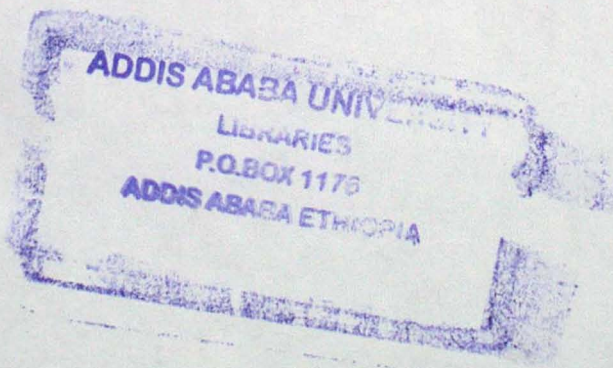


**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

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**ADANE MAMO**

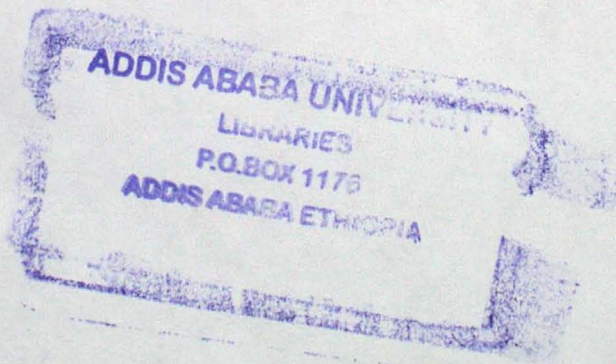


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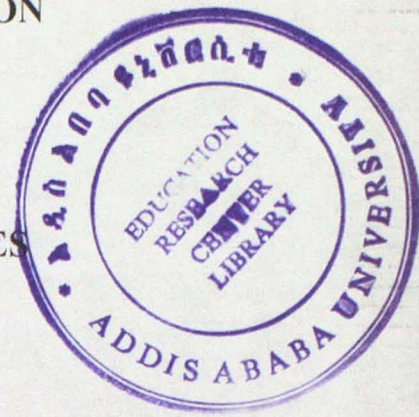
**ADANE MAMO**



**JULY, 2007**

**CHALLENGES AND OPPORTUNITIES TO MEET UPE IN SOUTH  
WEST SHOA ZONE OF OROMIA REGION**

**A THESIS SUBMITTED TO  
THE SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY**



**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN CURRICULUM AND  
INSTRUCTION**

**JULY, 2007  
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### Abbreviation (Acronyms)

ABE=	Alternative Basic Education
AIR =	Apparent Intake Rate
CSA=	Central Statistical Agency
EFA=	Education For All
EOs =	Educational Officials
ESDP =	Education Sector Developments Programs
FDRE =	Federal Democratic Republic of Ethiopia
FGM =	Female Genital Mutilation
GER =	Gross Enrollment Rate
HPC=	House and Population Census
HTP =	Harmful Traditional Practices
MDGs =	Millennium Development Goals
MOE =	Ministry of Education
NER =	Net Enrollment Rate
NETP =	New Education and Training Policy
NIR =	Net Intake Rate
OEB =	Oromia Education Bureau
ORS=	Oromia Regional State
PE =	Primary Education
SAP=	School Age Population
SDPRP =	Sustainable Development and Poverty Reduction Paper
SNEP=	Special Need Education Programm
SWSZ=	South West Shoa Zone
TTC=	Teachers Training College
TTI =	Teachers Training Institute
UPE =	Universal Primary Education
WEO =	Wereda Education Office (Officials)
ZEO=	Zone Education Office (Officials)

### Abstract

The main purpose of this study was to investigate challenges and opportunities found in South West Shoa Zone to the success of UPE. To this end, descriptive survey methodology was employed. Both primary and secondary sources were used to gather relevant data for the study. The data collected from both sources were analyzed using percentage and mean. Primary data were collected from teachers, directors, OEB Officials, Zonal and Weredas Education officials, and Zonal Women Affair Officials using instruments like questionnaires, interview and discussion.

Totally 279 respondents were selected using availability and purposive sampling techniques involved in this study. Relevant documents from MOE, OEB and Zonal Education offices were the major sources of secondary data. The finding of this research indicated that since 2003/04 till 2006/07 the AIR, NIR, GER, NER are declining and are below the national and regional average, which is a challenge to achieve UPE. Drop out is also found to be one of the problems of the education system in the Zone. The main constraints for this less participation in the PE were found to be socio-economic, socio-cultural and school intrinsic factors.

In spite of this fact, ever increasing of the awareness of the communities towards education, the presence of commitments of all concerned bodies to UPE, the special attention given to girls' education and administrative/institutional capacities are found to be the major opportunities available in the Zone to the success UPE in the Zone.

To tackle the problems mentioned above, it is also recommended that the ZEO in collaboration with pertinent stakeholders should strengthen the provision of ABEP, SNEP, and alternative pre primary education programs; ways should be designed to mitigate the socio-cultural, socio-economic and school intrinsic problems via collaborative efforts among all concerned bodies and out of school children should be brought to school by the new Ethiopian Millennium. The provision of non-formal and basic education programs should be expanded and be available both for adults and children. A persistent and collaborative campaign to change the attitude and awareness of the communities towards the value of education should be undertaken by all concerned bodies.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

In the contemporary world almost all countries have recognized education as a basic human right which should be accessible to all their citizens irrespective of sex, color, religion, economic and social status (IIZ/DVV, 2005: 1-4). Education is believed to be an indispensable weapon in fighting against ignorance and backwardness and necessary first step in the long march to socio-economic development

Therefore, it was in light of the above two assumptions that the 189 United Nation member states have pledged to universalize primary education until the 2015 target year. Specifically goal two of the MDG deals with achieving UPE. It targets "to ensure that by 2015, children everywhere boys and girls alike will be able to complete a full course of primary schooling" (Sitotaw, 2005:15). In fact it is a reaffirmed pledge echoing the EFA goal of Jomtien Conference of 1990.

The concept of UPE as desirable and essential goal to political, social, and economic development of the poorer nations of the world has been accepted for a very long time (Bastian, 2004:2). As a result they give due consideration to its expansion.

In pursuance of this, Ethiopia considers provision of basic education as one of the key strategies of national development and poverty reduction. Its provision to all the future citizens of Ethiopia is one of the policy goals articulated in the NETP. As Deribsa (1999: 120) puts it, though Ethiopia had set for itself the target of achieving free UPE at different time, it was a hurdle task to achieve it so far. For instance it set to achieve universal and free primary education from 1962- 1980 and from 1984-1994. However, all these attempts remained an ambition (Deribesa 1999:120). The major causes for the failure among others are elitist educational policy that is absence of policy on equitable distribution of access, lack of funds or inadequate funding, lack of proper planning and rapid population growth (Tekeste, 1990: 8-11, Deribsa, 1999:124).

The present government of Ethiopia also puts considerable importance on education particularly qualitative expansion of primary education as it received considerable attention in the various policies and strategies of the government (Deribesa, 1999: 120).

Though the government of FDRE has made commitment to achieve UPE by the year 2015 (ESDP, 1996), it has set its own goals, which are more ambitions than the MDGs (Sitotaw, 2004/5:27). That is, it aims to provide eight years of primary education for all rather than at least the five years target of the international MDGs. (World Bank; 2005:61). Because 5 years of primary schooling are generally considered a minimum for one to become permanently literate and numerate a large number of countries made commitment in the UN 2000 Declaration on the MDGS to ensure that all children would be able to complete at least five years of primary schooling (World Bank: 2005:XXII).

This difference of three years is because the concept of UPE has no universally accepted norm for the number of years of schooling that should constitute the requirement for achieving the goals of UPE (Bastian, 2004:9). World Bank document states that, some nations started with a low number of years of schooling for their children at primary level. Then as their economic capabilities improved, they have constantly moved the number of years of primary schooling upward (World Bank, 2005,XXII).

But the current trend in Ethiopia is different from the above experiences. That is, eight years of schooling is supposed to be the minimum requirement to enable Citizens to participate in, contribute to and benefit from national development process (Bastian, 2004:9)

For Ethiopia as I think it would be better to start with low years of primary schooling and then restructuring the number of years of schooling parallel to change in the economic structure of the country

In line with its reaffirmed commitment to achieve UPE by 2015, primary school enrollment has increased from 57.4% in 2000/01 to 79.8% in 2004/05, over a three-fold increase.

In 2005/06 it reached 91.3% which is a tremendous success in a short period of time. Despite huge increase in primary enrollment over the past decade, it will require tremendous efforts to achieve primary education for all. (MOE, 2005: 127).

As the education sector is decentralized, issues related to primary education is a mandate of the Regional Education Bureau. Hence, they have great responsibilities with this regard. The Education Bureau of the ORS is highly entrusted to provide primary education for millions of its school age children by improving its internal efficiency (OEB ESDPIII, 2005: 29).

### **1.2 Statement of the Problem**

Ethiopia has committed to achieve UPE by the year 2015. But commitment alone does not guarantee the result. Ethiopia faces a difficult and unenviable uphill task to expand the education system to provide equitable access to children of both genders, urban and rural, in all geographical areas near and remote. Not only maintaining minimum quality is a huge challenge in the delivery process but also, financial, human and organizational capacities are scares (Bastian, 2004:23).

Movement towards achieving the goals of UPE in most developing countries of Asia and sub-Saharan African has been slower than expected. Among other the major causes are slower economic growth, inadequate support from the donor countries, lack of consensus on what constitutes UPE and absence of a viable operational definition of UPE that is compatible with the social, economic and educational realities of the countries. Ethiopia is not an exception to this. (Bastian, 2004:25).

Despite the above facts, in Ethiopia significant progress has been made in increasing access to primary education. For instance, enrolment in primary education has increased from 57.4% in 2000/1 to 79.81 in 2004/5. However, Ethiopia has still a long way to go to reach the goal of UPE (MOE, 2005/6).

There are certain good things to achieve UPE in Ethiopia. For instance, the commitment of the government to universalize primary education is the major one.

However, the country in general and the different regions in particular face many challenges and difficulties to achieve UPE (Bastian, 2004: 29).

Achieving of UPE in the ORS in 2015 seems to be without problem as one notice the trend of GER and NER (MOE, 2005/6). For instance, in 2004/05 the region's and the Zone's GER was 85.4% and 88.8% respectively (OEB ESDPIII, 2005:9). In 2005/06 their respective GER was 89.8% and 85.3%. In 2004/05 and 2005/06 the NER of the region was also 75.0% and 77.2% respectively. (Ibid; 9). Despite the above progress of access there is problem of internal efficiency. That is, there is repetition and dropout problem in the primary education system. But the extent difference from Zone to Zone and from Wereda to Wereda. The prevalence of high repetition rate and high dropout rate are some of the problems witnessed in the SWSZ of the ORS. For instance, the total dropout rate of the region in 2001/02 and 2003/04 respectively was 28.5 and 22.75. In the later year the total repetition rates of the Zone was 3.1% (OEB, 2004/05 4:230 and ESDP III: 29).

Therefore, the reasons for this low internal efficiency have to be investigated. With such problems in the PE, it would be a difficult task for the country in general and the region in particular to achieve UPE in 2015. Consequently, to ensure the realization of UPE in Ethiopia, it demands concerted efforts from all concerned bodies. This implies that there is a need for systematic investigation of the challenges encountered, opportunities available and success registered by the ORS Education Bureau on its move to achieve UPE.

### **1.3 Objectives of the study**

To address the above stated problems, the following objectives are set. The major purpose of the study is to investigate challenges encountered and the opportunities available in the Zone to achieve UPE. More specifically, the study seeks to achieve the following.

- To investigate impending socio cultural factors to achieve UPE in South West Shoa Zone.
- To identify the socio economic impediments to achieve UPE in the Zone
- To identify school intrinsic hindrances to achieve UPE in the Zone
- To identify those opportunities available for the Zone to achieve UPE in 2015.

To achieve the aforementioned objectives, the researcher has formulated the following three basic questions: these are:

- What are the major socio cultural impediments to achieve UPE in South West Shoa Zone?
- What are the major socio economic impediments to achieve UPE in the Zone?
- What are the opportunities available for the Zone to achieve UPE?

### **1.4 Significance of the Study**

As stated earlier, achieving UPE within the prescribed timetable is a top agenda of the 21<sup>st</sup> century. However, the pace in most developing countries is slower than expected. Ethiopia is not an exception for this. That is why Ethiopia is categorized as one of the countries which has low chance to achieve UPE in the 2015 (UNESCO, 2005/06:5).

Therefore, this study by identifying impending factors to achieve UPE in south West Shoa Zone of Oromia Regional State, it helps the Education Bureau in general and the Zone Education Office in particular to know the status of UPE in the Zone and make possible adjustments and efforts to meet UPE in the Zone.

Generally (briefly) this study helps:

- The Oromia Regional State Education Bureau, the Zone and Wereda Education Officers to know the status of UPE in the Zone
- The Education Bureau and the Offices to identify and know some of the challenges they face to achieve UPE and take some remedial solutions.
- Others researchers to use it as a springboard (reference) to conduct other related study in the area.

### **1.5 Delimitation of the Study**

Although the MDGs are eight in numbers only the second goal is treated in this study. That is, this study focuses only on goal two which deals with achieving UPE.

Geographically, the study is also delimited with in the south West Shewa Zone of Oromia Regional State. Specifically, it is confined with in 10 Weredas of the Zone focusing mainly on eight primary schools (1-8) that is two schools from 4 selected weredas.

### **1.6 Limitation of the Study**

Among the different problems came across, the following were found to be the major ones:

- Shortage of relevant literatures with respect to the status of UPE in the Zone under study.
- Inability to get complete data on the repetition rate from the Zonal Education Bureau and some weredas.

## 1.7 Operational Definition of Terms

1. **Millennium Development Goals:** Are goals of ESDPs committed by Ethiopia in 2000 to be achieved not later than 2015 (MOE, 2004/5:25).
2. **UPE:** Eight years of provision of primary education (1-8) for Ethiopia primary school children aged between 7-14 without any discrimination on access and gender, keeping its good internal efficiency i.e. reducing dropout and repetition.
3. **Free UPE:** The provision of fee free primary education for students from grades 1-8. (Bastian, 2004: 16).
4. **Gender Disparity in Education:** Situation when educational opportunities are biased in favor of male or female. (Bastian, 2004: 16).
5. **Gender Equality:** The provision of primary education both for males and females with no discriminations. (MOE, 2004/5:25).
6. **Dropout:** It is an incident of pupil's school leaving before completing an education cycle she/he enrolled. (UNESCO, 2005: 370).
7. **Gross Enrollment Rate:** It is the %age of total enrolment in primary schools irrespective of age, out of the corresponding primary school age population, ages 7-14 (AAEB. 2004/5.)
8. **Apparent Intake:** Refers to the number of children of all ages entering grade one (MOE, 2004/05:226).
9. **Apparent Intake Rate:** Refers to the number of all ages of children entering grade one expressed as %age of the number of 7-year-old children in the population. (MOE, 2004/05:22).
10. **Access:** Refers to how much of the eligible school age children entered appropriate level or enrolled in appropriate level of schooling. In Ethiopia age 7 is appropriate ages for entering grade one NER and NIR are its best indicator. (Bastian, 2004:13).
11. **The net intake rate:** is the total number of 7 year old entering grade one expressed as %age of the total 7-year-old children in the population. It refers to access to grade one for the eligible school age children (Bastian, 2004: 16).

12. **Net enrolment rate:** is the total number of children of ages groups of 7-14 enrolled in appropriate cycles of primary grades i.e., age 7-10 official age range for enrollment in grades 1-4 and ages range 11-14 for enrollment in grades 5-8 expressed as %ages of the total number of children belonging to the respective ages group in the population (Bastian: 2004:17).
13. **Coverage of education:** refers to the size of the education system in relation to the potential demand for education NER and AIR are its major indicator (Bastian, 2004: 14).
14. **Challenges:** A situation or task that tests the SWSZ Education Bureau to achieve UPE in the target year,2015
15. **Opportunities:** Favorable situations in which the SWSZ Education Bureau can provide PE for all school age children in the Zone to achieve UPE.

### **1.8. Organization of the Study**

The study is organized into five chapters. The first chapter deals with the problems and its approaches. Review of related literatures is presented in chapter two. The third chapter deals with the methodology. Under chapter four presentations and analysis of data is treated. The last chapter deals with the summary, conclusions and recommendations of the study.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 UPE: Conceptual Framework

Since its inception till now UPE as a concept is being subjected to be changed constantly taking expanded meaning based up on contexts and circumstances (Sheldon, 1993)

The way UPE has been defined and redefined has influenced the way its status and progress has been measured and the choice of strategies adopted to pursue the goal (Sheldon , 1992)

For instance in the 1950's the goal of UPE was simply increasing enrolment numbers. Following, the targets have expanded to include enrollment ratios (like GER, NER, AIR, and NIR etc), efficiency measures (both internal and external) and more recently learning outcomes (Sheldon, 1993)

As a number of literatures explain, as the definition of UPE is constantly changed through time, developing suitable indicators for measuring its status and progress has become a difficult task (Bastian, 2004:5, Sauvagest, 1997:8)

Conceptually UPE in the literal sense would mean everyone in a population having full primary school education (UNESCO, 1994:120) but as (Smith 1979 cited in Sheldon 1993) pointed out the literal and practical meaning of the three terms i.e. Universal, Primary and Education is quite different and difficult. For Smith and for others "Universal" implies all children of the target population who have access to and participate in a certain kind of education.

But Colclough and Lewin (1993) object the above concept of "Universal" forwarded by Smith and his advocates. They argue that "Universal" is ideal or impractical especially in many developing countries due to poor population census, poor school enrollment data collection techniques and inability to make schooling compulsory.

As a result they argue knowing the exact number of students who attend schools and who do not attend schools are not well known.

Following as it is explained by Smith (1979) primary education denotes and implies that it is the first level of education leading on to higher levels of education. While basic education shows emphasis, primary education is a complete and terminal phase of schooling in itself. (Smith, 1979)

But according to International Standard Classification of Education [ISCED] introduced in 1976 and revised in 1997 the concept of primary education is defined as follows:

Programs normally designed on a unit or project basis to give pupils [children enrolled in primary education] a sound basic education in reading writing and mathematics and elementary understanding of subject such as history, geography, natural sciences, social Science, art and music... These subjects serve to develop pupil's ability to obtain and use information they need (UNESCO, 2006:17)

The official primary school age range in Ethiopia is 7 – 14, and different countries also have their own primary school age ranges (MOE, 1995:2000)

The kind of education to be given at the primary level of schooling has been controversial for decades, among scholars, countries and other concerned bodies. (Bishop, 1995:4, UNESCO; 1994: 57)

These days there is a consensus that the type of education given at primary school levels be basic. Accordingly, basic education should meet basic learning needs comprising essential learning tools. These are literacy, numeracy, oral expression problem solving, and basic learning contents such as knowledge, values attitudes needed by human beings to survive, to develop their full faculties, to live, to participate fully, in development and etc. (UNESCO, 1994: 70, UNESCO, 2006:70)

However, generally speaking, there is no clear and a universally agreed up on definition and concept of UPE. As a result many countries in most case evolve their own operational definition of UPE.

Bastian (2004:17) vividly tries to explain that many countries currently developed their own operational definition of UPE in line with EFA's Goal two that reads as follow "ensuring that by 2015, all children, particular girls Children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality"

According to Bastian (2004:8) seven key components that constitute UPE lead to have different operational definition of UPE. The components are; minimum number of years of schooling, average number of days of schooling per year, average number of contact hours per day, level of access and coverage that should be reached, level of internal efficiency of the education system, gender and geographical equity and quality of primary education

Literature documented that the two most relevant indicators widely used to measure progress towards UPE are the NER and completion rate (UNESCO, 2006:260). Therefore in this study the indicator selected to measure UPE achievement is the total primary (1-8) NER, for it clearly reflects the %age of primary school age children who are enrolled in primary school. A NER of 100% means that all eligible children are enrolled in school.

## **2.2 Why Universalization of Primary Education is needed**

### **2.2.1 The Social and Economic Rationale**

Enormous literatures and conventions have discussed about the use of education in general and of primary education in particular based upon two major different perspectives, which are the social and economic rationale (Coombs, 1985:87). That is, they discuss about education based upon its contribution to sustainable social, economic and political development and from human rights perspectives (Coombs, 1985:78) .

Therefore, they consider the provision of education as a fundamental prerequisite for the over all development of the world in general and countries in particular.

As a result, the centrality of education in the development process cannot be over stated for; there is an extensive evidence of high social and economic returns to education (Coombs, 1985:78)

One document from the MOE (2002:1) puts the two major reasons why access to basic [primary] education has been top international and national agenda, as follows: - “..., it is a long-standing human right that should be met unconditionally. ... decades have elapsed since education was enshrined in the UN Declaration of Human Rights [UNDHR – 1948] as an invincible human right every one is entitled to, irrespective of differences in gender, age, wealth or social status” .“..., it is an indispensable weapon in fighting against ignorance, and backwardness and a necessary first step in the long march to socioeconomic development’. However, there are millions of peoples in the world who are denied of this basic right and major tool for development.

Ample literatures have discussed about the importance of education in general and primary education in particular. This fact is supported as follows.

Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth. It is fundamental for the construction of democratic societies and dynamic globally competitive economies. For individuals and nations, education is the key to creating applying and spread knowledge. (Coombs, 1985:76)

Cognizant of the above facts about education’s contribution to the overall betterment of the nations of the world at large, tremendous efforts have been made by the international community and governments to create a literate world. (MOE, 2002: 2)

With this regard, mentioning few of them is indispensable. The International Education Conference held in Jomtien, Thailand in 1990 with the presence of 155 countries and many renowned international organizations are among the major one.

The significance of this conference was that it came up with a historical declaration known as the “Jomtien World Declaration of Education For All” [EFA] in which participants expressed their collective commitment to universalize basic [primary] Education globally in 2000 [MOE, 2004:1]

Following after a decade, the second historic international conference on education was held in April 2000 in Dakar, Senegal. Representatives who attended the World Education Forum in Dakar were from more than 180 countries and many international organizations (MOE, 2004:1)

The significance of the conference was that, it has thoroughly revised what has been achieved so far since the Jomtien pledge in making primary education accessible to all, and it come up with a plan for action for the future (MOE, 2002: 1)

Accordingly, the EFA national assessment made based up on 167 countries clearly depicted the successes made and the challenges encountered in universalizing of basic [primary] education (MOE, 2002:1)

Despite considerable successes, the evaluation has showed the urgent necessity of ever more collective and determined efforts of all concerned bodies to universalize primary education (MOE, 2004:1).

As the Dakar forum acknowledged, the Jomtien goal was not meet and many countries remain far from the target. Knowing this fact, the participants of the forum have reaffirmed their collective commitment to EFA goals. To this end they have designed the so called “Dakar Framework of Action” in which they unanimously agreed, among other things, to ensure that all children have access to and do complete free and compulsory primary education of good quality by the year 2015. (UNESCO, 2006:231, Bastain, 2004: 2)

EFA goals are six in number. Of all the six goals, the most critical goal towards the achievement of the rest of the EFA goals is goal No 2 i.e. UPE (Bastian, 2004: 7). Therefore, Bastian (2004: 7) argues that due attention should be given to achieve UPE. His claim is also supported as follows “focus on primary education is justified as it is the major route to achieving Education For All (UNESCO, 2006: 28). Bastian (2004: 7) tried to substantiate his assumption with the following example; “achieving equitable access without disparity and meeting the educational needs of the young people are integral to the UPE goals and strategies. Adult illiteracy can be eliminated faster if we make rapid movements toward achieving UPE.”

The desire of the current government of Ethiopia to universalize primary education for its citizens emanates from nothing else other than the contribution education brings to the over all development of a nation and because it is basic human right with no discrimination. Bastian, (20004:2) strengths this facts as follows “Ethiopia considers provision of basic education as one of the key strategies of national development and poverty reduction.”

The World Bank (2005:161) expounded the rationale of the Ethiopian government to universalize primary education as follows:

More than 80% of Ethiopian population is agrarian society. Further more, Ethiopia is one of the poorest countries of the world with the majority of its people living below poverty line. That is why among other things, the current government of Ethiopia has intended to make education a center - piece of its strategy for economic and social developments.

This same above source by referring other studies has documented that because of the past neglect, the average Ethiopian adult has fewer than two years of formal schooling. This weak human capital base has not only impeded economic productivity among farmers and others workers but also made it difficulty to reduce poverty and improve the country's social indicators. Raising the educational profile of the population is thus critical for the country's future progress (World Bank, 2005: 161)

The World Bank (2005: XX) has documented by citing Ethiopia's SDPRP why universalizing of primary education is paramount important for the over all development of the country as follows:

Education sector is expected to help reduce poverty by universalizing primary education and by producing a work force capable of filling jobs requiring skilled labor. The core skills that primary education imparts literacy and numeracy- can boost a child's life chances, even if he or she eventually earns a livelihood in agriculture.

The necessity of the provision of primary education to all citizens of Ethiopia and government's commitment with this regards has been clearly articulated in the NETP, in the successive ESDPs, in the FDRE Constitution, in the overall development strategy of the country like SDPRP (MOE: 2005; 10 and World Bank, 2005; 63)

Further more, the government has also showed to the international community of its commitments and reaffirmed pledges to universalize primary Education in participating in Jomtien in 1990 and in Dakar in issues with UPE.

Studies have shown that the returns to society from investment in education are generally positive even in rural areas; it has been shown that educated farmers have higher productivity than less educated ones (World Bank, 2005:17). Study also indicated that in Ethiopia farmers with four to six years of primary schooling are significantly more productive than those who are either illiterate or have 3 or fewer years of schooling. Studies conducted in many countries also showed that returns to investment in primary education were greater than secondary education (Psachagropules, 1985:54)

## **2.3. Global Trend and Status of EFA-UPE**

### **2.3.1. Trend and Status of UPE in the World**

One UNESCO literature has documented that globally there are 203 countries or territories which are identified as EFA regions in general and UPE regions in particular. While the largest share is accounted by sub – Saharan Africa (45 countries), the least share is accounted by North America and Western Europe, together with 26 countries only. (UNESCO, 2006: 266). Ethiopia is one of the 45 Sub–Saharan Africa countries which do not achieve UPE so far.

UNESCO (2005:1,610) on its EFA monitoring report has revealed that in 2002 out of the 163 with data available countries; globally 47 of them have achieved UPE. Besides; UNESCO also documented that out of 90 countries with the data available, projections show that additional 20 countries are on track to achieve UPE by 2015. 20 additional countries are likely to achieve .A number of developing countries has already achieved UPE and others are on track to do so by 2015. About 86 developing countries are at risk of not achieving UPE. On current trends sixty of these are low-income countries and 26 are middle-income countries. At an extreme point three countries such as Azerbaijan, Papua New Guinea, and Saudi Arabia are at serious risk of not achieving UPE by 2015. These countries had NER that are below 80% and decreasing one Therefore, any global strategy for achieving UPE must find ways to help those at risk countries accelerate programs (UNESCO, 2006:70)

### **2.3.2 Trends and Status of UPE in Developing Countries**

Various studies, researches and other literatures have documented the trends and status of UPE of developing countries. Especially the annual EFA reports made by UNESCO is paramount important to have a glimpse on the status of UPE worldwide.

Documents revealed that universal access to basic (primary) education still remains unfulfilled pledge in many parts of the world despite pronouncement in various international fora. (UNESCO, 2006; 420, MOE 2002; 28)

Furthermore it is also documented that through many international and multinational initiatives were launched to tackle the schooling needs of children in the wake of various intentional declaration like Jomtien and Dakar, the often repeated issue that every one has a right to education has not been transformed in to reality in many developing countries (MOE, 2002: 1 – 3, UNESCO, 2006:123)

For instance as one document from MOE (2002:2) by citing the Dakar frame work of action puts the challenges that in the year 2000 more than 113 million children did not have access to PE. Of the above figure, as it is mentioned in this same above document (p.4) from International consultative Forum on Education for All, 2000, over one third of them i.e. 42 million were living in Sub –Sahara Africa.

Even after two years i.e. in 2002 about 100 million children were out of primary school. While 55 % of them were girls the rest 45 % were boys. The highest (70%) share is by Sub-Saharan Africa and South and West Asia (UNESCO, 2006: 17).

On the contrary, a total of 67 million children were enrolled in primary schools in this same period. The highest enrollment increases being in sub-Saharan-Africa, south and west Asia, each enrolled about 20 million additional children. (UNESCO. 2006; 7)

Furthermore, UNESCO (2006:6) documented that progress toward UPE has been slow since Dakar, 2000. Showing its small progress, globally NER has increased only by one %age point from 83.6% in 1998 to 84.6% in 2002. On the contrary, it reveals that in sub – Saharan African, South and west Asia, and the Arab states the enrollment ratios were raising rapidly. However it also disclosed that, 40 % of Sub-Saharan countries had GER below 95 %. (UNESCO, 2006:6)

### **2.3.2.1 Tends and Status of UPE in Ethiopia**

When we evaluate the condition of PE in Ethiopia before 1993/04 it was much more in bad situation than this day. Before 1993/04, Ethiopian education was typically characterized by stagnation, reversal and uneven growth.

However, this bad trend has been reversed at all level of the education system since 1994 with the introduction of the NETP (World Bank, 2005: XII).

Thus, this same World Bank document revealed that, in the history of education of Ethiopia, unprecedented and sustained growth in coverage has been registering in all levels of education especially in primary school enrollment since 1993/4. For instance, it indicated that from 1993/04 -2001/02 enrollments in PE have more than tripled from 20% to 62% i.e. with 8,600,000 participants in 2001/02.

Though substantial success have been registered with regard to coverage, and access as indicated above, there were emerging signs of distress in the system, like deteriorating conditions in classrooms, real spending on non salary inputs and others mainly in most part of rural Ethiopia (World Bank, 2005:XVIII).

The status of UPE in Ethiopia is no better than the one, which is common in most developing countries. Generally speaking, Ethiopia has the lowest measures in the indicators of primary education progress like, GER, NER, AIR, NIR and others (World Bank, 2005:27 and MOE, 2005:37)

A number of studies have also documented that the measures of the above indicators are not similar all over the country that is, there is discrepancies between rural and urban areas, among regions, between males and females, the highest being in favor of rural areas and males. (World Bank, 2006: 13-17)

The above facts are clearly ascertained in the Annual Statistics Abstract of MOE: 2004/05. In 2004/05 the GER at national level was 79.8% disaggregated in to sex while girls account 71.5 %, the share of boys was 88%. The regional disparity was that while Afar achieved the lowest GER i.e. 20.9% the highest was registered in Addis Ababa which was 150.2% (MOE, 2004/05: 6) The NER in this same period was also 68.4%. Regionally the highest and the lowest were achieved in Addis Ababa (96.2%) and Afar (12.6%) respectively (MOE, 2004/05: 6)

Coming to ORS, in 2004/05 the GER was 87.5%. Disaggregated in to sex, while the boys' share is 100.5% the share of girls is 74.3%. The NER in 2004/05 was 73.8%, disaggregated in to sex the respective shares of males and females were 81.3% and 66.0% (OEB, 2005: 10). Likewise the discrepancies of the NER and GER are clearly observed between rural and urban areas among Zones and Woredas of the regional state. Coming to the Zones and Woredas of the region, there are also variation with respect to GER and NER in the primary education system.

According to the ESDP III OEB (8-10) the trends of GER and NER of the region's PE is presented in the following tables.

Table: 2.1 Trend of primary level (1-8) Gross Enrollment Ratio (GER) in %,

Year	Males (m)	Females (f)	Total	Gender gap GERm-GERf
2001/02	77	46	62	31
2002/03	82	51	67	31
2003/04	86.6	58.2	72.5	28.4
2004/05	98	73	85.4	25

Table: 2.2 Primary levels (1-8) Net Enrollments Rate

Year	Males (m)	Males (m)	Total	Gender gap NERm-NERf
2001/02	65	42	54	23
2002/03	68	46	57	22
2003/04	69	52	60	17
2004/05	81.3	66	73.8	15

## 2.4 Challenges to meet UPE

### 2.4.1. In the World

Contemporarily universalizing primary education is on one of the top international and national agenda. To this end concerted and coordinated efforts have been started especially since the Jomtien conference of 1990. However, still there is a long way to go to achieve UPE globally (Bastian, 2004; 3). Though encouraging results have been registered after Jomtien, there were millions of out of school children mainly in developing countries (MOE, 2002:10).

Even before the two major historic conferences of Jomtien and Dakar movements towards achieving UPE goals in most developing countries of Asia and Sub – Saharan Africa has been slower than expected (Bastian, 2004:3). This problem was more pronounced in developing countries. For example, soon after achieving their independence many of the former African colonies like Kenya, Nigeria Ghana etc, and Asian colonies (India) declared their commitment to provide primary education to all their citizen with in a short period of time but all of their efforts have ended in vain (Bastian, 2004: 41).

Bastian (2004:12) has listed the causes which are also frequently cited by others, for this slower than anticipated progress to UPE in the 1990s. These are slower economic growth especially in Sub-Sahara Africa, inadequate support from donor countries, inability to generate enough political support, lack of consensus on what constitute UPE, and absence of viable operational definition of UPE that is compatible with the social economic and educational realities of the country.

Many literatures have also documented that though separate and co-coordinated strategies have been utilized to achieve UPE goals, many countries are still unable to achieve UPE. (UNESCO, 2006: 70-71)As Bastian (2004:6) explained the reasons for delay in achieving UPE are “sufficient financial resource support were not forthcoming from developing countries and donor community to support the demand of UPE goals, population growth combined with sever economic decline in many of the developing nation in the 1970’s and 1980’s. This scenario incurred severe strain on education budgets of these countries.

Bastian (2004:7) also argues that the complex and lofty goals of EFA can be attributed for the failure to achieve EFA goals in general and UPE goals in particular. He has no problem with the necessity and desirability of the goals. His doubt is on the affordability and achievability of the goals by the poor countries within a reasonable period of time. Bastian (2004:7) has explained his fear as follow:

An education system that encompasses all these goals will require both human and financial resources beyond the present capabilities of most of the developing nations and the willingness of the donors' nations to commit the necessary resources to support the cause.

As studies show achieving UPE in a prescribed target year, 2015, is a daunting and difficult task, which requires great efforts and determination by all concerned parties (Bastain, 2004:7 and UNESCO, 2005: 106).

Therefore, Ethiopia and other developing countries have formidable task ahead to provide good quality schooling to all their primary school age children. Therefore, it is a task of enormous preparation in every ways, for education is an underpinned with many factors. Achieving UPE by developing countries is not such an easy task. In their endeavors, they have faced a number of challenges, which could be (are) a serious obstacle to achieve UPE. Consequently they delay UPE achievement (UNESCO, 2006: 120).

Authors like Bishop also strengthen the above fact. He mentioned that despite the considerable efforts made through out the developing countries towards giving all people at least a primary education, the task is proved to be daunting for many countries (Bishop, 1995: 40-41). For instance achieving UPE in Thailand was such a challenging task. Bishop has clearly explained how achieving UPE was such a challenging task in Thailand as follows.

Providing universal elementary education alone, say for six or seven years, has proved many of us to be quantitative exercise in futility. Promises are made and broken, new target dates replace solemnly pledges only old ones. All the while birth rates soar and so do educational budgets find their futile and doomed attempt to keep the percentage of children in school from dropping even though simple statistics clearly indicate that the mass of children out of school continuous to rise (Attagara, 1990, in Bishop, 1995:4)

Besides, many literatures have also documented that the inability of many countries to achieve UPE is due to factors like population explosion, scarcity of resources and galloping of costs. (Bishop, 1995: 4, Obanya, 1999:35-36). UNESCO (1992: 22-23) also documented that “In much of Sub-Saharan Africa and in many low income countries elsewhere rapidly growing numbers of children remains a long – term challenge to achieve UPE.”

As studies disclose quality of primary education is too low, therefore assuring the quality aspect of the education system is one of the challenges to achieve UPE.

For instance a study made on 133 countries indicates, fewer than two –third of primary school pupil reach the last grade in 41 countries due to poor quality of the system (UNESCO; 2006: 1)

#### **2.4.2 Challenges to Achieve UPE in Developing Countries**

Almost all of the developing countries have committed to achieve UPE in 2015 target year. However, there are many challenges that they should overcome to meet UPE before or on the target year, 2015. As many literatures documented most of these challenges to low school participation and to achieve UPE are socio-cultural factors, socioeconomic factors, school intrinsic factors, policy issues related factors and others. (World Bank, 2005: XV). These factors are discussed below.

#### **2.4.2.1 Socio-cultural constraints**

The cultural expectation on girls and the priority given to the future roles as child bearer and wives have strong negative effect on girls' educational enrollment and participation (Odaga and Henveld, 1995:22). The socio-cultural practices, which affect children enrollments and participation in education, are;

##### **A. Females Genital Mutilation (FGM)**

Research findings reveal that in some Sub-Saharan African countries initiation ceremonies to circumcise girls are common practices that negatively affect the education of girls. For instance a study undertaken in Malawi discloses that as the time of initiation conflicts with school calendar it affects school attendance of girls, which eventually lead to their dropout (Kapaska, 1992 in Odaga and Heneveld, 1995:23).

Circumcision is one of the HTPs in most part of Africa. For instance in nomadic pastoral area of Kenya girls' circumcision is one of the constraints for their educational participation (Akaranga, 1995:44). After the ritual as they are expected to get married their interest on education diminishes drastically (Ibid, 44)

##### **B. Early marriage**

In most developing countries of Africa, Asia and Latin America early marriage is one of the impending factors for girls' educational participation. Whatever the reasons may be early marriage has disastrous effects for girls' participation and is the major cause for their dropout from schooling (Rose, 1995:45). As studies indicate forced early marriage is one of the HTP which impends the participation of girls in education in most parts of Oromia (Nega, 2007: 15)

##### **C. Gender role socialization and stereotyping.**

Gender role socialization as it is mainly practiced by traditional societies negatively affects girls' participation in education by perpetuating the dominant role of males and imparting the inferior nature of females in different activities. Almaz (1991:8) indicates that family as one major socialization agent consider their males children as brave, expressive, self-confidence, where as their daughter as shy, quite and dependent.

Besides the attitude of parents' towards the importance of education for females is determined by what the society expects of the roles of females and males.

Not only this, in most developing countries stereotypically, females are conceived to be too much submissive, timid, weak both mentally and physically .On the contrary males are perceived as competitive, courageous and intelligent. As a result such discrimination and expectation severely affect females' aspiration and competency in education (Almaz, 1991:4)

#### **2.4.2.2 Socio- economic Factor**

The effect of socioeconomic conditions on access on regular attendance (participation) and learning in primary education is perhaps the most constant and consistent findings of socio-educational research worldwide (Izquierdo and Levin, 1989 in Noriega, 1996:88). Sending children to school incurs direct and opportunity costs, which are hindrances to school participation for children from poor and rural families. Those constraints and few perceptions that affect schooling of children are discussed below.

##### **A. Poverty**

Obviously, poverty is a unique feature of developing countries. Usually it is mentioned and commonly associated with educational disadvantages. Therefore, parents with poor economic status may have difficulty in providing their children with learning materials including uniforms. Moreover, Steven (1993:97) indicated that child labor is used to strength the income of a given family.

A study undertaken by Taylor and Mulhal (19970) in the primary education of rural Pakistan shows poverty is the main reason for children dropout of schools. Other similar study also discloses that the reasons for dropout lies in the poor socioeconomic conditions of the people concerned. That is their poverty is the causes for withdrawal of children to serve at home inability to afford school fees and interrelated costs, sickness due to lack of balance diet, lack of medical car, and for girls withdrawal to serve as child nurses to younger children (Bishop 1994:31). Generally poverty is found to be one of the challenges encountered developing nations to universalize primary education (Aggarwal, 1982:510)

Various studies and researches have documented that parent educational level is an indispensable determinant of enrollment and dropout rate. Parents and communities awareness about the value of schooling has been the major challenges especially in rural Ethiopia for children's Participation in school (World Bank, 2005:75)

In a country where schooling rate are as low as in Ethiopia a possible barrier to the schooling of children simply be the fact that parents themselves have not been to schools and have no idea what schools can do for their children. This fact is well documented by the studies conducted by the Welfare monitoring surveys. (World Bank, 2005: XXXVII) Magland (1994:78) discussed that parent educational attainment affects children's school enrollment and years of schooling. Hyde (1989:54) in his research finding indicated that educated parents are more prone to send their children to school and keep them longer in school. On the other hand, Rumberge (1987:81) indicates that children who are from illiterate families are subjected to dropout before completing a certain level of education. The demand of child labor is one of the hindrances to the participation of students at school, for child labor is very important to the livelihood of poor household. Thus schooling has a high opportunity cost to these households to send their children to school (World Bank, 2005, 105). Confirming this Odaga and Heneveld (1995: 17) children especially in rural areas spend much more time in work than their counter children of urban areas.

In Ethiopia since 1991, though there were hopes of optimism to meet UPE in 2015, there were many challenges the country face. Some of these challenges are primary education is not made free along with its universalization efforts. Therefore, the charging of fees remains a barrier towards UPE (UNESCO, 200: 6) Knowing the impact of cost in keeping student out of school countries such as Kenya, Lesotho, Malawi and Uganda have implements free primary\_education in the 1990's as part of their poverty reduction strategies. More recently countries such as Malagasy Rwanda and Tanzania, to name few have joined as discussed in World Bank 2005: XXXVII, from Avenstrup 2004).

World Bank [2005: XXXVII) also documented that the other challenges for achieving UPE in Ethiopia is the opportunity cost of schooling. It showed that more than half of rural Ethiopians boys and nearly a third of rural girls work in a range of activities.

Children who work are generally less likely to attend school but not all work is incompatible with schooling

In Ethiopia one of the major challenges for achieving UPE in 2015 is poverty. Especially the direct cost of primary schooling can be significant for the poorest family. Direct cost of schooling for children from poor families is also constraints for UPE in Ethiopia. In Ethiopia, it is well articulated in the constitution; in the NETP and other document that primary school is tuition free. But families are required to incur other fees and expenses to enroll their children. Especially this problem is highly pronounced among the poorest families than the richest as the former tend to be larger (World Bank 2005; XXII)

The demographic and social conditions of Ethiopia such as population growth, high extent of poverty, poor health status and the population spatial distribution are among the major constraints facing the country on its efforts of universalizing primary education (World Bank, 2005: 4)

Studies have been under taken to show their impacts on UPE. Especially Deribesa is one of the pioneers to study how high population growth rate of Ethiopia is an impediment to meet UPE. Deribesa (1999:99) having appreciated the government's efforts to expand primary education, he commented that, the efforts would be futile unless the current population growth is controlled earlier.

Showing how this fast growth rate is a potential challenge to UPE he mentioned that "If the present population trend continuous, the primary school age population is further projected to reach 19.1 million in 2015 "under the present population growth trend, achieving an eight years of UPE remains a long way off ...the high birth rate of the Ethiopian population is a barrier to the early attainment of UPE.

### **B. Health condition**

In most developing countries of the world children's health problem is one of the impending factors for school participation.

Especially children from the poor families suffered from fever diarrhea intermittent headache stomach pains, etc. A study made on grade seven students in Uganda indicated that 78 % to be infected with malaria, 12 % with trachoma and the rest 5 and 3 % with tapeworm and malnutrition respectively (Bishop, 1994:115).

The spread of HIV/Aids in the world in general and especially in the poorest countries in particular is a serious threat for the education sector. Prevalence of HIV/AIDS is a source of concern as it affects the universalization of primary education. In Ethiopia million of Birr is channeled to issues related to HIV/AIDS directly or indirectly. Therefore HIV/AIDS and its interrelated problems have disastrous effects on education (World Bank, 2006:129). HIV /AIDS pandemic are among the social factors, which seriously affects the universalization of primary education in the world. This fact is clearly discussed in ESDP III of Ethiopia by elaborating it's a multifaceted effect on the education. Currently in Ethiopia there are number orphans children who lost their fathers or mothers or both due to HIV/AIDS. As in many Africa countries, the spread of HIV/ Aids in Ethiopia has swelled the rank of orphans. As of 2000, about 10.5 % of the children below age 15 have lost one or both parents. The rate in urban area is 1.5 times as high as in rural areas, and ranges across regions from just over 10 % in Amhara and Oromia, to more than 15% in Addis Ababa and Gambella and to more than 20% in Afar (World Bank, 2005:6)

In Ethiopia in 2000 orphan hood rate was 19.0 % among children ages 10-14, and 10.8 % among those ages 5-9. This implies the orphan hood rate among primary school age-children is about 15 %. This rate places Ethiopia in the middle of the range of Africa countries (World Bank, 2005:6)

Therefore, these orphan children may have little or no chance to attend schools. As a result large number of school age children would be out of school. Hence forth, unless concerted action is taken, achieving UPE would be threatened (MOE 2005: 27)

According to 2000 survey orphans comprises primary as indicated above about 15% of primary school age children. This is a large share. This implies that program toward the MDG of universalizing primary school completion will surely be undermined.

Hence it is a big challenge. As a result it needs systematic efforts to support the schooling of this vulnerable population group (World Bank, 2005;7-8)

### **2.4.2.3 Administrative/ Institutional Challenges**

Taylor and Mulhull (1997:1) indicated that though all developing countries were committed to achieve UPE in 2000, many studies disclose the prevalence of low participation, high dropout rates and repetition rate due to constraints such as; inadequate resources, low political commitments, inefficiency in administrative capacities and absence of appropriate policies.

Achieving equity in educational opportunity for those who are discriminated on gender, wealth status, ethnicity etc basis requires commitments of all type (World Bank 1996:8)

Research findings indicate that appropriate policy measures can increase the enrollment of the discriminated groups such as the poor, females, linguistic minorities and others (World Bank, 1996:11)

With this regard mentioning the experiences of some countries is very important for this. A typical example is the Indian government's efforts to make education accessible to the disadvantaged communities by designing special policy measures and strategies in education that actually benefited the outcasts and the minorities (Bishop, 1994:188)

According to the World Bank (1996:12) administrative steps to encourage primary schooling can include making schools easily accessible, providing boarding and hostel facilities, and flexible school calendar, feeding programs

As these steps need financial resources the fact that the low per capita income in developing countries affects the capacity of the government to finance and deliver schooling (Colclough and Lewin, 1966:77).Govinda (1997:36) indicated the importance of commitment from higher bodies to directly support the decentralized unit in planning financing and implementing of educational Programmes.

The effective leadership and mass mobilization and sensitization may require a charismatic leadership to overcome the sluggishness of the education system and traditional practice (Lockheed and Lewin 1993:13)

Weak program management and implementation capacity reflected in low budget utilization in civil work and procurement capacity of the lower levels of the organizational structures (Woredas), are few among others. (MOE, 2006:17). In addition this same document from MOE (29) puts the challenges the system faces with regard to skilled human resources as follows.

“Skills to interpret policies; collect analyze and use education data, and enabling schools to take appropriate action to meet the minimum quality standards for defined for the local situation are critically lacking at the lower levels of the organizational structures”

Furthermore in its ESDP III the Bureau has clearly identified the expected challenges that the education sector possibly face in the future. These are. “Lack of the necessary human powers both in quantity and quality at all levels of the education system.” “Lack of institutional capacity both human and material particularly at local level (at woerda level)” “Shortage of financial resource to cover operational cost particularly at school level (OEB, 2005:65)

A number of international organizations like World Bank and others have commented that one of the challenges to meet UPE in Ethiopia are the number of years of primary schooling. They argue universalizing eight years of schooling is probably fiscally unviable even in the medium term. Further more the World Bank has documented that in Ethiopia implementation constraints alone would make universalizing eight years of schooling for the whole population impractical. (World Bank, 2005XXII)

“Although Ethiopia’s primary cycle currently lasts (1-8) eight years, divided into two sub cycles of equal duration, it would appear the completion of the first cycle may be insufficient to ensure that most children achieve permanent literacy,” (World Bank, 2005:34)

However, completion of eight years may go beyond what is minimally required. Ethiopia is one of the only 47 among 194 developing countries all children complete eight or nine years of basic education. Such a goal is undoubtedly also appropriate for Ethiopia in the long run, but in the short run, resource constraints are likely to present difficult trade offs between the duration of basic education and the number of children who can be accommodated (World Bank, 2005: 34)

#### **2.4.2.4 School Intrinsic Factors**

In a manner not less than with other factors school environment creates a number of constraints, which impedes children's participation in school. Some of these factors are irrelevant curriculum, inconvenient medium of instruction, fear of sexual harassment and abduction, lack of school facilities, problems in qualities and quantities of teachers etc. Some of these constraints are discussed as follow.

##### **A. Curriculum Irrelevancy**

Curriculums in most developing countries are not designed properly according to situation familiar to students. Studies show that inappropriate curriculum resulted in low interest in education and high drop out rate .A curriculum which does not respond to the needs and interests of the learners and which does not offer the children the necessary life and survival skills within their environment does not motivate participation in school (Car Hill, 2002: XI, McNeil, 1990:109)

##### **B. The language of instruction**

The role of language in any instructional process is an established fact. Minga (1997: 417) pointed out that teacher's delivery of the content and their appropriate acceptance of information is checked by the use of the language.

UNESCO (1985:11) also do cemented that language as a medium of instruction has greater impact on the over all educational process and proactive.Children who speak a language other than the language of instruction face serious barrier to learning.

This problem is highly pronounced in the crucial early grades the time when students are trying to acquire basic literacy well as adjust to the demands of the school setting students not speaking the language of instruction can make a difference between succeeding and failing in school and between remaining in schooling and dropping out (Lockheld and Verspoor, 1991:153)

In multilingual, poor and gender biased and orphan hood dominate countries like Ethiopia and other school participation is highly challenged by language, gender and orphan hood.

In some part of ORS the language of instruction in Kindergarten is Amharic. Where as in primary schools is Afan Oromo. Thus when children join grade one they face problem. As a result, this situation creates registration rates to different and for high dropout rate in grade one. (OEB, 2004: 12)

Where as, the current government of Ethiopia has introduced teaching in the child's mother tongue in line with the 1994 Education and Training policy. An action entirely consistent with the policy's intention to facilitate expansion of primary school participation all over the country (MOE, 1994:23)

### **C. Fear of Sexual harassment and abduction**

Various studies show that there is prevalence of sexual violence and harassment in educational institutions in Africa. Research findings indicate that many pupils are identified as major offenders (Hallam, 1994 in Adage and Heneveld, 1995:34) a study undertaken in Guinea disclose that boys are very aggressive towards girls and Heneveld, 1995:35 as stated in Anderson and Levy. This implies that girls are in an extremely hostile and uncomfortable learning environment in school which has disastrous effects on their educational attainment and performance (Odaga and Heneveld 1995:35)

### **D. Lack of school facilities**

Obviously one of the major impediments of enrollment and participation of children at school is inadequacy of school facilities like learning materials, in shortage of buildings latrines, water etc, Lockheld and Verspoor (1991:103) found that while quality of the

physical plant is positively related to student performance lack of relevant teaching and learning materials also affects their performance.

The World Bank (1996:126) also documented that in many countries where there are no enough classroom materials and other learning material parents are reluctant to send their children to school.

Parents in some countries due to the absence of separate classrooms and toilets to males and females they are against sending their daughter to school (World Bank, 1997 103 and Roa, 1985 182).

Taylor (1997:9) also indicated that shortage of school facilities such as toilets class rooms, drinking waters books writing materials etc are likely to increase dropout rate, Coombs (1985:22) also shows the interrelationship among school facilities, achievement dropout out and repetition.

In Ethiopia one of the major challenges for achieving UPE in 2015 is poverty. Especially the direct cost of primary schooling can be significant for the poorest family. Direct cost of schooling for children form poor families is also constraints for UPE in Ethiopia. In Ethiopia, it is well articulated in the constitution; in the Education and Training Policy and other document that primary school is tuition free. But families are required to incur other frees and other expenses to enroll their children especially those problem is highly pronounced among the poorest families than the richest as the former tend to be larger (World Bank, 2005: XXII)

#### **E. Problems in quality and quantity of teachers**

Due to lack of ramrods economic in cuteness and incontinent working environment shortage of teachers is more prevalence in remote rural area than urban areas.

This creates its own serious impact on students learning and success in education Lackheld and Verspoor (1991: 27)

Furthermore as it is discussed in ESDP III (MOE, 2005:29) the most serious and persistent challenges facing the education system in general and primary education in particular are:

The ever deteriorating of education quality reflected in low completion rates high student – sections ratios, high student teacher ratios, shortage of text book, lack of enough qualified teachers mainly in the second cycle

One of the challenges to meet UPE is acute shortage of teacher, which leads to high pupils Teacher Ratio (PTR) much high against the target goal set in 2015 of 40:1. Due to ever-increasing school –age population especially in sub-Saharan Africa, there should be 9% growth rate of teachers per year in Chad, the Congo, Ethiopia, Mali and Uganda. (UNESCO; 2006:87).

Other challenge facing the region to achieve UPE is shortage of qualified teachers against policy standard. In 2004/05 only 43 % of primary level teachers were graduates of TTC to teach second cycles. Disparities among woreda in primary Gross Enrollment are evident. For instance in 2004/05 the highest GER Was 151.2% in Dale Sedi Wereda in West Wellega Zone and the lowest was 25.6 in Moyale Wereda Borena Zone(OEB, 2005; 27).

The world Bank (2005:XXXIII) explained or listed down the major challenges to meet UPE in Ethiopia as follows: poor primary schooling out comes; wider rural -urban disparities in primary school participation, shortage and inaccessibility of schools, incompleteness of instructional programs, little investment on teaching inputs, high public spending being used for teachers, inconsistency of teachers deployment across schools, high socio-economic disparities, high drop out rate and repetition rate, high rural – urban disparities in coverage, access, quality and narrowing these gaps, excessive concentration of teachers in the desirable urban areas, a serious shortage of teachers and schools in rural Zones, which results in varied students learning out come completion rate progress.

There is also clear evidence that in the past especially large number of rural household are not used to sending their children to school due to lack of experiences or no need of it than distance factors or of poor quality factors. World Bank (2005: XXII) clearly documented that factors such as household poverty, distance from school are being controlled children's chance to enroll in school is influenced by the %age of household heads in a locality who are literate.

World Bank (2005: 52) also shows that even though there is large expansion of coverage, there are emerging signs of distress in the system. To mention few, the deteriorating condition in classrooms in most part of the country is a challenge one. To be specific, the pupil teacher ratio, and the pupil – section ratio and real spending on non-salary inputs have steadily worsened since 1993/4. For instance, in 2001/2, pupils-teacher ratio of 65:1 in government primary schools is the highest in the world. Pupils’ section ratio was also 75:1 (World Bank, 2005: XVII and MOE, 2005:47).Especially, these desperate conditions are rampant in rural primary schools than urban one. For example in 2003/04 PTR in rural schools have exceeded those in urban schools by an average of 60% in grades 1-4 and 50% in grades 5-8.This trend is the opposite in other part of the world (world Bank, 2005:xviii).

The competition for public resources will be tight, as other sectors such as roads; water and healthy can also make a legitimate claim based on their contribution to poverty reduction. Thus, while every effort must be made to raise recurrent spending on education from its present level of 3.0 % of GDP, pushing the sector’s claim beyond 4.0 or 5.0 % of GDP is likely to prone progressively difficult, perhaps even elusive (world Bank, 2005:17-18)

The report of the World Bank with regard to the challenges it goes on saying “for the mangers of the education sector, the challenge is how to capitalize on the favorable conditions of political commitment and the promise of in creased domestic and international funding in order to meet the expectation for the sector: achieving universal basic education and.” (World Bank, 2005: 60, 18).

Gender gaps are primary a rural phenomenon, and appear to be a region specific implying that efforts to increase school participation by girls will require a region-by-region approach. It is studied that other variables being controlled, orphans who have lost one parents are 5 to 6% age points less likely to attend schools than non-orphans. The effect is twice as great for children who have lost both parents. (World Bank: XXXVIII).

In the context of Ethiopia in general and in Oromia particular, other challenges or constraints to universalize primary education are also related with demand side constraints on school participation. Some of these challenges are documented in the World Bank (2005: XXVI) as follows. Household factors such as affordability of schooling relative to household income, the opportunity cost of children's time and value of schooling perceived by parents. Individual-level factors such as the child's personal characteristics, gender and orphanhood status and Community level variables such as language are worth mentioning.

In Ethiopia there are also challenges to meet UPE like other developing countries. Researches, studies and literatures documented many challenges to meet UPE in Ethiopia despite significant increases in enrollment. For instance Tesfaye(2003) has put the challenges as follows,

“More 6 million children do not attend primary school, regional and gender disparities are high, because of overcrowded classrooms and shortage of qualified teachers' quality is preoccupying as it is reflected in the high repetition and dropout rates.

Sitotaw (2005; 2) also explained that in 2003/04 though primary school enrollment in rural areas was 69% and the rest 31.1% was accounted by urban areas, the largest %age of out of school children were in the rural areas., Continuing his discussion, he points out that only 72% rural children survive to grade 3, and 25% up to grade 8. This clearly implies that to achieve UPE in 2015, rural primary school provision should be improved in terms of both access and quality.

Bastian (2004:4) also strengthens what other researchers have expressed about the challenges to meet UPE in Ethiopia as follows;

Ethiopia faces a difficult and unenviable uphill task to expand the education system to provide equitable access to children of both genders, Urban and rural, in all geographical areas, remote and near: Maintaining minimum quality in the delivery and outcomes of education in such an

expanding education system will be a daunting challenge Ethiopia will face. Financial, human and organizational capacities are scarce.”

He also indicated that though all these challenges exist “Wise, targeted, and effective use of these scarce resources assumes even greater importance to achieve the goals of UPE.” (Bastian, 2004; 2)

A projection made on the input needed to achieve UPE in 2005 also revealed that there is unenviable uphill way to climb for Ethiopia to achieve UPE. Accordingly “primary enrollment needs to increase by more than 140 % (11.1 million) and the number of teachers by more than 240 %. About 16,000 additional classrooms and over 23.7 million copies of books should be made available annually. Total expenditure for primary education should increase on average by 9.6 % each year and the annual budget allocation to primary education needs to grow from 2.9% to 6.6 % of the GDP (Tesfaye, 2003).

According to ESDPIII (MOE, 2005: 42) Ethiopia to achieve UPE in 2015, it needs to realize the major objectives of the primary education programs to be implemented during ESDP III period. Accordingly from 2005/06 2009/10 i.e. by the end of ESDP III, the primary education sector is expected to achieve the following objective target: GER of 112.6%, pupil section ratio of 50, pupils teacher ratio of 50 and 45 for first cycle and second cycles respectively.

To this end construction of 194, 748 classrooms (95,142 for the first cycle and 99,606 for second cycle primary), recruitment of 294,760 teachers (168,847 for first cycle and 125,913 for second cycle teachers) and printing and distribution textbook ratio of 1:1 is required. (MOE, 2005; 42-43).

Globally it is estimated that 10 to 20 % of the school age children have special needs. In Ethiopia too, though there is no accurate or reliable data it will have an estimates number of 1.7 to 3.4 million school age children with special needs education (MOE, 2005:26)

Therefore, whatever endeavor is made to universalize primary education with out considering the special needs of children with disabilities ends in a futile attempt.

Therefore, cognizant of the above facts the MOE has introduced a comprehensive strategy, which tries to address, the over all education needs of this children with disability. If it is implemented properly, its role in universalizing primary education is enormous. (MOE, 2005:27)

Even though education is supposed to be a fundamental human right and needs to be provided with no discrimination, there is large number of marginalized children who could not get this chance. Consequently, a significant number of children and students are still excluded from education. The challenges are more accentuated, as the number of these children with disabilities is not exactly known. Even the number of children who get access to primary education is only on estimate. Based on this estimation, it is less than 1 % of them that get access to primary education (Mamo Mangesha ,2001; Tirussew et al. 1995; and Tirussew in MOE, 2006:45)

One of the major challenges for universalizing primary education in the world in general and in Ethiopia in particular is the high incidence of repetitions and dropout in the first and seventh grades (MOE, 2005:27)

Though there are many factors, which are the causes for high dropout and repetition, problems related to children with disabilities and difficulties is the major one. But the exact number of these children and its extent is not well known (MOE, 2005:5)

If the goal of UPE by the year 2015 to be achieved as stipulated in the policy, due attention has to be given to the enormous number (10 – 20%) of children and students with special educational needs. (MOE, 2005: 27)

As it is well known and studied, funding of activities to combat the spread of HIV/AIDS and its interrelated effects is very high. As a result, huge sum from the limited resources is allocated to combat the pandemic. This in turn affects mobilization of resource to UPE, threatening its achievement in the target year (MOE; 2005:57).

Despite the above challenges caused by HIV/AIDS to meet UPE in the world in general and in Ethiopia in particular special attention is given to mitigate the impact of the pandemic in Ethiopia (MOE, 2005: 42)

ESDP III and other literature also mentioned that one of the major challenges for achieving UPE in Ethiopia is that the system has a double burden of catering for over aged children (MOE, 2005, 31 and Sitotow, 2005: 3).

Both of them described the extent of the challenge by indicating the presence of some over 4 million over aged children within the primary school system, and both suggested the need of taking decisive measures so as to alleviate the problem. (MOE, 2005: 31` and Sitotaw 2005:17)

Mention is also made in the ESDP III that unless and otherwise the rates of drop out and repetition are tackled, the country cannot achieve UPE in 2015, target year (MOE, 2005:34), the highest dropout being in grade one. This demands enormous expansion of pre-primary education. Mainly in the rural Ethiopia, as pre-primary education are almost non-existent in the rural areas.

Coming to ORS besides the above challenges the region's Education Bureau may face a number of challenges to meet UPE in 2015. Some of these challenges are clearly discussed in the region's ESDP III and education Annual Abstracts.

Among the challenges as mentioned in ESDP III of the region at the end of ESDP III, grade one NIR was only 49.95%. Disaggregated in to gender the share of boys and girls was 52.04% and 47.83% respectively. This scenario calls the region to give special attention to "bring the rest 50.05% of school age children to schools so as to achieve UPE goals in the target year [OEB, 2005:1, 11).

A number of researches indicated that absence of Kindergarten is one of the causes for students' dropout in grade one of the region. In Ethiopia in general and in ORS in particular Kindergarten are exclusively concentrated mainly in major urban areas.

For instance in 2004/05 there was only 418 Kindergarten in ORS with GER of only 1.6%. This implies that 98.3% pre – school age children have not access to pre-primary school education. (OEB, 2005: 7). They join primary education with out having the necessary skills that should be obtained in the Kindergarten. Hence forth, this contributed to the prevalence of high dropout and low performance of students in grade one (OEB; 2005; 7). OEB ESDP III indicated that though the numbers of primary school classrooms have increased from 31,626 in the year 2001/02 to 44,733 in the year 2004/05, pupil class ratio could not be improved. Rather it remained the same i.e. 74:1 from 2002 – 2004/05. (OEB, 2005, 23)

On the other hand pupil-teacher ration for primary education (1-8), which was 66:1 in 2001/02, has increased to 78:1 in 2004/05 (OEB, 2005; 23). This trend actually challenges UPE achievement. This disparity implies tremendous effort is required by all the pertinent parties to narrow the gap and gradually meet UPE in the target year. In the region primary grades (1-8) dropout rate is also menace for the education system. For instance in 2004 the highest dropout rate was occurred in grade one, which was 22.27%. Disaggregated in to gender, the share of boys and girls respectively was 21.78% and 23.89% (OEB, 2005, 29)

The same document also mentioned the causes for these dropout and repetition of students. These were: Poverty, child labor demand, inconvenient school environment, school distance from home, poor school management and harmful traditional practices (HTP). (OEB, 2005:29)

According to the region's ESDP III (OEB, 2005: 57) the major targets primary education intended to be achieved by the end of the plan period i.e. 2009/10 are GER of 113.5%, NER for grade one of 97%, reduction of grade one dropout rate to 12.1(boys 11.5, girls 12.62%) at the end of 2008/00, reduction of dropout rate at primary level to 9.9% (boys 10%, girls 9.9% at the end of 2008/09; reduction of pupil/ section ratio to 50:1, reduction of pupil teacher ratio to 50:1 and increasing qualified teachers for first cycle to 100% for the second cycle to 95%.

The document (ESDP III) of the region has clearly put that to meet the above-mentioned objectives with in the 5 years plan; the following major activities will be done.

These are printing and distribution of 31.5 million copies of textbooks (27.5 millions for first cycle primary and 4 million copies for second cycle primary) construction of 2,522 new first cycle primary schools, up grading 5 primary (1-6) schools to full primary schools, rehabilitation and expansion of 2000 primary (1-4) and 697 full primary (1-8) schools. (OEB, 2005:8-59). This implies how big the task is to achieve UPE in the region.

## **2.5 Opportunities to Meet Universal Primary Education**

### **2.5.1 In The World**

Though enormous challenges are mentioned in the previous sub – topics to meet UPE in the world in general and in Ethiopia in particular, still there are also considerable sets of opportunities available nationally and internationally to achieve UPE in 2015. Among these opportunities are the commitments made by all concerned bodies in the world conferences of EFA, in Dakar Frame work of Action and in the millennium summit of 2001 to universalize primary education are few of them (UNESCO, 1992:45, MOE, 2002:17, and UNESCO, 2006:57). The commitments made by international communities is forwarded both in Dakar (2000) and Monterrey (2002) .At the world education forum in Dakar in 2000, “the international community pledged that no developing countries with “credible plan “for achieving EFA would fall short of the 2015 goal for lack of external support. At the Monterrey conference on development finance in 2002, the donor community pledged increased development support channeled in a new and more selective framework to countries with sound policies and willingness to hold accountable for clear results.

The establishment of EFA Fast Track Initiative (FTI) in 2002 by the Development committee of World Bank with the aim of accelerating progress towards universal completion of quality primary education by 2015 is a major opportunity for many low-income countries to achieve UPE. FTI is a global partnership between developing and developed countries and funding and technical assistance countries (UNESCO, 2006; 120) As it is explained from UNESCO, 2000b in UNESCO, 2006; 126), the establishment of FTI is one of the direct responses to the promise made in Dakar that “no countries seriously committed to Education For All will be thwarted in their achievement of this goal by a lack of resources”.

FTI tries to influence both agency and partner country behavior as follows. The former to increase support in a predictable manner; to align with country development priorities, to coordinate support around one education plan and others (UNESCO, 2006: 120)

In turn partner countries are expected to develop sound education sector Programmes through broad based consultation, to demonstrate results on key performance indicators and exercise leadership in developing and implementing the Programmes and coordinating support from technical and financing agencies (UNESCO, 2006: 120)

A number of countries have given due to attention for EFA goals and the MDGs as they are prioritized the country's poverty reduction strategic papers and national policies. As it is discussed by Bagai, 2002, white Head, 2003 in UNESCO, 2006; 76 – 77 unlike in the past in most countries, EFA and the Education MDGs are receiving increasing attention in poverty alleviation and reduction plans. This is a major opportunity for the success of UPE (UNESCO, 2006; 21)

The launching of the Ten-year United Nations Girls' Education initiative at the world Education Forum in Dakar in 2000 by UN secretary general with UNICEF as lead agency is also other opportunity to meet UPE. This partnership mechanism aimed at reinforcing work on educating girls to reach EFA and MDGs goals is important opportunities especially for Sub- Saharan Africans to achieve UPE. (UNESCO, 2006; 229)

Almost all developing countries that are working to achieve UPE in 2015 cannot meet the goal unless and otherwise they are supported by financially by developed countries.

To this end, a number of advanced countries and international institutions are providing Official Development Assistance (ODA) to these least developed countries. Therefore, the supports given to the developing countries by the bilateral and multilateral donors are one of the opportunities to achieve UPE. (UNESCO, 2006: 408)

The major multilateral donors (international institutions) with government membership that conduct all or a significant part of their activities in favor of developing countries are the World Bank, Inter – American Development Bank, UNDP, UNICEF, European Commission, African Development fund, Asian Development Fund, etc. (UNESCO, 2006: 4, 208-11)

The aid commitment, disbursements, technical cooperation and debt relief given by the bilateral and multilateral donors could create favorable conditions for EFA regions to achieve UPE. Especially the type of aid geared towards the basic or primary education contributes much for achieving UPE. (UNESCO, 2006; 408 – 409)

UNESCO is a spearhead organization to EFA success. Therefore, UNESCO has tried to disseminate the best strategies and experiences used by different countries to achieve UPE. The strategies used by these countries to achieve UPE include putting priority on underserved and disadvantaged groups – seven countries like Mongolia, inclusion and equity of access for severely disadvantaged groups such as street children (11 countries) giving particular attention to removing access barriers to quality schooling (15 countries).

Some of the specific strategies these countries introduced were for example Kenya introduced free primary education, targeted school meal programs, a text book fund for poor households etc. In India, strategies like back to school camps, summer schools, and bridging courses are offered for working children. (UNESCO; 2006: 77). These are good experiences to be adopted by other countries.

### **2.5.2 In Ethiopia**

In Ethiopia recent development suggests a positive turn of events, as real recurrent spending since 2000 has begun to edge upwards, this progress has been aided by developments – including an increased mobilization of domestic resources and international consensus to build partnerships across countries to accelerate the accessibility of education via such initiatives as HIPC, MDGs, EFA and the increased use of budget support mechanisms (such as the World Bank's poverty reduction support credit to channel donors' funds).

Since all these initiatives provides additional sources of increased funding for education there is a good prospect that recent increases in public spending on education will continue {world Bank, 2005: 34)

A document from the World Bank has clearly explained the opportunities available to meet UPE in Ethiopia as follows: -

There is a wide acknowledgment about the primacy of education in the fight against poverty and its role in promoting social well being. Certainly, a clear “political commitment and momentum now exist to transform the historically elitist and narrowly accessibly system in to one that offers opportunities to the mass of the population. (World Bank, 2005:13

The recent decentralization of governmental structure, finances, and functions will undoubtedly help make this goal a reality. Accordingly, the government’s expectation is that the policy of decentralization will produce results by clarifying at each level of government; by enabling and empowering lower levels of government to take direct responsibility for managing their own affairs; and by making local administrations more accountable for services delivery, particularly in such areas as education health and so on (World Bank, 2005; 17)

This day hope of optimism prevails in Ethiopia as the socio – economic and political conditions are getting better and better.

“As a result, huge potential now exists to channel our resources of all kind i.e. both material and human (intellectual) in to basic services that directly affect the welfare of the population. Specifically, the education sector is one of the beneficiaries of this promising scenario (World Bank, 2005:5) .The positive domestic development in Ethiopia provides a favorable context for education in the country; strengthening or reinforcing these good beginning “is the growing international consensus on the goals of development assistance and the means for achieving them. (World Bank, 2005: 1)

The NETP of Ethiopia has created fertile policy framework to expand primary education in every corner of the country with out any discrimination. Therefore, the policy is one of the major opportunities to universalize primary education therefore,

Following the 1994 Education and Training Policy and Strategy a new structure i.e. 4-4-2-2 was introduced. This change over was motivated in part by a concern that the education system existing before 1994 was too similar to the models in developed countries and therefore unsuited to conditions in Ethiopia. It was also perceived to be performing poorly in terms of access, equity, relevance and quality. The 1994 education reforms sought to address these problems and included the following features among others These are;- renewed impression student learning and problem solving skills and the teaching of primary students in their mother tongue The objective of primary education is to provide function literacy (World Bank, 2005, 20).

Like other sectors under the FDRE, the education sector is also decentralized. Budgets are allocated to the regions in block grants the regions in turn are expected to make block grants to the lower level of government. In the new form of governance the sub regional governments are directly responsible for service delivery in primary and secondary education .The decentralization of the education sector if implemented properly contributes significantly for achieving the UPE at regional level and national levels. The experiences Latin American and Eastern Europe show decentralization of the sector contributes much to get the required results by improving efficiency and effectives (World Bank, 2005 XII) The willingness of the government, the Ministry of Education and Education Bureaus to implement decentralization and take lessons from other experienced countries and learn from their past experiences is one of the major opportunity to achieve UPE in the country, (World Bank, 2005:X IX)

Studies indicated that, generally economic growth is a key factor for (in) poverty reduction. Furthermore, making the growth sustainable and long term is a necessary precondition to lift people out of poverty, and enables countries to achieve MDGs in general and UPE in particular (International Journal V.32, 2005) therefore, the current government's of

Ethiopian determined to eradicate poverty from the country. To this end the government has prepared poverty reduction strategies documents. One of them is SDPRP.

As studies and documents indicate the economy of Ethiopia has increased enormously in the years from 2003-2005 in average by 9 %. As a result the number of peoples living below poverty line has decreased to some extent therefore, the positive change in the economic condition of the rural peoples contributed much so that parents to send their children. As result, students' participation increase, this contributes to meet UPE.

Acknowledging education's key rule to sustaining economic growth and reducing poverty, the Ethiopian government is committed to achieve the millennium Development Goals (MDGs) and education for all (EFA) goals.

In line with international declarations, conventions and policies, the Ethiopian Constitution establishes the universal right to education, and emphasizes the need to allocate resources and provide assistance to disadvantaged groups.

According to the NETP (1994) "Expansion of quality is not only a right but also a guarantee for development". The constitution of the FDRE lays the ground for the universalization of primary education to this end; it accepts the international declarations and conventions, and states education as a human right (FDRE constitution). Besides, the NETP (1994) and the Constitution all the three ESDPs give strong emphasis for the universalization of primary education (MOE, 2005:17)

Being optimism on Ethiopians good prospect to achieve UPE, the World Bank (2005:19) has expressed its hope as follows: these trends are beginning to look like a clear break from a past in which access to even basic education was highly restricted, there is no room for complacency if the country is to achieve the MDGs of universal primary completion by 2015

The policy requires universalizing primary education; it assures that disadvantaged groups will receive special support in education. The special needs education strategy is drawn on the principles directed by the Education and Training policy (1994), and the current situation of special needs education in the country. (MOE, 2005: 1)

The MOE is committed to achieve UPE by 2015, and to assure quality of education, (MOE, 2005; 1) thus, it aims at an education system that is to be open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments. The principle behind this policy is that all children and students are included.

Recognizing the exclusion and barriers to active learning and participation, the strategy emphasizes that all children and students can learn and many of them need some form of support in learning and active participation, providing education for all requires identifying barriers that hinder learning, and reducing of removing these barriers in early education, (MOE, 2005:1)

Implementation of the policy has produced some significant changes in practice. For example, the overall education sector strategies and development programs have paid special attention to gender parity. Planning, data collection and statistics are gender aggregated. The Education Statistics of 2004/05 show that gross enrolment rate for girls were 71.5% showing an increase of 12.4 %. Compared to the previous year the net enrolment rate was 63.6% for girls, with an increase of 11.8%. (MOE, 2005: 45 }

Further more one of the major opportunities in Ethiopia to expand and achieve UPE is the introduction of new language policy in the medium of instruction. Hence, currently 22 nationality languages are serving as medium of instruction in the primary education having published their own text- books (MOE, 2005: 34)

Following the introduction of the NETP in 1994 with in the framework of the policy a 20 year education sector indicative plan to be translated in to series national ESDPs was introduced. (MOE, 2005:4). Primarily, the ESDP gives strong emphasis to the universalization of UPE. Thus it is clearly indicated as follows:-

The main thrust of ESDP is to improve educational quality, a relevance, efficiency equity, and expand access to education with special emphasis on primary education in rural and underserved areas as well as the promotion of education for girls as a first step to achieve UPE by 2015 (MOE : 2005:4)

Currently, the ESDPIII, which will last for five years (2005 /06 to 2009/10) and is in line with SDPRP and MDGs is developed and is under implementation (MOE 2005; 4) As the issue of UPE is given due attention in all the ESDPs and SDPRP.

This is a major opportunities and indication of the government's commitment to universalize primary education.

Further more, the MOE (2005, 6). crafted the Vision of the education sector as follows” To see all school- age children get access to quality primary education by the year 2015 ...” and the mission as to “Extend quality and relevant primary education to all school age children...” This vision and mission of the education sector contributes so much for the universalization of the primary education by motivating all the stakeholders. The education's sector mission which reads as follow (MOE 2005:6) “ Take affirmative action to ensure equity of female participation pastoral and agro- pastoral and those with special needs in all education ... contributes too much to universalize primary education.

ESDP is aimed “ to improve quality relevance, equity efficiency and to expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls in an attempt to achieve UPE by 2015” (MOE 2005, 6).

The current government of Ethiopian has places due attention to the socio- economies and political development of the county in general and the rural population in particular. To this end it introduced rural development policies and strategies.

Therefore, ensuring sustainable development for the rural population, which constitutes 85% of the country's total population, is mandatory. It at this point that education serves as a way out. Especially ESDP puts importance of primary Education for Ethiopia's development endeavors as follows (MOE: 2005/6) .“Creating access to primary education for all school – age children and thereby workers who utilize new agricultural technologies and produce for market is indispensable for the realization of the rural transformation strategy. Successes scored in primary education during ESDPI and ESDPII are encouraging results in the country's efforts to meet UPE.

Preparing of ESDP documents by the MOE is one big thing. And implementing (putting) the plans in to action are another thing. Not only is this, achieving the targets set in the programs also another thing. Therefore, in light of the above facts, the focus given to universalize primary education and the results obtained with this regard is very encouraging. All these indicate among other things the commitment the government and other stakeholders have to primary education.

With regard to primary education, the achievements scored both during ESDPI and ESDPII have been clearly explained in ESDPIII. (MOE: 2005/7-11). Thus, there has been substantial expansion at primary level. Primary schools (1-8) have shown significant increase. ESDPII targeted to increase primary enrollment to 7 million from 3.7 million, which was in 1995/96. But achievement was 8.1 million i.e. above the target set. This trend has continued in ESDPII. Therefore in 2004/05 primary school enrollment has reached to 11.4 million.

The number of primary schools has also increased from 10,394 in 1996/97 to 16,078 in 2004/05, an increase 754.7 / (MOE, 2005:7).

These programs were aimed at increasing access to meet the target set for UPE by the year 2015, showing commitments to meet EFA & MDGs. The GER also rose from 54 % in 1996/97 to 79.2% in 2004/05.

Likewise, the NER has also increased from 24.9% to 67.8% in the same periods. Compared with GER, the NER has shown a faster increment showing that the age structure of primary level is changing towards the appropriate age (MOE 2005; 8). With regard to GER and NER though the achievements at national level are encouraging there is a gap at regional level.

There are also gaps between girls and boys. The disparity between urban and rural is also evident in favor of the former (MOE, 2005: 8). For instance; in 2004/05 the highest GER was achieved in Addis Ababa and Gambella, which was over 125%.

On the contrary, the lowest was achieved in the two predominantly paternalist regions of Afar 17% and Somali 20%. (MOE, 2005; 8) This same document shows the middle in the same year, the GER for, Amhara Diredawa and SNNPR ranges from 75.9% to 80.3% (MOE, 2005;8).

Generally speaking, though GER of primary education at national level is encouraging, the disparities among regions, between urban and rural, and girls and boys, clearly show that there is a lot to do to achieve UPE and maintain the above disparities. (MOE; 2005:8) In spite of the fact that major achievements have been made to universalize primary education in Ethiopia, still there is a gap to be abridged.

Cognizant of this gap in providing access to all children and to actualize education for all the ministry of education has developed a strategy for special needs education The final goal of the strategy is to ensure access and quality education for marginalized children and students with special educational needs. (MOE, 2006; No page)

The special attention given to girls' education contribute much for abridging the gender gap in school participation in Ethiopia as it is mentioned in ESDPII (MOE, 2006; 3). This implies that if the trend continues likewise, the chance to achieve UPE in the target year, 2015 will be high.

For instance, one of the major concerns during the implementation of ESDPI and II was improving educational access to girls, retaining them in schools, reducing dropout and repetition and others.

To this end as document from MOE indicates the following tremendous activities were undertaken inside and outside the schools. Among these are; - awareness creation on the importance of girl's education making schools friendly to girls by constructing separate latrine for boys and girls, assigning female teachers and head teachers to give close support for girls, establishing girls club, providing tutorial, guidance and counseling services; developing gender mainstreaming guideline and five years female education.

In addition, to evaluate and monitor the implementation of policies, strategies and guidelines pertaining to girls' education female education forums has been set up and consolidated ( Moe,2005 :8)

As a result of all these efforts, girls' enrollment has increased significantly. For instance it was only 40.7% in 1999/2000 and increased to 70.9% in 20004/05 an increase of 74.5% in five years (MOE; 2005: 8)

In the rural Enrollment at the primary level has shown significance change. Thus GER has increased from 1 45.3% in 2000/01 to 67.3 % in 2004/05, an increase of about 50% in 4 years. However, the rural – urban gap in GER remained wide, for instance, the gap, which was 88.6-%age point in 2000/02, remained only of 85.3-%age point in 2004/05, insignificant reduction of 3.3 %age points. (MOE, 2005:10)

The government's commitments to expand primary education can be observed from the highest share of estimated budget allocation to the system. Consequently, of the total estimated cost of 53.7 billion Birr, of the total ESDP III primary education has the top first priority and receives the highest share from the total estimated expenditure of ESDP III. Thus the share of primary education has increased from 46.,4% in ESDPII to 54.8 % in ESDPIII. (MOE, 005:10).

Similarly according to ESDP3 of ORS (OEB, 2005: 61) top priority is given to primary education. Accordingly of the total ESDP3 estimated cost of about Birr 8.5 billion the highest share that is 64.4% is allocated to primary education. Like the ESDPIII of MOE the expected source of finance for the region is planned to be from the government (83.4%), community participation (8.1%) external loan and assistance 24%(available) external loan and assistance 2.4%(expected) and NGOs contribution 3.6%.

The availability of ABE is an opportunities to the success of UPE in Ethiopia. Universalization of primary education using only formal schooling (8years) in the context of Ethiopia would be a very daunting task unless other means are there.

Cognizant of this fact Ethiopia has introduced non – formal education or sometimes referred to as Alternative Basic Education. It targets out of school age children and Adults with the aim of imparting basic literacy and numeracy. The programs for children i.e. below age 15 typically offer three levels of instruction that in aggregate match the first cycle of primary schooling (1-4) (World Bank 2005; 27).

Since ABE programs are relevant to rural context i.e. flexible School day and academic calendar, use of teachers from the community, simple class room facilities, proximity to children's home and reliance on the community participation, their contributions to achieve in one way or other is paramount important. (World Bank, 2005, XXIX) that its cost effectiveness, and flexibility nature reduces pressure on formal schooling help to achieve UPE. At their best, the programs succeed in qualifying their pupils for transfer to the formal schools at the fifth grade after only three years of instruction, as it is discussed by (World Bank from Government of Ethiopia; 2002:27).

As donors mainly fund the program it has lots of challenges (constraints). Therefore if this program is implemented through out Ethiopia with concerted effort among Go and NGOs its contribution for achieving UPE is highly significance contribution for achieving UPE is highly Paramount

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Methodology**

Since the intention of this study was to investigate challenges to primary school participation in SWSZ of ORS both qualitative and quantitative methodologies were employed where necessary to address the problem more efficiently. To be specific, to deal on trends of access, coverage and internal efficiency in the Zone quantitative data were used analyzed and interpreted. Respondents' opinion on the issues, which was gathered through questionnaires and interview was analyzed and interpreted qualitatively and quantitatively.

To address the issue, the researcher used descriptive methodology, for it attempts to present the state of educational issues as they exist at the present. A form of descriptive research knows as survey research was employed, for it helps the researcher to describe the status of educational phenomena and compare it with established standards.

#### **3.2 Source of data**

For this study both primary and secondary data were used. Primary data were obtained from teachers and Eos through questionnaires. Besides, primary data were obtained from school directors and officials of Zonal Women Affairs Department. These sources helped the researcher to get first hand information and to draw valid conclusion (inference).

Secondary data were obtained via document analysis. To this end, synthesized information was obtained from the Zone, sample Weredas, and from the publications of MOE and OEB. Furthermore, the data were analyzed using appropriate statistical methods. Finally findings were identified, summarized and recommendations were forwarded.

### **3.3 Sample Population and Sampling Techniques**

#### **3.3.1. Sample Population**

The sample of the study covered ten Weredas out of the current twelve weredas and two City Administration Councils out of the existing two. Twenty-four schools were selected from the 10 Weredas and two city councils that is two schools from each Wereda. Totally 8 directors were randomly selected from the 24 schools for interview.

Regarding teacher respondents, 250 were taken from the ten sample Weredas and 2 City councils. Furthermore, 26, 6 and 10 WEOs ZEOs, and REOs respectively were taken from the weredas, Zone, education offices and Regional Education Bureau. Totally 296 teachers and EOs respondents were taken to fill the questionnaire. Further more eight officials from Zonal Women Affair Office were involved in the focus group discussion session.

#### **3.3.2 Sampling Techniques**

Though the study site is wide, attempt was made to include the majority of the Weredas in the study. In selecting sample Weredas and schools both purposive and available sampling techniques were employed. By consulting knowledgeable people from the zonal educational personnel, purposive selection of sample Wereda and schools was made. Consideration was also made to keep a reasonable balance between urban and rural primary schools.

Availability sampling technique was used to select educational official and teacher respondents. Availability sampling was used for WEO, because many of them were on training for the third round national house and population census. Available sampling was also used to select teachers who were on training in the three centers such as Weliso City, Becho and Sebeta city for the same purpose.

Thinking that they are responsible with the overall problems of females of the Zone including girls' Education, 8 Zonal Women Affair Officials were selected using purposive sampling techniques.

### **3.4 Instruments and Procedure of Data Collection**

#### **3.4.1. Instruments**

Both the quantitative and qualitative data were gathered through instruments that were developed and constructed by the researcher. Before developing the instrument relevant and related literatures on UPE were examined, selected and revised. Based on information obtained from literature and considering the locality of the study three sets of questionnaire, were designed. Open-ended questions were also forwarded demanding the respondents to write possible comments and suggestions which they think should be included.

Interview guides were also prepared to get further information from school directors. Focus group discussion guides were prepared and used to substantiate the information gathered for the study.

Questionnaire, interview and focus group discussion guides were prepared first in English and translated into Amharic by Amharic and English language experts of Addis Ababa Education Bureau to make it easier for understanding for the respondents.

In the first part of the questionnaire prepared for teachers, Zonal and Wereda education officials, items on major challenges affecting UPE were prepared in the form of rating scale and forwarded. Following this, to consolidate the study, few multiple-choice items were given.

To ensure the appropriateness of the item a pilot study was made on two primary schools of the Zone namely Teffeki and Awash Bune and as a result around three irrelevant questions were rejected and two ambiguous questions were corrected

Those questionnaires prepared for Officials of OEB mainly consist of multiple choices, rating scale and very few open-ended questions. Though in different locality, the items were also piloted and refined.

### **3.4.2. Procedures of Administration and Data Collection**

After the sample weredas were known a total of three data collectors were selected. They were selected on the basis of their academic qualification, language skills and familiarity to the areas. A one-day orientation was given for each of the data collectors. Convenient time was chosen for the respondents to maximize the quality of responses and degree of return. Questionnaires were distributed to the available EOs and teachers who were free from training that was conducted for population census and to those who were on training for the census.

Throughout the fieldwork, the researcher kept regular contact with the data collectors and closely supervised the work. Having identified the interviewee directors and discussants Women Affair Officials, an appointment was made to conduct the interview and discussion. On the appointment day the researcher himself went to their offices. Then interviews (discussion) were made based on the objective of the interview and discussion sessions to minimize ambiguity. Finally, the researcher conducted the interviewing and discussion while writing the main points of the discussion.

## **3.5. Methods of Data Analysis**

### **3.5.1 Data Analysis Techniques**

Descriptive survey quantitative and qualitative data analysis methods were used either separately or together in this study. A percentage was one of the statistical methods to analyze the quantitative data. Percentages were used to elaborate the characteristics of the respondents, the status of AIR, NIR, GER, and dropout rates. Besides, it is used to explain the extent of the influence of different factors in achieving UPE in the Zone. The mean was also used to compute and to identify the main drawbacks that hinder the participation of students in PE in the Zone.

Hence forth, using the above instruments (tools) the ensuing chapter presents the data gathered from the different sources to achieve the objective of the study.

## **CHAPTER FOUR**

### **4. PRESENTATIONS AND ANALYSIS OF DATA**

The purpose of this part of the thesis is to deal with the analysis of the primary data collected from teachers, EOS using questionnaires and from directors, and the Zone Female Affair Officials, using interview and focus group discussion respectively. The data obtained from documents of the OEB, ZEO, WEO and schools is also analyzed.

As noted earlier, the questionnaires were distributed to 250 primary school teachers, and 46 EOS. Among the distributed questionnaires, those filled by 225 (93.5%) of the teachers, and 38 (82.6%) of the Education officials were returned and were usable. Besides, 8 Zonal Women's Affair Officials, and 8 primary school principals were involved in the focus group discussion and interview respectively.

Most of the data collected are organized using appropriate tables and this is followed by discussions. For the sake of convenience, related questions are organized into tables together and treated accordingly. To supplement the responses of the teachers and EOs, the response of directors and Women Affair Officials obtained via interview and discussion were used as additional idea where necessary.

#### **4.1 Characteristics of Respondents**

As noted earlier the target groups of this study were primary school teachers, directors, EOs and Women Affair Officials of the Zone.

The following table summarizes the characteristics (Sex, qualifications and services) of these respondents

<b>Table—4.1. Characteristics of respondent Teachers Educational and Women Affair officials by their sex,</b>											
<b><u>Educational status and services</u></b>											
Respondents	No		Sex	No		Education Status	No		Services	No	
		%			%			%			%
Teachers	225	100	Male	169	75.1	10+TTI	21	9.3	Below 5 year	54	24
			Female	56	24.9	10+TTC	17	7.5	5-10 years	30	13.3
						12+Comp	2	0.9	11-15 years	54	24
						12+TTI	80	35.6	16-20 years	61	27.1
						12+TTC	105	46.7	20years&above	26	11.6
						Degree	---	--			
						Master	--	---			
						Others	--	---			
<b>Total</b>	<b>225</b>	<b>100</b>		<b>225</b>	<b>100</b>		<b>225</b>	<b>100</b>		<b>225</b>	<b>100</b>
EOS	38	100	Male	29	76.3	10+TTI	--	--	Below 5 years	--	
			Female	9	23.7	10+TTC	2	5.3	5-10years	--	
						12+TTI	2	5.3	11-15 years	11	28.9
						12+TTC	22	57.9	16-20 years	11	28.9
						Degree	8	21.1	20yrs above	12	31.6
						Masters	4	10.4	16-20years	4	10.2
						Others	---	--			
<b>Total</b>	<b>38</b>	<b>100</b>		<b>38</b>	<b>100</b>		<b>38</b>	<b>100</b>		<b>38</b>	<b>100</b>
School directors	8	100	Males	6	75	10+TTI			Below 5 years		
			Female	2	25	10+TTC			5-10years	3	37.5
						12+TTI			11-15 years	4	50
						12+TTC	8	100	16-20 years	1	12.5
						DEGREE			20years &above		
<b>Total</b>	<b>8</b>	<b>100</b>		<b>8</b>	<b>100</b>		<b>8</b>	<b>100</b>		<b>8</b>	<b>100</b>
Women Affairs Officials	8	100	Males	2	25	12+TTI	1	12.5	16-20 years	1	12.5
			Females	6	75	12+TTC	7	87.5	11-15 years	7	87.5
<b>Total</b>	<b>8</b>	<b>100</b>		<b>8</b>	<b>100</b>		<b>8</b>	<b>100</b>		<b>8</b>	<b>100</b>

As indicated in the above table, a total of 225 teacher respondents were involved in the study. Regarding their sex, 169 (75.1 %) are males and 56 (24.9) are females. Of the total 38 EOS, 29 (76.3 %) were males while 9(23.7 %) are females. Out of the 8 interviewed school directors 6(75 %) were males and the rest 2(25 %) were females. Besides, of the total Officials from Women Affairs, 6(75%) and 2 (25%) are females and males respectively .Hence, the involvement of both sex in the study may avoid certain kind of biases in the data collected

Concerning the educational background of respondents, the majority that is, 105 (46.7 %) and 80 (35.6 %) of teachers were 12+ TTC (Diploma) and 12+ TTI (certificate) graduates respectively. The rest 21 (9.3 %) and 17 (7.5 %) were graduates of 10+TTI (certificate) and 10+TTC (diploma) respectively. The table also depicts that out of the 38 EOs 22 (57.9 %), and 8(21.1 %) were 12 + TTC (Diploma) and BA/BSC holders respectively. The rest 4 (10.4 %) and 2 (5.3 %) were MA/MSc holders, 10+ TTC (Diploma) and 12 + TTI respectively. All the 8 (100 %) of the directors were diploma holder. With regard to Officials of Women Affairs, out of the 8 officials, 7 (87.5 %) are Diploma holders. Only one is TTI graduate. Therefore, as the majority of the respondents have diploma and above, they could provide reliable data which increases the quality of the study.

With regard to service years, the majority that is, 61 (27.1 %) and 54(24%) of teachers served between 16-20 years, 11-15 years and below 5 years equally respectively. The remaining 30 (13.3 %) and 26(11.6 %) teachers served between 5-10 years and above 20 years respectively. Likewise, the majority of EOS that is, 16 (40.2 %), 11 (29.9 %) and again 11 (29.9 %) had experience of over 20 years, between 11-15 years and between 16-20 services years respectively. As the majority of the respondents have served for many years in their respective professions they really sense the problems and provide reliable information with a good sense of responsibility.

With regard to the school directors 3(37.5 %) of them served in the current position between 5-10 years, 4 (50 %) between5-10 years, 4 (50 %) between 11-16 years and the rest 1(12.5 %) between 16-20 years.

#### 4.2 Trends and Status of Participation in Primary Education

Educational indicators like GER, NIR, NER and AIR help to know the progress so far attained in the area of access and coverage. The following table shows the current situation in West Shoa Zone using these indicators.

**Table: 4.2 Primary Level (1-8) Trends of GER, NIR and AIR in the Zone from 2002/03- 2006/07; (1995-1999 E.C)**

Year	GER %			NIR %			AIR %		
	M	F	T	M	F	T	M	F	T
2002/03 (1995)	72.52	41.6	57.2	30.8	25	27.9	109.3	77.8	93.55
2003/04 (1996)	82	51	66.9	37	34	35	134	112	123
2004/05 (1997)	102.9	74.6	<b>88.8</b>	60.2	57.4	58.8	206.9	201.8	<b>204.3</b>
2005/06 (1998)	97.59	74.22	<b>85.93</b>	<b>42</b>	38.8	40.4	127.4	114	120.7
2006/07 (1999)	81.03	65.41	73.33	42.17	38.21	40.19	127.3	113.6	120.4

**Source:** South West Shoa Zone Education Office Statistics Department 1999E.C.

As it is depicted in table 4.2, all the indicators of access i.e. GER, NIR and AIR reveal fluctuation in the four consecutive years (2003/04- 2006/07). For instance, the GER of the Zone has increased from 112864 (57.2 %) in 2002/03 to 146766 (66.9 %) in 2003/04 and then reached to 203852 (88.8 %) in 2004/05, which is 31.6 % increase from the base year 2002/03. This was a very encouraging achievement for the Zone. However, this encouraging pace could not be maintained in the next two years. That is the GER of the Zone has declined to 85.93 % and 73.33 % in 2005/06 and 2006/07 respectively. Therefore, as all the country's Regional States in general and the Oromia Regional State in particular are working to achieve UPE in the target year this threat should be alleviated timely.

In the consecutive years, both the AIR and NIR have shown significant increment. For instance, in 2004/05 the AIR reached its peak 204.5 % (206.9 % male and 201.8 % female). Though the AIR of the Zone has increased from 93.55 % in 2002/03 to 204.3 % in 2004/05, it declined to 120.7 % and 120.4 % in 2005/06 and 2006/07 respectively. However, this decline in AIR is not necessarily a failure in the education system of the Zone. Rather it can also imply that many children joined grade one at the appropriate age level. Besides, though the AIR for all of the four years is much greater than the NIR, it was only few number of students who come to school for the first time in their proper age. For instance, in 2004/05, though the AIR was 204.3 % (male 206.9% and females 201.8 %) it was only 57.4% girls who came to school for the first time in their proper age (7 years old). This means, 145.9 % of children (144% girls and 146.7% boys) who joined grade 1 in the same year (2004/05) were either below school age or above school age children. This reveals that the majority children in the Zone start grade one at inappropriate age that is when they are above or below 7 year old.

When compared with the Regional achievements South West Shoa Zone is lagging behind in all of these indicators. For instance in 1996E.C the Region's GER, NIR and AIR were 92.2%, 30.1% and 117.9% respectively. In the same year the Zone's GER, NIR and AIR respectively were 66.9%, 35% and 123%. In 1998 too, the Region's achievements in GER, NIR and AIR was 89.8%, 47% and 123% respectively. This implies that the status of UPE in the Zone is below the Regional achievements, which needs serious attention of all concerned bodies.

### 4.3 First and second cycles NER BY Weredas

Table 4.3. First and Second Cycle NER of the Zone, 2004/05, (1999E.C)

S/N	Wereda	NER% (First Cycle)			NER%( second Cycle)		
		M	F	T	M	F	T
1	Alemgena	65.36	61.11	63.29	23.58	11.60	<b>17.76</b>
2	Ameya	84.20	71.89	78.02	47.66	21.39	34.50
3	Becho	82.43	83.42	82.92	47.58	29.80	38.75
4	Dawo	116.20	111.26	<b>113.76</b>	70.72	35.61	53.40
5	Ilu	69.93	66.39	68.18	42.94	22.71	32.96
6	Qersa Qondaltiti	64.02	61.99	63.02	28.56	12.70	20.79
7	Seden Sodo	84.10	68.35	76.21	31.41	13.33	<b>22.39</b>
8	Tole	92.38	94.89	<b>93.62</b>	39.65	17.27	<b>28.67</b>
9	Weliso Rular	69.65	57.72	63.69	43.86	24.47	34.20
10	Wenchi	85.70	79.22	82.44	70.70	40.40	55.54
11	Sebeta City	84.72	85.16	84.95	73.56	66.05	69.59
12	Weliso City	103.36	83.	<b>92.36</b>	113.18	91.70	100.97

Source: Zonal Statistical Department, 1999E.C.

As it is clearly observable from table 4.3, in 2004/05, the NER of first Cycle (1-4) primary level of the Zone was 75.82 % (94520 enrolled) out of the estimated 124670 first cycle, SAP. This implies that 30420 (24.18 %) children could not join school at their right age. This indicates large number of students have joined grade one either while they were below 7year old or above 7 year old. This has its own negative implication in the PE participation of the children in the Zone. This most probably indicates or justifies the availabilities of large numbers of over aged students in the PE system of the Zone which is a burden for the Zone.

Table 4.4. NER of First Cycle and Second Cycle Primary Level, 2005/06, (1998 E.C)

S/N	Wereda	NER% (First Cycle)			NER % ( Second Cycle)		
		M	F	T	M	F	T
1	Alemgena	66.7	68.1	67.4	36.5	26.0	<b>31.3</b>
2	Ameya	81.1	70.9	76.0	46.3	25.5	35.9
3	Becho	76.8	78.8	<b>77.8</b>	51.5	35.5	43.6
4	Dawo	102.9	99.6	<b>101.3</b>	83.8	45.4	64.8
5	Ilu	67.7	62.7	65.2	48.8	28.2	38.6
6	Qersa Qondaltiti	55.5	54.3	54.9	33.3	18.4	<b>26.0</b>
7	Seden Sodo	71.8	57.8	64.8	34.8	17.4	<b>26.1</b>
8	Tole	78.0	73.5	75.8	44.1	23.3	33.9
9	Weliso rural	65.1	56.2	60.6	54.4	38.4	46.3
10	Wenchi	82.7	72.4	<b>77.5</b>	73.1	45.3	59.2
	Total	72.4	66.7	<b>69.6</b>	49.9	31.2	<b>40.6</b>

Source: Zonal Statistical Department, 1999E.C.

As can be observable from tables 4.4 for the same cycle the NER of the Zone has decreased slightly in 2005/06 to 69.6 % and to 61.81 % in 2006/07. This implies there are about 38.2% of children who could not attend primary education at the official school age. When seen against the regional average 76% SWSZ seems to be in a better condition for the year 1998EC.

**Table 4.5. Net Enrollments Rate of first and Second cycles of 2006/07 (1999 E.C)**

S/N	Wereda	NER% First Cycle			NER% Second Cycle		
		M	F	T	M	F	T
1	Sebeta Hawas(Rural)	52.97	51.22	52.12	21.23	11.66	<b>16.64</b>
2	Ameya	77.60	67.76	72.68	41.59	24.19	33.01
3	Becho	65.46	70.64	68.01	45.65	33.68	39.83
4	Dawo	68.18	85.76	76.85	62.89	40.69	52.11
5	Ilu	54.10	50.67	52.41	44.75	26.49	35.91
6	Seden Sodo	87.20	70.66	78.95	28.62	15.10	21.97
7	Qersa Malima	44.69	43.05	<b>43.89</b>	29.62	19.40	24.69
8	Tole	64.52	63.50	64.02	30.99	19.76	25.53
9	Waliso Rural	68.07	60.11	64.06	47.43	34.05	40.78
10	Wanhi	78.64	69.10	73.87	51.54	39.02	45.36
11	Sebeta City	88.39	91.98	90.23	82.65	90.29	86.51
12	Waliso City	65.19	66.17	65.69	65.13	70.41	67.79
13	Goro	34.44	27.87	<b>31.13</b>	21.45	10.61	<b>16.06</b>
14	Sodo Dachi	37.70	38.32	<b>38.00</b>	18.58	11.45	<b>15.14</b>
	Total	63.40	60.19	<b>61.81</b>	39.64	27.76	<b>33.82</b>

Source: Zonal Statistical Department, 1999E.C.

. As can be observable from tables 4.4 and 4.5 for the same cycle the NER of the Zone has decreased slightly in 2005/06 to 69.6 % and to 61.81 % in 2006/07. This implies there are about 38.2% of children who could not attend primary education at the official school age. When seen against the regional average 76% SWSZ seems to be in a better condition for the year 1998EC..

Among the Weredas of the Zone, there was also variation in their NER during the years under discussion .For instance, in 2004/05 the first top three high NER was registered in Dawo (113.6%), Tole (93.62%) and in Weliso City administration (92.36%). In the same

year, the lowest NER of the first cycle (1-4) primary level was recorded in Qersa Qondaltiti (63.02%), Alemgena (63.29%) and Weliso (63.69%) in decreasing order.

When seen gender wise, the NER of girls' was slightly greater than that of boys in Becho (82.43% boys and 83.42 girls), Tole (92.38% boys and 94.89 girls) and in Sebeta city administration (84.72 boys and 85.16 girls) in 2004/05, and in Becho again (76.8 boys and 78.8 girls) in 2005/06. This implies that gender issue is in favor of females than male in the above Weredas. On the contrary in the remaining Weredas NER was in favor of boys showing that more boys joining schools at the official age than girls in 2005/06. In 2006/07 again the NER of girls was greater than that of boys in Becho (65.46% boys and 70.64% girls); Dawo (68.18% boys and 85.76% girls) and Sebeta City administration (88.39% boys and 91.98% girls) and Weliso City administration (65.19% boys and 66.17 girls). When seen against these data, gender disparity seems not serious problem in many of the Weredas. However, those weredas which have wider gender disparity should take lessons from their counter parts.

As can be seen from tables 4:3, 4:4 and 4:5 the NER of second cycle (5-6) primary level in all the years, the achievement of the majority of the Weredas of the Zone is the least one. For instance, as can be seen from table 4:3, in 2004/05, Alemgena (17.76%), Qersa Qondaltiti (20.79%) and Tole (28.67%) were the three Weredas with the least NER in the Zone. In 2005/06 too, the least NER of the cycle was recorded in Qersa Qondaltiti (20%), Seden Sodo (26.1%) and in Alemgena (31.3%) as one can observe from table 4:4

The NER of the second cycle primary (5-8) level of the Zone in 2004/05, 2005/06 and 2006/07 was 19.8%, 40.6% and 33.82% respectively. This clearly indicates that many students whose age is between 11-14 did not attend schools.

In the majority (70%) of the Weredas of the Zone in the three consecutive years (2004/05-2006/07) the NER of the Second Cycle (5-8) was very low with few exceptions. As table 4:3 shows, it was only in the two cities administration of Sebeta (69.59 %) and Weliso (100.97 %) that the NER was above average in 2004/05.

In 2004/05 and 2005/06, as on can see from tables 4:3 and 4:4 those Weredas, which have NER above average, were Dawo (64.8%), Wenchi (59.2%) and Sebeta City administration (86.51%), Weliso city administration (67.79%) and Dawo (52.11%) respectively. However, the trend and status of the Second Cycle NER of the Zone was less than 76%% of the regional averages of the year 2005/06

**Table 4.6 Trends of Primary Level (1-8) NER in the Zone Weredas, 2003/04-2006/07  
(1997-1999 E.C)**

Weredas	1997E.C			1998E.C			1999E.C		
	NER%			NER%			NER%		
	M	F	T	M	F	T	M	F	T
Alemgena /Sebeta	4659	38.91	42.85	53.22	49.23	51.25	37.84	<b>32.64</b>	<b>35.34</b>
Ameya	67.79	49.28	58.51	65.76	50.91	58.31	60.44	47.31	53.92
Becho	66.65	59.10	62.90	65.55	59.50	62.55	56.02	53.30	54.68
Dawo	95.79	86.27	91.35	94.48	75.77	85.23	65.66	64.60	65.14
Ilu	57.72	46.69	52.29	59.30	4.42	53.43	47.39	35.74	42.53
Quersa Qondaltiti	48.11	39.95	44.10	45.73	38.52	42.19	37.51	<b>31.95</b>	<b>34.81</b>
Seden Sodo	60.46	43.76	52.11	55.48	40.05	47.76	59.28	44.58	51.99
Sebeta city administration	79.39	75.87	77.55	—	—	—	82.61	91.18	88.47
Weliso city administration	108.04	87.59	96.51	—	—	—	65.16	68.16	66.68
Goro	—	—	—	—	—	—	28.25	19.77	<b>24.01</b>
Sodo Dachi	—	—	—	—	—	—	28.59	25.71	<b>27.1</b>

Source: Zonal Statistical Department, 1999E.C.

\* The data for some of the Weredas is empty because all of them were set up recently these Weredas were .Sodo Dachi in Qersa Qondaltiti,Sebeta in Alem Gena and Goro in weliso.

As it is observable from table 4.6, the school age children of the majority of the Weredas with data available are increasing since 2004/05-2006/7. For instance, the highest increment was seen in Alemgena. However, the trend of the NER was not uniform in the Weredas. While it decreased in some, it also increased in the other and shows fluctuations in the rest. For instance, among the Weredas, which exhibited severe decline in NER in the three consecutive years (2004/05 - 2006/07) was Dawo (91.3%, 85.2%).

Seemingly, though the trend has been fluctuating in Alem gena (42.3%, 51.3% and 35.3%), Seden Sodo (52.1%, 47.7% and 51.9%) ,Ilu (52.3%, 53.4% and 42.5%), 2005/6, and 2006/7 respectively, the actual trend was declining one. For instance in Alemgena it declined with 7.51% between 2004/05 and 2006/07. The same holds true for most for the Weredas of the Zone

**Table 4.7. Trends of dropouts of the Zone in First cycles (1-4), Second Cycles (5-8) and Primary (1-8) level**

Academic years	Primary cycles						Primary level		
	1-4			5-8			1-8		
	M	F	T	M	F	T	M	F	T
1995(2002/03)	12.73	13.05	12.85	11.18	6.16	16.81	12.23	11.35	14.01
1996(2003/04)	5.34	8.05	6.46	7.01	5.62	6.48	5.89	7.46	6.47
1997(2004/05)	6.54	6.03	6.31	9.53	6.26	8.45	7.44	6.08	6.87
1998(2005/06)	11.52	10.37	10.99	16.79	9.69	14.27	13.24	10.21	11.93

**Source:** South West Shoa Zone Education Office Statistics Department 1999E.C.

As the above table shows, in 2002/03 the first cycle dropout rate that was 12.85% (boys 12.73 and girls 13.05%) has remained the same with no significance decline in 2005/06 to 10.99% (10.37% boys and 10.99% girls).

This trend was also almost similar in the 2<sup>nd</sup> cycle (5-8). Thus, in 2002/03, the total dropout rate of the Zone was 16. 81% (11.18% for boys and 6.16 for girls). The trend

declined in 2003/04 to (6.48%). In 2004/05 the second cycle dropout rate was 8.45% and increased to 14.27% that is 11.93% for boys and 9.69% for girls. For the primary level as a whole in 2002/03, and the 2005/06 the dropout rate of the Zone was 14.01% (boys 12.23% and girls 11.35%) and 11.93% (13.24% for boys and 10.21% for girls) respectively. From the above data it seems clear that dropout is one of the major problems of the education system. Therefore unless it is resolved timely it impends the achievement of UPE at national and regional level. Though the trends of dropout rate at the regional and Zonal level of the Oromia State seems to be decreasing, still it is posing its own problem to UPE achievement.

**Table 4.8. Primary (1-8) level Dropouts Rate in the Zone's Weredas from 2002/03-2005/06, (1995-98 E.C)**

S/N	Wereda	Academic years								
		1995(2002/03)			1996(2003/04)			1998(2005/06)		
		M	F	T	M	F	T	M	F	T
1	Alemgena	7.10	7.06	<b>7.05</b>	4.25	3.78	4.06	4.37	5.33	<b>4.77</b>
2	Ameya	16.59	15.14	<b>16.13</b>	9.81	5.52	<b>8.32</b>	9.53	5.50	7.87
3	Becho	10.21	11.60	10.76	5.33	4.66	5.05	5.54	6.04	6.86
4	Dawo	6.74	7.21	6.90	3.92	2.67	3.44	9.93	6.57	8.4
5	Ilu	13.85	14.44	14.05	9.91	9.67	<b>9.82</b>	7.67	6.57	7.21
6	Seden Sodo	3.12	2.86	3.05	0.97	1.18	1.04	3.83	5.49	<b>4.52</b>
7	Qersa Qondaltiti	12.73	15.92	13.66	12.93	14.44	<b>13.44</b>	23.56	23.62	<b>23.58</b>
8	Tole	9.04	8.89	8.99	5.09	4.24	4.79	27.53	6.46	<b>18.87</b>
9	Weliso	17.42	14.44	<b>16.22</b>	2.18	1.69	6.83	20.06	16.65	<b>18.61</b>
10	Wenchi	12.65	8.58	11.13	6.95	4.58	6.00	14.98	12.52	<b>13.89</b>
11	Weliso City Ad	-	-	-	-	-	-	18.93	14.68	<b>16.76</b>
	Total	12.23	11.35	14.01	5.89	7.46	6.47	13.24	10.25	11.93

Source: Zonal Statistical Department, 1999E.C.

As we can see from table 4.8 from 2002/03- 2005/06, there is a big variation among the Weredas of the Zone in their dropout rate. For instance between 2002/03- 2005/06 while it decreases in some Weredas, it rather increases in some other Weredas. The problem is very serious in Qersa Qodaltiti, Tole, Weliso and Wenchi. In Qersa qondaltiti the dropout rate in 2003/04 and 2005/06 was 13.66% (12.73% boys and 15.93% girls) and 23.58% (23.56% boys and 23.62% girls) respectively.

The problem is very serious as it increased in 9.92% (10.83% boys and 7.6%, girls) between the two years. This trend was the same for Tole, Weliso and Wenchi.

On the contrary, between 2003/04 and 2005/06, the dropout rate has decreased drastically in some Weredas of the Zone. For instance in Ameya it declined from 16.13% (16.59% for boys, 15.14% for girls) in 2003/04 to 7.87% (9.53% for boys, 7.87% for girls) in 2005/06. It reduced in 8.26% between the above-mentioned years this trend was also similar in Ilu, which declined from 14.05% (13.85% for boys, 14.44% for girls) in 2003/04 to 7.21% (7.67% for boys and 6.67 for girls), with 6.84% differences. However, this is a good success and opportunity for the Zone in general and for the region in particular. the problem of dropouts was also a serious issue both in Weliso City administration 16.76% (18.93% for boys, 14.68% for girls) and in Weliso rural 13.89% (20.06% for boys, and 16.65% for girls), in 2005/06. Therefore, with this high, i.e 11.93% dropout rate in the Zone, in 2005/06, achieving UPE would be very challenging task unless concerted effort is made to reduce the rate to below 5% of the regional as well as the national target.

Generally though the Zone is working its best to achieve UPE in the prescribed timetable still there are problems to be noticed in the primary education system of the Zone. Dropout rate and fluctuation in enrolment are the major challenges in the system. For instance, in 2005/06 (1998E.C) the dropout rate that is 11.23% of the Zone was higher than 11.8 %s of the national average. This implies that there are problems in the participation of primary school children of the Zone. Hence in this research attempts were made to examine the major constraints in the primary education participation of the children of the Zone, which in turn may deters the successful implementation of UPE in the region in general and in the Zone in particular.

**4.4 Socio-cultural constraints for meeting UPE.** In many parts of the ORS there are some socio-cultural aspects of the people that may hinder the full and effective participation of children in PE. To examine their effect in the Zone 8 presumed variables were selected and rated by the respondents using the 1 to 5 points rating scale. The following table summarizes results of the data and following discussion is made based on the data from the table.

As it is observable in the above table, respondents were asked about the extent of the effects of abduction on the primary education participation of female students in the SWSZ of ORS. The data discloses that 86 (38 %) of the teachers and 17 (54 %) of the EOS indicated in their responses that abduction's effects on the educational participation of girls is low and very low respectively. On the contrary, 77 (34.2 %) of the teachers rated the effects of abduction on the primary education participation of girls in the Zone to be moderate. The data also indicates that the mean computed results of teachers (mean= 2.8) and EOS (mean= 2.9) are slightly below average.

This indicates that abduction is not a major socio-cultural obstacle to hinder the participation of females in primary education in the Zone.

In conformity with this, the interviewee directors and the focus group discussions from the Zone Females' Affair Office revealed the existence of abduction in their locality. But these days, they said, it is very low, and it is not as such a major problem for the participation of female students in primary education. However, they underlined that in some Weredas of the Zone like Sebeta Hawase still the problem is serious.

With regard to early marriage, nearly half of the respondents, that is, 110 (48.8 %) of teachers and 12 (37.6 %) of education officials reported that its influence is high. Whereas, 57 (25 %) of the teachers and 13 (40.3 %) of education officials reported the influence of early marriage on the PE participation of female students is low or below average. On the contrary, 58 (25.8 %) of the teachers rated the effects of early marriage to be moderate.

The data also depicts that the mean computed results of teachers (mean = 3.4) and EOS (mean= 3.1) for this item is above average. It reveals that both of the respondents groups agree that early marriage is a socio-cultural impediment, which hinders primary school participation of the females' children in the Zone.

Similarly, the school directors' interviewees and the discussants from the Women Affairs Offices asserted that early marriage is being practiced in the Zone. And it is exerting its negative effect in the primary education participation of females in the Zone.

Respondents were also asked to rate the effect of FGM on school participation. Accordingly, 91 (40.1 %) of the teachers and 8 (2 %) of EOS rated its influence as high. On the contrary, 82 (36 %) of teachers and 16 (50 %) of the EOS rated the effect of circumcision on educational participation of females to be low. However, 52 (23.1 %) of teachers and 8 (25 %) of EOS rated it to be moderate one.

The mean computed results of teachers (mean 3.1) and EOS (mean 2.6) are rated above average and below average respectively. This shows that the two groups of respondents do not have the same view on the effects of FGM as an obstacle to females' participation in primary education. From this one can understand that categorizing FGM as hindrance to UPE achievement in the Zone is not reasonable, as it needs further study.

Pertaining to the item that says, "Belittling the value of educating girls", the majority of the respondents, that is 124 (59.8 %) of teachers and 14 (44 %) of EOS rated its influence to be high. On the contrary, 53 (24.3 %) of teachers and 9 (28.1 %) of EOS rated it low. The table also shows that the mean computed results of teachers (mean= 3.6) and EOS (mean= 3.2) are above average. In conformity with this, the interviewees and Women Affairs Office members revealed that belittling the value of girls' education is one of the harmful traditional practices among the rural community in the Zone. According to them, the majority of the community of the Zone are gender biased and believes that whatever females learn they could not be like that of males, This is because as they indicated there are not many role model women in their locality whom they know.

As for the practice of gender role socialization and stereotyping more than half i.e. 127 (56.7 %) of teachers and 15 (46.9 %) of EOS rated it above average and high respectively. On the contrary, 58 (25.8 %) of teachers and 15 (46.9 %) of EOS rated its effects on the primary school participation of female as moderate one.

The mean computed results also show that both of the respondents that is, teachers (mean = 3.6) and EOS (mean 3.7) rated gender role socialization and stereotyping as a factor above average.

In line to this, the discussants from the Zone Women's Affairs and the interviewees confirmed that gender-biased attitude is prevalent in the Zone, though this day it is decreasing. This implies that though gender-biased attitude is being eroded it is a potential threat to the success of UPE in the Zone.

Concerning the influence of "families' lack of awareness about education", more than half of the respondents, that is, 119 (52.9 %) of teachers and 22 (68.8 %) of EOS replied that it highly influenced the school participation of children in the Zone. The mean computed results also shows that both of the respondents rated lack of awareness of the students' families about education as a factor above average.

In conformity with this, all the interviewees and the discussants confirmed that most of the students' families are illiterate. Besides, their awareness about the benefit of education is less. Therefore, as all respondents agreed most of the parents do not want to send their sons and daughters to schools, and do not sufficiently participate on issues related to school in their locality.

With regard to the influence of lack of community's awareness about education as hindrance to UPE achievement in the Zone, the data revealed that the majority of the respondents, that is, 122 (54.7 %) of teachers and 14 (44.3 %) of EOS indicated in their responses that lack of community's awareness about education affects the achievement of UPE in the prescribed time table in the Zone.

The data also indicated that the mean computed result of the teacher (mean = 3.6) and EOS (mean= 3.2) rated slightly above average. This discloses that both groups of the respondents agree that lack of the community's awareness about education hampers students' participation in PE and which in turn affects the achievement of UPE in the Zone.

The interviewee and discussants also confirm this. They said “though there is little improvement on the awareness of the community on education, still they resist activities, which are related to education”. They noted this is reflected by the communities’ unwillingness to attend meetings pertinent to education, persuading (forcing) their sons or daughters to get married having interrupted their education.

Respondents were also asked to rate the item “illiterate students’ families” affects (influences) participation of their children in education. Accordingly, the majority of the respondents, that is, 150 (66.2 %) of the teachers and 19 (59.6 %) of EOS rated illiteracy of the students’ families as one of the challenges to students participation in school and being an obstacle for the success of UEP in the Zone.

To sum up, table 4.9 shows the eight socio-cultural factors that are rated by the teachers and EOS. According to their responses the first major six socio-cultural factors which hampers the educational participation of primary school children in West Shoa Zone are the illiteracy of the students’ families, gender role socialization and stereotyping, lack of families’ awareness about education, belittling the value of educating girls, early marriage, and lack of community’s awareness about education .On the contrary, abduction and FGM were not found to be obstacles on the primary education participation of female children in the Zone.

#### 4.5 Socio-Economic Constraint For Meeting UPE

The socio-economic condition of any society plays major role in the PE participation of children. Accordingly, 8 socio-economic variables, which are presumed to be hindrance for the progress of UPE in the Zone are rated by the respondents. The results are summarized in the following table and the analysis is made accordingly.

**Table 4.10 Socio- Economic Constraints that hinder UPE In South West Shoa Zone**

Constraints to UPE	Respondents	Response value												
		Very low=1		Low=2		Moderate=3		High=4		Very high=5		Total		Mean
		#	%	#	%	#	%	#	%	#	%	#	%	%
2.1 Unaffordable of schooling by the students' families (poverty)	Teachers	9	4	29	12.9	44	19.9	71	31.6	72	32	225	100	3.7
	EOs	1	3.1	5	15.6	9	28.1	6	18.8	11	34.4	32	100	3.7
2.2 High child labor demand	Teachers	10	4.4	23	10.2	60	26.7	77	34.2	55	24.4	225	100	3.6
	EOs	0	0	6	18.8	9	28.1	11	34.4	7	21.9	32	100	3.7
2.3 Low educational level of the parents	Teachers	5	2.2	24	10.7	52	23.1	63	28	81	36	225	100	3.8
	EOs	2	6.3	7	21.9	7	21.9	11	34.4	5	15.6	32	100	3.3
2.4 Health related problems of the learners	Teachers	45	20	69	30.7	60	26.7	38	16.9	13	5.8	225	100	2.6
	EOs	6	18.8	11	34.4	10	31.3	5	15.6	0	0	32	100	2.4
2.5 Orphan hood	Teachers	45	20	57	25.3	59	26.2	35	15.6	29	12.9	225	100	2.8
	EOs	3	9.4	8	25	13	40.6	3	9.4	5	15.6	32	100	3
2.6 Ever increasing school age children	Teachers	44	19.6	47	20.9	44	19.6	45	20	45	20	225	100	3
	EOs	6	18.8	7	21.9	10	31.3	5	15.6	4	12.5	32	100	2.8
2.7 Uneven population distribution among Weredas	Teachers	34	15.1	68	30.2	50	22.2	44	19.6	29	12.9	225	100	2.8
	EOs	7	21.9	7	21.9	11	34.4	6	18.8	1	3.1	32	100	2.6

It is well known that poverty directly or indirectly affects the educational participation of children. Similarly the above table indicates that the majority of the respondents, that is, 143 (63.6 %) of the teachers and half i.e. 17 (53 %) of EOS replied the prevalence of poverty as one of the factors that affect the educational participation of the children in the Zone. The mean computed result for both groups of the respondents; (the teachers and EOS) is above average (3.7) indicating poverty affected the educational participation of children in West Shoa Zone.

In conformity with this, all the interviewed school directors explained that many students dropout of school because of their families' inability to afford even the basic needs that students should get.

In many of the third world countries children's are subjected to perform heavy tasks at home and in their locality. This in turn prevents them from educational participation. Therefore, to investigate this problem the respondents were asked to rate how the extent of high demand of child labor hampers the educational participation of children. Henceforth, the majority of the respondents that is, 132 (58.6 %) of the teachers and more than half i.e. 18 (56.3 %) of EOS affirm that there is high child labor demand in the Zone. It is only 60 (25.7 %) of teachers and 9 (28.1 %) of EOS who rated the influence of this item as moderate. On the other hand, few of the respondents, that is, 33 (14.4 %) of the teachers and 6 (19 %) of EOS rated its effect as below average.

However, the mean computed results of the teacher (mean = 3.6) and the EOS (mean = 3.7) rated it slightly above average. Regarding this, the interviewee and discussant groups explained that parents especially in rural area prefer their children to work either in the house and/or on the farmland rather than sending them to school. They also complained that due to the rapid expansion of flower farmland in the Zone large number of primary school children disrupt their education to work on these farmlands.

Pertaining to the effects of the low educational level of the students' parents, the majority of the respondents, that is 144 (64 %) of the teachers and half i.e. 16 (50 %) of the EOS reported that it highly affected the educational participation of the children of the Zone. On the other hand, 52 (23.1 %) of the teachers and 7 (21.9 %) of EOS rated its effect to be moderate one. The mean values of respondents (mean = 3.8) of teachers and (mean = 3.3) of EOS show that both of them rated the item above average. This confirms the low educational level of parents' affects the participation of their children in education.

With regard to the influence of health related problems of the learners, nearly half of the respondents, that is, 114 (51 %) of the teachers and 17 (52.8 %) of EOS rated the influence as low. The mean values of the respondents are also below average. This implies that health related problems of the learners are not considered to be a strong barrier for their educational participation. This is an opportunity for the children of the Zone to participate in education.

Currently in most developing countries of the world large number of children are orphans or double orphans because of HIV/AIDS and other various man made and natural reasons. Being an orphan is a major constraint for educational participation of children. This problem is much more serious in many of the developing countries like Ethiopia. Therefore, to know its influence in the educational participation of the children of the Zone, respondents were asked to rate item related to health problem. Accordingly, 102 (45 %) of the teacher respondents and 11 (34 %) of the EOS rated it below average. On the contrary, 59 (27 %) of the teachers and 8 (25 %) of EOS respectively rated its influence to be high and above average. The rest 59 (26.2 %) of the teachers and 13 (40.6 %) of the EOS rated its influence to be moderate.

However, the computed mean value of the teacher respondents (mean=2.8) rated its effect to be below average. On the contrary, the mean value of EOS rated it as average (3). This implies that health related problem of the learners is not the major obstacle to PE participation in the Zone.

Respondents were also asked to rate the influence of ever increasing school age population in achieving UPE. Their response was different. While 91 (40.6 %) of the teachers rated its effect to be low, the rest 90 (40 %) and 44 (19.6 %) of them rated its influence as high and moderate respectively.

The mean value computed for teachers' respondents is (3.00) indicating that the influence to be average. On the contrary, the mean for the EOS (mean = 2.8) is below average. This shows that the two groups of respondents have different perception on the issue. Therefore this issue needs detail investigation.

As documents indicate, annually the population of this Zone increases by more than 2 %. As a result, the school age population of the Zone is increasing from year to year. To be specific, the primary level (1-8) school age population (age 7-14) of the region which was estimated to be 6,411, 827 in 2006/07 is expected to grow to 6,491,914 in 2009/10 i.e. a growth of 80087 i.e. 1.24% increase in two years difference. Similarly, in 2009/10 the primary level (1-8) school age population (age 7-14) of the Zone is also estimated to be 278,168 that is 4.3 % of the estimation of the region to be in 2009/10. From this data we understand that the school age children of the Zone as well as the region is increasing from year to year which affects the achievement of UPE in the region as it needs more resources.

Respondents were also asked to rate the effect of uneven population distribution among the Weredas as a challenge to UPE achievement in the Zone. Accordingly 102 (45.1 %) of the teachers and 14 (43.9 %) of EOS rated it as not serious problem. On the contrary, 73 (32.5 %) of the teachers and 7(21.9 %) of the EOS rated its influence is high. However, the mean value computed for both of the respondent is below average showing that it is not a serious challenge for the success of UPE in the Zone.

In short, table 4.10 shows, out of the seven socio-economic items assumed to hinder UPE achievement in the Zone only three of them are found to be major obstacles in the Zone. These are poverty, the high demand of child labor, and the low educational level of the parents.

On the other hand, health related problems of the learners; orphan hood, ever-increasing school age population and uneven population distribution among the Weredas were not found to be obstacles for the success of UPE in the Zone.

#### **4.6 Curriculum and School Intrinsic Constraints for Meeting UPE**

The relevance of curriculum and the availability of different facilities and services at schools motivate PE participation of children. Their absence also impends progress in PE participation. Here 8 school intrinsic variables that are assumed to be hindrance to UPE are rated to assess their effects in PE participation in Zone. The following table summarizes the responses of the respondents.

**Table 4.11. Curriculum and school intrinsic constraints that affect UPE in South West Shoa Zone**

Constraints to UPE	Respondents	Response value										TOTAL		MEAN
		1=Very low		2=Low		3=Moderate		4=High		5=Very high		#	%	
		#	%	#	%	#	%	#	%	#	%			
3.1 The irrelevancy of the curriculum to students life	Teachers	52	23.1	62	27.6	49	21.8	34	15.1	28	12.4	225	100	2.7
	EOS	16	50	8	25	6	18.8	1	3.1	1	3.1	32	100	1.8
3.2 Lack of facilities (toilets, water) at school	Teachers	13	5.8	33	14.7	44	19.9	50	22.2	85	37.8	225	100	3.7
	EOS	4	12.5	5	15.6	9	28.1	11	34.4	3	9.4	32	100	3.1
3.3 Long distance between schools and students residence	Teachers	30	13.3	49	21.8	59	26.2	53	23.6	34	15.1	225	100	3.1
	EOS	2	6.3	11	34.4	11	34.4	6	18.8	2	6.3	32	100	2.8
3.4 Inappropriate medium of instruction	Teachers	146	64.9	36	16	16	7.1	8	3.6	19	8.4	225	100	1.7
	EOS	25	78.1	5	15.6	1	3.1	1	3.1	0	---	32	100	1.3
3.5 Shortage of schools	Teachers	75	33.3	54	24	64	28.4	21	9.3	11	4.9	225	100	2.3
	EOS	9	28.1	17	53.1	3	9.4	2	6.3	1	3.1	32	100	2
3.6. Inappropriat teacher-students relation	Teachers	94	41.8	48	21.3	37	16.4	22	9.8	24	10.7	225	100	2.3
	EOS	16	50	10	31	4	12.5	1	3.1	1	3.1	32	100	1.9
3.7 Absence of kindergarten	Teachers	28	12.4	23	10.2	29	12.9	41	18.2	104	46.2	225	100	3.8
	EOS	2	6.3	3	9.4	6	18.8	9	28.1	12	37.5	32	100	3.8
3.8. Shortage of qualified teachers	Teachers	41	18.2	49	21.8	59	26.2	36	16	40	17.8	225	100	2.9
	EOS	9	28.1	8	25	13	40.6	2	6.3	0	0	32	100	2.3

As could be seen in table 4.11, respondents were asked to rate the effect of the curriculum on the PE participation of the students. The data revealed that a little more than half of the respondents, that is, 114 (50.7 %) of the teachers and 24 (75 %) of the EOS showed in their responses that the influence of the curriculum to PE participation of the students is low. It is only 62 (27.5 %) of the teachers and 2 (6.2 %) of EOS who rated its effect to be high. On the other hand, 49(21.8 %) of the teachers and 6 (18.8 %) of EOS rated its effect to be moderate. Contrary to this, the mean score results of the teachers (mean = 2.7) and EOS (mean = 1.8) showed it is below average. This indicates that the curriculum is not a serious problem for the primary education participation of students in the Zone. This implies that the curriculum of the region is relevant to the life of the learners .As a result it is possible to say that the nature of the curriculum is not affecting the participation of the children in PE in the Zone.

Pertaining to the inconvenience of schools to students due to shortage of water, toilet, educational materials and others, the majority of the respondents, that is, 135 (60 %) of the teachers and less than half ie 14 (43.8 %) of EOS replied that it highly influences the primary education participation of the children. On the contrary, 49 (20 %) of the teachers and 9 (28.1 %) of EOS rated the item below average. Unlike these 44, (19.9 %) of the teachers and 9 (28.1 %) of the EOS rated the item as average i.e. moderate one. The mean computed result also reveals that both the teachers (mean = 3.7) and the EOS (mean =3.1) rated schools inconvenience as factor influencing participation in PE.

In conformity to this, school directors interviewee replied that most school are not convenient to student due to absence of toilet and separate toilets for boys and girls, shortage of water, least qualities of classes, shortage of desks, blackboards, chairs and textbooks. The investigator also witnessed some of these problems in some of the sample schools. This implies that shortage of facilities is a challenge to increase participation in PE.

With regard to long distance between schools and learners' home, as a factor to their educational participation, 1/3rd of the teacher respondents, that is, 87 (38 %) and 79 (35.11, %) rated this item above average and below average respectively. Whereas, 59 (26 %) of them rated this item as moderate. However, the mean score result of this group (mean = 3.1) is above average.

On the contrary, of the total 32 EOs respondents, 13 (47.0 %), 11 (34.4 %) and 8 (25.1 %) of them rated the influence of long distance between schools and home as constraints to school participation, below average, moderate and above average respectively. The mean score result for this item is below average for EO.

Most of the interviewed directors confirmed that most students do not travel for more than an hour to reach school. However, documents reveal that in the Zone there are around 27 rural kebeles, which do not have school of any type at all. Therefore, there are very few students who travel between 1:30- 2:00 hours to reach school. In this connection the researcher talked to these children in Becho Wereda. Hence they mentioned that we travel around 1:30\_\_2:00 hours to reach to school. This implies that though the majority of the students have access to nearby schools; there are small numbers of students who travel long distance, which influences their educational participation.

With little exception, in most part of ORS, the medium of instruction at primary education level is Afan Oromo (Oromo Language). The same is true in SWSZ. Regarding the influence of the medium of instruction on the educational participation of the children, the majority of the respondents, that is 182 (80.9 %) of the teachers and 30 (93.7 %) of the EOs indicated the influence is very low, meaning it has no negative effect on primary education participation of children. On the contrary, only very few number of respondents, that is, 27 (12 %) of teachers and 1 (3.1 %) of EOS rated the item above average. Furthermore, the mean computed results (mean = 1.7) of the teachers and (mean =1.3) of the EOS shows that the PE medium of instruction is not a factor that hampered students' educational participation in the SWSZ.

Literatures assert that where there is shortage of schools, educational participation of citizens will be very low. As a result many children would be out of school. This in turn hinders the achievement of UPE.

In line with this, respondents were asked to show (rate) the influence of shortage of schools for the primary education in the Zone. Accordingly, the majority of the respondents, that is, 129 (67.3 %) of the teachers and 26 (82.2 %) of the EOS rated this item very low. On the other hand, 32 (14.2 %) of the teachers and 3 (9.4 %) of the EOS rated this item above average. Unlike the above, 64 (28.4 %) of the teachers and 3 (9.4 %) of EOS reported its effect is moderate.

The mean computed result indicates that both groups of the respondents rate this variable below average. This implies that this factors i.e., shortage of school is not considered an impediment for the participation of children in PE.

Respondents are also asked to indicate the influence (impact) of student-teacher relationship in the primary education participation of the children in the Zone. With this regard, more than half of the respondents, that is, 142 (63.1 %) of the teachers and 26 (81.3 %) of the EOS replied very low. On the contrary, only 46 (20.5 %) of the teachers and 2 (6.2 %) of the EOS rated this item as above average. The remaining 37 (16.4 %) of the teachers and 4 (12.5 %) of the EOS rated the influence of teacher-students relationship as moderately influencing children participation in PE.

The mean computed results, that is, (mean =2.3) of the teachers and (mean = 1.9) of the EOS showed the influence of this item to be below average. This implies that teacher-student relationship that exists in the Zone is not a serious obstacle to children participation in PE. In line with this the interview made with directors revealed that most teachers treat their students in a good manner. They said this encourages them to attend their education.

Concerning the absence of kindergarten or alternative pre-primary education, more than half of the respondents, that is, 145 (64.4 %) of the teachers and 21 (65.6 %) of EOs reported that it highly affected PE participation of children. Insignificant number of respondents, that is, 51 (22.6 %) of teachers and 5(15.7 %) of EOS rated it below average or low.

The responses of interviewed directors further revealed that, as the majority of children join grade one without any knowledge of pre-primary education, they become problematic not only for the teachers but also for the school administration. They noted that teachers use much of their time in the first semester to help the children to adjust themselves to the new school environment. Regardless of this, they say, there are large numbers of students who dropout of schools from grade one due to their inability to cope up with the new school environment. This shows that absence of kindergarten is one of the major constraints for the primary school participation of children. This in turn affects the achievement of UPE in the Zone.

According to the data shown in table 4.11 small proportion of the respondents that is, 76 (33.8 %) of the teachers and 2 (6.3 %) of EOs indicated that the effects of shortage of trained teachers for the primary education participation of the children in the Zone is very high.

On the other hand, large proportion of the respondents, that is, 90 (40 %) of the teachers and 17 (53.1 %) of the EOS rated the effect of this item very low. 51 (22.7 %) of the teachers and 5 (5.6 %) of the officials rated its effect to be moderate.

The mean scores, that is, (mean= 2.9) of the teachers and (mean=2.3) of the EOS revealed that both of the groups rated the item below average. This verifies that though there is shortage of qualified teachers in the Zone it does not hamper the primary education participation of children in the Zone.

To sum up, table 4.11 presents eight school intrinsic constraints to be rated by the respondents to see the influence of each on PE participation. Based on the computed mean value of the respondents, it is found that only absence of kindergarten or alternative pre-primary education and inconvenience of schools to the students, which are the major constraints for the participation of children in primary education. The rest, the school curriculum to the students' life, distance of schools from place of residence, the medium of instruction, shortage of school and student- teacher relationships were not found to be the main challenges for the participation of children in the Zone.

**Table: 4.12 Administrative constraints that hinder achievement of UPE in the South West Shoa Zone**

Constraints to UPE	Respondent	Response value												
		Very low =1		Low = 2		Moderate =3		High =4		Very high =5		Total		MEAN
		#	%	#	%	#	%	#	%	#	%	#	%	%
4.1 Week administrative capacity of educational personnel	Teachers	60	26.7	62	27.6	49	21.8	30	13.3	24	10.7	225	100	2.5
	EOs	8	25	8	25	9	28.1	7	21.9	-	-	32	100	2.5
4.2 Availability of limited strategies to meet UPE	Teachers	39	17.3	54	24	49	21.8	42	18.7	41	18.2	225	100	3
	EOs	8	25	13	40.6	11	34.4	-	-	2	6.3	32	100	2.4
4.3 Absence of department that specifically concerned to UPE	Teachers	41	18.2	54	24	45	20	40	17.8	46	20.4	225	100	3
	EOs	12	37.5	11	34.4	5	15.5	2	6.3	2	6.3	32	100	2.1
4.4 School management practices (effective use of resources)	Teachers	47	20.9	51	22.7	49	21.8	40	17.8	38	16.9	225	100	2.9
	EOs	9	28.1	8	25	10	31.3	1	3.1	3	9.4	32	100	2.3
4.5 Low political commitments to UPE	Teachers	52	23.1	44	19.6	43	19.1	32	14.2	54	24	225	100	3
	EOs	11	34.4	8	25	9	28.1	1	3.1	3	9.4	32	100	2.3

As the above table shows, regarding the influence of administrative capacity of educational personnel's to the success of UPE, large proportion of the respondents that is, 122 (54.3 %) of the educational personnel rated it low. Where as, about quarter of the teacher respondents, that is 54 (24 %) and 7 (21.9) % of EOs rated this item high or above average. There are also few teachers, that is, 49 (21.8 %) and 9 (28.1) % of EO who rated the influence of administrative capacity as moderate. However, the mean computed value was below average (mean =2.5) for both of the respondents.

In the case of item number 3, in table 4.12, 93 (41.3 %) of the teachers and 21 (65.6 %) of the EO, rated the influence of availability (presence) of limited strategies to meet UPE is low. Contrary to this, 83 (36.9 %) of the teachers and only 2 (6.3 %) of the officials rated its influence is high. The mean computed result of the teachers (mean = 3) and EOs (mean =2.4) shows variation. Thus, while teachers rated it as a factor above average, EOs rated it as a factor below average. However, this implies that, availability (presence) of limited strategies to meet UPE has influenced the educational participation in the children of the Zone.

Respondents were also requested to rate the influence of absence of department that specifically concerned to UPE. With this regard, 96 (42.2 %) of the teachers and 23 (71.9 %) of the EO rated this item low. On the other hand, 86 (34.7 %) of the teachers and 4(12.6 %) of the EO rated it high or above average. The remaining 45 (20 %) of the teachers and 5 (15.5 %) of the EOs rated it influences moderately. However, there is variation in the mean score values of the teacher (mean =3) and the EOs (mean= 2.1). This implies, the two respondents rated the influences of this item at different level that is the teachers being greater than the EOs.

As indicated in the table, respondents were requested to rate the influence of management practices like use of resources in the move to achieve UPE. Therefore, the data revealed that, 98(43.6 %) of the teachers and 17 (53.1 %) of the EO rated it low. But, 78 (34.7%) of the teachers and 4(12.5 %) of EOs rated this item high.

There are also respondents that is, 49 (21.8 %) of teachers and 10(31.3 %) of EO, who rated management practices, affected UPE success in the Zone moderately. The mean computed result indicates that both of the respondents rated it below average.

With regard to political commitment to UPE as factor to achieve UPE 96 (42.7 %) of the teachers and more than of EOs, that is, 19 (59.4 %) indicated it to be low. However, 86 (38.2 %) of teachers and 4(12.5 %) of EOs rated its influence to be high i.e., above average. As the mean computed result of the two groups of respondents indicated, while the teachers (mean=3) rated above average the EO (mean=2.3) rated it below average. Therefore, this implies that the influence of political commitments to UPE is not a major constraint to achieve UPE in the Zone.

To conclude, according to the responses given by the two groups of respondents it is possible to say that administrative /institutional factors were not found to be major challenges for the success of UPE in the Zone.

In the same questionnaire the 225 teachers and 32 Eos respondents' were also asked to indicate the available constraints or opportunities to expand PE in the Zone. Since one respondent have selected more than one options at a time the total numbers and percentages of respondents could be above 100% and 257 respectively.

Table 4.13. Challenges to increase Primary Education in the Zone.

Response items.	Respondents			
	Teachers		EOs	
	#	%	#	%
A. Shortage of Education Materials	142	<b>63.1</b>	19	<b>59.4</b>
B. Community's low awareness about Education	148	<b>65.8</b>	20	62.5
C. Harassment on female students	151	<b>67.1</b>	15	46.9
D. Inadequate budget allocation	141	62.7	22	<b>68.8</b>
E. Shortage of qualified teachers	111	<b>49.3</b>	13	<b>40.5</b>

As can be observed from the above table, respondents were asked to select challenges to expand primary education in the Zone. Accordingly, the data shows, among the 225 teacher respondents, 151 (67.1 %) 148 (65.8 %), 142(63.1%), 141 (62.7%) and 111(49.3%) selected the influence of female harassment, communities' law awareness about education, inadequate budget allocation and shortage of qualified teachers respectively as the major hindrance to expand primary education in the Zone. Similarly, among the 32 educational official respondents, the majority, that is 20 (62.5 %) and 19(59.4 %) indicated community's low awareness about education and shortage of educational materials as the major factors affecting the success of UPE in the Zone.

According to the teacher respondents in order of severity the first, second, third, fourth and fifth factors, which affect expansion of primary education in the Zone are harassment on female students (151), low awareness of the community about education (148), shortage of educational materials (142) inadequate budget allocation (141) and shortage of qualified teachers (111) respectively. EO also selected the item in order of their severity first inadequate budget allocation (22) second community's low awareness about education (20), third shortage of educational materials (19), forth females' harassment (15) and fifth shortage of qualified teachers (13)

The following tables are based on the responses obtained from 6 officials of OEB. Accordingly, the analysis is also made based on the data gathered from the 6 respondents.

Table: 4.14 Major constraints in achieving gender equity in PE in the Zone.

Response Items.	Respondents	
	#	%
A. Resistance of the community towards girls education	3	<b>50</b>
B. Lack of collaborative effort for girls education	4	<b>66.7</b>
C. Least value given for girls education	2	33.3
D. Inability to implement the gender sensitive policies properly	4	<b>66.7</b>
E. Lack of commitment to speed up girls' education	1	16.7

As it can be seen from table 4.14 among the main constraints hindered the Zone in achieving gender equity in primary education, 66.7% of the respondents ascertained that lack of collaborative effort to promote girls' education and inability to implement gender sensitive policies and strategies properly are found to be the most challenging barriers.

About 50% and 33% of the respondents; resistance of the community towards girls' education and attachment of less value for girls education are found as the second and third challenging factors respectively. On the other hand, lack of commitment to enhance girls' education was chosen only by (16.7%) of the respondents. This implies that lack of commitment is not as such constraint towards girls' education.

From the responses in table 4.14, one can safely say that coordinating efforts in promoting girls education and proper implementation of gender sensitive policies and strategies needs much improvement and attention if the Zone is to achieve UPE in the target year.

Table: 4.15 Major constraints in achieving geographical equity in PE in the Zone.

Responses items	Respondents	
	#	%
A. Prevalence of socio-cultural problems (like abduction, sexual abuse etc).	5	83.3
B. Presence of diverse hostile climatic conditions	1	16.7
C Lack of infrastructure	5	83.3
2.4 Negligence of officials to some places of the region	1	16.7

Table 4.15 illustrates the severity level of the challenges in achieving geographical equity in primary education in the Zone.

Among the major constraints listed in the table both prevalence of socio-cultural problems (like abduction and sexual abuse) and inadequacy of infrastructures have been chosen by 5(83.3 %) of the respondents to be the most serious challenge faced by the Zone in the struggle to provide access to all places found in the Zone.

Thus, from the above information one can observe that the concerned bodies of the region have given little attention in minimizing the prevalence of socio-cultural problems in the course of striving for geographical equity in primary education in the Zone.

Table: 4.16. Challenges faced the Zone in achieving UPE

Response Items.	Respondents	
	#	%
A. Repetitive turnover of educational leaderships	4	66.7
B. High attrition rate of teachers	1	16.7
C. Lack of commitment on the part of political leaders	1	16.7

As shown in table 4.16, of the total respondents 4 (66.7%) has indicated that repetitive turnover of educational leadership as the most challenging and unique barrier in the Zone to achieve.

On the other hand, each of the remaining two constraints i.e. high attrition rate of teachers and lack of commitment on the part of political leaders were selected each equally by 1 (16.7%) of the respondents. This clearly shows that the most deterring factor to the Zone is found to be repetitive turnover of educational leaders which of course demands due attention to be alleviated (minimized)

Table 4.17. The role of the community to expand primary education in the Zone

Response Items.	Respondents			
	Teachers		EOs	
	#	%	#	%
A. Very high	12	5.3	4	12.5
B. High	39	17.3	8	25
C. Moderate	94	<b>41.8</b>	14	<b>43.8</b>
D. Low	80	<b>35.6</b>	6	18.6
E. Very low	-	-	-	-
Total	225	100	32	100

As it is observable from the above table, 94 (41.8 %) of teachers and 14 (43.8 %) of EOs indicated the role of the community in the efforts to expand primary education is moderate. On the other hand, 80 (35.6 %) of the teachers and 6 (18.6 %) of the educational professionals indicated that community's involvement was low. They were asked the reasons for this low participation. Accordingly, 31 (36 %) of the teacher and EOs respondents mentioned lack of awareness of the local people being the major cause. Twenty (23.3 %) of them also mentioned poverty as the major reason. The rest 17 (19.8 %) described administrative problems such as corruption and forcing them to do something without their will to be the causes for this low participation.

Table 4: 18. Major area of the communities' participation to achieve UPE in the Zone

Response Items:	Respondents			
	Teachers		EO	
	#	%	#	%
A. Contributing money	181	<b>80.4</b>	23	<b>71.9</b>
B. Involve in manual labor activities	116	<b>51.5</b>	29	<b>90.6</b>
C. Providing construction materials	84	37.3	18	56.3
D. Provide skilled labor force	42	18.7	7	21.9

The respondents were also asked to indicate the major area of the community's participation in the efforts to achieve UPE in the Zone. Therefore, as the data indicates, 181 (80.4 %) and 116(51.5%) of the teachers respondents indicated contributing of money and involvement in manual labor to be the highest. 29 (90.6 %) and 23(71.9%) of the Eos also indicated the communities contribution is high in providing manual labor force and contributing money respectively. On the other hand, 42 (18.7%) teachers and 7 (21.9 %) EOs has indicated the contribution of the communities as being low in providing skilled labors force and construction materials respectively. Respondents were also asked to list down other contribution of the community to expand PE in the Zone. Accordingly, providing sites for school construction and moral support are the major area of their participation.

Table 4: 19. Contribution of Non-Governmental Organizations to expand primary education in the Zone

Response Items.	No of respondents			
	Teachers		Educational official	
	#	%	#	%
A. Very high	49	21.8	2	6.3
B. High	90	<b>40</b>	9	28.1
C. Moderate	46	20.4	<b>12</b>	37.5
D. Low	40	17.8	9	28.1
E. Very low	-	-	-	-
Total	225	100	32	100

As can be seen from table 4:19, respondents were asked to evaluate the extent of the contribution of NGOs in the expansion of PE in the Zone. As the data in the table depicts, 90(40%) of teachers, and 12(37.5 %) of EO responded that NGOs' role is high and moderate respectively. On the other hand, 40 (17.8 %) of the teachers and 2 (6.3 %) of the EO replied low and high respectively.

Interview with the directors also confirmed that some International NGOs like Save the children USA, Japan International Co-operation (JAICA), and others are working strongly in the Zone in support of the region's efforts to achieve UPE. Especially they underlined the very significant contribution being made by Save the Children in providing Alternative Basic Education (OBE) for the rural kebele. Besides, they mentioned the contribution of Jaica in building the capacities of the Zonal and Wereda Educational personnel's in planning for UPE and in preparing of schools mapping for all Weredas in the Zone. Hence it is possible to say that the role of some NGOs in expanding OE is high.

Table 4: 20. Opportunities available in the Zone to achieve UPE in 2015.

Response Items	No of respondents			
	Teachers		EO	
	#	%	#	%
A. Presence of political commitment	47	20.9	13	40.6
B. High commitment of the educational leadership	87	<b>38.7</b>	16	<b>50</b>
C. Improvement of the community awareness about education	151	<b>67.1</b>	<b>22</b>	<b>68.8</b>
D. Timely Evaluation of UPE program implementation	69	30.7	14	43.8

As it can be seen from the above table, respondents were asked to choose those opportunities available in the Zone to achieve UPE in 2015. Hence, the improvement (betterment) of the community's awareness about the benefits of education is chosen by 151 (67.1 %) of the teachers and by 22 (68.8 %) of EO.

On the contrary, presence of political commitment is found to be the least opportunity available in the Zone as it is chosen only by 47 (20.9 %) of the teachers and 13 (40.6 %) of the EO. Since both groups of respondents confirmed the presence of less political commitment to the achievement UPE in the Zone, the success of UPE might be in danger unless the situation is resolved soon. In providing response for the following items in a separate questionnaire 6 EOs from OEB involved.

Table: 4.21. Unique opportunities of the Zone to achieve UPE in 2015.

Response items:	Respondents	
	#	%
A. Sustainable community support	6	100
B. Increasing community's awareness about the benefits of education.	6	100
C. Capturing of UPE goal throughout all the ESDPs.	4	66.7
D. Presence of adequate skilled manpower at all Educational levels	3	50

As it is shown in table 4.21 respondents were asked to verify the unique opportunities available in the region in order to meet one of the Core MDGs that is UPE in 2015 as desired.

Accordingly, all of the respondents i.e. 6(100%) have responded that constructive and sustainable support of the community's and increasing awareness of the community about the benefits of education are found to be the most encouraging and unique opportunities of the region. Following the capturing of UPE throughout all the ESDPs and presence of adequate skilled manpower at all levels were selected by 4 (66.7%) and 3(50%) respondents respectively as the second and third unique opportunities of the region.

Table: 4. 22. Opportunities of the Zone in achieving UPE in 2015

Response Item:	Respondents	
	#	%
A. Its proximity to the Regional and Federal States capital (Finfine/Addis Ababa)	1	16.7
B. High community participation	5	<b>83.3</b>
C. Strong commitment by all concerned bodies	5	<b>83.3</b>
D Improvement of peoples economic capacity	3	50

We can observe in the above table that respondents were also asked to indicate the opportunities of the Zone in meeting UPE in 2015.

Thus high community participation and strong commitment by all concerned bodies were selected by 5(83.3%) each as the most encouraging opportunities to expand PE in the Zone. The data in the table also shows that, improvement of peoples economic capacity was selected by 3(50%) of the respondents as the next opportunity in the Zone.

The other option in the item, which says “proximity of the Zone to the capital of the ORS and Federal State” was selected by 1(16.5%) of the respondents only. From this we can understand that proximity of the Zone to the capital cannot be considered as an opportunity in achieving UPE in 2015.

Table 4.23. 1 Steps taken by the Zone to speed up girls’ participation in PE .

Response items.	Respondents	
	#	%
A. Setting up women Affairs Units in the education sector and administrative structure	5	<b>83.3</b>
B. Sensitizing parents to send their daughters to school	5	<b>83.3</b>
C. Making schools and their surrounding conducive to girls	3	50
D. Establishing girls’ club in all primary schools	5	<b>83.3</b>
E. Scientific approach like research	3	50

Each of the measures in the above table (setting up women Affairs Unit at all educational levels, creating awareness on the part of parents to send their daughters to schools and establishing girls club in all primary schools) were selected by 5(83.3%) of the respondents as the most useful measure highly practiced by the Education Office.

Besides this, the other two steps i.e., implementing scientific studies like research work and making schools and their surrounding conducive to girls were the second steps which the Zone moderately practiced as indicated by 3(50%) of the respondents.

From all the responses of the item in table 4.23, it is possible to generalize that the ZOE has performed an encouraging practice in order to speed up girls' primary school participation.

Table: 4.24. Effectiveness of strategies used by the Zone to meet UPE

Strategies used	Rating Scale									
	Excellent (5)		V. Good (4)		Good (3)		Poor (2)		Very poor (1)	
	#	%	#	%	#	%	#	%	#	%
A. Alternative Basic Education Program	3	50	3	50	-	-	-	-	-	-
B. School feeding programs	-	-	3	50	3	50	-	-	-	-
C. Special Need Education program	1	16.7	1	16.7	1	16.7	2	33.3	1	16.7

Table 4.24 shows the extent of the effectiveness of the strategies applied by the ZEB in meeting UPE. With regard to the effectiveness of the strategies, 3 (50%) of the respondents have said "Alternative Basic Education Program", was considered as strategy excellent while the other 3(50%) of the respondents indicated it was very good.

Similarly, 3 (50%) of the respondents have said that the strategy of "School Feeding Program" was very good in its effectiveness. Where as 3(50%) of respondents ascertained its effectiveness as good.

The effectiveness level of the third strategy "Special Need Education Program" is very poor as indicated only by 1 of the respondent. From the responses of the item it can be said that of all of the strategies practiced by the Zone the effectiveness of Special Needs Education is very low. From this it is possible to say that any education system, which does not give special attention to those children with disabilities, cannot achieve UPE in the target year. The same is true for the OEB

## Chapter Five

### 5. Summary, Conclusions and Recommendations

#### 5.1 Summary

The major objective of this study was to examine the status of students' participation in PE in South West Shewa Zone, identify the main obstacles (challenges) and opportunities available for the success of UPE in the Zone. To this end, basic questions related to children participation in PE, major problems and available opportunities to achieve UPE in the Zone were raised.

The study was undertaken in ten Weredas and two-city administrations found in the Zone. The sample populations for the study were 225 primary level teachers, 38 Regional, Zonal and Wereda Educational Officials, 8 primary school directors and 8 Zonal Women Affair Officials selected using available and purposive sampling techniques.

Relevant primary data were gathered using questionnaires, interview, and discussion. Furthermore, relevant documents from the Region, Zone, Weredas, and MOE were used to obtain secondary data.

Consequently, having analyzed these data, the major findings of the study are summarized as follows.

1. From 2004/05 to 2006/07, the primary levels GER, NIR and AIR of the Zone have been declining. Thus, the GER, which was 88.8% in 2004/05, was found to be 73.33% in 2006/07. Similarly the NIR was found to be 58.8% in 2004/05, became 40.19% in 2006/07. Furthermore, the AIR, which was 204.3% in 2004/05, was found to be 120.4% in 2006/07. Generally between the three successive years (2004/05 to 2006/07) the GER, NIR and AIR have declined by 15.47%, 18.61 and 83.9% respectively.
2. Similarly it was found that from 2003/04 to 2006/07 the NER of both cycles of the primary levels (1-4) and (5-8) of the Zone with data available has been declining drastically. For instance the NER for the first Cycle has declined from 75.4% in 2003/04 to 61.8% in 2006/07 i.e., it declined by 13.6% between the two years. Unlike the first

Cycle the NER in the second cycle (5-8) was very small and was also a declining one. For instance, it declined from 36.6% in 2003/04 to 33.8% in 2006/07. Especially it was found that the problem was more severe for girls than for males (boys) in both Cycles.

3. There was large number of children who could not get chance for PE at the appropriate age level. In each of the last two years (2005/06 and 2006/07) about, 59% of age 7 children in the Zone did not get chance to start grade one at the appropriate age.

4. In 2005/06 the dropout rate of the first Cycle, Second Cycle and primary level (1-8) was found to be 10.99%, 14.27% and 11.93% respectively. However, the dropout rate was not found to be uniformly and equally severe for all the Weredas of the Zone. In 2005/06 it was as high as 23.58% for Qersa Qondaltiti and only 4.52% for Alemgena Wereda.

5. Majority of the respondents rated the effect of abduction on the PE participation of girls as having less effect.

6. Regarding the effect of early marriage on the educational participation of females' majority of the respondents indicated that it as an impending socio-cultural practice to the participation of females in education in the Zone.

7. Majority of the respondents regarded belittling the value of girls' education as impending factor for girls' participation in the Zone.

8. Gender role socialization and stereotyping are found to be impending factors for females' PE participation as shown by the calculated mean values.

9. Abduction and FGM were not found to be major hindrance for educational participation of children in the Zone.

10. The majority of the teacher respondents that is 64% (144) and half of the EOs i.e., 50% (32) indicated that low educational level of parents is a major hindrance for the educational participation of their children.

11. Illiteracy, families' low educational level and families' lack of awareness about education are found to be impediments for the PE participation of the children in the Zone as indicated by majority of the respondents.

12. The prevalence of poverty and high child labor demand in the Zone are found to be impending factors for educational participation of children in the Zone.

13. Majority of the respondents reported that schools are inconvenience and are impeding factor due to absence of separate toilet for boys and girls; and absence of facilities like chairs and desks.

14. Based on the mean computed results of the respondents it was found that absence of kindergarten as the major constraints for students' participation in the Zone.

15. Lack of collaborative efforts to girls' education and inability to implement gender sensitive policy properly are found to be obstacles to achieve gender equity in PE in the Zone.

16. Majority of the respondents indicated that harassment of female students and community's low awareness about Education was impediments for children PE participation in the Zone.

17. Factors like health related problem of the learners, orphan hood, ever-increasing school age population and uneven population distribution among the Weredas of the Zone were not found to be the major obstacles of the success of UPE in the Zone.

18. Inadequate budget allocation was found to be serious challenge to expand PE as indicated by majority of the respondents.
19. Lack of collaborative efforts to girls' Education and inability to implement gender sensitive policies properly are found to be hindering factors to achieve gender equity in PE in the Zone.
20. Repetitive reshuffling of EOs (educational leadership) as chosen by 66.7% (4) of the respondents were found to be one of the challenges the Zone faces to achieve UPE.
21. The involvement of NGOs in PE in the Zone was not found to be the opportunity (contribution) for the expansion of PE in the Zone.
22. Sustainable community's support and increasing community's awareness about the benefits of education were found to be the opportunities the Zone has to achieve UPE as both of them were suggested by majority of the EOs respondents.
23. Majority of the respondents indicated that the medium of instruction was an opportunity for children's PE participation
24. Practices like setting up Women Affair Units, awaking parents to send their daughters to school and setting up girls club in all primary school were found to be major step taken by the ZEB to speed up girls' educational participation.
25. The practice of ABE program in Zone is found to be opportunity universalize PE in the Zone.
26. Almost all administrative /institutional/ factors to UPE success like administrative capacity, availability of strategies to meet UPE, management practice and political commitments to UPE were found to be a major opportunities for attempting to meet UPE in the Zone

## 5.2. Conclusions

Based on the main findings of the study, the following major conclusions were drawn.

The result of this study has disclosed that the GER, NER, AIR, NIR and dropout rate of primary school children in the Zone is far below the national as well as the regional average. Dropout seems one of the major problems of the education system in the Zone. Consequently, large numbers of school age children are out of school in the Zone. Henceforth, it is possible to conclude that this trend becomes a constraint to achieve UPE goal at Zonal level.

The study shows that there are obstacles as well as opportunities to children PE participation in the Zone, which are also determining factors to achieve UPE in the target year. Among other things, the barriers are related to the cultural practices, belief, literacy level and the low living standard of the society under study.

The study showed that the backward outlook of belittling the value of educating girls and lack of awareness about girls are the major constraints to girls' educational participation in the Zone. As a result they do not give due attention for educating girls. Therefore, it is possible to conclude that the attitude of the community towards girl's educations poses its own impact for the success of UPE in the Zone.

The study showed that the prevalence of high rate of illiteracy in the community is the major hindrance for educational participation of the children in the Zone.

The study disclosed that the prevalence of poverty and the high demand of child labor in the Zone is impending children's school participation in the Zone. Thus, it can be concluded that the socio-economic life of the local community is a challenges for the success of UPE in the Zone.

The study showed that lack of schools facilities (inconvenience of schools) and absence of kindergarten hamper the education of the children in the Zone. Thus it is possible to

conclude that school intrinsic factors have their own share in hampering the education participation of the children in the Zone.

As the results of the study disclosed the budget allocated for PE is not adequate. From this, it is can be concluded that budget allocation is a major challenge for the success of UPE in the Zone.

As the results of this study showed achieving of gender and geographical equity in PE is threatened for different reasons. This is for the following reasons: lack of collaborative efforts for girls' education, inability to implement gender sensitive policies properly, and prevalence of socio cultural problems and lack of infrastructures in some places.

Generally, based on the result of the study the major challenges for children's participation in primary school in the Zone are socio-cultural, socio-economics and school intrinsic factors. Accordingly, it is possible to conclude that the challenges for UPE are both from supply side and demand side factors of the educational provision.

### 5.3. Recommendation

Based on the findings of this research the following recommendations are forwarded.

#### 1. At regional, Zonal and Wereda level.

- 1.1 The OEB along with the Zone and Weredas education offices are committed to achieve UPE in the target year. Therefore with in the framework of the NETP, it is designing and implementing context based strategies to the success of UPE. Among these are ABEP, SNEP, Alternative pre-primary education programs etc. As the results of this study disclose the implementation of SNEP and Alternative pre-primary education programs are not fully operational. Therefore, the Region, Zone and Weredas in collaboration with pertinent stakeholders (NGOs, the communities and others) should do their best for the full and effective implementation of these programs.
- 1.2 .The 1999 E.C 3<sup>rd</sup> round Population and Housing Census of Ethiopia may create good opportunities to the region in general and the Zone in particular to know the exact number of primary school age children in the region. Therefore, the OEB and ZEO should plan and/or adjust their strategic plan for PE based on the actual SAP of CSA.
- 1.3 . As the findings of the study shows there is high turn over rate of educational officials at all levels. This poses its own effect on the implementation of the plans of UPE in the Zone under study as the new appointees aren't well accustomed to the PE status of their new posts. Therefore, when reshuffling of educational officials is made it's prone and cons should be analyzed by the concerned body.
- 1.4 .All Weredas in the Zone is beneficiary of the JICA Project, which assists the region on its move to achieve UPE in the target year. Therefore the region, Zone and Weredas education offices should work diligently and collaboratively to the effective realization of the project.
- 1.5 . In the Zone primary level GER, NER, AIR and NIR are found to be declining in the last three years. These are mainly due to the prevalence of socio cultural factors, economic problems, and school intrinsic problems. Therefore to alleviate all these problems the zonal education offices should work collaboratively with

the region education Bureau, Wereda Education Offices, pertinent government bodies, NGOs and the Local communities at the grass root level.

- 1.6 .As officials in the Zone and Weredas education offices indicated large number of students attend PE in neighboring regions like SNNP (Gurage) and in Addis Ababa. This situation has created distorted pictures on the status of UPE in the Zone. That is in some Weredas the expected PE participation is not there. Therefore, the Zone and Weredas education offices in collaboration with the above-mentioned regions should design means to know the number of students attending there and why they attend education there.
- 1.7 .It is well known that provision of good schools and improved school facilities have good effects in encouraging regular school attendance and reducing dropout rate as good supplies and facilities attract students and increases retention in schools. Therefore, the OEB in collaboration with the Zonal and Wereda Education offices should device means and ways by which schools are constructed based on standards and are sufficiently provided with the necessary facilities.
- 1.8 The result of the study discloses that the prevalence of poverty was found to be one of the hindering challenges in the education participation of children in the Zone. Students' parents give priority for the very survival of their child than sending them to schools. Therefore, both the children and their parents run for their daily livelihood. Thus, to alleviate these problems the OEB in collaboration with the Zonal and Wereda Education Offices, NGOs and other pertinent bodies should exert their maximum effort to bring these out of school children to their education by designing different strategies. Among the strategies, provision of school feeding programs with the supports of UN Food Program, and providing of learning materials regularly are the major ones.
- 1.9 As many studies show the majorities of the students' parents of this Zone are either illiterate or have low educational background. As this study discloses, this illiteracy and low education levels of the community coupled with other factors is found to be the major hindering factor in the educational participation of the children in the Zone. Hence the OEB, in collaboration with the Zone, Weredas

education offices and NGOs should strengthen non-formal and basic education programs as alternative route to provision of education for children in the Zone.

1.10. As the findings of this study disclosed, there is the attitude of belittling the value of educating girls in the Zone. The gender role socialization and stereotyping is also in favor of the males. Therefore, parents prefer sending their males to sending their females to schools. Thus, the regional state officials, like Women's Affairs Office, Zonal and Wereda education officials, schools teachers etc have to strengthen their campaign in synthesizing the community about the value of education for all citizens irrespective of sex. The issue of gender equity, HTP and the value of educating girls should be top agenda for discussion on different conferences and meetings. Above all, the Weredas education offices in collaboration with pertinent bodies should strengthen their efforts persistently in mobilizing and sensitizing the society to send their children to school.

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ANNEX

## Appendix . I

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Curriculum and**  
**Teacher Professional Development Studies**

This questionnaire is to be filled by Zonal, Wereda Education Officials and Primary schools teachers.

### **1. Objective of the questionnaire**

The main purpose of this questionnaire is to gather the necessary data on the current status of Universal Primary Education (UPE) in the South West Shewa Zone of Oromia Regional State. It also aims at identifying the major challenges face and opportunities available to meet UPE in the Zone. Lastly, it aims at coming up with the necessary strategies that can be implemented to minimize the challenges and maximize the opportunities to meet UPE in the Zone.

You are therefore, kindly requested to fill the questionnaire to enable the researcher get reliable data on the issue.

Thank you in advance for your cooperation!!

## Introduction

Please put "✓" mark in the box provided or encircle your answer and give short answers in the spaces provided when necessary.

### I. Background:

1. Zone \_\_\_\_\_
2. Wereda \_\_\_\_\_
3. Name of your school (for teachers and principals) \_\_\_\_\_
4. Profession \_\_\_\_\_
5. Sex: A. Male  B. Female
6. Educational status: A. 10 + TTI E. 12 + TTC  
B. 10 + TTC F. Degree  
C. 12 Complete G. Post Graduate  
D. 12+ TTI H. Other \_\_\_\_\_
7. Service year A. Below 5 years B. 5-10 years  
C. 11-15 years D. 16-20 years  
E. 21-25 years F. 26 years and above

II. Below are listed those constrains or challenges that may hinder students' participation to meet Universal Primary Education.

**Introduction:** Please put "✓" mark in the column along each item to show the extent to which each factor hinders students' Participation in primary education in the Zone using the followings rating scale. The five point rating scales that indicate the degree of the constraints are

5= Very high

4= High

3 = Moderate

2 = Low

1 = Very low

No	Challenges to students' participation	Rating scale				
		5	4	3	2	1
1	Socio-cultural challenges (factors)					
1.1	Abduction					
1.2	Early marriage					
1.3	Female Genital Mutilation (FGM)					
1.4	Belittling the value of educating girls'					
1.5	Gender role socialization and stereotyping					
1.6	Awareness of the family on education					
1.7	Community's awareness about education					
1.8	Illiteracy of the students' families					
2	Socio-economic challenges					
2.1	Poverty					
2.2	The high demand of child labor					
2.3	Low educational level of the parents					
2.4	Health related problems of the learners					
2.5	Orphan hood					
2.6	Population increase (ever increasing of school age children)					
2.7	Uneven population distribution among weredas					
3	Curriculum and School intrinsic factors					
3.1	The irrelevancy of the curriculum to students' life					
3.2	Schools inconveniency to the students (shortage of water, toilet, educational materials etc)					
3.3	Long distance of schools from home					
3.4	Inappropriateness of medium of instruction					
3.5	Shortage of schools					
3.6	Inappropriate students teachers relationship					
3.7	Absence of Kindergarten or alternative pre-primary education)					

3.8	Decline of quality education (shortage of qualified teachers)					
3.9	Inappropriateness of the curriculum to solve societal and students' problems					
4	Administrative /institutional problems	5	4	3	2	1
4.1	Low (weak) administrative capacity of educational personnel					
4.3	Availability of limited strategies to meet UPE					
4.4	Absence of department that specifically concerned to universal primary education					
4.5	Poor management practices (Ineffective use of resources)					
4.6	Inadequate political commitments to UPE					

III. Instruction: Read the following questions and provide your answers

1. What are the constraints to PE in your Zone/wereda? (More than one answer is possible).
  - A. Shortage of educational materials
  - B. Shortage of qualified teachers
  - C. Low awareness of community towards education
  - D. Harassment on female students
  - E. Specify if any \_\_\_\_\_
  
2. In the efforts to provide primary education to school age children in the Zone/Wereda, the most challenging task is? (More than one answer is possible).
  - A. Low budget allocation to primary education
  - B. Shortage of qualified teachers
  - C. Shortage of qualified educational professionals
  - D. Specify if any \_\_\_\_\_

3. In the efforts to expand primary education in the Zone/woreda the role of the community is

- A. Very high    B. High                      C. Moderate
- D. Low                      E. Very low

4. For question no 3 if your answer is D (Low) or E (Very low) what are the reasons for this minimum participation? List them down.

---

5. In the effort to provide primary education for all, the local communities' participation is the highest in

- A. Contributing money
- B. Participating in manual labor activities
- C. Providing construction materials
- D. Providing skilled labor force
- E. Specify if any \_\_\_\_\_

6. In the efforts to provide primary education in the Zone/Wereda the contribution of Non-Government Organizations is

- A. Very high    B. High                      C. Moderate
- D. Low                      E. Very low

7. What are the opportunities available in the Zone/Wereda to achieve UPE in 2015?

- A. The presence of political commitment.
  - B. The high commitment of the educational leadership.
  - C. The ever improvement of the local community towards education
  - D. Timely evaluation of the implementation of the program by the educational leadership
  - E. Specify if any \_\_\_\_\_
-

## Appendix. II

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

This questionnaire is to be filled by Educational officials of Oromia Education Bureau specifically: -

- Head or Vice Head of the Bureau
- Head of Curriculum Department
- Head of Educational Programs and Supervision
- Head of Educational Planning
- Team leader of Curriculum Department
- Team leader of Supervision
- Other pertinent bodies in the Bureau

### **Objective of the questionnaire**

The main purpose of this questionnaire is to gather the necessary information on the challenges and opportunities the South West Shoa Zone faces to meet Universal Primary Education (UPE). It also aims at identifying the current status of UPE in the Zone. Having identified the major challenges for UPE in the Zone, it aims to come up with the necessary strategy that could be implemented to minimize the challenges to meet UPE. You are therefore, kindly requested to fill in the questionnaire to enable the researcher get reliable data on issues related to the study.

The success of this study directly depends up on your honest and genuine response to the question.

Thank you in advance for your cooperation.

## Instruction

Please put "✓" mark in the box ( ) and provide short answers when necessary.

### Part I. Personal background

1. Sex: Male  male
2. Your position in the Bureau \_\_\_\_\_
3. Level of Education \_\_\_\_\_
  - 3.1 Field of specialization: Major \_\_\_\_\_  
Minor \_\_\_\_\_
4. Service years: 5-10  11-15   
16-20  above 20

### Part II. Provide the correct answers for the following questions.

1. What are the major constraints to achieve gender equity in primary education in the Zone? (More than one answer is possible)
  - A. Resistance of the community towards girls' education
  - B. Absence of co-ordinated efforts to promote girls' education at all levels
  - C. The least value given to girl's education
  - D. Weak capacities to implement policies, strategies and guidelines on gender issue
  - E. Inadequate political commitments to speed up girls' education.
  - F. Specify if any \_\_\_\_\_
2. What are the major constraints to achieve geographical equity in primary education in the Zone? (More than one answer is possible)
  - A. The presence of diverse socio-cultural conditions in the Zone (abduction, sexual abuse etc)
  - B. The presence of diverse hostile climatic conditions (Inaccessibility to few weredas and kebeles)
  - C. Lack of infrastructures (road, water etc) in some places of the Zone
  - D. Absence of due attention to some places in the Zone
  - E. Specify if any \_\_\_\_\_

3. Compared with other Zones of the Region, what unique challenge does South West Shoa Zone have to achieve UPE?
- Reshuffling of Education leadership now and then.
  - High rate of teachers' leaving their work.
  - The political leadership is less committed to primary education.
  - Specify if any \_\_\_\_\_
4. What are the unique opportunities in the Zone to achieve universal primary Education in 2015? (More than one answer is possible)
- The ever increasing of community participation in primary Education affairs.
  - Increasing of the community's understanding about the benefit of education.
  - The capturing of UPE in the Zone's successive ESDPs.
  - The presence of adequate skilled manpower at all levels.
  - Regular evaluation and monitoring practices of UPE in the Zone.
  - Specify if any \_\_\_\_\_
5. What are the unique opportunities the Zone has to achieve UPE in 2015? (More than one answer is possible)
- Its proximity to the capital of the Regional state of Oromia and the Federal state.
  - High parental or community's involvement in school affairs.
  - High commitments to primary Education by all concerned bodies.
  - The improvement of the economic capacities of the peoples in the Zone.
  - Specify if any \_\_\_\_\_
6. What are the special stapes taken by the Bureau to speed up girls' participation in primary Education? (More than one answer is possible)
- Establishing Women Affairs Unit at all educational levels
  - Conducting action research on girls' education and provide immediate solutions
  - Motivating parents' to send their daughters to school
  - Making schools and their surroundings attractive to girls' education.
  - Setting up girls' club in all primary schools.
  - Specify if any \_\_\_\_\_

7. The following are strategies used by the ZEO to achieve UPE in the Zone. Therefore, how do you rate them in order of their implementation effectiveness using the rating scale points of 5= Excellent; 4= Very good, 3= good, 2= poor and 1= very poor

Strategies used	Rating scale				
	5	4	3	2	1
A. Alternative Basic Education program					
B. School feeding programs					
C. Special Need Education Programs					

8. Other than the strategies mentioned above, what strategies of your own do you suggest to achieve UPE in 2015?

9. What other efforts have been made by the Zone to universalize primary Education?

Appendix. III

Addis Ababa University  
School of graduate studies  
Department of curriculum and teacher  
Professional development studies

**Interview guideline for school principals**

**Name of the school:** \_\_\_\_\_

**Name of the interviewee:** \_\_\_\_\_ **Sex:** \_\_\_\_ **Age:** \_\_\_\_\_

**Educational background:** \_\_\_\_\_

1. Would you please mention some of the major problems in the provision of primary education in your school and around the school?
2. What efforts are being made by the school to resolve these problems?
3. What school related factors do you observe that affect their education?
4. What are the major reasons for students' dropout in your school?
5. What are the reasons for not registration of girls to school and for their subsequent absenteeism and dropout once they are registered?
6. To provide primary education for all in the Woreda how do the participations of the following concerned bodies seem?
  - A. Teachers
  - B. The communities or parents
  - C. Non-Governmental Organizations
7. Who are those students who often dropout before the completion of certain cycle?

Appendix. IV

Addis Ababa University  
School of graduate studies  
Department of curriculum and teacher  
Professional development studies

**Focus group discussion guideline for Zonal Women Affair officials.**

Sex: \_\_\_\_\_

Age: \_\_\_\_\_

Occupation: \_\_\_\_\_

Educational background: \_\_\_\_\_

1. Are there problems related with the educational participation of females in the Zone? If there are mention them.

2. Which of the following factors hinder students' education participation

- Socio-cultural factors?
- Socio-economic factors?
- School related factors?

3. How each of the above factors affects students' participation?

4. What other factors do you observe that hinder female participation in education in the Zone?

5. What should be done to increase their educational participation?

## Appendix V

**First Cycle (1-4) and Second Cycle (5-8) primary level school age population and  
Enrollment by sex.**

**A. Enrollment in the Zone and its Weredas from 2004/05- 2006/07 (1997 to 1999 E.C)**

S/N	Wereda	First cycle SAP (7-10)			Enrolled		
		M	F	T	M	F	T
1	Alemgena	7701	7311	15012	5033	4468	9501
2	Ameya	6601	6660	13261	5558	4788	10346
3	Becho	4053	3992	8045	3341	3330	6671
4	Dawo	4450	4359	8809	5171	4850	10021
5	Ilu	3645	3552	7197	2549	2358	4907
6	Qersa Qondaltiti	7101	6866	13967	4546	4256	8802
7	Seden Sodo	4226	4243	8469	3554	2900	6454
8	Tole	3453	3346	6799	3190	3175	6365
9	Weliso Rular	12107	12120	24227	8433	6996	15429
10	Wenchi	5916	5971	11887	5070	4730	9800
11	Sebeta City	1544	1671	3215	1308	1423	2731
12	Weliso City	1665	2117	3782	1721	1772	3493
13	Total	62462	62208	124670	49474	45046	94520

**B. Enrollment of Second Cycle (5-8) primary, 2003/04 (1998E.C)**

S/N	Wereda	First cycle age (7-10)			Enrolled		
		M	F	T	M	F	T
1	Alemgena	6281	5940	12221	1481	689	2170
2	Ameya	5378	5399	10777	2563	1155	3718
3	Bacho	3354	3312	6666	1596	987	2583
4	Dawo	3620	3524	7144	2560	1255	3815
5	Ilu	2997	2919	5916	1287	663	1950
6	Qersa Qondaltiti	5778	5552	11330	1650	705	2355
7	Seden Sodo	3438	3428	6866	1080	457	1537
8	Tole	2812	2710	5522	1115	468	1583
9	Weliso	9900	9830	19730	4342	2405	6747
10	Wenchi	4809	4819	9628	3400	1947	5347
11	Sebeta City	1407	1579	2986	1035	1043	2078
12	Weliso City	1518	2001	3519	1718	1835	3553
13	Total	51292	51013	102305	23827	13609	37436

**Source; Zonal Statistical Department**

C. Net Enrollment of First Cycle (1-4) Primary Level, 2005/06, (1998 E.C)

S/N	Wereda	First cycle age (7-10)			Enrolled		
		M	F	T	M	F	T
1	Alemgena	9658	9391	19049	6443	6397	12840
2	Ameya	6874	6938	13812	5577	4918	10495
3	Becho	4231	4169	8400	3249	3286	6535
4	Dawo	4633	4540	9173	4767	4522	9289
5	Ilu	3801	3709	7510	2572	2327	4899
6	Qersa Qondaltiti	7393	7151	14544	4104	3880	7984
7	Seden Sodo	4400	4418	8818	3160	2552	5712
8	Tole	3596	3486	7082	2805	2563	5368
9	Weliso rural	14380	14874	29254	9359	8358	17717
10	Wenchi	6159	6221	12380	5095	4502	9597
	Total	65125	64897	130022	47131	43305	90436

**D. Net Enrollment of second cycle (5-8) primary 2005/06 (1998.E.C)**

S/N	Wereda	First Cycle (7-10) age children			Enrolled		
		M	F	T	M	F	T
1	Alemgena	7791	7634	15425	2844	1985	4829
2	Ameya	5428	5453	10881	2513	1391	3904
3	Becho	3395	3358	6753	1750	1193	2943
4	Dawo	3652	3558	7210	3061	1614	4675
5	Ilu	3030	2954	5984	1479	833	2312
6	Qersa Qondaltiti	5829	5606	11435	1943	1034	2977
7	Seden Sodo	3469	3462	6931	1206	604	1810
8	Tole	2838	2737	5575	1252	638	1890
9	Weliso rural	11563	11997	23560	6287	4612	10899
10	Wanci	4851	4864	9715	3546	2205	5751
13	Total	51846	51623	103469	25881	16109	41990

Source: Zonal Statistical Department

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E. Net Enrollments of first Cycle (1-4) Primary, 2006/07 (1999 E.C)

S/N	Wereda	First cycle age (7-10)			Enrolled		
		M	F	T	M	F	T
1	Sebeta Hawas(Rural)	9450	8952	18402	5006	4585	9591
2	Ameya	7629	7634	15263	5920	5173	11093
3	Becho	4774	4652	9426	3125	3286	6411
4	Dawo	5132	4987	10119	3499	4277	7776
5	Ilu	4259	4111	8370	2304	2083	4387
6	Seden Sodo	4874	4853	9727	4250	3429	7679
7	Qersa Malima	5536	5310	10846	2474	2286	4760
8	Tole	3988	3833	7821	2573	2434	5007
9	Waliso Rural	8689	8836	17525	5915	5311	11226
10	Wank <del>Ch</del> Chi	6816	6825	13641	5360	4716	10076
11	Sebeta City	1507	1584	3091	1332	1457	2789
12	Waliso City	2738	2861	5599	1785	1893	3678
13	Goro	4834	4915	9749	1665	1370	3035
14	Sodo Dachi	2655	2547	5202	1001	976	1977
	Total	72881	71900	144781	46209	43276	89485

**APPENDIX. VI**

**Enrollments and Dropout by Weredas of 2002/03, 2003/04 and 2005/06 (1995, 1996 and 1998 E.C)**

Weredas	Academic year in EC.	Enrolled			Sat for final examination			Drop outs			Dropouts in %		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alemgena	1995	8405	5709	14114	7808	5306	10507	597	403	1000	7.1	7.0	7.05
	1996	11610	7957	19567	11116	7656	18772	494	301	795	4.25	3.78	4.06
	1998	12870	9307	22177	12308	8811	21119	562	496	1058	4.37	5.33	4.77
Ameya	1995	8331	3870	12201	6949	3284	10233	1382	586	1968	16.59	15.14	16.13
	1996	9346	4997	14343	8429	4721	13150	917	276	1193	9.81	5.52	8.32
	1998	12712	8879	21591	11500	8391	19891	1212	488	1700	9.53	5.50	7.87
Bacho	1995	5659	3638	9297	5081	3216	8297	578	422	1000	10.21	11.60	10.76
	1996	6101	4295	10396	5776	4095	9871	325	200	525	5.33	4.66	5.05
	1998	8013	6514	14554	7409	6146	13555	604	395	999	7.54	6.04	6.87
Dawo	1995	7703	4063	11766	7184	3770	10954	519	293	812	6.74	7.21	6.90
	1996	8362	5215	13577	8034	5076	13110	328	139	467	3.92	2.67	3.44
	1998	10315	7809	17124	9221	7296	16587	1024	513	153	9.93	6.57	8.48
Illu	1995	5241	2673	7914	4515	2287	6802	726	386	1112	13.85	14.4	14.05
	1996	5995	3528	9523	5401	3187	8588	594	341	935	9.91	9.67	9.82
	1998	7592	5298	12890	7010	4950	11960	582	348	930	7.67	6.57	7.21
Seden Sodo	1995	3844	1432	5276	3724	1391	5115	120	41	161	3.12	2.86	3.05
	1996	5052	2618	7670	5003	2587	7590	49	31	80	0.97	1.18	1.04
	1998	6795	4829	11624	6535	4564	11099	260	265	525	3.83	5.49	4.52
Quersa	1995	7535	3121	10656	6576	2624	9200	959	97	1456	12.73	15.92	13.66
	1996	9174	4759	13933	7988	4072	12060	1186	687	1873	12.93	14.44	13.44
Qondaltiti	1998	12354	8995	21349	9444	6870	16314	2910	2125	5035	23.56	23.62	23.58