following are problems encountered during the implementation of cost sharing in higher education. Please indicate your level of agreement regarding these problems

5= strongly agree

4= agree

3= undecided

2= disagree

1= strongly disagree

5.1	What were the major problems since the introduction of cost sharing in your University?	5	4	3	2	1
a	Lack of cost recovery from the dropouts					
b	Conflict during assignment of students to various disciplines					
c	Academic dismissal of students is not improved though they pay for it.					
d	Unnecessary promotion of academically poor students					
e	Inability to maintain and use cost sharing documents					
f	Absence of coordination among the responsible bodies					
5.2	Who should be accountable for the problems encountered?					
a	Policy makers					
b	Higher officials in the University					
c	Department heads					
d	Deans and vise-deans					
e	Cost sharing coordinators					
f	Students themselves					
g	Community/parents					
5.3	What attempts have been made in your university to solve problems related to cost sharing scheme?					
a	Necessary orientation was provided to stake holders on time					
b	Effective coordination among all concerned bodies is established					
c	The responsibility is left to ministry of finance					
d	Sensitization of the community about cost sharing was order taken					
e	No considerable measures have been taken					

Part Vi: The following are issues related to measures to be taken for effective implementation of cost sharing scheme? Kindly check your level of agreement on measures to be taken. The number

5= strongly agree

4= agree

3= undecided

2= disagree

1= strongly disagree

6.1	What intervention should be made in order to make cost-sharing implementation successful?	5	4	3	2	1
a	Providing continuous awareness creation seminar for students					
b	Training cost sharing coordinators to strengthen its administration					
c	Creating strong linkage among the stakeholders to make cost sharing fruitful					
d	Making students call guarantor to ensure cost recovery from dropouts					
e	Modifying the current system of cost sharing scheme					
f	Adopting a new mechanism of financing higher education					
g	Abolishing cost sharing policy completely					
h	No need to take any measure					

APPENDIX C

Section Two

These are questions meant to secure the free dome of respondents to give detail information. So respondents are kindly requested to answer these open ended items carefully and genuinely.

2.1. What if higher education would have been provided free unlike today?

- a. _____
- b. _____
- c. _____
- d. _____

2.2. List some of the factors that affect implementation of cost sharing scheme

- a. _____
- b. _____
- c. _____
- d. _____

2.3. Do you think that cost sharing is on implementation as per its objectives?

a. If no why?

b. If yes How?

2.4. Write down the major gaps between the main intention of cost sharing and its current practices?

2.5. What do you suggest for the success of cost sharing implementation?

a. At the policy level _____

b. At university level _____

2.6. Any thing you want to add

APPENDIX D

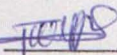
An Interview with Cost Sharing Coordinators

1. When do cost sharing introduced to your university?
2. Do you have a part in the implementation of cost sharing in this university?
3. What is your share in the implementation of cost sharing scheme?
4. Have you taken sufficient training in the implementation of cost sharing?
5. Is there support given to you from the officials in HE or outside?
6. Is there enough communication and coordination among the stakeholders?
7. What are the views of the students towards cost sharing scheme?
8. What were the major problems encountered during the implementation of cost sharing in your university? Pleas mention some of the individuals responsible for the problems?
9. How do your universities recover the cost required of students whenever they discontinue their education?
10. What must be done for effective implementation of cost sharing scheme at all (ministry, university, faculty, and department) levels?

DECLARATION

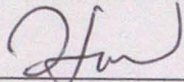
I, the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

Name: Tadesse Regassa

Signature: 

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

Name: Hailessilasie W/Gerima (Asst. Prof)

Signature: 

Date: July 20, 2007

Addis Ababa University
July, 2007