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**ASSESSMENT OF DECENTRALIZED EDUCATION SERVICE DELIVERY:
A CASE STUDY OF DUBTI WOREDA AFAR NATIONAL REGIONAL STATE**

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ABSTRACT

The purpose of this study was to assess the nature of Decentralization on Education Service Delivery in view of having the required institutions, manpower, availability of adequate finance and community participation in the provision of service delivery in the Woreda. The study was conducted in Dubti Woreda of Afar National Regional State. To meet the above objective, Focus group discussion, In-depth interviews, and Observation were conducted with key informants, professionals, and community representatives. Data for the research was collected for primary sources of data with the help of interview guide, focus group discussion guide and observations. Secondary data was also equally reviewed to assess the nature and performance of decentralization on education service delivery in Woreda..

According to the results of the study the student enrollment in the Woreda show that there is less participation in student enrolment. According to the responses obtained from school directors, teachers and officials at Woreda Education Office level, the coordination and work relationship between Kebele Education Training Board on one side and Parent Teacher Associations' and Schools on the other is characterized as being very inadequate and minimal.

The finding also indicated that the Education Office of Woreda and school are found to have manpower problem which appears to have negatively impacted the service of the office in the Woreda. According to the information obtained from officials through interviews indicated that, Woreda suffered from inadequate budget. Despite the block transfer increase from year to year for the Woreda, the revenue capacity of the Woreda was minimum because, of the Woreda lack of appropriate tax base identification.. Decentralized education service delivery requires available environment. However, since Woreda is characterized by Desert it is difficult to deliver education service delivery in the Woreda.

ABBREVIATIONS

ANRS-Afar National Regional States

E.C-Ethiopian Calendar

NGOs-Non Government Organizations

NFE-Non Formal Education

TTI-Teachers Training institute

WEO- Woreda Education Office

ACRONYMS

EMA-Education Media Agency

ESDP -Education Sector Development Program

ETP-Education and Training Policy

FDRE- Federal Democratic Republic Of Ethiopia

FDREG-Federal Democratic Republic of Ethiopian Government

GoE- Government of Ethiopia

ICDR- Institute of Curriculum Development Research

KETB- Kebele Education and Training Board

PRSP- Poverty Reduction Strategy Paper

PASDEP-Plan Accelerated Sustainable Development Ending Poverty

TGE- Transitional Government of Ethiopia

USAID-According United States Agency for International Development_

UNESCO-United Nation Economic, Social and Cultural Organization

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CHAPTER ONE

INTRODUCTION

In this part, the basic aspects that can give essential information on the general nature of the study were presented. To this end Background of the study, statement of the problem, objectives of the study, research questions, significance of the study, method of data collection, area of the study, limitation of the study, and organization of the study were covered.

1.1 Background of the study

Now a day, decentralization is becoming a popular and prominent development strategy in most developing countries. Most research findings indicate that it has been highly accepted since the late 1980s. Decentralization helps to reduce the highly centralized system of government and administration in developing countries. It is also considered as a paradigm shift from top-down to bottom-up and participatory approaches. A complete centralization of provision of public services, increasingly led to problems. This is mainly because in a centralized system, all government activities regardless of their complexities are vested up on consolidated agencies of the central government. As a result, many countries have implemented decentralization to provide effective public service delivery and local self rule. Ethiopia with different ethnic, linguistic and cultural diversity requires state organizations that allow autonomy power and decision making authority at regional and local levels.

In line with this, many countries have practiced decentralization by developing authorities and responsibilities of the central state to local government. This attributes to a belief to improve government's responsiveness to the public and increase the quality of the services it provides. Besides, decentralization is considered as a way of mobilizing support for national development policies at the local level. Apart from this, greater participation in development planning management and decision making promotes national unity and it maintains political stability. Thus, transfer of power brings political stability, increase democratic governance and improve service delivery (Tegegne and Kassahun, 2007).

Delivery of basic service at the local level is one of the means that drives towards federal political systems (Kumera, 2006:2). Improvement of basic service delivery by using the system of decentralize administration is one of the core objectives of decentralized program. Service delivery improvement on its part is aimed at enhancing all aspects of development effort (Mohammed, 2006).

The global political changes have given focus to local demands and the need to bring economic and political system near to local communities. This helps to adopt the system of decentralization to manage a county's political, social, administrative and economic activities effectively and efficiently. In this regard, the central government may not have a full capacity and sufficient time to implement and deal with all issues surrounding services and local development efforts, which could be better handled at the local level. But, the achievements of local government are affected by the existing resources, capacities, and the power of decision making (Kumera, 2006:6).

Different scholars also affirm that decentralization improves productive efficiency by fostering accountability reducing corruption and increasing cost effectiveness of governments (Derese, 2003). Accordingly, decentralization is a means of increasing the number of people involved in planning and implementing development activities and increasing the influence of those at the local level visa those at the center. As a result, most governments stress the participatory benefits of decentralization of policies acclaiming that they will bring power to people bringing government closer to people, strengthen democracy, etc. Decentralization is also increases access to service delivery and is considered as indicator of good governance (ibid).

On the other hand, other writers affirmed that developing countries are reluctant to implement decentralization policy adequately. This is mainly due to weak organizational structure systems, poor information unlimited needs, weak capacity and administrative diseconomies (Fenta, 1998).

Beginning from the late 19th century, Ethiopia has been exercising a strong centralized state. The first serious attempts to introduce a centralized system of administration in Ethiopia were undertaken during the period of Menelik II. However, the process of centralization was further strengthened and institutionalized in modern sense during the imperial regime (Eshetu, 1994; Tegegne, 1998).

During this period, the proposal was presented to the parliament so as to experiment decentralized administration in certain selected <Awrajas>. However, the parliament didn't accept the proposal as it was perceived as a threat for national unity (Meheret, 1998:8, Kumera, 2006:45).

The Derg Regime attempted to introduce decentralization within the unitary system which was inherited from Haileselassie I. There was administrative the territorial reorganization which resulted in twenty five administrative provinces and five autonomous regions (Solomon, 2007). Although the Derg made this attempt of decentralization via the formation of these autonomous regions and other sub-administrative structures, they had no power to make major decisions (Tegegne, 1998; Meheret, 1998:8, Kumera, 2006:47).

The transitional government of Ethiopia, which overthrew the Derg in 1991, adopted a federal form of state (Meheret, 1998; Solomon, 2007). Accordingly, since 1992 the power and responsibility of the central government were developed legally to regions based on proclamation 7/1992, 33/1992 and 41/1993 (Meheret, 1998). To this end, the country was divided in 14 National Regional States of governments.

The Ethiopian federal system assumed its present shape and form in 1995 following the adoption of national constitution. The 1995 federal constitution recognized nine regional states (Tigray, Afar, Amhara, Oromia, Somalia, Benishangul Gumuz ,SNNPS, Gambella and Harari) and two special administration areas (the cities of Addis Ababa and Dire Dawa) (Solomon, 2007, Tegegne and Kassahun, 2007).

The National Regional States and City Administrations are further divided into 611 Woredas (FDRE, 1994). Woreda is the basic decentralized administrative unit and has an administrative council composed of elected members. The 611 Woredas are further divided into roughly 15,000 Kebeles organized under peasant associations in rural areas (10,000 Kebeles) and urban dwellers associations (5,000 Kebeles) in towns. The Zone and Woreda offices are responsible for providing and developing education in their localities. Woredas are responsible for establishing, planning and administering basic education services including primary schools (Ministry of Education, 2002).

1.2. Statement of the Problem

We know that in 1991, Ethiopia has embarked on extensive decentralized system of administration which is mainly to improve democracy, popular participation and service delivery. Lim and Fritzen (2006:35) argue that decentralization has a potential of improving quality, increasing innovation, increasing effectiveness and efficiency, redistribution of power, solving the problem of financing education. Meheret (2007) also confirms that one of the main objectives of decentralization is to increase the coverage access, effectiveness, efficiently and quality of social services in accountable, responsive and transparent fashion.

The decentralization policy in Ethiopia also attempts to make governance closer to people, so that local governments become responsive to the needs and interests of the communities. It is also assumed that the closeness of governance would lead to better service delivery, popular participation autonomy and accountability of the local government (Ministry of Capacity Building, 2004).

Based on this, different attempts have been made to devolve power to Woreda that have been mandated to prepare and implement development plans and projects and set priorities of the needs of their respective communities. In line with this, a number of public sector offices have been organized at Woreda level with the objective of making Woredas the centre of social-economic development (Kumera, 2006:3). The program is mainly designed to promote the provision and expansion of primary education, primary health care, rural roads, water supply and agricultural extension.

The decentralization process of Ethiopian has two phases. The first was practiced from 1991-2002 which was known as mid level decentralization, and the second phase which has been practiced since 2002/2003, is the district level decentralization program (DLDP) to expand the process of decentralization to Woreda level. It was initially limited to the Woreda of four major regions (Amhara, Tigray, Oromia and SNNPS) but it was also continued to be implemented in the other regions (Tegegne and Kassahun, 2007).

The main agenda of the recent Woreda decentralization is to enable local governments provide quality and efficient services with increasing good governance organizational effectiveness and improving human power. In relation to this, its main objective is to devolve decision making authority to Woredas and transform them into strong institutions of local democratic governance and enhance efficient ways/method of delivering basic services (Kumera, 2006:8).

According to (Mengistu, 2009) given the geographic dispersion of the Ethiopian population and the presence of over 80 ethnicities, the Ministry of Education has decided to decentralize the Education sector to the Woreda level. The objectives of this effort are two. First, the devolution of operational planning, budget allocation and control will lessen the burden of responsibility from the Federal Democratic Republic of Ethiopia government while building capacity at lower levels. Second a decentralized education management system will encourage community participation in decision making and increase accountability at lower levels.

Studies undertaken by researchers like, Meheret, (1998:7), Kumera, (2006:6), Tegegne and Kassahun (2004:45) show that financial, human and physical resource constraints have inhibited the successful implementation of decentralization in the provision of public service delivery in Ethiopia. As they pointed out, most of the problems in the successful implementation of decentralization in the provision of public service delivery in the Woreda government are inadequate budget allocation, poor and inadequate revenue base to undertake service delivery, scarcity of skilled manpower to provide public service delivery, lack of experience in decentralizes government and effective legal and policy framework, absence in the process of popular community participation, and lack of efficient organizational structure and locally adopted working system for planning

and budgeting. Apart from this, insufficient experiences in managing federalism, wide gap in administrative and institutional capacity among the regions have posed serious challenges to the success of Ethiopia's decentralization policy (Fenta, 1998). These factors affect the successful implementation of decentralization to provide service delivery in Ethiopia in general and the study areas of Woreda in particular.

Truly, different scholars studied a lot about decentralized education service delivery in other regional states like in Amhara Regional State, Tigray Regional State, Oromia Regional State, and SNNP of Ethiopia. However, decentralization service delivery in Afar National Regional States is unique from other National States in such away that it is highly characterized by mobile due to their nature activities are characterized by pastoralist and semi pastoralist. Therefore, the study would try to assess how this typical characteristic of the Region affects decentralized public service delivery particularly decentralized education service delivery as well as assess the availability of manpower, the existence of institutions, availability of adequate finance and level of community participation to carry out Woreda decentralized education service delivery in the selected woreda.

1.3. Research Questions

To address the research objectives, the researcher was focus on the following research questions:

- 1) What are the opportunities and challenges for the effective implementation of decentralized education service delivery in the woreda?
- 2) What is the current status of decentralized education service delivery in the Woreda?
- 3) What is level and nature of community participation in education service delivery?
- 4) What are the duties and responsibilities assigned to the local institution and their level of coordination and integration in education service delivery in the woreda?
- 5) Are human and financial resources adequate to provide education service delivery effectively in the woreda?
- 6) What are the possible solutions for the effective implementation of decentralized education service delivery in the woreda?

1.4. Objectives of the Study

1.4.1. General Objectives

The general objectives of the study is to assess the opportunities, challenges, and performance of decentralized service delivery particularly emphasizing on education service by concentrating on variables like institution, manpower, availability of adequate finance, environment and community participation in the provision of service delivery in the woreda..

1.4.2. Specific Objectives

The specific objectives of the study were to:

- Assess the opportunities and challenges for the effective implementation of decentralized education service delivery in the woreda
- Examine the current status of decentralized education service delivery in the woreda
- Assess the level of community participation to promote education service delivery in the woreda
- Identify and analyze the duties and responsibilities assigned to the local institutions and assess their level of coordination and integration in education service delivery in the woreda
- Examine human and financial resources available in education service delivery in the woreda
- Forward possible recommendation for the effective implementation of decentralized education service delivery in the woreda

2. RESEARCH DESIGN AND METHODOLOGY

2.1. Research approach

According to Yeraswork (2000), the use of qualitative method of data collection techniques such as, focus group discussion, in-depth interviews, and observation are helpful to collect adequate information and get individual group and institutional views. Thus, in this study in-depth interviews, focus group discussions and passive observation were used in order to get sufficient information on the issue.

The researcher used descriptive case study type of research which can provide information which can be best described in words in describing situation, events, people interaction, and observed behaviors and mostly studies the subject matter qualitatively and covers all aspects of single unit at community levels.

As decentralized education service is a continuous program, it needs institutions, manpower, and finance and community participation. Given that the study focused on the performance of the continuous decentralized education service availability of manpower, availability of fiancé and level of community participation for decentralized education service delivery. In view of this, the study primarily used qualitative approach and quantitative to less extent. .

Woreda institutions that have more relevant to the study due their nature in improving of the life standard of the population and related institutions whose working relations is vital to the performances of the public education service were included for the purpose of collecting related data.

On the basis of this selection key informants were taken from each institution. Officials and experts at WEO including KETB and PTA members', Teachers and Director at schools, Head of Woreda Administration, Head of Woreda Council and Experts at Finance and Economy Office and WEO. Besides this, the study was conducted in 9 schools in Dubti woreda ANRS and their communities. Prior to the selection a very close consultation has been undertaken with Woreda Education Official regarding the number and which schools has been taken for the study.

2.2 Sources of Data

Primary and secondary data were used to assess the nature and performance of decentralization on Education service delivery in the Woreda.

2.2.1 Primary sources

A primary source was used by using data gathering of in-depth interview, focus group discussion and observation.

2.2.2 Secondary Sources

In this study secondary sources both published and unpublished material such as government policy documents official report and publication, laws, book, workshop proceedings, research reports and periodic and statistical reports, journal, etc were reviewed. Moreover, semi-structured document review checklist was used to collect secondary data on the socio economic and demographic profile of the sample Woreda i.e. their current administrative structure distribution and coverage of the social services.

2.3 Method of Data Collection Techniques

2.3.1. In-depth Interviews

In-depth interviews were conducted with political appointees like Capacity Building Office Heads, Education Office Heads, and Finance and Economic Office Heads with elected representatives such as chief administrator of the Woreda, KETB member and PTA member, Finance and Economic Desk officers, Supervisor and School directors of sample schools. The informants were selected purposively based on the positions and responsibilities each informant assumed in the education service delivery in the Woreda.

2.3.2. Focus Group Discussions

Two focus group discussions were conducted in the Woreda with teachers and with community representatives. Focus group discussions helped in clarifying the information or data collected during key informant interviews. Accordingly, Focus group discussion was conducted towards the end of the field work to clarify the data collected and to get the general perception of the respondents at institution level and community level. Each focus

group consisted of 5 persons. The discussant teachers were selected based on their positions they had in their schools and discussant community members were selected based on their involvement in education service delivery in the Woreda.

2.3.3. Observation

The researcher made field observations of Woreda Education Office and schools of different cycles balancing between those that are close and the distant to woreda towns. Accordingly, the researcher observed facilities of Woreda Education Office schools, distance of schools from the road and the town number so students in one classroom as well as capacity in planning and monitoring different activities etc.

2.4. Scope of the Study

The scope of this study is geographically limited to Dubti Woreda of Afar Regional States of in Ethiopia .It is not possible to cover all the Woreda found in the region due to financial and time constraints. This study is confined this specific cases study Woreda because it is relatively the fast growing Woreda in ANRS where the demand for efficient public service particularly Education Service is increasing after Semera become capital city of the region. Additionally, the study focused on Education Service Sector among other services to assess the nature and a performance of decentralization on education service delivery. With regard to service delivery selection, Education has been selected purposively because; it was assumed to have more relevant to the study due to its nature in giving public service.

2.5. Significance of the Study

Therefore, this study helped to:

- Highlight the opportunities and challenges for effective implementation of decentralized education service delivery in the woreda
- Provide valuable information on the existing practices of decentralized service delivery in education and forward relevant intervention modalities to minimize the identified gaps
- Create the awareness to the concerned government authorities so that they can take corrective measures accordingly
- Create the awareness to communities about the education service delivery
- It pave a way for interested groups for future and in-depth studies

2.6. Data Analysis

Information obtained through the various instruments such as in-depth-interviews with key informants, the focus groups discussion and observation were organized and prepared. This involves the transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information. Then the researcher read through all the data to obtain a general sense of the information and to reflect on its overall meaning. And finally the researcher began detailed analysis with a coding process. Besides, the researcher used different tables' percentage, and simple averages in the findings and discussions.

2.7 Limitations of the study

Lack of update and compiled data about the practice of decentralization on education service delivery and absence of officials and some experts from office during data collection were some of the limitations that the researcher confronted during the study.

2.8. Organization of the thesis

Chapter one deals with the research proposal, chapter two was deal with literature review, and the third chapter is devoted to give and overview of the profile of Afar National Regional State and the study area. The fourth and five chapters were focus on the findings and discussion of the field data collected through different instruments and observation based on the focus group discussions and interviews with different participants of the study. Lastly, chapter six was focus on the summary of the findings, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the Theoretical framework of decentralization, Empirical evidence of decentralization on education service delivery and Overview of decentralization in Ethiopia.

2.1 A Theoretical Framework of Decentralization

2.1.1 Definition of Decentralization

The term decentralization has several definitions. Many agree that the concept is complex (Brown, 1990), difficult to define precisely, and lack clarity due to its several connotations and interpretations, its reference to a wide range of processes and structures. Different scholars and researchers talk about the issue of decentralization and defined it in different ways. Hence, the concept has led to different definition, wide range of ambiguities and even confusion in design and implementation of decentralization policies. Because of this difference, authors and scholars defined it in different ways. Although it has many definitions, there are some definitions and concepts that are widely accepted. The following are some among the several conceptions and definitions:

According to Mark Robinson (2000) Decentralization may be defined as the transfer of decision making powers from central government to intermediate authorities, local authorities, and educational institutions. The significance of the transfer varies, ranging from simple administrative decentralization to a transfer of regulatory and financial powers of greater scope, to the regional and/or local level.

Decentralization is the process of reassigning responsibility and corresponding decision-making authority for specific functions from higher to lower levels of government and organizational units (UNESCO, 2003). In its basic definition, decentralization is the transfer of power of the central government to regional local authorities (Tegegne and Kassahun, 2004; Meheret, 2007).

Decentralization also defined as the transfer of responsibility and authority for planning, management and the raising and location of resources from the central government and its agencies to field unit level of government, semi-autonomous public authorities or corporations; area wide regional or functional authorities or non governmental private voluntary organizations that are closer to the public to be served and noted that it must be equipped with trained and skilled personnel capable of coordinating and integrating their own organizations with other organizations to put decentralization to put decentralization policies into practice (Rondielli,1989).

Besides, it is also the transfer of legal and political authority from a central government and its affiliates to sub national units of government into the process of making decision and managing (Tegegene and Kassahun, 2004). This means the transfer of authority from a central government to a sub-national entity at lower unit. Decentralization is a means to ensure the participation of the public in the diverse affairs of their locality. It not only does allow local governments to effectively attend to the tastes and needs of local residents but also enhances inter- jurisdictional competition and innovations in the provision of public services and ensures consistency between the level and mix of public service preferences (World Bank, 1999).

(Turner and Hulme, 1997) defines decentralization in view of service delivery as a transfer of authority to provide some services to the public from an individual or agency in central government to some other individual or agency, which is closer to the public to be served. Thus, this definition shows that decentralization refers to the transfer of authority for decision making, managing and provisioning of services to lower unit of government or agency.

All in all, the concept of decentralization is a vague term because of the varied meanings it conveys. Hence, several understandings are being used for the same term. However, what should be noted is that none of the conception offers a comprehensive theoretical methodological solution that will help us determine how decentralization should be carried out. But different approaches provided important concepts and guidelines for designing and implementing decentralization policies as a strategy for development in general and service delivery in particular (Fenta, 1998).

2.1.2. Forms of Decentralization

Fiscal Decentralization: entails the transfer of financial resources in the form of grants and tax raising powers to sub national units of government (Scott, 2009 Robinson, 2003). Fiscal Decentralization involves decentralization of local government finances by introducing equitable and transparent revenue and capital development grants from central government to local government authorities, which also involves giving local government authorities' financial powers and powers to raise appropriate local revenues (Mmari, 2005).

Administrative Decentralization: Administrative decentralization aims at transferring decision making authority, resources and responsibilities for the delivery of a select number of public services from the central government to other lower levels of government, agencies, and field offices of central government line agencies. This transfer implies two basic types with different implications on accountability for resource mobilization and management and for service delivery (Robertson, 2005).

Administrative decentralization is the sharing of authority and responsibility between head quarter and sub offices (Meheret, 1998). It aims to redistribute authority and resources among different levels of government of selected public functions from the central government, and its agencies to field units of government agencies, subordinate units or levels of government, semi-autonomous public authorities or lower tier units of the government and agencies.

Political Decentralization: this form of decentralization is synonymous with democratic decentralization where powers and responsibilities are devolved to elected local governments (Robinson, 2003). Political Decentralization normally refers to situations where political power and authority have been decentralized to sub national levels. The most obvious manifestation of this type of decentralization are elected and empowered sub national forms of government ranging from village councils to state level bodies (Robertson, 2005).

Political decentralization devolution refers to devolve powers to democratically elected local government or in much weaker forms, to attempt to local governments more accountable to communities through the establishment of oversight boards or the introduction of new forms of citizen participation in development of projects and policy making. It also refers to the means of sharing state power and responsibilities between the central government and sub regional and local entities (Meheret, 1998).

Divestment or Market Decentralization: This form of transfer of government responsibilities and authority is done in favor of non-public entities where planning and administrative responsibility or other public functions are transferred from government to voluntary, private, or non-governmental institutions with clear benefits and involvement of the public (Mairaed, 2007).

Economic decentralization which involves the transfer of functions of government services to private sector or voluntary organizations or firms. It is also the shift of the responsibility for the provision of goods and delivery of services from the central government or public to the private sector like private corporations, community groups, cooperatives and non-governmental organizations (Turner and Hulme, 1997; Meheret, 1998).

2.1.3. Types of Decentralization

Devolution: is considered a form of political decentralization, involving a full transfer of responsibility, decision-making, resources and revenue generation to a local level of public authority that is autonomous and fully independent from the devolving authority (Robertson, 2005).

Deconcentration: means the transfer or delegation of responsibility for managing the activities or services in question education, health, etc from the national level to a local level of a ministry or central institution (Robertson, 2005). Deconcentration is act of giving authority to make certain decisions to regional representatives of the central administration with the understanding that these representatives remain under the hierarchical control of the central government (Cooper, 1997). Deconcentration refers to the transfer of authority to lower levels within central government agencies. Thus, this takes the form of creating or expanding powers or regional directors (Ayalew, 1995).

Delegation: means redistributing authority and responsibility to local units of government or agencies that are not always necessarily, branches or local offices of the delegating authority. While some transfer of accountability to the sub-national units to which power is being delegated takes place the bulk of accountability is still vertical and to the delegating central unit (Robertson, 2005).

Privatization: denotes the transfer of school decision making, responsibilities and management towards a private entity (UNESCO,2003).The term ‘privatization ’is an umbrella term referring to many different educational programs and policies. Privatization involves “shifting responsibilities for activities from the public sector to private or quasi-public organizations that are not part of the government structure (Rondinelli, 1983) including private enterprises, industrial and trade associations, professional groups, religions organizations, political parties, cooperatives, and a variety of civic organization.

2.1.4 Rationales for Decentralization

The need for decentralization is that it can generate financial, efficiency quality gains by devolving resources and decision-making powers to local governments for the delivery of services. It is financially attractive to national governments because part of the burden of financing services can be shifted to sub-national units and private providers. The efficiency argument is that productivity of health, education and other services will be maximized by allowing local governments to take decisions on the allocation of scarce resources, since they have a better sense of local priorities. In the process, decentralized units of government can become more accountable in resource allocation decisions. It is further argued that the quality of service provision can also be enhanced by decentralization since local governments will be more sensitive to variations in local requirements and open to feedback from users of services (Robinson, 2003).

Decentralization is a mean for practicing or exercising checks and balances in the different structures and tiers of government, facilitates the participation of non-governmental actors and grass roots of organizations to again a say in the governance realm, provides options for individual citizens by promoting government responsiveness, enhances opportunities for local economic activity and facilitate the taking shape of an active and vibrant civil society (Tegene and Kassahun, 2004).

Decentralization has been used as a mechanism to disperse power, to ensure political stability, to bring representative government closer to citizens and to improve the accountability and responsiveness of local leaders. In Africa the spread of multiparty political system is creating demand for more local voice in decision making. In some countries like Ethiopia, decentralization has been a response to pressures from regional or ethnic groups for more control or participation in the political process. In the extreme, decentralization represents a desperate attempt to keep country together in the face of these pressures by granting more autonomy to all localities or by forming a symmetrical federation (World Bank, 2000).

Thus, the definitions and rationales given above by different authors may give us a clue about the subject and the discussion of decentralization in this research paper properly. 18

2.1.5 Theoretical Debate on Decentralization

Economic theorists indicate that decentralization is good for economic development for the following theoretical reasons: Decentralization will increase public sector efficiency therefore improving service delivery and regulation. This will create a more conducive business environment and greater incentives for investors, Local officials will have better local knowledge and business contacts making them more able to make locally relevant and appropriate decisions. Decentralization can reduce the opportunities for corruption, particularly large scale corruption. This has a beneficial effect on national economic growth (Zoe Scott, 2009).

In a centralized primary education system most decision making, monitoring, and management functions are concentrated in the hands of an education ministry or department. The central government regulates all aspects of the system, including those related to students, teachers, funding, and facilities. It sets policy and performs management functions, such as paying teachers, and providing pre service and in service instruction.

By contrast, a decentralized system is characterized by the exercise of substantial power at the local level on many aspects of primary education, subject to some limited control by the central government. Responsibility may be decentralized to a region, a province, a district, a town, or an individual school or a group of schools locally. Planners involved in a decentralizing reform must identify which components of the system are more appropriately managed at the central level and which at the local level, given the country's particular circumstances and the objectives of reform(Cooper,1997).

Other important argument in contrast to centralization is decentralization can improve the efficiency and equity of basic services so that locally elected governments will be more responsive to their citizens' preferences when designing service provision and allocating resources, citizens will have a better system for articulating their needs and wants and will be able to hold officials to account over breaches in service, and extra finances will also be available to local government via local taxes (Zoe Scott, 2009).

Similarly, decentralization enhances effective performance and realization of local preferences. In this regard (Kumera, 2006) argue that, a remedy to the problems associated in a centralized system is decentralization. This is due to the fact that decentralization is characterized system is decentralization. This is due to the fact that decentralization is characterized by proximity, relevance, autonomy, participation, accountability and democracy. Accordingly, decentralization places authority and responsibility for decision-making outside the political and administrative center and generally enhances resource mobilization and utilization, accountability, participation, and responsiveness in service delivery.

The debate is not only simply about the division between the state and private sector but also about the division among central authorities, local government and local communities. Accordingly, the main objective of decentralization is to promote efficiency of government machinery through dialogue as well as spatial equity in the distribution of 'political' and 'administrative' powers for development decision making to reduce poverty from the grassroots. Thus, one can understand from the above discussions that decentralization is the system of government which down the structures for political, functional and administrative authority to be transferred institutions representing identified socio-cultural, any political as well as territorial interests.

2.1.6 Key Factors for Effective Decentralization

Decentralization demands some kind of commitments and also the existence of well framed institutional structures to encourage the development effort both at national, regional and local levels (Fritzen and Lim 2006; Robinson, 2003; Fenta, 1998 and Jennie Litvack, 2005). These scholars indicated the following points that are necessary conditions for effective decentralization. These are:

Political Commitment: Political factors are of intrinsic importance to decentralized service delivery for several reasons. It is widely accepted that political commitment on the part of federal or state governments is a sine qua non of effective democratic decentralization, and especially forms of decentralization that are specifically geared to the interests of the poor. Successful pro poor decentralization is associated with governing parties that are politically committed to the democratic empowerment of local governments. Decentralization can not occur until it is supported by the highest political authority. Decentralization in what ever form it occurs is a political agenda i.e. it takes place within and under a political regime and the regime should be properly committed for the achievement of political objectives. The degree to which national political leaders thought the political hierarchies are committed to decentralize planning objectives determines the effectiveness of decentralization policies.

Effective inter-organizational relations: In recognition of the latent power of organized civic protest, local authorities in different countries have experimented with institutional arrangements designed to facilitate public engagement, feedback and oversight. Decentralization requires some sort of special implementing machinery including an agency specifically responsible for coordinating and implementing an action plan and a public relations exercise to ensure understanding of and support for the reform.

Availability and access to resources required: The availability of resources is a critical determinant of the equity, quality and efficiency of public services and the inadequacy of financial resources often explain poor service outcomes. Lack of resources implies incapacity of any agency. Most developing countries are mostly constrained by lack of finance to implement decentralization policies.

Capacity of implementing institutions: Genuine decentralization has to be institutionalized and integrating their own organization policies into practice. The nature and capacity of that agency determine the outcome of decentralization policy.

Environmental accessibility: The remoteness of the territory covered by many local government authorities are accompanied by related difficulties in communications, transport service delivery etc. These factors, allied to the weakness of civil society organisations at local level, make local participation and local accountability even more difficult to achieve (Mmari, 2005). Living in remote settlements will have very different levels of exposure, sensitivity and adaptive capacity. The most vulnerable are those suffering from multiple sources of disadvantage are low incomes, low education levels, poor health (Morrison, 2009).

Complementary Support: An effective process of decentralization must be based on a proper understanding of the limitations and the possibilities of top down directives and bottom up initiative and impulses.

2.2 Empirical Evidence of Decentralization on Education Service Delivery

2.2.1. Decentralized Service Delivery

The process of decentralization can substantially improve efficiency, transparency, accountability, and responsiveness of service provision compared with centralized systems. Decentralized education provision promises to be more efficient, better reflect local priorities, encourage participation, and, eventually, improve coverage and quality. In particular, governments with severe fiscal constraints are endowed by the potential of decentralization to increase efficiency (Litvack, 2005).

Decentralized good governance approach at the Woreda level brings the improvement of public service provision and improvement in the quality and made of service delivery is expected to enhance socio-economic development (Tegegne and Kassahun 2007).

The classic argument in favor of decentralization is that it increases the efficiency and responsiveness of government, locally elected leaders know their constituents better than authorities at the national level and so should be well positioned to provide the public services local residents want and need. Physical proximity makes it easier for citizens to hold local officials accountable for their performance (World Bank, 2006).

Currently, countries throughout the developing world have been attempting to combat problems of poor public sector efficiency by decentralizing functions and responsibilities from their central governments to lower levels of the public sector. Many countries have resorted to decentralization measures as a way of realizing effective public service delivery and local self-rule.

Decentralization advocates that beneficiaries influence policy according to their preferences by holding service providers accountable for the accessibility, quality and quantity of their services. For this to occur, citizens must participate in public policymaking, budgeting, tracking, and monitoring. New territorial reforms for local governments and adequate financing for basic services are critical (World Bank, 2006).

Economists justify decentralization on the grounds of allocative efficiency. The reason is that decisions about public expenditure that are taken by a level of government closer, and more responsive to a local constituency are more likely to reflect the demand for local services than similar decisions taken by a remote central government. The secondly, it is also important benefit in that people are more willing to pay for services which they find to be responsive to their priorities, especially if they have been involved in the decision making process with regard to delivering the services. One argument asserts that a primary economic rationale for decentralization is to improve the "competitiveness" of governments and enhance innovation hence the likelihood that they will act to satisfy the wishes of citizens (Litvack, 2005).

2.2.2 Decentralization of Education

In reality, many countries adopt Education decentralization policies for reasons which have little to do with improving schooling. For example, Argentina adopt decentralized education provincial governments in order to reduce the federal government's fiscal deficit and Spain decentralized Education to regional governments to accommodate the demands of different ethnic language groups (USAID, 2005).

Similarly, In Ghana, for example, Education decentralization has been presented as the vehicle for strengthening management efficiency and accountability by locating critical decision-making of education matters at the district level. "Decentralization will be the major driving force in strengthening efficiency and accountability of resources and results. Basic education will be made accountable to local level authorities with development and operational responsibilities transferred from central government to the districts. Self-regulation mechanisms through school communities at grass roots will be introduced" (Humphrey, 2007).

Education decentralization and planning in general raise the question of how far decision-making should be decentralized for each level or type of education and how responsibilities will be allocated for the development of curricula and teaching methods, evaluation text book production and distribution, recruitment and maintenance, the funds, and managing local schools (UNESCO, 2005).

The accountability and effectiveness of decentralization in the education system is examined within a comprehensive framework which includes finance, auditing and evaluation, regulation and policy development, demand driven mechanisms, democratic mechanisms, service provider choice, and civil service and management system. The different conceptual analysis includes focus on the inter-relations between different aspects of performance accountability, and therefore between different functions and responsibilities distributed across different levels of government (Mukundan, 2004).

According to USAID (1997) and Cooper (1997) Governments in developing countries decentralized of basic Education service delivery is essential to;

- Save money and improve management efficiency and flexibility
- Transfer responsibility to the most capable level of government
- Raise required revenues
- Conform with a wider administrative reform or to the general principle that administrative responsibility should be vested in the lowest capable level of government
- Give users a greater voice in decisions that affects them
- Better recognize local linguistic or ethnic diversity and define the objectives of decentralization

2.2.3 Financial Resource and Decentralization of Education

In a decentralized Educational system, the community finance education either directly, through fees, or indirectly, through taxes. Community contribution can take many forms and may go away beyond money rise. For example, building schools, supplying food to teachers, making rallies and preparing ceremonies to raise money, etc (Mitsu, 1999). There also exist mixed systems in which the central level of government is responsible for some expenditure and the community is responsible for the rest. But, in a highly centralized educational system, all financial expenditure for education service is covered by national government without any direct contribution of the communities.

In general, decentralization financing of education is more common in developing countries than in developed countries. This can be as verification that developing countries, which often lack sufficient funding for education, try to decentralize education in order to increase the financial responsibility of education to the community and to the parents (Winkler, 1989).

The experience from around the world of decentralized financing of education has shown that it is easier to raise voluntary funds to capital investments than to recurrent expenditures, such as teachers' salaries. Where the funding from the government has been insufficient to pay qualitative teachers enough salary to attract them to teach, the community has often raised necessary revenues through compulsory school fees (Mitsu, 1999).

Decentralized financing of education can result in that the supply of teachers to different regions varies. Poor and remote areas that have problems to attract teachers might experience a shortage of teachers which forces them to increase the salaries, which can result in that they can not afford the ceded number of teachers (ibid).

Meheret (1998) argues that one of the real tests of an effective self government is adequate financially strength. Woreda administrations in Ethiopia are financially strapped mainly because they cannot generate sufficient revenue from local sources. This has primary meant their hands are tied when it comes to undertaking meaningful community development at the local level.

2.2.4 Community Participation

2.2.4.1 What is Community?

Communities can be defined by characteristics that the members share such as, culture, language, tradition, law, geography, class, and race (Mitsue, 1999). He argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. The author points out three aspects of communities. First, community is a group structure, whether formally or informally organized. Second, members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility.

2.2.4.2 Definition of Participation

The term “participation” can be interpreted in various ways, depending on the context (Mitsue, 1999). Community participation as a concept focuses on the idea that involving stakeholders in decision making about their communities and broader social issues has important social, economic and political benefits. In the 1980s and 1990s, for a variety of reasons public sector donors, policymakers, as well as both Northern and Southern NGOs, emphasized the value and potential benefits of participatory approaches. Their interest in participation emerged from a range of concerns: failures in state led development. The risk with an approach to economic development or service delivery that focuses too much on ‘community participation’ is that it may idealize the internal coherence and solidarity in communities, and miss the essential tasks of supporting effective, accountable and transparent public institutions (Norman, 2000).

Community participation is one of the domains of community capacity building. The role of citizens and communities is expressed through three main a venues: direct financial or in kind contributions toward the establishment or maintenance of a facility, management of schools through the payment of teachers, and citizen voice in the local Kebele and Woreda councils, to balance the local executive political leadership and service providers are accountable to the community (Jeilu, 2009). As a result, many agencies attempt to define what they mean by participation in their own context.

World Bank (1997) defines participation as it is a process through which stakeholders influence and share control over development initiatives and the decision and resources which affect them. It is the process where by all those with an interest play an active role in decision making, and in consequent activities which affect them. USAID (1997) also defined as it is the active engagement of partners and customers in sharing ideas, committing time and resource, making decisions and taking action to bring about a desired development objective.

In all above cases, participation is sharing of activities, make decisions, resources and responsibilities in a certain intervention. Basically, participation is sought to make development intervention successful by using local knowledge, institutions, materials and labor resources and scientific knowledge.

2.1.10.3 Level of Participation

Mitsue (1999) clarifies different degrees or levels of participation;

- Involvement through the mere use of a service such as enrolling children
- Involvement through the contribution of money, materials, and labor
- Involvement through ‘attendance e.g. at parents’ meetings at school
- Passive acceptance of decisions made by others
- Involvement through consultation on a particular issue
- Participation in the delivery often as a partner with other actors;
- Participation as implementers of delegated powers; and
- Participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation.

2.2.4.3 The role of Community Participation in Education

The goal of any kind of activity that attempts to involve community and families parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. The following rationales explain about the importance of community participation in education (Mitsue, 1999).

Maximizing Limited Resources: Learning materials as well as human resources are limited everywhere, particularly in developing countries. The focus has shifted to finding efficient and effective ways to utilize existing limited resources.

Developing Relevant Curriculum and Learning Materials: Communities’ and parents’ involvement helps achieve curriculums and learning materials that reflect children’s everyday lives in society. When children use textbooks and other materials that illustrate their own lives in their community, they can easily associate what they are learning with what they have already known.

Identifying and Addressing Problems: Communities can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance.

Promoting Girls' Education: Community participation can contribute to promoting girls' education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates

Creating and Nourishing Community School Partnerships: There are various ways to bring parents and community members closer to schools which they serve, including: minimizing discontinuities between schools and communities, and between schools and families, minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home, making easy transition of pupils going from home to school, preparing pupils to engage in learning experiences, and minimizing cultural shock of new entrants to schooling.

Realizing Democracy: Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools.

Increasing Accountability: Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them.

Ensuring Sustainability: One of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private institutions, or donor organizations. In this regard, community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained.

2.2.4.4 Community Participation and Decentralized Service Delivery

Currently, community participation has become a central issue in development discourse. The connection between various forms of community participation and effective systems of service delivery can be assessed in a variety of ways including improvements in basic human development indicators.

Popular participation is the empowerment of people to effectively involve themselves creating the structures and designing policies and proposals that serve the interest of all. Participation includes people's involvement in decision making process, in implementing programs, their sharing in the benefits of development programs and their involvement in effort to evaluate such programs (Nigussie, 2007).

Popular participation is mean exercising checks and balances in the different structures and tiers of government, facilitates the participation of non-governmental actors and grass roots of organizations to again a say in the governance realm, provides options for individual citizens by promoting government responsiveness, enhances opportunities for local economic activity and facilitate the taking shape of an active and vibrant civil society (Tegene and Kassahun, 2004).

The principles of participation derive from and acceptances that peoples are at the heart of development. They are not only ultimate beneficiaries of development, but also the agents of development. The rationale behind peoples participation in development is that participation strengthens as people's capacities and their efforts to create and sustain the collective growth and development (Nisussie, 2007).

Decentralized local governance assumes a participatory grass root level approach in which the community becomes active participant starting from planning to implementation of development projects and become beneficiaries. Community participation processes and mechanisms can strength accountability and also affect service delivery outcomes. Citizens can exert their collective voice which occurs in the relationships between citizens and policy makers to influence policy, strategies and expenditure priorities at different levels making national and local according to their wishes and preference (World Bank, 2001).

2.3 Overview of Decentralization in Ethiopia

Decentralization in Ethiopia during Emperor Hailesilase (1931-1975): The first move towards institutional decentralization in Ethiopia dates back to the imperial era when the Haile Selassie I. The draft bill proposed to grant administrative autonomy to 50 'Awraja' governments drawn from the majority of the country, 14 provinces on the basis of their potential are self sufficient. In spite of strong self resistance from parliament, the program was implemented in 17 selected Awrajas on experimental basis (Meheret, 1998).

In July 1931, the emperor granted a constitution that asserted his own status, reserved imperial succession to the line of Haile Selassie, and declared that "the person of the Emperor is sacred, his dignity inviolable, and his power indisputable." All power over central and local government, the legislature, the judiciary, and the military remained with the emperor.

The new strength of the imperial government was demonstrated in 1932 when a revolt led by Ras Hailu Balaw of Gojam in support of Lij Iyasu was quickly suppressed and a new non-traditional governor put in Hailu's place. By 1934 reliable provincial rulers had been established throughout the traditional Amharic territories of Sheba, Gojam, and Bleeder, as well as in Kef and Siam-well outside the core Amharic area. The only traditional leader capable of overtly challenging central rule at this point was the Ras of Tigray. Other peoples, although in no position to confront the emperor, remained almost entirely outside the control of the imperial government (Fenta, 1998).

After the World War II, the emperor introduced four tier administrative divisions which included the Teklay Ghizat or a province, Awraja, Woreda and Miketil Woreda (Fenta, 1998). In the mid 1968 there were 99 Awrajas, 505 Woredas and 449 Miketil Woredas under the direct supervision of the Ministry of Interior. An Awraja was the second administrative hierarchy governed by the appointed governor. The Awraja governor was responsible and accountable to the provincial governor. It was administered by the woreda governor who, in principle, had to be appointed by the emperor but was nominated by the provisional governor who, in turn would learn of the candidate from among Awraja local men (Fenta, 1998).

Decentralization in Ethiopia during the Military Regime (1975-1991): The second experiment to decentralize state was made by derg regime. However, the derg had no better record than the imperial in decentralizing the Ethiopian state. The plan was a response to political; pressure is intended to give some kind of autonomy and opposed to central rule. Hence, derg established autonomous and administrative regions by Proclamation number of 14. of 1987. This Proclamation was necessitated by increasing instability some provinces of the country notably, Eritrea, Diredawa, Asseb, Tigray and Ogaden areas (Tegenge, 1998). These were troubled areas where both ethnic conflicts were raging and sentiments for separation were running high out of most of the 1970s and 1980s. These regions were given autonomous status while the rest of the country was divided into 25 administrative regions. The autonomous and administrative regions were further divided into Awrajas establishing three tier divisions of the center, regions, and awrajas (Meheret, 1998: Tegeng, 1998). Then the attempts derg's decentralization policy was fatigue to the fact that it is not basically designed to grant self administration secure the preservation of peace and security and stability of the country (Fenta, 1998).

When it assumed power in 1974, the Derg only slightly reordered the imperial regime's pattern of administrative organization at the national level. By contrast, the new regime saw existing local administration as anathema to the objectives of socialist construction, and its reform efforts were initially more evident on the local level than in the central bureaucracy. Immediately after assuming power, the Derg reorganized Ethiopia's fourteen provincial administrations and replaced all serving governors general. The fourteen provinces (Teklay Ghizats) were relabeled regions (Kifle Hagers) and were divided into 102 sub regions (Awrajas) and 556 districts (Woredas). By 1981 the number of administrative divisions had increased to sixteen with the addition of Addis Ababa and Aseb. The restructuring was a major step toward dismantling feudal privilege. Moreover, all new appointees were either military men or university educated individuals who were considered progressives (<http://countrystudies.us/ethiopia/115.htm>, November 25/2010@ 4:00 AM).

Decentralization in Ethiopia during FDRE (1991-till now): Following the fall of the derg regime, the establishment of the transitional government in 1991 brought a new era in decentralizing in the country. Initially the country was divided into 14 transitional regional governments but this was later reduced to nine regional states and two administration areas. The 1995 Federal constitution of Federal Democratic Republic of Ethiopia indicates that the regions are formed on the basis of population, settlement, language, and identity. The constitution clearly laid down the foundation of a decentralized system of governance by giving decision making power to regional states. Regional states have been granted a substantial degree of decision making authority in a decentralized system of fiscal and infrastructure administration.

The constitution also recognized regional states with equal powers and rights as member states of Ethiopian federation. The regions are divided into zones, and the zones into Woredas. The nine regions of Ethiopia are: Tigray, Afar, Amhara, Oromia, Somali, Benishangul-Gumuz, SNNP, Gambela and Harer. All regional states can be considered to have a semi-sovereign status because each has its own flag, a constitution, government, defined territory, and population (TGE, 1992; FDRE, 1995; Berhanu, 2008).

The regional administration is divided into 66 zones, which are further divided into 611 Woredas. Woredas are considered to be the key local units of government. Below this level, Woredas are further subdivided into smaller electoral units, known as kebeles, to further enhance community grass roots participation in the formulation and administration of policy decisions (FDRE, 1994).

Presently, Ethiopia has a three-tiered local government: Zonal, Woreda and Kebele administration. Generally, Zonal administration is just a branch of the regional governments that is established at the zonal level, holding a number of Woredas in it. A Woreda administration is the most important local administrative institution under the Ethiopian local governance system. The lowest level of local administration is the Kebele administration. It is established in a geographical area which is inhabited with 10,000 or more people (FDRE, 1995).

2.3.4 Decentralization and Service Delivery in Ethiopia

Decentralization is being attempted throughout Africa, often as a panacea to solve broader political, social or economic problems. Central governments are decentralizing fiscal, political, administrative and economic responsibilities to lower-levels of government, local institutions, and the private sector in pursuit of greater accountability and more efficient service delivery (Ethiopian Civil Service College, 2010)

Many countries in Africa are embarking on national policies of decentralization in public service delivery. Ethiopia is among the poorest countries in the world with per capita income of only US\$ 130. Poverty in Ethiopia is characterized by very low levels of education, poor health, low asset base and low productivity. The government is determined to scale up its poverty reduction efforts and has prepared plan Accelerated Sustainable Development Ending Poverty (PASDEP). The PASDEP is covered from 2005/06-2009/10 period (Africa Development fund, 2006).

Decentralization has been the corner stone of Ethiopia's state transformation process and democratic governance since the early 1990s. The rationale behind decentralization is to bring accountability and decision making closer to the people to ensure that the delivery of basic services responds to local needs. The government initiated the first and second waves of decentralization in 1994 and 2002 respectively by developing administrative and expenditures responsibilities, firstly to regional governments and secondly to Woreda (district) administrations. This was deliberately pursued with the view to link decentralization, local governance and provision of services (Ministry of Capacity Building, 2004).

Following the deepening of decentralization, Woredas have now assumed that the major responsibility for the provision of basic social and economical services such as primary education and health, agriculture extension, water and sanitation, and rural road services. But various study results indicate that although regional governments and woredas have been assigned spending responsibilities for social and economical infrastructure and provision of basic services, their revenue raising capacity is not sufficient to enable them discharge their mandates effectively (Kumera,1998).

The ESDP I attempted to put into action the 1994 education policy, which included a sector plan, backed by a consortium of donors, designed to enhance enrolment, particularly in primary schools, decentralization, and community empowerment. ESDP II was launched in 2002/3 and will run to 2004/5. An annual joint review process evaluates progress against performance milestones. The ESDP Action Plan stressed that greater institutional capacity at all levels is the first priority of the programme. Regions especially will concentrate on capacity building in the initial period of ESDP, especially in the areas of educational administration, procurement, financial management material. Head teachers and officials at all levels will be given training in education management, and a reporting and monitoring system will be put in place to facilitate their accountability.

By the same token, since 1997 the FDREG has been implementing an Education Sector Development Program (ESDP), which is part of a twenty years education sector indicate plan for irrationalizing the 1994 National Educational and Training Policy. The ESDP is a collaborative effort between the EDREG, and various stakeholders including parents, regional and Woreda authorities and development at all levels of education to attain the goal Universal Primary Education by 2015. The other objectives of the ESDP are to improve educational quality, relevance and efficiency, expand access to underserved areas and promote girls education. The program is in 3rd phase of implementation which will run up to 2010/11. A major focus on ESDP III is on quality improvement, expansion of teachers training, enhancement in the efficient use of resources, reduction in teacher ratios, and promoting equity in access to education to address regional and gender disparities.

Another major innovation since the launch of the ESDP was the introduction of the Sustainable Development and Poverty Reduction Programme (SDPRP) in 2002, as Ethiopia's version of a Poverty Reduction Strategy Paper (PRSP). Three of its four 'pillars' relate to governance Agricultural Development-Led Industrialization, including reform of the justice system and the civil service, decentralization, and capacity building in the public and private sectors. Devolution is seen a means to several ends: a socio-economic transition to democracy and better governance, improved service delivery by shifting decision making closer to the grassroots for improved accountability and responsiveness, and citizens' empowerment and participation in governance (GoE, 1999; Yohannes, 2005).

2.3.5 Decentralization of Education and Education Policy of Ethiopia (FDRE)

The intensifying of decentralization to Woreda level has controlled to strengthening of Woreda level education institutions. It also provides opportunities to strengthen local governance, increases of sense of accountability, and broaden the participation of communities. Efforts have been made to build the capacity of the woreda offices particularly woreda education office through intensive training organized in the areas of educational planning and management, financial management, auditing and procurement. It is also noted that schools and Parent Teachers Associations need build their capacity before more responsibility could be given in the area of financial management (MOE, 2005).

The Ministry of Education was involved in all aspects of public including planning, budgeting, school constitute, and the production and distribution of text books and other educational materials. Following the shift to a federal structure, five main managerial and administrative organs constitute the education have reduce to setting fundamental educational policy, broad educational planning and programming, maintaining standards and setting procedures and providing technical assistance where needed presently more responsibility and authority is being developed to lower administrative levels such as the Woreda which is responsible for supervision, coordination and implementation of primary education is the focus of this section (MOE, 2005).

The Education and Training Policy (ETP) has focused on expanding access to educational opportunities. The educational reforms are intended to achieve universal primary enrolment by 2015, with local language used as the language of instruction in the primary grades (Johanna etvl, 2005). In addition to addressing the formal education system, the Education Sector Development Programme (ESDP) adopted by the Government in 1997, included non-formal education (NFE) opportunities for dropouts and out of school children and young people. The concept of NFE provides a second chance for all, through distance education, functional literacy and continuing education.

The Education Sector Development Programme provides a sector wide policy and implementation framework for educational development. One of its main purposes is to coordinate government and donor inputs in the educational sector. The Government set down its educational sector policy in the ETP and the Education Sector Strategy (ESDP) in 1994. The Ethiopian Ministry of Education introduced the ESDP (Federal Democratic Republic of Ethiopia, 1998a) in 1997, and its action plan (PAP) (FDRE, 1998b) and implementation plan (PIM) (FDRE, 1998c) in 1998. The ESDP has covered the first five years, 1997/98 – 2000/01, of a 20-year plan. The second period of the ESDP (ESDP II) started in the school year 2002/03 (ESDP II, 2002/03 – 2005/06).

The ESDP phase in Ethiopia was preceded by the Education Sector Investment Programme (ESIP). The ESIP process was used to draw up a budget for implementing educational policy coordinated at national level. As regards the donors, the ESDP process has been considered to offer the advantage of providing them with an overview of the developmental needs of the sector. The Government started its own part of the ESDP programme in 1 July 1997, when the new budget year began.

The ESDP envisaged an expansion of primary-school enrolment from around 22% in 1995/96 to 50% in 2001/02, and an increase in financing for education through a rise in public expenditure on education to 4.6%. This translated into an increase in the number of children in primary schools from 3.38 million to 7 million. The ESDP recognized that the capacity of the teacher training system must be enhanced in order to provide the qualified teachers necessary to teach the greatly increased enrolment. It also noted the need to improve the quality of the teachers, to pay attention to gender balance among students and teachers, and to improve the student-textbook ratio at the primary level from 5:1 to 1:1. The ESDP has had the aim of promoting equity by achieving a gross primary education enrolment rate of at least 25% in under-served regions, raising female participation in primary education from 38 to 45%, and increasing the proportion of female teachers from 25 to 35% in 1997/98-2001/02.

The Government has undertaken reforms and actions to achieve these objectives related to the ESDP in the following areas; basic education (access, equity, quality, and out-of school children and adults), secondary education (access, quality, continuing education for out-of school young people and adults), technical and vocational education and training (relevance and quality interventions), teacher education (increasing the proportion of qualified teachers, retaining qualified teachers, and improving the quality of teacher training), tertiary education (improving efficiency, increasing the number of engineers, educators, health workers and public administrators, and implementing a strategy for diversifying the resource base for tertiary education), educational materials (proportion of recurrent expenditure on non-salary items, such as textbooks), institutional development in the Ministry of Education, the Regional Education Bureau and the central education agencies, such as the Education Media Agency (EMA), the Institute of Curriculum Development Research (ICDR), and the National Organization for Examinations, distance learning, and capacity building (FDRE, 1998b).

Each year after the ARM, the Ministry of Education has considered the review and assessed its progress in implementing the ESDP. The consolidated reports discuss analyses of educational trends, physical and financial performance, recommendations of the ARM, and major constraints and lessons learnt (ESDP, 2001). The Government of Ethiopia has adopted the goal of ensuring universal access to and completion of basic education and reducing the adult illiteracy rate by 2015. During the following years all children should get an access to primary education and during twelve years, the majority of Ethiopia's women should receive an education.

CHAPTER THREE

PROFILE OF THE STUDY AREA

3.1. PROFILE OF THE AFAR NATIONAL REGIONAL STATE

This chapter deals with description of the profile of the Regional State of Afar and Dubti Woreda district level. The chapter focuses on the physical features and socio-economic activities of the region and the local governments on which the education service delivery activity is taken place.

3.1.1. Over View of Afar National Regional State

Afar have been historically divided between discrete colonial states: Djibouti, Ethiopia and, at different times, Eritrea. But even within Ethiopia itself, the Afar population was parceled out between administrative regions dominated by other ethnic groups, straddling the regions of Tigray, Welo, and Western Hararghe. In none of these provinces, nor in the neighboring countries were Afar given proportional representation in government, breeding a legacy of exploitation and neglect that persists to the present day.

The Afar people, a Cushitic, predominantly nomadic race who share linguistic and cultural ties with the Somali, Beja and Saho people, inhabit some of the most arid, hostile territory of the Horn of Africa. Only the Awash valley and the forested highlands of northern Djibouti offer respite from an otherwise rocky and desertic terrain. Out of necessity, the Afar has thus evolved a highly adapted mode of transhumant pastoralist, probably the most efficient sustainable form of land use in such a barren environment. In times of drought, the fertile pastures of the Awash provide some security as an alternate source of water and grazing; the coastal Afar have also adopted maritime skills and, unlike many other nomadic groups, include fish in their diet. Afar traditional leadership has historically been located in eight sultanates, the three most significant being those of Tadjourah, Rahayta, and Awssa.

In recent years, however, interaction with external political and economic systems has begun to erode the integrity of the Sultanates, together with the pre eminence of customary law and traditional values in Afar life. Indeed, one of the most aggravated political conflicts affecting the present administration of the Afar National Regional State is in large part a consequence of the erosion of the monarchical system.

3.1.2 Geographical Location, Topography and Climate of the Afar region

Afar is located in the eastern part of Ethiopia. The region has common boundaries with the State of Eritrea in the north-east, with Tigray in the north-west, with Amhara in the south-west, with Oromia in the south, with the State of Somalia in the south-east and with the Republic of Djibouti in the east.

The state is found in the rift valley. Most of the region is flat land. The altitude of the region ranges from 116 meter below sea level where one of the highest temperatures (50°) on earth has been recorded to 1600 meters above sea level. The lowland areas of Afar are generally below 1600 meters above sea level. The highest peak, mount Mussa-Alle is just 2063 meters above sea level. The temperature of Afar varies from 25°C during the rainy season (September-March) to 48°C during the dry season March to September. The average annual rainfall registered for 11 years at Dubti station was 187.9mm.

Danakil Depression or the Afar Triangle is a geological depression, includes Afar Triple Junction, near the Horn of Africa, also a part of the Great Rift Valley, where it overlaps Eritrea, the Afar Region of Ethiopia, and Djibouti. Afar is well known as one of the cradles of hominids, containing the Middle Awash, site of many fossil hominid discoveries such as Ardi, *Ardipithecus ramidus*, Gona site of the world's oldest stone tools; and Hadar, site of Lucy, the fossilized specimen of *Australopithecus afarensis*.

The Afar Depression includes the Danakil Desert and the lowest point in Africa, Lake Asal (155 meters 509 feet below sea level). Only the Awash River flows into the depression, where it ends in a chain of lakes that increase in salinity. Dallol is also part of the Depression, one of the hottest places year-round anywhere on Earth, with a shaded air-temperature record of 64.4°C (148°F). The climate varies from around 25°C (77°F) during the rainy season (September–March) to 48°C (118°F) during the dry season (March–September).

The lowlands of the Afar Depression are affected by heat and drought. There is no rain for most of the year, and yearly rainfall averages range from 100 to 200 millimeters with less rain falling closer to the coast. The Awash River, flowing north-eastward through southern Afar, provides a narrow green belt and enables life for the flora and fauna in the area and for the Afar, the nomadic people living in the Danakil desert. About 128 kilometers from the

Red Sea, the Awash ends in a chain of salt lakes, where its water evaporates as quickly as it is supplied. About 1200 km² of the Afar Depression is covered by salt, and salt mining is still a major source of income for many Afar tribes.

The Afar Depression biome is characterized as desert scrubland. Vegetation is mostly confined to drought-resistant plants such as small trees, shrubs, and grasses. Wildlife includes many herbivores such as Grevy's Zebra, Soemmering's Gazelle, Oryx Beisa and, notably, the last viable population of African wild ass. Birds include the ostrich, the endemic Archer's lark *Heteromirafra archeri*, the Secretary Bird, Arabian and Kori bustards, Abyssinian Roller and Crested Francolin.

3.1.3 Demographic Features of the Region

Afar is one of the nine Regional States of Ethiopia, and is the homeland of the Afar people. It is known as Region 2, its current capital is Semera on the Awash Djibouti highway. The Afar Depression, also known as the Danakil depression, is the lowest point in Ethiopia and one of the lowest in Africa and is located in the north part of the Region. The southern part consists of the valley of the Awash River, which empties into a string of lakes along the Ethiopian Djibouti border. Other notable landmarks include the Awash and Yangudi Rassa National Parks. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), the Afar Region has a total population of 1,411,092, consisting of 786,338 men and 624,754 women; urban inhabitants number 188,723 or 13.4% of the population. As a region predominantly crossed by the Ethio-Djibouti road, Afar has busy towns which include Awash, Gedamaytu, Gewane, Ardaytu, Logiya and Asaita.

3.1.4 Socio –Economic Features of the Region

Afar region is an arid and semi arid area inhabited by pastoralists and agro pastoralists. The livelihood of Afar pastoralists is based on the rearing of livestock. More than 90% the state's of population is leading a pastoral life by rearing camels, cattle, goats, sheep and donkeys. Agriculture such as production of maize, beans, sorghum, papaya, banana, and orange is also practiced. Cotton production is also typical to the region. Commerce, especially of salt, is another area of occupation. Regarding transport net work in the region road transport is the dominant one in the region.

3.1.5 Education

Despite Ethiopia's new Constitution, no education in the Afar language yet exists, and the majority of the rural population has no local access to education in any language. In the principal settlements where schools do exist along the main road, courses are conducted entirely in Amharic and many perhaps most school-children are the offspring of migrant workers. Even these schools tend to be over-subscribed, under-equipped and under-staffed. Most schools visited lacked furniture, blackboards, and water for drinking or washing. Only two secondary schools exist in the entire region.

One solution offered by education officials envisions boarding schools, one of which is apparently already under construction in 'Aysa'ita. But better infrastructure is only one - and perhaps the simplest step towards the educational development of the region. The curriculum must also be adapted to meet local needs: education in the Afar language, and courses relevant to Afar society would be one such improvement.

3.2. PROFILE OF DUBTI WOREDA AFAR NATIONAL REGIONAL STATE

Dubti is one of the 29 Woredas in the Afar Region of Ethiopia. Part of the Administrative Zone 1, Dubti is bordered on the south by the Somali Region, on the southwest by Mille, on the west by Chifra, on the northwest by Administrative Zone 4, on the north by the Administrative Zone 2, on the northeast by Elidar, on the east by Asayita, and on the southeast by Afambo. Towns in Dubti include Date Bahri, Dubti, Logiya, Sardo and Semera. The average elevation in this woreda is 503 meters above sea level the highest point in Dubti is Mount Manda Hararo 600 meters.

Alongside the Awash are the Dubti Marshes, which cover an area 34 by 12 kilometers, and whose dominant vegetation is Phragmites. These marshes are under encroachment by the Tendaho Cotton Plantation, whose fields surround the town of Dubti. As of 2008, Dubti has 314 kilometers of all-weather gravel road; about 22.33% of the total population has access to drinking water. The Ethiopian Ministry of Mines and Energy announced July 2007 that a geothermal project in this Woreda yielded encouraging results. Six wells sunk in Dubti showed that the geothermal energy had the capacity of producing as much as 30-megawatts

of electricity, which would provide sufficient electric power for the towns of Semera, Dubti and Logiya towns, as well as an amount to export to neighboring countries(source).

3.2.1 Demographics of the Woreda

Based on figures published by the Central Statistical Agency in 2007, this Woreda has an estimated total population of 87,197, of whom 36,281 were males and 50,916 were females; 24,236 or 27.79% of its population are urban dwellers, which is greater than the Zone average of 14.9%. With an estimated area of 3601.4 square kilometers, Dubti has an estimated population density of 24.21 people per square kilometer. A sample enumeration performed by the CSA in 2001 interviewed 1676 farmers in this Woreda, who held an average of 0.72 hectares of land. Of the 1.21 square kilometers of private land surveyed, 28.15% was under cultivation, 64.53% fallow, 3.46% was devoted to other uses. Although the percentage in pasture or woodland was missing from the CSA enumeration, a later survey reported 0.5% of the Woreda had tree cover.

3.2.3 Overview of Education Service Delivery in the Woreda

It is obvious that Education Service in Ethiopia was highly centralized before to 1994. Following the shift to a federal structure, six main managerial and administrative organs constitute the education sector: Central, Regional, Zone, Woreda, KETBs and PTAs. Regional Education Bureaus formulate regional education policy and strategies. They also administer and manage primary and secondary education, junior colleges, technical and vocational colleges and teachers training institutes. The Zone Education Office plays the roles of coordination, supervisions and provides technical and professional assistance to lower levels of the education system (Ministry of Education, 1994).

In discharging its duties and responsibilities in education service delivery in an efficient, effective and responsive manner, the WEO is structured and organized with its own manpower. The Woreda education service involves the education sector and community representatives like KETBs and PTAs members in the Woreda and other actors outside the Woreda. The main participants in the delivery of education services at Woreda level are the communities, regional and zonal bodies, private organizations, sectoral offices and the Woreda administration through the provision of general guidelines and technical supports.

CHAPTER FOUR

THE CURRENT EDUCATION STATUS AND COMMUNITY PARTICIPATION RESULTS AND ANALYSIS

4.1 Woreda Current Education Status

The structure of the Ethiopian Education system encompasses formal and non-formal education. Non-formal education covers wide areas of training both for the primary school age children as well as adults who have either dropped out or beginners. The formal program has further been divided into Kindergarten, General Education, Technical and Vocational Education Training and Tertiary Education program.

4.1.1 Formal and Non-Formal Education in the Study Woreda

4.1.1.1 Formal Education in Dubti Woreda

In the interviews, Woreda Education Officials reported that, currently Dubti Woreda has 3 full cycle primary schools (1-8), 14 first cycle primary school (1-4), 2 first cycle secondary schools (9-10), 1 second cycle secondary school (11-12) but no kindergarten school.

Table 4.1. Trends of School Enrollment in Dubti Woreda

Year (E.C)	Enrollment			Dropouts		
	Boys	Girls	Total	Boys	Girls	Total
1999	2,856	2,342	5,198	292	421	719
2000	3,366	2,593	6,147	535	408	943
2001	3,862	2,385	6,254	495	521	1016
2002	4,525	2,986	7,511	425	689	1114
2003 ^{1st} seme	4,558	3,055	7,613	-	-	-

Source: Woreda Education Office (2003)

With regard to student's enrollment, as it can be seen from table 4.1, in the year 1999, 2000, 2001, 2002, and 2003 E.C the total number of students was 5198, 6947, 6254, 7511, and 7613 respectively. Out of which 2856 were boys and 2342 were girls in 1999, out of which 3366 were boys and were 2593 girls in 2000, out of which 3862 were boys and 2385 were girls in 2001, out of which 4525 were boys and 2986 were girls in 2002, and out of which 4558 were boys' and 3055 girls in 2003. Female dropout rate is greater than males due to Low level of awareness on the importance of education and reluctance to send girls to school on the part of pastoralists that stems from deep rooted backward mind set and harmful traditional practices in the woreda.

The data shows that there is a less progress in enrollment rate of students and high the dropout rate for the consecutive five years. During the interview with Woreda Education Office head and schools directors and focus group discussion made with teachers less enrolment of the student in the Woreda is due to low level of community participation in education, environmental influence, and lack of decision making ability by Woreda and Regional administrators to schools in provision of better quality of education services. In addition to this, the researcher information obtained from school directors and teachers indicated that, the quality of class, chairs, student-classroom ratio, student-book ratio and teacher-student ratio were too far from the standard. Concerning this, the following table may show the situation in the Woreda.

Table 4.2. Dubti Woreda Education Service Delivery Performance ratio by quality of education (1999-2003)

Years (E.C)	Gross Enrollment	Percentage student of enrollment	Teacher- Student	Classroom- Student	Text- Student
1999	5,198	16%	1:75	1:70	1:4
2000	6,147	18.5%	1:70	1:70	1:4
2001	6,254	19.5%	1:65	1:60	1:3
2002	7,511	23%	1:60	1:55	1:2
2003	7,613	23.4%	1:60	1:60	1:2

Source: Dubti Woreda Education Office (2003)

The data in table 4.2 reveals that the student enrollment ratio was 16%, 18.5%, 19.5%, 23%, and 23.4% in 1999, 2000, 2001, 2002 and 2003 respectively in the Woreda. As Schools directors assured during interview, there was still less radical change in enrollment performance students in the Woreda due to the fact that the Woreda Officials are unable to motivate and mobilize the people at grassroots level using public conferences and others. As Woreda Education Office assured during interview low level of community participation in education, environmental influence, and lack of decision making ability by Woreda and Regional administrators brings less radical change in enrollment performance students in the Woreda.

Moreover, such achievement could be replicated in other areas of Education like quality which is affected by teacher-student ratio, classroom-student ratio and text-student ratio. That is, teacher-student ratio was 1:75, 1:70, 1:65 and 1:60, and 1:60 in 1999, 2000, 2001, and 2002 and in 2003 respectively in the Woreda. Besides the classroom-student ratio were 1:70, 1:70, 1:60, 1:55, and 1:60 in 1999, 2001, 2002, and in 2003 respectively. Concerning text-student ratio, it is still a serious problem in the Woreda which is a 1:4 ratios in 1999 and 2000, 1:3 in 2001 years except 1:2 ratios in 2002 and 2003. During interviews with schools directors and Woreda Education officials mentioned that the problem is due to budget shortage.

Furthermore, in the Woreda as the researcher observed it is very common to observe that schools are below minimum quality standard in terms of furniture and other facilities,

water, library, laboratories, pedagogical center, clinics which are not available in the majority of the schools which can affect the quality of the education service provision.

4.1.1.2 Non-Formal Education in the Woreda

In addition to the formal school, the Woreda tried to access Education through non-formal a school which is also called Alternative Basic Education Centers. Alternative Basic Education programmed are meant for those people who are currently not participating in school education or those who could not receive sufficient education in the past, consisting of both adults and children. Alternative schools often emphasize the value of small class size, close relationships between students, and teachers and a sense of community. To this end, to realize the goal of universal primary education by 2015, the Education Sector Development Program envisaged provision of Basic Education through Alternative modes of delivery (Ministry of Education, 2007). Accordingly, the status of Alternative Basic Education in the Woreda is presented in the following table below.

Table 4.3. Alternative Basic Education Centers in Dubti Woreda (2003 E.C)

No	Name of ABEs	No of Students		
		Male	Female	Total
1.	Hanikis	65	42	107
2.	Dodoblin	45	36	81
3.	Hundaboli	53	29	92
4.	Alelo	67	31	98
5.	Hobiakelo	42	15	57
6.	Elaoli	21	12	33
7.	Degaba	32	21	53
8.	Hararo	28	11	39
9.	Badisu	19	3	21
10.	Hamokilin	31	22	53
11.	Adadera	47	36	83

12.	Dekus	17	5	22
13.	Zimbisa	29	16	45
	Total	496	270	756

Source: Woreda Education Office (2003)

As it can be shown from table 4.3, in the year 2003 a total of 756 students 496 male and 270 females were enrolled to attend Alternative Basic Education Programs. Regarding this, the Woreda Education Officials notified that the numbers of Alternative Basic Education centers are very low due to communities less awareness about the relevance of Alternative Basic Education and the enrolled Alternative Basic Education are understaffed and are with inadequate facilities. As it observed at table, there are 13 centers which are low in number in the Woreda. Woreda Education Officials responded that the reason of less number of Alternative Basic Education is less contribution of the community in building Alternative Basic Education. **It accounts%.**

On the overall the effort made to increase number of schools and enrollment rate. However, since education is a means to sustain and accelerate over all development, it is indispensable that quality education is provided. Regarding this, the Ministry of Education (1994) policy document indicated that addressing educational quality problem is one of the major challenges. The policy document elaborates this poor quality of education in terms of inadequate facilities, insufficient training of teachers, overcrowded of classes and shortage of text books. This problem still remains the leading problem in Afar National Regional State and especially in the study Woreda. Enhancing the quality of education is the prime concern for ESDPIII. Lack of availability of text books, qualified teachers, and class sizes are the major factors that affect quality of education. Moreover, in the Woreda, it is very common to observe that schools are below minimum quality standards in terms of furniture and other facilities, water latrine, library, laboratories, pedagogical center, clinics which are not available in the majority of the schools.

Thus, Woreda notified that there is a budget shortage to reduce the above complex problems. About this problem Meheret (1998) confirmed one of the real tests of an effective self-government is adequate financial strength. He argues that Woreda administrations in Ethiopia

are financially strapped mainly because they can not generate sufficient revenue from local sources. Thus, to provide adequate public service the question of budget should be solved. Otherwise the objectives of ESDP III and the Millennium Goal of 2015 cannot be achieved. And it is difficult to realize decentralization in general and education service delivery in particular.

Table 4.4 Over all Schools Distribution in the Dubti Woreda (2003 E.C)

No	Name of the Schools	No of Schools	Grades				
			11-12	9-10	1-8	1-6	1-4
1.	Semera High School	1		1			
2.	Dubti High School	2	1	1			
3.	Semera Primary School	2			1		1
4.	Logia Primary school	3			1		2
5.	Dubti Primary school	10			1		11
	Total	20	1	2	3		14

Source: Woreda Education Office (2003)

As can be shown from table 4.4, Primary Education full Cycle (1-4) is 14 in number, (1-8) Elementary School is 3, (9-10) High School is 2, and (11-12) Preparatory School is 1 in number. According to the information obtained from Woreda Education Officials and the researcher observations indicated that only 1 full Preparatory School are located in relatively closer to the Woreda town. This shows the difficulty of getting the Preparatory School which

is found in the capital of the Woreda and thus it further contributes to increase dropout rates of the students in the Woreda. Access to Education is very much affected by family income status. Students attending Preparatory School in this case are forced to go outside their Kebele which requires financial resources which is beyond most household's capacity. This was confirmed during the interviews made with Woreda Education Officials and Schools directors.

4.2. Community Participation in Education Service Delivery

Before the start of decentralization, the role of citizens was one of the weakest links in the chain of service delivery in general and Education service delivery in particular in Ethiopia. One of the rationales for decentralization was to strengthen the role of communities. Within the decentralized system, the Kebele Council is the forum where citizen could play a role in enforcing accountability of service delivery. However, the system is still evolving and initiatives to further strength this formal channel of citizens' participation should be welcomed. The role of citizens and communities is expressed through three main a venues: direct financial or in kind contributions toward the establishment or maintenance of a facility, management of schools through the payment of teachers, and citizen voice in the local Kebele and Woreda councils to balance the local executive political leadership and service providers are accountable to the community (Jeilu, 2009).

USAID (1997) defined decentralization as it is the active engagement of partners and customers in sharing ideas, committing time and resource, making decisions and taking action to bring about a desired development objective. In the field of education, many believed that community engagement in the delivery and management of schooling is crucial to achieving universal primary enrollment.

Moreover, one of the basic strategies to overcoming education problems as drafted in to Ethiopia's national education policy is community engagement in schooling sector strategy released in 1994, explains that the national education system, itself undergo decentralization with the intention to realize more efficient service delivery and ensure the relevance of the services to the needs of local populations. The strategy describing how the community's participation is intended to constitute the final level of the decentralized system focused on local engagement in basic education delivery and management. The management of each

school will be democratized and run with the participation of the community, the teachers, the students and relevant government institutions (Ministry of Education, 1994).

This is emphasized in the subsequent Education Sector Development Programs I, II and III. In ESDP I, the Ministry of Education expressed the need for community participation in educational activities projects including identifying and supervising work, managing and maintaining the final product (Ministry of Education, 1999). However, the cost of participation and contribution and how to cover the financial gap remains unclear. There is no organizational report on this aspect of education finance.

ESDP II further underlines the role of the community in education delivery and management. The plan states the ESDP II will act both systematize voluntary community financial contributions to schools and to promote a sense of ownership and thereby raise the community's role in the management of schools.

Similarly ESDP III suggested that the community participates in constructing and managing schools, in raising money to cover part of non-salary expenditure and by getting involved in the day-to-day running of the school, all on a voluntary basis. As a result ESDP III has noted that the role of the communities in all aspects of education from fund raising to management is crucial. Community involvement is likely to require different levels of participation and outcomes. A community's contribution falls into the following categories:

- Time: an individual's dedicated to a school might range from participating largely to contributing skills and leading community participation efforts
- Labor: an individual may choose to donate physical time to renovate or construct classrooms, serve on the PTA and actively participate in planning and managing schools
- In kind: this is generally associated with community members providing resources for the construction of school facilities such as gardening tools, raw materials for construction, construction tools, equipment and machinery
- **Money: monetary donations are generally most efforts and are considered by many to be a less active form of contribution because relatively little time is involved**

In light of the above how does community participation look like in Dubti Woreda Afar National Regional State?

4.2.1 Community Contributions in the Woreda

Monetary, material and labor contributions are the most commonly cited type of parental and community involvement in the school. Depending on the particular need of the school, parents and other community members contribute money to support infrastructure projects like construction of schools, classroom extension construction and the like. In emphasis to monetary contribution one finds community engagement through the donation of labor and materials for infrastructure project such as new class room or building desks in relatively modern or traditional way. Those who are poor are reported to make labor contribution.

As the report from Woreda Education Office reveals and interview made with the Woreda Education Office head, out of 20 Formal Education centers only one formal education center, which have four classes was constructed in collaboration with the community with the cost of 32, 000 birr in 2002. Generally, as Woreda Education Office Head and Teachers revealed during interview and focus group discussion respectively, community contribution in cash, in labor and material is inadequate due to lack of awareness and weak capacity to mobilize the community in the Woreda.

Despite the fact that the communities have demonstrated a willingness to contribute in cash, labor and material support for education service; during the interview with Woreda Education Office head and Schools directors in Woreda attested that the practice of involving the larger community in identifying problems and prioritizing their needs, planning and monitoring almost minimum. This is due to lack of creating awareness, lack of systems to participate the community and capacity to mobilize the community.

4.2.2 Challenges to effective Community Participation in the woreda

In general, in the Interviews and Focus group discussions with Woreda Education Officials and teachers respectively indicated that the major problems for the community participation in education services delivery in the Woreda are

- As the economic status of pastoralists that is mainly based on backward animal rearing practices and severely limits their capacity to support the education system financially and materially.

- The deterrent impact of mobility and low density of population that has made the building of infrastructures and social services road, water, health, education, etc difficult and the consequent inability of addressing the educational needs of pastoralists through formal schools alone and high dropout rate of children particularly girls, due to school distance
- Inequitable distribution of educational services between urban and rural areas, as well as males and female in the woreda
- Low level of awareness on the importance of education and reluctance to send girls to school on the part of pastoralists that stems from deep-rooted backward mind-set and harmful traditional practices.
- Occasional conflicts among different clans that arise from scarcity of pasture and water, and the subsequent displacement of families and Dropping out of school on the part of students.
- The vulnerability of pastoralist areas to repeated drought and food shortage which inturn forces students to drop-out of school
- Capacity problem on the part of the majority of officials and professionals at various levels of the regional education structure to execute their respective jobs efficiently in mobilizing the community
- Weak supervision, planning, monitoring and evaluation system and training deficiencies on the part of the professionals assigned for the activities.
- Shortage of teachers and unsatisfactory level of commitment on the part of teachers who are currently serving.
- Absence of incentives that could be instrumental to employ teachers an other professionals in sufficient number and retain them in their work for sufficiently long period of time

4.2.3. Community participation in improving Girls Education enrollment

During the interview and Focus group discussions with schools directors and teachers respectively in the Woreda the attempt to improve girl's enrollment in the school is less. This is mainly due to lack of the establishment of Girls Advisory Committee which focusing on poverty and traditional practices as a means of decreasing dropout rates of girls. During the interview with Woreda Education Office head, in the study Woreda only one mechanism has been created by Regional Education Bureau that is provision of one litter oil per month for those families who send their female students at school. Therefore, the attitudes of the community to send their female children to school were at minimal level solved.

CHAPTER FIVE

INSTITUTIONAL CAPACITY FOR DECENTRALIZED EDUCATION SERVICE DELIVERY RESULTS AND ANALYSIS

Institutional Arrangement for Decentralized Education Service in the Woreda

The Federal Ministry of Education

The Federal Ministry of education will undertake the following duties and responsibilities in addition to those given to it by proclamation.

- Prepare annual plan of special support in close consultation with and on the basis of the needs of pastoralist regions and implement the plan..
- Build the capacity of Educational management bodies and professionals of pastoralist regions continuously, and provide technical and professional support to the regions.
- Solicit additional resources to pastoralist regions if need be.
- Raise the level of commitment of concerned decision makers, educational management bodies and professionals to the development of pastoralist education.
- Introduce innovative practices and delivery modes acquired from the experiences of other countries and the findings of local research
- activities to expand access and improve quality of education in pastoralist areas,

Regional Education Bureau

Likewise, the Education Bureaux of pastoralist regions bear the following additional duties and responsibilities of promoting pastoralist education in their respective regions.

- Prepare curricula for formal primary education, alternative basic education and non-formal adult education in accordance with the Education and Training Policy, the curriculum framework developed at federal level, and by taking into account the socio-economic and cultural realities of the pastoralist population.
- Prepare teaching - learning materials on the basis of the above stated curricula for the various target groups and programs, publish and distribute them to schools / learning centers.
- Ensure that educational management bodies and professionals at various levels are fully committed to the education of pastoralists.
- Provide material, professional and technical support to woreda education offices, and build the capacity of educational management bodies and professionals at woreda level.
- Coordinate, monitor and evaluate the activities of non-governmental and civic organizations that are engaged in pastoralist education, as well as give them the necessary support to make their efforts fruitful .
- Devise and implement an incentive system that will attract teachers and other professionals to work in the region.
- Clearly identify the region's needs for special support and communicate them to the federal ministry of education on time.

Woreda Education Office

Accordingly, based on the book entailed Educational Management, Community Participation and Finance Guideline of Ministry of Education (2002), and proclamation no.

the Education Office of Dubti Woreda adopt the following major duties and responsibilities

- Build and manage ABE centers, formal schools, boarding schools and hostel with the active participation of the community.
 - Devise strategies for the realization of EFA goals in the woreda..
 - Provide consolidated supervisory support to ABE centers and allocate the necessary budget and transportation facility accordingly.

 - Organize forums for continuous short-term in -service training and experience -sharing for ABE facilitators in the woreda.
 - Put in place an incentive system that will attract teachers and professionals to work in the woreda.
 - Sensitize, mobilize and build the capacity of the woreda community so as to enable it to actively participate in the construction of schools educational management.
 - Establish close working relationship with governmental and non - government partners so as to collaborately work for the common goalsof pastoralist education in the woreda.
 - Encourage educated people working in other sector offices in the Woreda to participate in the education of pastoralists
- Make situational assessment of educational activities in the woreda, identify needs for special support and apply the support received to improve education in the woreda

To carry out the above duties and responsibilities, the study Woreda has been attempted to implement different activities. According to the information obtained from school directors and teachers through interviews and focus group discussions respectively pointed out that school director, teachers and PTAs were not participated in the above duties and responsibilities of Woreda Education Office.

Schools also prepared their own plans based on the framework of strategic plan. In the study Woreda schools are mainly focused on increasing number of students to enroll especially female students, upgrading school coverage, mobilizing the community to participation in school development, providing quality education, upgrading and expansion of classrooms, and establishing and strengthening Parent Teacher Associations.

As Woreda Education Office head, Schools directors and teachers disclosed that schools planned the above and other activities and then submitted to the Woreda Education Office.

The Woreda Education office rejected, approved or modified the plans. This tells us schools decision making power is too limited or power is not devolved from Woreda to schools.

Despite the fact that schools plan the above activities, some of the activities like upgrading and expansion of classroom are carried out by Regional Education Bureau in Dubti Woreda. Even the Woreda Education Office and Woreda Administration plan primary school construction projects the implementation and supervision is made by the Regional Education Bureau. From the above evidences, one can understand that in Dubti Woreda power is not developed to the Woreda Education Office and Schools practically. Devolution grants a full transfer of responsibility, decision-making, resources and revenue generation to a local level of public authority that is autonomous and fully independent from the devolving authority (Robertson, 2005). But still there is big interference of Regional government in the Woreda. Such idea contradicts with the objective of decentralization and remains a challenge to provide quality services for the local community. This leads Woreda and schools to develop dependency on regional government rather than make efforts to build their capacity and takeover different education development projects.

Regarding this, various findings stated that one of the problems of Education Service Delivery in most developing countries is the excessive concentration of decision making power and resources in the hands of central government and regional government. Based on the field findings, Education service delivery expected to be not enhanced as a result of decentralization process was not satisfactory in Dubti Woreda.

The Ministry of Education provides duties and responsibilities to Woreda Education Office for supervision, coordination and implementation of education service including primary school construction. Despite this reality, Dubti Woreda resource and capacity constraints have undermined that power and to reach the objectives set.

To this effect, all the above activities are currently carried out by the Regional Education Office in the Woreda in which the tasks are a non participatory and disciplined environment in the teaching learning process. The guidelines make it mandatory for each school to establish PTA and KETB.

In the Woreda KETB's and PTAs have been established. It was reported that the need for organizing KETB's is due to the reasons that especially in the rural part of the country

schools are located in distant and inaccessible areas from the Woreda, that decision making and communication is delayed. Therefore, organizing KETBs is believed to assist to overcome this problem. But in the study Woreda, as interview made with schools of directors and Woreda Education Office head and focus group discussions with teachers disclosed that KETB is non-functional in education service delivery as compared to PTAs. The role of PTAs is advisory and limited to working closely with schools on issues of student and staff discipline and other matters.

According to suggestions and responses made by the respective authorities and professional of Woreda, PTAs are making better contributions in the effort to improve educational service as compared to KETBs in the Woreda.

5.1.2 Duties and responsibilities of KETBs in Education Service Delivery

According to the book entitled Education Management, Community participation and Finance Guideline produced by the Ministry of Education, the KETB is accountable to the council of the Kebele where the school is located. The office term of the board would be the same with that of the kebele council.

The KETB is the next highest level of school administration in which community members participate. They were composed of a minimum of seven members; the KETB includes a representative of the kebele administration as chairperson, the school head master as member and secretary, three representatives of the PTA, a teacher from the local teacher association, youth association member, with the remainder being members of the community.

According to the book entitled Education Management, community participation and Finance Guideline produced by the Ministry of Education, the KETB shall have the following duties and responsibilities:

- Approve the annual plan and budget of schools and follow up the implementation.
- Cooperate with other concerned bodies for the expansion of formal and non formal education
- Conduct awareness raising activities to sensitize the community about the need to send their school age children to schools and not do dropout, strengthen co-curricular activities so that they could complement the teaching-learning process

- Devise and effect mechanisms where by schools could boost their internal incomes.
- Make sure that the poverty of the school is properly handled and utilized for educational purposes
- Plan, coordinate and effect mechanisms where by the local community could extend financial and material contribution for the construction and expansion of schools and other relevant activities
- Give decision of the complaints of a director against those teachers who failed to discharge their duties and responsibilities properly
- Coordinate the local community, study ways and strive to address the problems of teachers so that they would love their profession and serve in the area for several years
- When a director, who failed to discharge his/her duty properly, could not be corrected from his/her mistakes; it gives a recommendation for decision to the Woreda Education and training Management Board. But, if the offences are simple, decision would be given by the Kebele Education and Training Management Board
- Give decision on teacher's career appraisal when it is presented to it by the school director
- Recruit teachers and other staff members according to the demand of the schools
- Mobilize the local community to extend financial, material, labor etc. contribution to build the capacity of the schools and enhance the educational activities in their locality
- Encourage the schools are decided to be built in the area by the government, draw requirements that make a certain place eligible to host the construction of the schools
- Coordinate the local community and other bodies' efforts in the fight against the HIV/AIDS pandemic
- Carry out other relevant activities beneficial for the consolidation of the educational activities in the area

Although the above duties and responsibilities of KETBs are expected to cover wide and diversified areas, interviews conducted with Woreda Education Office Head, and schools directors and focus group discussion with the teachers attested that KETB members' performance and efforts as per their duties and responsibilities are not functional because KETB members do not recognize and understand their duties and responsibilities in the

Woreda and KETB have capacity problem to tackle the assignments for which they are accountable to mean that quite significant number of the members of the board in the Woreda excluding teacher members is capable of only reading and writing skills without any kind of background and knowledge in school administration.

5.1.3 Duties and responsibilities of PTA in Education Service Delivery

Concerning PTA's according to a book entitled Education Management, Community participation and Finance Guideline by the MOE, PTA members are accountable to parents and teachers Assembly. The term office of the members of PTA's would be three years. They were composed of a minimum of seven members, one parent member and two teachers who are elected from the secession of parent-teacher assembly and four community representatives. As the book entitled Education Management, community participation and Finance Guideline by the MOE stipulated, PTA's members shall have the duties and responsibilities of

- Making students to have a good discipline
- Devising mechanisms where by schools could enhance their internal incomes, when a teacher, who failed to discharge his/her duty properly, couldn't be corrected from his/her mistake it gives a recommendation for decision to the director of school
- Mobilizing the community to extend financial, material and labor contribution for school construction and maintenance and
- When a director, who failed to discharge his/her duty properly, couldn't be corrected from his/her mistakes it gives a recommendation fore decision to the KETB

Unlike KETB members, PTA's fulfilled the assigned duties and responsibilities. Thus, PTA's members' performance and efforts as per their duties and responsibilities are adequate. Regarding this, some of the remarks in line with the accomplishments of PTAs mentioned during interview with Woreda Education Office head, schools directors, and focus group discussion with teachers PTAs coordinate mechanisms where by the local community could extend financial and material contribution for the construction and expansion of schools , improve student discipline, conduct awareness raising activities to sensitive the community about the need to send their school age children to schools and not to drop-out.

In line with this, Are KETBs and PTAs served the intended purpose in the Woreda?

Concerning to what is listed as duties and responsibilities of KETB and PTAs in Educational Management Organization, Community Participation and finance Guide line produced by the Ministry of Education, the findings in Woreda confirm that KETBs have not fulfilled their assigned duties and responsibilities where as the findings show PTAs are found to make better contribution. According to the findings and the researcher observations, there are different factors for the failure of KETB members: these factors are KETB members get inadequate training provision, favor loyalty to the administration that being accountable to the community, and the Last but not least, the duties and responsibilities assigned for KETB do not match with the background and experience of those who are elected.

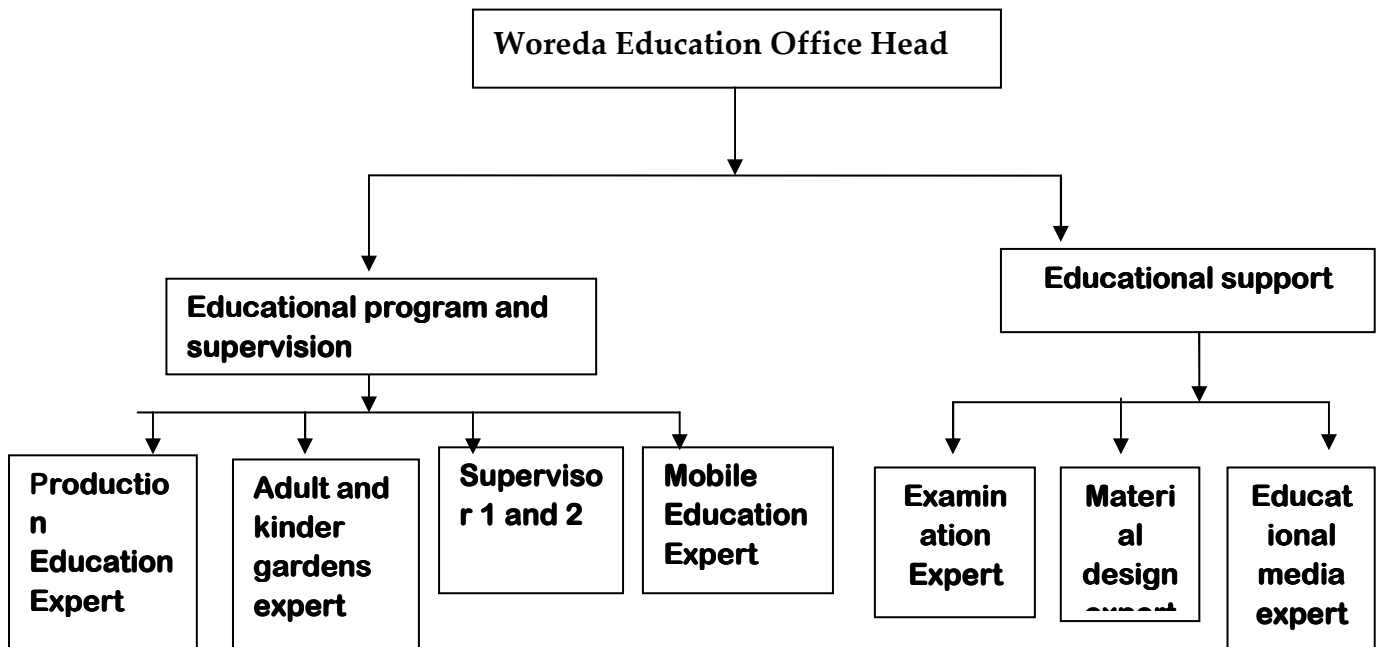
However, in contrast to KETB in the Woreda, PTAs and their close collaborate like school directors and teachers are found to make better contributions for decentralized education service delivery. This is because PTAs are composed of parts and teachers who are direct beneficiaries of school. Their duties are school bound therefore, more specific and narrower and therefore their relationship in between themselves and the community is relatively stronger.

5.1.4 The Level of Coordination and Integration between KETBs, PTAs and Schools

According to the responses obtained from schools directors, teachers and officials at Woreda Education Office, the coordination and work relation ship between KETBs on the side and PTAs and schools on the other is characterized as being very minimal. During the interview the researcher asked PTAs and schools directors and they responded that KETBs are not fulfilling their duties and responsibilities given to them. In addition to expressing their expectations, parent Teacher Associations made remarks about the problems they observed on KETBs. These include the following no regular meetings of KETB's, KETB members were not in a position to mobilize the community to take part in the expansion of formal and non-formal education, and lack of knowledge and skills in managerial skills such as n planning, leaderships and coordination. Thus, regarding the coordination and work relation ship between KETB and PTA's in the Woreda is inadequate. However, the relationship between PTA's, school directors and teachers are relatively strong.

5.2 Capacity for Decentralized Education Service in the Woreda

CHART. 1 ORGANIZATIONAL STRUCTURE OF THE WOREDA EDUCATION OFFICE



Source: Woreda Education Office (2003)

As can be seen from the structure, Dubti Woreda Education Office consists of two core work process in which several departments are found under them. These are:

1) Educational Program and Supervision -Production education expert

- Adult & kinder karten expert

-Supervisor 1 and 2

- Mobile education expert

-Internal Audit expert

2) Educational Support Program - Examination expert

-Material design expert

-Educational media expert

-Educational Development Information Expert

The organizational structure of chart requires the presence of the following professionals with their level of education in the Woreda.

Table 5.1 Education Professionals of Woreda Education Offices with their level of Education

No	professionals	Required professionals	Existed professionals	Level of Education
1.	Head of Education Office	1	1	degree
2.	Supervisors 1 and 2	3	1	degree
3.	Education media expert	1	1	diploma
4.	Adult and kindgarten expert	1	1	diploma
5.	Examination Affairs expert	2	1	diploma
6.	Educational Materials expert	2	1	diploma
7.	Internal Audit expert	1	1	diploma

Source: Woreda Education Office (2003)

As the Education Officials of Dubti Woreda confirmed during the interview, the structure is not filled by professionals in a well organized manner except for the positions of Head of Education Office, Education media expert, and Internal Audit expert. For example, Woreda Education Office needs three Supervisors, two Examination Affairs expert and Educational Materials expert during the interview with Woreda Education Office head assured that because of budget shortage there was only one for each experts. This indicates the shortage of manpower in the Woreda. The Office had no capacity to accomplish the duties and responsibilities of the Woreda Education Office. Totally this has a negative impact on effective education service delivery. This was also frequently cited by the Woreda Education Office has no sufficient quantity and quality professionals. Woreda Education Official also revealed that the number of supervisors complained about facilities to carry out their work properly since many schools of the Woreda are found far apart from each other.

As can be inferred from the table 5.1, almost all the professionals are Diploma. According to the interview with schools directors and focus group discussion with teachers, most of the

professionals of education office are political appointee. From this, it is possible to understand that the Woreda is found in condition manpower problem. The constraints of the Woreda manpower both in number and qualification level creates big obstacle for the performance of the office to provide education services.

In general, according to responses obtained from the Woreda Education Office and other related sources it was possible to understand that in the Woreda Education Office, it is practically impossible to find professional as per the announcements made by the Education Office. The solution is only to give responsibility to those who appear relatively better off. The worst part of it is that, though the manpower situation has been reputedly reported to different concerned bodies, there was not significant attempt to improve the situation even by making involve in training programs. They also attested that no adequate office space to all of the professionals is available and provisions like tables, chairs and cabinets are poor. All of the factors including qualification and facilities seem to have an impact the service of the Office.

Thus, with regard to manpower capacity and other facilities of the Woreda Education Office, different complaints were raised by schools directors and teachers during the interviews and focus group discussions. The following are some samples that were frequently cited by the informants. These are “the Woreda Education Office does not supervise our school per a week because of manpower problem as except asking reports” (Seid, logia elementary school, director), “The Woreda Education Office does not have adequate manpower to organize itself, school and community,” (Belaynesh, Semera Elementary School Director), “There are no Facilities in our school for teachers, to the extent that teacher buy pens and pencil by their own,” (Focus group discussant teachers of Dubti High School), and “purchasing and distributing schools materials as well as budget distribution on time are the responsibilities of the Woreda but materials and budgets are not provided on time” (Seid, Logia Elementary School Director, Berhie, Semera School Director respectively).

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According to most key informants the Woreda Education Office have no enough manpower and the qualification status of the manpower is below the standard. Regarding office facilities, the writer could personally observe that the professionals have relatively

inconvenient office facilities which are supported by computerized secretarial service. To sum up, inadequate number and quality of staff and office facilities make more complicated the capacity of the Woreda Education Office. Regarding this, Rondielli (1989) noted that it must be equipped with trained and skilled personnel capable of coordinating and integrating their own organizations with other organizations to put decentralization to put decentralization polices into practice.

5.2.2. Human Resource Capacity of the Schools of the Woreda

The Woreda Education Officials notified there is very inadequate number and quality of manpower in the schools of Woreda. The current manpower situations of the Woreda schools look like the following.

Table 5.2. Dubti Woreda Educational level of Teachers

Education Status	Dubti Woreda Education Office					
	Male	%	Female	%	Total	%
Degree	6	4.46	1	0.01	7	4.01
Diploma	62	37.5	32	31	94	67.5
Certificate	96	58.18	70	67.9	156	115.9
Total	165	100	103	100	268	186.6

Source: Woreda Education Office (2003)

As it is observed in the above table 5.2, in the Woreda, there were shortages of qualified teachers. Especially in the Woreda there was a shortage of more than 97% of degree holder teachers. Since there were two first cycle secondary schools (9-10) and preparatory secondary school (11-12); there were highly shortages of degree holder teachers. Additionally, in the Woreda the number of female's teacher is less in number particularly at Degree level.

In the Woreda, during the interview with Woreda Education Office head and schools directors assured that at different schools there is scarcity of teachers. They also assured that even if there is 30% desert allowance in Woreda teachers who are very qualified in education cannot be worked in the Woreda due to the fact that, adapting the environment is difficult.

Therefore, lack of required number of teachers with required training in the Woreda teachers whose educational level does not satisfy the educational requirement at their present assignment are providing education service. According to the requirement graduates of Teachers Training Institute are eligible to teach up to first cycle and diploma graduates are eligible to teach up to 8th grade while 9-10 should be only undertaken by first-degree holders. In the Woreda, Teachers Training Institute graduates teach up to 8th grade and diploma graduates teach up to 10th grade. As indicated in the above Table 5.2, majority of the teachers in the Woreda are from Teachers Training Institute while majority of the schools, are up to 8th grade, which require diploma graduates particularly from 5th -8th grades.

Thus, this situation has an impact in Education service delivery. Moreover, the Education Office of the Woreda mentioned that 90% of the directors in schools have qualification that is below national standards. They also said that this has an impact on the service delivery in many dimensions like on leadership and mobilizing teachers and the community for education development with teachers and community members in the Woreda. The informants noted the following points: many schools do not have adequate educational materials like books, chairs, tables and desks, convenient and conducive classrooms, sufficient classes, and the monthly salary is too low to survive.. Thus, this has an impact for the provision of the service and besides teachers expressed that minimal attention was given to professional development.

From the above discussion one can understand that this situation has inhibited teachers from undertaking their teaching profession with full energy and enthusiasm. Therefore, these would have an adverse impact on the provision of Education Service Delivery in the Woreda.

5.2.3. Financial Capacity in Education Service Delivery in the Woreda

After the implementation of District Level Decentralization Program in the regions, decentralization has brought important development in local autonomy and local budget

process. Woredas are able to prepare and execute their budgets within the parameters of federal and regional development strategies. In Ethiopia, block grants are the principal means by which regional governments transfer resources to Woreda governments (Solomon, 2008). According to the information obtained from Woreda administration and Woreda Finance and Economic Head through the interviews, the council of the woreda is responsible for allocating the grants to different development and sectoral programs such as education, health, water supply, and agricultural development.

Table 5.3 Revenue performance of the Woreda 2002/2003 E.C (in Ethiopian birr)

No	Year	Revenue raised and share from total budget	
1	2000		
2	2001		
3	2002	9,307,281	21.3%
4	2003	11,875,104	25.6%

Source: Woreda Finance and Economy Office (2003)

As table indicated 5.3, Woreda own revenue raised is minimal. Regarding this Woreda Finance and Economy Office and Desk Officer attested during the interview that low level of own revenue is due to lack appropriate tax base identification. Therefore, from the above information one can infer that the financial capacity of the Woreda is weak and local government administrations are given many responsibilities corresponding without financial capacity. This has also an adverse impact on true empowerment, autonomy and independence of local governments on the proper implementation of decentralization in general and Education service delivery in particular.

Table 5.4. Budget Allocation in Education Service Delivery in the Woreda (2002/03)

Sector	2002 E.C			2003 E.C		
	Amount	Cent	%	Amount	Cent	%

Administrations	1,254,821	00	12	1,345,952	42	11.4
Education	4,851,610	00	47	5,712,714	02	48.5
Health	2,025,430	00	19.6	2,776,252	91	23.5
Agriculture	1,897,050	00	18	2,135,418	64	18
Water	2,78370	00	2.7	804,392	54	6.5

Source: Woreda Finance and Economy office (2003)

As it inferred from the above table 5.4, there are great variations in the budget allocation for the sectors. Education has got the biggest share of the budget where as Administration, Health, Agricultural and Water sectors receive the lowest share. In the Woreda Education sector has got 47 percent in 2002 and 48.5 percent in 2003 E.C respectively. In the Woreda health sector has got 19.6 percent and 23.5percent in 2002 and 2003 E.C of the total budget respectively. Regarding agriculture sector, Woreda has got 18 percent in 2002 and 2003 E.C of the total budget respectively. Even in Education where there is relatively better allocation the sector faces constraints. According to the respondents from school directors and teachers there is scarcity of budget for operation cost. The schools receive only stationery materials kind bought by operation budget allocated to them from the Woreda Education Office, which do not meet their annual requirement.

According to the book entitled Education Management, Community participation and Finance Guideline produced by the Ministry of Education; schools in the Woreda are supposed to receive annually an amount of money calculated on the basis of 10 Birr, 15 birr and 20 birr per student for primary first cycle, primary second cycle, and high school respectively. However, Table 5.4 below indicates that, the educational budget allocated per student is much lower than the national standard. When we compared with the Woreda budget allocated for the year 2000-2003 the per capital budget per student was 6.98birr, 7.95birr, 7birr, and 7.05birr, which is extremely below the standard. This happened because of severe budget constraint as the Woreda Education Office head and schools directors attested during the interview.

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Table 5.5 Education Budget per Capital for students' of 2000 -2003 E.C (in birr)

Year	Gross Enrollment	Per Capital Budget
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(E.C)	Male	Female	Total	Capital Budget	Cent
2000	3,966	2,793	6,947	48,539	00
20001	3,862	2,385	6,247	49,681	00
2002	4,525	2,986	7,511	52,612	00
2003	4,558	3,055	7,613	53,732	00

Source: Woreda Education Office (2003)

Despite the fact that, budget has the potential gain of meeting specific education need and respond to local problems more efficiently, this discretion is made available only at the Woreda Education Office level. Because of this, many schools complained that supply of school provision is delayed and at timed they are forced to take supplies which they have not asked for. During the interview with schools directors and focus group discussions with teachers of Woreda described that not only the inadequacy of the capital budget but also the education budget is controlled by the Woreda Education Office and schools receive only in kind depending on their request.

Focus group participants also disclosed that the Woreda Education Office shifts the budget for another purpose without the recognition of schools. Many school directors reported that they suffered a lot with budget constraints. Even, as mentioned in the previous, schools couldn't get their own budget on time. Therefore, the finding shows that schools do not have any means of generating income and they do not have any power on budget decisions.

From the above findings one can understand that there is no decentralized school administration in the Woreda. This is confirmed by what Meheret (1998) has to say from this aspect. He argues that one of the real tests of an effective self government is adequate financial strength. Woreda administrations in Ethiopia are financially strapped mainly because they cannot generate sufficient revenue from local sources. This has primary meant their hands are tied when it come to undertaking meaningful community development at local level.

5.2.3 Environmental Influences on Education Service Delivery in the Woreda

One of the unique characteristics that make Afar National Regional State from other national regional states is that it is characterized by Pastoralist and Semi-Pastoralist. As interview made with Woreda Education Office Head and schools directors' desert climate influences Education Service Delivery in such a way that teacher cannot deliver the intended Education service to the students and students also cannot be motivated to learn due to the fact that they are moving from place to place as result of climate and their nomadic nature of life. This increase students' dropout and negatively affects education service delivery in the Woreda.

Woreda Education Office Officials assured that due to climate in the region there is no regular rainfalls. Therefore, sometimes unexpected rainfalls erode people's houses, which can lead to the movement of peoples from one place to other place. This can also accelerates students' school dropout and inadequate education service delivery in the Woreda.

Woreda Administrator and Council of the Woreda also attested that even if they have a budget due to the unavailability of place they left to construct a school in the Woreda which can have an adverse impact on Education Service Delivery in the Woreda. This can be confirmed by Morrison (2009) living in remote settlements will have very different levels of exposure, sensitivity and adaptive capacity. The most vulnerable are those suffering from multiple sources of disadvantage are low incomes, low education levels, poor health, transport, education, communications etc. These factors, allied to the weakness of civil society organisations at local level, make local participation and local accountability even more difficult to achieve.

2.2.1. Socio-Economic and Cultural Problems

Moreover, discussions held with experts and officials of education bureau of pastoralist regions in various consultative meetings have revealed the prevalence of numerous bottlenecks that hinder the expansion of quality education in pastoralist areas

- The down-trodden economic status of pastoralists that is mainly based on
- backward animal rearing practices and severely limits their capacity to
- support the education system financially and materially.
- • The deterrent impact of mobility and low density of population that has
- made the building of infrastructures and social services (road, water,
- health, education, etc) difficult and the consequent inability of addressing
- the educational needs of pastoralists through formal schools alone and
- high dropout rate of children particularly girls, due to school distance
- • Inequitable distribution of educational services between urban and rural
- areas, males and females as well as among woredas of pastoralist
- regions.

- • Low level of awareness on the importance of education and reluctance to
- send girls to school on the part of pastoralists that stems from deep-rooted
- backward mind-set and harmful traditional practices.
- • Occasional conflicts among different clans that arise from scarcity of
- pasture and water, and the subsequent displacement of families and
- dropping-out of school on the part of students.
- The vulnerability of pastoralist areas to repeated drought and food shortage which in turn forces students to drop-out of school

2.2.2. Human Resource Development Problems

- Capacity problem on the part of the majority of officials and professionals at various levels of the regional education structure to execute their respective jobs efficiently.
- High turn-over of officials .
- Shortage of qualified manpower at regional, woreda and school levels.
 - Improper utilization of scarce regional resources.

Weak supervision, planning, monitoring and evaluation system and training deficiencies on the part of the professionals assigned for the activities.

- Shortage of teachers and unsatisfactory level of commitment on the part of teachers who are currently serving.
- Absence of incentives that could be instrumental to employ teachers and other professionals in sufficient number and retain them in their work for sufficiently long period of time

CHAPTER SIX

SUMMARIES OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary of Findings

A system of Decentralized Service Delivery in general and Education Service Delivery in particular has been adopted in different countries for different and similar reasons. Generally speaking, decentralization has many roles to play in solving political, administrative and economic problems. As a result of effective decentralization, quantity and quality of service provision could be improved. Providing some sort of decision making power to local

managers could facilitate improvement in service provision. Public participation could also be promoted by increasing the involvement of stakeholders either on their own or through their representatives.

As seen in the literature review, the rationales of decentralization have been supported by theoretical justifications in the study. Decentralization increases the efficiency and responsiveness of government, locally elected leader know their constituents better than authorities at the national level and so should be well positioned to give the public services local residents want and need. It also improves governments' responsiveness to the public and increases the quantity and quality of services it provides.

In view of these and other rationales, Ethiopia adopted a decentralized system at regional and subsequently at Woreda level. In the effort towards realizing these benefits, Woredas were initially empowered to undertake delivery of public services under the mandate of Central, Regional and Zonal Offices. Accordingly, Dubti Woreda is delivering decentralized public services in general and decentralized education service delivery in particular with in this framework. Prior to establishing the findings of the study particularly in view of the problem statement it was stated that delivering decentralized education service is great significant challenges in the country due to a variety of reasons. These were stated as institutional and capacity of problem in terms of financial and human resources, weak coordination, environment, and participation, which predominantly stand as inhabiting factors in education service delivery.

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In line with this, the study has raised questions related with the specific objective of the study. It asked the current status of decentralized education service; duties and responsibilities of local institutions, and level of coordination in education service, adequacy of human and financial resources, and level of community participation in education service delivery.

With the objective of addressing these and related questions, this study has assessed the performance of education services, the financial and manpower capacity, the local institutions in view of the responsibilities given to them and level of community participation in line with decentralized education service delivery. In this regard, related literature was

reviewed, and the data for the collected using interviews, focus group discussion, field observations and analysis of documents.

Accordingly, the data from various sources with different data collection methods were critically discussed. It was found out that Education Officials in the Woreda confirmed that currently the student enrollment in the Woreda show that there is less increment in student enrolment which is not the case for years back.. According to the Education Office in Woreda, the gross enrollment of students' was 16%, 18.5%, 19.5%, 23, and 23.4% in the year 1999, 2001, 2002, and 2003 respectively which is very low progress throughout the year. It was also identified by the study that, in the Woreda communities have demonstrated minimum willingness to contribute in cash, labor and material support for the construction of schools and teachers' house as well as the act of enrolling school age children. This is due to the fact that, the practice of involving community at larger in identifying problems and prioritizing their needs, planning and monitoring is almost inexistent in the Woreda.

The findings indicated that the Ministry of Education provides duties and responsibilities to Woreda Education Office, Kebele Education Training Board and Parent Teacher Associations' to make education service delivery decentralized. Regarding Woreda Education Office, among others, the Ministry of Education gives responsibility for supervision, coordination and implementation of education service including primary school construction. However, as the findings indicated that all above activities are not made by the Woreda Education Office. Thus, the above duties and responsibilities are made by the Regional Education Bureau.

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From this we can infer that power is not devolved to the Woreda Education Office and schools practically in the Woreda. This leads Woreda and schools to develop dependency on Regional Education Bureau rather than make efforts to build their capacity and take over different education development projects.

Despite the fact that the duties and responsibilities assigned to Kebele Education Training Board members are many, Kebele Education Training Board members' performance and efforts as per their duties and responsibilities are non functional. However, Parent Teacher Associations' are relatively more useful and fruitful in the effort to promote educational development. According to the responses obtained from school directors, teachers and officials at Woreda

Education Office level, the coordination and work relationship between Kebele Education Training Board on one side and Parent Teacher Associations' and Schools on the other is characterized as being very inadequate and minimal. However, since Parent Teacher Associations' are composed of parents and teachers, and their duties are school bound; their relationship between themselves and the community is relatively stronger.

The findings indicated that the Woreda Education Office is found to have manpower problem which appears to have negatively impacted the service of the office. At school level too manpower problem in terms of qualification and number is observed in the Woreda. According to the information obtained from officials through interviews indicated that, Woreda suffered from inadequate budget. Despite the block transfer increase from year to year for the Woreda, the revenue capacity of the Woreda was minimum because, of the Woreda lack of appropriate tax-base identification. Thus, the Woreda complain that the budgets are too small to provide services as expected. In the findings, the education sectors budget in the Woreda is the highest recipient of budget compared to other sectors still there is scarcity of budget for operation cost. The schools receive only stationery materials kind bought by operation budget allocated to them from the Woreda education office, which do not meet their annual.

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6.2 Conclusion

Pertaining to the major findings derived from the discussions and interpretation of the data collected through interview, focus group discussion, field observation and document analysis, the following conclusions are made:

- In the Woreda the effort made to increase the number of schools and reenrollment rate is not a encouraging. Also, this achievement could not be replicated in the quality of education could not achieved which is affected by teacher-student ratio, classroom student ratio and text-student ratio.

- Support for decentralized education service delivery is premised on the understanding that local communities have better experience and knowledge about their environment and can therefore better identify their development needs and potentials and initiate development activities that address these needs. In many instances, the introduction of decentralization policies aims, at among other things, providing a structural arrangement and encouraging practices that support the participation of the people in the planning, implementation, management, monitoring, control and evaluation of their development nevertheless, the participation of the people in the planning, implementation, management monitoring control and evaluation of their development is almost inexistent in the Woreda. And hence, this situation is incompatible with decentralization.

- One important aspect of decentralized education service delivery concern is the degree to which there is effective cooperation and integration among stakeholders Ke bele Education Training Board, Parent Teacher Associations, schools and the community. Such can happen at the community, schools and Woreda Education Office levels that facilitate the coordination of efforts and resources in the delivery of education service. Despite this reality, Woreda of Kebele Education Training Board and Parent Teacher Associations' have no coordination and integration.

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- In order to manage and sustain decentralization for effective delivery of education service, it needs adequate capacity of manpower. Unfortunately, Woreda is endowed with a problem of manpower.

- Decentralized education service delivery requires ample amount of financial resource. In order to realize the decentralized education service duties and responsibilities, proportionate amount of budget should be decentralized to Woreda Education Office and schools. However, lack of appropriate tax-base identification in the Woreda, the Woreda faces budget shortage. To this effect, capital budget is minimal.

- Decentralized education service delivery requires available environment. However, Since Woreda is characterized by Desert; it is difficult to deliver education service delivery in the Woreda.

6.3 Recommendations

Taking in to considerations the findings obtained and conclusions draw, the following recommendations are made:

- Schools in the Woreda have shortage of teachers both in number and qualification. However, decentralization program can not be useful mechanism for enhanced and efficient education service delivery with out well-trained professional and qualified teachers at a school level. Thus, the Woreda Education Office has to strengthen the capacity of manpower both in number and qualification at school level. Besides, it is commendable to give training for teachers.

- One of the problems for decentralized education service delivery in the Woreda are lack of integration and cooperation of different actors such as Kebele Education Training Board, parent teacher associations, and school in education service. This has an impact for education service delivery. Thus, in order to provide education service delivery sufficiently there must be coordination and integration of Kebele Education Training Board, Parent Teacher Associations, and school.
- Although the block grant transfer has been increased for Woreda development in general and education service delivery in particular, Woreda own budget coverage is insignificant due to lack of appropriate tax base identification. Therefore, the Woreda should appropriately identify tax sources in the Woreda to increase its own revenue.
- The practice of involving the community in identifying problems and prioritizing their needs, planning and monitoring in the provision of education is minimum. This situation is incompatible with decentralization principle: involving the community in identifying problems to implementing is crucial for true empowerment. So, the local governments and Woreda Education Officials should make an effort to practically involve the community in identifying problems, planning and closely monitoring school related activities.

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- Woreda has the decentralization education service delivery and the problems may not solve in a very short time with the communities and government alone. Hence, the Woreda should mobilize other stakeholders like non government organizations and Civil Organization to participate in filling the gaps of the Woreda to provide decentralization education service delivery.
- Woreda Education should have to extend Education to nomadic communities that can be essential in raising basic literacy and numeracy skills among rural children of both sexes. The timing of semesters and the location of schools could be modified to better

reflect the migratory cycles of nomadic families and pastoral students may well be better off attending schools even boarding schools in a rural setting instead of spending months at a time in the alien, relatively unsanitary environment and Woreda Education Officials would consider the curriculum that must be adapted to meet local needs education in the Afar language and courses relevant to Woreda society.

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APPENDIX

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Faculty of Business and Economics

Department Of Public Administration and Management

Masters Program in Public Management and Policy

Interview Questionnaire to be filled in by key informant

Dear Respondents,

The objective of this **Interview** questionnaire is to assess the **Nature of Decentralization on Education Service Delivery in view of having the required institutions and their performance, manpower, availability of adequate finance and community participation in the provision of service delivery in the Woreda**. The information you provide would be very crucial and so valuable for the success of the study. Therefore, you are kindly requested to be honest and frank in responding all the Interview questionnaires you have asked. Be sure your responses will be **confidential** and used only for research purpose.

Thanks in advance for your Cooperation,

Thomas Haile

MA student in Public Management and Policy

Annex A

Interview Guide for key Informants (Woreda Council Chairman and Chief administrator)

Name.....

- 1) How do you observe the decentralized service delivery approach in general and education service delivery in particular?
- 2) What are the main sources of income for the Woreda to deliver education services?
- 3) What is the role of the Woreda Cabinet members in resource mobilization for education service delivery in the Woreda?
- 4) What are the impacts of environmental influence in the implementation of education service delivery? List those impacts?
- 5) What role does the local education office play in providing for the educational needs of vulnerable groups?
- 6) Are there Woreda level programs aimed to enhance the capacity and participation of the community for education service delivery?
- 7) How the Communities involved in the whole process of planning, implementation, operation and management of education service delivery in the Woreda? Is there any mechanism?
- 8) Is there Non government organizations that are working in education sector in the Woreda?
- 9) How often evaluation of education service delivery performance is conducted?
- 10) How education services in the Woreda look like in terms of access and coverage in relation with decentralization?
- 11) What are the challenges to undertake a decentralized education service delivery at Woreda level?
- 12) What are the possible solutions to reduce the problems?

13) Annex B

Summary Interview guide for key informants of Woreda Education Officials (Woreda Education Office Heads, Capacity Building Office Heads and Education Desk Officers)

Name.....

- 1) In relation with quality, access, equality and coverage what education service delivery looks like in the Woreda?
- 2) How you see the formal and non formal education centers in the Woreda?
- 3) Is there community participation in education service delivery in Woreda? In what mechanism?
- 4) What are the impacts of environmental influence in the provision of education service delivery? List those impacts?
- 5) In what aspects do the education offices work closely with the concerned Regional, Zonal and Kebele level administration?
- 6) What authorities and responsibilities assigned to the office for decentralized education service delivery?
- 7) What authorities and responsibilities do the Woreda Education Offices have to establish new schools and other education institutions?
- 8) What are the advantages of decentralized education service delivery? Is it effective? What are the problems?
- 9) How planning, implementing, monitoring and evaluations activities of the education service are conducted in Woreda? Who are the main participants?
- 10) How the overall distributions of primary schools in the Woreda look like? Who has the power to decide it? Who are the stakeholders? What are the challenges?
- 11) Are there adequate manpower in the Woreda Education Office and Schools in the Woreda?

- 12) Is there any measure that has been taken to improve the inequitable distribution of qualified teachers?
- 13) Is there any special program that has been designed and implemented the participation of girl's schooling both in urban-rural areas of Woreda and School levels? If so, what is the measure and result?
- 14) How the budgets transfer to the Woreda Education Office conducted? Do have a right to use budget in a flexible way?
- 15) For whom the Woreda Education Office makes report about budget use?
- 16) How do you see it the budget allocation per student in your to Schools?
- 17) How do you observe the decision power and budget adequacy of the Office after the implementation of the Woreda District Level of Decentralization Program?
- 18) What are the major constraints in implementing decentralized education service delivery in the Woredas? What are the solutions?
- 19) Does Woreda have Kebele Education Training Board? In what activities the Kebele Education Training Board participated in giving decision? Does the Woreda Education Office simply accepts or may modify the decisions?
- 20) Does the Kebele Education Training Board member participate in mobilizing the communities for education service deliver in your Woreda?
- 21) Does Woreda have Parent Teacher Associations? In what activities Parent Teacher Associations give decisions?
- 22) From Parent Teacher Associations and Kebele Education Training Board which one plays a great role in education service delivery?
- 23) What is the relationship among Kebele Education Training Board, Parent Teacher Associations and Schools in education service delivery? What are the problems?

Annex C

Summary Interview guide for Woreda Finance and Economy Office Heads and Finance Desk Officers

Name.....

- 1) What are the main sources of revenue for the Woreda to deliver Education Service?
- 2) What authorities and responsibilities assigned to the Finance and Economic Development for decentralized education service delivery?
- 3) Is the Woreda mandated to collect revenue and retain it?
- 4) What are the problems that Woreda encountered during revenue collection?
- 5) Is there sufficient finance for decentralized Education Service Delivery in the Woreda?
If no? What are the problems?

Thank you!

Annex D

Summary Interview guide for Kebele Education Training Board members

Name.....

- 1) List down the duties and responsibilities assigned for Kebele Education Training Board?
- 2) Do you think Kebele Education Training Board members fulfilled their assigned duties and responsibilities properly? If no, what are the problems encountered?
- 3) List the kind of support provided to you by Woreda Education Office?
- 4) List down the education level of Kebele Education Training Board members?
- 5) Does the Kebele Education Training Board member participate in mobilizing the community for education service delivery?
- 6) In what mechanism the Kebele Education Training Board members facilitate the community to participate in education service?
- 7) How do you see the coordination among Kebele Education Training Board, Parent Teacher Associations and Schools in education service delivery? What are the problems?
- 8) What are the achievements made by Kebele Education Training Board in education service delivery?

Thank you!

Annex E

Summary Interview guide for Parent Teacher Associations Members

Name.....

- 1) Do Parent Teacher Associations members participate in mobilizing the community for education service delivery in your locality?
- 2) In what mechanism the Parent Teacher Associations members facilitate the community to participate in education service?
- 3) What is the coordination and integration among Kebele Education Training Board, Parent Teacher Associations and Schools in education service delivery? What are the problems?
- 4) What are the achievements made by Kebele Education Parent Teacher Associations in education service delivery?
- 5) Do you think Kebele Education Training Board members fulfilled their assigned duties and responsibilities? If no, what are the problems that encountered?
- 6) What do you expected from Kebele Education Training Board members in provision of education service delivery in your locality?

Thank you!

Annex F

Summary Interview guide for School Directors

Name.....

- 1) Are there adequate and qualified in your schools?
- 2) How do you see the coordination and integration among Kebele Education Training Board, Parent Teacher Associations and Schools?
- 3) What do you expected from Kebele Education Training Board members for decentralized education service provision?
- 4) Do you think Kebele Education Training Board members fulfilled their assigned duties and responsibilities? If no, what are the problems that encountered?
- 5) Do you think Parent Teacher Associations members fulfilled their assigned duties and responsibilities? If no, what are the problems that encountered?
- 6) How do you see it the budget allocated per students in your school? Does it allocated on the basis of the standard?
- 7) What are the challenges and problems of education service delivery in your school?

Thank you!

Annex G

Summary of points of Focus Group Discussions for Community Representatives

- 1) How do Communities participate in different development activities in the Woreda?
- 2) How do you participate in education services? At what stage the communities participate (Planning, implementing, monitoring, evaluating)? How?
- 3) What is your role in mobilizing the community?
- 4) What are the major problems related education service deliveries in the Woreda? What are the solutions?
- 5) What are the contributions of the Community in education service delivery expansion in the Woreda?
- 6) Are the Communities take parts in labor, money and kind contribution for the construction of schools?
- 7) In what way the communities exchange information with Woreda Officials, Kebele administrators and civil servants?
- 8) On which activities have the community powers to decide?
- 9) What are the roles of the Community during the construction of schools?
- 10) What are the problems for the community participation in different development activities in the Woreda? What are the solutions?
- 11) In what mechanism the Kebele Education Training Board members facilitate the community to participate in educational service?
- 12) From Parent Teacher Associations and Kebele Education Training Board, which one is the highest contributor for education service in your locality?
- 13) What is the relationship between Kebele Education Training Board and Parent Teacher Associations in education service delivery? What are the problems?

Annex H

Summary of points for Focus Group Discussion for Teachers

- 1) How is the teaching learning process looks like?
- 2) How is the dropout of students in schools?
- 3) How is the enrollment of girls?
- 4) Comment on accessibility and coverage of education service?
- 5) How is the community participation in education development?
- 6) How often the parents or the communities visit your school?
- 7) Do you have a strategic plan for your school?
- 8) How prepared it? What was the contribution of teachers during preparation?
- 9) Has decentralized education policy play a great role for education development and provided effective services?
- 10) How do you see it the budget allocated per students in your school? Does it allocated on the basic of the standard?
- 11) Do you think Kebele Education Training Board members fulfilled their assigned duties and responsibilities? If no, what are the problems that encountered?
- 12) How do you see the decentralized education system in this Woreda?
- 13) What are the challenges and problems in your school

Annex I

Summary of points that used as to collect Secondary data (Socio Economic and Demographic Profile of the Woreda)

1. Organizational Structure of Woreda and Education Sector Office
2. Budget of Woreda, Education Sector Office and other sector offices
3. Man power of the Woreda Education officers
4. Teachers in School with their Education level
5. Guidelines and policies of Woreda and Region
6. Distribution and coverage of Education Services

J. Annex J List of officials interviewed in Dubti Woreda for the Study

No	Persons to be interviewed	Number
1	Woreda Chief Administrators	1
2	Woreda Councils Chairman	1
3	Woreda Education Office Heads	1
4	Woreda Capacity Building Office Heads	1
5	Woreda Educational Office Desk Officers	1
6	Woreda finance and Economy Heads	1
7	Woreda finance and Economy Desk Officers	1
8	Supervisors	1
9	Members of KETB	2
10	Members of PTA	3
11	School Directors	9
	Total	23

Annex K List of Focus group discussions

No	Groups	Number
1	Teachers	7
2	Community Representatives	2
	Total	9

Annex L Sample of School Distribution taken from Dubti Woreda for the Study (2003 E.C)

No	Name of the Schools	Number	Grades				
			11-12	9-10	1-8	1-6	1-4
1.	Semera High School	1		X			
2.	Dubti High School	2	X	X			
3.	Semera Primary School	2			X		X
4.	Logia Primary school	3			X		X
5.	Dubti Primary school	3			X		X
	Total	11	1	2	3		3

Declaration

I hereby declare that a thesis entitled as “Assessment of Decentralized Education Service Delivery”, a case study of Dubti Woreda Afar National Regional State has been carried out by me under the guidance of Dr. Meheret Ayenew as part of Master Degree in Public Management and Policy.

I further declare that this thesis is my original work and has not been submitted to any other University or Institution for the award of any degree or diploma and all sources of materials used for this thesis have been dually acknowledged.

Thomas Haile Mekonnen _____
Signature Date

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

Meheret Ayenew (PhD.) _____
Advisor Signature Date