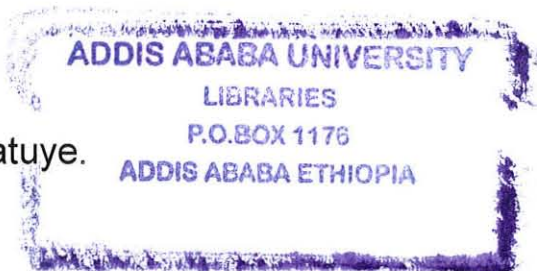


An Assessment of the Implementation of Cost-sharing in Preparatory Schools of Gamo-Gofa Zone.

A thesis Submitted to School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirement for the Degree of Masters of Arts in Educational Planning and Management with specialization of Educational Policy and Planning.

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Abbreviations and Accronomies

AAU	Addis Ababa University
FGD	Focus Group Discussion
GER	Growth Enrolment Ratio
MPTA	Members of Parent Teacher Association
SNNPRS	South Notations Nationalities and Peoples Regional State
SDP	Education Sector Development Program
EFA	Education For All
IMF	International Monetary Fund
SAP	Sponsored Adjustment Program
UK	United Kingdom
UPE	Universal Primary Education
WEO	Woreda Education Office
WAC	Woreda Administrative Council
BA	Bachelor of Art
B.ED	Bachelor of Education
ETB	Education and Training Board
ETP	Education and Training Policy
HECS	Higher Education Contribution Scheme
GNP	Gross National Product
KIs	Key Informants

ABSTRACT

The main purpose of this study was to assess the implementation of cost-sharing scheme in preparatory schools of Gamo Gofa Zone. To this end, the study has examined the causes and consequences of the implementation problems of the program. The sample population of the study was 497 in number that were selected by using appropriate sampling techniques from preparatory school students ,teachers ,principals, and MPTA and Educational officers of the Woreda and City Administrations, Education offices or Zone Education department. To obtain factual information, opinions and views, questionnaire, interview, and FGD were used as data gathering instruments. Then, statistical methods such as the percentage, the t –test and the chi-square were employed to present, analyze and interpret the collected data. The findings of the study indicated that the majority of the respondents did not favor the implementation of cost-sharing in preparatory schools while very few respondents supported its implementation. Those who were not infavour argued that it was due to lack of awareness in the stakeholders and other problems that stemmed from the socio-economic status of the students' family. Generally, based on the findings of the study, it is concluded that the implementation of cost-sharing in the preparatory schools is entangled with the implementation problems that stemmed from lack of awareness and socio-economic situations. Thus, to achieve the desired goals of cost-sharing, it requires the concerned governmental body to raise awareness of the society and invite them to participate in the implementation process of cost-sharing. Therefore, giving orientations, arranging the time allotted for payment in accordance with agreement of the students, creating income generating initiatives and taking the socio-economic status of the student's families into consideration are recommended.

CHAPTER ONE

The Problem and Its Approach

1.1 Background of the Problem

In most countries, investment in education takes high priority with an increased share of the government budget. This is because governments mainly believe that education promotes economic growth by providing skilled manpower needed for development (Psacharopoulos and Woodhall, 1985: 5). It is also seen to be an instrument that can be used to achieve a more rapid economic, social, political and cultural development (Mbua, 2002:203). Moreover, it is a center-stage of strategies to promote economic prosperity, fuller employment, and social cohesion (OCED, 2003:7).

In many developing countries, successful attempts have been made in increasing the participation rate at primary level of education. This has happened since the Education for All initiative (EFA) World conference of 1990. It appears that success in Education for All Initiative results in increasing proportions of youth finishing primary schools with legitimate aspirations for secondary education and expanding these upper secondary and tertiary educations to meet will increase the cost of education dramatically (OCED, 2003:18).

A bulk of Secondary education in most developing countries has been largely dependent on governments, or tax payers. This is to say that it is financed and predominantly provided by the public as World Bank (1986:1) states. However, the resources of education in these developing countries, particularly in sub-Saharan Africa, is very limited due to their low GNP per capita, low economic growth, high birth rates and the competing claims of other sectors on the resources.

Thus, given these adverse conditions, the key to meet the demands of secondary education in developing countries depends on cost-sharing combined with substantive reduction in unit cost (World Bank, 1986). This is because, cost-sharing refers to a shift in the burden of education costs from being borne exclusively or predominantly by

governments or tax payers to being shared with parents, students and individuals or institutional donors (Johnstone, 2003:351).

In the Ethiopian context, the government of Ethiopia has given a high priority to primary education to ensure that every child will have access to primary education for which the social rate of returns to the country are higher than any other form of investment. As a result, there is an increased demand for secondary education. On the other hand, there is inability of public resources to catch up with this an ever increasing demand for education.

So, to overcome the challenges mentioned in the above, cost-sharing policy in the Ethiopian education system appeared in 1994 during the adoption of the New Education and Training policy (ETP). The policy delineates the provision of “free” education and the education that is liable for cost sharing by the users. Based on the policy document article 3.9.1, it is only general Education i.e. 1-10, that will totally be given free or be financed by the public and the rest of education and training will be given through the cost-sharing mechanism that will considerably increase with the level of education (MOE, 1994: 31-32). Therefore, since 2003/04 the government of Ethiopia has begun to implement cost-sharing scheme in the second cycle of the secondary education or preparatory education program and university level.

Gamo-Gofa Zone is one of the Zones in Southern Nations, Nationalities and People's Regional State (SNNPRS) of the Federal Democratic Republic of Ethiopia (FDRE). According to the Education Department of the Zone, there were 1, 713 students pursuing their preparatory program education in four preparatory schools in 2007/08 academic year. Though cost-sharing is being implemented in these preparatory schools, there are problems in implementing it. Some of the problems are students' inability to pay the fee at once, low participation of community as stakeholders, less awareness of students and parents about cost-sharing and other related issues. Thus,

this study aims at the assessment of the implementation of the cost-sharing mechanism in the preparatory schools of the mentioned zone.

1.2 Statement of the Problem

The government of Ethiopia has been placing particular emphasis on the expansion of education with the firm belief that in the long -run development of the country rests up on the expansion and the provision of quality education. To achieve this expansion and provision of quality education, the New Education and Training Policy (ETP) was formulated in 1994 and serious implementation is being undertaken.

Within the framework of the Education and Training policy, a twenty year Education Indicative plan was prepared with view to achieving Universal Primary Education (UPE) by the year 2015. According to the MOE, this indicative plan was divided into three Education Sector Development Programs (ESDPs) and two ESDPs i.e., ESDP I and II were already implemented and the third Education Sector Development Program is being implemented to achieve the targets set. The targets set for ESDP III, for instance, at the end of the plan period the eligible age population for secondary education (9-12) is believed to reach 6,790.611, an increase by 10%.

It is clear that achieving the targets of the Education Sector Development program demands a huge budget. On the other hand, the government is not in a position to cover the entire demanded budget for all educational levels due to the increased enrollments and limited financial resources already stated in the background. Thus, the government's sole responsibility is to fund general education i.e. grades 1-10 and for the rest of the structure of education, cost-sharing policy which should considerably increase with level of education has been introduced and an effort is being made to share some portion of the cost from government to students to lessen the burden at the preparatory program of education level and above.

However, there are problems observed in the implementation of cost-sharing scheme in the preparatory schools of Gamo-Gofa Zone. These are students and parents do not

seem happy in implementing the cost-sharing in the study area. The students also seemed to be unaware of why they are asked to pay some amount of money at the beginning of an academic year when they start grade 11. To put it in a nutshell, the students and parents tend to be unclear with the implementation of the cost-sharing scheme and shifting some portion of the cost of education from the government to students.

To implement cost-sharing mechanism effectively, therefore, there should be an awareness raising task before hand, increased genuine participation of parents and students and deep discussion with students about the amount of money to be paid in all over the schools of the same level in the zone. Supporting this, (Psacharopoulos and Woodhall, 1985), noted, in implementing any financial schemes the awareness and understanding of the beneficiaries and the implementers about the objective and importance of the scheme is very essential. Thus, this study attempts to assess the implementation of cost-sharing in preparatory schools of Gamo-Gofa zone. In light of this, the study attempts to answer the following basic questions.

1. What are the mechanisms or procedures used to effect the implementation of cost-sharing in the preparatory schools of Gamo-Gofa Zone?
2. Was there any effort made to make the stakeholders aware of the implementation of cost – sharing?
3. How do students, parents and teachers value the introduction and implementation of cost-sharing in preparatory schools?
4. What are the major problems encountered during the implementation of cost-sharing and what solutions can be suggested?

1.3 Objectives of the Study

The objectives of this study are:-

- to assess the views of student, management, and Parent-Teacher Association on the implementation of cost-sharing in preparatory schools,
- to assess the impacts the implementation of cost-sharing scheme has on the overall teaching and learning process and students in preparatory schools,

- to identify the major problems in the implementation of cost-sharing scheme in the preparatory schools of the study area, and
- to provide suggestions on the effective implementation of cost sharing scheme.

1.4 Significance of the Study

The preparatory program, which prepares students for higher education, has been implemented since 2003/04 and there was no assessment made on the actual implementation except on the attitudes towards its implementation. So, identifying the problems that were encountered during its implementation helps to look for sound remedies. Therefore, the researcher believes that this study may:

- shed light on the existing implementation bottlenecks and create awareness among educational officers and the policy implementers i.e. school principals.
- help school principals to look for realistic mechanism in addressing some of the major implementation problems of cost-sharing scheme.
- provide specific data to act as a working plat-form for further studies in the area.

1.5 Delimitations of the Study

The study is delimited to the assessment of the implementation of cost-sharing in preparatory schools of Gamo-Gofa Zone of the Southern Nations, Nationalities and Peoples Regional state (SNNPRS). In Gamo-Gofa Zone, there are four preparatory schools that prepare students for further studies and specialization in higher institutions and for the world of work. According to the Education Department of the Zone, in 2007/08, there were 1,713 students pursuing their preparatory education in these four schools.

Thus, it is manageable to deal with these four schools due to their small number. In addition, no study has been conducted in these schools concerning the implementation of cost-sharing. Therefore, the scope of the study is delimited to the implementation aspect of cost –sharing in preparatory schools of the stated zone.

1.6 Limitations of the study

One of the limiting factors of this study was getting MPTA for FGD. Since they were busy in doing their own private business, the researcher had to spend much of his time to find them. Therefore, except for the very few, the effort of getting them was in vain. Similarly, most preparatory students were highly negligent and reluctant to fill in the questionnaires as a result of which 58 questionnaires were not properly completed and returned. Moreover, the researcher faced lack of related research work on the topic. As far as the knowledge of the researcher is concerned, much has not been done on the implementation of cost –sharing in the preparatory schools. Thus, the study could have been more complete had the problems mentioned in the above been managed.

1.7. The Research Design and Methodology

1.7.1 Methodology

This study focuses on the assessment of the implementation of cost-sharing in preparatory schools. Thus, in order to be able to obtain pertinent data to justify current status of the implementation of cost-sharing in preparatory schools, descriptive survey method was used. This is because descriptive survey method is applicable in describing opinions, attitudes and measures of performance to basic descriptive characteristic in such a study as Anderson (1990:128) and Seyoun and Ayalew (1989: 16-17) support.

1.7.2. Source of Data

For this study, data were collected from various primary and secondary sources of data. Primary sources of data included actual information, opinion, and views which were collected from students of preparatory schools and preparatory school teachers through questionnaire. School principals and education office heads were interviewed and Focus Group Discussion was conducted with parent Teacher-Association (PTA) to have primary data. .

Another essential data for this study were secured from secondary sources, which included various books, journals, reference materials and other documents like minutes of meetings of the Parent-Teacher Association of the (PTA) of the preparatory schools.

1.7.3. Sampling Techniques and Sample Size

The study was conducted in four preparatory schools of the Zone. Since there were only four preparatory schools, all of them were taken as the study target population. They are Arbaminch, Cheneha, Sawula and Selamber Preparatory Schools. In these schools, according to Gamo-Gofa Zone Education Department, in 2007/08, there were about 1713 students attending their preparatory education and 118 teachers teaching in these schools. Out of the students, 428 (25%) were selected by using random and quota sampling techniques. This was applied first by giving quotas to each school based on the sample and then selecting randomly. The reason of using this technique is to have accurate, reliable and representative sample which is proportional to the total size of these four preparatory schools. That is to say a simple random technique gives equal chances for respondents to be selected and avoids bias and quota sampling is important to have representatives sample from each schools.

Regarding members of the Parent-Teacher Association (PTA), there were seven to nine members in each school and a total of 30 members and all of them were taken because of their limited number in each school which is manageable to conduct Focus Group Discussion (FGD). Concerning teachers teaching in these preparatory schools, there were about 118 teachers and out of them 30 (25%) were taken using random sampling technique. That is by selecting them randomly based on the sample in each school.

Finally the heads of education offices of the two woredas and two city administrations and head of Zonal Education Department and school principals were selected purposively due to their key position. This is because of their limited number and close concern to the issue under study.

Table 1: Sample Distribution of Students, Teachers and Members of Parent Teacher-Association.

	Schools	Students		Teachers		MPTA	
		Population	Sample	Population	Sample	Population	Sample
1	Arbaminch	870	217	29	7	9	9
2	Chencha	394	98	17	4	7	7
3	Sawula	299	75	50	13	7	7
4	Selamber	150	38	22	6	7	7
Total		1713	428	118	30	30	30
%	100%	100%	25%	100%	25%	100	100

Source: Gamo-Gofa Zone Education Department.

1.7.4. Data Gathering Tools (Instruments)

To collect data for this study, three data collection tools were used. These were questionnaire, interview and Focus Group Discussion (FGD) which are essential for triangulation. The questionnaire is the most important method to be used in collecting data. This is because questionnaire is appropriate instrument to obtain factual information from large population within relative short period of time.

The questionnaires have both open and close-ended items to obtain better and relevant data about different aspects of cost-sharing. To make it more clearly to the respondents, the questionnaire of students was translated into Amharic.

As the interview is appropriate to get experts knowledge from few authorities, it was conducted with the principals of four preparatory schools and education officers, Focus Group Discussions (FGD) was used with the members of Parent –Teacher –Associations (PTA). This is because it is essential to get indepth qualitative data from the group which could not be obtained as effectively as any other way, as(Anderson,1990:241)states.

1.7.5. Procedure of Data Collection

To get relevant data from the respondents, first, data collecting instruments were prepared. Pre-test was followed to check the appropriateness of the instrument. The

pre-test was carried out on a randomly selected five teachers and thirty students from Arbaminch preparatory school. Then, based on the feedback, the instrument was refined before administered.

Four assistants were involved in the actual administration of questionnaire. I.e. one in each school. Necessary explanations were given to the respondents about how to fill the questionnaire by these assistants and the student researcher was available during the administration of questionnaire to make clear all the possible misunderstandings.

As the interview is appropriate to get experts knowledge from few authorities, it was conducted with KIs, i.e principals of four preparatory schools, heads of two woreda and two city administration Education offices and a head of the Zonal Education Department by obtaining them in their offices. Since they are small in number, the student researcher himself managed the interview session. Finally, Focused Group Discussion (FGD) was conducted with members of Parent Teacher Association (PTA) by the student researcher.

1.7.6. Methods of Data Analysis

The method of data analysis covers a comprehensive task of tabulation, organization, analysis and interpretation of the raw data. Thus, some statistical techniques were employed to analyze the data. These were percentage, t –test, chi-square test and 0.05 alpha level, which are important to test the statistical significance differences of views, opinions and awareness among the stake-holders or respondents.

1.8 Definitions of Operational Terms

Cost-sharing-refers to the process of recovering part of the expenditure incurred in the provision of any services from the beneficiaries of that service. (Wanna Leka, 2004:24). In the context of preparatory students, it is the tuition fee that students of the preparatory program are paying at the beginning of each academic year for the education services that they are going to receive.

Tuition fees- refer to the money that students pay to be taught in preparatory schools, college and universities

Preparatory program- it is the level that enables the students to choose subjects or areas of training that will prepare them adequately for higher education and for the world of work (MOE, 1994:15).

Secondary Education – It is an educational structure of the four years duration (9-12grades) which contains two years general secondary education (grades 9-10) and (11-12 grades of preparatory education or which are known as first and second cycles of secondary education respectively (MOE, 1994:14).

Zone – An intermediate administrative level between region and Woreda.

1.9 Organization of the Study

The study has four chapters. This first chapter deals with the problem and its approach that includes background of the problem, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitations of the study, research design and methodology, definition of the key terms and organization of the study. The presentation of the review of the related literature was taken place in the second chapter. The third chapter talks about presentation and analysis of the data. Finally, the fourth chapter presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

Review of the Related Literature

2.1. The Concept of Cost-Sharing in Education

It is clear that education is a key determinant of economic growth and also associated with a wide range of non-economic benefits such as better health and well-being. To this end, it has changed the demands of many individuals and nations. To meet these demands, it requires expanding educational opportunities. However, on the other side, these educational opportunities are increasingly being run with an ever increasing cost. The costs include the resources used for the provision of infrastructural facilities to schools, the recruitment of a high number of a qualified teachers and non-teaching staffs, and the provision of other educational facilities. Hence, the likely effect will be to increase the financial burden of education dramatically (UNESCO, 2003:18). And, financing this educational expansion at all its levels, in most developing countries, had been exclusively the responsibility of the respective governments or tax payers.

With laps of time, however, the sole responsibility of financing education especially at secondary and post-secondary education level have become distributed among governments or tax payers, individual participants (students) and their families. This is referred as cost-sharing in education (University of Buffalo, 2003:4). Hence, cost-Sharing in education entails shifting of the existing financial burden on the government on to beneficiaries of high level education i.e. students and their families. (Ziderman 2003:204). Moreover, the term cost-sharing refers to the process of recovering part of the expenditure incurred in the provision of any service from the beneficiaries of that service (Obasi and Eboh 2004:159). The key word "part" implies that cost is shared between two or more parties in the provision and delivery of a service. The question of how to share this cost or the approximate mix among the sharing parties usually constitutes a major policy issue.

According to (Johanstone and Pamela, 2003:10), the policy of cost-sharing in higher-level education system distributes the burden of funding among governments or tax payers, parents students and donors and this cost-sharing, as articulated in (Johnstone, 2003:351, Zeleza and Adbayo, 2003:159) may take the form of tuition cost, fees for room board, books, and costs of student living that may formerly have been covered mainly by the government or tax payers. It can, therefore, be said that cost-sharing is a revenue diversification and generation policy that recognizes the need for beneficiaries of high level education to pay some amount of the cost of their education in order to keep the system on a sustainable path (Zeleza and Adbayo, 2004:164).

2.1.1. The Rationale for Cost-Sharing in Education

It is explained that for a number of years, education was mainly public in ownership as well as in operational control. Hence, all the expenses of education including higher education's students' living expenses were financed entirely by the public .In those days, students were well fed and even given pocket money that they did not have to pay back. They even received beddings that they took away at the end of their studies. The Libraries were well stocked and the students did not have to contribute towards the budget for books and other related materials like photocopying and internet (Chacha, 2004: 96).

With the lapse of time, however, the tight national fiscal policies have affected the provision of free education. The number of people wanting to get education, particularly higher level education have sky rocketed and the respective governments have not been able to keep pace with the rising costs of education.

In general, the education sector has over the years, experienced continuous and steady under-funding of both recurrent and capital expenditure, leading to a persistent and massive deterioration in the quality of service. The impact of under-funding is nowadays reflected in inadequate infrastructure of education, higher student-teacher ratio, inadequate qualified number of staff, use of outmoded technology in teaching and learning, and delivery of low quality education.

Being cognizant of the above state of affairs and following the tight fiscal conditions placed up on them, most states in the developing countries, particularly the sub-Saharan countries are currently taking deliberate actions towards the shifting of some portions of the burden of the cost of education from being predominantly financed by the state to students and their families. Thus, according to (Johnstone, 2004:353) the principal causes for this shift of burden of the cost of education are three and they differ considerably in their underlying economic, political, and ideological assumptions. They are: (A) the sheer need for other than the governmental revenue (B) the notion of equity and (C) the neo-liberal economic notion.

A. The Sheer need for other than governmental revenue: as it is stated in Johnstone, this need emerges from the economic, political and social imperatives for a great expansion in the capacity of higher education system. In other words, it emerges from the dramatic increase in demand for higher level education, which is viewed as a major engine of national development and provider of individual opportunity and prosperity.

The demand pressure is the function of population explosion which is compounded by increasing elementary completion rates, that in turn results in the rise of the number of those wanting to go to secondary and higher education, which is further expanded by the needy adults formerly passed-by the system. This pressure is especially felt in low income countries that are still trying to become more economically competitive in an ever increasing global economy. However, the problem is more serious and worsening in institutions giving high level education in these low-income countries as the result of at least three forces. The first force is the demand pressure, just mentioned in the above; the second one is the higher and increasing in unit cost on top of the increasing number of students. The third cause of increased austerity is the decline in available public (tax-based) revenue. This decline could be a function of an increased difficulty of taxations or competition from public needs or both. The limited taxes that can be collected need to be allocated to various competing public sector that receives the top

priority such as basic and elementary education, public infrastructure, health and internal and external security.

It is, therefore, in light of these forces that governmental revenue is to be supported with cost-sharing and other entrepreneurial activities of institutions such as the sale of faculty services, the sale or lease of school facilities, fund raising from alumni corporations and friends.

B. The notion of equity: This advocates that those who benefit should at least share in the costs. There are four observations that make this view more vivid as Johnstone articulates. First, 'free' higher level education is actually paid for by all citizens; whether or not they know that they have been taxed. Second, most taxes are collected through regressive, or at best proportional, taxes on sales, production, or individual incomes that can be hidden otherwise. Third, a very disproportionate number of beneficiaries of higher education are children from middle or upper middle income families that could and would pay at least a portion of costs of instruction if they had to. Fourth and finally, such students and families would probably prefer that much or all of this particular benefit be paid by a general tax payer or government. There are potential students who would be excluded from higher education by the presence of such tuition

C The Neo-Liberal economic notion: This notion explains that a price on a valuable and highly demanded commodity brings to higher level education some of the virtues of the market. The first such virtue is the presumption of greater efficiency: that the payment of some tuition which, make students and families more discerning consumers and the institutions more cost-conscious providers. The second virtue attributed to that the market is producer responsiveness: the assumption that the need to supplement public revenue with tuition, gifts, and grants will make institutions more responsive to individual and societal needs.

In general, according to (Obasi and Eboh, 2004:160-161) the above rationales for educational cost-sharing can be justified for the following reasons. These are

(A) Promoting equity that is requiring the beneficiaries i.e. students and their parents to bear some of the costs of their high level education to reduce cost burden from the taxpayers or governments. (B) Promoting efficiency-encouraging institutions to lower costs and to be competitive for better teaching academic programs and services, enhances students' commitment and improved revenue. (C) Promoting responsiveness-encouraging institutions to provide the program that attracts students more and at higher quality (D) The sheer need for revenue recognizes that governmental (taxpayers) revenue alone are already insufficient to provide quality and expanded capacity of high level education.

2.1.2 Principal Parties of Cost-Sharing in Education

As it is articulated in (Johnstone, 2003:351), cost-sharing in Education refers to a shift in the burden of education costs from being borne exclusively or predominantly by government or tax payers to being shared with parents, students and individuals or institutional donors. Accordingly, four principal parties have been identified by (Johnstone, 2003a) that can share the cost of education. These are: - (a) Government or tax payer (b) students (c) parents and/or (d) individuals or institutional donors. In other words, with the required dose of political will and determination, governments can devise mechanisms for shifting parts of financial burdens of education to individual students and their families, to employers, or to local communities, and not just central governments (Zezeza and Adbayo, 2004:160).

A. Government: the high and rapidly increasing enrolment pressures place enormous strains on whatever part of total higher level education expenditure is being borne by the government or as most economists in market-oriented economies would prefer to view the source of public revenue not as "government" but as people who pay taxes. Taxes can be paid by most citizens directly and visibly, as in taxes upon earnings property, retail sales, general consumption; or special goods such as gasoline, cigarettes, alcoholic beverages, air line travel, or imported goods. Or taxes can also be paid indirectly or invisibly. Such indirect taxes can be taxed through taxes on business that are simply passed on to consumers in the form of higher prices on the products they eventually buy not unlike any other kind of retail sales or special excise taxes.

Finally, the government may take purchasing power from citizens not by taxation at all, but by only printing money, thus shifting purchasing power to the government through deficit-driven inflation and the resulting erosion of the actual value of wages and assets. Governments may attempt to tax only the rich, or only the large multi-national corporation, or only their export-earning extractive industries. But such taxation is very cumbersome, and in the absence of enormous oil or other mineral earnings to confiscate and/or tax, most governmental expenditures are borne, in the end, by the average citizen /tax payers.

B. Students: students are the second party to share the burden of educational cost. They can bear some of the costs through term-time or summer vacation earnings, or through loans. The loans, in turn, can be paid back when the student has graduated and is employed, like any regular loans in monthly installments, or repaid through deductions that the employer removed from the graduate's pay (like the withholding of income taxes or contributions to an insurance or pension fund) and forwards to the lender, repayments can also be income contingent, or limited to a certain percentage of earnings. Or, in very similar fashion, the graduate can repay the loan (assuming the loan was borrowed from, and therefore owed to, the government) through income surtax, or additional tax on income until the loan has been repaid, including the contracted percentage interest. In all cases, conventional equal installment, installment graduated over time, or income contingent, what is most critical to students, is not the form of loan or of the repayment obligation, but:- (1) the discounted present value of the total anticipated payments, and (2) the number of years to repay.

C. Parents: the third party to cost-sharing is the parents, who may pay some of the costs of education through payment of tuition, or bear some of the costs of students living, sometimes by keeping the student at home parents can cover these extra costs from their current income, or in part from past savings, or even in part through borrowing; that is, drawing on future earnings. Grandparents or other members of an extended family, or even member of a village or a church can also be "parents" when it comes to supporting a student.

D. Individual or Institutional Donors: this is the last party to cost-sharing, whose contributions may go either toward improving the quality of educational institutions (the educational experience, reducing the amount that must be passed on to parents and students directly, or toward some students, in the form of grants and scholar ships based on the students' and/or their parents low income. These donors may be long since deceased but whose substantial past gifts to the constitution have been preserved as endowments, with only the income earned spent for scholarships or for the current operating budget to reduce the need for other sources of revenue. These donations, in effect, go on in perpetuity or, donors may be individuals or foundations giving currently, thus lowering the educational costs that again, otherwise have to be borne by one or more of the other parties in cost-sharing paradigm. The institution itself may seem to be a donors in such instances are more likely to be the parents of wealthier students, who may be paying more than would otherwise be required to meet the institution's real average instructional cots, but who may perceive the ability of the institution to give some need-based scholarships as important to enhancing the quality and prestige of the institution and thus as a legitimate institutional expense.

2.1.3. Challenge and Resistance to Cost-Sharing in Education

In spite of the aforementioned justifications of shifting to educational cost-burden from governments or tax payers to students and parents, it is found to have practical challenge in ideological, political and/or technical term (Obasi and Eboh, 2004:162, Johnstone, 2003:356). It is appears that any scheme that requires imposing a new or a sharp increase in the price of a good or service will be contested highly. Especially those seemingly noble and socially important as higher level educational institutions are publicly sensitive. Hence, some sectors of the society have resisted the practice of cost-sharing on the basis of that it may affect students' enrolments and equity dimensions. Besides, it may prevent those from the disadvantaged backgrounds from entering higher level educational institutions. Still, some believe that the benefits of high-level education justify full public subsidies. Therefore, in places where acceptance is limited, in implementing a certain policy issue is a challenging (Vossenteyn, 2004:40, Johnstone, 2002:13).

The other challenge of the implementation of cost sharing is more of technical beyond that of ideological or political view points. These kinds of challenges are the difficulty to determine and verify the income of parents to decide below which they would not be expected to pay to make the child eligible for some assistance. Besides, income and assets are more often easy to disguise and in many situations assumed to be very personal and exactly not the business of public (Johnstone, 2002; and Altbach, 2006 in Taddese 2007).

In developing countries, the practice of cost-sharing is more serious. As the implementation of cost –sharing demands the devolution of considerable efforts to explain the new system, how it works, and its justifications, the developing countries have failed to meet these requirements effectively and efficiently. Furthermore, its need for active and committed administrative structure, sustainable sources of financial aggregate is challenge-full (Obasi and Eboh, 2004:162; Wood hall, 2003:89). Deep public sensitization is very important since it reduces opposition from both students and general public.

The other resistance to the implementation of cost-sharing stems from the natures of the scheme itself. This is because cost-sharing scheme advocates that the higher achievers have become exempted from it violets the equity issues. Hence, people tend to resist the scheme. This is due to that the higher achievers are those who attend better schools or they are from the well to-do families. Still sometimes, students and high level education institutions have the fear that the money generated from the cost-recovery will replace rather than supplement public contributions resulting in no increasing in resources for high level education (Wood hall, 2003:91). Therefore, they become resistant and reluctant to implement cost-sharing scheme. In general, it can be said that the challenges in the implementation of cost-sharing in higher level education financing would be due to the nature of scheme itself, political affiliation, system of administration, understanding from the side of stake holders, socio-economic development and the like (Obasi and Eboh, 2004:162, Wood hall 2003: 91 and Shimelis, 2004: 113).

2.2 Forms of Cost –Sharing

The term cost – sharing as it has come to be used in educational finance, and used in this paper, refers to the shift of at –least some of the educational cost – burden from government, or tax payer, to parents and students. It is most associated with tuition and fees or “user charges” especially on governmentally or institutionally – provided room and board.

2.2.1 Fees – it refers to the money pupils/students pay for receiving teaching service. Students/pupils may be asked to pay for the teaching they are going to acquire during their primary, secondary and tertiary education attendances. When such payments are made tuition fees are paid by the students; usually fees may not be the only charges levied on pupils or students; they may have to pay for registration fees without tuition fees, laboratory fees, development or Parent-Teacher–Association (PTA) fees, book fees, uniform fees, and etc. all these are possible forms of raising funds from pupils or students (Mbua, 2002:12: 499, Woodall 1987:412). These fees such as tuition fees, examination fees, accommodation fees, registration fees and etc are charges on public educational institutions. Most of the time fees are charged for secondary and higher education. Fees are not usually set high to affect enrolments and to avoid disparities between the poor and the rich. In general, fees are imposed to recover the expenses of institutionally provided services (Baum and Tolbert, 1985:126).

2.2.2 Student Loans: In a growing number of countries throughout the world, public resources are increasingly insufficient to finance education particularly high level education. In these countries, as the result, sharing the cost of education among the government or /and the students and parent is becoming the norm. But, cost sharing cannot be imposed equitably without adequate student support mechanisms for academically qualified students. Hence, student loans are introduced to make the funds available to all students those wish to borrow for their education. A Great number of institutions and countries have introduced loan scheme which are repaid from subsequent earnings after graduation (Salmi, J. 1994:, World Bank, 1994:46). Loans are provided to students either by government agencies, commercial banks, or other financial institutions. It can be lent either interest free or with some interest rates to all

students or for those who need to be lent (Psacharopoulos and Wood hall, 1985:152, Derebassa, 2004:14). Thus, under this situation, students receive loans to cover both the direct costs of education (tuition fees, educational supplies, including computers) and living expenses until they finish their studies. Then, after they find a job, the graduates start repaying the loan on a monthly basis (salmi J, 1994:2).

Besides, student loan program may take three forms as (Shimelis, 2004:112 -113) states. The first one is mortgage type loan, in which repayment is made over a specified period, usually in fixed monthly payments whose level depends up on interest rates and the maximum length of repayment period. The fixed repayments of mortgage type loans commit the debtor to repaying an open – ended proportion of his /her income, and may, therefore, deter borrowing among the very groups that the loans intended to reach

The second is income contingent loan that carries contractual obligation to repay some percentage of future earnings until the loan is repaid at a contractual rate of interest or until the borrower has repaid either a maximum amount or for a minimum number of years. It provides for effective recovery of costs at minimum risk to the borrower. Because monthly repayments are linked to graduate's income, income contingency limits the debt burden in a given period, and is therefore, beneficial to lower- wage earners. These earners also benefit more from any subsidies built into loans because they repay their loans more slowly than high wage earners.

Graduate tax is the last type of the students' loan and, it is a variant on the income contingent loan and one of the radical approaches that is applied in some countries. The idea behind the graduate tax is that by subsidizing high level education, the governments are in effect financing the creation of human capital. This creates the future stream of benefits that accrues to graduate in the form of higher earnings. Because of its investment in the graduates' education, the government essentially acquires an equal share in the human capital created and is thus, entitled to a dividend from the ensuing income benefits. This dividend takes the forms of a percentage tax on the graduate income over their working lives. The graduate tax rate could vary with income level, with low income graduates exempted from the tax.

2.2.3. Private Sector: this is a form of cost – sharing by investors. The private schools and /or training centers are considered as cost – sharing scheme in that they reduce government burden in providing education or /and training in areas where the government would otherwise has to carry out (university of buffalo, 2003 :5).

2.2.4 Community Participation: this is the local community participation in mechanisms of education that is manifested either by direct self – help efforts of rendering labor service or by contributing in – kind or finance (cash). This form is expected not only to reduce financial burden of the government but also to maintain the sustainability of the project by developing a sense of ownership and self reliance among the society. Such participation would make the rich to remain the richer and the poor to remain the poorer unless care has taken by deploying such mechanism to avoid community extraction (psacharopoulos and Woodall, 1985:159). Hence, it is only when properly applied that community involvement or self – help becomes a potential financing mechanism in education that only provide extra resources but can also indicate an effective usage of the resources as well.

2.3 Views and Arguments on Cost-Sharing In Education

Cost-sharing helps to the shift a portion of high-level educational costs from being borne predominantly or entirely by governments, or tax payers, to being shared by parents, or extended families and students (Johnstone, 2004:12). However, regardless of this importance, there are widespread arguments on the issue of cost-sharing in many countries in the world. This is to mean that there are a variety of views and argument that have been put forward for and against cost-Sharing. Both the opponents and proponents have their own justifications for accepting and rejecting the issue.

2.3.1. The Equity Argument

Regarding equity, the governments have two fundamental concerns as it is explained in (Abdena, 2005:36). The first concern is to ensure that every citizen has basic-education-the basic skills necessary to function effectively in society. The second one is

to ensure that qualified potential students are not denied access to institutions because they are poor, or female, or from ethnic minorities. Or live in geographically remote regions, or have special education needs. No qualified potential students should be unable to be enrolled because of inability to pay. In order to determine who is qualified at the post compulsory level, a fair and valid means for assessing potential students' qualification for entry is needed. Based on the above two basic concerns, the equity argument holds that the beneficiaries of higher level education are disproportionately from the upper middle and upper classes who have the ability to pay, while the existence of means-test grants and loans can preserve reasonable access for the lower classes (Obasi and Eboh, 2004:161, World Bank, 1994:22-24).

There is also contention on the fact that providing free education means favoring those students from well-to-do families. It also means that those who go over the selection hurdle are further subsidized: since high-level education system is financed by the whole tax payers but access only to a small minority, the question of equity will not be attained. On top of this, from an equity stand point, whoever benefit ought to pay; since both individuals and society reap the results from education, and equitable financing scheme implies sharing the cost (Salerno, 2006:1).

In the same fashion, it is explained that education is quasi-public good gives it the characteristic that makes its adequate provision unattainable in a free market situation and it is taken as a merit good in which case the government, which is apparently better and more informed than the general public about the benefits of education, has to intervene for the good of its public (Burgers, 1997 in Shimelis, 2004:110).

Furthermore, the equity argument is more compelling due to the presence of: - (1.) higher education is still partaken by relatively few; (2) those relatively few are predominantly from middle or upper classes; (3) the taxes that the government uses in support of "free" high level education came from the middle and lower classes and (4) the provision of "need based" or "means-tested" grants is limited (Johnstone, 2004b:6 2003:407).

In a nutshell, achieving equity at the first level of schooling requires increasing the demand for education and meeting that demand through adequate financing. Financing is essential at all levels especially at the higher level for those who are not able to go to school-either because they and their parents cannot pay the associated costs or because the households cannot afford to the loss of their labor services to attain equity.

2.3.2. Efficiency Argument

The efficiency argument holds that cost-sharing encourages institutional efficiency aimed at lower tuition fees and a competitive edge, and for better teaching academic programs and services (Zezeza and Adbayo, 2004:161). The assumption is that students – the direct beneficiaries of the high level education are the most obvious source of additional funds as this level's private rate of return is greater than its social rate of return. Hence, cost-sharing can be justified from an equity and efficiency grounds. Cost-recovery is believed to lead to a more educational system that tend to attract elites more equitable, and to provide revenue to improve educational opportunities and quality. However, such kinds of payments are often both economically and politically difficult and raise the problem of how to preserve educational opportunities for students who cannot afford to pay. A solution adopted by many countries is loans (Shimelis 2004:111).

2.3 3. The Enhanced Student Commitment Argument

It asserts that cost sharing encourages faster completion and perhaps can encourage better study. Tuition fees represent a source of independent income for the institution and increase its autonomy and capacity for optimal allocation of resource. Adding more, on the side of students they are compelled to carefully select their courses, minimize their further time in school and become more responsive to changing market needs (Zezeza and Adbayo, 2004:161). Similarly, according to Johnstone (2002a) in Zezeza and Adbayo (2004:162), rationale for cost sharing is equally based on rising unit-costs alongside sharply rising enrolments arising from rapid student population growth and participation as well as expanding duration and levels. And these all are happening in the case of slow growth of economies, limited capacity in taxation, limited deficit financing and competing needs of public sector.

2.3.4. Arguments for and Against Student Loans

Student loans are widely accepted in many countries though there is recognition of the fact that they do not always function well. Hence, there are arguments put forward in favor and against student loans. To begin with, loans improve efficiency: they can help to reduce dropout and repetition rates and encourage students to choose courses and careers in the light of labor market. On the other side, however, loans are contested by students and parents. If loans are provided, they are offered at a very low interest rate with an extended period, and by some default not all loans offered are collected. Besides, they pose problem in public revenue if the lending situations are owned by government (Baum and Tolbert, 1985:126). Moreover, student loan programs may encounter high rates of inflation, and negative interest rates, default has been high in many cases, particularly where there are high level of graduate unemployment, excessive burdens of debt, particularly where borrowers are expected to repay loans in a short period.

Loans also increase equity. It is clear that access to high level education in most countries of the world is highly inequitable, but tuition free or highly subsidized public institutions generally benefit rich, rather than the poor, and loans therefore, more equitable than grants. Furthermore, it is suggested that loans enable the beneficiaries with greater responsibility.

2.4. Cost-Sharing Experiences of Selected Countries

It is evident that in most developing countries including Ethiopia, high level education has been heavily dependent on government funding. However, due to ever increasing enrolment and limited financial ability of these countries, what is being felt now, is that the quality of teaching and learning and research has declined as the result of inadequate staffing, poor physical facilities as well as poor library resources. To improve the quality of teaching - learning, research and to lessen the burden of public expenditure on education, cost-sharing has been introduced in many countries including Ethiopia. In this section, therefore, experiences of some selected countries that introduced cost - sharing scheme in their education system analyzed and lessons to be learned are extrapolated. The intention of selecting these countries is to see the

mechanisms they followed in introducing the cost –sharing scheme in their educational system.

2.4.1 The Experience of Tanzania

Cost–sharing practice in high education system is not new to Tanzania. The policy prevailed during the colonial period and the post – independence of Tanzania. During this time, students of higher education institutions paid tuition fees, and students from poor families received the assistance of government bursaries. However, cost- sharing in higher education in Tanzania was formerly introduced in the late 1980s due to the public's inability to finance free public higher education in addition to other pressing public needs. IMF/World Bank sponsored adjustment program (SAP) was made to widen economic and social reform towards greater cost – sharing. The governments first formally adopted cost – sharing in high level education in 1988, but for political reasons, made its formal declaration in January 1992. As to the announcement of government, the necessity of cost – sharing is to maintain quality of academic programs, to encourage the needy students to attend their higher education ,and to improve access to higher education (Ishengoma :2004 :105).

The government of Tanzania was decided to implement the cost sharing policy in three phases over a number of years, according to (Ishengoma 2004:105) there are: Phase I, to be operational during 1992- 1993. Here, students and parents were required to pay the students' transportation, application, registration, entry examination and student union fees, as well as tuition fees. Phase II. It was implemented during the 1993 – 1994 academic years. Besides to the phase I cost, students were also required to pay for food and accommodation and the higher education allowance fees was stopped during this phase and student loans to cover the living expenses was introduced instead. Phase III, requires students to pay tuition and examination fees, books and stationery special project costs. However, this phase was not taken place as of the end of 2003. In general, the cost – sharing in higher education of Tanzania consists of the introduction of a very limited tuition fee in public higher education institutions changed to students who has capacity to pay, the imposition of more substantial charges for food and accommodation, the abolition of students' stipends and allowances, official

encouragements of tuition dependent private higher education sector, and the introduction of various revenue diversification activities in public high education institutions as well as the privatization or commercialization of some of the students, and university's municipal services.

2.4.2 The Experience of Zimbabwe

Zimbabwe has achieved its independence in 1980. Just after independence, the government of Zimbabwe embarked on the process of performing its education system with particular emphasis on redressing the disparities and inequalities created and maintained by successive colonial governments. One of the major changes that were got the particular attention of educational policy was to expand access for secondary education. However, secondary schooling was only available to those who could afford it since constraints on the public budget would not allow more generous support whilst primary was being universalized through tuition free schemes (Lewing and Caillods, 2001:63).

Hence, this tells us that Zimbabwe introduced cost – sharing schemes starting from the secondary education level. However, it did not resolve the problem of quality, efficiency, relevance, and equity except the improvement seen in access. Especially in secondary education inequalities in the provision of quality education was prevalent since the major cost – sharing scheme implemented was a self – help system based on community participation. The system brought great gap in the provision of equitable and qualitative education because the resources available to different communities were different (Lewing and Caillods, 2001: 89-90).

Being cognizant of such consequences in the beginning, the government had designed some mechanisms which seek to provide enhanced subsidies and safety nets for those communities and responsible local authorities with the fewest resources. But, it seemed to be insufficient to compensate for existing discrepancies in the provision of the quality education. Thus, since financing of education in Zimbabwe was on the shoulder of the socio – economic status of the communities supporting the schools much more than ever seen before in the country, the implementation of cost - sharing to provide quality education without disparity was unsuccessful (Lewned callids, 2001:90).

Although confronted with such problems, Zimbabwe succeeded in expanding secondary education ;(1) by allocating 2.5 percent of GNP of public resources to secondary education, the amount above the average of sub – Saharan Africa. This happened by reducing allocation for tertiary education to only few proportions of the total budget, (2) by increasing per– student costs at secondary appear to average about twice of those at primary though it was low ratio in standards of sub – Saharan African,(3) by introducing the automatic promotion principle at primary level that reduced repetition rate at low levels which in turn increased participation rate at the secondary, and (4) implementation of double shift system in all levels of education that have played significant role in saving the capital costs and further increased enrolment rates in secondary education.

In spite of the above factors mentioned to succeed in increasing the general enrolment ratio (GER) of the secondary education for below 15 percent to 40 percent, a decade time, problems related with expansion have happened. That is, labor market did not keep up with the number of secondary school leavers. Because of this, attrition amongst the poor and for girls remained significant (Lewin and coaillods, 2001:- 284).

2.4.3 Experience of Australia

Higher education sector in Australia has undergone remarkable changes in terms of organization, supervision, participation and financing in more than the last twenty years. Accordingly, in 1989, Higher Education Contribution Scheme (HECS) was inaugurated to handle the income contingent loan scheme. The scheme officially described as a fair and equitable way of ensuring students contribution to the cost of their higher education. The tuitions could be borrowed and repaid as an income contingent loan at a rate of interest according to the existing Australian rate of inflation (Johnstone, 2003: 6, 2004:5: Chapman, 2005: 33). The cost – sharing experience in Australian Higher Education system can generally be viewed from three distinctive attempts. These are, according to (Vossenroteyn, 2004:4-11), increasing tuition fees, a shift of students support from grant to loans, and a graduate reliance on the contributions of parents and students own Income.

A. Increasing Tuition Fees: - the increasing of tuition fees in Australian has got the following arguments. To begin with, since higher education has a great private rate of return, those who have enrolled in it should pay part or most of the cost required. Secondly, tuition fees bring about education to have a free market mechanism where customers could have an opportunity to buy from the market, which in turn results in high quality programs of higher education. Thirdly, while attending higher education, students become more responsive because, they are to pay tuition fees, the money that should not be without any valuable return. However, there are opponents of tuition fees in Australia with their own firm belief that taking fees as a filtering barriers to avoid chances of education for disadvantaged groups so that ultimately leading to a social exclusion of the poor

The Higher Education contribution scheme (HECS) in Australia was charged uniformly until 1996. In 1997, however, three traits were introduced. These are (1) those students engaged in program that are expensive and have high rate of return such as law, medicine and etc are asked to pay high (2) those who involved in relatively cheap and with low job expectancy disciplines pay the lowest rate of charges and, (3) institutions were given the right to establish their own tuition levels for not more than 25 percent for the students they will enroll. In general, after it has been evaluated at different intervals, the scheme has resulted directly or indirectly in a significant expansion of higher level education without any discrimination in the economic backgrounds of students. Indeed, the relatively low participation of students from the low – economic status is exhibited as the result of some factors arising from social values system and attitudes.

B. Growing Reliance on Loans: the roles of loans on student are considerably growing in Australia. Initially, it has faced arguments like that of tuition fees, considering that it has adverse effect on access to higher education and aggravates social inequalities with respect to enrolments of higher education. Lastly, it was concluded that loans are investments with their own future returns. On top of these, loans are going to

be repaid far more efficient than grants to be repaid, where by extra costs borne by students.

C. Parental contributions and student own income: this is another cost-sharing mechanism in Australia that demands parents and students to pay part of the costs of study by themselves. This mechanism is common in most of the developing and developed countries all over the world. Increasing the role of parental contribution is meant a growth in the importance of tuition fees and student loans at the expense of grants supplied to students

In addition to the parental contributions, students themselves largely share educational expenditures by taking part in part-time work. They undertake it side-by-side with their studies. This may be because of a dispensable need of financial resources, resistance to loans and a rapid increase in the living standards of young people. The part time job enabled them to share costs of education more easily which otherwise require a more difficult mechanism.

2.4.4 Experience of UK

According to, (Woodhall, 2003:86-87), UK is the first European country to impose more than a nominal tuition fee though it is low when compared to the US public college and university standards. The British white paper, which represents an effort to provide an enabling environment and appropriate financial incentives, also gives strong emphasis to instructional autonomy. It also proposes extending the targeted funding to institutions as a way of supporting policy reforms through financial incentives.

This incentive increases the participation rates of disadvantaged students and was introduced a few years ago and will now be extended. The funding formula used by the Higher Education funding councils of England, Scotland and Wales to show that there is a council gives additional funding to higher institutions taking great proportions of students from the disadvantaged homes. This is officially known as "Widening participation allocation" but extensively called the "postcode premium". Because, postcodes which refer to part of every postal address in United Kingdom (UK), are used to identify students coming from the disadvantaged areas. The UK government also introduced means tested tuition fees 1000 pounds in a year 1997, Exempting students

from low income families and simultaneously, they also abolished grants for students making them entirely dependant on repayment loans.

As Johnstone, (2003:5) stated, the tuition fee in England and Wales is more than 1500 pound and can be covered by need based grants and loans that is to be repaid as a portion of their earnings, or "income contingently". The Government, in the form of a white paper that is "on the table" in the year 2003, is opposing to replace this "up front" tuition fee with a tuition fee that would be different for all students and repaid after graduation at a rate of interest equivalent to the increase in the general cost of living (i.e. zero real rate of interest). This would make England and Wales much closer to the cost-sharing arrangement in Scotland, which was allowed in 2001 to replace its "up front" tuition fee (paid by parents) with a mandatory income contingent loan (paid for by students).

2.4.5. Some Commonalities and Differences in the Experiences of Cost sharing of the selected countries

As indicated in the preceding sections, the experiences of Australia, UK, Tanzania and Zimbabwe were reviewed. Accordingly, some differences and similarities were seen. To begin with, in Zimbabwe, the difference is seen between boys and girls. That is, the attrition rate for girls is higher than boys. Parents prefer to invest in their boy's education because; labor market did not grow along with the growth of secondary school leavers. Student loans, that is made by a number of countries as a mechanism of cost-sharing was common in UK, Australia and Tanzania. These countries provide student loans system that would be repaid with interest. Zimbabwe and UK apply cost-sharing mechanism based on socio-economic background of the community. UK also applies a scholarship system while Zimbabwe also uses school boarding. Moreover, Zimbabwe used self-help system; UK provides scholarship opportunity and grant on need based and Tanzania introduces both means-testing system and student loans grants. In Zimbabwe, fee levels are correlated with the quality of provision. And finally, Australia introduces tuition fees, parental and student contributions and dependence on student loans and grants.

As far as the experiences of cost sharing of the above countries are concerned, the following lessons are drawn (can be learnt) these are: the implementation of cost-sharing schemes requires creative planning and adoption and it should be varied on the basis of various disciplines

2.5 Introduction of Cost-sharing to Ethiopian Education

System

It is now almost more than a century since modern education has been introduced to Ethiopia. Since then, governments have been using different mechanisms of motivations to attract students to come to schools. Some of the major mechanisms were covering educational expenditures, accommodation and meal, living expenses, educational facilities, health care etc and the provision of pocket money. Such efforts along with others gradually resulted in high demand for education among the society (MOE, 2003:1). These motivational factors and growth of the societal awareness towards education gradually resulted in an increased influx of students to schools that called for a growth in number of schools. This further created difficulties for the governments to maintain those motivational factors on educational expenditure. Thus, the government decided to leave some educational expenditure such as pocket money to be covered by the students (MOE, 2003:1-4, Abebayehu, 2001 in Debashu 2005:45, and Abdena 2005:50).

A major turning point regarding costs of education in the history of Ethiopian Educational system, however, appeared in 1994. This was the time when the new Education and Training Policy (ETP) was adopted. This policy stipulated the boundary between the provision of "free" education and education that is subjected to cost-sharing by the beneficiaries, Article 3.9.1 of the policy document, articulates that it is only up to grade 10 that education will be totally given free, that is, financed by the state budget. The rest of education and training program will be given with cost-sharing scheme by giving special financial assistance to outstanding students, students from the emerging regions and female students. The policy also states that the government would create favorable conditions to encourage private investors to take part in

education sector, and the Education and Training centers generate and use incomes with their own mechanisms.

As stated in (MOE, 2003:10-11), cost-sharing scheme in educational system of Ethiopia has passed various forms up to now. Among them, the major ones are: (1) most of the students in Ethiopia learn in primary and secondary public schools by covering all the expenses of education but tuition fees,(2) not little number of students attend primary and secondary private schools by covering all the expenses of education including tuition fees, (3) students those who completed secondary education and have passing grades but not joined university in regular program attend their education either in the extension program in public institutions or in regular program in private institutions by covering all the costs of education by themselves. (4) There are also students who learn to improve their education either through public support or by their won expenses be it regular, summer or evening programs. (5) Still others learn abroad with scholarships, grants, through government funds, international donors' supports or covering the costs by themselves. (6) Parents and communities also participate by contributing different in-kind materials, labor or cash directly to schools in addition to paying taxes.

All these mechanisms tell us that more or less students share costs of education in one or other form especially since 1990s, as the number of public and private schools and colleges has increased along with the enrolments as Ababayehu. A, (2003:1) states. However, enrolments, particularly in secondary and tertiary education are suffering from problems of access, equity and quality. Besides, in the Ethiopian context, there is still high educational inaccessibility for children of the poor, women, and rural, pastoralists areas (MOE, 2002: 24-28). The problem arises from, according to Ababayehu,(2001:1-2), lack of diversifying the resource bases of the education costs in addition to the public funding, lack of creating cost-sharing schemes in high level educational institutions and lack of creating mechanisms for wise utilization of the public subsidy. Therefore, to ameliorate the implementation of cost-sharing, its impact on different income groups has to be taken into consideration and flexible strategies that address the financial situations of these groups should be devised. Hence, a huge and extensive effort is required to appropriately implement policies and make them achieve what they intended

Chapter Three

Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of data gathered through questionnaire, interview, and Focus Group Discussions /FGDs/. The chapter has two parts. The first part presents the characteristics of the respondents involved in the study. Accordingly, the sample groups of students and teachers were discussed in terms of the variables such as age and sex, educational level, occupation, and annual income of students' parents and the educational qualification and total service years of teaching of the teachers. The main purpose of this is to see the impacts and relationships these characteristics have towards the effective implementation of cost sharing in preparatory schools. The second part talks about the presentation, analysis and interpretation of the data pertaining to the problem under study.

3.1 Characteristics of the Respondents

The Respondents consist of 428 preparatory school students and 30 preparatory school teachers that actually participated in filling out the questionnaire. The rest, 4 preparatory school principals and 5 education office heads, and 30 Members of Parent-Teacher- Associations (MPTAs) participated in interview and Focus Group Discussions/FGDs/ respectively for clarification and triangulation.

In general, out of the total 428 preparatory students and 30 teachers participated in filling out the questionnaire, 370 (86.4%) and 30 (100%) students and teachers filled the questionnaire properly and returned it respectively; whereas 58(13.6%) of the students did not fill appropriately and returned the questionnaire distributed to them. Regarding the school principals, Education officers and Member of Parent Teacher-Associations (MPTAs), all the school principals and Education officers were interviewed and out of 30 Member of Parent-Teacher- Association (MPTAs),10 (33.3%) were participated in Focus-Group-Discussions (FGDs). Based on the responses obtained from the students and teachers of the preparatory schools, their characteristics were examined in terms of age, sex, educational level, stream of

education, occupation and total annual income of the students' parents, and the birth places of students, educational qualification and experience of teaches and are presented in tables 2-3 as the following.

Table-2 Characteristics of Teachers

No	Variable	Teachers	
		N	%
1.	Sex		
	Male	28	93.3
	Female	2	6.7
	Total	30	100
2.	Age		
	25-years and above	11	36.7
	26-30	9	30
	31-35	-	-
	36-40	2	6.7
	above 40 years	8	26.6
	Total	30	100
3.	Educational qualification		
	12+2(diploma)	4	13.3
	12+4(BA,B.SC,B,Ed)	23	76.7
	Masters	-	-
	Others	3	10
	Total	30	100
4.	Total service years in teaching		
	5 years and below	13	43.3
	6-10 years	4	13.3
	11-15 years	4	13.3
	16-20 years	1	3.3
	21 years and above	8	26.7
	Total	30	100

Table 3 Characteristics of Students

No	Variable	Students	
		N	%
1.	Sex		
	Male	259	70
	Female	111	30
	Total	370	100
2.	Age		
	Under 15 years	1	0.27
	15-16 years	24	6.5
	17-18 years	249	67.3
	19 years and above	96	25.9
Total	370	100	
3.	Stream		
	Natural science	160	43.2
	Social science	210	56.8
	Total	370	100
4.	Grade level		
	11	169	45.7
	12	201	54.3
	Total	370	100
5	Place of birth		
	Urban	189	51.1
	Rural	181	48.9
	Total	370	100
6	Educational level of the students' parents		
	Not educated	91	24.6
	Only read and write	407	28.9
	Complete grade 8	40	10.8
	Complete grade 12	48	13
	12+1	7	2
	12+2	39	10.5
	12+4 and above	38	10.2
Total	370	100	
7	Occupation of the students' parents		
	Farmers	144	39
	Merchants	61	17
	Government employees	138	37
	Others	27	7
Total	370	100	
8.	Total annual income of the students' family		
	Below 5000 birr	167	45.1
	5000-10000 birr	97	26.2
	11000-15000 birr	37	10
	16000-20000 birr	24	6.5
	Above 20000 birr	45	12.2
	Total	370	100

The preceding tables (Tables 2 and 3) present the profile of the respondents in terms of the variables such as age, sex, qualification, experience and etc. Accordingly, out of total respondents, 259 (70%) and 111(30%) were male and female students respectively. This reveals that students' participation rate in preparatory schools is still small though there are improvements.

With regard to female teachers, as it can be seen from table 1, there are only 2(6.7%) out the 30 preparatory teachers participated in responding the questionnaire. This is perhaps because of the cultural and socio-economic backgrounds that neglected the equality of females. The other reason might be either the problem of the society to send female children to educational institutions or the scarcity of well qualified female teachers.

In case of the age distribution out of the total sample population, 249 (67.3%) of the students are in the age range of 17 to 18 years and the greatest portion (36.7%) of the teachers are in the age category of 21 to 25 years. A very small portion (6.5%) of the students and (6.7) of teachers are in the age categories of 15 to 16 and 36 to 40 years respectively. Thus, with respect to the age of students, the school age of the preparatory students, according to the context of the 1994 ETP, is 17 to 18 years and this shows that most students are dependent up on their family in getting the essential basic necessity

The educational qualification of the teachers and educational background of the students' parents are also presented in the tables. Accordingly, 107 (28.9%) of the students parents can only read and write; where as 91 (24.6%) of them were not educated or they were illiterate in their educational background. This may affect the common understanding between them and their children incase of the educational cost of their children.

Concerning the educational qualification of teachers, 23 (76.7) of them were graduates of the first degree and 4(13.3%) were holders of the college diploma. There are also 3(10%) who were diploma holders but currently attending the in-service

program of the first degree. This shows that most subjects are being taught by the qualified teachers except very few disciplines that suffered from the acute shortage of qualified teachers.

Table 3 also describes the birth place of students and occupation and the total annual income of their parents. Accordingly out of the total sample students 189 (51.1%) of the students were born in urban areas and the remaining 181(48.9% them were born in rural areas. This implies that a considerable number of students are attending their preparatory education being separated from their parents.

With regard to the occupation of the parents of the students, 144(39%) and 138(27%) of them were engaged in farming and government employment respectively. It is also indicated that the majority, 167 (45.1%) of the students' parents have the total annual income below 5000 birr while 97 (26.2%) of them have 11,000 to 15,000 birr. This may be because of that, about 85% of the Ethiopian population is obviously live in rural areas and exclusively dependent on the subsistent agricultural economy.

In case of the experience of teachers in teaching, the greatest proportion, 13(43.3%) of teachers have 5 years and below. This shows that there were less experienced teachers engaged in teaching the preparatory level of education; where as, there were 8((26.7%) of teachers who have served for 21 and above years. Therefore, the availability of these experienced teachers where the young ones are greater and working would give the opportunity to adjust and socialize for them with the teaching staff and to establish harmonious relationship with their peer.

Table-4 – Views On Some Selected Issues About Cost-sharing.

No	Item	Respondents	Responses										T-value	P-value
			Rating scale											
			5		4		3		2		1			
N	%	N	%	N	%	N	%	N	%	N	%			
1	Cost-sharing scheme : _													
	Reduces burden on the government	Student	109	29.5	151	40.8	23	6.2	67	18.1	20	5.4	1.255	<0.05
Teacher	5	16.7	21	70	-	-	4	13.3	-	-				
2	Introduced on the appropriate educational level	Student	70	20.5	130	35.1	49	13.2	86	23.2	29	8	1.835	<0.05
		Teacher	3	10	19	63.3	2	6.7	5	16.7	1	3.3		
3	Increases access to education	Student	143	38.6	148	40	16	4.3	41	11.1	22	6	1.077	<0.05
		Teacher	5	16.7	20	66.7	1	3.3	3	10	1	3.3		
4	Improves quality of education	Student	130	35.1	144	38.9	18	4.9	54	14.6	24	6.5	1.084	<0.05
		Teacher	2	6.7	2	6.7	2	6.7	23	76	71	3.3		
5	Encourages faster completion	Student	61	16.5	91	24.6	37	10	131	35.4	50	13.5	1.618	<0.05
		Teacher	2	6.7	6	20	1	3.3	18	60	3	10		
6	Enables improvement of educational supply	Student	153	45.4	144	38.9	28	7.6	32	8.6	13	3.5	0.518	<0.05
		Teacher	3	10	23	76.7	1	3.3	3	10	-	-		
7	Enables construction of additional classes	Student	168	45.4	146	39.5	26	7	23	6.2	7	1.9	0.463	<0.05
		Teacher	3	10	23	76.7	1	3.3	3	10	-	-		
8	Increases participation of community	Student	159	42.9	102	27.5	38	10.2	35	9.4	36	9.7		
		Teacher	6	20	17	56.7	1	3.3	3	10	3	10		

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

As indicated in table 4 item one, 260(70.3%) of the students and 26(86.7%) of the teachers have positively responded that cost-sharing mechanism reduces the resource burden of the government. On the other hand, 87(23.5%) and 4(13.3%) of the teachers have replied negatively that cost sharing reduces the resource burden of the government. To evaluate the difference in the response of respondents, a test was employed and tested at alpha 0.05 on the significant level of difference. The value does not show any statistically significant difference in the responses of the respondents. This tells us that there is no statistically significant difference between the responses of the respondents.

On the same table item two, 205(55%) of the students and 22(73.3%) of the teachers have positive response about the introduction of cost sharing in the appropriate educational level. However, 115(31.2%) and 7(20%) of the students and teachers have respectively shown their negative view towards the level of education in which the cost sharing mechanism was introduced. The $-t$ -test was employed at alpha 0.05 significant level and the result shows that there is no any statistically significant difference in the responses of the respondents.

Table 4 also shows that the majority 291 (28.6%) of the students and 25 (83.4%) of the teachers have positively responded to item number three that cost sharing scheme increases access to education; Whereas, 63 (17%) and 4(13.3%)of students and teachers respectively have negatively viewed that cost sharing increases access to education. The $-t$ -test was employed at alpha 0.05 significant level to see whether statistical significant difference exists or not in the response of the respondents. The result shows that there is no statistically significant difference in the response of the students and teachers. From the above discussion, it is apparent to infer that cost sharing was reorganized as one of the mechanisms to increase access to education.

In item four of the same table, it is revealed that 274(72%) of students and 4(13%) to teachers have positively responded that cost sharing improves quality of education. On the other hand, 78(21.1%) and 24 (80%) of students and teachers respectively

have negative view towards the idea that says cost sharing improves quality of education. The-t- test is used at alpha 0.05 significant level and statistically significant difference in the response of the respondents is observed.

Item five also depicts that the majority of students, 181(48.9) and 21 (70%) of teachers have negatively responded that cost sharing encourages faster completion and better study of the students learning. On the contrary, 152 (41.1%) and 8(26.7%) of the students and teachers have agreed that cost sharing encourages faster competition and better study of students' learning. 1.618 value of t-test was obtained and tested at 0.05 alpha level of significance. As the result, no statistically significant difference is observed between the respondents' responses.

In item six of the same table, majority, 297 (80%) of students and 26 (86.7%) of teachers positively responded that cost sharing bring change on the availability of educational materials; whereas, 45 (12.1%) and 3(10%) of students and teachers respectively have responded negatively. This implies that cost sharing contributes to the development of educational materials and facilities.

In item seven, the respondents were asked whether cost sharing brings change in the construction of additional learning classes. Accordingly, majority 314 (84.9%) of students and 26(86.7) of teachers positively replied that cost sharing brings change in the construction of additional learning rooms. Conversely, very few 30(9.1%) of students and 3(10%) of teachers negatively responded that cost sharing brings change in the construction of educational learning classes. The result of -t- test at 0.05 alpha level of significance shows that there is no statistically significant difference in the responses of respondents.

Hence, the discussion tells that both students and teachers view cost-sharing as one of the mechanisms that can be applied to effect the effort of increasing the construction of additional learning class rooms. It is also clear that cost-sharing

scheme can facilitate the effort of expanding educational opportunities by increasing the construction of additional classes.

Finally, in item eight of the same table respondents were asked whether the cost sharing increases participation of community. Thus, 261(70.4%) of students and 23(76.7%) of the teachers agreed that cost sharing increases community participation in an educational system. The rest, 71(19.1%) and 6(20%) of students and teachers respectively disagreed to this idea.

Therefore, it can be said that teachers view cost sharing as one of the mechanisms that can be used to raise the participation of the community in an educational system. This means community participation can be raised by making the parents of every child take part in the management of schools through their representatives.

Table=5 Awareness on the Implementation of Cost- sharing.

No	Item	Respondent	Responses										T-value	P-value
			Rating scale											
			5		4		3		2		1			
N	%	N	%	N	%	N	%	N	%	N	%			
1	Information above cost-sharing was given to students in advance before they start preparatory education	Student	22	5.9	56	15.1	34	9.2	166	44.9	92	24.9	0.612	<0.05
		Teacher	6	20	6	20	2	6.7	14	46.7	2	6.7		
2	Students should share the cost of education equally	Student	99	26.7	84	22.7	14	3.8	112	30.3	61	16.5	0.920	<0.05
		Teacher	4	13.3	8	26.7	1	3.3	16	53.3	1	3.3		
3	Students have clear information about the amount of money they are asked to pay	Student	26	7	65	17.6	53	1.43	152	41.1	74	20	0.751	<0.05
		Teacher	2	6.7	5	16.7	2	6.7	19	63.3	2	6.7		
4	Cost-sharing is essential in an educational system	Student	115	31.1	176	47.6	23	6.2	42	11.3	14	3.8	0.510	<0.05
		Teacher	5	16.7	21	70	-	-	4	13.3	-	-		

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

Table 5 presents awareness of students and teachers on the implementation of cost-sharing. Accordingly, in item one, respondents were asked whether the information about cost-sharing was given to students in advance before they start preparatory education. Consequently, the majority 166(44.9) and 14(46.7%) of students and teachers respectively responded by disagreeing, that the information about cost-sharing was given to students before they start their preparatory education . Inversely, 56(15.1%) of students and 6(20%) of teachers responded by agreeing that information about cost-sharing was given in advance before the students start their preparatory education. The t-test significance of proportional difference between the two groups of respondents was also found to be significant at alpha0.05 level statistically. From this discussion, it is possible to understand that the concerned government bodies were not in a position to give the clear information about cost-sharing in advance before students start their preparatory education. Thus, the failure to provide clear information on the implementation of cost sharing to the students at the end of every year for grade ten students before they join their preparatory level of education implies that the effort made to sensitize the policy program was limited and not satisfactory and produced a negative attitude towards cost-sharing.

On the same table, in item two, 112(30.3%) of students and 16/53.3% of teachers responded by disagreeing that students should have to share equally the cost for their education. On the other hand, 84(22.7%) and 8(26.7%) of students and teachers have respectively responded by agreeing that students should have to share equally the costs of their education.

Concerning the same issue, based on the interview conducted, all the school principals and education officers gave negative response by reasoning out that, all students were not from the families that have the same socio-economic backgrounds. Members of parent teacher- Associations (MPTAs), during the Focus- Group-Discussions (FGDs) conducted with them also disagreed on this idea. To test the statistical significance level of difference, t-test at 0.05 level of significance was used and the difference between the students and teachers respondent seemed to be statistically significant.

Therefore, the disagreement of the respondents on the above issue may be because of the difference in the income of the day to day activities of the society. That is to say, those students who came from well-to-do families should not have to share equally with those who came from the poor families. Thus, asking students to pay equal payment for their education without considering their socioeconomic backgrounds is not sound.

In item three, respondents were asked whether students have clear information about the amount of money they are asked to pay in preparatory education. Accordingly 152(41.1%) and 19(63.3%) of students and teachers respectively disagreed that students have clear information about the amount of money they are asked to pay in preparatory level of education. On the contrary, 65(17.6%) of students and 5(16.7%) of teachers agreed that the students have clear information about the amount of money they are asked to pay for their preparatory education. A-t-test was used at 0.05 alpha level and no statistically significant difference is observed between the responses of the two study groups. From the above discussion, one can understand that there is information gap on the students about the amount of money they are asked to pay for their education at the beginning of the academic year.

Item four treats that cost-sharing is essential in an educational system. Accordingly, the majority, 187 (47.6) of students and 21(70.6%) of teachers agreed that cost-sharing is essential in an educational system. Inversely, 42 (11.3%) and 4 (13.3%) of students and teachers respectively disagreed to this idea. This implies that cost-sharing was not given recognition in an educational system.

Table 6 Attitudes Towards the Implementation of Cost sharing

No	Item	Respondents	Responses										T-value	p-value
			Rating scale											
			5		4		3		2		1			
N	%	N	%	N	%	N	%	N	%	N	%			
1	Students are positive when they are asked to pay for their education.	Student	48	12.9	147	39.7	62	16.8	72	19.5	41	11.1	0.833	<0.05
		Teacher	-	-	5	16.7	4	13.3	19	63.3	2	6.7		
2	Students get enough money to share the cost of education in preparatory level.	Student	13	3.5	36	9.7	55	14.9	136	36.8	130	35.1	0.634	<0.05
		Teacher	1	3.3	1	3.3	1	3.3	20	66.7	2	6.7		
3	The government alone is responsible for the provision of education to citizens by covering all cost of education at all levels.	Student	21	5.7	25	6.7	19	5.1	169	45.7	136	36.8	0.097	<0.05
		Teacher	5	16.7	4	13.3	-	-	18	60	3	10		
4	The beneficiaries who take the advantage of the preparatory education should contribute to the cost of education.	Student	67	18.1	127	34.3	16	4.3	99	26.8	61	16.5	0.847	<0.05
		Teacher	1	3.3	18	60	2	6.7	8	26.7	2	6.7		

Key- 5-strongly agree 4- Agree 3- Undecided 2—Disagree 1-- Strongly disagree

The aim of table 6 is to assess the attitude of the respondents towards the implementation of cost-sharing in preparatory schools. As depicted in item one, the respondents were asked whether the students are positive when they are asked to pay for their education; and, consequently, 147 (39.7%) and 16.7%) of the students and teachers respectively agreed that students are positive when they are asked to pay for their education. Conversely, 82(19.5%) of the students and 19(63.3%) of teachers showed their disagreement that the students are positive when they are asked to pay for their education. The $-t$ -value also showed statistically significant difference in responses of the two study group at alpha 0.05 level.

In addition, as item two reveals, the majority, 166(71.9%) of the students and 22(73.4%) of teachers negatively responded that students do not get enough money to share the cost of education in preparatory level. Inversely, 49(13.2%) of students and 2(6.6%) of teachers positively responded that students get enough money to share the cost of education in preparatory level.

In item three, the respondents were asked about the responsibility of government alone for the provision of education to all citizens by covering all cost of education at all education levels. Thus, 46 (12.4%) and 9(30%) of students and teachers respectively have responded that, the government a lone is responsible for the provision of free education to all citizens by covering all costs of education at all its levels; while 305 (82.5%) of the students and 21(70%) the teachers have negatively responded that, the government alone cannot be the provider of free education to all citizens by covering all the costs of education at all its levels. To test the significant level of difference between the responses of respondents, $-t$ -test at alpha 0.05 level was employed and no statistically significant difference was observed.

Lastly, in item four of the same table, the respondents were asked whether the beneficiaries who take the advantage of preparatory education should contribute to the cost of education; and consequently, 127 (34.3%) and 18(60%) of the students and teachers respectively agreed that the beneficiaries who take the advantage of

preparatory education should contribute to the cost of education. Conversely, 99 (26.82%) of the students and 8 (26.7%) of the teachers showed their disagreement that, the beneficiaries who take the advantage of preparatory education should contribute to the cost of education. From the above discussion it is possible to infer that there is positive attitude towards the idea that urges the beneficiaries of preparatory education to contribute to the cost of education.

Table 7 Mechanisms Suggested For the Implementation of Cost-sharing

No	Item	Respondents	Responses										T-value	P-value
			Rating scale											
			5		4		3		2		1			
			N	%	N	%	N	%	N	%	N	%		
1	Participation of private investors to establish standard schools	Student	194	52.4	123	33.2	15	4.1	23	6.2	15	4.1	0.437	<0.05
		Teacher	16	53.3	4	13.3	3	10	5	16.7	2	6.7		
2	School based revenue generation initiatives.	Student	228	61.6	115	31.1	9	2.4	12	3.2	6	1.6	0.363	<0.05
		Teacher	7	23.3	15	53.3	1	3.3	5	16.7	1	3.3	-	-
3	Increase community and parental contribution.	Student	216	58.4	135	36.1	3	0.8	7	1.9	9	2.4	0.365	<0.05
		Teacher	5	16.7	19	63.7	-	-	6	20	-	-	-	-
4	Exemption of poor students from paying.	Student	224	60.5	87	23.5	15	4.1	34	9.2	10	2.7	0.397	<0.05
		Teacher	8	26.7	17	56.7	1	3.3	3	10	1	3.3		
5	Offering financial support for academically competent but poor students.	Student	225	60.8	97	26.2	12	3.2	21	5.7	15	4.1	0.388	<0.05
		Teacher	8	26.7	18	60	1	3.3	3	10	-	-		
6	Institute student loan program.	Student	170	45.9	130	35.1	22	6	28	7.6	20	5.4	0.500	>0.05
		Teacher	5	16.7	19	63.3	1	3.3	4	13.3	1	3.3		

Key= 5=strongly agree 4=agree 3=undecided 2=disagree 1=Strongly Disagree

Table 7 presents respondents' views and reactions towards mechanisms suggested for the implementation of cost sharing scheme in preparatory level of education. Accordingly, as strongly agreed up on by both students and teachers in item one, with percentages of 52.4 and 53.3 respectively, showing no statistically significant difference between the responses of the two study groups, indicated by $-t$ -test at alpha 0.05, cost-sharing implementation can be effective with the participation of private investors to establish standard schools. This implies that participation of private investors to establish standard schools targeted more sharply to expand educational accessibility and coverage so that those who can afford it can join them.

Regarding item two, the majority, 343 (92.7%) of students and 23 (76.65) of teachers responded positively that school based revenue generation initiative is important mechanism for cost sharing scheme to be implemented effectively. This tells that in addition to the government subsidy or budget, school based income generating activities should be initiated. However, very few respondents responded negatively to this initiative. The $-t$ -value at alpha level 0.05 levels showed that there was difference between the responses given by the two study groups.

Similarly, 351(94.9%) and 24 (80%) of students and teachers respectively responded that cost-sharing can be implemented effectively with the increment of parental and community contribution. The difference between the responses of the two study groups was not statistically significant at alpha 0.05 level. This shows increasing parental and community participation is one of the important mechanisms to be applied for the effective implementation of cost sharing scheme in preparatory schools.

Respondents were also asked to rate their views and reactions as presented in item four. In this regard, both students and teachers strongly agreed to the percentages of 60.5 and 56.7 respectively that exemption of poor students form paying mechanism should be applied so that cost-sharing scheme can be implemented effectively.

The $-t$ -value at alpha 0.05 level was also revealed that there was no statistically significant difference between the responses given by students and teachers. This implies that it is important for local level authorities to design a safety net for the poorest to ensure the opportunity for the preparatory education even if they are unable to pay for it.

As regards to item five, 322 (87%) and 26 (86.7%) of students and teachers respectively agreed that offering financial support for academically qualified poor students in the form of scholarship programs to absorb direct and indirect costs of preparatory education is very essential for the effective implementation of cost-sharing scheme. On the contrary, very insignificant number of students and teachers disagreed to this idea. However, as the majority agreed up on, the idea is one of the means to ensure that the poor are not barred from the preparatory school because of inability to pay.

In the last item of the same table, it was observed that enabling student loan program to assist those who need to borrow for their education was responded positively by 300(81%) and 24(80%) students and teachers respectively. On the contrary, very few i.e. 48 (12%) of students and 5(16.6%) of the teachers showed their disagreement to the issue. A t -value at alpha 0.5 level also confirmed that there was no significant difference between the responses of the two study groups. From the discussion made in above, it is possible to understand that the majority of the respondents were in favor of the provision of student loan program to assist the needy students to borrow for their preparatory education.

Table-8 Effects of Cost-sharing On Teaching-Learning

No	Items	Respondents				X	P-Value
		Students		Teachers			
		N	%	N	%		
1	Cost-sharing affects of the teaching and learning process negatively.					0.399	<0.05
	A -yes	225	60.8	20	66.7		
	B -No	145	339.2	10	33.3		
	Total	370	100	30	100		
2	If "yes how it affects?					2.093	<0.05
	A. Students may not get enough money to pay	42	18.7	4	20		
	B .Because unless students pay on time they may dropout from the school	129	57.3	12	60		
	C. Because it creates burden over the expenses of living and stationery materials	49	21.8	3	15		
	D. Others	5	2.2	1	5		
	Total	225	100	20	100		

The above table 8 describes the effects of cost-sharing on teaching and learning process. According, two items were designed to elicit the respondent's view and reaction on the effects of the implementation of cost sharing on teaching -learning process.

To begin with, in item one, the respondents were asked to react on whether the implementation of cost-sharing is affecting the teaching and learning process negatively. Thus, the majority 225(60.8%) and 20(66.7%) of students and teaches respectively replied that the implementation of cost-sharing has affected the teaching and learning process negatively. At alpha level 0.05 a chi-square test was employed and no statistically significant difference was observed in the responses of the two study groups.

In item two, those respondents who confirmed that the implementation of cost-sharing scheme affects the teaching and learning process negatively were also asked to identify how it affected. Accordingly, the majority 129(57.3%) and 12(60%) of students and teachers respectively replied that unless the students pay the cost of education on time, they may dropout from the school; while, 49(21.8%) of the students and 3(15%) of the teachers said that the implementation of cost-sharing creates burden over the expenses of living and stationery materials. Here also to evaluate the views and reactions of the respondents' difference in identifying how the implementation of cost-sharing affects the teaching and learning process negatively, a chi-square test was employed at alpha 0.05 level of significance. The result shows that there is no statistically significant difference is observed in identifying how it affects.

On top of the above item presented in table 8 concerning the effects of the implementation of cost-sharing on teaching and learning in process, there were also results of the four items presented here under without tables. Accordingly, in the first item, the students were asked whether the students are living with their parents, relatives or guardians and the majority 236 (63.82) of the students responded that they are not living with heir parents (guardians) or relatives. Inversely, the rest 134 (36.2%) of them responded that they are living with their parents guardians or relatives.

Secondly, those respondents who replied that they are not living with their parents were guardians or relatives were further asked to reason out why they are not living

with their parents or guardians or relatives. Consequently, the majority 211(89.6%) responded that it is because of the absence of preparatory in their surrounding or in the area where their parents guardians or relatives live; while the rest 25(10.4%) of them replied that it is because of different reasons such as death of their parents, leading independent life by themselves doing different additional works and etc. Thus, from the above discussion; it is easy to infer that the students, parents are subjected to incur extra cost for their children's educational activities. This may include house rent, transportation cost, and some other living expenses. These also further affect negatively their children's learning activity indirectly.

Thirdly, both the student and teacher respondents were asked, according to their opinion, which group of students are more affected due to the implementation of cost-sharing. Accordingly, majority, 153 (41.4%) and 10(33.3%) of students and teachers replied that students from the far rural areas are more affected due to the implementation of cost-sharing scheme in preparatory schools. A considerable number 83(22.4%) and 8(26.7%) students and teachers respectively responded that all students are equally affected. There are also, 60(16.2%) and 8(26.7%) of students and teachers respectively said that other group of students such as orphan age and disabled students and students from the very poor family may be more affected due to the implementation of cost-sharing scheme in preparatory level of education.

And lastly, respondents were asked to reason out why the group of students mentioned in the above item to be more affected due to the implementation of cost – sharing scheme in preparatory schools. Accordingly, majority of both students and teachers 209(56 %) and 13(43.3%) respectively responded that it is because most students came from the poor families. On the other hand, 117(31.6%) of students and 10(33.3%) of teachers said that it is because students from the far areas are away from their parents. Therefore, from the above discussion, it can be interpreted that the implementation of cost- sharing scheme has negative effect on the learning activities of the group of the students mentioned in the above.

Table 9 Views and Reactions on Actual Implementation of cost- sharing

No	Items	Respondents			
		Students		Teachers	
		N	%	N	%
1.	Are there clear guidelines regarding the implementation of cost-sharing in preparatory education level?				
	A. yes	5	1.4	3	10
	B. No	105	28.4	10	33.3
	c. I am not sure	260	70.2	17	56.7
2.	In your opinion, do all students have equal capacity to share the cost of education?				
	A. yes	3	0.8	1	3.3
	B. No	367	99.2	29	96.7
3.	If " No" What do you think is the reason?				
	A. Because students have no the same economic status	295	80.4	29	100
	B. Others	72	19.6	-	-
4.	Do students currently share cost of education?				
	A. yes	308	83.2	17	56.7
	B. No	62	16.8	13	43.3
5.	If your answer to the above item no. 4 is "yes" how much do they pay?				
	A. 41-50 birr	219	71.1	11	64.7
	B. 31-40 birr	89	28.9	6	35.3

Table 9 presents views and value of respondents on the actual implementation of cost-sharing in an educational system. Accordingly, in item one the majority 260 (70.2%) and 17(56.7%) of students and teachers respectively responded that they are not sure whether there are clear guidelines regarding the actual implementation of cost-sharing in preparatory schools. A significant number of students 105(28.4%) and teachers 10(33.3%) also confirmed that there are no clear guidelines about the actual implementation of cost-sharing in preparatory schools.

The same question was asked in the interview and FGD conducted with principals, and educational officers and MPTA. Based on the information obtained from them, there are not clear implementation guide lines about the implementation of cost-sharing in preparatory schools, except one. According to the information obtained, it may be because of the high turnover of the school principals and educational officers. Therefore, from the above discussion, it is possible to infer that there is acute shortage of clear implementation guidelines in preparatory schools. There is also lack documentation of the already existing guidelines and hand overing of it to the successors.

On the same table, in item two, the respondents were asked about their opinion, concerning the paying capacity of all students about the same amount of money which students are expected to pay in preparatory education level. Accordingly, almost all, 367 (99.2%) and 29 (96.7%) of students and teachers respectively have said that all students do not have equal capacity to pay the amount of money they are expected to pay for their preparatory education. Besides, this question was also presented to the principals and educational officers during the interview sessions and it was also responded that all students do not have equal capacity of paying the amount decided to be paid. Moreover, the question was forwarded to the members of Parent-Teacher- Associations (MPTA) during the Focus- Group- Discussion (FGD) session. The responses obtained were also the same as those given by the principals and educational officers.

In item three, the respondents that were asked to respond the above item number two , were also asked to reason out why they said so and the majority, 259 (80.4%) of students and all the teachers replied that it is because all students were not from the family of the same socio-economic background. In this regard, Abebayehu, 2003:3) has noticed that devising suitable approach to the actual implementation of cost-sharing in Ethiopia must take in to consideration its impact on different income groups and lay down flexible strategies that address the financial situations of these groups.

The SNNPRS education Bureau also seems to have taken such considerations when it ratified the directive about the implementation of cost-sharing in preparatory schools of the region. But, still a problem prevails in considering the real socio-economic backgrounds of the families of the preparatory school students at the grass root level. This is because, according to the information obtained from the interview and FGD conducted with the principals and educational officers and MPTA respectively, students from a well –to-do families and those from the poor families were expected to pay the same amount of money. That is they pay either 45 or 50 birr per annum. Thus, one can easily infer from the above discussion that preparatory schools were not in a position of considering the real socio-economic status of the students' parents when they decide the amount of money to be paid by preparatory students.

In item four of the same table, respondents were asked whether the students currently share the cost of education in preparatory schools and the majority 308(83.2%) and 17(56.7%) of students and teachers have respectively confirmed that students are sharing the cost of education in preparatory schools. On the other hand, very insignificant number of the respondents assured that the students are not sharing the cost of education in preparatory schools.

During the interview and FGD conducted with the school principals and educational officers and MPTA, respectively, it was found out that almost all students are sharing the cost of education in preparatory schools. However, the students whose parents

are teachers are free of the fee that the students are expected to pay during the registration.

Lastly, in item five, those respondents who said “yes” to item number four were also asked how much the students are paying for the cost of education in preparatory schools. Consequently, the majority 219(71.1%) and 11(64.7%) of students and teachers respectively replied that the amount of money that the students pay for their preparatory education annually ranges from 41-50 birr. The others 89(24.1%) of students and 6(35.3%) of teachers replied that they paid 31 to 40 birr per year.

Based on the information obtained from the interview and FGD conducted with school principals and educational officers and MPTA respectively, the reason why the money that students are expected to pay vary from school to school was according to the implementation guideline of SNNPRS' education bureau. That is to say, that education bureau ratified the directive that gives the mandate for local governments i.e. woreda and city administrations to decide the amount of cost that the preparatory education students are expected to share should be in between the range of 37.50 birr to 50 birr based on the real socio-economic backgrounds of the residents around the catchment's area of the preparatory school. Thus, it is based on this directive, according to a principal of one preparatory school that school Parent- Teacher- Association (PTA) decided 37.50 birr to be paid by all students except those whose parents are teachers.

But, in other preparatory schools, the Parent- Teacher- Association (PTA) of those schools have decided that students should pay 45 birr as a formal fee and 5 additional birr informally for the purpose of identification card, and cleaning the class rooms . For example, in Arbamich preparatory school, students were paying 45 birr as a formal education fee and 6 additional birr for the students' I'd card and for the purpose of cleaning classrooms. In addition, the students who drop out from the school without informing the case to the school pay 10 birr as a penalty fee. From

the above discussion, therefore, it is possible to infer that parents of the students are exposed to some additional informal payments.

On the other hand, according to the Educational Organization., Management, Community Participation and Financial Guideline (2003/04) of MOE, the unit cost of preparatory school students is estimated to be 50 birr that should be assigned annually from the government budget in the form of block grant and when this is compared to the amount decided by the respective woredas and city administrations, it is possible to say that almost all students are paying 90 up to 100% of the amount allocated. Thus, it is possible to conclude that there is a problem of actual implementation of cost sharing against the directives made by the regional education bureau and the guideline of MOE.

Table 10 Views on Who Should Bear the Cost of Education

No	Items	Respondents			
		Students		Teachers	
		N	%	N	%
1	Do you encourage the implementation of cost-sharing scheme?				
	A. yes	85	23	7	23.3
	B. No	285	77	23	76.7
	If "yes" which do you think is the appropriate educational level to be implemented?				
	A. Secondary education; first cycle (9-10)	19	22.4	–	–
	B. Secondary education; second cycle(11-12)	50	58.8	4	57.1
	C. Post –secondary level	1	1.2	3	42.9
	D primary education; first cycle(1_4)	4	4.7	-	–
	E.primary education; second cycle (5-8)	11	12.9	-	–
3.	What is the reason for the education al level you chose in the above item No,2				
	A The cost of education is high in the upper secondary educational level (11-12)	45	52.9	5	71.4
	B. It helps the government to expand education	20	23.5	2	28.6
	C. I will create heavy burden on the parents if it is introduced before secondary level	12	14.1	-	–
	D. Students above secondary are approaching to have their own in come	3	3.5	-	–
4.	What do you think is the reason if your answer is "No" for the above itemNo.1				
	A. the government should provide free education at all level	120	42.1	13	56.6
	B. The implementation of cost-sharing does not take in to account the real so Scio-economic situation of the society	92	32.3	4	17.3
	C. Most students come from the poor family	73	25.6	6	26.1

Table 10 shows the views of the respondents on who should bear the cost of education. Accordingly, in item one the Majority 285 (77%) and 23 (76.7%) of students and teachers respectively responded that they do not encourage the implementation of cost-sharing scheme. Conversely, 85 (23%) of students and 7(23.3%) of teachers agreed that they encourage the implementation of cost-sharing scheme. It is possible to infer from the above discussion that, though there were efforts made to effect the implementation of cost-sharing as part of educational policy, the majority of opposition is meant that the efforts made were insufficient to ultimately succeed its implementation. The root cause of this opposition may be because of either lack of clear information (awareness) or unwillingness to bear the cost of education.

To exhaust the view of respondents on item one of the above table 10, the question was extended to items two, three and four. Thus, in item two, the majority 50(59.8%) and 4(57.1%) of students and teachers respectively responded that the appropriate educational level for cost-sharing to be heard is secondary education second cycle. That is to say, grade 11-12 are appropriate educational level for the implementation of cost-sharing in education, as it is being practiced currently. On the other hand, 1(1.2%) of the students and 3(42.7%) of the teachers preferred post secondary education level for the implementation of cost-sharing in education. This means they preferred the tertiary level.

In item three, those respondents who preferred preparatory education level for the cost of education to be heard were asked to reason out their preference. Thus, 45 (52.9%) students and 5(71.4%) teachers reasoned out that it is because, the cost of education at preparatory level is relatively high; where as 20(23.5%) and 2(23.6%) of students and teachers have respectively said that it is because cost sharing enables the government to expand free universal education to all citizens. From the discussion given in the above, it is, therefore, safe to infer that students of the preparatory level of education should bear the cost of education.

Lastly, in item four, those respondents who did not encourage the implementation of cost-sharing were also asked to reason out why they discouraged it. Accordingly, 120 (42.1%) and 13 (56.6%) of the students and teachers respectively,

responded that the government should bear the cost of education alone and provide free education at all levels to all citizens. A considerable portions 92 (32.3%) of students and 4(17.3%) of teachers responded that the implementation of cost sharing does not take in to account the real socio-economic situations of the society. Still, 73 (25.6%) and 6(26.1%) of students and teachers respectively, said that it is due to the fact that most students came from the poor families.

This discussion, therefore, enable us to infer that students and teachers lack clear view on who should bear the cost of education in an educational system. Thus, these indicate that the effort made in raising the awareness of the students, teachers and the general community towards the implementation of cost-sharing in education is limited.

Table 11- Major problems identified

No	Item	Response			
		Students		Teachers	
		No	%	No	%
1	Dropping out of students from the school because of the inability to pay	310	83.8	28	93.3
2	Unwillingness of the students' parents to pay the fee due to lack of awareness	240	64.9	17	56.7
3	Requiring all students pay without considering the economic conditions of their parents	288	77.8	25	83.3
4	anxiety of Students regarding the inability to pay	250	676.6	19	63.3
5	Requiring of extra payments like , clean-inning fee ,penalty l'd card fee	160	43.2	10	33.3
6	Short period of time given to pay	295	79.7	12	40
7	Lack of clear information in advance about the amount of money to be paid	280	75.7	18	60.
8	Because of not supporting the policy at the outset	140	37.8	15	50

*multiple responses

Respondents were asked to list down major problems faced regarding the implementation of cost sharing and the listed major problems are depicted in the above table. According to the table, it is shown that item '1" was the most prioritized problem by 310 (83.8%) students and 28(93.3%) teachers, and item '6"was ranked as second major problem by 295 (79.7%) students while 25 (83.3%) of teachers ranked item '3"as second major problem. Moreover, 288 (77.8%) of students ranked item '3"the third major problems encountered during the implementation of cost-sharing and 19(63.3%) of the teachers ranked Item '4"

In general, item, 1, 3, 4, 6 and 7 are the top five major problems identified by both students and teachers. These were dropping out of students from the school because of the inability to pay what they are expected to pay, Asking all students to pay equal amount of payment without taking into consideration of the real economic backgrounds of their families, short time duration that allotted to students to pay the amount of money they asked, lack of clear information in advance about the amount money to be paid from the side of students and their families and finally, anxiety of students due to lack of money to be paid in the form of cost sharing.

Table 12. Solutions proposed

No	Item	Response			
		Students		Teachers	
		No	%	No	%
1	Creating awareness on students, parents and community about cost-sharing.	298	80.5	21	70
2	Avoiding some additional payment	160	43.2	8	26.7
3	Exempting those students, who couldn't pay the fee totally	315	85.1	20	66.7
4	Determining payment according to economic condition of parents.	275	74.3	26	86.7
5	Extending payment duration.	250	67.6	4	13.3
6	Designing mechanisms to support students who cannot afford.	320	86.5	15	50
7	Reducing the amount of payment.	260	70.3	2	6.7

* Multiple responses

Table 13 talks about the solutions proposed by students and teachers for the major problems listed in table 11. Thus, all the respondents were asked to list down what they think of the possible solutions for the problems they identified in table 11 and they suggested the following possible solutions. These were -(1) Creating awareness on students, parents and the community about cost-sharing. (2) Exempting those students who could not pay the amount they are expected to pay totally. (3) Designing mechanisms to support students who cannot afford. (4) Determining payment according to the real socio-economic situation of the students' parents (5) Reducing the payment. (6) Giving time so that they get money and finally (7) Avoiding some additional penalty payments.

These items were also presented to school principals and educational officers of the woredas and City administration and members of parent-Teacher-Associations (MPTAs) during the Focus-Group-Discussions (FGDs). Accordingly, the above proposed solutions were also suggested. To put boldly the more focused ones; creating awareness on the students their parents and the community in general. A man of 44 years age and head of Sawula city Administration Education Office said “there should be an awareness raising task about the implementation of cost-sharing before students join the preparatory schools”. He added that this is because those students who come from the neighboring woredas passing grade 10 Ethiopian General Secondary School Leaving Certificate Examination lack awareness about the amount of money to be paid in preparatory education level. Designing mechanisms to support those poor and orphanage students by either exempting from the payment or providing with financial support was one of the main solutions proposed by all Parent- Teacher-Associations (PTAs) of the schools during Focus-Group-Discussions (FGDs).

CHAPTER FOUR

Summary, Conclusions and Recommendations

This final chapter of the thesis deals with the major findings of the study, conclusions drawn based on the findings and recommendations which are assumed to be solutions to the problems related to the implementation of the cost-sharing scheme in preparatory schools.

4.1 Summary

The main purpose of this study was to assess the implementation of cost-sharing scheme in preparatory schools of Game Gofa Zone. In order to achieve this purpose, basic questions that address the following issues were raised. These are (1) the mechanisms used to effect the implementation of cost-sharing. (2) The effort made to aware the stakeholders about the implementation of cost-sharing and the extent it has been made. (3) The way students, parents and teachers value the introduction and implementation of cost-sharing in preparatory level of education. (4) The major problems encountered and the suggested solutions concerning the implementation of cost-sharing in preparatory level of education.

It is the assumption of the student researcher that there may be limitations concerning the implementation of cost-sharing in public preparatory schools of Ethiopia and there is also a considerable way to take remedial measures to achieve the intended purpose. In this regard, therefore, the findings of the study will be of paramount importance to scratch the problem, and generate valuable information for educational officers, school principals and policy implementers. However, it may initiate others for detailed investigation.

To deal with basic questions, descriptive method was used and the study was conducted in four preparatory schools that were selected purposively due to their limited number. The study was carried out using questionnaire, interview and Focus Group-Discussions / FGD/ as data gathering instruments.

Four hundred twenty eight preparatory school pupils, thirty four preparatory teachers including principals, five educational officers, and thirty member of Parent-Teacher-Associations (PTA) were taken as the source of primary data in these four preparatory schools of the sample area. The selection of students and teachers in the sample was guided by quota and random sampling techniques and the selection of educational offices school principals and members of Parent-Teacher-Association (PTA) was tied to purposive sampling technique.

A total of four hundred and fifty eight copies of students' and teachers' questionnaire were distributed to the sampled population of which three hundred seventy and thirty copies students' and teachers' questionnaire were appropriately filled, returned and analyzed respectively. This shows 86.4% returning rate for students questionnaire and 100% returning rate for teachers' questionnaire. Besides, different information was collected from school principals and education officers and members of Parent-Teacher- Associations (MPTA) through interview and Focus-Group Discussion (FGDs) respectively. A pilot test was conducted to improve the data collecting instruments and for the purpose of analysis, descriptive method involving percentages, Chi-square and -- t - test were used.

Depending on the results of analysis made, the following is the major findings of the study:

1. Information about cost-sharing was not sufficiently given to students in advance before they join preparatory education as 68.9%of students and 57.4% teachers confirmed. This means students and their parents were not sufficiently familiarized with the cost-sharing policy t In addition, most of the preparatory students were not informed in advance about cost-sharing by the time they have completed grade 10. Moreover, most students, 226(61.1%) have no clear information about the amount of money they are asked to pay in the form of cost-sharing when they join preparatory level of education. This implies that the concerned government authorities have not done the necessary clarifications to familiarize the cost-sharing aspect of the policy

In addition, most of the preparatory students were not informed in advance about cost-sharing by the time they have completed grade 10. Moreover, most students, 226(61.1%) have no clear information about the amount of money they are asked to pay in the form of cost-sharing when they join preparatory level of education. This implies that the concerned government authorities have not done the necessary clarifications to familiarize the cost-sharing aspect of the policy. It was also found out that there were no clear guidelines and directives about the implementation of cost-sharing program in the preparatory schools.

2. The majority of students (77.3%) were not encouraging the implementation of cost-sharing in an educational system. It was also seen that those who opposed its implementation have reasoned out that it is due to their intention to get free education that should be provided by the government.

3. According to the findings of the study, majority 195 (52.6%) of the students became positive when they are asked to pay for their preparatory education. This shows that their positive ness is not because of having enough amount of money to be paid, but it is rather because not to miss the chance or not to be expelled from the school.

4. The out come of the study revealed that, majority of the respondents were convinced with the suggested mechanisms to be made to effect the implementation of cost-sharing in preparatory level of education. Inversely, a small number of the respondents did not appreciate the stated mechanisms.

5. The Marjory (63.8%) of the preparatory students was not living with their parents, guardians, or relatives and were attending their education being away from their parents or relatives / guardrooms. The major reason for this was found to be the absence of preparatory schools in their surroundings.

6. Majority of the respondents 225(60.8) agreed that the implementation of cost-sharing has affected the teaching and learning activities negatively because of the fact that the students may be dropped out from the school. Especially those who come from the poor family were mainly affected.

7. Majority of the respondents 153 students and 10 teachers agreed that preparatory students that were coming from the far rural areas were subjected to expenses like house rent transportation cost, and food in addition to the school fee that they were asked to pay at the beginning of the academic year / registration time/.

8. According to the findings of the study, majority of the respondents viewed the mechanisms suggested for the implementation of cost-sharing positively. However, there were a small proportion of respondents who disagreed to the stated rationales of the implementation of cost - sharing in an educational system.

9. Finally, it was found out by this study that requiring students to pay equal amount of payment without considering the real socio economic back grounds of the family of the students, short time duration that was allotted to the payments, lack of awareness of the students, parents and community about cost-sharing are among the major problems encountered during the implementation of cost-sharing in preparatory schools

4.2 Conclusions

Based on the findings given in the above, the following conclusions are drawn.

It is obvious that Education in Ethiopia is currently characterized by rapid increase in students' enrollments and inadequacy of government funds to keep up with the student population growth. On the other hand, all educational institutions were totally dependent up on the public for their funding. This is because public funding is crucial in ensuring access and equity as well as investment in most effective programs. Therefore, it was essential to keep sustainable the rapid growth of the student population along with the government funding by using different

mechanisms. Thus, one of these mechanisms was found to be the introduction and implementation of cost-sharing scheme in education.

1. The majority of the respondents,(70.3%) of students and(86.7%) of teachers seem to be well aware of the fact that the rationale of the implementation of cost-sharing which enables the government to reduce the resource burdens and in turn helps to shift the resources to lower levels of education and expand access. On the contrary, (60.8%) and (66.7%) of students and teachers respectively thought that cost-sharing influences teaching and learning process negatively. This shows that the awareness level of the students and teachers to distinguish the problems associated with the introduction and implementation of cost-sharing is not well grasped. Therefore, it is possible to deduce that there was little effort made by the concerned authorities in awareness creation activities regarding the introduction and implementation of cost-sharing scheme at preparatory level of education.

2. The cost-sharing payment depended on the catchment area of preparatory schools. This means students are expected to pay equal amount of payment that was decided in relation to the location of the schools. This indicates that the decisions do not consider the real socio economic status of each student's parents. Therefore, it is fair to conclude that making all the students to pay equal amount of payments without considering their real economic situation may have its own effect in creating bad impression among students and their parents about the implementation of cost sharing.

3. According to the findings of this study a high proportion of both students and teachers responded negatively to the availability clear guidelines regarding the implementation of cost-sharing in preparatory schools. Thus, it is safe to conclude that implementing any policy aspect without clear implementation guidelines may lead to the distortion.

4. As it is revealed by the findings of the study, the majority of the respondents were convinced with the mechanisms that can be applied to effect the implementation of cost sharing. Therefore, it is reasonable to conclude that both students and teachers were in favor of the mechanisms suggested for the implementation of cost –sharing.

5. It was found out that majority of preparatory school students 63.8% were not living with their parents/ guardians/ relatives due to the lack of preparatory schools in their parents' surroundings. This in turn urges the families of those students to be exposed to expenses such as house rent, transportation cost, and, food in addition to tuition fee. Thus, this implies that there was less effort made to distribute preparatory schools evenly as much as the resources permit.

6. Almost all preparatory students were required to pay the cost sharing fee at the beginning of the academic year or at the time of registration. On the other hand, during this time almost all farmers, though not all students are the children of farmers, face acute shortage of finance because; it is not the harvest time and also it is the time of celebration of New Year and “meskel” especially in the context of South Nations, Nationalities and Peoples Regional States. Therefore, we can conclude that the implementation of cost sharing has aggravated the financial burden on the family of the preparatory school students.

4.3 Recommendations

The following recommendations are forwarded on the basis of the findings and conclusions. It is hoped that they would suggest possible solutions to the problems associated with the implementation of cost-sharing scheme in preparatory schools.

1. In Ethiopian Education System, there was a tradition of free education, deep-rooted in the minds of the society that, it was taken for granted that only the government's responsibility to provide free education to all citizens at all levels of education. Until recently, it was also given freely. The findings of the study, also confirmed that the students and teachers were dominated by the intention to receive

free education. On the other hand, the government introduced the cost –sharing mechanism to reduce the resources burden on the tax payers, to reallocate resource to the lower levels of educations to improve quality and access to education. However, the rationales stated above, seem to be partially known and accepted by the students, teachers, and parents of the students in particular and the community in general.

Therefore, the concerned authorities from the region down to local woreda or city administration should exert their maximum possible efforts to create awareness of the stakeholders such as students and teachers in particular and the community in general. This can be taken place by arranging and giving continues orientations, seminars, conferences and designing sound guidelines and directives that address the real socio economic situations of the community.

2. It was clearly understood from the finding of the study that students were made to pay equal amount of money without considering the real socio economic capacity of their family. Therefore, School -Parent-Teacher-Associations (PTA), and woreda Education and Training Boards (ETB) in collaboration with the concerned local government bodies should try to identify students according to the real socio economic status of their parents and make them pay the amount decided accordingly.

3. It is apparent from the findings of the study that the majority of the respondents agreed with the mechanisms stated in the study to effect the implementation of cost-sharing in preparatory schools. Thus, the preparatory schools need to create intensive income generating initiatives such as horticulture, dairy farm, agricultural farm and other service giving activities so that, the cost of education can be supplemented with additional revenue other than the government budget. In addition, these kinds of activities create good opportunities for poor students to involve in these programs during their spare time and share the cost of education either in the form of service or cash that they earn.

4. Most of the students (89.6%) reported that there were no preparatory schools in the surroundings that, they were forced to live being separated from their parents' guardians or relatives and attend their preparatory education. Because of this, their families were exposed to incur extra cost such as house rent, transportation cost, food, and other living expenses in addition to the tuition fee. Ultimately, the unfulfilling of these may force the students to dropout from schools. Hence, the concerned local government bodies such as Woreda Administrative Council (WAC), City Administration executive committee and woreda Education Offices (WEO) in collaboration with woreda Education and Training Boards (WETB), school Parent-Teacher-Association (PTA) and school management should give priority to students to rent for low cost government houses, encourage NGO's and philanthropists who are willing to help such kinds of students like students from far rural areas, and those from poor families including female students.

5. Finally, it was indicated in the findings of the study that almost all preparatory school students were required to pay the cost of their preparatory level of education at the beginning of the academic year, which is usually the time of registration in which the fee is taken as one of the precondition of the registration of each students. On the other hand, this time frame is not harvest time in most areas. Besides, it is the period in which the celebration of the New Year ceremony takes and < meskel > in the context of South Nations Nationalities and People Region (SNNPR) seriously celebrated. Due to these situations, the parents of the students are exposed to be overburdened with too much expense. This in turn, puts them in problem of paying for their preparatory school children. Therefore, to surmount the problems stated in above, the preparatory school principals and Parent-Teacher-Associations (PTA) should adjust the payment time after harvest time. They should also adjust the payment time condition in agreement with the students to settle it by dividing the fee into two semesters or four times in a year. This alleviates the burden of students and their parents.

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Appendix A

Addis Ababa University
School of Graduate studies
College of Education

Department of Educational planning and management

I. Questionnaire for students

Dear students!

The main purpose of this questionnaire is to assess the implementation of cost-sharing in the preparatory schools of Gamo-Gofa zone. Please note that your responses will be used only for research purpose and in no way affect your education. Any information that you give will be kept confidential. Further more; your cooperation in providing genuine information is highly valuable for the outcome of this study Hence, you are kindly requested to answer all the questions attentively.

Thank you in advance for your cooperation!

General Directions

1. You do not need to write your name.
2. Please (✓) circle or write brief answer as necessary in the space provided.
3. Please give only one answer to each question unless you are requested to do otherwise.

Part-One- _personal_data.

1. Woreda/city Administration _____ school _____
2. Age A/ under 15 B/ 15-16 C/ 17-18 D. above 19.
3. Sex A. Male B. Female
4. Grade level A/ 11 B/ 12
5. Stream A /N/Science B/ S/science.
6. Place of birth A/ Urban B/ Rural
7. Educational Background of your parent
A/ Illiterate B. Read and write C. Completed Grade 8
D/ Completed Grade 12 E/ 12+1 F/ 12+2
G/ 12+4 and above.

8. Occupation of your parent

A/ Farmer

B/ Merchant

C/ Government employees

D/ If other specify _____

9. Approximate annual income of your parent

A/ below 5,000 B/ 5,000 – 10,000 C/ 11,000-15,000

D/ 16.000-20,000 E/ above 20,000

II. Questions on the research Topic

This is not a test. There are no right or wrong answers and no tricky question. Please read each statement carefully and show your answer by ticking or circling the answer that most accurately represents your thinking and feeling.

Note that SA= strongly agree

A= Agree

DA= disagree

SD=strongly disagree.

UD= undecided

No	Statements	Responses				
		SA	A	UD	DA	SDA
A	Views on Some Selected Issues About cost-sharing					
	Cost-sharing mechanism:					
1	reduces the resource burdens on the government					
2	is introduced at the appropriate educational level					
3	increases access to education					
4	Improves quality of education.					
5	encourages faster competition and better study of the students learning					
6	enables improvement of educational supply					
7	Enables construction of additional classes					
8	Increases participation of community					

B	Student's awareness on the Implementation of Cost-sharing					
9	Information about cost-sharing was given to students in advance before they start preparatory education					
10	Students share the cost of education equally.					
11	Students have clear information about the amount of money they are asked to pay.					
12	Cost-sharing is essential in an educational system					
C	Attitudes towards the implementation of cost sharing					
13	The government alone is responsible for the provision of education to all citizens by covering all cost of education.					
14	The beneficiaries who take the advantage of preparatory education should contribute to the cost-of education					
15	Students are positive when they are asked to pay for their education.					
16	Students get enough money to share the cost of education in preparatory education.					
D	Mechanisms made to effect the implementation of cost sharing in preparatory education.					
17	participation of private investors to establish standard schools					
18	School based revenue generation initiatives.					
19	Increase community and parental contribution					
20	Exempting poor students from paying					
21	Offering financial support for academically qualified poor students to absorb direct and indirect cost of preparatory education.					
22	Institute student loan scheme					

23 Do you live with your parent's /relatives/ guardian?

A. Yes B. No

24 If your answer for the above question No. 22 is 'No' what is the reason?

A. _____

B. _____

25 In your opinion, which groups of students are more affected due to the cost-sharing?

A. Students from far rural areas

B. All students from rural areas

C. All are equally affected

- D. If others specify _____
- 26 What is the reason for your answer of the above question 24?
- 27 Cost-sharing affects your learning activity negatively?
- A. Yes B. No
- 29 If your answer to the above No, 26 is yes, how?
- A. Students may not have enough money
- B. Because unless the students pay, they may drop out from school
- C. Because it creates burden over the expenses of food and stationary materials
- D. Other _____
- A. Most students came from poor family
- B. Students from the far areas suffer because they are away from their family.
- C. If others specify _____
30. Are you currently sharing the cost of your education?
- A. Yes B. No,
31. How much do you pay for your education cost in annually?
- _____.
32. Do you encourage the implementation of cost-sharing schemes?
- A. Yes B. No
33. If your answer for question "30" is "Yes". Which you think, is better education level to be implemented?
- A. Secondary first cycle (9-10)
- B. Secondary second cycle (11-12)
- C. Post secondary level
- D. Primary first cycle
- E. Primary second cycle (5-8)
- F. If any specify _____
- 34 What is the reason for the educational level you chose for the above question "31" for the implementation of cost-sharing?
- A. The cost of education at secondary level is very high
- B. It helps the government to expand education
- C. It will create heavy burden on parents if it introduced before secondary level

D. Students above secondary are approaching to have their own means of income.

35 If your response to the above question no 30 is No, What do you think is the reason?

A. I think that the government should provide free education to all Citizens.

B. Because most students come free the poor family

C. Because it does not take in to account the real socioeconomic background of the society.

D. others

36 List the major problems students face in your school concerning cost-sharing?

A. _____

B. _____

C. _____

D. _____

37 List possible solutions do you suggest for the problems you mentioned in the above?

A. _____

B. _____

C. _____

D. _____

Appendix B

Addis Ababa University
School of Graduate studies
College of Education
Department of Educational planning and Management

II. Questionnaire for teachers

Dear Teacher

The main purpose of this questionnaire is to assess the implementation of cost-sharing in the preparatory schools of Gamo-Gofa zone. Please note that your responses will be used only for research purpose and in no way affect your job. Any information that you give will be kept confidential. Moreover, your cooperation in providing genuine information is highly valuable for the outcome of the study.

Hence, you are kindly requested to answer all the questions attentively.

Thank you in advance!

General Direction

1. You do not need to write your name
2. Please put /✓/ mark circle or write brief answer as necessary in the space provided.
3. Please, give only one answer to each question unless you are requested to otherwise.

Part I. Personal Data

1. Woreda/City Administration _____ School _____
2. Age A. Below 25 B. 25-30 C. 31-35 D. 36-40 E. Above 40
3. Sex A. Male B. Female
4. Education qualification
 - A. 2nd degree (MA/M.S.S or M.E.D.)
 - B. 1ST degree /BA/ B.SC or B.ED)
 - C. diploma
 - D. If other specify _____.
5. total service years in teaching
 - A. 5 years and below.
 - B. 6-10 years

- C. 11-15 years
- D. 16-20 years
- E. 21 years and above

Part II

Questions on the research Topic

This is not a test. There are no right or wrong answers and no tricky questions. Please read each statement and show your answer by ticking, or circling the answer that most accurately represents your opinion and feeling

Not that: SA= strongly agree
 A= Agree
 DA= disagree
 SDA= strongly disagree
 UD= undecided.

No	Statements	Responses				
		SA	A	UD	DA	SDA
A	Views on Some Selected Issues About cost-sharing					
	Cost-sharing mechanism:					
1	reduces the resource burdens on the government					
2	is introduced at the appropriate educational level					
3	increases access to education					
4	Improves quality of education.					
5	encourages faster competition and better study of the students learning					
6	enables improvement of educational supply					
7	Enables construction of additional classes					
8	Increases participation of community					
B	Student's awareness on the Implementation of Cost-sharing					

9	Information about cost-sharing was given to students in advance before they start preparatory education					
10	Students share the cost of education equally.					
11	Students have clear information about the amount of money they are asked to pay.					
12	Cost-sharing is essential in an educational system					
C	Attitudes towards the implementation of cost sharing					
13	The government alone is responsible for the provision of education to all citizens by covering all cost of education.					
14	The beneficiaries who take the advantage of preparatory education should contribute to the cost-of education					
15	Students are positive when they are asked to pay for their education.					
16	Students get enough money to share the cost of education in preparatory education.					
D	Mechanisms made to effect the implementation of cost sharing in preparatory education.					
17	participation of private investors to establish standard schools					
18	School based revenue generation initiatives.					
19	Increase community and parental contribution					
20	Exempting poor students from paying					
21	Offering financial support for academically qualified poor students to absorb direct and indirect cost of preparatory education.					
22	Institute student loan scheme					

23 Do you live with your parent's /relatives/ guardian?

A. Yes B. No

24 If your answer for the above question No. 22 is 'No' what is the reason?

A. _____

B. _____

25 In your opinion, which groups of students are more affected due to the cost-sharing?

A. Students from far rural areas

B. All students from rural areas

C. All are equally affected

- D. If others specify _____
- 26 What is the reason for your answer of the above question 24?
- 27 Cost-sharing affects your learning activity negatively?
- A. Yes B. No
- 29 If your answer to the above No, 26 is yes, how?
- A. Students may not have enough money
- B. Because unless the students pay, they may drop out from school
- C. Because it creates burden over the expenses of food and stationary materials
- D. Other _____
- A. Most students came from poor family
- B. Students from the far areas suffer because they are away from their family.
- C. If others specify _____
30. Are you currently sharing the cost of your education?
- A. Yes B. No,
31. How much do you pay for your education cost in annually?
- _____
32. Do you encourage the implementation of cost-sharing schemes?
- A. Yes B. No
33. If your answer for question "30" is "Yes". Which you think, is better education level to be implemented?
- A. Secondary first cycle (9-10)
- B. Secondary second cycle (11-12)
- C. Post secondary level
- D. Primary first cycle
- E. Primary second cycle (5-8)
- F. If any specify _____
- 34 What is the reason for the educational level you chose for the above question "31" for the implementation of cost-sharing?
- A. The cost of education at secondary level is very high
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- C. It will create heavy burden on parents if it introduced before secondary level

D. Students above secondary are approaching to have their own means of income.

35 If your response to the above question no 30 is No, What do you think is the reason?

- A. I think that the government should provide free education to all Citizens.
- B. Because most students come free the poor family
- C. Because it does not take in to account the real socioeconomic background of the society.
- D. others

36 List the major problems students face in your school concerning cost-sharing?

- A. _____
- B. _____
- C. _____
- D. _____

37 List possible solutions do you suggest for the problems you mentioned in the above?

- A. _____
- B. _____
- C. _____
- D. _____

Appendix c

አዲስ አበባ ዩኒቨርሲቲ

የድንገረ ምረቃ ጥናት ት/ቤት

የሥነ ትምህርት ኮሌጅ

የትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል

የተማሪ መጠይቅ ፣

ውድ ተማሪዎች፣

የዚህ መጠይቅ ዋና ዓላማ በጋሞ ጎፋ ዞን ውስጥ በሚገኙ የመሰናዶ ት/ቤቶች የትምህርት ወጪ መጋራት ሥርዓት አፈፃፀም ዙሪያ ዳሰሳ ማካሄድ ነው። የመጠይቁ ምላሾች ለዚህ ጥናታዊ ዕቅድ ዓላማ ብቻ የሚያገለግሉና በማንኛውም መልክ ቢሆን በትምህርታችሁ ላይ ተፅዕኖ የማያሳድር መሆኑን እንድትረዱልኝ አሳስባለሁኝ። በተጨማሪም ትክክለኛና ተጨባጭ መረጃ በመስጠት የምታደርጉት ትብብር ለጥናታዊ ዕቅድ ስኬት ከፍተኛ ፋይዳ አለው።

በመሆኑም ሁሉንም ጥያቄዎች በጥሞናና በጥንቃቄ እንድትመልሱ በትህትና እጠይቃለሁ።

ስለትብብራችሁ በቅድሚያ አመሰግናለሁ።

አጠቃላይ ትዕዛዝ ፣

1. ስም መጻፍ አያስፈልገውም ፣
2. እንደየአስፈላጊነቱ በተሰጠው ክፍት ቦታ / ✓/ ምልክት በማድረግ ፣ በመክበብና አጭር መልስ በመጻፍ ጥያቄዎቹን መልሱ ፣
3. ተጨማሪ መልስ እንድትሰጡ ካልተጠየቃችሁ በስተቀር ለአንድ ጥያቄ ከአንድ በላይ መልስ አያስፈልገውም።

ክፍል አንድ ፣

ግለሰባዊ መረጃ

1. ወረዳ/ ከተማ አስተዳደር ----- ት/ቤት -----
2. ዕድሜ ሀ/ ከ15 በታች ሐ/ 15 - 16 ሐ/ 17 - 18 መ/ ከ19 በላይ
3. ጾታ ሀ/ ወንድ ለ/ ሴት
4. የክፍል ደረጃ ሀ/ 11ኛ ለ/ 12ኛ
5. የትምህርት ክፍል ሀ/ የተፈጥሮ ሳይንስ / Natural science /
 ለ/ የግ/ተሰብ ሳይንስ / Social science /
6. የትውልድ ቦታ ሀ/ ገጠር ለ/ ከተማ
7. የወላጆችህ የትምህርት ደረጃ
ሀ/ ያልተማሩ ናቸው ለ/ ማንበብና መጻፍ ይችላሉ ፣ ሐ/8ኛ ክፍል ያጠናቀቁ ናቸው ፣ መ/ 12ኛ ክፍል ያጠናቀቁ ናቸው ሠ/ 12 + 1 ረ/ 12+ 2 ሰ/ ከ12+ 4 በላይ ናቸው ።
8. የወላጆችህ መ.ያ / ሥራ
ሀ/ ግብርና ለ/ ንግድ ሐ/ የመንግሥት ሠራተኛ
መ/ በሌላ መ.ያ ከሆነ ይገለጹ -----
9. በዓመት የወላጆችህ /ሽ/ ገቢ ፣

ሀ/ ከ5000 ብር በታች ለ/ 5000 - 10000 ብር ሐ/ ከ11,000 - 15,000
 መ/ ከ16,000 - 20,000 ሠ/ ከ20,000 በላይ

ክፍል ሁለት :- በጥናቱ ርዕስ ዙሪያ ያሉ ጥያቄዎች ፣

ይህ ፈተና አይደለም። ትክክል ወይም ሀሰት መልሶችና የሚሸውዱ ጥያቄዎች የሉም። ስለዚህ እያንዳንዱ ጥያቄ በጥንቃቄና በጥሞና አንብባችሁ ሃሳቦችሁንና አስተሳሰባችሁን የበለጠ ሊገልጽ የሚችለውን ሃሳብ ሥር የራይት / ✓/ ምልክት፣ ወይም በመክበብ ወይም በአጭሩ በመጻፍ እንድትመልሱ ትጠየቃላችሁ።

ማ ሳ ሰ ቢ ያ ፣

- በእ = በጣም እስማማለሁ ፣
- እ = እስማማለሁ
- አል = አልስማማም
- በአል = በጣም አልስማማም
- መአል = መወሰን አልችልም

ተ.ቁ	ዐረፍተ ነገሮች	ም ሳ ሾ ች				
		በእ	እ	አል	በአል	መአ
ሀ	በትምህርት ወጪ መጋራት አፈፃፀም አስተዋጽኦ ላይ የተማሪዎች አስተሳሰብን በተመለከተ፣					
1	የወጪ መጋራት ሥርዓት በመንግሥት ላይ ያለውን የሃብት ጫና ይቀንሳል፣					
2	የወጪ መጋራት በትክክለኛ የትምህርት እርከን ላይ ተጀምሯል ፣					
3	የወጪ መጋራት የትምህርት አቅርቦትን ይጨምራል/ያጠናክራል /					
4	የወጪ መጋራት የትምህርት ጥራትን ያሳድጋል / ያጠናክራል/					
5	የወጪ መጋራት ሥርዓት ተማሪዎች ትምህርታቸው በፋክክር መንፈስ ቶሎ እንዲያጠናቅቁ በማድረግ የትምህርት ወጪ እንዲቀነስ ያደርጋል፣					
6	ወጪ መጋራት ሥርዓት:- በትምህርት መሣሪያዎች አቅርቦት ላይ ለውጥ ያመጣል					
7	የወጪ መጋራት ሥርዓት በተጨማሪ የመማሪያ ክፍሎች ግንባታ ዙሪያ ለውጥ ያመጣል።					
ለ	በወጪ መጋራት ሥርዓት አፈፃፀም ዙሪያ የተማሪዎች ግንዛቤን በተመለከተ ፣					
8	ተማሪዎች የኘርፖራቶሪ / የመሰናዶ / ትምህርታቸውን ከመጀመራቸው በፊት ስለ ወጭ መጋራት ሥርዓት በቅድሚያ እንዲያውቁ ተደርጓል					

9	ተማሪዎች የትምህርት ወጪን እኩል መጋራት አለባቸው ፣				
10	ተማሪዎች ስለ ትምህርት ወጪ መጋራት አወንታዊ ሃሳብ አላቸው ፣				
11	ተማሪዎች በመሰናዶ/ ኘሪፖራቶሪ / የትምህር ደረጃ የሚከፈለውን ክፍያ ለመክፈል በቂ ገንዘብ ያገኛሉ።				
12	የትምህርትን ሙሉ ወጪ በመሸፈን ለሁሉም የሀገሪቱ ዜጎች የማድረስ ኃላፊነት የመንግሥት ብቻ ነው።				
13	የመሰናዶ ደረጃ ትምህርት ተጠቃሚዎች የትምህርት ወጪን በመሸፈን ሚናቸውን መወጣት አለባቸው ፣				
14	የወጪ መጋራት ሥርዓት ለትምህርቱ ሥርዓት አስፈላጊ ነው ፣				
15	ተማሪዎች በመሰናዶ የክፍል ደረጃ ምን ያህል መክፈል እንዳለባቸው ትክክለኛ መረጃ አላቸው / ያውቃሉ /				
ሐ	በመሰናዶ ት/ቤቶች የወጪ መጋራት / Cost-sharing / ሥርዓት አፈፃፀምን የተሟላ / የተሳካ / ለማድረግ ሊከናወኑ የሚገቡ ሁኔታዎች				
16	የግል ባለሀብቶች ደረጃውን የጠበቁ ት/ቤቶችን በማስፋፋት እንዲሳተፉ ማድረግ ፣				
17	የጎ/ተሰቡንና የወላጆችን አስተዋጽኦ ማሳደግ ፣				
18	ት/ቤቶች የራሳቸውን ገቢ እንዲያሳድጉ ማበረታታት ፣				
19	ደሃ ተማሪዎችን ከትምህርት / ከት/ቤት / ክፍያ ነፃ ማድረግ ፣				
20	በትምህርታቸው ጎበዝ ለሆኑ ደሃ ተማሪዎች ተዘዋዋሪ ሆነ ቀጥታ የትምህርት ወጪ መሸፈን ይችሉ ዘንድ የገንዘብ ድጎማ ማድረግ ፣				
21	የትምህርት ወጪያቸውን ተበድረው መሸፈን የሚፈልጉትን ተማሪዎች ለመርዳት የተማሪዎች የብድር ኘሮግራም ማመቻቸት ፣				

22. ከወላጆችህ/ሽ/ ከዘመዶችህ/ሽ/ ከአሳዳጊህ/ሽ/ ጋራ ነው የምትኖረው/ረው /? ሀ/ አዎን ለ/ አይደለም

23. ከላይ ለተጠየቀው ጥያቄ ቁጥር “ 22 ” መልስህ/ሽ አይደለም ከሆነ ምክንያቱ ምንንድነው ? ሀ/ ----- ለ/ -----

24. በአንተ/ ቺ/ አስተሳሰብ፣ በትምህርት ወጪ መጋራት ምክንያት የበለጠ ተጎጂ ተማሪዎች የትኞቹ ናቸው ? ሀ/ የሩቅ ገጠር ተማሪዎች ሐ/ ሁሉም እኩል ተጎጂ ናቸው ለ/ ሙሉ ለሙሉ የገጠር ተማሪዎች መ/ ሌላ ካለ -----

33. ለጥያቄ ተራ ቁጥር “ 30 ” መልስህ/ሽ/ አይደለም ከሆነ ምክንያቱ ምንድነው ብለህ/ሽ/ ታስባለህ/ሽ/?
ሀ/ ምክንያቱም መንግሥት ለሁሉም የሀገሪቱ ዜጎች ትምህርትን በነፃ ማዳረስ ያለበት ይመስለኛል፤
ለ/ ምክንያቱም አብዛኛው ተማሪዎች የመጡት ከድሃ ቤተሰብ በመሆናቸው ፣
ሐ/ ምክንያቱም የወጭ መጋራት የጎብረተሰቡን ማጎበራዊና ኢኮኖሚያዊ ሁኔታን ከግንዛቤ ያላስገባ
ስለሆነ ነው።።
መ/ ሌሎች :-

34. በወጪ መጋራት ዙሪያ ተማሪዎች የሚገጥማቸው ተጨባጭ ችግሮችን ዝርዝር፣
ሀ/ -----
ለ/ -----
ሐ/ -----
መ/ -----

35. ከላይ በተራ ቁጥር “34” ለተጠቀሱት ችግሮች የመፍትሄ ሃሳቦች
ሊሆኑ የሚችሉትን ዝርዝር፣
ሀ/ -----
ለ/ -----
ሐ/ -----
መ/ -----

Appendix D

III. Interview Guide for school principals and Education officers

I/ Personal Information

Name of the office _____

Woreda _____

Sex _____ Age _____

Educational qualification _____

Year of service in position _____

II- Questions

1. What views do students have towards the amount of money they are asked to pay in particular and cost sharing in general?
2. What views does the community have towards cost-sharing program in preparatory education program?
3. What mechanisms have been used to implement cost-sharing system effectively?
4. Do you think that the mechanisms applied are appropriate to implement cost-sharing?
5. Who decides the amount to be paid by students in the form of cost-sharing?
6. How much do students pay for their education? Is it equal for all students?
7. In your opinion, do all students have equal capacity to share their educational cost?
8. Are there clear guidelines regarding the implementation of cost-sharing?
9. What are the major problems encountered during the implementation of cost-sharing in preparatory education level?
10. What do you think is the solution?

Appendix E

IV- Focused Group Discussion Questions for parent-Teacher-Associations (PTAs).

Part I

1. Name of the school _____
2. Name of the Woreda/city _____
3. Name of the member of PTA _____
4. Service years _____

Part-II questions

1. What views do communities have towards cost-sharing program in preparatory education level?
2. What mechanisms have been used to implement cost-sharing system effectively?
3. Do you think that the mechanisms used are appropriate to implement cost-sharing?
4. Who decides the amount of money to be paid by students in the form of cost-sharing?
5. How much do students pay for their education? Is it equal for all students?
6. Do you think that all students have equal capacity to pay for their education?
7. Are there clear guidelines regarding the implementation of cost-sharing?
8. What are the major problems faced during the implementation of cost-sharing?
9. What do you think is the solution?