

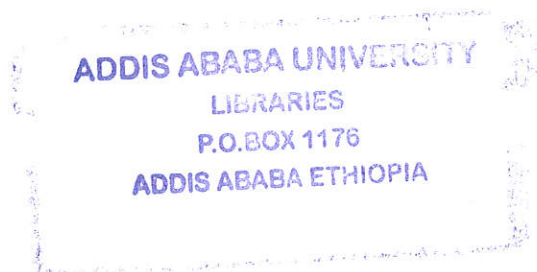
THE PACTICE, CHALLENGES AND PROSPECTS OF
THE IMPLEMENTATION OF UNIVERSAL PRIMARY EDUCATION IN
HARAR

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A THESIS SUBMITTED TO THE INSTITUTE OF
EDUCATIONAL RESEARCH IN THE PARTIAL FULFILMENT
OF THE REQUIRMENTS OF A MASTER'S OF ARTS DEGREE IN
EDUCATIONAL RESEARCH

INSTITUTE OF EDUCATIONAL RESEARCH-IER
SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY



JUNE, 2010

ACKNOWLEDGEMENTS

Galata Waaqayyoo! for all my successes. Prior, I would like to forward my sincerely thanks to my advisor Ato Aytaged Sisay for his professional support providing me constructive ideas, suggestions and guiding comments that help to manage the activities. Similarly, I would like to address my heart felt gratitude to my sister Anane Beyene Obso for her all-rounded support from the beginning up to the final unit of the activities of my work to successfully achieve the program. Finally, in general, I would like to share my heart felt thanks to those individuals and organizations that last with me lending hands in providing sources of review of literature, responding to my requests by filling the questionnaire, participating on interviews and discussions. Entirely, I would like to say thanks to those who have been with me morally.

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Abbreviations and Acronyms

AIR	apparent intake rate
ASER	age specific element ratio
EDI	education development index
EFA	education for all
EFA-FTI	education for all fast track initiatives
EMIS	education management information system
ESDP	education sector development program
GER	gross enrolment ratio
GPI	gender parity index
MDGs	millennium development goals
MOE	ministry of education
NER	net enrolment ratio
PCR	primary completion rate
PEAGR	primary enrolment average growth rate
PTR	pupil teacher ratio
TNERs	total net enrolment ratios
UN	united nations
UNESCO	united nation's education, science and culture Organization
UNICEF	united nation's international children education fund
UPE	universal primary education
WB	World Bank
WEI	world education indicators

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UNESCO	united nation's education, science and culture Organization
UNICEF	united nation's international children education fund
UPE	universal primary education
WB	World Bank
WEI	world education indicators

Abstract

Progress towards universal primary education aims at ensuring that by 2015 all children, including girls, children in difficult circumstances poor marginalized and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality. This program is obviously in progress entirely in the country to achieve the goal at the targeted date. Therefore, this study attempts to investigate the practice, challenges and prospects of the implementation of UPE and its predicted outcomes in the Harari region education system. This study is conducted taking 20 primary schools within selected five sub-districts as a sample. It applied descriptive survey method utilizing quantitative and qualitative data obtained through questionnaire, interview and document analysis. Passing through these steps the study found out that the region need to go long way to improve net enrolment, equity and quality primary education to achieve UPE.

In fact, remarkable gains have been registered in the region in gross enrolment towards universal primary education. But it still has long way to go. Progress has been too slow and too uneven in rural parts of the region. There is a clear and persistent danger that some key activities will not fully accomplished. Averting that danger is vital, not just because education is a basic human right, but also it is crucial for improving child and maternal health, individual incomes, environmental sustainability and economic growth and driving progress towards UPE and other MDGs. Getting all children into and through primary education requires a far stronger focus on the marginalized rural-poor and urban disadvantaged. Gender, income and location interact with other factors of disadvantage, such as language, ethnicity and disability, to multiple barriers to school entry. Activities of improving educational opportunities for the poor rural marginalized groups are observed far below average. There is no satisfactory education opportunities arranged and delivered to those children with disabilities. Among the most serious obstacles, however, are negative attitudes towards the disabled which affects both school participation and self-confidence of children with disabilities.

This survey report persuasively argues that equity must be at the centre of the UPE agenda, to offset rising inequalities. Getting girls into schools demands concerted action to change attitudes and household chores. Financing, participation and governance reforms have an important role to play. This clearly has to change in order to achieve UPE. But increasing financing without equity will not benefit the relatively most vulnerable and disadvantaged groups. Improving all aspects of quality education and ensuring excellence of all so that recognized learning outcomes will be achieved. Quality is at the centre of education. When children lack trained teachers, learning materials, instructional time and adequate school facilities, they are unlikely to master the basics. This report looks quality in terms of learning facilities, learning conditions, the teaching workforce and learning outcomes. There are short comings in terms of educational facility inputs, instructional processes and its yields.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

The international declarations and covenants to achieving literacy, numeracy and the provision of basic primary education for children of school going-age has assured universal primary education as a basic primary education rights. But in reality in much of the developing world, that right is far from being attained and many in fact claim that it is unattainable, at least in any near term, except with massive infusions of resources which cannot be found. Hundreds of millions of young people have had no access at all to primary schooling, or start but never finish or finish but do not attain basic levels of learning. To a degree, the inability of provision of universal primary education is the problem of a question of lack of resources, or resources poorly used, but the core argument here is that the problem is much more fundamental (UNESCO, 2008).

The 1948 universal declaration of human rights and subsequent treaties establish the right to education and have the force of law for governments that ratify them. The convention on the rights of child, the most widely ratified human rights treaty, reaffirms the right to free and compulsory primary schooling and emphasizes child well-being and development. Obviously, many countries have renewed their commitment to universal primary education since 1948. However, it passed six decades without realizing, universal primary education for all. Hence, the goals for achieving universal primary education UPE are back pushed to the year 2015 (UNESCO, 2007).

According to “the literacy for life” report of UNESCO, 2007, the decade is a framework for promoting international, regional and national efforts aimed at enabling millions of youth and adults to enjoy increased opportunities to acquire literacy skills. To achieve this, countries must commit to literacy at the highest political levels and assign more resource to youth and adult literacy programmes. But this huge task has its roots in achieving universal primary education. To this effect, sub-Saharan Africa has made significant progress since the ‘Education for All’ goals were adopted in 2000. Primary enrolment has risen and many countries have made great strides towards gender parity. However, many of these gains and other human development goals are under threat from the global economic downturn. Protecting vulnerable populations and ensuring

that forward momentum is not lost are now urgent priorities for governments and aid donors alike (UNESCO, 2010)

The summary on 'education for all global monitoring report' (2008) illustrates that eight years ago, 164 governments, together with partners organizations from around the world, made a collective commitment to dramatically expand educational opportunities for children, youth and adults by 2015. Partners at the World Education Forum in Dakar, Senegal, endorsed a comprehensive vision of education, anchored in human rights, affirming the importance of learning at all ages and emphasizing the need for special measures to reach the poorest, most vulnerable and most disadvantaged groups in society (UNESCO, 2008). The EFA Global Monitoring Report 2010 details how marginalization deprives millions of children, in rich and poor countries, of education and life opportunities. They are victims of poverty, geographic isolation, conflict and discrimination based on ethnicity, language, disability and ill health. Different layers of disadvantaged often combine to perpetuate a cycle of exclusion. The report identifies the root causes of marginalization within education and beyond making education more accessible, affordable and inclusive. Thus securing the right of children to obtain quality education (UNESCO, 2010)

Education is a basis for developing the capacity to cope-up with readily evolving and changing society in an information era; universal availability of and quality of education is central to the development of the capacity to the human resources of any society (Derebsa, 2001:175).Education for all global monitoring report (2008) marks the midterm point in the international commitment to provide a quality education to all by 2015. It assesses progress towards expanding early childhood learning programs achieving free and universal primary education realizing gender parity and gender equality in education, reducing adult illiteracy and improving education quality.

Assuring timely access of all children to the first grade is crucial if universal primary education is to be achieved by 2015. In take rates provide a measure of access. The gross in take rate (GIR) is the total number of new entrants into the first grade of primary education, regardless of age, expressed as the percentage of the population at the official age.the net in take rate (NIR) includes only entrants who are of the official age, and thus a more accurate measure of timely access to primary schooling. Universal access to primary education is of fundamental importance for achieving the national strategic objectives as it is an important exit from poverty. Ensuring

that all children are able to enrol in schools opens up new opportunities for disadvantaged children including girls, children with special needs, and children from pastoralist, semi-agriculturalist, and in hard- to -reach rural area where access has been limited (MOE, 2002, UNESCO, 2005).

Emphasizing the case, the second United Nations Millennium Development Goal aimed at achieving Universal Primary Education, more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling." Currently, there are more than 100 million children around the world of primary school age who are not in school. The majority of these children are in regions of sub-Saharan Africa, and South Asia and the Arab states. Within these countries, girls are at the greatest disadvantaged in receiving access to education at the primary school age. Since the Millennium Development Goals were launched, there have been many successes. For example, China, Chile, Cuba, Singapore and Sri Lanka are all examples of developing countries that have successfully completed a campaign towards universal primary education. It is from these examples of success that the many struggling countries can learn; and gradually more and more countries will be added to the list of those who have successfully achieved the goal of universal primary education (<http://en.wikipedia.org>, 2009)

Universal primary education is moving towards hitting its target, but not yet closed. Ensuring that by 2015, all children, particularly girls, and those in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality (UNESCO, 2008). The education for all global monitoring report (2008), stresses that, to reach universal primary education by 2015, all children of the relevant age group should be enrolled in school by the year 2009. Trends are positive, with the number of new entrants increasing in the countries that have lagged in terms of access. However, several countries mostly in sub-Saharan Africa and the Arab states will find it very difficult to approach UPE in the coming decade. This report highlights that 'rapid progress towards universal enrolment and gender parity at the primary level in Burkina Faso, Ethiopia, India, Mozambique, Tanzania, Yemen and Zambia shows that the national political will combined with international support can make a difference.

The issue of inaccessibility of preconditions to achieving UPE is concisely reported by the EFA Global Monitoring Report 2009 is that enrolment in sub-Saharan African increased significantly

at all education levels between 1999 and 2006. Yet many challenges remain. Overall the sub-Saharan Africa, like the Arab states, and south and west Asia, still lags behind other regions in terms of distance from education for all goals. Persistent inequalities are hindering progress towards the universal primary education goals at global, regional and national levels. The report finds that within countries, disparities based on wealth, location, gender, immigration or marital status or disabilities deny millions of children a good-quality education. It spotlight on the role of education governance playing to overcome this disparities. While the region as a whole continues to advance in most of the EFA goals, wide disparities within countries are holding back overall progress (UNESCO, 2009).

In fact the current status indicates that, there have been some real gains, especially in getting more children to primary school, many governments have taken measures to reduce the cost of schooling and tackle obstacles to girls' education. But great challenges remain. There are not enough schools teachers and learning materials. Poverty and disadvantaged to access to primary education remains a major barrier for millions of children and youth. Policies that address both access and quality do exist, but they require much bolder action from the earliest age, to reach the most vulnerable groups and dramatically expand literacy programs for youth and adults. In a similar manner, Mulugeta (2007) suggests that increase in population; poverty, low average private schooling, and limited and weak institutional capacity remain as main constraints to achieve Universal Primary Education in the country.

Ethiopia faces daunting development challenges, including high levels of poverty, chronic malnutrition and recurrent drought. Although the country has tried to sustain an impressive push towards universal primary education, much remains to be done if Ethiopia is to achieve the target of universal primary education by 2015. Old problems persist- and success has brought new challenges. Regional variations in access remain wide. The two predominantly pastoral regions, Afar and Somali, have GER of less than 20%. While gender disparities are falling country wise, it remains large in these particular regions. The country still has more than 3 million children out of school (UNESCO 2009)

The Harari region is surrounded by north Kombolcha and Jarso, to the east Gursum and Babilie, to South Fadis and to the west Haramaya districts of the east Hararge zone of Oromia. Total area of the region is estimated to be 340 sq. km of which the share of the urban is 6% and rural area covers 94% of the total estimated area. It has the total population size of 183,344, urban

99321(54.17%), rural 84023(45.83%) residents out of which 50.32% male and 49.68% female. Officially, the region practices three languages; Harari, Oromo, and Amharic. Almost all schools in the rural area and some in the city employ Afan Oromo as a medium of instruction at the same time the rest in the town use Amharic, and English in few private schools, the share of Harari language is also in progress in not more than two primary schools in the town.

1.2. Statement of the Problem

Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth. Education is the key to creating, applying and spreading knowledge. Education is central to development and a key to attaining the Millennium Development Goals (World Bank). UPE is proxied by the total primary NER [the ratio of the number of children of primary school-going age enrolled in school to the total number of children of primary school-going age]; adult literacy by the literacy rate of persons aged 15 and above; gender parity and equality by a gender-specific EFA index...and education quality by the survival rate to grade 5 (UNESCO 2009).

Worldwide, progress towards universal primary education (UPE) has been slow. Since Dakar- the global net enrolment rate (NER) in primary education increased by only one percentage point, from 83.6% in 1998 to 84.6% in 2002. There are still nearly 100 millions of children of primary school age who are not enrolled in primary schools and quality remains a major issue worldwide (UNESCO, 2005). Most sub-Saharan African, south and west Asia and the Arab states still combine low participation with insufficient school supply. Similarly, ministry of education stresses that, although significant progress has been made in increasing access and coverage for primary education in Ethiopia, faster progress needs to be made in this area in order to achieve the goals of universal primary education UPE by the year 2015 especially in the disadvantaged regions (ESDP III, 2006). Though remarkable achievements have taken place in an increase of gross enrolment rate in Ethiopia, it is pointed out that many countries of sub-Saharan Africa are in danger of missing the millennium development goals, including the achievement of universal primary education by 2015, unless they accelerate the pace of their progress (UNESCO, 2007). According to the annual educational report of UNESCO (2006), nearly 59% of Ethiopia's adult population who are not in school i.e. 15 years and above is illiterate showing that insufficient access to education in the past; and currently many children don't get the chance to be enrolled at appropriate age. This is more supported by MOE (2005) annual abstract that in the academic year

2004/05, nearly only 60% of grade one students are seven years of age and the remaining are older.

To this effect, the Harari region has entangled with a number of educational problems. While on the way to universalizing primary education, low enrolment rate, especially in the rural areas, high gender disparity, which has no clear indication of eliminating the gap for the last five years i.e. .78% to .80% for academic years 2004/05 to 2008/09 and lack of identifying priority areas during planning, targets essential for the attainment of UPE goal are among the major problems to be considered. The expected low apparent intake rate and high dropout in grade-one and rural areas are not satisfactory. The enrolment gap between sub-districts is not clear since there is no systematically sorted and arranged data in each office even in the regional education bureau.

To the effort so far made to get relevant data, the regional education bureau could not able to provide clearly recorded statistical data that can show the status of internal efficiency of the education system. There is no figure that shows the dropout rate, repetition rates and survival rates of the previous consecutive years. To this end, the available raw data shows the progress in gross enrolment rates in some consecutive years only. The bureau expresses enrolment only in terms of gross figure. There is no clearly calculated and recorded net enrolment data. The existing data lacks clarity to indicate the age of children enrolled in each grade, and does not figure out the gaps between schools as well the sub-districts. In general as it is possible to estimate from some indicators, still the problem of access and dropout of students, the gender disparity gap, and the commitment to eliminate the rural/urban gap and the resourcefulness of experts in the relevant position are assumed to challenge the progress towards achieving UPE in Harari region.

Harar, the medium size city, though considered as one of the regional state of the country and relatively favoured in respect of its total area that might be more easier to manage and facilitate conditions for effective implementation of a program, it could not escape the pressing challenges to universalize primary education even if it reached 108% of gross enrolment rate in the year 2008/09 with such gender parity index of 0.80% in the same year. Similarly, it is observable that there is a significant gap among urban and rural children's accessibility to primary education that could put the effort to universalize primary education under question. Moreover, the education system of the region seems not to hold children with disabilities and thus it is expected that plenty number of school-age children are out of the school system and as a result the region seems to miss the target to achieve UPE at the expected date..

1.3. Research Objectives

The major aim of this study is to diagnosis the overall status of primary education against the goals of UPE. The study tends to investigate the pressing challenges of achieving universal primary education in the region. It would further investigate the possible alternative strategies that need to be designed and implemented to promote UPE with high quality standards in the area under investigation. Therefore, the core objectives of this study was to investigate the achievements so far accomplished towards reaching universal primary education in the region by 2015. The study tries to investigate the implementation of MDGs program in the education sector and to see how close the region is to achieve universal primary education by the targeted date. Thus, the focus of inquiry here is the investigation of progresses made in enrolment, educational access, survival rate, gender parity and the provision of quality education in the first and second cycles of the primary school level in this particular area.

Thus, the specific objectives of this study are:

- To assess the provision of basic and primary education in Harari region, its coverage in terms of access and sustainability
- To diagnosis whether the educational participation of the region is going to reach complete primary enrolment within the coming five years with successive completion of the full courses of primary education
- To assess the progress in education sector and the implementation of quality education especially at primary level.
- To investigate the strengths and weaknesses of effort made to overcome the constraints in achieving universal primary education, by 2015

1.4. Research Questions

Therefore, the basic questions of this study are:

1. What is the status of the provision of primary education in the region?
2. To what extent are necessary preconditions met to achieve UPE by 2015?
3. What are the constraints and challenges that may inhibits the region from achieving the goal of universal primary education?
4. What measures are being taken to address the major problems to attain UPE?
5. How close is the region to achieve the goal of universal primary education?
Is it achievable, by 2015?

1.5. Significance of the Study

The importance of the outcomes of this study could be suggested as follows:

- ❖ It helps to rise the awareness of the different level education officials to the status of achieving universal primary education and to facilitate the necessary preconditions as policies, program and strategies to promote the case
- ❖ It may indicate the major challenges related to achieving universal primary education in the region
- ❖ It may help providing constructive suggestions for the concerned bodies to take immediate remedy action to the problem regarding UPE and also feed idea to planners and policy makers
- ❖ It could be used as a reference by other interested body that may need to conduct similar research. And it is an additional to the existing body of literature

1.6. The Scope of the Study

Harar is an ancient small medium size city which is thought to be a model town for peace and solidarity in the country. This city together with some neighbouring rural area is organized as a one of the autonomous regional divisions, despite its area coverage and population size. The region is structured in nine sub-districts (kebele administrative area) which comprise 17 rural and 19 urban area kebeles, and there is no zoned division. The nine sub-districts totally consist of 58 schools of which 50 primary schools (24 in rural and 26 in the urban area) are public/government schools and the rest eight are owned by private sector. Of all these, 31 are complete primary cycle and the rest are lower primary or first cycle primary schools under both government and private ownership.

The study was conducted taking the randomly selected sub-districts and their selected primary schools as a sample representing the entire school population of the area. Although it is useful to explain all those factors that obstruct the achievements of UPE since the most reliable and valid information may be obtained if the study included more variables than the ones the study would cover. However, due to time and financial shortage the study would be delimited only to some of those challenges to achieve universal primary education.

1.7 Limitations of the Study

A number of challenging factors faced on conducting the study. To mention some of the major constraints; lack of adequate, sequentially listed and formally organized available data provided from the education bureau of the region under study; there was also financial constraints to run the study according to the planned program. Another challenging condition was lack of transportation service. Some schools are far from the main road and do not have regular transport service; others still are totally detached from the line. Therefore, it is hard to reach there on time and gather the necessary information. On the other hand unwillingness of some expected participants to fill the questionnaire, delay of responses, not to respond on request and unpunctuality of some education officers to participate on interview/discussion had wasted the scarce time. Moreover, some information filled in the questionnaire fail to reflect the existing reality in the education system, the situations in schools and the surrounding environment; they seem to produce over estimated report and tend to mislead the information seeker.

1.8 Definition of Core Terms

Apparent Intake Rate: the population of new entrants of all age in grade 1 to the total population of school-age population; no age distinction to new entrants(UNESCO, 2000)

Dropout Rate: the proportion of pupils who leave school during the year as well as those who complete the grade, but fail to enrol into the next grade level for the following year (MOE,2008).

Gross Enrolment Ratio: expresses a number of pupils at a given level of schooling
Regardless of their age as a proportion of the number of children in the relevant age group
(UNESCO2)

Gross Intake Rate: is the total number of the new entrants into the first grade of primary education, regardless of age, expressed as the percentage of the population of the official age (UNESCO, 2000)

Net Enrolment Ratio: is the number of pupils of the theoretical school-age group for a given level of education expressed as percentage of the total population in that age rroup

Net Intake Ratio: as the proportion of new entrants of school admission (MOE, 2007) Net intake rate: includes only entrants who are of official age and thus more accurate measure of timely access to primary schooling (MOE, 2002)

Universal Primary Education: literally would mean everyone in population having a full primary school education (Good, 1978) is the level that all children of primary school age participate in the school age participate in the school system and complete primary schooling (UNESCO, 1990)

1.9 Organization of the Study

The research paper is organized in five major chapters. The first chapter deals with the background of the study. It defines the statement of the problem, states research objectives and raises basic research questions; the significance, scope of the study and possible anticipated problem would also be reported in this section. The second chapter quotes and arranges the related literature review sequentially so as to support the study. The third chapter deals with the research methodology and design. It comprises the study type, the instrument employed, techniques of data collection, coding, analysis and interpretation procedures. The fourth chapter consists of the core activities of the research. Data gathering, arrangement, analysis and interpretation are performed in this section. Finally, the major outcomes of the study would be summarized; concluded and possible recommendations would be presented in the fifth chapter on the basis of the finding obtained.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with issues related to the concepts of universal primary education; the need to universalize primary education, the commitments and efforts so far made to the realization of universal primary education through the provision of primary education, and the importance of primary education as a strategy to achieve the education for all goals. The monitoring indicators of the progress of universal primary education, the relation between education and development and its contribution for social as well as economic development, the challenges and constraints to the achievement of UPE and the current UPE status would be discussed here.

2.1 The Concept of Universal Primary Education

Educators, scholars, and different peoples from different disciplines examine and explain the concept of universal primary education from various prospective for various reasons. Universal primary education literarily would mean everyone in population having a full primary school education (Good, 1978). The phrase Universal primary education usually confused and interchangeably used with the meanings of the terms, like basic education and education for all. This is due to lack of developing suitable indicators that will help the education system to monitor the progress towards achieving the goal (Anderson, 1992, Aggrawal, 2004).

According to the educationalist point of view, universal primary education UPE is the level that all children of primary school-age participate in the school system and complete primary schooling (UNESCO, 1990) This concept seems fundamental and more appropriate to be applied in order to accomplish this study. . .education for all goals of UNESCO (2002) and more elaborated by Bastian (2004), an analysis and expansion of the concept of universal primary education constitute these elements:

- Minimum number of years of primary schooling
- Levels of access and coverage that should be reached
- Level of internal efficiency of the education system
- Equity, gender parity and geographical concern
- Average number of contact hour per day

- Average number of days of schooling each year
- Quality of primary education

Elaborating the same issue, different writers indicate three aspects of implying universal primary education more concisely;

- ❖ Accessibility of schools within a walking distance of the child by showing the maximum distance the child can get school,
- ❖ Universalizing enrolment within specific age group,
- ❖ Universalizing the retention of all students thereby the child enter preschool specified age should complete that primary level (Aggrwal, 2004)

Universal primary education and the right to education are concepts of one theme established by education declaration of 1948, that emphasize the importance of primary education for social and economic development that make it be universal and basic right for every child without discrimination. Thus since UPE is a universal human right, therefore, those, who denied to it have their right violated (UNESCO, 2002).

World vision (2008) reported that 'Education for All Fast Track Initiative' aims to accelerate progress towards achieving the central education for all goals of universal primary school completion UPC for boys and girls alike by 2015 by promoting:

- ↓ More efficient aid for primary education;
- ↓ Sustained increase in aid for primary education;
- ↓ Sound sector policies in education;
- ↓ Adequate and sustainable domestic financing for education;
- ↓ Increased accountability for sector results.

According to the global monitoring report 2006, on literacy for life, steady progress has been made towards education for all, since 1998, especially towards universal primary education and gender parity among the poorest countries. But the pace is insufficient for the goals to be met in the remaining few years to 2015 even if some encouraging trends represent considerable achievements in many low-income countries. Out of the data available according to the report, primary school enrolments are up sharply in both sub-Saharan Africa and south and south west Asia with nearly twenty million new students in each region; globally some 47 countries have achieved UPE and 50 additional countries are on track to achieve UPE, and still 44 countries are making good progress but unlikely to achieve the goal by 2015. Ethiopia is among those countries pushing on effort progress towards UPE but more likely to miss the targeted year.

The education for all global monitoring report (2009) of regional overview for sub-Saharan Africa illustrate that evidence from thirty developing countries indicates that literacy levels are substantially lower in the poorest households than in wealthiest. In seven sub-Saharan African countries with particularly low overall adult literacy rates, the literacy gap between the poorest and wealthiest households is more than forty percentage points. In Ethiopia the literacy rates ranges from 83% in Addis Ababa to 25% in the Amhara region. The report further elaborates that pastoralists and nomads have lower literacy level than the other rural populations. In the Afar region of Ethiopia, for example, the literacy rate for adults was 25% in 1999, but in pastoralist areas it was only 8%.

Achieving UPE which contributes more and more to hit the target of achieving the EFA program implies paying sustainable attention to youth and adult literacy needs through diverse and flexible literacy programs. It also means developing the literate environment- in other words, promoting the availability and use of multilingual written materials and new technology, which encourage literacy acquisition, a reading culture, improved literacy retention and access to information (UNESCO, 2009) the EFA summary report of 2008 also underline that.....we are steering the right course but the years ahead will require unwavering political will to consistently ensure that education from early childhood onwards is a national priority, to engage governments, civil society and the private sector in creative partnerships, and to generate dynamic coordination and support from the international community. Time is essence: for millions of children out of school, for the one in five adults without basic literacy skills and for the many pupils who leave school without acquiring essential skills and knowledge UNESCO, 2008)

The EFA Global Monitoring Report, 2009, indicates projections for 2015 is a broken promise. It summarizes many projection trends to 2015 would have led to overwhelming conclusion that millions of children would still be out of school and UPE was an imaginary dream. Any projection to 2015 has to start by acknowledging uncertainty and recognizing that change is possible. Trend-based projections simply draw attention to one possible outcome out of many. They do not define a country's destiny. Change in public policy can dramatically change trends in education. Any global or local projection is highly sensitive to data quality and coverage. Data constraints mean that projections regarding children out of school can provide only a partial picture. To this effect, according to the EFA Global Monitoring Report 2010 in sub-Saharan Africa only, almost 12 million girls are expected never to enrol.

With these caveats in mind, research updating trend analysis carried out for the 2008 report has been used to develop an out of school projection. "The projection uses data from 1999 through 2006 to drive out-of-school populations for 2015 on the basis of [i] predicted school-age populations and [ii] total primary net enrolment ratios TNERs derived from trend projections [education policy & data centre, 2008a]". The results point in a direction that should set alarm bells ringing for all countries that signed the Dakar framework for action. It provides a clear early warning sign of impending deficits. Ethiopia was among those countries having large number of school-age population out-of-school. The largest projected out-of-school populations are in Nigeria 7.6, followed by Pakistan 3.6, Burkina Faso 1.1, Ethiopia 1.1, the Niger 0.9 and Kenya 0.9 million out-of-school children (UNESCO, 2009)

Out-of-school trends and projections to 2015 highlight once again the importance of public policies. On average, the percentage of children out of school in developing countries is inversely related to come: as wealth raises, the incidence of children not in school declines, nevertheless income is not absolute constraint. While the underling causes of variable performance are complex, governance figures prominently. For instance, Nigeria is far wealthier than Ethiopia and has access to large revenue from oil exports; Yet Ethiopia is greatly outperforming Nigeria in progress towards UPE and reduction of out-of-school numbers of children (ibid).

Getting children into school is just one of the stepping towards UPE. As many children will dropout before completing the primary cycle as are currently out of school. The critical challenge is not just getting children to school but ensuring that, once there, they complete good-quality education. Universal primary education is easily identified after the event. It exists when almost all primary school age children graduate at roughly at the official age. Measuring progress towards this goal is more challenging. No single indicator provides the complete picture, but the combination of measures can help cast light on different parts of a complicated picture. Overall, there is clear evidence that school enrolment and completion increasing across the world, but a narrow focus on certain indicators may be leading to underestimation of the distance still to be travelled to achieve universal primary education (UNESCO, 2010)

2.2 The Need to Universalize Primary Education

The goals of education for all are of enormous significance. Without constant and steady progress towards them, development cannot be judged to be happening. The consensus report by UNESCO, 2002 on the importance of universalizing primary education showed that the challenges faced by the nations of the world remain substantial. Although planning is under way, it needs to be strengthened. National commitment by both the government and the civil society is the key to securing the goals, but costs and resources are crucial considerations too.....for the sake of achieving UPE, the UN-MDGS Report, 2008 has listed some core strategies to be implemented:

- Ensure sustainable education system, delivering quality service retaining professional staff.
- Ensure universal coverage in primary education, including for poor and underserved populations in rural areas and urban slums.
- Raise domestic spending on education to 15 to 20 percent of national budgets, while giving priority to basic education.
- Provide \$ 11 billion aid needed annually to achieve universal primary education by 2015 worldwide.
- Integrate education as key part of humanitarian response to post-conflict and emergency situations.
- Eliminate school fees, particularly to low-income families.
- Provide cash transfer to poor families conditional on their children's, especially girls' enrolment and attendance in school.
- Provide children with transport to and from school when needed.
- Offer free meals and basic health services at school to improve children's health, nutrition and cognitive development.
- Expand pre-primary education school programs.
- Train more teachers and effectively retain those in the profession.
- Ensure adequate teaching materials distribute textbooks free of charge.
- Improve aid effectiveness for education by strengthening the capacity of national education systems to improve access to quality education for all (*United Nations; MDGs Monitor website <http://www.mdgsmirror.org>. UNDP, 2008*).

The difficulty of millions of children and adults with no access to basic education in today's "knowledge society" calls for sweeping measures to guarantee education for all. The world education forum held in Dakar in April, 2000 gave new impetus to an international movement for achievement of the right to education for all. This was occasion for renewed commitment under UNESCO's auspices to this Nobel goal (Daudet & Singh, 2001). To this end progress has been made to realize the attainment of MDGs target through different initiative commitment actions by almost all nations although the level of achievement varies. The education for all fast track initiative EFA-FTI (2009) Newsletter figure out that "the One Goal Campaign" was successfully launched on October 6 as the world political leaders and football stars gathered to promote education for all.....an important campaign to provide education to the still 75 million unschooled children who face lifetime poverty. This 'One Goal' will culminate at the FIFA World Cup in South Africa in summer 2010 as a major actor promoting UPE, partners of EFA-FTI proudly associated themselves with 'One Goal Campaign (EFA-FTI, 2009).

Currently actions promote education as a basic human right through the efforts of international organizations like, Global Campaign for Education, UNICEF, UNESCO, Oxfam International, Save the Children, World Bank, and Right to Education Project etc. (Wikipedia.org). It motivates people and groups to put public pressure on governments and the international community in order to assure that all children are provided with free, compulsory public education. In deed major NGOs and Teachers Unions in over 120 countries brought together to work in solidarity towards their vision of universal primary education.

Educational inclusion policies must be strengthened, particularly in the developing world. It is clear that there will be no significant advances in human coexistence worldwide if there is no a massive increase in social, economic and educational opportunities for the most disadvantaged population groups in the next few years. Ensuring that all children and young people have access to and remain in basic education should be the first priority of the less developed countries. If people's right to adequate educational opportunities is not guaranteed, it could be a pointless exercise to think about educational strategies for living together in the twenty-first century (UNESCO, 2001) the limits to progress also have to be acknowledged, not only is the world off track of the Dakar commitments, but there is cause concern over the pace of change. The 2015 target will be missed if the world were to continue the linear trend for 1999 to 2007; an estimated 56 million children would still be out of school in 2015. Slower economic growth, pressure on

education budgets and rising poverty associated with the global economic crisis could significantly inflate this figure (UNESCO, 2010)

Obviously, the world Declaration on education for all in Jomtien and Dakar framework for action identified of six major goals. Among these, ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality (UNESCO,2000). It is supported by different writers that this one is the key goal for the realization of six goals of education for all and other goals because of the following reasons,

- ✓ If all children get access to primary education and complete without interruption, they would become adults through acquiring continuous knowledge by virtue of which the number of adult illiterates decrease
- ✓ Since all boys and girls, children under difficult circumstances and ethnic minorities come to school the gap between these groups shall be eliminated or narrow
- ✓ It ensures that there will be improvement of status of life, the way getting balanced diet, health status and knowledge of family planning etc.
- ✓ It promotes the knowledge art skill of proper utilization of natural resources and environmental protection

Therefore, in order to meet the goal of education for all providing quality compulsory primary education to all children and working with strength of mind is a key strategy (Anderson, 1992).

Meeting the Education Goal will speed progress toward every other Millennium Goals. Educating children helps reduce poverty and promote gender equality. It helps lower child mortality rates and promotes concern for the environment. It is linked to Goal 3 – gender parity – as universal primary education by definition requires gender parity. Gender parity in primary education, meanwhile, is of limited worth if few children of either sex participate. Further, education – specifically free primary school for all children – is a fundamental right to which governments committed themselves under the 1989 Convention of the Rights of the Child. Therefore, achieving UPE has no option if sustainable development is to be effect. Lessons from strong performers indicate that there is no blueprint for accelerating progress towards UPE. Nations have different problems and constraints- and differing financial, institutional and human resources. Blueprints in any case are substitute for practical policies. UNESCO's, 2009, summary report of EFA draw five thematic lessons from the experience of strong performers to achieve UPE.

- *Set ambitious targets-* and back them with strong political commitment and effective planning. Political leadership is vital in placing education squarely at the centre of the national policy agenda and the international aid agenda. Successful governments have fixed ambitious long-term goals supported by clear medium-term 'stepping stone' targets. They have underpinned the targets with strengthened public spending commitments and predictable budget framework. Realistic planning requires targets to be reflected in resource allocation decisions and linked to policies for classroom construction, teacher recruitment, textbook provision and other factors.
- *Get serious about equity-* disparities in education are holding back progress towards UPE. Ensuring that all children participate in education advancement requires practical measures to overcome structural inequalities. Reducing the cost of education for poor households by abolishing fees and wider charges is one strategy for enhancing equity. Another is creating financial incentives for education of girls and children from disadvantaged backgrounds. More equitable public spending patterns are also critical, to ensure that schools, teachers and resources are skewed towards those with greatest need rather than those with those greatest wealth.
- *Raise quality while expanding access,* improving the quality of education is one of the most effective strategies for strengthening demand. Enhanced quality requires a focus on smooth progression and learning outcomes, rather than pupil headcounts. Increasing textbook supply and quality, strengthening teacher training and support, and ensuring that class size is conducive to learning and that children are taught in an appropriate language are key elements in raising quality.
- *Strengthen wider anti-poverty commitments,* more efficient and more equitable school systems can only do so much if wider structures perpetuate disadvantage. Eradicating child malnutrition and strengthening public health systems are conditions for accelerated progress towards UPE. Social welfare programs and cash transfers can shield poor households from economic pressure that fore children out of school and labour markets.
- *Develop an agenda for equitable governance;* 'good governance' is an imperative that goes beyond UPE. While developing more accountable, transparent and participative education systems is important in its own right, successful governments have also strengthened governance more generally and addressed equity concerns. Ensuring that decentralization does not widen disparities in finance requires a commitment to redistributive

public spending. It is now clear that developing authority does not automatically strengthened equity or participation by the poor- and in fact can weaken them.

2.3 The Right to Education

The six education for all goals adopted in 2000 at world education forum in Dakar remain the benchmark for assessing the progress on the international commitment to expand learning opportunities for children, youth and adults by 2015. The EFA global monitoring report 2010 indicates that advances have been made across the board in sub-Saharan Africa, but progress has been uneven and the region generally lags behind the others. In particular, early childhood care and education, youth and adult learning needs and education quality have received insufficient attention. Countries including Ethiopia also need to address internal disparities to improve equity in access and participation (UNESCO, 2010)

During the past decade much has been done globally to provide quality basic education for children, an obligation for the convention on the rights of the child (UNICEF, 2000). The right to education, characterized as fundamental right, can be considered an upstream right in the sense that it determines whether other rights can be exercised by individuals unless they have received a certain minimum education, without which their access to such right remain illusory and theoretical....In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes. This could creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction (Bernard, 1999, cited in UNICEF 2000)

In the half-century that has passed since the universal Declaration of Human Right, established education as a fundamental right for all many countries have achieved the goal of universal primary education UPE, or have made substantial progress towards doing so. Some countries have proved that this is possible despite difficult economic circumstances, natural disaster, or a history of conflict. Yet, more than 100 million children still deprived of access to primary education. While a number of countries are clearly not on track to achieve universal provision. Some have actually been moving away from it. Nearly all out-of-school children live in developing countries, and a majority of them are girls (UNESCO, 2002).

The UN Quick Facts 2008 report that in sub-Saharan Africa, the net primary school enrolment ratio has only recently reached 71 percent, even after a significant jump in enrolment that began in 2000. According to this highlighting report, around 38 million children of primary school age in this region are still out of school. In all regions, inequalities in access to education continue to pose major barriers to fully attaining the Millennium Development Goals 2 i.e. achieving UPE target ensuring that, by 2015, children everywhere, boys and girls alike, can complete a full course of primary schooling. Achieving education for all targets hinges not just on delivering more years in school but also on ensuring that children acquire the necessary skills to shape their future life chances. Poor quality education is jeopardizing the future of many young people, many of whom face the prospect of lifelong illiteracy (UNESCO, 2010)

UNICEF advocates quality basic education for all, with an emphasis on gender equality and eliminating disparities of all kinds. In particular, getting girls into school and ensuring that they stay and learn has what UNICEF calls a “multiplier effect.” Educated girls are likely to marry later and have fewer children, who in turn will be more likely to survive and be better nourished and educated. Educated girls are more productive at home and better paid in the workplace, and more able to participate in social, economic and political decision-making. To this end, school systems work with the children who come into them. The quality of children’s lives before beginning formal education greatly influences the kind of learners they can be. In this regard, many elements go into making quality learner, including health, early childhood experiences and home support (UNICEF, 2000).

The EFA Development Index EDI focusing on sub-Saharan Africa looks beyond individual goals to provide composite measures of progress, encompassing access, equity and quality. The index includes only the four most quantifiable goals, attaching equal weight to all, Universal primary education [goal 2], adult literacy [goal 4], gender parity and equality [goal 5] and quality [goal 6]. The EDI value for a given country is the arithmetic mean of the four proxy indicators. It falls between 0 & 1, with representing full achievement of Education for All for the school year ending 2007 among the 25 countries for which EDI was calculated. Benin, Burkina Faso, Burundi, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Lesotho, Madagascar, Mali, Malawi, Mozambique, Niger, Togo, Senegal and Uganda are far from EFA. The rest eight countries rank in an intermediate position with EDI value ranging between 0.8 and 0.94, and no country achieve or close to achieve the four most quantifiable EDI between 0.95 & 1 educations for all goals. Very low EDI values [below 0.6] are reported from Ethiopia, Mali and the Niger face multiple

challenges: school participation is low, quality is poor adult illiteracy is high and gender parity is marked (UNESCO, 2010)

2.4 Monitoring Indicators of the Progress of Universal Primary Education

Why does an education system fail to provide its students with quality education? To respond to such inquiry, schools represent a vital element in any successful effort to improve the quality of learning. Yet policies and programmes aiming to enhance the education system achieve the goal of provision of quality education to its students are typically limited by the lack of reliable information. Various international and national studies show that many countries have both large numbers of pupils with low levels of learning achievement and great variation in learning achievement among schools. In other words, these countries have a long way to go to realize the campaign EFA goals of equality, and quality of schooling outcomes (Zhang, et. al, in WBI, 2008)

Universal primary education as one of the Education for All goals requires setting priorities, defining policies, establishing targets and monitoring indicators, as well as assessing the progress towards the goal. Indeed, the MDGs Declaration (2000) set specific target and monitoring indicators for universal primary education UPE [MDGs Goal-2 as quoted in Burns et al, 2006].

Target: ensure that by 2015, children everywhere boys and girls alike will be able to complete a full course of primary schooling.

Indicators: NER in primary education, population of pupils starting grade 1 who reach grade 5, and literacy rate of 15-24 years old populations.

The progress towards UPE can be monitored in more than one way. The most demanding are measuring and analyzing levels of access, coverage, internal efficiency and the equity issues using these indicators (UNESCO, 2002)

Monitoring indicators towards UPE are enormous. Access, quality, retention and survival of students and internal efficiency of the education system are among the core one. While attempts have been made to access to quality education, major efforts are needed to further improve the quality of education as a result of the rapid expansion of access. There is also a need to monitor the possible quality tradeoffs associated with such expansion. The quality of education needs to be improved in order to increase completion rates, to create the environment for teachers to effectively use their skills, and to maintain the confidence of parents in school system. To this effect, urgent improvements need to be achieved in the areas of unit non-salary recurrent school

budgets, student-section ratio, student-teacher ratio, availability of textbooks in schools, and supervision of the teaching-learning process (MOE, ESDP III, 2005)

2.4.1 Access and Attendance

The rate of progress to UPE is a function of advances- or setbacks- on two fronts: enrolment and completion. Enrolment matters for a very obvious reason: being in school is a requirement for receiving a primary education. But getting through a full cycle of primary education is a necessary, though far from sufficient, condition for achieving the level of learning needed to equip children with the skills they need. The relationship between enrolment and completion is not clear cut. However, the EFA Global Monitoring Report (2009) illustrated and identified four broad patterns locating countries on the basis of their NER and survival rates to the last grade primary school using international data

- 1) **Low enrolment, low survival:** This group are the farthest to travel to UPE. It comprises twenty countries, all but three of them in sub-Saharan Africa.
- 2) **Low enrolment, high survival:** only a small group of countries fit into this category, it includes Kenya and the Palestinian Autonomous Territories.
- 3) **High enrolment, low survival:** this category covers twenty-one countries, from Malawi in sub-Saharan Africa to Nicaragua and Guatemala in Latin America and Cambodia and the Philippines in East Asia.
- 4) **High enrolment, high survival:** this group includes a diverse array of countries that have achieved or close to achieving UPE.

School access and attendance are factors that can determine the success of a child's education. Attendance promotes academic performance: lack of access to schooling can be extremely detrimental. Many research findings, (Fuller, 1999, et.al, Dowd et al, 1998 and Rasheed, 2000 in Unicef, 2000) illustrate that children must attend school regularly when they reach school age in order to achieve academically. A child's exposure to curriculum – his or her 'opportunity to learn' – significantly influence achievement, and exposure to curriculum comes from being in school. It asserts that students with higher rates of attendance had greater learning gains and lower rates of repetition. Being out of school is not a fixed condition. The category covers children who have dropped out of school temporarily or permanently, those who have never been to school but might start late and those who will never go to school (UNESCO, 2010)

Projections suggest that without further acceleration, 58 out of 86 countries that have not yet reached universal primary education will not achieve it by 2015. In all regions, inequalities in access to education are the major barriers to reaching the achievement of UPE. The children most likely to dropout of school or not attend at all are often girls and those from the poor households or living rural areas. Recent estimation of United Nations reported on the, UN Quick Facts, shows that 25 percent of children of primary school age in rural areas of developing world are out of school, compared with 16 percent of children in the same age group living in cities (UN, 2008).

Achieving universal primary education means that more than full enrolment. It also encompasses quality education, meaning that all children who attend school regularly learn basic literacy and numeracy skills and complete primary school on time. In sub-Saharan Africa for instance, substantially more children of secondary school age attend primary rather than secondary school. For children to reach their full potential and countries to develop, the gains made in universal primary education must be replicated at the secondary level. At present, less than 55 percent of children of appropriate age in developing countries attend secondary school. This number is visibly high in sub-Saharan and countries of similar developmental standards from two-third to quarters of the estimated populations (UN, 2008)

In a study done to evaluate the relation between school attendance and performance, researchers found that attending less than 100% of classes tended to reduce scholastic performance (Cohn, et.al 2006).when schools are easy to access children are more likely to get an education and consequently, 'have a financial stable future.' An education is an investment for the future and there is an evidence to prove that not attending school on a regular basis will reduce academic performance and consequently a child's opportunity for success. There are many factors that contribute to lack of access and attendance to education, but the most prominent among them are location, gender and cost (<http://en.wikipedia.org/wiki/upe>, 2009).

Costs contribute to a child's lack of access and attendance to primary education. High opportunity costs are often influential in the decision to attend school. For example; an estimated 121 million children of primary-school age are being kept out of school to work in the fields or at home (UNICEF). For many families in developing countries the economic benefits of primary schooling are not enough to offset the opportunity cost of attending (ibid) parental wealth strongly influences prospects of being out of school. Low average income in many the countries with large out of school populations means that poverty extends far beyond the poorest 20%. However, as

evidence from the household survey shows, the poorest face distinctive problems; for instance, in India children from the poorest 20% were over three times more likely to be out of school than children from the richest 20% in 2005 [Bruneforth, 2009b quoted in UNESCO, 2010]

The EFA global monitoring report 2010 stresses on sub-Saharan regional overview shows that being born in poverty is one of the strongest factors leading to marginalization in education and both the incidence and depth of poverty are more marked in sub-Saharan Africa than any other region. According to this report, household surveys consistently point to potential inability to afford education as a major factor behind non-attendance. In countries that have abolished formal school fees, the cost of uniforms, transport, books, and supplies can create barriers to school entry and completion. Economic shocks, drought or health problems can force poor households into coping strategies that damage children's education, especially girls. Half of the households, according to the report, with children that have dropped out of school cite lack of money as the main problem (UNESCO, 2010)

The EFA global monitoring report (2009) stresses that if the goal of UPE is to be achieved by 2015, many countries will have to strengthen their focus on out-of-school children. There is more to UPE than getting children into school; retention, completion and learning outcomes are also critical. But universal access is the first step. This is an area in which strengthened commitment to equity is vital. Public investment has to be targeted and distributed to bring education of good quality to marginalized population and rural areas. Free education may not be enough to the hardest to reach areas; the large indirect costs often associated with school attendance. Paying for transport, uniform, books and other items may remain an obstacle. Clearing the accumulation of out-of-school children will require more than education policies. The majority of those out of school face disadvantages associated with chronic poverty, gender, ethnicity and disability. Overcoming these disadvantages will require integrated policy approaches aimed removing the structural barriers that keep children out of school (UNESCO, 2009).

2.4.1.1 Apparent and Net Intake Rate

Age profiles for primary education do really matters. It shows that over-aged children are far less likely to survive through grades and education cycles from primary to secondary levels. According to UNESCO's recent report of (2009)..... for the thirty-five examined, the pattern confirms a well-established trend: over-aged children are far more likely to dropout, especially in latter grades. But on the other hand less attention has been paid to similar problems in policy

debate to under-age children. The survey evidence in some studies suggests this may be a mistake. Under age children are far more likely to repeat early grades – an outcome with important implications for class size and education quality. Under age children pupils account for the bulk of repeaters in countries with low repetition rates even.

Apparent and net intake rates are measures of access to education are used as indicators for monitoring the movement towards universal primary education. Apparent intake rate AIR is defined as the proportion of new entrants of all age in grade 1 to the total population of school age population. There is no age distinction is made to new entrants. This means that this indicator can be over 100% because it includes early and late beginners. Hence it is a crude measure of access to grade one; instead net intake rate NIR is refined measure of universal access to education. NIR is defined as the proportion of new entrants of school admission age. The appropriate age to enter grade 1 is seven years old in Ethiopia. The NIR is the total number of 7 years old children entering grade 1 of the education system expressed as percentage of the total 7 years old children in the population.

The data required to calculate AIR is:

- The number of new entrants regardless of age, and
- Population at the official school entrance age

Thus, $AIR = \text{number of entrants to grade 1} / \text{population at official school age}$. The interpretation is that, a high AIR for primary cycle indicates a high degree of access to primary education. The total AIR for the year 2005/06 for example in Ethiopia was 125.9% which is 132.5% for male and 119.2% for female and the gender gap was observed 13.3% (MOE, 2007)

The data required to calculate NIR is:

- New entrants in the first grade of education cycle who are of the official school entrance age and
- Population at the official school entrance age

Therefore, the number of new entrants in the first grade of education cycle who are official school entrance age divided by the population at the official school age. The interpretation is, a high NIR for primary education indicates a high degree of access to primary education for the official primary school entrance age children. The total NIR for the year 2005/06 according to the ministry of education annual abstract was 54.9% which was 56.6% for males and 53.3% for females respectively (MOE, 2007). Thus, if Ethiopia is to achieve UPE by 2015, it should ensure

the net or universal grade one enrolment in 2007/08 with no dropouts and repetitions occur as the cohort progress up the eight years of primary education.

Data on enrolment by age are often treated uncritically as an accurate record of how many primary school ages are actually in primary school. The information passes from school to education ministries and then to international organization to compare progress and inform international meetings is most of the time inaccurate. Age-specific reporting is the main source of discrepancy. Over-reporting and miss reporting make it difficult to compare. In sub-Saharan Africa Ethiopia and the united republic of Tanzania would each have more than 1.8 million additional children out of school, Mozambique around 600,000 and Uganda over 800,000 (UNESCO,2010)

The overall pattern to emerge from monitoring evidence is being over age strongly predisposes children to drop out, while being under age makes repetition more likely. The prevalence of under age children in many countries has important implication for education planning. It suggests primary grade to make up for inadequate pre-school provision expanding pre-School participation in such cases could reduce repetition in the early primary grades with important efficiency and equity benefits. High dropout rates for over-age pupils point to a wider set of policy problems. Some have linked to education quality: dropout is more likely when children fail grades. Non-school factors are also important. In higher grades over-age pupils may face growing pressure to get a job, to take over household work or, in the case of girls, to marry. To the extent that such pressure is linked to poverty, social protection programmes and financial incentives to keep children in school can make a difference (UNESCO, 2009)

2.4.1.2 Gross and Net Enrolment

Enrolment ratios are used to measure the extent to which education is through. Gross and net enrolment rates are major indicators used to measure the coverage of education program. These monitoring indicators are used to compare the children in school with total population size of school age population. They indicate how far the education system of a nation has succeeded in bringing all eligible children to school.

2.4.1.2.1 Gross Enrolment Ratio

Enrolment rates are key indicators of the extent to which the education system manages to serve all children. The gross enrolment ratio GER express the number of pupils at a given level of schooling regardless of their age as a proportion of the number of children in the relevant age group (UNESCO, 2002). The gross enrolment ratio is a general indicator of the magnitude of participation in any level of education. It at the same time provides the availability and utilization of school places to satisfy the educational needs of the eligible school-age population. This indicator is calculated by expressing the number of students enrolled in a given level of education regardless of age, as a percentage of the population of official school age. This indicator does not show wastage in education in the form of dropouts and repetitions (MOE, 2008).

The growth in enrolments has in turn increased the Gross Enrolment Ratio (GER), a common indicator for measuring coverage, at all levels in the system. The increase in primary enrolment has been particularly remarkable. GER for complete primary level (1-8) is increasing every year. In 2003/04, the primary school-age population of Ethiopia was estimated to be 13,950,688, among which 9,542,638 children were enrolled in both program (regular and evening programs) of primary school. In 2005/06, although the primary school (1-8) age population was estimated 14,753,159 the total population enrolment both in the regular and evening programs 12,657,343 only. It means the growth enrolment at national level has become 85.6%, where disaggregated by gender, it is 78.5% for girls and 92.9% for boys. This figure shows an increase of 6 percentage points for both sexes, and 7.0 and 4.9 percentage points for girls and boys respectively compared to 2004/05. The Harari region has registered 103% GER i.e. 112.9% and 92.7% respectively for boys and girls; Oromia 100.9% total 87.6% for girls and 89.9% for boys (MOE, 2008, <http://home.hiroshima-u.ac.jp/cice/e-forum/paper67.pdf>, retrieved 22, Jan, 2010)

According to the report of the Review of the Ethiopian Education, Training Policy, there were only 219,068 children out of 7,031,122 who got the opportunity to pre primary education 2006/07 academic year - in the country entirely. This represents only 3.1% in terms of gross enrolment ratio. The share of the Harari region in this report was 1773 (11.0%) out of the 16134 children of pre-school-age. This is indeed very small given the pedagogical advantages of early childhood education to the formation of the child's personality. It is also very much less than other countries in sub-Saharan Africa. The same issue was also reported by UNESCO (2008) that gross enrolment ratio in sub-Saharan Africa was 14% in 2005. The GER in the same report was seen

52%, 43% and 56% for Kenya, Zimbabwe and Ghana respectively in the same year. MOE (2008) also report that pre-primary education is in a great disparity in different regions; for instance, with GER of 47.55% in Addis Ababa to 0.5% in Afar. This indicates that the provision of pre-primary education which is the benchmark to the effort for achieving UPE in the country is very unsatisfactory and inequitable in terms of opportunities.

2.4.1.2.2 Net Enrolment Ratio

Enrolment rates expressed as net enrolment rates, which are calculated by dividing the number of students of a particular age group enrolled in a certain level of education by the number of people in the population in that age group. This indicator is more preferable than the gross enrolment ratio since it indicates the population enrolled students from specific age group while GER includes over-aged and under aged students (MOE). Net enrolment rate NER by definition is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group. Its purpose is to show the extent of participation in a given level of education of children and youths belonging to the official age group corresponding to the given level of education (<http://www.uis.unesco.org>, 2008).

NER is usually lower than the GER since it excludes over-age and under aged pupils while using the same denominator as that of GER the net enrolment ratio for the year 2005/06 was 81.7% for boys and 73.2% for girls and 77.5% for both. It shows an increase trend for both sexes and become 8.5 percentage points in 2005/06. However, the net enrolment for some regions is outdated and could not show the exact figure, where some regions totally unmentioned including the Harari region (MOE, 2007)

Calculation method: divide the number of pupils enrolled who are of the official age-group for a given level of education by the population for the same age-group and multiply by 100.

Formula

$NER = E/P * 100$; Where:

NER= *net enrolment ratio at level of education h in school year t*

E= *enrolment of the population of age-group at level of education h in school year t*

P= *population in age-group a which officially corresponds to level of education h in school year t*

Example: if the entrance age for primary education is 7years with a duration of 6 years then a is (7-12) years

Data required: enrolment by single years of age for a given level of education of Population of the age-group corresponding to the given level of education. Interpretation is that a high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving participation at the specified level of education. When the NER compared with the GER the difference between the two ratios highlights the incidence of under-aged enrolment. If the NER is below 100%, then the complement, i.e. the difference with 100% provides a measure of the proportion of children not enrolled at the specified level of education. This indicator can be disaggregated by gender, by geographical location (region, urban/rural) and by level of education (UIS, 2008).

However, since some of these children/youths could be enrolled at other levels of education, this difference should in no way be considered as indicating the percentage of students not enrolled. A more precise complementary indicator is the age-specific element ratio (ASER) which shows the participation of the population of a particular age in education. NER at each level of education should be based on total enrolment in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes (ibid). NER is more reliable than the GER to measure UPE; were it has been proposed as the key indicator for monitoring progress towards the education in MDGs (Burns et al, 2003). It refers to the ratio of the number of children in primary school age who are enrolled in primary school to the total population of children of the official age (World Bank, 2005)

Net enrolment ratio NER is one of the most essential instruments for measuring distance from UPE. Net enrolment ratio NER is a benchmark for universal primary education since it captures the share of primary school age children officially enrolled in school. The EFA Global Monitoring Report (2009) figure out those countries that consistently register NERs of around 97% or more have effectively achieved UPE since it means that all children of the appropriate age are primary school and are likely to complete the cycle. Sub-Saharan Africa has registered strong progress. During a period in which the size of its school age population increased by 20 million, sub-Saharan Africa reduced its out-of-school population by almost 13 million or 28% (UNESCO, 2010)

The net enrolment ratio for developing countries as a group has increased since 1999 at double the annual average rate registered in 1990s. This is a remarkable achievement particularly in sub-Saharan Africa in recent years. During the 1990s the region's net enrolment increased at an average of 0.3 percentage points a year to 56% at the end of the decade. In 2006 it stood 70%, an average annual increase of two percentage points, or six times the rate of the pre-Dakar decade.the sharp rise of enrolment rates despite rapid population growth reflects the higher priority being attached to primary education in many countries (UNESCO, 2009).

These achievements prove that rapid progress towards universal primary education is possible, even under difficult circumstances. Several countries in sub-Saharan Africa including Ethiopia have registered some particular impressive progress. The report witness that Ethiopia has doubled its NER, reaching 70% while the country still has a long way to go to UPE. According to this report, it has made dramatic advances in improving access and tackling inequalities. One important factor it stresses is the ambitious school construction programme in rural areas, which has spurred demand by reducing the distance to school and addressing security for girls (ibid).

Despite this progress, the deficit in sub-Saharan Africa including Ethiopia remains large. Fully one-quarter of sub-Saharan Africa's primary school age children were out of school in 2007 – the region accounted 45% of the global out of school population. Half of the twenty countries with more than 500,000 children out of school were in sub-Saharan Africa.....Nigeria alone contributed over 10% of the global total. Progress in the region has been uneven. Some countries with large out of school population in 1999 have made major advances; Ethiopia, Kenya, united republic of Tanzania, Mozambique and Zambia. Ethiopia and united republic of Tanzania each reduced out of school numbers by over 3 million between 1999 and 2007 [the EFA Global Monitoring Report, 2010]

The NER for primary level of education in 1994/95 in Ethiopia was estimated at 22.5% (17.7% male and 27% female, while in 2006/07 it has significantly increased to 79.0% (82.6% for males and (75.5%) for females. The increase was 56.6 percentage points between these years. The regional disparities show Afar (16.4%) and Somali (34.8%). Harari has changed from 48.9 (50.9% male and 46.6% female) to 95.6% i.e. (101.9% male and 89.8% female). Ethiopia's primary education NER is satisfactory in comparison to other sub-Saharan African countries (MOE, 2008). UNESCO (2008) reported for 2005, the weighted average NER for primary

education in this part of the continent was 70%. Country level Nigeria had NER of 68% while Kenya had 79% for primary education during the same period.

Progress on enrolment has been uneven. Global progress towards universal net enrolment masks a more complex picture. Countries are moving towards at different rates, some are not moving – and others are moving backwards. According to the EFA global monitoring report 2010, past net enrolment trends provide a limited indicator of the potential for countries to achieve universal primary completion. Very rapid progress on net enrolment is possible. However, countries with current net enrolment ratios of less than 75% face very steep challenges. Ensuring that all primary school children progress through the education system is even more challenging, especially when schools are dealing with large backlog of over-age children. Some countries are slipping; positive global trends on net primary enrolment inevitably obscure negative national trends. Several countries with a long way to travel before they achieve universal primary enrolment are not making progress- and some are registering reversals. Low NERs and large out-of-school populations, ‘notably Nigeria’ -are moving in the right direction, but at a snails pace (NESCO, 2010)

2.4.2 Progressions through School: Repetition, Dropout & Low Survival Rates

Getting children into school is a necessary condition for achieving UPE, but not a sufficient one. What counts is completion of a full primary cycle. Depending on the length of the primary or basic education cycle, this means all children must be in school by around 2009 at an appropriate age, and progress smoothly through the system, to make the 2015 goal. Even getting within range of this objective will require rapid far-reaching change. In many developing countries including Ethiopia, smooth progression through the primary school system is the exception rather than the rule. Students are locked into cycles of repetition and dropout. The cycles are mutually reinforcing because the repetition is often prelude to dropout.

High repetition and dropout rates mean millions of children fail to complete primary education. In sub-Saharan African for example, according to UNESCO’s regional report of 2009, the median percentage of repeaters [for all grades] was just above 13% in 2006. However, high repetition levels are endemic in many countries and it exceeded 30% in some countries although access to and participation in primary schooling are improving in the region. Educationalists are divided on approaches to repetition. Some see it as necessary device for improved learning and greater

pliability at higher grades. Others see grade repetition as an over-used tool with limited education benefits. Much depends on national and local contexts. But it is clear that high levels of repetition are the major barrier to universal primary education (UNESCO, 2009)

Apart from its damaging consequences for UPE, grade repetition is a source of inefficiency and inequity. The financing required to provide additional school places for repeaters can be substantial. Repetition consumes an estimated high percentage of education budgets in different countries. Grade repetition is inequitable: it increases the direct and opportunity costs of schooling, a burden that is heaviest for the poorest households and may lead to dropout (UNESCO, 2009). Repetition rate for primary (1-8) in 1994/95 was 13.1% (11.5% boys and 15.6% girls). This indicates that out of 100 students about 13 students repeat in the same grade for the second time. Overall girls' repetition was greater than that of boys by 4.1 percentage points. In 2005/06 this percentage has decreased by 7.0 percentage points. The repetition rates for Oromia, Benishangul-Gumuz, SNNPR, Harari and Gambella was above the national average by (3.8%); while Tigray, Afar, Amhara, Somali, and the two city administrative area Addis Ababa and Dire Dawa were observed to be below the national average. Harari had improved its repetition rate 9.4%, to 6.5% 7.3% male and 5.5% (MOE, 2008)

Early and late school entry and grade repetition affect the age distribution of children in school, so only a small proportion of children attend the appropriate class for their age in many developing countries. Household surveys show that in Ethiopia, Ghana, Mozambique and the United Republic of Tanzania; more than 60% of children in primary school are over the expected age for their grade, with a higher chance of dropping out, especially in later grades. At the other end many countries have a large number of under-age children in primary schools thus, more likely to repeat early grades. Under-age pupils account for the bulk of repeaters in countries with low repetition rates (ibid).

Dropout rate is the proportion of pupils who leave school during the year as well as those who complete the grade level but fail to enrol the next grade level the following school year to the total number of pupils enrolled during the previous school year. Large shares of children enrolled in sub-Saharan Africa never complete primary education. The median survival rate to the last grade of primary education was lower than in any other region, at 67% in 2005. Survival rates varied from less than 31% in Chad and Uganda to 99% in Mauritius. Many children reaching the last grade prove unable to negotiate this hurdle. In Burundi and Senegal, only about half of the

children who survive to the last grade of primary education actually complete it. In Senegal for example, only 31% of children who enter primary education complete the full cycle (UNESCO, 2009).

Dropout rates in Ethiopian schools in 1994/95 was 13.2% (13.4% male and 12.8% female). During the time, out of the total students from grade one to eight, 13 students out of every 100 without completing the grade level they were attending; on the contrary, in 2005/06 the dropping out rate has decreased to 12.4%. The situation of dropout for Oromia and Amhara is very serious compared to the other region. Dropout in Harari region was reduced from 9.1% (10.0% male and 7.5% female) to -6.8 % i.e. -1.5% for boys and -0.3% for girls (MOE, 2008)

2.4.2.2 Completion Rates

Enrolling children alone will not solve the problem of basic and primary education. Illustrating this, Lamichhane and Wagley (2008) suggest; “we already have our experience of increasing more than 3% enrolment between 2004 and 2006 through school welcome program, but nobody knows how many of them again returned back to their homes without having enough of the necessary materials to support to continue their education. Unless these children are educated we cannot claim achieving education for all. Thus, nonformal measures are essential to educate all children whether they are in or out side the school promises.” Nonformal education can be an important strength to achieve governments’ target to fulfil EFA by 2015. Since nonformal education can embrace people living in disadvantaged situations, it can educate them with the same strength as that of formal schooling system (ibid).

In making this more tangible and more effective, Pre-primary education opportunity has significant importance since it introduces children to basic learning skills that are needed in primary schools and enhance their chances of successes in the education system. It has been proved that educating children at any early age is more critical than at later age. It is believed that the incidence of repetition and dropout in lower grades of primary schools would decline if children are better prepared for school, which in turn would improve the internal efficiency of primary education (ESDP II). What happens during the early years of a child’s life is vital for later success in education and in life. Programmes of early childhood care and education can support health and nutrition, facilitate cognitive development and give children the basic tools they need to learn and to overcome disadvantage. Yet millions of children in sub-Saharan Africa

are held back by problems in health and nutrition, and access to pre-school provision remains limited and unequal (UNESCO, 2009).

The EFA Global Monitoring Report (2009) indicates that some 75 million children of primary school age are still out of school and their number are coming down too slowly and too unevenly to achieve the 2015 target. The twin challenge is to accelerate increase access and to strengthen retention so that all children enter school and complete a full primary cycle. Since its inception the EFA Global Monitoring Report has charted progress towards UPE. However, without an urgent drive to get children into school, increase survival and completion rates and strengthen quality, the promise to hit UPE target could not be complete.

Universal primary education is an apparently simple goal that raises disarmingly complex questions over measurement. Going back to the first principles, that goal is about all children entering school at an appropriate age, progressing smoothly through the system and completing the full cycle. For millions of children entering primary school, the journey through the system is often delayed hazardous and short lived.....charting progress towards UPE in school systems marked by high levels of late entry, dropout and grade repetition is a challenging exercise. The tool kits used by governments and international community comprise a range of instruments for measuring intake, grade progression and completion. Each instrument provides important information. Yet they provide only a partial and in some cases inconsistent insight to where countries are on the road to universal primary education (UNESCO, 2010)

The EFA Global Monitoring Report 2010 also concludes that as in previous years, the progress report on universal primary education is a story of 'glass half empty, glass half full'. Much has been achieved – but the international community has a long way to go if it is to deliver on the promise made in Dakar and the MDGs. The slow down in getting children into school since 2004 is particular concern. Another is the evidence of a large mismatch between administrative data on school enrolment and household survey data on school attendance. The out-of-school problem may be far larger than has previous been assumed, pointing to a need for an urgent policy responses at both the national and international levels (UNESCO, 2010)

2.4.2.3 Internal Efficiency

Primary education being the base of the formal education pyramid has often been viewed as the most crucial educational level in the formal system because any unsolved problem at this level would automatically reflect at the subsequent educational levels (Yalakwo, 2002). Until recently, much discussion of educational quality centred on system inputs, such as infrastructure and teacher-pupil ratios, and on curricular content. In recent years, however, more attention has been paid to educational process—how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes (UNICEF, 2000).

How much children learn; improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy and numeracy and essential life skills. Quality is at the heart of education. When children lack trained teachers, learning materials, instructional time and adequate school facilities, they are unlikely to master the basics. Quality could be looked at in terms of learning outcomes, learning conditions, the teaching force and the like ... (UNESCO, 2007).

Access is only the beginning, quality is the key; the international goals for education include targets for increasing access to educational opportunities, as well as for raising learning achievements. So far, the main emphasis has been on improving access and participation. In the changing environment people face today, access is only the beginning. The education that people have access to must be of good quality in order to provide the skill needed to operate successfully in complex democratic societies with changing labour market needs (World Bank, 2006).

Internal efficiency of education system relies on survival and completion rates of its students. Survival rate refers to cohort of children who start together primary school in grade one and continue together without repeating a class. Survival rate to grade five is the proportion of a cohort of pupils who reached grade five expressed as percentage of pupils' enrolled primary education in the first grade of a given cycle in a given school year. This indicator is used to show the extent to which the school system can retain pupils with or without repetition, and indicates the dropout rate. It also used to measure the impact of repetition and dropout on internal efficiency. The survival approaching 100 percent indicates a high level of retention and low dropouts. Survival rate to grade five of primary education is important because four years of

schooling is believed to be a pre-requisite for sustainable level of literacy (MOE,2008, Byamugisha,A and Nishimura,M 2000)

Survival rate is an indicator used for measuring or monitoring students flow or progression in primary schooling. It is defined as a monitoring indicator to measure the progress towards UPE. According to UIS calculation survival rate to grade five is the proportion of pupils starting grade one who reach grade five (UIS, 2003). Survival rate is an indicator of the probability that children who enter the education system reach specific typically grade 5. Grade five serves as an international benchmark for a minimum duration of primary education (UIS, 2003). Survival rate generally calculated on the basis of reconstructed cohort method which uses data on enrolment and repeaters for two consecutive years. It is to be interpreted as the percentage of children who start primary education who will reach a given grade (UIS, 2006).

Pupil teacher ratio PTR is one of the common education indicators on efficiency and quality. However, there may be two lines of argument as far as this issue is concerned. This is:

- The lower the PTR the higher the opportunity of contact between the teacher and the pupils to check homework and class works as well as provide support to students individually,
- On the other hand, very low PTR may indicate inefficient use or under utilization of teachers.

Therefore, low or high PTR alone may not be enough to explain the quality of education because quality of education depends on other factors such as mode of delivery, commitment and qualification of teachers, the supply of educational materials etc. however, this indicator may be useful when checked against a set of standard in the context of the country. In Ethiopia the standard set for PTR is 50 and 40 for the primary and secondary respectively: but has been continuously increasing, 63 in 2001/02 to 66 in 2004/05 (MOE, 2007)

2.4.3.1 Gender Disparity

Gender disparities in education are mostly caused by high dropout rates for girls in upper primary school characterized by low retention, repetition, dropout and non completion. Eliminating gender disparity in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic

education of good quality is one of the aims of universal primary education. This target as UNESCO, 2006 report has been missed by 94 countries out of 149 surveyed and 86 are at risk of not achieving gender parity even by 2015. Some 76 out of 180 countries have not reached gender parity at primary level, and the disparity is nearly at the expense of girls. Similarly 115 countries out of 172 with data still have disparity at the secondary level with boys and being under – represented in nearly half, in marked contrast to the primary level.

Gender contributes to a child's lack of access and attendance to education. Although it may not be as obvious as a problem today, gender equality in education has been an issue for a long time. Many investments in girls' education in the 1900s addressed the widespread lack of access to primary education in developing countries (Dowd, 2001). Conversely, denying children access to quality education increases their vulnerability to abuse, exploitation and disease. Girls, more than boys, are at greater risk of such abuse when they are not in school. For many villages, a school also provides a safe haven for children, a place where they can find companionship, adult supervision, latrines, clean water and possibly meals and health care. Schools are a favourable context for nutrition and health interventions EFA, 2008

For the Education Goal to be met, actions need to address both human and material needs – buildings, books and teachers – and the organic requirements of getting all children into school and ensuring they complete a quality education. These include gender equality in society, good health and nutrition, and the strong backing of governments and communities' healthy interaction (Bernard, 1999) cited in (UNICEF, 2000).

Despite significant progress in increasing access to and coverage of education, attempts to narrow the gaps in regional and gender disparities have been slow. Gender and regional disparities also persist as quality indicators such as dropout rates, repetition rates, etc. lack of meaningful local actions to surmount social and cultural barriers to access to education of girls and members of the minority communities and their completion of a given level of schooling has been one of the contributing factors to overcome gender and regional disparities (MCE, 2002). Patterns of disparity in broadened sense vary among countries. Inequalities tend to be far larger in countries at a considerable distance from universal primary education. Thus, in countries being surveyed, while children from poor households are often almost as likely to start school as their as richer counterparts, they are far more likely to dropout early (UNESCO, 2009)

The expansion of primary education has gone hand in hand with progress towards greater gender parity, but there are marked differences across and within regions, as witnessed by gender parity index GPI.....large gender disparities are inconsistent with sustained rapid progress towards universal primary enrolment. In countries at low level of enrolment, such as Burkina Faso, Ethiopia and Yemen, moves towards gender parity from a low starting point have helped generate large increase in primary enrolment. Gender parity is usually inversely related to enrolment: the lower the enrolment, the greater the gender disparity. 'An exception is Senegal; while the country has still low enrolment (72% in 2007), the country has moved from the gender parity index of 86 girls per 100 boys in 2007.' However, not all progress towards gender parity has positive origins. In Equatorial Guinea, Liberia and Togo, for example, greater parity has been driven not by expansion of the education system but by the fact that boys' enrolment has declined (UNESCO, 2010)

Gender disparities are more prevalent and even greater in secondary and higher education than at the primary level, but follow more complex patterns. As it was reported in the EFA global monitoring report summary 2008, physical and psychological violence perpetuated by teachers and other staff and by children themselves are still found in many schools. Boys are more likely to experience frequent and severe physical violence, particularly corporal punishment. Girls are more likely to be affected by sexual violence and harassment, often resulting in low self-esteem and early dropout. A comparative study in Ghana, Malawi and Zimbabwe according to this report, found that many girls reported aggressive sexual advances by older male students and male teachers. The physical environment of schools is equally important. Young girls, particularly after poverty, are less likely to attend classes if the school lacks suitable hygiene facilities. One study contends that half the girls in sub-Saharan Africa who dropout of primary school do so because of poor water and sanitation facilities (UNESC, 2008)

The gender profile of out-of-school children highlights areas of great concern for UPE and the 2015 gender parity goals. The fact that out of school girls are far more likely never to enrol underscores the flexibility of gender disadvantage. The EFA global monitoring report, 2009, indicates that given the social and economic background of out of school girls and boys is broadly similar, it would appear that the low social value ascribed to women's education is at the heart of the problem. Part of the solution of this problem is to change the attitudes, an area where political leadership and public campaigning can make a difference. It says that although this effort asks a

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narrow the inequalities. However, when the available educational data are disaggregated and looked at the specific levels, disparities are continuing at about the same rate for the last decade or more. Though the gross primary enrolment ratio GER has improved in the country, the disparities between sexes, urban/rural, regional or geographic disparities continue to prevail with no significant change in Ethiopia.” Location contributes to a child’s lack of access and attendance to primary education. In certain areas of the world it is more difficult for children to get to school. For example; in high-altitude areas of India, severe weather conditions for more than 7 months of the year make school attendance erratic and force children to remain at home (Postiglione) in general, gender, income and location interact with other factor of disadvantage, such as language, ethnicity and disability, contribute to multiple barriers to school entry. Almost 12 million girls are expected not to enrol, compared to 7 million boys in sub-Saharan Africa. In Burkina Faso, Cameroon, Ethiopia, Malawi, the Niger, Senegal and Zambia, rural children are more than twice as likely as urban children not to be in school (UNESCO’s, 2010).

Correlating to this case, there is still speculation as to whether primary schools are more accessible in rural or urban areas because situations differ depending on geographic location. More research needs to be done to determine geography’s specific effects on attendance, but no matter where you live, there is evidence that location will contribute to a child’s access and attendance to education. Urban children to be out of school – and those not in classrooms are over four times less likely ever to go to school. These disparities reflect some of the distinctive problems facing rural communities, including distance to school, poverty and gender disadvantages. Poverty strongly influences the prospects to school entry. Children from the poorest 20% of households dominate the out-of-school in Ethiopia and far less likely than the high-income ever to enrol. Nevertheless, the heightened risks of never going to school associated with low household wealth underlines the importance of public policies to ensure that poverty does not automatically leads to educational disadvantage (UNESCO, 2010, <http://www.Wikipedia.the free encyclopaedia>)

The location of schools is an important context variable for education policy. To this end the world education indicator point out that authority frequently face difficulties in recruiting school heads or teachers for schools in village areas. When building schools in villages there is often a need to strike a balance between the distance pupils should travel and their lower limit of enrolment accepted to run a school. Providing all schools with adequate resources regardless of their location and the types of pupils they serve, is an important part of guaranteeing equal

educational opportunities. Town schools in the world education indicator WEI are generally better resourced than village schools. Another way to look at the level of equality of resource distribution across schools is the background characteristics of pupils served by the schools (UNESCO-UIS, 2008)

Moreover, living in rural area often puts children at greater risk of being out of school. In Burkina Faso, Cameroon, Ethiopia Malawi, the Niger, Senegal and Zambia, household survey data suggest that rural children are more than twice as likely not to be in school [Bruneforth, 2009b]. Most of those currently not in primary school will probably never enrol. Prospects for attending school are also heavily conditioned by household location and wealth. Children from rural areas are at a particular disadvantage. In Burkina Faso rural children are almost four times more likely than urban children to be out-of-school -- and those not in classrooms are over four times less likely ever to go to school. These disparities reflect some of the distinctive problems facing rural communities, including distance to schools, poverty and gender disadvantages (UNESCO, 2010) Regarding the effect of location, World Bank 2009, suggests that in countries where overall coverage is low such as in Ethiopia, urban children are much more likely to have access to school than their rural peers, as urban areas are better served partly due to resource allocation decisions that have traditionally favoured urban areas. They are also aided by the presence of private sector, and greater wealth which allows households to step in where government fails. ...Virtually all countries need to address the triple challenges of expanding access, improving quality, and ensuring equity. Few are ready to respond effectively to the emerging challenges..... (World Bank, 2008) However, there is no single blueprint for moving towards greater equity in education. When it comes to tackling marginalization, each country faces a different set of challenges -- and it has to meet those challenges in the light of the resources available(UNESCO, 2010)

Therefore, the available research evidence and operational reality, according to World Bank report 2009, provide sufficient evidence to conclude that a basic minimum and functional level of school infrastructure must be a necessary component of any credible strategy that aims to achieve the millennium development goal of complete quality primary education for all children. Primary school infrastructure should satisfy the basic requirements of accessibility, durability, functionality, safety, and public health.

2.5 Education and Development

In its totality, education enables individuals and the society to make all-rounded participation in the development process acquiring knowledge, ability, skills and attitudes. Indeed, education, as a very important factor to human development, is of a high priority in the overall development efforts of the nations. There is an international consensus that asserts that education is the single most vital element in protecting the environment, controlling population growth, combating poverty, promoting human rights and democracy and creating equality between sexes (UNESCO, 2005). In order to bring all these in to effect, the education sector should be rested upon a well-organized and comprehensive policy that governs the overall system of the sector. To this effect, early childhood education can play an important role in offsetting social, economic and language-based disadvantage. Evidence from around the world indicates that high-quality early care is good for all children, but particularly for those from disadvantaged backgrounds (UNESCO, 2010)

Access to education is one the highest priorities on the development agenda. High profile international commitment to progress- such as the second MDGs of achieving UPE has helped galvanize policy makers into action. Significant results have already been achieved in school enrolment. Yet, care must be taken that the need for simple, measurable goals does not lead to ignoring the fact that it ultimately, is the degree to which schooling fosters cognitive skills and facilitates the acquisition of professional skills that matters for development. A development-effective educational strategy should thus focus not only on sending more children to school as the second MDGs is often interpreted, but also on maintaining or enhancing the quality of schooling. Reducing disparities in access to and in the quality of education are two goals that must be pursued simultaneously for any education reform to be successful. Considerable progress indeed has been made recently in increasing enrolment, but a reversal could occur if parents were to realize that the quality of schooling is not guaranteeing a solid economic return for their children (World Bank, 2007)

The threat that financial crisis poses to internationally agreed human development goals is widely recognized Sustainable domestic revenue levels. The group 20 April, 2009 argue that they recognise the current crisis has a disproportionate impact on the vulnerable in the poorest countries and recognize our collective responsibility to mitigate the social impact of the crisis to minimise long lasting damage to global potential. Raising more revenue is another way for governments to generate resources for public spending. Low-income African countries have made

major strides in recent years by increasing taxes and expanding the tax base, but it is recognized that there are limits to how much they can increase tax collection (UNESCO, 2010) Bourguignon, F. senior vice president and chief economist in World Bank agree that, "There are many reasons why school quality may be deficient. Countries should investigate what the prices cause are in their own context and should be encouraged to experiment in finding the best way to correct the weaknesses. Tools such as effective teacher certification, public disclosure of the educational achievements of schools and teachers, can be useful starting points for reflection. Education reforms take time to mature and bear fruit. Engaging in such reflection and experimentation is therefore urgent for development" (World Bank, 2007)

However, the time lags between school attendance and economic activities as well as variables in home backgrounds. Shifts in economy make it difficult to isolate the effect of education on economic production. Accounting quality factors within education makes the matter more complex. Nevertheless it is important to try to measure the effect of investments in education quality on economic production. In some of the poorest countries, where real rates of return on industrial and infrastructure projects are often small or even negative, the returns to investment in primary schooling appear to be very high. Indeed more attractive than other alternatives. In countries where a large proportion of the working population is dependent on farming, and where rates of illiteracy is very high, primary schooling thus provides an investment opportunity which ought to have high priority on economic grounds (World Bank, 1986)

Today, human development is firmly established at the heart of international goals. The millennium goals are both the manifestation and vehicle of this. The goal of universal primary schooling holds a unique place amongst the millennium goals for development in that it is closely linked seven other goals set by international community in the areas of poverty, gender, maternal and child health, endemic diseases, environment. It further more contributes to the achievement of other goals because of the economic and social impact both on individual and collective scale on which it is dependent. Education decreases the risk individuals run of being in situation [relative or absolute] poverty. Compared with individuals who never attend school, the risk of poverty for individuals who attended and completed primary school is significantly less. Beyond this level of education, additional years of schooling generally only have marginal impact on poverty alleviation (UNESCO, 2005)

Education seems like an efficient way of breaking the vicious circle of intergenerational transmission of poverty. With the education of girls and female literacy in particular, the average number of years of schooling can be increased from one generation to another and therefore, the next generation's economic situation can be improved. It seems that education has an even stronger impact on indicator of demographic and health results than activities of the health sector themselves which is in itself a justification for the efforts educating young populations in general and girls in particular [summers, 1992] many empirical studies, using household survey data, show that the change of individual behaviour as regard of health [especially reproductive health] is mainly due to the education of women (UNESCO, 2005)

2.5.1 Social Development

Human resources development constitutes the foundation upon which material development can occur, and education represents a major form of human resources development. Besides, it is widely believed that the expansion of educational opportunities is a keystone to the nation's accelerated socio-economic development. Education provides a fundamental base for all further human development and its availability and quality are central to the human resource development of any society (UNESCO, 2005). Universal primary completion is crucial for national economic and social development. It is a goal that all developing countries are committed to achieving by 2015, but one that will not be reached without a significant acceleration of current progress. However, important a goal it may be, primary completion is not the only challenge facing education systems of the developing world. Rather it is the first step towards a system of life long learning for all citizens which is as relevant for the poorest countries as it is for the wealthiest (Bruns et. el, 2003) early childhood care and education can create the foundations for a life of expanded opportunity. Strong and growing evidence finds a high-quality care in the early years can be a springboard for success in primary school, offsetting social, economic and language-based disadvantage, especially for vulnerable and disadvantaged children. Yet, millions of children in sub-Saharan Africa enter school with learning impairments streaming from malnutrition, ill health, poverty and lack of access to pre-primary education every year (UNESCO, 2010)

Primary schooling has several socioeconomic advantages. Many studies, World Bank, 1991, Mulugeta and Amanuel, 2000, UNDP, 1991, Locked and Veispor, 1991 cited in (Habtamu, 2002) report that primary schooling improves productivity, reduces fertility rates, (control

population), improves family health and nutrition, reduces infant and child mortality, and improves life expectancy. Gross enrolment ratio GER which means the number of children who are enrolled in primary schools expressed as a proportion of the number of children in the age group who are eligible to attain was unsatisfactory, only 51% in 1991/2000 in Ethiopia (Habtam, 2002).

Special global program in basic education aim to move faster toward the international education targets as means to more productive economies, more cohesive societies, more effective participation in collective affairs and ultimately, healthier and happier population. Basic education for the poorest sixteen of the sub-Saharan Africa countries in which education attainment is well below the level required historically to achieve sustainable economic growth and poverty reduction have been targeted. Bolder policies and more innovative activities will be pursued to accelerate primary enrolments in these countries deprived of education accessibilities (World Bank, 1999) recent research confirms the developmental benefits of expanding education systems points to a need for complementary policies to offset inequalities and improve learning. Cognitive neuroscience shows that early childhood is a critical period for the acquisition of cognitive skills. Such findings underline the need for adequate stimulation of young children, notably through early childhood care and education programs (UNESCO, 2008)

The poor, in any society, have the capacity to contribute to the economy and to social and cultural development of their communities and the nation at large. It is through education that individuals realize their potential to contribute to the production, wealth creation and execution of various roles that make for national development. It is also through education that they become fruitful beneficiaries from the distribution of wealth in economy, have a political voice and access to social goods and services to enhance their living standards (UNICEF, 2002: 1). Contribution combined with sound macro economic policies, education is fundamental for the construction of globally competitive economies and democratic societies. Education is a key to creating, applying, and spreading new ideas and technologies which in turn increase labour productivity (Bruns, et.al, 2003).

Reading, writing and calculating are essential skills for living in today's world. Literacy and numeracy enhance self-esteem, contribute to empowerment and education attainment, and improve health outcomes and employment opportunities, and lower child mortality. Despite these advantages for individuals and societies, literacy remains a neglected goal. Multiple barriers

restrict the achievements of widespread literacy. They include insufficient access to education of good quality, weak support for young people exiting the school system, poorly funded and administratively fragmented literacy programs, and limited opportunities for youths and adults learning. Many of these barriers disproportionately affect marginal and vulnerable groups, and make worse socio-economic inequalities (UNESCO, 2009)

2.5.2 Economic Development

Education, particularly primary education is a goal by itself, and it is also a powerful driver of progress toward the other MDGs. More equitable distribution of education is correlated with lower poverty and equality and faster economic growth (Birdsal and Londono, 1998 cited in Bruns et.al, 2003). The role of employment in the nexus of economic growth, poverty reduction and progress towards the achievement of UN MDGs is significant. Though employment is not an explicit component of the MDGs, it has a key role in economic and social development. Building on several decades of thought about human capital and centuries of attention to education in more advanced countries- it is natural to believe that a productive development strategy would be to raise the schooling levels of the population. Indeed, this exactly the approach of the education for all initiative and a central element of MDGs (World Bank, 20027)

Ignoring quality differences significantly distorts the picture of how educational and economic outcomes are related. The distortion misses important differences between education and skills and individual earnings. It misses an important underlying factor that determines the interpersonal distribution of incomes within societies. And it very significantly misses the important element of education in economic growth. There is credible evidence that educational quality has a strong causal impact on individual earnings and economic growth (World Bank, 2007). As labour is the main source that most poor people are endowed with labour intensive growth is the most effective way to reduce poverty. Employment is the key source of income, consumption and other material aspects of improved livelihoods. Moreover, it also enhances other dimensions of wellbeing including skills, physical abilities and self-respect (poverty in focus, 2008).

Schooling has not delivered fully on its promise as the driver of economic success. Expanding school attainment at the centre of most development strategies, has not guaranteed better economic conditions. What has been missing is attention to the quality of education – ensuring that students actually learn. There is strong evidence that the cognitive skills of the population,

rather than more school enrolment, are powerfully related to individual earnings, to the distribution of income, and economic growth. And the magnitude of the challenge is clear-international comparisons reveal even larger deficits in cognitive skills than in school enrolment and attainment in developing countries (World Bank, 2007)

The description of school completion ignores the level of cognitive skills acquired. Completing 5 or even 9 years of schooling in the average developing countries does not mean that the students have become functionally literate in basic cognitive skills. The low performance of students in nearly all the developing countries participating in the international student achievement tests has already been documented. As a recent report by 'World Bank Independent Evaluation Group' (2006) documents, high priority was accorded to increasing primary school enrolment in developing countries over the past 15 years. Whether children were learning given much less attention (World Bank, 2007).

Unless education policies targeting poor and disadvantaged children are introduced, the existing socioeconomic inequality may be worsen through poor quality of education and differentiated school systems. Levels of educational attainment continue to differ sharply by students' social background. A more knowledge-intensive world economy is gaining ground, necessitating a more skilled labour force. Quality primary education and the development of secondary education systems that promote problem-solving and critical-thinking skills and foundations for development [the EFA Global Monitoring Report, 2008] The challenges of education development in sub-Saharan Africa at the beginning of the twenty-first century are urgent and unprecedented. Faced with persistent gaps in the coverage of primary schooling, almost all countries have launched major efforts to ensure that all children will have the opportunity to complete primary education of acceptable quality. Concurrently, accelerating economic growth and social change are creating an urgent imperative to expand access to further learning to strengthen the human resources base (World Bank, 2008)

However, primary school infrastructure in Africa has not been growing fast enough to accommodate all school-age children, and a large share of the existing stock is unsafe and unsuitable for learning. At the same time resources are often inefficiently and inequitably allocated allowing greater access for some populations than for others. If these trends continue, the primary school infrastructure needed to provide quality education for all children by 2015 will be grossly inadequate in volume, quality, functionality, and distribution. These problems are due

not only to insufficient resources but also to in effort planning norms and practices, unsuitable construction technology, and inefficient construction management process (World Bank, 2009)

2.5.3 Poverty Reduction

Education is a crucial factor in ending poverty. With education employment opportunities are broadened, income levels are increased and maternal and child mortality rates could be reduced or eradicated. All agreed that the single most important key to development and poverty alleviation is education. This must start with universalizing primary education for girls and boys equally as well as an open and competitive system of secondary & tertiary education (World Bank, 2003) This can be a key to the development of a child, the level of education reached and thus, the eventual achievement. An advantage is that having quality education provides information across a broader range of age and labour market experience. Analysis in literature asserts that both school attainment and cognitive skills determine individual incomes (World Bank, 2007)

Educational quality directly affects individual earnings. Most attention to the value of schooling focuses on economic returns to different levels of school attainment for individuals. Several studies have uniformly shown that more schooling is associated with higher individual earnings. The rate of return to schooling across countries is centred at about 10%, with returns higher for low-income countries, for lower levels of schooling, and frequently for women (World Bank, 2007) In areas where access, attendance and quality of education have seen improvements, there has also been a slow in the spread of HIV/AIDS and an increase in the healthiness of the community in general. In fact, children of educated mothers are 50% more likely to live past the age of five. Not only does education improve individual and familial health, but it also improves the health of a community. In countries with solid education systems in place, there are lower crime rates, greater economic growth and improved social services (<http://en.wikipedia.org>, 2009).

For an economy, education can increase the human capital in the labour force which increases labour productivity and thus leads to a higher equilibrium level of output. It can also increase the innovative capacity of the economy – knowledge of new technologies products, and process promotes growth. And it can facilitate the diffusion and transmission of knowledge needed to understand and process new information and to implement new technologies devised by others again promoting growth. Just as in the literature on economic returns to education the majority of the macroeconomic literature on economic returns to education employs the quantitative measures

of years of schooling, now average across the labour force. Using average years of schooling as an education measure implicitly assumes that year of schooling delivers the same increase in knowledge and skills regardless of the education system. This measure also assumes that formal schooling is the primary sources of education and those variations in the quality of non school factors affecting learning have negligible effect on education outcomes. This neglect of cross-country differences in the quality of education is the major drawback of such a quantitative measure (World Bank, 2007)

2.6 Challenges of Universal Primary Education

Achieving universal primary education faces many challenges, the major remaining points according to UNESCO, 2006 are: about 100 million children are still not enrolled in primary schools, 50% of them are girls; 23 countries are at risk of not achieving UPE by 2015 as their net enrolment ratios are declining; primary school fees, a major barriers to access, are still collected in many countries, and high fertility rates, HIV/AIDS and armed conflicts continue to exert pressure on education systems in the regions with greatest education for all challenges.

2.6.1 Problems Related to Education System

The World Bank report emphasizing on education problems quoted that immense progress has been achieved in education in the last half a century. Immense challenges remain. The main success has been in access but too many people – especially girls and women – are still excluded at all levels of education. Too many are enrolled but learning little. The result is that far too many people in developing countries do not have the foundation skills required to survive- let alone the advanced skills needed to thrive- in our complex competitive world. The challenges are to improve the quality of teaching and the relevance of learning and to offer everyone – including the hardest to reach – a good education. The long term measure of a success for developing countries will be the degree to which a system and culture of lifelong learning have been established (World Bank, 2003)

Goal-6 of EFA focuses on “improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.” The core task of any education system is to equip young people with the skills they need to participate in social, economic and public life. Getting children into primary schools through their early grades into secondary schools is not an

end in itself but a means of delivering these skills. Success or failure in achieving education for all hinges critically not just on countries delivering more years in school; the ultimate measure lies on what children learn and the quality of their education experience (UNESCO,2010)

Policy-makers, educators and parents need to far more on the core purpose of education: ensuring that children acquire the skills that shape their future chances. That goal is difficult to achieve – far more difficult, arguably, than getting children into school. Curriculum development, teaching and learning approaches need to be revised. With the global financial crisis having tightened already severs budget constraints, cost is often a barrier, but learning achievement can be greatly improved at low cost, in some cases by making better use of resources already being invested in education (UNESCO, 2010). Children do not start their schooling on an equal footing more must be done to equalize opportunity. Circumstances beyond children’s control, such as the income and education of their parents, the language they speak and where they live, influence their achievement at school. If the quality goal is to be achieved, ensuring that all learners regardless of their background achieve basic levels of learning needs to become a central objective. Programmes to improve achievement for the most disadvantaged learners are necessary (UNESCO, 2010)

2.6.3 Socio-Cultural Effects

Disparities within countries related to wealth, gender, race, language and ethnic group can pre-determine opportunities for education and hinder progress towards UPE. When it comes to universal primary education, rich and poor live in different worlds. In Burkina Faso, Chad, Ethiopia, Mali, and Niger, children from the richest 20% are three to about four times more likely to attend primary school than children from poorest quintile (UNESCO, 2009)

..... Poverty, ignorance, war, disease, harmful traditional practices and, drought are the major causes of disability in the country. The situation is especially aggravated by inadequate nutrition, limited access to health care and absence of educational services. Attitudes towards people with disabilities vary from place to place in Ethiopia. “In some rural communities of Ethiopia, the causes of disability are generally attributed to various agents, curse or punishment from God, visitations of the sins of father up on children, incidents or sights affecting pregnant women or the work of evil spirit.... In Ethiopia, society marginalises certain group based on their disability, gender and/or ethnic background and for historical and traditional reasons.” Negative attitudes

and lack of knowledge about the assets of people with disabilities coupled with misconception of disabling factors and disability are the reason the most children are hidden from sight, kept at home and deprived of an education (world vision, 2005)

2.6.4 Population Size Influence

Demographic trends are key factors in educational planning. The EFA Global Monitoring Report (2009) illustrates that Worldwide, slower growth or contraction of the primary school-age cohort creates an opportunity to increase per capita financing. On the other hand, continued increases in the primary school-age population mean incremental pressure on financial, physical and human resources. Indeed, East Asia and the Pacific will have some 15 million fewer children of primary school-age in 2015; in sub-Saharan Africa the cohort will grow by 26 million and the Arab states by 4 million. One consequence of such demographic pressure is that governments have to work harder to maintain existing gains. Sub-Saharan Africa, for example, has to expand participation by over two percentage points a year just to stand still in terms of enrolment ratios.

When out of school numbers were rising in some regions, progress has been dramatic. In sub-Saharan Africa the number of primary school-age children not in school has fallen by 10 million since 1999, while the population in that age bracket has increased by 17 million. Encouraging as these trends may be there is long way to go. Millions of primary school age children globally and plenty number in our country too are not on school- and on current trends the 2015 target will not be achieved. The circumstances and characteristics of out of school children vary. Over four out of five live in rural areas.... The vast majority are poor and many are the victims of a 'cross-generational' transfer of deprivation. Having a mother with no education doubles the probability of a child's being out of school (UIS, 2005)

The summary report of education for all 2008 indicates that for out of five new births occur in developing countries, people under age 15 accounts for 42% of the total population in the least developed countries. Many of the countries farthest from universal primary and secondary education will face increasing enrolment pressure in coming decades. It further estimated that by 2008 more than half the world's population [about 3.3 billion] people will live in cities, nearly one-third of them in urban slums. Nearly half of new urban dwellers are rural-to-urban migrants. Establishing urban to accommodate the children of these migrants and slum dwellers is fast becoming a pressing policy issue (UNESCO, 2008)

The EFA global monitoring report of (2009) indicate being measured in terms of scale and impact on life chances, the out of school problem represents a crucial human development challenge. More than that, it represents an indictment of national and international policy failures. In any increasingly knowledge-based economy, where national and individual prosperity is linked more and more to education, 12% of the developing world's primary school-age population is not in school. In sub-Saharan Africa, including Ethiopia, the share is almost one in three.

The report further elaborate, these, out of school, children are being deprived of the opportunity to get their foot on the first rung of a ladder that could give the skills and knowledge to climb out of poverty and break the transmission disadvantage across generations. While the initial costs are borne most directly by those affected, slow progress in getting children into school has wider and longer-term consequences. The loss of human potential behind out of school numbers undermines economic growth, deepens social divisions, slow progress in public health, and weakens the foundations for social participation and democracy- and these are costs borne by society as a whole (UNESCO, 2009).

On the other hand, increasing the number of students in a classroom poses overcrowding risks. Free schooling, for example, may encourage more children to enrol but it also help families to realize that their children are less likely to become literate, to complete primary school to proceed to secondary school, and to enter paid employment. Under such circumstances, the dropout and repetition rates are likely to increase, with less people completing primary education and less people attaining basic level of education. As funding is spread thinly across large pool of students, this can affect the quality of education on offer. Teachers cannot devote as much time to their students, even to cater across individual needs (Jeilu, 2009). In rare study on what motivates students to dedicate themselves to education, those who decide primary schooling investment in Ethiopia (schaffner, 2004, quoted in Jeilu, 2009) highlighted the role of distance, income, opportunity costs, perceived values, gender and cultural circumstances (Jeilu, 2009).

2.6.5 Physical Environment

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments constitute physical, psychological and service delivery elements. Different authors argue that physical learning

environments contributed much to students' achievements. Quality of school facilities or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors' empirical evidence is inconclusive as to whether the condition of school buildings related to higher students achievement after taking into account students' background (Fuller 1999, Williams, D., 2000, as quoted in world bank, 2000) Beside this, the education for all global monitoring report 2010 stresses that bringing classrooms closer to the marginalized children contributes much to access to education.

Physical access to classrooms remains a major barrier to Education for All. There is no universal benchmark for the appropriate distance to school. One estimate suggests that 2km or a thirty-minute walk should be viewed as an upper limit [Theunynck, 2009]. However, much depends on context and circumstance. Where mountains, forests or rivers limit accessibility, even short distance can entail long journey times and high levels of risk. Increased and more efficient public spending on classroom construction is one way to expand access. Classrooms shortages inevitably increase distance to school. Low income countries have acute shortage of infrastructures and classrooms (UNESCO, 2010)

In consideration the interaction between school infrastructure and other quality dimensions, the quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working Conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd). Even when schools do have adequate infrastructure, parents may be reluctant to allow children – especially girls – to attend if they are located too far away from children's homes. In general, parents often consider the location and learning environments when assessing school quality and this can influence school participation (UNICEF, 2000).

A large number of primary schools throughout Africa fail to provide a healthful and conducive learning environment for children. The quality of primary school facilities that is the package of

facilities offered, their durability and functionality is often extremely bad. Many schools in sub-Saharan Africa consist of classrooms only and temporary structures form a large share of the classroom infrastructure. There is no potable water, there are no working sanitary facilities, nor is any other, school furniture often broken or lacking entirely. Research suggests that these conditions have a significant negative impact on whether children attend and complete primary school and whether teachers show up for work (World Bank, 2009)

2.6.6 Administrative and Governance Matters

Education governance is not an abstract concept. It affects whether children have access to well-resourced schools that are responsive to local needs. It is also concerned ensuring that teachers are trained and motivated, and that teachers and schools are accountable to parents and communities for improving learning outcomes. Education governance is about how policies are formulated, priorities identified, resources allocated, and reforms implemented and monitored..... educational planners are interested not only in enrolment data but also in the number of schools. Not surprisingly, a typical village school enrolls substantially fewer pupils than a typical city school. When there are many small and very small village schools, challenges are encountered when planning the logistics of a school system (UNESCO-UIS, 2008)

It is assured in literature that governance reform is a prominent part of the education for all agenda. The 'Dakar framework for action' set out broad principles, which include creating responsive, accountable and participatory education systems. The EFA global monitoring report (2009) indicates that there is a widely held conviction that moving decision-making away from remote government agencies and making it more local and transparent will help education service provides be more responsive to the needs and concerns of the poor. However, experience in both developed and developing countries to highly variable results. The report further elaborate that two key findings emerge. First, there is no blueprint for good governance; each country or region has to develop its own national and local solutions. Second, governments have attached insufficient weight to equity when designing governance reforms. There is an urgent need to ensure that the interests of the poor, marginalized and vulnerable are placed firmly at the centre of the governance agenda (UNESCO, 2009).

In financing education for equity, additional funding is needed if the Dakar goal is to be achieved. But increasing funding is part of the broader set of education policy challenges. Every country

participation. Despite a general view that parental participation had increased, real participation remained limited (UNESCO, 2009).

Strengthening teacher governance and monitoring do also matters the management of the education system. But many school systems fail to provide an education that meets even the basic standards for quality and equity. To address this attention needs to be paid to teacher recruitment, deployment and motivation, together with effective use of information from learning assessments and school supervision. From one perspective, teacher salaries are viewed as crowding out spending on learning materials and other aspects of education provision. From an alternative prospective, they are seen as too low, with obvious implications for teacher motivation and standards. According to UNESCO's report 2009, in sub-Saharan Africa, teacher pay levels are perilously near, or even below, the poverty line. In some cases salaries have fallen sharply. Inequitable teacher deployment often exacerbates inequality in learning. Prioritizing training of teachers from under-represented groups, together with local recruitment, can make difference.

According to the EFA global monitoring report, 2009, some governments see performance-related pay as a strategy to improve teacher performance, including by reducing teacher absenteeism. But there is little evidence that it produces positive results and some evidence that it has perverse effects, such as leading teachers to focus on the best-performing students. Using information from learning assessments to monitor quality standards and equity is one of the keys to improving outcomes. Increasingly, information from learning assessments is being used to identify problems and inform policy, with encouraging results. In addition to this, school supervision is an essential aspect of monitoring, not only to oversee teacher and school performance but also to identify and support needed quality improvements.

2.6.7 Barriers to UPE: Child Labour, Ill Health and Disability

Every nation faces its own distinctive set of challenges in achieving universal primary education, but high levels of poverty and low average incomes are pervasive in most of the countries furthest from the target. Same time, so are the three barriers to UPE considered in this subsection: child labour needed, ill health and disability of learners.

2.6.7.1 Child Labour

Progress towards universal enrolment and completion of primary education is inextricably bound up with the progressive elimination of child labour. Not all economic activity carried out by children is barrier to education. But activities that keep children out of school, limits their mental and physical development or expose them to hazardous conditions, violates their right to education, along with international conventions.

The EFA global monitoring report of (2009) that focuses on overcoming inequality elaborate, while the trade-off between child labour and primary education is clear cut, there is wide cross-country variation in the relationship. Moreover, evidence of trade-off says little about the direction of influence: association is not causation. Engaging in work is not necessarily the cause why children not in school and viz piers. When schools are unavailable or distant, when the cost of schooling is high and the perceived quality low, distinctive to send children to school may push them into work. In other cases, household poverty and associated labour demands 'pull' children into labour markets; that is they are not in school because they are working. These 'pull' factors are often triggered by inability to cope with a crisis, such as a drought.

The international labour organization ILO also assures that millions of children worldwide are engaged in labour that is hindering their education, development and future livelihoods. Many of them are involved in the worst forms of child labour that cause irreversible physical or psychological damage or that even threaten their lives. This situation represents an intolerable violation of the rights of individual children it perpetuates poverty and it compromises economic growth and equitable development (ILO, 2002). Child labour patterns are also structured by gender disparities. Poverty drives both boys and girls into employment, either because of household cash needs or because parents cannot afford education fees. Children of both sexes also spend time on household chores. Around one-fifth of boys and one-quarter of girls are involved in child labour. However, while 70% of male child labourers attend school, only 52% females child labourers do. The disparity reflects longer work hours among girls, a division of labour that leaves girls with greater responsibility for household labour and greater weight attached to boys' education (UNESCO, 2010)

Poverty and social exclusion should be addressed according to the needs of the concerned population. Agrarian reforms which provide access to land and incomes, as well as employment-

promotion measures and social protection for disadvantaged families can be effective in preventing oppression. While child labour is widely agreed to be a consequence of poverty, it also perpetuates poverty: a working child often forgoes education and grows into an adult inevitably trapped into unskilled and poorly paid jobs. In fact, the poverty child labour cycle results in scours of under skilled, unqualified workers (Hospels & Jankanish, 2000).

2.6.7.2 Health Barriers to UPE

The early childhood section of this obstacle highlights health handicaps that can affect children from birth to age 5. Such handicaps do not disappear after entry to primary school. Inadequate nutrition and poor health continue to track children after they enter school, trapping them in a vicious cycle of cumulative disadvantage. Reversing this cycle requires public health interventions, some of which can be initiated through schools. Schools can make a difference in all these areas. Of course, they cannot fully compensate for damaged caused in early childhood, but they can provide some level of protection. Public health programmes can use schools to deliver vaccinations, vitamins and treatment for infectious diseases (UNESCO, 2009).

Linking health and education policies can yield high returns and support the rapid drive towards UPE..... investments in public health offer some of the most cost-effective routes to increased school participation. Conversely failure to invest in health can have large hidden costs for education. Malaria provides a particularly striking example. Exposure to malaria has grave implications for achievement in school. After controlling for other factors, researchers have found that endemically intensive malaria cuts school completion rates by around 29% and increase repetition by 9% (Thulliez, 2007, quoted in UNESCO 2009)

2.6.7.3 Disabled Learners

The promise of EFA, as a phrase implies, applies to all children. It does not differentiate between able bodied and disabled children. The convention on the rights of persons with disabilities adopted by the United Nations General Assembly in December 2006 and in force since May 2008 is the latest legal tool supporting integration of disabled people and the most recent reaffirmation of the human rights disabled learners. It recognizes a clear link between inclusive education and the rights to education. Yet children with disabilities are still among the most marginalized and least likely to go to school. There is no internationally agreed definition of disability, and a few governments closely monitor the impact of disability on school attendance. However, evidence

from household survey indicates that disabled children have lower rates of school participation (UNESCO, 2009).

Despite global efforts to achieve universal primary education by 2015, children with disabilities are still the most likely children to missing out on an education. Indeed it is estimated that one third of the 77 million children worldwide still out of school are disabled children (UNESCO, 2006 cited in World Vision, 2008). Ensuring the inclusion of disabled children is therefore, critical to achieving the goal of universal primary completion UPC by 2015. Further more, given the relationship between disability and poverty, the participation of children with disabilities in education is also essential to poverty alleviation (World Vision, 2008).

The EFA global monitoring report of (2009) indicates that the barriers for disability vary. Physical distance to school, the layout and design of school facilities and shortages of trained teachers all play a role. Among the most serious obstacles, however, are negative attitudes towards the disabled, which affect both the school participation and the self-confidence of the disabled children [Dutch coalition on disability and development, 20006]. Speeding up progress towards UPE will require a far strong focus on public policy facilitating access for the disabled- and on political leadership to change public attitudes. The starting point is that disabled children should be treated as an integral part of the learning community rather than as a 'special' group requiring separate class or institutions.

Children with disabilities – particularly those with visual, physical and severe mental impairments – face obvious disadvantages in negotiating the journey to school and in many cases, in access to the classroom and other facilities, such as toilets. These disadvantages reflected in the limited impact of school fee abolition on their enrolment..... difficulties with accessibility cannot be readily be separated from wider factors that exclude children with disabilities from school. In many cases parental concerns over children getting to and into school are compounded by concerns over their experiences in classrooms. Improving access for children with disabilities requires policy interventions at many levels. Regulations on school design can play an important role in making participation in school possible (UNESCO, 2010)

2.7 Universal Primary Education in Ethiopia; the Current Status

The education management information system EMIS data of ministry of education witnessed that significant gap change in the country's gross enrolment ratio in primary education. It indicate that GER in primary education increased from 23.9% (18.9% for female and 28.5% for male) in 1994/95 to 91.7% (85.1% girls) and 98.0% for boys) in 2006/07; Addis Ababa with highest 85% and Afar and Somali the lowest 4% and 6% GER respectively. The share of Harari region also grow from 53.7 (55.6% male and 51.7% female) in 1994/95 to 116.8% (126.6% male and 107.0% female in 2006/07(MOE, 2008).

The EFA global monitoring report, 2009, highlights that Ethiopia has registered one of the fastest NER increase in sub-Saharan Africa. It has cut the number of out of school children by over 3 million. Efforts to improve equity have also produced results. The GER in rural areas increased from 45% to 67% between 2000-2001 and 2004-2005. This is because priority attached to education in public spending has increased steadily since 1999; the education budget grew from 3.6% of GNP to 6%. Within the education budget, more weight has been attached to the primary sector. It accounts for 55% of spending under ESDP III compared with 46% under ESDP I. the international aid accounts for around 17% of projected spending to 2010.

The substantial expansion of enrolment has created system wide pressures. Instead of going down as planned, the average pupil/teacher ratio (PTR) increased from 42:1 in 1997 to 65:1 in 2006. A national learning assessment conducted in 2004 recorded no improvement in quality. Dropout rates remain high, with nearly one in four students leaving school before grade 2. Households' contributions to financing are high, both for school construction and recurrent costs, leading to concerns that this could further foster inequality (UNESCO, 2009)

According to UNESCO'S report of the EFA, 2009, ambitious targets and strategies have been adopted to address these problems. Goals for 2010 include a GER of 109%, a GPI of the GER at 0.94 and a 64% primary school completion rate. Classroom construction is being scaled up, with an emphasis on building near marginalized communities in areas with large out-of-school populations. Financial incentives for girls' education are being strengthened, with targeted interventions in areas with where gender gaps are wide. Ethiopia envisages recruiting almost 300,000 teachers by 2010 to bring down PTRs while accelerating progress towards UPE.

In addition the EFA global monitoring report 2010 that focuses on sub-Saharan Africa indicates that In Ethiopia – productive Safety Net programme boosts children’s education. It is the largest social protection programme in sub-Saharan Africa outside South Africa. Launched in January 2005, the –productive safety net now provides regular cash or food transfers to more than 7 million people whose food sources are unreliable. The public works programme includes classrooms construction and up grading schools. In some villages construction of classrooms has allowed schools to add grades, enabling pupils to stay on for another years and reducing the attrition associated with transition to more distant schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Methods of the Study

Descriptive survey method was employed as a particular approach in this study. In describing the practices, achievements, challenges and prospects of universal primary education implementation, both quantitative and qualitative data were collected.

3.2. Design of the Study

Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money (Kothari, 2008). This research was a descriptive survey through questionnaire, interview and document analysis designed to utilize annual abstracts of educational records including a number of analytical methodological approach. It assesses the progress made in access to education with gender parity and improvement in quality of education. The assessment will be conducted in each selected sub-districts in the region focusing on selected primary schools to investigate the implementation of basic and primary education.

3.3. Sample of the Study

To collect relevant and detailed information from the diversified population, respondents were selected based on the stratified purposive sampling technique. Out of the nine sub-districts five of them, two from the urban and three from the rural area with four primary schools from each sub-district were the site selected to provide information to the study. The regional education bureau, the selected sub-districts education offices heads, educational personnel and relevant department heads, experts in planning and programming units at different levels, supervisors of region and sub-districts education team heads, principals, teachers etc. were informants in this study. The sampling procedure was implemented at the regional education bureau, the sub-districts education desks and, the selected primary schools.

Accordingly, five out of the nine sub-districts; Shankor, Aboker, Sofi, Hakim and Dirre Tiyem sub-districts are selected, and four primary schools from each sub-districts were taken as a

sample. Indeed, 20 out of 58 (34.5%) of primary schools were selected as a source of data for the study. Based on these, a total of 226 respondents, 25 from the regional education bureau and from the sub-districts education desks and the total of 201 respondents from the 20 selected primary schools, both teachers and school principals were participants providing the necessary information. Moreover, intellectual individuals among recipients and stakeholders, PTA committee members and persons from community were also involved in filling into the inquiries.

3. 4. Instruments and Procedures

Both primary and secondary sources were utilized for the effect of the study. In the data collection process, three basic instruments; questionnaire, interviews and document analysis were implemented. Both predetermined and emerging methods, both open ended and close-ended questions, multiple forms of data drawing on all possibilities statistical and text analysis were practiced.

3.4.1 Pilot Testing of Instruments

To check the validity of the instrument utilized and the status of respondents in understanding the questionnaires, I distributed pilot questionnaires to teachers and principals in selected five primary schools. Discussions were also carried at the regional education bureau with experts and process owner personnel in order to come up with acceptable level of understanding on the instruments and the entire objectives of the study. The test indicated that the school community already have orientation on the issues of UPE. They tried to figure out some existing difficulties that may hinder the region from achieving UPE on the targeted date and as well they pointed out the major gains in implementing the program. This indicates the validity and reliability of the instrument used since it is easily understandable to the respondents and addresses the expected issue. Having the overall gist, questionnaires were distributed to personnel at different position in education bureau, principals and teachers in twenty selected primary schools. In addition to this semi-structured interview was conducted to the deputy bureau head and personnel at the position of process owner in primary education implementation team and principals and community representative members in few selected primary schools. The total numbers of respondents were 226 people, 25 from the regional education bureau and sub-districts education officers as well as community members, 201 from 20 selected primary schools.

3. 5. Methods of Data Analysis

The data was processed, implying edition, coding, classification, and tabulation so that the data would be easily amendable to analysis. The data collected were computed in terms of percentage i.e. gross enrolment and net enrolment rates, repetition and dropping out rates to see students survival rate. This analysis involves both the qualitative and quantitative techniques. Descriptive analysis was employed to diagnosis the magnitude of school enrolment viz internal efficiency of the system that may indicate whether the region could be able to achieve universal primary education by the targeted date These statistical records of access, internal efficiency and survival rate could be used as an indicator of the education system to achieve universal primary education in the near future. The analysis of data obtained is summarized in percentage, mean and standard deviation descriptive means.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data gathered from different sources. Data utilized in this paper is collected from primary as well as secondary sources. The instruments used was questionnaire, interview with people at different position in regional education bureau, sub-districts levels, schools and relevant intellectual individuals and direct access to educational statistical documents like annual abstracts.

4.1 Analysis and Interpretation of Data from Documents

Under this section statistical data from students' recorded figures of documents are processed and computed to indicate the magnitude of enrolment, dropout, and repetition and retention of pupils. These figures indicate the status of the system in terms of access, equity, and quality that are key indicator of education coverage and efficiency towards achieving universal primary education. Analysis in this part would answer some of the basic questions asked in the introduction part.

4.2.1 The Trends of Students Enrolment

The general trend and magnitude of students' gross and net enrolment would be described showing the rate of differences in terms of gender in general primary school level in the last five successive years. Inference and conclusion are drawn indicating its effect and contribution towards achieving universal primary school in the targeted year.

Table 1: The status of gross enrolment in primary education in terms of gender parity for the last five successive years

Academic Year	School-age Population			Gross Enrolment			Gross Enrolment Rate			Gender Parity Index %
	M	F	Total	M	F	Total	M %	F %	Total %	
2004/05	14720	13912	28632	16366	12112	28476	115.2	87.1	99.5	0.78
2005/06	15088	14238	29326	17036	14928	31616	112.9	104.	107.	0.92
2006/07	16169	15337	31506	19992	16211	36203	123.6	105.	114.	0.86
2007/08	17272	16464	33736	21301	17642	38943	123.3	107.	115.	0.86
2008/09	18397	17613	36010	21705	17368	39073	108.6	99.	108.	0.80
Mean			31842			34862			108.	0.84

Source: computed from the Harari regional education bureau annual statistical records

Primary education is absolutely critical to a nation's development, providing on average the highest public returns for the nation and/or to local community. It is the critical foundation for later education and economic growth. Gross enrolment ratio is the percentage of total enrolment in primary schools, irrespective of age, out of the corresponding primary school population ages, 7-14. GER is a crude measure of schooling coverage. Table 1 shows the comparison of school age children with the gross enrolment level of primary schools entirely in Harari region for the last five consecutive school years. It can be observed from the table that gross enrolment exceeds the total corresponding official age population by 3020 children (8.66%). Increments in enrolment to school could be an encouraging factor, but the fact that plenty number of children enrolled in school is either under age or over age, it could affect the efficiency of the education system. Under age children contribute to the bulk of grade repetition at early grades and overage children tend to dropout at later stages and hence students' survival is at risk.

In each observed school year, the gender gap, indicating disparity on advantage of boys over girls seems almost constant with gender parity index of .80%. This requires more attention and more action to be implemented to attract girls to come to school. But the problem is that, the existing enrolment figure is so crude that it is difficult to clearly judge up on the exact disparity between

urban and rural enrolment gaps. Similarly, to investigate the progress across grade levels is also hard since there is no sorted data on the basis of grade level from 1 to 4, 5 to 8, or 1 to 8 specifically and on the basis of location like urban/rural schools separately. This makes the situation difficult to exactly distinguish not only the enrolment ratios but also up on all education indicators. Nevertheless, what can easily be concluded from this statistics is that there is no consecutive linear progress enrolment across the school years, and the changes registered seem the results of temporary campaign.

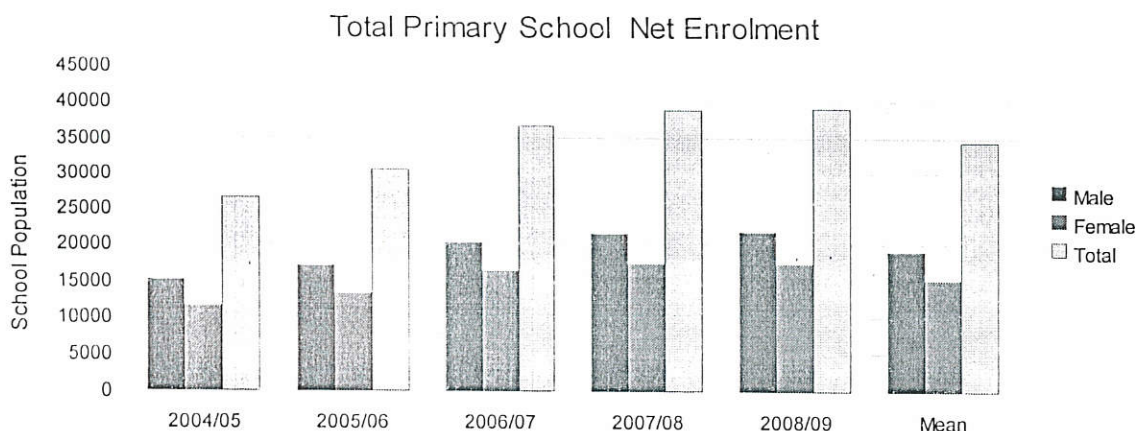
Table 2: The trends of school net enrolment in the last five successive school years

A /year	2004/05	2005/06	2006/07	2007/08	2008/09	Mean
Male	15077	17138	20313	21530	21705	19152
Female	11371	13296	16362	17418	17368	15163
Total	26448	30434	36675	38948	39073	34315

Source: computed from ministry of education annual abstract and the regional education bureau Statistics

Net enrolment is the best way of measuring organized, on time school participation and is a more refined indicator of school and enrolment average in terms of explaining the proportion of pupils enrolled from the official age group (UNESCO, 2010). Table 2 shows the trend of net enrolment in primary schools in Harari region entirely for the indicated school years. Net enrolment was smoothly on progress for the last five consecutive years, however, the data indicates sort of inconsistency to indicate continuous progress to uniformly enrich overall primary education coverage across all sub-districts and pave a way to universal primary education achievement. In fact statistically, data documented in regional education bureau does not equivocally speak with the reported figure to ministry of education annual abstract. So there is a need for revision and make statistical figures similar to equivocally tell us what the existing reality is about the status of education coverage entirely in the region.

Chart 1: The trends of primary school net enrolment in five consecutive years



As it can be clearly observed from the above chart, net enrolment in primary schools in the region sometimes exceeds 39,000 children in aggregate to the maximum. The data in the figure show constant gender gap; the number of girls enrolled into the primary school system has been kept below the number of boys in each year and viz. Therefore, to minimize the gender gap, girls' participation requires emphasis.

Table 3: Primary education net enrolment rate for the last five successive years

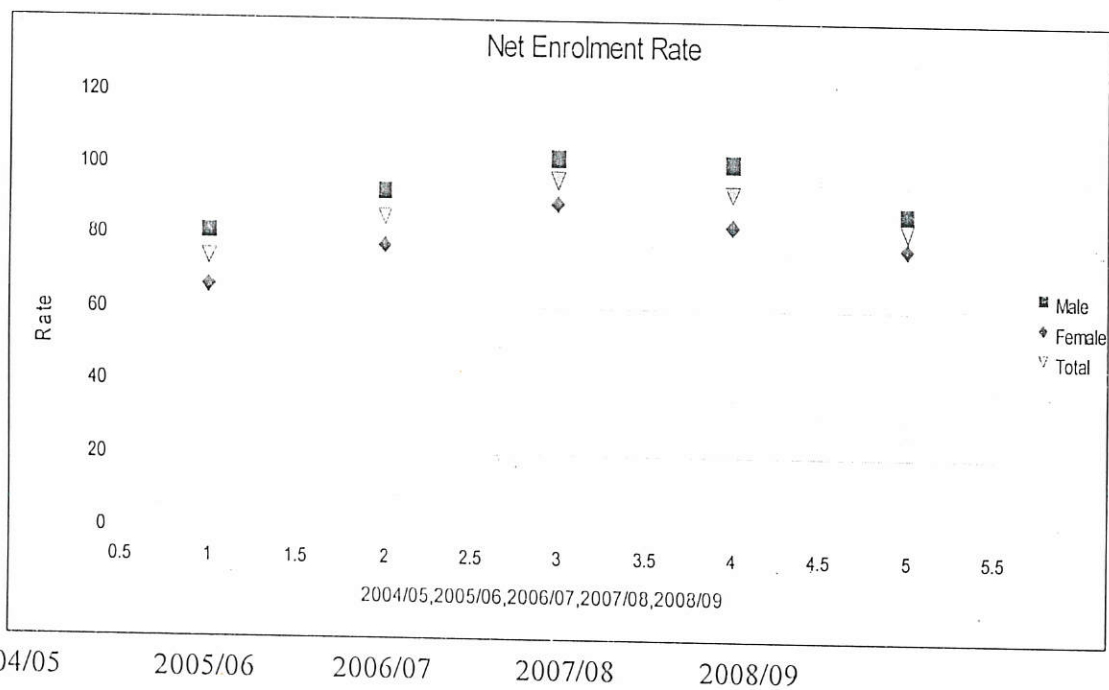
Academic/year	2004/05	2005/06	2006/07	2007/08	2008/09
Male	80.8	92.1	101.9	100.9	87.02
Female	65.8	77.1	89.0	83.2	77.24
Total	73.5	84.8	95.6	92.1	82.20

Source: computed from MOE annual abstract in comparison with regional education bureau Statistics records

The net enrolment rate has been in progress within five school years with a relatively moderate change by the incremental rate of 8.7% totally, but tends to decline in the most recent 2008/09 school year. The highest NER was observed in 2006/07, 95.6. However, the existing data reveal that this indicator tend to decline from 92.1% in 2007/08 to 82.25 in 2008/09. This overall progress towards universal primary education in the past recent years is encouraging in terms of

participation. The enrolment figure has kept increasing since 2004/05 except that it seen falling in 2008/09. Enrolment is just one measure of overall progress towards UPE. While enrolment rates are rising even with no interruption, plenty number of children enter primary school only to dropout before completing a full primary cycle. Moreover, current approaches to expand education access tend to produce only smooth linearly progressing report. However, the ultimate measure of any education system is not how many children are in school, but what and how well they learn and able to successfully complete the cycle. There is growing evidence that the region is more quickly getting children in to school than to improve the quality of the education offered and keep children in school system to complete the full primary cycle.

Chart 2: Net enrolment rate



Source: computed from MOE annual abstract in comparison with regional bureau education Statistics records

Grade 1 intake rate is either under estimated or over exaggerated, for example during the year, 2008/09 , the region education bureau thought to have a total new entry of 4669 children[2405 boys and 2264 girls], but able to register about double of this figure, 9361[5350 boys and 4011 girls]. This is estimated to be about 199.2%, [222.4% boys and 176% girls] indicating no closely

related guess of the school age population, forget about having accurate plan. Because of unspecified age or age groups net intake calculation is difficult. Similarly grade 1 intake rate during the previous year was varied. Accordingly, AIR was as high as 199.1% that is 203.65%, for boys and 194.55% for girls; whereas, the NIR was about 98.6%, which was 100% boys and 97.21% girls. This means that intake rate did not match with school age population diversity predictions.

Table 4: The overall primary education status during 2007/08 through 2008/09

Grade		Number of students	Enrolment rate		Teaching staff		Teacher-pupil ratio	Pupil-section ratio	Pupil book ratio	No. Teachers In primary Cycles		Number of qualified teachers
			GER%	NER%	No.	%				M	F%	
1-4	M	13005	135.96	98.99	297					297		99.0%
	F	11397	124.16	91.75	386					386	57	97.0%
	T	24402	130.19	95.45	683	57	1:36	1:59	1:2	683		98.0%
5-8	M	8296	107.63	72.18	351					351		66.1%
	F	6245	85.72	58.96	172					172	33	61.0%
	T	14541	96.99	65.76	525	33	1:28	1:55	1:2	523		64.0%
1-8	M	21310	123.32	87.03	648					648		-
	F	17642	107.16	77.24	558					558	46	-
	T	38943	115.43	82.25	1206	46	1:32	1:57	1:2	1206		-

Source: computed from the Harari region education bureau annual education statistics

Primary school inputs such as teacher-pupil ratio, students-section ratio, and student-textbook distribution rates are almost similarly moderate. But textbook distribution rate and number of qualified teaching staff for the upper primary cycle indicate scarcity. However, what is more decisive is the actual interaction between teacher and students during instruction. It determines the level of quality education and students achievement than the inputs. The number of female teachers at different primary education cycles according to the 2007/08 annual education statistics was 46% i.e 57% in the first cycle and 33% at the upper primary cycle. At the lower cycle, female's participation was higher to that of males but the figure gets reverse as the level increases.

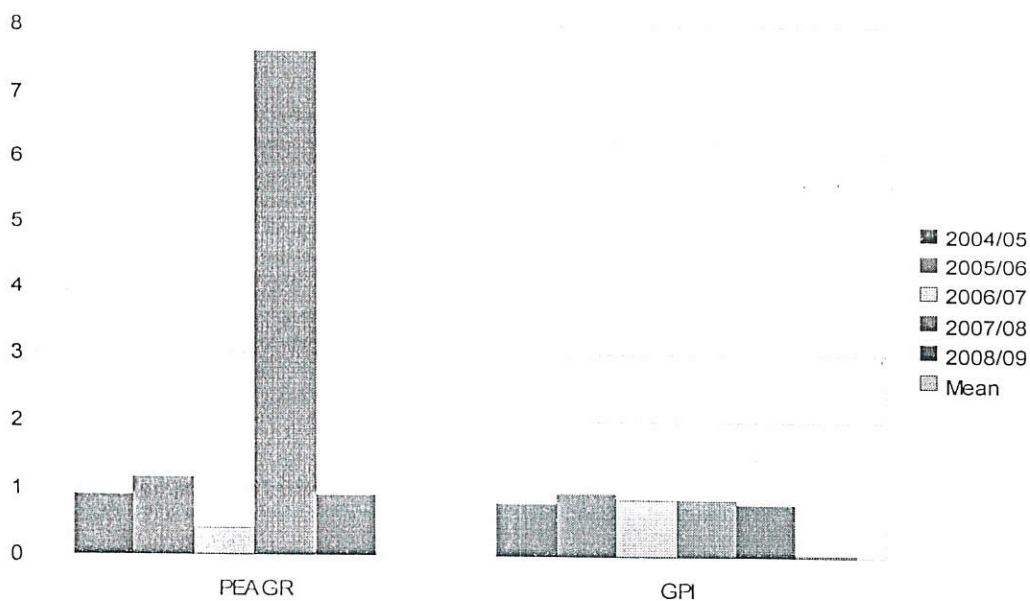
Table 5: Comparison of primary enrolment average annual growth rate (PEAGR) and gender parity index (GPI) for the last five successive years

A/year	2004/05	2005/06	2006/07	2007/08	2008/09	Mean
PEAGR	0.9	1.15	0.4	7.6	0.89	0.11
GPI	0.78	0.92	0.86	0.86	0.80	0.04

Source: computed from MOE annual abstract in comparison with regional bureau education Statistics records

The average annual growth rate of enrolment helps to understand how coverage is either in progress or declining every year in a region or country in urban as well as rural area schools. Table 4 shows the annual average growth rate since 2004/05 academic years. The trend of annual average growth rate shows inconsistency for the observed series of years. The lowest was in 2006/07 and the highest rate was observed in the next year i.e. 2007/08. In average, primary school annual average growth rate was 0.11% for five consecutive years. On the other hand gender disparity at primary level can be indicated using the gender parity index GPI which is the ratio of female to male enrolment rates or viz. In a situation of perfect equality between boys and girls enrolment rates, GPI is 1 while 0 indicates the highest disparity. Gender disparity in primary school enrolment for series of years has been observed nearly constant. The average disparity rate is 0.80 to 0.82%, the average annual improvement within five years is 0.04 only; hence boys enrolment keep higher to girls enrolment which calls for more attention to work on access to girls education. In general the trend of female enrolment rate has been increasing from 65.8% during 2004/05 to 77.24% in the year 2008/09 but the gap between boys and girls is still wide with about 10 percentage points.

Chart 3: Comparison of primary enrolment annual growth rate and gender parity index for series of few years



Source:

computed from MOE annual abstract in comparison with the regional education bureau Education statistics records

Data in the above chart reveals the comparison of the primary schools enrolment average annual growth rate with that of gender parity index during the all observed years. The GPI shows consistence as it has been discussed in the previous section. But the PEAGR shows dramatic change during 2007/08 in a unique manner and tends to indicate nearly to the obvious figure. Thus, it indicates the variation gap in the enrolment status of the school systems.

4.2.2. The Scope of Dropout and Grade Repetition

Getting children into primary school is just a first step. Universal primary education involves entering school at an appropriate age, progressing through the system and completing a full cycle. Unfortunately, many children enter school late, dropout early and never complete a full cycle. In addition a bold number of students still could not smoothly progress through the system; they repeat grades twice or for more times and share scares resources allocated to education. Moreover, they contribute to the quality deterioration of the provision of education. Table below summarizes the indicators of repetition and school dropping out

Dropping out of school, one of the decisive indicators of the internal efficacy deterioration of the education system is not available recorded in its complete form in the regional education bureau. However, the available data reveal that there is slow rate of improvement from 8.3% during 2004/05 to 5.1% during 2007/08. This indicator generally shows that there is an improvement in students' retention although gender disparity still clearly seen in disadvantaging of females, in each observed year, rate of dropping out of school has been kept higher for girls than for boys. Similarly grade repetition has been getting improvement with the same gap between sexes; but rate of repetition was higher for boys than for girls irrespective of their enrolment figure. This clearly request for special attention for girls education in terms of enrolment as well as mode of instructional delivery.

Table 6: The trend of school dropping out and grade repetition

A/year	Dropout rate			Repetition rate		
	Male	Female	Total	Male	Female	Total
2004/05	7.6	9.1	8.3	7	6.2	6.66
2005/06	5.9	8.0	7.0	6.2	6.0	6.2
2006/07	4.2	5.7	5.1	5.7	4.5	5.2
2007/08	--	--	--	7.5	5.5	6.5

Source: computed from the regional education bureau annual statistics

Repetition and dropout rates help to understand how the education system works in terms of the use of available resources and time. These rates are commonly used to measure the efficiency of the education system in particular grades of a given education cycle. Repeating a grade means using more resources than allocated to a student; and leaving a school or dropping out before completing a particular cycle or level of education is also wastage of resources. Repetition rate measures the proportion of students who have remained in the same grade for more than one year usually be retaking the grade having either left the grade permanently or come back for a second or third time. Any repetition, at times of too high pupil teacher ratio, unqualified teachers, or lack of learning materials, reduces the efficiency of the education system.

Rate of repetition and dropping out of school in the Harari region read below 10%. Nevertheless, it is very difficult to rely up on these figures to grant the better efficiency of the regions' education system since it is too hard to get the net proportion of these figures to the total school attendance. To confidentially judge the efficiency of the education system it is must to have the net proportion of students who attended, promoted, repeat grade and/or dropout before completing a given school year sorted clearly and may make the calculated rate more reliable and free from ambiguity. More integrated approaches to monitoring are required to measure the real state of progress towards universal primary education.

4.3 Analysis and Interpretation of Data Obtained from the Field

This section deals with the presentation, analysis and interpretation of information gathered through questionnaire, interview and direct observation of the situation in the offices and the school compounds. This would tell us the opinion, experiences, feelings and insights of respondents about the problems of the education system, its practice and achievements obtained yet. It helps to investigate the challenges, obstacles or difficulty faced and diagnosis the effort so far made to achieve universal primary education in the region and the prospects of the respondents on its achievability by the targeted year, 2015.

Table 7: Personal information about education officers, supervisors and expert respondents

No	Items	Respondents							
		Education Officers		Supervisors		Experts		Total	
		No	%	No	%	No	%	No	%
1	Sex								
	Male	3	100	4	80	6	100	13	93
	Female	-		1	20	-	-	1	7.1
2	Service Year								
	Below 15	-		2	40	4	80	6	42.86
	15 - 30.	3	100	3	60	2	20	8	57.14
3	Qualification								
	Diploma								
	BA/MSC	2	67	5	100	4	80	11	78.57
	MA/MSC	1	33			2	20	3	21.43

Table 6 above reveals participants' characteristics those working at different position in the regional education bureau and supervisors from the selected sub-districts education desks. The study involves 14 people, including the Deputy Bureau head, primary education plan implementation and education quality assurance process owner, planning and resource mobilization process owner, examination expert, teacher development performer and other experts from different department. All participants are qualified to Bachelors or Masters Degree level having cumulative service ranging from 4 to 28 years of work experience.

Table 8: The bio data of teacher and principal respondents

No	Items	Respondent teachers & principals					
		Urban		Rural		Total	
1	Sex	No	%	No	%	No	%
	Male	86	74.78	29	25.22	115	100
	Female	68	74.73	23	25.27	91	100
2	Service Years						
	Below 10 years	52	74.29	18	25.71	70	
	11 – 20	44	74.58	15	25.42	59	
	21 -30	38	74.51	13	25.49	51	
	31 & above	19	73.08	7	26.29	26	
3	Qualification						
	Certificate	55	74.32	19	25.68	74	
	Diploma	92	74.80	31	25.20	123	
	BA/BSC	7	100	-	-	7	100
	MA/MSC	2	100	-	-	2	100
4	School Level						
	1 -4	39	75.0	13	25.0	52	
	5 -8	43	75.44	14	24.56	57	
	1 – 8	67	75.28	22	24.71	89	
	1 – 10	8	100	-		8	100
5	School Type						
	Government	129	71.27	52	28.73	181	
	Private	17	100	-	-	17	100
	Mission school	8	100	-	-	8	100
6	Returned					201	97.57
	Unreturned					5	2.43

Annex: respondents' bio data

Table 7 elaborates the characteristics of school community, teachers and principal participants from the selected primary schools. Total number of participants were 206 individuals, and 20 of them are primary school principals; 154 (74.76%) from urban area schools and 52 (25.24%) were from rural area schools. Gender wise 115 (55.83%) were male and 91 (44.17%) were female participants. In terms of educational qualification majority of respondents were Diploma level graduates; nevertheless, participants' educational qualification ranges from Certificate to Masters Degree level.

On 9 March, 2010 at 11 o'clock in the morning I had an interview with personnel at different position at regional education bureau including the bureau deputy head, the education quality assurance process owner, the curriculum development process owner, the teacher professional development process owner, the plan and resource mobilization expert and experts from related different department and relevant individuals. Similarly I held discussion with supervisors at selected sub-districts, school principals and relevant individuals from out side the education bureau structure hierarchy on the issue of primary education and efforts so far made towards realizing universal primary education at the targeted year. The summary of the discussion is presented here under together with the interpretation of data obtained through questionnaire.

4.3.1 The Status of Primary Education in Harari Region

Strategies so far implemented to enhance the provision of basic primary education in the region are numerous. Several schools are being built in vicinity villages in urban and rural areas to enhance education access and coverage; parts of children are getting schools within walking distance from their home in most cases. However, this action is not progressing at the same rate in rural area, especially in some remote districts; children are forced to walk more than 4km to get school. This factor force younger children from enrolling in to school at early age. Moreover, it creates risk or frustration while walking longer distance and likely affects girls participation either to enrol or to their sustainable attendance and completion of primary education. This is due to the fact that parents are always hesitating not to send their children far away from home, especially girls since there is some sort of fear like abduction and sexual harassment even if not regularly.

In rural areas of the region, the best widely practiced strategy that regional administration is currently implementing to provide free basic and primary education is to build 'satellite' schools

in those villages that did not get the opportunity to have formal school. These satellite schools work under the cluster school in their area. They are the centre for learning and mastering basic literacy and numeracy to prepare children for regular primary school level. These satellite schools are themselves considered as primary schools that provide education in flexible schedule in nearby villages in order to teach children in diminished risk overcoming problems of distance, feeding, and also save time for parents' children labour demand. After completing grade one or two in these satellite schools, children can directly enrol in the next upper grade in formal primary school i.e each satellite school has been built in considering formal primary school as 'mother school' that support and supervise their activity.

Beside providing education access and expand coverage, there must also be availability and fairly distribution of educational materials like textbooks for individual learners, safety and comforts of the school compound, classrooms, desks and sits. Moreover, the practice to frequently use meaningful and easily understandable learning aids such as real objects, models, charts, pictures and figures play a decisive role in attracting children and hold them up in schooling. Suitable instructional process is the key factor for the effectiveness of any education system to yield quality output that in turn reinforces its sustainability and have extended demand from the larger community. With this instruction using mother tongue in primary schools contribute much to have participatory education and thus, there is a need to make education free from discrimination.

In the campaign ongoing to enhance the provision of universal primary education in this particular region, so that every child could get equal opportunity to primary education, only few non-state organizations are actively participating in school construction, the provision of funds for various educational activities and incentives for poor children. Currently, the only active involvers in the process of education development are UNICEF and Mission für Mission. These organizations are building schools and funding the education of rural poor as well as urban slums. Few private providers do also own schools and run schooling on fee collecting basis in urban districts. Rural community have chance to education only through government agencies. This clearly shows that rural children have no equal opportunity to education as that of urban dwellers. Indeed, education access, equity and even quality are not implemented at the same rate for all children in the region, and therefore, achieving UPE is not necessarily on the right track.

Table 9: Comparison of the stakeholders' participation rate in the education development Activities

Stakeholders participation	Rating scale (%)						SD	Mean
	Very high	High	medium	Low	Very low			
Government	38.05	30.08	19.91	4.42	7.32	1.86	3.87	
Developmental associations	7.52	10.62	24.78	21.24	35.84	1.75	2.33	
Community	21.24	17.70	31.86	17.70	11.50	1.63	3.37	
NGOs	5.31	9.29	26.11	33.19	26.11	1.74	2.35	
Private providers	12.83	12.39	21.68	23.89	29.20	1.65	2.56	
Religious organizations	9.29	3.10	24.37	28.32	34.96	1.69	2.46	
Grand mean								2.82

A. summarized from annex 1

Education is the concern of all citizens, and cannot be primarily left only to a given body or categories of the society. As achieving the targets of universal primary education calls for the provision of equitable quality educational opportunities to all school age children regardless of their sex, residential location, the language differences, ethnic backgrounds and family economic status, it do also requires the participation and contribution of all capable stakeholders. Education being the cornerstone of all development and civilization as it makes the entire society educate, capable and competent; its expansion is also a common affair of the larger community members. To this regard the above Table tries to present the mean score of respondents' attitude reflection on the extent to which stakeholders are participating in the activities of education development, opportunity creation for rural as well as urban dwellers children so as to provide maximum educational coverage in the region.

Government, development associations, community, nongovernmental organizations, private providers, missionaries and/or religious organizations are among stakeholders expected to contribute to education development in providing education access to rural and urban community. Information gathered on this issue from participants reveals that government is the only key agent to provide education opportunities to rural community. Other stakeholders are limited to urban area only in very less quantity. Nongovernmental organizations, missionaries, and private

investors contribute far below average – and none of them are functionally involving in education activities out side the city.

As it can be clearly observed from Table 9 above, the participation rate of most stakeholders is not satisfactory. The total mean average for stakeholders' participation rate is far below standard. Developmental associations, private investors and community involve in education development activities at lesser rate with mean average of 2.37, 2.33, and 2.46 respectively while government agents involve at higher rates, with 3.87 at the same time. On the other hand religious organizations NGOs and missionaries contribute only slightly above the average mean score. Thus, in general it could be concluded that except the few, stakeholders' involvement in education development in general and primary education in particular is unsatisfactory. The analysis of variance shows that there is a significant difference among the participation score of the six groups of stakeholders. The significant variation is between government and the rest groups, whereas there is no significant difference among the others; and their contribution is limited to urban.

As the figures in the above Table indicate, majority of the respondents assert that among all expected stakeholders, it is only government body that plays a visible role in the expansion of education coverage. NGOs, Development associations, and Religious organizations have done less to the development of the sector; whereas, community involvement is not so bad, but is with a wide gap below the mean value. It is indubitable that government alone cannot reach all the marginalized poor rural people who are in need of standardized quality education and hence it implies that there are still steps left to successfully implement UPE in the region. Therefore, other stakeholders have to also invest on primary education expansion and work towards the satisfaction of the stakeholders demand for equitable quality education so that UPE can easily be achieved.

In a similar procedure of diagnosis of the distribution of stakeholders among urban and rural districts, Table 10 undoubtedly shows the accumulation of these agents in urban area only. In collaboration with government bodies, only few NGOs are involving in education development activities in rural districts in school construction and funding some education development programs. Beside this, no private investors and other stakeholders are functionally running education programs in rural areas. This indicates the activities of education provision in this particular region are running by single agent and therefore, there is a risk to lack opportunity to

provide equitable quality education for all clients in an effective manner. In addition to this, there might also be school leavers with lesser quality education and risk of exaggerated report since there is no chance for triangulation of data from different source.

On the basis of the international conventions for human rights that impose obligation on countries to act in commitment to provide equal opportunities for education for all, yet the region is systematically failing to address the extreme and persistent education disadvantages that leave visible number of its population marginalized since no stakeholder other than government is contributing to education of rural and relatively remote area society. These disadvantages are rooted in deeply ingrained social, economic and political process, and unequal distribution of education opportunities. Consequently children in rural area tend to be more likely out of school. This definitely inhibits the progress towards universal primary education since rural – urban gap in education opportunities kept wider.

In addition to government agency, the attribution of other stakeholders to the development of education provision is mandatory even though the current situational analysis does not indicate significant contribution of these stakeholders. Therefore, they have to be encouraged to participate in different educational activities to come up with significant value difference in improving primary education status. To attract NGOs, private providers and stakeholders in education development activities, the government within all its structural hierarchic administrative positions has to make ready the necessary facilities to ensure social and individual benefits through the provision of quality education. To achieve this target, inviting stakeholders to visit the school compound, classrooms, observe the overall teaching learning activities and are initiated to generate funds, attribute to the education systems improvement in any way.

However, majority of the respondents claim that nothing has been done to attract stakeholders. There has been no action undertaken. Government has to invite participants in every investment including education sector development more through providing free land or with minimum taxation; implement suitable education policy, have effective strategic plan and avoid bureaucratic obstacles. On the other hand try to convince stakeholders and donors by reporting the reality in the poor disadvantaged groups because up to now the participation of individuals, groups or political figures concerning primary education is negligible or not satisfactory even though there are sort of some supports of providing teaching materials and building classrooms.

Support must be provided to poor children through the provision of free primary education, stationary materials, midday meals school uniforms etc.

Table 10: participants' knowledge of stakeholders' urban/ rural distribution in education activities

Items	Yes	No	SD	Mean
Are equally distributed across districts of the region	10.62	21.24	1.47	0.96
Limited to urban areas of the region only	10.62	15.93	1.49	0.94
Limited to rural areas of the region only	0.00	0.44	1.83	0.69
More functionally found in rural	10.62	15.49	1.54	0.90
More functionally found in urban	37.19	15.93	1.33	1.48
Grand mean				0.99

B. summarized from annex 2

Up to now no stakeholder is working in attempt to assure/provide students with special needs and potentials to get appropriate access to education. In the region there is only one school for students with hearing disabilities which is poorly equipped to provide sufficient meaningful education. Other than this the rest with different disability problems and in need of special need education are not given due attention, do not have a chance to attain education let alone the arrangement of other special classes. Respondents conform that, this is due to lack of trained teachers, budget constraints and lack of commitment from the political leaders

In the attempt to ensure UPE, the region is working by focusing on access and coverage. Quality is not yet stressed. In fact, some missionary schools have taken some measure to encourage students on the basis of their achievement scores. They provide some incentives for those who stood in rank by giving stationary materials, uniform and the like. Beside this, as respondents conform, no body attempt to encourage students to different talents and potentials, no strategies have attempted to treat children on the basis of their potentials and inclinations. Other than financial constraints, lack of strategically planned actions and lack of enthusiastic action implementation becomes obstacle because they think such activities might not have contribution to immediate economic return according to respondents.

Table 11: The status of primary education access, coverage and participation

Indicators	Rating scale (%)						
	Very high	High	medium	Low	Very Low	SD	Mean
Expansion of number of schools	21.39	28.36	14.43	21.39	14.43	1.60	3.21
Improving educational opportunities for the poor, rural marginalized and other disadvantaged groups	0.00	0.00	14.43	42.79	42.79	2.13	1.72
Girls educational participation is improved in primary schools	21.39	42.79	14.43	21.39	0.00	1.74	3.64
Educational opportunities has created for the disabled children	13.93	1.49	27.36	28.36	28.86	1.70	2.43
Parents demand education for their children	14.43	20.40	21.39	27.86	15.92	1.64	2.60
Flexible and alternative delivery of education is arranged	19.90	6.97	21.39	22.39	29.35	1.58	2.88
Private involvement and NGOs support of provision of education	13.90	14.43	35.82	21.39	14.43	1.58	2.92
Private involvement and NGOs support of provision of education	6.97	28.36	21.39	21.39	21.89	1.60	2.77
Grand mean							2.23

C. summarized from Annex 3

In illustrating the overall status of the current primary education access and coverage, the above Table summarizes the opinion, attitudes, and feelings and believes of stakeholders including experts, supervisors, educational officers at different positions and relevant intellectual individuals as next. The extent of access and participation rate improvement in the region for the purpose of achieving universal primary education in aggregate is below average. Data from the above table reveal that the total rate of indicators of access and participation improvement reads slightly below average. Those indicators in progress of improvement according to respondents' opinion include:

- The expansion of number of primary schools,
- Girls education participation is getting improvement although the gender disparity is still with wider gap,
- Community participation in school construction and management,

- NGOs support and private investors in rare case are available in few selected areas, and
- Flexible alternative education delivery program is on attempt to be arranged by constructing satellite schools in remote rural districts.

In the analysis of variance, factors indicating education access and participation show nearly moderate values in aggregate. However, activities of improving educational opportunities for the poor rural marginalized and other disadvantaged groups are observed far below average. There is no educational opportunities being created and delivered to those children with disabilities. Worsening the case, parents' demands for their children education is not seen at a satisfactory rate because of lack of awareness of the benefits of education. Therefore, activities of arranging for the provision of meaningful primary level education in the region calls for more and more effort to reach the poor rural marginalized and other disadvantaged groups such as the street children and urban slums. More flexible mode of education delivery should be arranged to support parents demand for their children labour and to withstand the usual inhibitory practices impact on child's education participation. Indeed, the extent of awareness creation has to get more and more emphasis on the part of stakeholders to create clear vision of the benefits of education in the community.

Table 11 above summarizes the information gathered on the current status of primary education, its accessibility/coverage entirely in the region based on the opinion of the respondents. Those individuals who have close relationships with the activities of implementing primary education program, including the experts, supervisors, educational officers working at different positions and community members involving in running school activities as well as some educated parents. Majority of the respondents argue that there is a clearly observable difference between urban and rural areas in terms of education coverage. Nevertheless, an extraordinary numbers of respondents do also believes that children are more or less attending primary education at a relatively shorter possible distance in or nearby across their villages. This implies that primary education coverage is confidentially at an acceptable rate of progress in the region and it could be achieved at least within predictable time boundary even if not by the year 2015, whatsoever might be its sustainability. The fact that majority of the respondents hesitate not to respond yes or no to more than half of the inquiry statements puts the systematic and effective implementation of UPE program under question to help to make the MDGs target more manageable and attainable.

The comparison of mean scores of factors indicating access and equity show no significant differences; all factors indicate slightly above average except that girls access to education shows unsatisfactory score. To provide equal education access for all school age children, schools must be built in vicinity areas in villages. Shortening the distance that children daily travel to the school contributes much to encourage children's participation in schooling. According to the outcome of this survey, the average distance that children daily travel varies from less than 2km in some urban areas to about more than 6km in some remote areas. To overcome this difficulty, the regional education bureau arranges the program of building satellite schools under cluster schools in remote villages. This action is more encouraging measure to facilitate rural education access and coverage that enhances the effort towards the achievement of universal primary education program even though the issue of sustainability is still in doubt.

To enable rural children to get equal access to primary education so as to facilitate the progress towards UPE, respondents suggest actions to be undertaken such as arranging transportation facilities, building education centres (schools) nearby in the villages and to arouse citizens awareness about the necessity, values and goals of UPE, and arrange for safe roads between school and home especially to secure girls education. Mutual understanding for the community by discovering factors that contribute to enhance or hinder education opportunities for rural children through ensuring faire and proper distribution of schools, equal distribution of materials to all schools, providing educational support activities and community participation. Teaching parents about the importance of education in general and primary education in particular to create awareness in the community. To this effect, to give special attention to parents and working towards improving the life style of the community at large is the base to encourage education participation and consequently realize UPE.

Attractive classroom conditions and facility of the school compound help to make teaching environment more conducive for the school community. To improve accessibility, school facilities are basic factors. Facilities like water supply, separate toilet for girls and boys, safe roads, libraries and books, supply of educational materials, arranging for sport facilities and use of real objects and model teaching aids to make the instruction process more interactive and the provision of quality education more tangible. In addition to make classroom conditions more comfort, the quality of training delivery process for teachers should be improved. Opportunities for the provision of quality in-service training for teachers to upgrade majority of teaching staff

and relative academic freedom of teachers would initiate the improvement of the quality of education.

Working towards achieving optimum teacher- pupil ratio, pupil- textbook ratio, and other facilities make school compound more attractive to school beginners and the capacity of the institutions to hold up all registered students in a sustainable manner in the education system to enable them complete the full courses of primary education. Generate efficient teachers, inspire the society, administer sustainable follow up to update teachers' fitness and make them willing to serve in rural area. To make the task of education more participatory, agitating rural community, inviting NGOs and private investors help to increase access and coverage.

Table 12: The status of primary education

Opinion rating scale (%)					
Items	Yes	No	Some How	SD	Mean
Rural children have equal access to primary education as urban children	8.00	32.00	60.00	1.19	1.48
Girls have got equal access to education as boys	16.00	48.00	36.00	1.03	1.80
Shortest possible distance between home to school have been achieved and children are getting school at less than 3km in each sub-districts	40.00	32.00	28.00	1.01	2.12
NGOs are actively involving in primary school expansion	20.00	2.00	28.00	1.01	1.92
Primary schools are almost uniformly distributed in all sub-districts (kebele administrative areas)	28.00	53.00	20.00	1.04	2.08
Local community has clear understanding of the right of every children to education	32.00	48.00	20.00	1.01	2.12
Grand mean					1.92

D summarized from annex 4

On the basis of respondents' opinion, the study attempted to thoroughly diagnosis the issues of current primary education status in terms of access to primary schooling. The sorted and summarized figure in the Table above shows current status of primary education in the region. The grand mean of the percentage of respondents' opinion is summed up to be nearly above the average score with standard division of slightly more than one. Majority of the respondents believe that rural children have no equal access to primary education as those of urban children.

Shortest possible distance between child's home and school has not yet been achieved, and therefore most rural children are not getting school at less than 3km distance in each district except those in urban villages. This indicates that the distribution of schools in the region is not at equal rate. Moreover, local community especially those in rural has no clear understanding of the rights of every child to get primary education opportunity and thus are not aware of the goals and objectives of UPE. Therefore, continuous implementation of awareness creation program through stakeholders' involvement is a must to raise the overall consciousness of the society.

To strengthen education accessibility, inviting nongovernmental organizations, private providers, initiate rural community and creating awareness, motivating women and rising opportunities- construction of primary schools construction of satellite schools and pre-primary schools, implementing community awareness programs on issues of child and girls education call for active participation of all stakeholders.

Parents, community and teachers consult with education leaders, foster relationships with parents and collaborate with other professionals within the school and agencies in the larger society to promote learning and well-being of students. Organize an extensive training of teachers, organize awareness creation like workshops, seminar etc. But in training provision process for teachers, respondents claim that trainers themselves are not yet competent enough, some improvement has to be adjusted to train teachers in science and art skills. An on the spot study action should be carried on continuously to improve the school staff competency. Improving the quality and strengthening the internal efficiency in primary school requires the on time external adjustment through stating clear objectives and strategies. Facilitating the participation means of people, NGOs and all interested bodies towards school expansion increases the roles of private sectors.

Create equal learning opportunities for rural and urban children. The demand of the suppliers would have mentioned appropriately to fulfil proper educational equipments to computerize the primary schools by facilitating the quality of instructional methods and accessible facilities which students should made familiar with it. Implement appropriate policies and strategies of education; put optimum numbers of students in classes. Create use of active learning methods in classrooms.

To enable rural children get equal access to primary education so as to facilitate the progress towards UPE, all stakeholders actively be participate in the primary education development programs. Fund rising activities has to be encouraged and the administration should allocate

4.3.2 Challenges and Constraints to Universal Primary Education

Education is the right of all children regardless of their sex, family life standard, locality (urban/rural), the language they speak and their ethnic background. However, providing equal education access to all school age children by overcoming all these constraints is not yet realized in this region. Rural children especially girls are not in a position of getting access to education opportunities. This gap, beside is equivocally asserted by majority of the respondents, is also clearly visible in the education statistical data as well.

To overcome this problem, participants suggest those actions such as increasing access to education opportunities, community awareness creation, eliminating traditional barriers, constructing safe roads, implementing school feeding programs if possible, expanding preschool education, granting security to girls' education and encouraging them by arranging tutorial classes. In addition, provision of water supply in school compound and enhancing girls' educational participation through provision of gender education. Parents should treat girls equally as those of boys so that girls can develop self confidence and be effective in their education. Encourage girls to use their potentials effectively and assign female teachers to all schools to role model girls and also providing some incentives not to let them to look for opportunity forgone. Arrange for discussion with community and parents to facilitate preconditions to send girls to school and secure their survival.

Educational officers up on interview stressed that urban slums and street children contribute inhibitory factors that can be observed as obstacles to the attempt made to achieve universal primary education. According to the respondents, government together with few nongovernmental organizations is attempting to overcome the problem of street children and those who are incapable of attending school regularly. Indeed, they are working towards opportunity creation by arranging preschool education chances in selected camps. However, the big challenge to this plan is that the needs and necessities of these economically deprived children is not only education but also nourishment, clothing and shelter, which are the most basic necessity to human kind prior to education. Education obviously comes next to existence, in need of knowledge, skills attitude modification and development. Unless the basic needs of these

children is improved through providing meal and sheltering facilities to street children and those who leave in urban slums, and their family life status is improved by some capable body, be it government, NGOs, community association or private providers, educating these children is unthinkable.

Thus, enriching acceptable quality primary education and achieving universal primary education on the targeted year 2015 would be impossible in this particular area and other regions in similar situation in the country. This claimed 'preschool camp' education program is by far at the poorest standard in comparison to formal kindergarten schools and have no holding capacity in every sphere; facility on the basis of infrastructure fulfilment, education quality, and attraction power.

Primary school enrolment in Harari region has a glass half full and glass half empty nature. Gross enrolment in some academic years exceeds 100 percent, but it has a significant difference with net enrolment. Moreover, the urban/rural gap is still kept significant as witnessed by respondents and roughly observed from the annual education statistics documents. Recovering this wider gap needs to go long way with full concentration on the education of the rural poor and urban slums. In dealing with this fact, what is more pressing constraint requiring more concentrated attention is the gender disparity gap, especially in rural community where parents highly demanding for children's labour, more severely (girls') labour. In reality, relatively remoter districts like Erar Ddodta, Sofi, Ulanula, Hawaye, Erar Waldeya, Qilee, Dire Tiyara, Sigicha, Hakim and others, girls engage in labour task more likely than boys. Consequently they have lesser chance to enrolment to primary school and even lesser survival rate in schools. Interviewees confidentially assert that family house chores are culturally imposed up on girls labour; girls do also influentially involve in economic activities. In conclusion to economic wise interpretation, majority of rural poor and urban slums could not afford the opportunity foregone to their children's education especially of girls.

Primary school dropout rate is significant in schools in the Harari region. Information gathered from interviewees and from the statistical document records assert that dropout rate is greater than 10% in most school years in rural schools and also exceeds 3% in majority of urban schools.

The distribution of rate of grade repetition is also severe although not so bad as that of dropping out rate. To the effort made to improve the quality of primary education, participants claim that the regional education bureau is under taking different strategies including the administration of

reading skill tests, computing skill tests and the standardized test. Students who couldn't pass the standard tests as well as the classroom examination in a remarkable point are forced to repeat grades. Interviewees claim that there is no free promotion even for the first cycle of primary school students of first grade level.

Primary education being the base for the pyramid of the whole education structure, it requires a special attention. Priority should be given to the effective implementation of primary education. Fair distribution of educational materials like books, classroom construction, classroom facility fulfilment, and the assignment of qualified and competent teachers are among the decisive majors to equip the provision of quality education. Teachers' up grading is one of the key measures to strengthen the provision of quality education. Respondent from the regional education bureau claim that almost all primary school teachers are getting education opportunities to improve their qualification levels like the promotion from certificate to diploma and so on; and this could account to the effort to prioritize primary education improvement.

Running primary education faces numerous challenges. Receiving primary education is one of the basic rights of children that should be fulfilled with no preconditions. However, several under developed nations, including Ethiopia are denying this basic right of children. Current global reports on this issue by concerned international organizations like UNESCO, World Bank, UNICEF, and others repeatedly assert that millions of children worldwide are out of school. Indeed, Similar rhythm is heard every where from various countries at similar development level as of Ethiopia. In Ethiopia most regions including Harar faces such problems of out of schooling children and adolescents.

The problem of being out of schooling is caused by numerous factors. Some of these factors are child's nature like gender difference, school – home distance, or unavailability of school in vicinity area, families' child labour demand, and poverty are among the major obstacles. Community mode of life has great impact on children enrolment rate and the sprit of their retention to stay in school system and successfully complete their study. To this regard pastoralists or semi- pastoralist community mode of life imposes more inhibitory impacts on children's education because of the movement of their family from place to place that disturbs permanent settlement. This life style although not popular is practiced in low land districts like Erar Dodota, Sofi and Harawa Qilee. Officers up on interview figure out that there are such difficulties in these earlier mentioned sub-districts and therefore there exists a big gap in

enrolment and students survival. This gap is even wider when we compare with situation in urban schools, and still worst in widening gender disparity. Girls from these semi-pastoralist districts have had no chance to enrol in school or dropout early because of house chores burden and other related factors such as sexual harassment.

Participants during interview and up on discussion indicate that children's and adolescents' engagement in economic activities as factor hindering their participation in schooling. Engagements in 'contraband trading' activities takes over much of youth's time through week days and as a result force them to withdraw from participating in schooling. Moreover, the behaviour of these children and young people itself contributes to worsen their participation and their succession in educational activities, as suggested by participants on discussion. Obstacles out side school compound to the effort of universalizing primary education posses no special appearance but are cultured & customised circumstances like family's child labour demand; sort of sexual harassment and abduction in some situations and poverty that highly hinder child's participation in schooling. On the other hand situations within school compound do also play a decisive role up on students' retention. Within school compound, lack of sanitation services like separate toilet for girls and boys, lack of pure water supply which is the serious problem not only in school compounds but also to the surrounding community daily life consumption and other several factors affect students survival in schooling system.

4.3.2.1 Primary Education Enrolment Status

Low level of enrolment or inaccessibility of children to primary schools is the primary challenges to the progress towards achieving universal primary education. To make the journey towards UPE more convenient, getting all school age children to primary schools is the first step. These registered children in any way have to stay in schools and be able to master primary level education if universal primary education is to be achieved. Progress towards universal primary education should not deflect attention from the vast disparities in opportunity that divided rich and poor regions, if UPE is a first targeted event on progression up the event is heavily influenced not by innate ability but by where the child born.

Table 13: Primary education enrolment challenges

Items	Rating scale (%)						Mean
	SA	AG	UD	DA	SDA	SD	
Inaccessibility (lack of schools) in villages	16.00	16.00	0.00	16.00	52.00	1.77	2.28
Poverty, parent's inability to fund their children's education	12.00	40.00	12.00	12.00	24.00	1.58	3.04
Family's demand of children's labour is high	20.00	52.00	8.00	20.00	0.00	1.77	3.72
Parents are less knowledgeable to the value of education	12.00	56.00	20.00	12.00	0.00	1.75	3.68
Inhibitory traditional practices spread in society(like abduction, early marriage, rape)	16.00	44.00	20.00	12.00	0.00	1.72	2.60
Believes (religious barriers)	0.00	24.00	24.00	36.00	4.00	1.72	3.38
Lack of attention to enrol school-age children at right time	12.00	24.00	24.00	36.00	4.00	1.58	3.04
Parents lack awareness about universal primary education UPE	16.00	56.00	0.00	24.00	4.00	1.70	3.56
Grand mean							3.16

E summarized from annex 5

Low enrolment has been significantly constant. On the basis of variance analysis all listed factors do affects school enrolment significantly at about 3.16 mean averages. Table 11 above reveals the issues thought to become constraint to the progressing process to achieve universal primary education and respondents' opinion to these expected difficulties of the efforts exerted towards accomplishing the goals of UPE. This survey come up with the number of challenging factors that hinder the effort to have maximum number of enrolment currently in primary schools based on the available data. Accordingly, high rate of families child labour demand, parents low level of understanding of the value of education and lack of awareness about universal primary education, and therefore do not give due attention to enrol school age children at right time. In addition to this, poverty [parents' inability to fund their children's education] together with some inhibitory traditional practices such as abduction and early marriage are among factors that contribute to the lesser number of enrolments.

Simple enrolment and school attendance data do not capture the full extent of the resulting inequalities. But attainment rates and cohort completion data can be used to measure the opportunity gap that divides children into some advantageous and disadvantageous districts. To this effect majority of respondents including those in education bureau assert that the above listed factors inhibits students' enrolment and completion of primary level education. Thus, the mean score of opinion on argument is far high above the average score, no matter how the enrolment rate in regional annual report claims, this opinion eliciting survey data reveals that with only five years to the target date, will the region fulfil its pledge to achieve UPE by 2015 remain questionable.

Problems related to access and equity [gender disparity, location, urban/rural] gap in the region are repeatedly reported by participants in fever of boys to girls and as well urban to rural community. Population in Harari region is nearly fifty-fifty settlement of rural community to urban dweller. Nevertheless as in the case of the rest regions in the country, rural community is relatively disadvantaged in comparison to urban dwellers. Data collected through this survey reveals the existence of wider gap between the two in terms of education access and equity. The source of disparity is surely rooted in rural/urban background even though some contributory factors do also exist. But there are limitations to use probability indicators for measuring disparity since causes and consequences of these differences are of multidimensional. One limitation is that they heavily understate the scale of the problem, as they measure only quantitative gaps. Introducing quality-adjusted indicators that factor in the level of provision, state of infrastructure and learning outcomes would reveal much larger inequalities. Thus, equity is not yet achieved.

Table 14: Issues of education access and equity in the region

Indicators	Rating scale						
	Very High	High	Medium	Low	Very Low	SD	Mean
Unequal/unfair distribution of schools	9.09	18.18	18.18	27.27	27.27	1.66	2.55
Low level awareness of the community to education, especially girls education	28.57	14.29	28.57	19.05	9.52	1.63	3.33
Low /poor participation of the community to expand schools	12.5	20.83	20.83	20.83	25.00	1.60	2.75
Lack of attention rising actions to encourage the community to send all children to school including the disabled one	21.74	34.78	0.00	17.39	26.09	1.58	3.09
Unequal distribution of infrastructures to each sub-districts	18.18	36.36	27.27	9.09	9.09	1.67	3.45
Unsafe road to school for girls	26.09	8.70	26.09	13.04	26.09	1.75	2.98
Lack of effective coordination of action for suitable education program	13.04	26.09	39.13	4.35	17.39	1.58	3.00
Grand mean							3.02

F summarized from annex 6

Educational access shows no significant improvement; majority of access indicating factors are at low or slightly at average level points. As it can be observed from Table above, the average mean and standard deviation of figurative data up on respondents' opinion of argument is high above the average mean. Low level awareness of the community of the values and benefits of education, especially girls' education, unequal/unfair distribution of infrastructures to schools in each sub-districts of relatively remote rural areas, poor participation of the community in school expansion activities are factors reported as a major challenges. There is also lack of effective coordination of actions for suitable education program- with the problem of lack of attention rising actions to encourage the community to send all school age children to school including those children with disabilities.

The recent year's statistical figures reported by the regional education bureau indicate high rate of progress in education participation. However, data gathered from respondents through questionnaire and interview does not undoubtedly support this progress at exactly equal rate. The nature of the statistical data from the regional education bureau is even so crude to split and inform us the current exact status of educational situation in rural and urban sub-districts. Therefore, this indicates that there might be some sort of over reporting without having detail information at the grassroots level. Thus, much remains to be done if accurate and precise information need to be available so that one can fairly judge its progress whether it is possible to achieve universal primary education in the targeted date.

Table 15: The extent of educational equity and efficiency improvement

Indicators	Rating Scale (%)						
	Very High	High	Medium	Low	Very Low	SD	Mean
Equitable distribution of schools is improved	13.39	35.82	13.39	15.93	21.39	1.58	3.06
Educational disparities between urban & rural is reduced	21.00	7.46	13.93	28.36	29.35	1.63	2.62
Gender disparity in enrolment has improved	13.42	13.93	28.36	21.89	22.39	1.60	2.74
More female teachers are in schools to role model for girls	21.39	35.32	20.39	15.92	6.97	1.67	3.48
Students dropping out is reduced/eliminated	12.94	14.43	13.43	22.39	36.32	1.69	2.45
Optimum teacher-pupil ratio is achieved	25.87	6.97	13.93	21.39	31.84	1.60	2.74
Optimum student-section ratio is achieved	14.43	14.93	13.93	34.83	21.89	1.63	2.65
Optimum student-textbook ratio is achieved	13.93	21.39	21.89	27.86	14.93	1.78	2.26
Teacher-student interaction during instruction is highly improved	20.39	27.86	22.39	14.93	14.42	1.63	2.65
Grand mean							2.74

G summarized from annex 8

Running equitable and efficient quality education at primary level is a base for every social activity and development in any society. In the earlier section of this paper I attempted to thoroughly discuss the extent of access and coverage entirely in the region. Here there is a need to see its magnitude of coverage together with efficiency since real effect lies not on access but on the quality of its system. Table above reveals the participants opinion and knowledge on the basis of experience they have accumulated through involvement in the system of education. The average mean of participants' response is slightly read above the average score. The analysis of efficiency indicators yields significant difference. There are encouraging conditions like the improvement of school distribution, assignment of female teachers to different schools to role model girls' participation and help the attempt to improve gender disparity somehow. Beside, there is no significant difference among other factors.

Yet, there are various internal factors that need to be improved significantly. Students' school dropout has to be highly reduced if not totally eliminated. Optimum student textbook ratio has to be achieved; in fact it seems on the way to be achieved. Education provision disparities between urban and rural districts should be eliminated. But what is more serious and precise measure of the quality and efficiency of the school system is the extent of teacher – students' interaction during instruction. Improving pedagogical process could yield up with the quality output from the education system. To the inquiry stated to assess the quality of the teaching learning process, no teacher and education officer has confidentially argued that the process of teaching learning/ teacher-students interaction is highly improved. This indicates the existent of sort of dissatisfaction and consequently could affects the quality of the system's output. Other factors like teacher-pupil ratio, students-section ratio and students -textbook ratio are almost at moderate rates.

4.3.2.2 Failure to Hold Children with Disability

Children with disabilities are members of the community who might account for some visible number of the out of school group in the Harari region. The programme, plan, budgeting and plan implementation on the progress towards achieving universal primary education in no way should exclude children with disabilities if it is to be attained successfully. This survey comes up with the finding that special needs education is among the forgotten activities in the Harari region education system. There is no systematically planned and/or programmed serious of

action to offer inclusive education to children with disabilities except that few children with hearing problems have a chance to attend school with poor facility circumstances. Interviewees during conversation assert that the only functioning school in providing special needs education in the region is the school for children with hearing disability. However, this school is offering ineffective education because of inaccessibility of budget to facilitate conditions for effective instruction. There are no qualified teachers to teach children with hearing difficulties in addition to lack of appropriate instructional materials.

Table 16: The extent of special needs education provision

Items	Rating Scale (%)						
	Very high	High	Medium	Low	Very Low	SD	Mean
Negative attitudes of the society to children with special needs	25.00	25.00	33.33	16.67	0.00	1.70	3.58
Lack of support from parent to disabled children's education	33.30	50.00	8.33	0.00	8.33	1.94	4.00
Inaccessibility of the school due to unsuitable roads for disabled children	96.00	4.00	0.00	0.00	0.00	2.70	4.96
Unsuitable transport; lack of wheelchair	87.50	8.30	4.17	0.00	0.00	2.39	4.56
No identification/assessment for children with disabilities	48.00	36.00	12.00	4.00	0.00	2.13	4.28
Grand mean							4.28

H summarized from annex 7

The case of those children with sight problem is even worst. There is no formal institution functionally in progress to teach children with sight disabilities, not only in Harar town but entirely in eastern region in the country. Children with sight disabilities are forced to go as far to Sabata town or other similar centres in search of education opportunity or obligated to loose their chance to attend education in their life time. This circumstance blocks the chance of many young people who are with disabilities and cannot use their naked eye to learn or clearly see their surrounding independently. Therefore, these disadvantaged children account for those out of schooling category and consequently the journey towards universal primary education cannot be complete in the region under consideration.

Disabilities are sources of serious problems in countries like Ethiopia where infrastructures supply to support the education of individuals with such problem is almost no, and more seriously where the attitude of the society is not encouraging to hold up those with disabilities because of miss conception of the cause of disabilities and miss interpretation of its consequences. Items listed in the annex of Table above aimed at eliciting the attitude and concept of the participants' opinion regarding the opportunities available to children with disabilities to get primary level education. All the participants equivocally argue that there is no chance of attaining sustainable education program to those children with disabilities. Accordingly, children of an estimated number are out of school; and others those with mental problem are still isolated and kept hidden from any social interaction. To reverse these circumstances and to create education opportunities to those children with disabilities, and consequently realize the target of UPE, an immediate remedial action is required.

Generally, the situation in the region seems not giving due attention to include children with disabilities and encourage them to participate in the school systems and use their basic right of receiving free basic and primary education. Children with disabilities are not in concern in the tasks of educational planning and program implementation in this region yet. There is no comfort transportation service for children with physical disability, school building design ignore the intention of including those children with disability who use wheelchairs as a means to travel. In summary it can be said that children with disabilities are totally deprived of their right to education. Nevertheless, respondents claim that there is no as such out braking negative attitude towards children with physical disabilities. However, mentally retarded children are highly discriminated and stigmatized. They are totally isolated from interacting in social life in the community by there family. These children are isolated from any interaction, kept in hidden places, let alone attending primary education.

Children with disabilities are totally deprived of education opportunities in this particular region because of various inhibitory factors imposed on them. The above Table summarizes the extent to which these factors affect the opportunities of children with disabilities. These factors include:

- Negative attitude of the society to children with disabilities, especially towards those who suffer from mental problems

- Lack of heart-full commitment and support from parents to educate children with disabilities; the problem of hiding sufferers from people
- Inaccessibility of schools that aimed to hold these children and provide them formally designed education that suite the needs and interests of children with disabilities
- Unsuitable transport for children with physical disability; lack of wheelchair
- So far no regional base assessment has made to identify those children with disabilities and attempt to arrange equitable educational program to educate these children
- No significant support has been provided by community to educate children with disabilities

Special needs education provision is significantly low. The analysis of hindering factors is far high above average with mean score of 4.22. Moreover, the arrangement of instructional process and classroom management approach has some short comings to satisfy the gifted students and support those slow learners to cope up with the situation in schools and attend the instructional process warmly. Respondents in fact claim that schools are practicing tutorial class provision and some schools arrange Saturday class for girls, but no body surely assert the arrangement of effective separate instructional class to attract gifted learners as well as to benefit slow learners so that every child could develop interest and survive in schooling and get satisfaction in their education.

4.3.3 Assessing Quality and Internal Efficiency of the Education System

The current situational analysis from different point of view does not undoubtedly indicate towards universal primary education achievement by the targeted year 2015. Hundred percent enrolments could be possibly reached in its crude form, but 100% completion is impossible as long as constraining circumstances are there. There are no suitable facilities to hold children with disabilities in the school system, street children counts for visible figure of school age population who are out of school system. Poverty greatly hinders part of the community to send children to school and work to make them survive in schooling. Children's labour demand is continuously kept high; children and youth are engaging in different economic activities, pushing aside their right to stay in schooling.

Moreover, students' dropping out of school has been repeatedly reported as factor contributing to schooling problems. Street children and those in urban slums contribute to challenges that are affecting the effective implementation of basic and general primary education to achieve universal primary education in urban area. These street children rarely enrol into primary schools, and those who enrolled on the basis of situational pushes and because of temporary support from different bodies seldom pass grades, let alone primary school completion. Consequently they accounts to the bulk of grade repeaters and dropouts that seriously affect students survival in school and hence become huge obstacles on the way to primary school completion to hit the UPE targets.

Table 17: The extent to which dropout prevention activities are in progress

Activities to reduce dropout	Alwa ys	Most of the time	Some- times	rarely	Not at all	SD	Mean
Report on absenteeism by teachers and principals	24.88	10.45	29.35	23.88	11.44	1.59	3.13
Dropout prevention committee is on work in schools to control dropout problems	27.86	8.96	29.85	24.88	8.46	1.60	3.23
Discussion or consultation with parents	9.95	13.93	29.35	11.44	35.32	1.67	2.51
Strike agreements with parents to reduce dropout	9.45	19.40	36.32	23.38	11.44	1.58	2.92
Implement freebie(free gift) class schedule for students who tend to dropout from schools	0.05	16.92	33.83	43.28	5.47	1.65	2.55
Implement freebie(free gift) class schedule for students who tend to dropout from schools	17.41	24.38	8.96	18.91	30.35	1.59	2.79
Counselling and follow up service for students	8.63	18.27	24.37	24.87	23.86	1.69	2.63
Exploring why students dropout. causes within and out side classrooms	17.41	23.88	18.91	34.33	5.47	1.56	3.13
Grand mean							2.86

I. summarized from annex 9

Dropping out of school seriously affect the efficiency of the school system and contributes to those hindering factors to achieve the goals and objectives of UPE since children who enrol to primary school leave schools without completing the full course of primary education. Therefore, working to prevent school dropping out is one of the core activities to strengthen