

**PERFORMANCE ASSESSMENT OF PRIMARY EDUCATION
WITH RESPECT TO EFA GOALS: THE CASE OF EAST
SHEWA ZONE**

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**Performance Assessment of Primary Education With
Respect To EFA Goals: The Case of East Shewa Zone**

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Acronyms

UNESCO -	United Nations Education Scientific and Cultural Organization
UNDP -	United Nations Development Programme
ESDP -	Education Sector Development Program
EFA -	Education For All
MOE -	Ministry of Education
UNICEF -	United Nations Children's International Emergency Fund
UN -	United Nations
ECCE -	Early Childhood Care and Education
NER -	Net Enrollment Rate
GIR -	Gross Intake Rate
NIR -	Net Intake Rate
GER -	Gross Enrollment Rate
OEGB -	Oromia Education and Capacity Building Bureau
TTI -	Teacher Training Institute
GPI -	Gender Parity Index
WEOs -	Woreda Education Officers
TTC -	Teacher Training College
RCWDA -	Rift Valley Children and Women Development Association
JICA-	Japan Intentional Cooperation Agency
ICDA -	Integrated Community and Education Development Association
RWYCDP-	Ratsen Women, Youth and Children Development Programme
MDG -	Millennium Development Goal
CSTC-	Community skill Training Center

NFBE-	Non Formal Basic Education
AIR-	Apparent Intake Rate
UPE-	Universal Primary Education
NGOs -	Non-Government Organizations
CSA –	Central Censes Authority

CHAPTER ONE

1. Background of the Study

Education provides knowledge, skills, values and attitudes. It is essential for civic order and citizenship and for sustained economic growth and reduction of poverty. Education is also the main instrument for disseminating the accomplishment of human civilization. Furthermore, the rapid technological changes and global economy of today are creating dramatic shifts in the structure of economics and labor markets throughout the world. Therefore, this demands for educated people. These, multiple purposes make education, especially universal primary education a key area of public policy in developing countries. And thus, its importance is recognized in several institutional conventions and many constitutions (World Bank, 1990; 1995).

In 1948 the right to education was articulated clearly in Article 26, of the universal declaration of human rights. This recognizes every one has the right to education. Education shall be free at least in the elementary and fundamental stages (World Bank, 1980:237; UNESCO, 2002:5). Strengthening this in the first international conference of All African States on the development of African Education was held in Addis Ababa in 1961 and was attended by Ethiopia. This conference recommended that education should become universal, compulsory and free by 1980 (Bishop, 1989). Further, in 1990 it was the subject of landmark international meeting. The World Conference on Education for All, held in Jomtien, Thailand, under the joint sponsorship of the UNDP, UNESCO and the World Bank. The 155 countries of the world at Jomtien declared to be committing themselves to provide universal access to primary education by the year 2000. As a result, the aim of extending a basic level of education to all children, young people and adults around the world have captured the attention of all nations. And this commitment was reconfirmed in a series of summits throughout the following decades.

Abstract

The provision of Primary education is considered as one of human right. As a result many commitments have been made to provide free and compulsory education at primary level. Among these EFA is one all nations declared to achieve by 2015. This study; therefore, amid at assessing the performance of primary education in East Showa Zone with respect to EFA goals.

Thus, in relation to basic questions formulated, theoretical concepts, ideas and thoughts relevant to the topic to be studied are reviewed in literature part. The study utilized descriptive survey approach and involved both primary and secondary sources. The data were collected from four Weredas using simple random sampling. Among fourteen Woredas found in the Zone Adami Tulu Gido Kombolcha, Dugda Bora, Lume and Akkaki were included under the study. Head teachers, Teachers, Wereda education experts and adult literacy facilitators were taken as sources of primary data. And the data were obtained from these respondents through questionnaires and semi-structured interview. Furthermore, the five years statistical data have been collected from Oromia Regional Capacity Building and Education Bureau Annual Abstracts. And the collected data were analyzed using pertinent statistical tools such as percentage and mean value

The analysis of data identified that significant progress were observed in the five years 2001/02-2005/06, particularly, in gross enrollment rate. On the other hand gender parity was not attained. Many factors such as child labor needed by parents, long distance from school absence of flexible calendar etc. were hindering children not to attend school at their official ages. The status of adult literacy program was not encouraging. The school facilities, which could maintain the quality of education, have been not improved as such. In general, the EFA goals achievements are affected by economic, socio cultural and demographic factors. Even though a number of these challenges have been impeding the smooth functioning, the zone has made some efforts so as to resist the limitations. As a result, a number of schools were constructed and students who dropout from the schools was attained at non-formal education centers.

Finally, this study recommended that low cost schools should be constructed nearest to the villages, flexible school calendars need to be introduced, and adult literacy program should be given due attention, the families have to be aware the benefit of educating girls, the schools should try their best so as to maintain quality in education and the EFA goals should be approached in integrated manner with various institutions so that the goals to be achieved in the Zone.

In April 2000, the World Education Forum in Dakar again agreed upon six Education for All goals, which were considered to be essential, attainable and affordable, and given strong international commitment. The Dakar Forum declared that by 2015, all countries:

1. Expand Early Childhood Care and Education
2. Provide free and compulsory Primary Education for All.
3. Promote learning and skill for young people and adults.
4. Increase adults' literacy by 50 percent.
5. Achieve gender parity by 2005, gender equality by 2015.
6. Enhance educational quality.

Even though all these determinations and commitments have been made at different time, the EFA global monitoring reports published by UNESCO at different times revealed that many developing countries particularly Sub-Saharan Africa are not achieving these goals (UNESCO, 2002; UNESCO, 2005; UNESCO, 2006).

Ethiopia was one of the countries which dedicated itself to achieve EFA goals in a predetermined times. Therefore, the country set the year 2015 in education sector development strategy for achieving the EFA goals by focusing on expanding and ensuring quality education during the implementation phase of the policy. Concerning the emphases given to EFA goals announced in April 2000 in Dakar, the MOE (2002:10) stated that:

The five years education program and ESDP II have made EFA one major component through the education sector development the country takes a sector wide and integrated approach to the development of education without compartmentalizing its goals, strategies and plans for different sub sectors of education. Therefore, EFA goals treated with in ESDP II in an integrated manner, through sectors wide approach. The six major components of the EFA goals are given prominent and considerable attention.

Furthermore, MOE (2005) document is also set the EFA goals in a vision and mission statements to attain it by the year 2015.

Based on the national policy and ESDP documents the regions have their own responsibilities and authorities in promoting primary education. The decentralized planning and management concepts of the policy in education issues also authorized the Zones and Woredas to implement various activities, which drives the educational inputs towards the achievement of the Universal Primary Education for All.

East Shewa Zone is one of the Zones in Oromia regional Government. The Zone is relatively found in a good condition in terms of infrastructures compared to other zones, which are found far away from the center. However, the primary education access shown in the year 2003/4 and 2004/5 indicated at (annex-1) revealed that the Zone had not among the top performances like Arsi, Iluababora, East Wellega and West Wellega Zones. In addition, in 2004/5 the Net Intake Rate (NIR) had found behind seven Zones (Arsi, West Harerge, East Harerge, Iluababora, Jimmaa, West Wellega and South West Shewa). Thus, these preliminary indicators inquiry to further investigations concerning the performance of primary Education with respect to EFA goals.

2. Statement of the Problem

Primary education plays a great role in securing development and poverty reduction particularly in developing countries. When a large share of children does not complete their primary education the country could be at risk of missing the productive citizens. And the economy could also fundamentally constrain due to the lack of literate individuals who would be potential for further development (Mingat, 2003; World Bank, 1990).

Even though the expansion of primary education has all those imaginative importance, the achievements in the consecutive years reported by UNESCO indicate that poor countries were found far behind the predetermined EFA goals (UNESCO, 2001; UNESCO, 2002; UNESCO, 2005 and UNESCO, 2006).

Similarly, the performance of primary education have been investigated and reported in various annual meetings held by UNESCO revealed that some achievements has been registered in Ethiopia, but the country is still found among the poor performances. Furthermore, studies conducted by Derebssa (2006) and Johanna. L and Raija .K et al (2005) evaluated the performance of EFA goals at national level. These studies further showed the prospects, challenges, policy implications and success. The findings had the paramount importance to improve the performance standards of EFA goals. However, it did not treat the contextual facts to the grassroots level since the study area is broad. On the other hand, the decentralized system that a country has been advocating emphasizes EFA goals to be achieved at the lower level all over the regions. Therefore, this demands for performance evaluation at Zonal, Woredas and schools setting to examine the status of primary education. Though investigating the performance of EFA goals is pertinent and its output could be applicable to the study areas, such type of study has not been conducted at Zonal level so far.

Therefore, with the rationale that the research outcomes devoted at Zonal level may reflect the situational opportunities and strategies, and deals with the challenges in order to smooth the track towards EFA goals, this study assessed the performance of primary education in East Shewa Zone with respect to EFA goals. The basic questions in the study were:

1. What are the extents of access and gender equity?
2. To what extent the quality of education is improving?
3. How are the adult literacy programs?
4. What are the challenges faced and efforts made to solve the problems?

3. Objectives

On the bases of the above entitled research questions, objectives of the study were to:

- Describe the pattern of education access in relation to EFA goal.
- Describe the trends and status of gender disparity.
- Show the status of adult literacy program in the Zone.
- Investigate the condition of quality in primary education.
- Identify the challenges facing in achieving EFA goals.
- Suggest possible course of action concerning EFA goals.

4. Significance of the Study

The purpose of the study is to make a critical investigation on the performance of primary education with respect to internationally accepted motto “Education for All” with the help of the latest data and empirical evidences. In doing so, the study will have indispensable significances for policy makers and planners; create awareness for the education offices, school heads and teachers and the community at different levels.

4.1 Policy Significance

The New Education and Training Policy advocate largely towards the achievement of EFA goals by including the implementation strategies both in ESDP I, ESDP II and ESDP III as well as in planning strategies of Regions, Zones, Woredas and Schools level. Therefore; the extensive information and research findings obtained from this study will insight the policy makers, educational planners, and educational experts to explore possibilities of expanding effective and efficient strategies in which more commitments and investments are acquired for improving the primary education to foster the progress towards EFA goals.

4.2 Awareness Significance

Through assessing and investigating the existing status of primary education in the Zone under a study, the performance levels with the fundamental reference of EFA goals will remind where they are. It will provide the practitioners with the success attained and the challenges have been faced and the efforts to be made in achieving universalization of education, ensuring equity and equality issues. Furthermore, this study may create a better understanding and awareness on hindering factors which inhabit the achievements and successes of EFA goals. The study may also encourage other researchers to undertake further investigation in this fundamental area of education

5. Delimitation of the Study

This study limit itself to the East Shewa Zone by selecting 4 sample Woredas. The scope of the study was limited in the primary education performances of the year 2000/1-2005/6 in line with Education for All goals. Among six EFA goals only four of them were treated in this study. These were: goal 2 (providing free and compulsory education), Goal 4 (Increasing adult literacy by 50%), Goal 5(Gender Parity by 2005, gender equality by 2015) and goal 6 (Improving educational quality). The remaining goals (goal 1 and 3) were purposely excluded from the study because goal 1 (Early Childhood Care and Education) has not been included in the structure of primary education. Furthermore, the entire implementation of the program has been let for privates, NGOs and local communities and concentrated only in urban areas of the Zone. Concerning Goal 3 (ensuring the learning needs of young people and adults) the UNESCO (2006) document states that there is no universal interpretation about the goal itself. Hence, monitoring the performances has proved illusive. In addition, in Ethiopian context this goal seemed to be mixed with goal 4 (Increasing adult literacy participation). Therefore, the study has not treated these two goals with primary education performance. Besides, the quality issues were examined only

from the input aspects since the others like processes and outputs need detail discussion and further studies and could not be managed within this short time.

6. Limitation of the Study

This study would have achieved more information than the present had it not been for the limitations encountered during the study. The occurrence of frequent meetings and Seminars in the Woredas was one of the challenges hindering the officials not to be punctual to conduct interviews. And this made them to respond busy like responses. Further more, the official turnover was also one of the problems limits the researcher not to secure complete data at Zonal level. However, interview were made with the previous manager at other settings

7. Organization of the Study

The study is divided into five chapters. Chapter one forms a general framework for the research work. It maps out the overall background, statement of the problem, basic questions, and objectives of the study, significance of the study, limitation and delimitation of the study. The second chapter is devoted to the review of the related literatures. The third chapter deals with research methodology and procedure of the study. The fourth chapter presents analyses and interpretation of data. The last chapter provides summary of the findings, conclusions and recommendations.

8. Operational Definition of terms

Access – Refers to how much the eligible school age children are in appropriate grades or in appropriate level of schooling (Bastian, 2003:6).

Gender Disparity – Refers unequal participation of girls to school due to various reasons (UNESCO, 2002).

Quality Education – Refers to an education system which consists relevant in puts, pertinent processes and competent out puts (UNESCO, 2005:2)

Internal Efficiency – Refers efficient utilization of resources to avoid wastage in the form of dropouts, repetition (MOE, 2005)

Gross Enrollment Rate – Refers the proportion of total enrollment in primary education, irrespective of age, out of the corresponding school age population.

Net Enrollment Rate – Refers the proportion of pupils enrolled in school from the specific age group (MOE, 2002).

Net Intake Rate – Refers access of children to grade 1 at the official age

Primary school – it is the grades from 1-8. The level has two cycles, 1st cycle (1-4) and 2nd cycle (5-8).

Adult literacy Program – Refers the program that enable the adults reading, writing, improving oral skills, doing some arithmetic and other life skills (Maria, 2004)

Performance Assessment- Refers a process of measuring efforts and existing activities based on the pre determined standards to be achieved (Macberien and Brant,1997)

EFA goals- Refers the six goals determined to be achieved by 2015(UNESCO).

Zone –Refers the administrative structure of the government next to a region and facilitates various activities for woredas under it.

Woreda- Refers the lower level of the government administrative structure next to the Zone

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

2.1 Primary Education as a Human Right

The right to education is well established and declared in the Universal Declaration of Human Rights in 1948. Article 26 states that elementary education shall be free and compulsory. Thus, the intrinsic human value of education add meaning and value to every-one's lives without discrimination since education is an indispensable means to secure and resume other human rights. Those who can use literacy skills to defend their legal, right have a significant advantage over those who can not. Indeed, it is often the poorest most socially excluded and list literate individuals (especially women) whose rights are violated by those with more power. Their inability to read, write and calculate keeps them from knowing that they are entitled to, and how to demand it. It limits there ability to participate in society. It denies them a voice. Therefore, ensuring primary education access to women provides them with some of the scaffolding necessary for the achievement of the rights of liberty, security, economic well being and participation in social and political activities (World Bank, 1990; World Bank, 2004).

Furthermore, UNESCO (2002) summarized the importance of primary education as a human right, where the right of education is guaranteed, people's access to enjoyment of other right is enhanced and the imbalances in life chance are lessened. The right to education embodies all civil and political rights, social and cultural rights and economic rights. It has also a central importance for implementing the right of girls and the right of child. This implies that all human rights exclusion should be secured with in education; therefore, the human rights of education must be emphasized and offered priorities.

Recognizing primary education as a human right a number of United Nations Conference and Summits has been repeatedly acknowledged it's centrality for

social and economic development. The world summit and convention on the right of the children in 1989 signed by 192 nations; the 1990, Jomtien conference in Thailand which revealed a new era for equal education opportunities designed to meet the basic learning needs of every person were among the declarations advocating education as a human right. According to Bossie (2004), the EFA documents prepared at Jomtien stated that beyond the economic and social argument for investing on primary education, the argument for primary education as a basic human right was considered as a major justification for the EFA program. Furthermore, the 1999, Sub-Saharan Conference for African Renaissance, the World Education Forum (Dakar) in 2000 and the Millennium Summit in 2000 placed more emphases on the human rights rationale for primary education. Thus, all these were the basis for efforts made towards the realization of primary education as human right and legal commitments recognized the children are born with the right to have their learning needs met through approaches that promote their holistic development.

The Declarations of Human Rights, the recognized benefits and role of education for complete personality of human being demands for the executing institutions and legal authorities. Hence, providing for peoples right to education is primarily an obligation of governments. The nations are responsible to render the required services and accountable for the implementations. As a result, countries have been endeavoring to translate the internationally agreed conventions into practices this principle of human rights of education through EFA goals (UNESCO, 2002; World Bank, 1995). Cognizant of the right to education The MOE (1994) also indicated the right of people to basic education in article 2.2.4.

On the other hand, even though a lot has been done to achieve basic education for all to respond the declarations and commitments, millions of people still denied their right to education particularly in low income countries like Ethiopia. The World Bank (2004) pointed out that the right of primary

education have not been secured in poor countries because of various reasons for example, weak political, insufficient financial resources and misuse of resources available, the burden of debt, in adequate attention to the learning needs of the poor and the excluded, a lack of attention to the quality learning and absence of commitment to overcome gender disparities.

To sum up, the right to primary education for the citizens is one of the best assets that people must secure if we are to solve the critical puzzles of human being. Thus, primary education should be considered as a fundamental bed-rock for other human right issues and it should be given due attention as starting point for economic growth and development.

2.2 Primary Education and Development

While linkages between education and development have long been recognized, the priority awarded to those relationships has varied. In the decades following the Second World War, education was a high priority for many governments and educational systems underwent a rapid expansion. By the 1980s the faltering economies, debt service burdens and structural adjustment programs had led some countries to reduce the provision of public services including education. It was generally in the poor countries that education budget suffered the most and enrollment ratios declined in some cases, especially in Sub-Saharan Africa. At the same time the understanding of the process of development was also changing in ways that accorded education a more prominent role. In the decades immediately after the Second World War, professional economists concerned with development focused mainly on growth in output (Gross National Product) as the indicator of progress, and especially on industrialization and trade issues as determinants of growth. Which there was survey a consensus that a high level of economic development could not be achieved with a largely illiterate populace, formal economic models generally paid little attention to "human capital" as a determinant of economic growth; however, this gradually changed. A growing number of found evidences

indicated that human capital particularly education had important economic benefits society wide (World Bank, 2004; UN, 2003).

Psacharopouloues and Patrinos (2003) disclosed that there is a greater recognition of education over and above its strictly economic effects to progress towards other goals such as a better health and longer life, personal development, participation in civil society and access to a wider range of opportunities of education. As a result, most countries recognized a literate population has a paramount importance to national development and that failure to lay a strong education foundation will seriously impair a nations development prospects.

The points stated above emphasize that education plays a major role in fostering economic growth and national development. The question should; therefore, be which level of education plays a significant role and must be offered priority, particularly in developing countries where resources are scarce. Mingat (2003) concluded that the social rates of returns for primary education are greatest for low-income countries. Primary education requires a big investment due to its maximum social returns. Based on such evidence the World Bank (1995) has also argued that adequate funding of a good quality primary education system which facilitates development in poor countries should have to given a critical priority for both national budget and external aid.

In considering the effects of education and economies productivity, a wider number of studies concluded that investments in primary education yield returns that are typically well above the opportunity cost of capital, one study showed that four years of education increased small farm productivity by 7 percent in countries where new agricultural techniques were being introduced. The social effect of education in developing countries is also positive. Women with more than four years of schooling have 30 percent lower children than women with no education, and their children have mortality rates only half as high (Anderson, 1992).

Regarding the impact of education on lowering fertility and improving maternal health, Berman (1990) and World Bank (1999) found strong evidences for the impact of schooling on child health. As they concluded in different studies mothers who have completed four years of education reduced total fertility rates on average by 0.23 births. And mothers who are educated more likely immunized their infant children than with no education.

Thus, ensuring primary education for girls can have a major impact on the health and the growth rate of nation's population. Furthermore, citizens who have completed their primary education are more ready to accept new technologies and apply them on ground towards productivity. Research also indicates the contribution of primary education to better natural resource conservation and management; and more rapid technological adaptation and innovation, and that education is linked. With the greater diffusion of information, this is crucial for boosting productivity (Hanusklek and Kimiko, 2000).

In connections with poverty reduction and equity arguments there are broader social outcomes, public impact on the welfare of the poor. The World Bank (2004) confirmed that the role of primary education in reducing poverty and income inequality is significant. Furthermore, Rogers and Stern (2002) summarized, economic growth is more powerful in reducing poverty when coupled with good policies for human capacity development, which promote equal income distribution, this means placing more stress on investments in people through providing access to education.

The strong link between education and earning, especially based upon the productivity interpretation, gave credence to the belief that primary education specifically could play a powerful role in poverty alleviation. Birdsall and Sabotj in World Bank (2004) showed in their study that designing policy's such as promoting high quality basic education contribute to growth and reduce inequality, which in turn stimulate more growth allowing for more education.

To sum up, Education, particularly primary education is considered, as it is the cornerstone of economic growth and social development. Primary education lays the foundation for a more productive labour force through promoting literacy and numeracy. Primary education has direct and positive impacts on earnings, productivity as well as health and poverty reduction benefits. And it also promotes achievement of other millennium development goals.

2.3 Education for All: Historical Development.

2.3.1 Meeting Basic Learning Needs

Some 1,500 participants met in Jomtien. Delegates from 155 governments, including policy makers and specialists in education and other major sectors, together with officials and specialists representing some 20 inter governmental bodies and 150 nongovernmental organizations, discussed major aspects of Education for All in 48 round tables and a plenary commission. This discussion had realized that despite notable efforts made by countries around the globe to ensure the right to education for all, children and adults countered in hundreds million had not access to primary schooling. More than one-third of adult had no access to printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape and adapt to social and cultural changes. At the same time, the delegates raised about the daunting problems the world faced, notably: mounting debt burden, the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, war, occupation civil conflict, violent crime, the preventable deaths of million of children and wide spread environmental degradation. They concluded that these and other many problems constrained efforts to meet basic learning needs (World Bank, 2004; UNESCO, 2002; UN, 1994; UNESCO, 1990).

These problems had led to major setbacks in basic education of the 1980s in many of the least developed countries so many millions remained in poverty and unschooled or illiterate. To tackle these odds the delegates and educators

met in Jomtien, Thailand, from 5 to 9 March, 1990 were put the following sentences cognizant to the universalization of primary education UNESCO (1990:4).

We participants: Recalling that education is a fundamental right for all people; understanding that education can help ensure a safer, either, more prosperous and environmentally sound world contributing to social, economic and cultural progress, tolerance and international cooperation knowing that education is an indispensable personal and social improvement.

Based on the above understandings and recognitions the participants proclaimed Education for All; Meeting Basic Learning Needs as a compelling goal and declared that Education for All is among the most urgent of the world priorities. They pledged their nations to work towards a future in which all children, every one, will have benefit from primary education.

According to UNESCO (1990:2-8) the EFA declaration set the following articles under specified topics and framework for Action. Summarized articles are:

Article 1 Meeting Basic Learning Needs: every person; child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs.

Article 2 Shaping the Mission: to serve the basic learning needs of all require more than a recommitment to basic education as it is know exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, curriculum, and conventional delivery systems which building on the best in current practices.

Article 3 Universalizing Access and Promoting Equality: Basic education should be provided to all children, youth and adults for basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

Article 4 Focusing on Learning: whether or not expanded educational opportunities will translate into meaningful development for an individual or for

society depends ultimately on whether people actually learn as a result of those opportunities.

Article 5 Broadening the means and scope of Basic Education: The diversity, complexity, and changing nature of Basic learning needs of Children, youth and adults necessities broadening and constantly redefining the scope of basic education to individual the major components; early childhood care and education, universal primary education, literally programs equipping education facilities.

Article 6 Enhancing the Environment for Learning Ensures that: All Learners receive their nutrition, healthcare and general physical and emotional support.

Article 7 Strengthening Partnerships: new and revitalized partnerships at all levels will be necessary partnership among all sub sectors and form of education, between governmental and nongovernmental etc, is indispensable.

Article 8 Developing a Supportive Policy Context: Supportive policies in the social, cultural and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal movement.

Article 9 Mobilizing Resources: if the basic learning needs of all are to met thorough a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary.

Article 10 Strengthening the International Solidarity: Meeting learning basic need constitutes a community and universal responsibility, it requires international solidarity.

Based on the best collective knowledge obtained from the discussion on world declaration the framework were set intended as a reference and guide for national governments. But countries were free formulated there own strategy. The proposed strategies, According to UNESCO (1990:3) were:

1. Expansion of early childhood care and development activities, including family and community interventions especially for poor, disadvantaged and disabled children's;
2. Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic" by the year 2000);
3. Improvements in learning achievement such that agreed percentage of an appropriate age (e.g. 80% of 14 year olds attain or surpasses a defined level of necessary learning achievement);
4. Reduction of the adult literary rate (the appropriate age group to be determined in each country) to, say one half of its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rate;
5. Expansion of provision of basic education and training in other essential skills required by youth and adults, with program effectiveness assessed in terms of behavior of changes and impacts on health, employment and productivity;
6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound sustainable development, made available through all education channels including the mass media other forms of modern and traditional communication and social action, with effectiveness assessed in terms of behavioral change.

This time bound targets conveyed a sense of urgency and served as a reference against the implementation and accomplishment of performances. They also helped the countries to identify and emphasize the priorities so that pertinent resources could be devoted accordingly.

As stated by UNESCO (2002) the Jomtien declaration was significantly affirmed the urgency of stemming the rise of out of schoolchildren in countries throughout the World. They showed how global prosperity and peace could come about only when all people's not merely privileged elite acquire the knowledge and

skills they need to become effective workers, parents, citizens and fulfilled individuals.

2.3.2 EFA: The Dakar Framework for Action

The world Education Forum, meeting in Dakar, Senegal in April, 2000, reaffirmed the vision of the World Conference on Education for All (Jomtien, Thailand, 1990) that all children, young people and adult have the fundamental right to a basic education. Dakar EFA forum provided the opportunity to assess the achievements, lessons and failures of the past decade. The assessment showed that a progress has been achieved, provided that Education for All is a realistic and achievable goal. World wide, primary enrolments increased by some 82 million pupils since 1990, with 44 million more girls in school in 1998 than in 1990. Repetition and dropout rates in some countries had declined. There has been some improvement in gender equality in primary enrolment in many regions, with the critical exception of Sub-Saharan Africa. There has been a gradual growth in non-formal education and skill trainings. The overall adult literacy has risen to 85 percent for men and 74 percent for women (UNESCO, 2000).

The Education for All 2000 Assessment further pointed out that the progress has been uneven and far too slow due to various reasons.

The EFA assessment estimated that 113 million children were not enrolled in primary school in 1998. The figure represents one in five of every 6-11 year old child, 60% of the total were girls. Nearly 87% of the total lived in three regions Sub-Saharan Africa, South and West Asia and the Arab State and North Africa (UNISCO, 2000:12).

During the 1990s enrolment rates were declined in some 17 countries (Angola, Burundi, Cameroon, Central Republic, Comoros, Cote Devoar, Democratic Republic Congo, Kenya, Lesotho, Liberia, Madagascar, Nigeria, Sierra Leone, Somalia, Tanzania and Zambia). These 17 countries were account for 50% of Sub-Saharan Africa. Approximately one-third of the enrolment deficit of 42

million children found in Sub-Saharan. Up to 7 million children may not be enrolled in both Nigeria and Ethiopia. Even though many countries had relatively high initial enrollment figures in 1990s; they were faced poor primary school completion rates. Completion rate were lower for girls, children from poor households and those living in rural areas were the majorities. The quality of teaching and learning in the school of many developing counties was also of low standard (UNICEF, 1999; UNESCO, 2000; World Bank, 2001).

The progress and failure observed towards the vision reflected in Jomtien declarations made the dream of EFA a reality. The tangible but modest gains overall the past decade was also called for further endeavors to achieve the predetermined lesson in a strategic and successful manner.

As a result, in April 2000, more than 1,100 delegates from 164 countries renewed their commitment to EFA at the World Education Forum in Dakar. They adopted the Dakar Framework for Action a bold, laying out a dead lined goals and strategies (UNESCO, 2000).

2.3.2.1 The Dakar EFA Goals

The Educations for All goals focus on the need to provide learning opportunities at every stage in life from infancy to adult hood. The goals are designed to enable all individuals to realize their right to learn and to fulfill their responsibility to contribute to the development of their society. They are global in nature; draw from the outcomes of regional conferences and the international development targets to which countries are already committed. According to UNESCO (2000: 15-27) these goals are:

- I) Expanding and improving comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children.**

The first EFA goal includes concepts that are variously interpreted. Early Childhood Care and Education Supports children's survival growth, development and learning including health, nutrition and hygiene, and

cognitive social, physical and emotional development from birth to entry in to primary school in formal, informal and non formal settings. Experiences also show that this period is generally broken in to two stages. The first stage is from birth to three year, when children may be accommodated in day nursery centers. The next stage is generally intended for children between the ages of three to six years (UNESCO, 2007; UNESCO, 2001).

Early Childhood Care and Education often provided by a mix of government institutions, non-governmental organizations, private providers, communities and families.

II) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

The Dakar second goal explained that all children must have the opportunity to fulfill their right to quality education in schools or alternative programs at what ever level of education considered “basic”. The goal reminds the nations to endeavor and fulfill their obligation to provide free and compulsory primary education in accordance with the United Nations on the rights of the child and other international commitments. This goal also emphasizes inclusion of children with special needs, from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities (UNESCO, 2006; UNESCO, 2000; UNESCO, 2001).

The Dakar EFA goal 2 is also taken into account as one of the key issue which contributes to the achievement of MDG.

iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

According to the EFA third goal all young people and adults must be given the opportunity to gain the knowledge and develop the values, attitudes and skills

that will enable them to develop their capacity to work, to participate fully, in their society, to take control of their own lives and to continue learning. For those who drop out of school or complete school without acquiring the literacy, numeracy and life skills they need, there must be a range of options from continuing their learning such opportunities should be both meaningful and relevant to their environment and needs, help them become active agent in shaping their future and develop useful work related skills.. (UNESCO 2006; UNESCO, 2000; UNESCO, 2001)

iv) Achieving a 50 percent improvement in levels of adult Literacy by 2015, especially for women, and equitable access to basic education.

Goal 4 emphasized on the expansion of adult and continuing education; all adults have a right to basic education, beginning with literacy which allows them to engage actively in and to transform, the world in which they live. Adult literacy plays a vital role in life long learning, sustainable livelihoods, good health, active citizenship and improved quality of life for individuals, communities. It is essential for women's empowerment and gender equity. The Adult literacy achievement should be ensured through close linkage among formal, non-formal and informal approaches so that learning must be fostered to respond to the diverse needs and circumstance of adult (UNICCO, 2006; UNESCO, 2001; UNSCO, 2000).

V) Terminating gender disparities' in primary and secondary education by 2005, and achieving gender equality in education by 2015. With a focus on ensuring girls full and equal access to and achievement in basic education of good quality.

Goal 5 is a critical part of EFA since more than half of the world population is comprised of women who are mostly disadvantaged in access to education in many respects. According to UNESCO (2000) gender based discrimination remains one of the most intractable constraints to realizing the right to education without covering these puzzles, Education for All can not be achieved

by ignoring women. This goal was one of the commitments made to eliminate gender disparities in primary and secondary education in the year 2005. As UNESCO (2006), World Bank (2004), World Bank (1995) pointed out nations should make a GER at effort to learn the disparities among gender and progress towards the achievement of equality so that goal 5 would be realized.

vi) Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning, outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Dakar EFA last goal indicated the importance of quality education, in the course of attaining access and equity required of basic education. In addition to the Dakar framework of action, documents such as UNESCO (2005) quality imperative was cited the significant of quality as the heart of education.

2.3.2.2 EFA Strategies

Planned activities to be implemented in the future has been always required sound strategies which facilitates and promotes the achievements as desired and accordingly. Similarly, inline with the realization of EFA goals the strategies were outlined in broad-based and critical ways. The Dakar Framework for Action (2000:17-21) document was included the following as major strategies to achieve EFA goals.

1. Mobilizing strong national and international political commitment for EFA, develop national action plans and enhance significantly investment in basic education.
2. Promote EFA policies within a sustainable and well integrated sector framework clearly linked to poverty elimination and development
3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development

4. Develop responsive, participatory and accountable systems of educational governance and management
5. Implement integrated strategies for gender equality in education that recognize the need for change in attitudes, values and practices.
6. Meet the needs of education system affected by conflict, natural calamities and instability, and conduct educational programs in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.
7. Implement education programs and actions to combat the HIV/AIDS pandemic as a matter of urgency.
8. Create safe, healthy, inclusive and equitable resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all
9. Enhance the status, morale and professionalism of teachers
10. Harness new information and communication technologies to help achieve EFA goals.
11. Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.
12. Build on existing mechanism to accelerate progress towards Education for All.

2.4 Access to Primary Education

Access to primary education can be defined as expanding and equalizing of educational opportunities and the accommodation of all children of relevant age by increasing school going population. It is also a process of expanding adequately stated and built schools through out a country to address universal primary education for the citizens. Access to primary education can be measured using various indicators in terms of the proportion of children eligible for enrolment in quantitative terms. The well-known indicators of primary

education access in worldwide include: Gross Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrollment Rate (GER) and Net Enrolment Rate (NER) (UNESCO 2006; Mitiku, 2005).

GIR and NIR considered as rates of admission to primary education. GIR is the total number of new entrants in to the first grade of primary education, regardless of age expressed as a percentage of the population at the official primary school entrance age. It can be higher than 100% of younger or older enrolment ages are frequent. The Net Intake Rate (NIR) includes only entrants, who are of the official entrance age and is a more accurate measure of timely access to primary schooling. GER and NER are used to show the quantitative growth of educational access. While GER is the total number of students, irrespective in a particular level expressed as a percentage of the corresponding school age population. NER is the total number of students in a particular level, who are in the official enrolment age for that level, expressed as percentage of corresponding school age population (UNESCO, 2006; UNESCO, 1990; MOE, 1999). NER is also a major indicator that shows the aces of primary education achievement by 2015.

2.4.1 Strategies to Improve Access to Primary Education

Despite impressive progress in enrolments during the past decades on word from the World Conference on Education for All (Jomtine, Thailand, 1990), more than 100 million school age children are still out of school in the world. The most majority come from the disadvantaged groups in society: rural, female and poor (World Bank, 1990; UNESCO, 2007). This indicates that increasing access to school is still a critical concern and demands some efforts so that UPE will be realized smoothly. According to the World Bank (1990), Lockheed and Verspoor (1991), Mitiku (2004) and Ayalew (2005) and Woube (2003) governments, international communities and local communities can improve the access of primary education through implementing these strategies: Increasing the supply and increasing the demand.

2.4.1.1 Increasing Supply

The process of education may not be realized without sufficient inputs as well as innovative activities that speed up the contents to improve the access to learners. Expanding supply to promote access to schooling includes the following:

I. Construction of more low cost schools: Building more schools in inaccessible, disadvantaged and remote areas is an indispensable and necessary measure in order to extend access to number of children who are out of schools due to a multitude of reasons.

Supporting the above idea MOE (2005) stated one of the factors that hinder the expansion of primary education is the cost of constructing schools and classrooms, which is on the average over birr 500,000 per first cycle primary school. This high cost of construction is neither affordable nor sustainable within present and future resource allocation to promote access and equity in the system. Thus, to decrease distance, traveled by the children to reach a school the low cost locally constructed schools are among the strategies which speed ways the progress of student enrolment in poor countries like Ethiopia. These locally built schools are secured to families to send their children. The extent of sending children in to school is largely influenced by the proximity of schools. Anderson (1992) added that parents will not send their children to places that they believe are unsafe. One reason parents want their children in schools close to home are because of safer and parents can keep an eye on their children when they remain in the village or neighborhood.

From the above discussion one can conclude that sufficient number of schools should be available relatively and located properly in such a way that they can serve well the children for whom they are intended. The low cost schools constructed around their locality create the shortest possible distance and enable them to get sufficient places. This in turn increases access to schooling.

II. Expanding mobil schools: These schools are absolutely important for pastoralist ones to whom the people dealing their life moving one place to another due to the changing weather conditions obviously providing educational access to these group of citizen requires additional efforts and unique systems. Therefore, curriculum and teacher training packages modification is a must to increase access to education.

III. Teacher recruitment and development: Shortage of teachers is a very common problem especially in most rural area schools. Therefore, to alleviate such puzzles strategies should be designed to acquire sufficient number of teachers possible solutions include multiple shifts and multiple grade teaching. In addition, incentives like housing training opportunities are very important to encourage teachers to sense in remote areas increasing the supply of female teachers is also an important strategy to increase the access of girls to schools. Parents want heir daughters to go to schools where women are the teachers.

IV. Multiple Shifts: In the conditions of the class-room, school facilities and other resources are scarce multiple-shift systems are useful to increase the enrolments

V. Multiple-grade classes: it is a system in which one teacher teaches many grades. Multi grade class teaching is effective and solves problems of uneconomically small classes, as well as that of incomplete schools. But this strategy requires special instructional materials and unique professional trainings.

Accordingly to MOE (2005) this multiple grade class strategy is currently in pilot state in Amhara and Oromia Regional Education Bureaus. And have found that promising on two grounds; improving access and quality. There fore, based on this positive green light regions are putting efforts to use multiple grade classes, especially in area where student are found in sparsely populated and scattered villages and constructing a four class-rooms school is not necessary.

VI. Expanding private schools: Access to primary education could be raised through expansion of private schools. Private schools are useful in relieving some pressures particularly in urban. These schools can benefit the poor indirectly, because those who can afford may go to the private schools and facilitates choices for schooling and helps to increase access.

2.4.1.2 Increasing Demand

Increasing demand for primary education expansion is also as important as increasing supply. Thus, special efforts are needed to address the agenda of UPE. In applying this strategy some of the innovations suggested to increase demand for primary education include:

I. Reducing Direct Costs: Many children do not go to school or stay in school because school fees, books, pencils and other supplies uniforms or other required clothing (such as shoes), and/or transportation to and from school cost more than their family can afford (Anderson, 1992). Surely, this may contribute a lot decreasing access to schooling; therefore, reducing these costs is an important in order to improve educational access. Lockheed and Verspoor (1991) revealed that several countries have attempted to reduce direct costs of education for rural children and girls. Some of the measures include abolition or covering instructional materials and other facilities, offering free or subsidized transportation providing school feeding programs, boarding facilities.

II. Reducing Indirect Costs: Reducing indirect costs play a significant role with respect to educational access. When the schedule of school conflicts with other essential activities, children do not attend because they miss too many lessons. The timing of school relates directly to school costs. The jobs that a child must do for family survival have to be done during the same hours that school is in session, and then the indirect costs of school are too high for a family to offer. The education system; therefore, should use the strategies to reduce indirect costs such as: facilitating the school calendar so that classes do

not conflict with the children's work. For example, in the Dominican Republics, classes were offered to working children late in the day, after their work was finished. In rural Bangladesh, Parents decided on the school schedule for their children, thus insuring that it did not conflict with daily chores or with planting and harvesting seasons, (World Bank, 1995, Anderson, 1992).

III. Encouraging community involvement: Community support for schools make education more effective. School community interaction can enhance education in many ways. Parental involvement is one of the best ways to get children to come to school. When parents decide the schedule or when they supply the shelter for school, they ensure that the place and time of schooling are appropriate. When the place and time of schooling are appropriate through their involvement, they commit their own children to attend. Furthermore, the community involve in a number of issues, which promotes the access of education in the school systems. Even very poor ones can make significant contribution to a school, communities contribute labor to build shelters, make furniture, guard or repair facilities, serve in a school management committee. They can raise funds to purchase equipment or supplies. They also make in kind contribution (World Bank, 1997; UNESCO, 1995; Anderson, 1992).

From the above discussion, one can understand that the extensive significance of community involvement has a paramount importance to facilitate a number of conditions, which are vital to improve educational access for the children.

2.5 Quality in Education: Concepts and Indicators

Defining the concept of quality education is not easy since the issue of quality is a dynamic and continuous process and what constitutes quality changes from time to time in respect to the demands the customers and society. The old day schooling define quality in terms of out comes of knowledge, skill and altitude students acquire for the life after school, some put the concept of quality with resource utilization and cost effectiveness, others emphasizes

educations role with regard to value and attitudes of responsible citizenship in nurturing creative and emotional development (Yalokwo, 2002).

Therefore, quality of education implies different things for different people. But every one is in favor of quality education. Petter (1980) explained how people understood quality in different ways from teachers and politician perspectives. Teachers and others engaged actively in education quality look at what is going on in terms of its educational value on which their estimates of quality are based, will relate therefore to intrinsic consideration of two-types- the first to do with approximation of their products to their concept of an education, and the second to do with the efficiency of various processes of education in achieving approximation to such product out of children.

Even th though the quality issues in education were diverse and exposed to different interpretations, currently literature on quality of education largely seems agreed to the broad framework, which can help us in assessing education quality. Taking educational quality as a system at the broadest level many authors such as UNESCO (2002), Mingat (2003), UNESCO (2005), MOE (2005) comprehend quality in education as a set of elements that constitute the input, process and out put of the education system.

The systematic assessment of quality in education is critical to check whether the desired levels of achievement are attained or not. Thus, there must be some indicators, which show the efforts made. And provide a clear picture of the performance of the education system. Accordingly, For example, the existence of qualified teachers, pupil -Teacher ratios, the out come of national learning assessments, are considered as quality indicators in primary education Ethiopia. Further, UNESCO (2005) stated that indicators of quality are benchmarks with which we can systematically assess the quality of primary education. These indicators make an impact on the process of education (Curriculum contents, teaching methods, qualification of teachers, physical and social infrastructure provisions, etc) as well as personality and performance of the individual.

2.5.1 Factors Affecting Quality Primary Education

Quality primary education emphasized in two of EFA goals, goal 2 and goal 6 has been a big challenge for low-income countries. There could be many factors affecting the quality of primary education at different times. As clearly stated in UNESCO (2002), UNESCO (2005) the three factors such as school input factors, the teaching and learning process and output factors have been the major interrelated elements which affect the quality of primary education both in developed and developing nations. They are discussed in the proceeding paragraphs.

2.5.1.1 School Input Factors

The availability or unavailability of sufficient inputs in school systems determines the status of quality education. The input category includes material resources (text books, reference materials, School facilities).

Textbooks: are the most important materials, which play a great role in maintaining quality educations. The availability of textbooks promotes the achievements of the learners and facilitates the teaching and learning processes (Schieflebein, 1990).

Reference Materials: The availability of reference materials in addition to textbooks are enables the students to expand their knowledge, skills and attitudes.

School Facilities: The physical environment in which the teaching-learning process held will ranges relatively from well-equipped to open air-gathering places (UNESCO, 2005) .The school infrastructure includes, the classrooms, library's administration offices, toilet rooms (Separately for males an females), water supply, electricity services, health services, sport fields, etc. are inputs in maintaining quality. As stated in MOE (2003), school facilities such as water, latrines, clinic, library pedagogical center, and laboratories are required to be proportional to the number of teachers and student in the school for the provision of quality education.

2.5.2 Strategies to Improving Quality Primary Education

Quality education influences what students learn, how well they learn and what benefits they draw from their education. The quest to ensure that students achieve decent learning outcomes and acquire values and skills that they play a positive role in their society is an issue on the policy agenda of nearly every country (UNESCO, 2005).

This implies that improving the quality primary education is a concern of all nations. Concerning this, UNESCO (2007), UNESCO (2006) and UNESCO (2005) revealed that Education for All couldn't be achieved without improving quality in many part of the world. Thus, expansion of access to education should not be trade off against quality primary education. Quality is as important as increasing access. Quality primary education, therefore, must be improved by designing strategies that enhance the existing situations particularly in low-income countries like Ethiopia. The following are some of the strategies suggested by authors to improve quality in primary education.

- **Relevant education policy and curriculum programs:** education policy should be relevant and works to facilitate the educational qualities, the overall curriculum should be integrated and respond to the needs, values and activities surrounding the environments. People learn best when what they are learning makes sense in their lives. Hence, improving quality starts from the overall policy and curriculum designed to the learners (Grisay, 1993; Anderson, 1992).
- **Improving educational facilities:** Facilities, starting from school building up to the toilet rooms influence the quality of primary education. The integration of services like water supply, health services, desks and chairs, good ventilation and well-organized class room arrangements should be maintained to boost the quality of learning in the school (UNECEF, 2000).

Strengthening the support services: The support service can be strengthening by involving volunteers who are willing to provide the education system in various ways. Communities, NGOs and students are

African countries however, as UNESCO recently stated in (EFA, 2007) progresses in getting children into school has benefited girls in particular with the goal gender parity index (GPI) for the primary education GER increasing from 0.92 in 1999 to 0.94 in 2004 at global level. Despite the overall positive trends in the world, the Ethiopian GPI was 0.81 in 2004/5. This indicated that girls' participation is lower than boys and lagging behind from the world statistics.

However, it does not mean that the equity issue has not given attention. As MOE (2002:6) clearly stated in ESDP II special consideration has paid to the question of equity. Strategies for improving gender equity are woven in to annual planning process to improve the intake of girls into primary schools, teacher education programs community participation strategies, curriculum development etc.

Gender disparities in primary education often stem from difficulties, girls face in obtaining access to school, among these obstacles are poverty and related issues of direct and indirect costs of education, distance to school, social attitude of the school environment, in addition, girls face cultural barriers concerning their roles in the home in society (UNESCO, 2006).

2.7.1 Improving Gender Disparity

Having identified the disparities the educational planners have to develop specific interventions so that the broad objectives of securing parity and educational equality goal is to be achieved in a time bound manner Agrawal (2000); UNESCO (2006), and Degarege (1998) suggested the following intervening strategies:

1. **Allocating more financial resources for deprived schools:** Disparities are often the outcome of distortions in the provision or the low quality of educational facilities and associated resources. It is often seen that some schools are most deprived in terms of teacher preparedness, buildings instructional materials and academic support. Allocating more financial

resources can reduce these factors contributing to disparity; some special provision has to make to remove the imbalances in the availability of school infrastructure and teachers.

2. **Protective discrimination:** some of social and economic disparities are rooted in historical process of social and economic development in general and that of education in particular. How to ensure that discrimination does not take place in school and out side school? Based on the gravity of imbalances, many countries have enacted laws which protect the rights of minorities and ethnic groups to participate educational activities. Reservation of seats proportionate to the representation of this ethnic, and caste groups is often followed. This activity mainly called affirmative action. Many of educational imbalances are usually addressed through what is commonly called affirmative action.
3. **Offsetting the direct and indirect costs of education:** The root cause of many type of disparities in educational development relate to poverty and lack of financial resources to ensure continued participation of children in schools. Quick estimates would indicate that a large number of children belong to families living below poverty line for whom the day to day survival is the key to concern. If such families are not supported for the education of their children, the consequence may be serious and the vicious circle of under development may continue forever. Therefore, in order to break governments, NGOs and other organizations working for social upliftment of the poor have come forward to support education, especially at the primary stage. The incentives include: scholarships, noon meals program, remedial coaching, free provision of text books and teaching learning materials, free transport, etc.

Furthermore UNESCO (2006) set a sort of framework to assure gender equality in education by 2015 inside the class room such as: Ensuring girls -friendly environment at all levels of society; Make schools girl- friendly: provide school with basic sanitation and separate toilets, ensure that schools respect girl's

Repetition: Grade repetition refers to the retention in the same grade or level of study once or twice the normal expectation is either promotion or completion of schooling. Repetition can result from academic failure, insufficient academic marks to advance the next level of instruction, age and poor attendance. Repetition is considered as wastage, by many authors for the consequence and problems it brings to educational system and particularly to the school. According to UNESCO (1989) among the various reasons why repetition is considered as wastage includes the following:

1. Repetition reduces the intake capacity of a particular grade or school. Since repeaters occupy school places, others will not be admitted.
2. Grade repetition considered as wastage, for most of the time it followed by pupils' dropping out. In this case the problem becomes more serious because almost all what has been invested is wasted.
3. Repetition causes pupils spends years in the same grade, these arises the need for additional resource. The problem of wastage would be serious, in this case, in countries where resources are limited.

2.7 Equity and Gender Disparity in Education

Equity refers to the state, ideal, or equality of being just, impartial, and fair. In an educational setting, equity can be expanded to indicate a state in which all children minorities and non-minorities, males and females, successful students and those who have fail behind, and students who have denied access in the past have equal opportunities to learn, to participate in programs, and to have equal access to the services they need in order to benefit from that education (UNESCO 2005; Degarege, 1998).

Eliminating a gender disparity was one of the six goals set in Dakar to attain UPE even though the 2005 gender parity target had been missed According to UNESCO (2006). Many countries have not met the target and at risk not to achieve even by the year 2015.

the potential providers for improving quality. Financial, professional and labor supports can be obtained from individuals and institutions (Yalokuwo, 2002).

- **Strengthening educational management:** measure to improve learning conditions, methods of teaching, educational facilities, etc will succeed in raising students achievement and quality education only when management and institutional capacity are strong, strengthening this capacity generally require participation of various actors such as community members, teachers & students. (World Bank 1990; Lackheed and Verspoor, 1991). Particularly, the decentralized community based management should be strengthened so that schools perform better. Parent teachers association at the school levers enables the school environment democratic and problem solving institution.

2.6 Internal Efficiency

The interval efficiency of an educational system is defined as "...the ability (the system) to educate greatest number of students who have interred the system in a given year with the least use of financial resource (UNESCO, 1998:40). As a principal once enrolled children should progress regularly through the grades, provided they have access to school of good quality. The extent of pupils dropout of school or repeat grades, considered inefficient.

Dropout: dropout is generally defined as a pupil who leaves school before the end of the final year or cycle in which he/she is enrolled (UNESCO, 1980). Accordingly, to dropout before the final grade is considered waste full since the pupil has not achieved the educational objectives.

Habtamu (2002) revealed that the phenomenon of dropping out is several problems in Ethiopia. The rate of dropout has been increasing in our education system in the past several years. In addition, dropping out at early grades of primary education is a major obstacle to the efforts towards universal primary education and adult literacy.

safety and privacy, and protect girls against violence at school. Make schooling gender sensitive: Eliminate gender bias in teacher attitudes against girls, employ more adequately educated and trained female teachers, ensure that educational materials are gender sensitive and eliminate gender stereotypes, provide curricula that are sensitive to present and future needs of girls.

2.8 Adult Literacy Program

2.8.1 Adult Literacy: Concept and Definition

Literacy as a concept has proved to be both complex and dynamic, continuing to be interpreted and defined in a multiplicity of ways. People's notions of what it means to be literate or illiterate are influenced by academic research, institutional agendas, national contexts, cultural values and personal experiences, in the academic community, priorities of literacy have evolved from those focused solely on changes in individuals to more complex views encompassing the broader social contexts (the literate environment and the 'literate society' that encouraged and enable literacy activities practices to occur. As a result of these and other developments, understandings in the international policy community have expanded too; from viewing adult literacy as a simple process of acquiring basic cognitive skills, to using these in ways that contribute to socio-economic development, to developing the capacity for social awareness and critical reflection as a basis for personal and social change (UNESCO, 2006; Biruk, 2006).

The definition of adult literacy is different from its translation in several other languages. Since the mid-twentieth century, scholars have devoted considerable attention to defining Adult literacy, and their work had direct implications for approaches to practice and policy. After highly contested debate among many disciplines, such as psychology, linguistics, sociology, anthropology, education etc. UNESCO (2006), UNESCO (2002), Maria (2004) defined adult literacy taking in to account these evolving debates as follows:

- **Literacy as a skills: reading, writing and oral skills:** These skills are the most common understanding of literacy that it is a set of tangible skills particularly the cognitive
- **Literacy as applied practiced and situated:** This understanding of adult literacy focus on the application of the above skills in relevant ways. It emphasizes functional literacy. This concept advocates the impact of literacy on socio-economic development views of functional literacy could be taught as a universal set of skills (applicable every where). Ascending to this concept the way in which literacy is practiced vary by social and cultural context Banton in UNESCO (2006).
- **Literacy as a learning process:** This idea views literacy as an active and broad-based learning process, hence personal experience of adults is consider as a central resources for learning. More recently, social psychologists and anthropologists have used terms such as 'collaborative learning', 'distributed learning' date.

2.8.2 Intervention Strategies to Adult Literacy Programs

To ensure the Dakar Framework for Action concerning goal 4, strategies should be designed and implemented. Adult literacy (including post literacy) interventions should be planned, for adults to support them in continuous updating of their knowledge and level of awareness. UNESCO (2000), Maria (2004), suggested the strategies such as:

- **Imparting literacy to all illiterates:** Literacy as a human right should access all. Particularly the poor from rural, remote and difficult areas, through development of programs designed to serve the needs of women, out of school children and youth and adults. Literacy program cover issues of basic human needs and also issues for improvement of quality of life, like health, nutrition population, agricultural techniques, the environment science technology, family life, including fertility awareness, and other societal issues.

In addition to material resources, **human resources** (School directors supervisors and most importantly teachers are the school input factors that plays significant roles in quality education. (UNESCO, 2002)

School directors and supervisors: The school directors and supervisors' effectiveness has a paramount importance in managing the school system. These personnel are the key human resources who manipulate the other resources towards producing quality education. Their competence and experience determine the quality of school management

The teachers: teachers are the heart of effective education. The teachers are the person who promotes the environment of learning and provides the content of lessons. Teachers cannot be replaced by books or by technologies. While supplies, curricular improvements and new teaching methods can improve a learning atmosphere, none is totally effective without active teacher who knows and interacts with students. Teachers experience, competence and motivation are positively correlates with quality education. Low teachers' moral leads to low professional commitment and negative attitude towards teaching profession and students. And this may lead to high rates of teachers' absentees and attrition. In general, the status of teachers, experience, motivation and competence are the determinant factors, which greatly affect quality in education (Anderson, 1992; Lockheed and Verspoor 1991; UNICEF, 2000).

Furthermore, as important human resources, local communities who participate in one or other ways in the schooling system plays a role and affect the quality of education. Anderson (1992) explained that parents and communities enhance quality of education in many ways. For example, community involvement can contribute to improvement of learning. They support their children's to study and to have a good learning environment at home. This may in turn improve quality.

Making arrangements for continuing education: The basic learning skills obtained through the literacy program are very essential to develop their full capacities, to live and to work in dignity, to participate fully in development, to continue learning, Therefore, recognizing these prominent importance of literacy for development arrangement like distance education and continuing education should be prepared to attain the literacy goal for out of school adults due to various reasons.

Mobilizing additional resources: in addition to budgetary allocation from the governments mechanisms should be developed to mobilize resources. In many countries, governments and possibility national NGOs can form partnerships with private sector, donor agencies and international NGOs.

Assigning competent facilitators: Those who facilitate learning classes and groups are vital to the success of adults' literacy programs. The quality and effectiveness of any adult education program obviously depend on the class instructors off facilitator. It is they who actually teach and interact with intended beneficiaries John Oxfam quoted in UNESCO (2005).

2.9 Challenges of Attaining EFA Goals

Attaining EFA goals demands for various inputs. The coordination of human, materials, and financial resources, collaboration of different parties like international communities, NGOs, social institutions and local communities are indispensable in the route of attaining EFA goals. However, having all these inputs may not be possible due to some reasons. According to Teshome (2002), Boakey (2005), UNESCO (1997) the major challenges impeding the efficiency of primary education broadly categorized as economic, socio-cultural, demographic and school factors.

2.9.1 Economic Challenges

Economic crises affect education systems public finance for the funding of education, determines the availability of educational materials and school facilities as well as to increase the access of students. Lack of financial resources to spend for education will force the parents not to send their children to schools UNESCO (2000). The economic and financial constraints often encourage schools drop-outs because the opportunity cost of students particularly girls schooling are usually associated with resources. Therefore, they are forced to be engaged in working for their parents rather than attending schools. Child labors are highly needed in poor families to support the parents' earnings. They participate in agricultural work, collecting wood for fuel, taking care of their younger siblings, marketing, fetching water (Odga and Haneveld cited in Teshome, 2002; Ayalew, 2005; UNESCO, 2006). This indicates that their children may not attained schools in full-time base with all these burdens and responsibilities.

The forgoing paragraphs assert that children's school attendance is affected by the economic capacity of the family; children from low-income parents could have low opportunity for schooling. The challenge could be the worse for Ethiopia where 44% of the population lives in blow the poverty line.

2.9.2 Socio-Cultural and Demographic Challenges

The socio-cultural factors also determine the experience of education in a given society. The socio-cultural development of a community plays a role in perceiving the value and significance of educating children. The social status such as educational background of the family has a paramount importance for children's access to educations. Educated parents are more likely to send their children's to school than uneducated one's (Could, 1993; UNESCO, 2006).

Cultural factors such as customs, practices, wrong expectation of girls' education and other traditional societies consider the education of girls as low priority compared to the education of sons. Early marriage, child bearing responsibility, insecurity to travel long distance to schools and others due to

cultural imposition on girls in the community prevent them from schooling or exposed them to increased drop out rates, repetition rates and low completion rates of schooling (Ayalew, 2005; Teshome, 2002; MOE, 1999).

The relationship between education and demographic and social changes is one of the interdependence. There is a close and complex relationship among education, marriage age, fertility and mortality. Every marriage and high fertility rates leads to high population growth. This high population growth without competent economy leads to pressure on expansion of Education for All uncontrolled population growth is a challenge for poor countries (UN, 1994). Furthermore, in relation to universalization of primary education Derebssa (1999:127-128) disclosed the challenges of population growth as follows:

According to the projection of CSA the primary school age population (7-14) will almost double itself during the 25 years (1995-2020). It will increase from 11.8 million in 1995 to 20.6 million in the year 2020. Hence, it needs to be mentioned that because of massive increases in the size of school age population school places must be doubled every 25 years.

This showed as unbalanced population growth is also one of the challenges impeding the success of attaining EFA goals.

2.9.3 Political Challenges

Political commitment is a big agenda in attaining EFA goals. The absence of clear strategies and implementation policies on the behalf of governments impedes the education system in general and UPE in particular. Political instability such as war and conflict occurs with in countries has been affecting education of girls in Africa (Teshome, 2003). UNESCO (2006) added that in 2003 for instance there were thirty-six armed conflicts, mostly civil wars, in twenty-eight countries, almost all low-income countries; 90% of the victims were civilians. These conflicts are affected the performances of poor countries that already they were farthest from EFA. Schools and other buildings in the education system are common targets, as they are also seen as battle fields in the attempt to win hearts and minds. Parents are reluctant to send children,

especially girls to school when there is insufficient security. Children may even be recruited as soldiers.

2.9.4 School Factor Challenges

A number of challenges have been facing the education system in the course of attaining EFA goals. MOE (2005), MOE (2002) revealed that lack of sufficient number of qualified teachers is a persistent problem. Although effort is being made to increase the supply and improve the professional capacity through the various programs the problem is very acute particularly in the second cycle of primary education of Ethiopia.

Among other things, schools suffer from weak, inadequate and insufficient educational management capacity and practices. This is a critical challenge in realizing the goals of education especially with regard to primary education. Weak program management and implementation trends at school levels observed in educational managers and community members jeopardize the effectiveness of the whole school systems. Lack of pertinent skills to interpret policies, collect and analyzed use education data and enabling schools to appropriate action to meet the minimum quality standards are a common challenges at the lower levels of structures (in schools) (Hallak, 1991; MOE, 2005).

Furthermore, Habtamu (2002), Teshome (2003) listed that, the following major challenges are contributing to dropouts of children before completing the primary education such as: schools being too far from children's home, poor learning environment, teachers being unsupportive of and not motivating students, inadequacy of school facilities, sexual harassment, regular absenteeism for schools, Large class-size and lack of teachers' attention to those failing behind.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 METHOD

A descriptive survey study was employed for the purpose of this study on the assumption that the method is relevant to describe the existing situations and the past events. According to Seyoum and Ayalew (1989), and Best (1990) descriptive survey method is more effective to investigate the phenomena in assessing the performances in their natural setting. On top of this, the method is also appropriate to describe processes that are going on or trends that are developing.

3.2 Population and Sampling Techniques

Fourteen (14) Woredas are found in East Showa Zone. Since majority of Woredas in the Zone have more or less similar characteristics in terms of facilities and infrastructures the researcher preferred simple random sampling in selecting sample Woredas so that equal opportunity to be maintained. Thus, four Woredas were selected using lottery method and Adami TulluJ, Dugda Bora, Lume and Akaki were included in this study.

According to East Shewa Zone Annual Report (2006) in these four Woredas there are 132 primary schools (both first cycle and second cycle primary schools). Among these, 20 schools (16%) were selected again using simple random sampling techniques. Five schools from each Woreda were included as a sample. The data obtained from East Shewa Zone statistics unit shows that about 1123 teachers are found in these four sample Woredas.

From these, 202 teachers, which were 17.9% of the total population, were selected as a sample group employing simple random sampling because teachers are considered as the executive actors in primary education implementation processes. Furthermore, 38 head teachers from each school

were taken using availability sampling. And 15 WEOs officials 4 from 3 Woredas and 3 from one Woreda such as WEO head, team leader, and 2 primary education supervisors were selected through purposive sampling ,therefore, they are found directly concerned with primary education performances more than other supportive staff officials in the offices. Finally, 15 adult education program facilitators from 8 centers (4 centers from Adami tullu Gido kombolcha, 3 centers from Dugda Bora, 1center from Akaki) were taken using availability sampling.

3.3 The Source of Data

The major sources of data in this study were classified in to two. Primary and secondary sources of data. Primary data were collected from Zone Education Office Head, the sample Woredas Education Office Heads and Experts, and the sample primary school Head teachers and Teachers.

The secondary data obtained from different sources were also one of the major sources of data. Therefore:

- Annual Education Abstract of Oromia Education Bureau,
- Documents from East Shewa Zone Education Office,
- Statistical and performance reports from the Zone and Woredas
- Documents from sample Woredas were investigated and relevant information has been extracted.

3.4 Instrument of Data Collection

Instruments used to obtain pertinent and valuable information are indispensable tools in the course of research. Hence, this study made endeavors using different types of tools considered to be relevant in securing data required for the topic. The major instruments used in this study were:

Document investigation, inspection and extraction: - The data needed from the Education Abstracts, Zonal and Woredas documents from the year 2001/2-2005/6 were obtained through investigation and inspection and extraction. Thus, tables were prepared to be filled by experts.

Questionnaire: - two types of questionnaires comprised of issues related to the basic questions prepared for two groups of respondents in order to obtain information. These questionnaires were included close and open-ended items. In the closed- ended questionnaire the likert-scale was employed so that the respondents could answer the questions quickly in a short period of time. Furthermore, the open -ended questions were provided in a way that they call for free respondents using their own words.

Interview: interview was also one of the major tools employed in this study. Semi-structured interview was used in order to strengthen and crosscheck the responses made by the respondents through questionnaire. According to Best (1989) the semi-structured interview allows the respondents to speak freely to some extent and facilitates conditions to probe additional information

3.5 Data Collection Procedures and Data Administration

The data collection tools prepared was based on the comments forwarded by the thesis advisor. And, before the dispatch to the study group respondents the questionnaire had to translate to Afaan Oromo and edited by language experts. Then, ten questionnaires were tried out on similar group outside of the sample Woreda on Dukem Woreda Education Office Experts and primary school teachers. As a result, 4 question items were changed based on some comments and suggestions obtained from the pre-test participants.

And then, official contact was made with the East Shewa Zone Education Office to get permission and support for the research work. And the letters has written to the sample Woredas Education Offices so that the officials would cooperate in the process of data collection. The Woreda Education Officials, head teachers, primary education supervisors, teachers, and facilitators were

informed about the objectives of the study. After all, the questionnaires were distributed, and the interview time was arranged with officials in four Woredas. Finally, the dispatched questionnaires were collected after 10 days and interviews were made with the four Woreda education heads for one hour up to two hours.

The data collected through questionnaire has been coded and some of the questionnaires which were not filled properly are rejected. And the tallied questionnaires are tabulated in tables in accordance with the related issues and made prepared for the analysis of data.

3.6 Data Analysis

Different methods of data analysis that are relevant to each variable or component were used to examine quantitative and qualitative data obtained through data gathering tools.

The data collected through questionnaires, which lend themselves to quantitative data analysis, were computed using percentage and Grand mean. On the other hand, the data collected through the interview and documents were analyzed using qualitative method of analysis.

CHAPTER FOUR

4. ANALYSES AND INTERPRETATION OF THE DATA

This chapter deals with analysis and interpretation of the data collected from the sample respondents. Primary and secondary data obtained through questionnaire, interview and document investigation were analyzed and interpreted with respect to basic questions raised in the first chapter.

A total of 270 questionnaires were dispatched to the respondents that were selected from Woreda education offices, head teachers, teachers and adult literacy facilitators. Out of these questionnaires 218 (81%) were filled in and returned, depend on the responses obtained the analysis and interpretation of the data are presented at the subsequent of each table.

1. Characteristics of the respondents

Table I: Personal characteristics

No	Item	Respondents	
		No	%
1	Sex M	128	59
	F	90	41
	Total	218	100
2	Qualification		
	MA/MSc	-	-
	BA/BSc/BED	8	4
	Diploma	84	38
	TTI	118	54
	Below TTI	8	4
	Total	218	100
3	Years of experience		
	0-5years	20	10
	6-10 years	62	28
	10-15 years	57	24
	16-20 years	48	24
	Above 20 years	31	24
	Total	218	100

As shown in table I, 41% of respondents were female and the majority of respondents were male. They were 59% of the population. Concerning the qualification of the respondents 4% were first degree holders, 38% were

diploma graduates, 54%, the majorities were TTI graduates and about 4% were below TTIs.

Most of the respondents had more than 10 years service as indicated in the table I, 22% of the respondents had the experience between 10-15 years and 24% of the respondents had 16-20 years services. In general 68% of the respondents had more than 10 years of experiences; only 10% of the respondents were below 2 years of experiences. Thus, this showed that the majority of the respondents could provide pertinent information that would be credible because they were more experienced

4.1 Access to Primary Education (1-8)

Table 1: GER, NER and NIR of Sample Woredas

No	Sample Woredas	Years	Primary (1-8)								
			GER			NER			NIR		
			M	F	T	M	F	T	M	F	T
1	Lume	2001/2002	64.4	64.4	64.4	39.	43.5	41	24	27	25
		2002/2003	70.3	68.1	69.3	44.3	46.5	45.3	23	25	24
		2003/2004	75.5	75.9	75.7	59.3	62.9	61.1	28	36	32
		2004/2005	83.5	95.6	84.6	71.9	77.4	74.7	59.6	62.3	59.6
		2005/2006	92.1	93.2	92.7	74	83.1	78.6	42.6	50.6	46.6
2	Akaki	2001/2002	47.7	32.6	39.4	32.6	26.1	29.6	16	14	15
		2002/2003	52.1	37.2	45.0	34.7	28.9	31.8	15.9	14.8	15.4
		2003/2004	57.8	41.2	49.8	36.3	29.6	32.3	16.6	15.7	16
		2004/2005	80.5	66.2	73.5	59.8	56.6	58.2	41.6	43.7	42.6
		2005/2006	75.5	69.1	72.3	57.8	60.1	58.9	27	33	30
3	A/Tulluu	2001/2002	105.8	65.5	85.9	80	57	68.5	39	35	36.5
		2002/2003	105.6	70.9	88.6	75.4	59.3	67.4	32.8	28.5	30.7
		2003/2004	108.6	81.2	95.1	73.3	67	72.2	37	42.5	39.8
		2004/2005	110.3	89.8	100	87.4	79.5	83.5	51.5	56.8	54.15
		2005/2006	120.6	104	112.3	93.5	89.8	91.6	56.5	57.7	57.1
4	Dugda Bora	2001/2002	66.8	45.4	56.3	34.5	29.8	32.5	12	11	12
		2002/2003	70.2	50.2	60.4	43.6	36.3	39.9	17.5	17.3	17.4
		2003/2004	75.8	63.3	69.7	53.7	51.2	52.4	17.9	21.5	19.7
		2004/2005	81.7	73.1	77.4	62.2	60	61.1	27.7	37.8	32.8
		2005/2006	80.2	76.9	78.5	64.8	60.7	62.7	25.8	28.7	27.3
5	East Shewa	2001/2002	75.5	56.7	66.1	60.1	49.6	54.8	26.7	25	25.8
		2002/2003	78	60	69.1	65	46	52.5	24	23	23.5
		2003/2004	81.6	65.2	73.4	65	57	61	25	25	25
		2004/2005	96	81	88	78	71	74.5	45.1	44	44.8
		2005/2006	90	78	84	76	69	72	41	40	41.5

Source: Collected from ORCEB Annual Abstracts 2001/2-2005/6

The GER, NER and NIR mentioned in table 1 indicate the status and performances of the education system in general and access to education in particular. GER shows the total number of students irrespective of age levels (covering over-age, under age and official age students). Hence, the GER can be higher than 100% of this ratio is commonly known participation rate. NIR considered as rate of admission include only new entrants in grade one. NER is the total number of students in a particular level, who are in the official enrolment age for that level (age 7-14) for primary education in Ethiopia.

As shown in table 1, for the consecutive five years (2001/02-2005 /06) the Gross Enrollment Ratio (GER) in primary education has steadily increased in

the Zone across different Woredas. Among the four Woredas taken as samples, remarkable Gross Enrollment Ratio progresses were observed in five years. As indicated in the same table the GER has increased from 64.4% to 92.7% (28.56%) in Lume, 39.4% to 72.3% (33.3%) in Akaki, 85.9% to 112.3% (26.4%) in A/Tullu, 56.3% to 78.5% (22.2%) in Dugda Bora.

In terms of the GER performances Adami Tullu and Lume Woreda had better positions among the sampled Woredas. However, in terms of progresses from the initial year of GER Akaki Woreda's achievement has been very significant, which was 33.3%.

As clearly listed in table 1 the GER achieved in five years by Adami Tullu and Lume were greater than the average of the Zone, which included the GER of the rest. Woredas not treated under this study. The other way round, GER of the Zones 66.2% (2001/02), 69.1% (2002/03), 73.4% (2003/04) 88% (2004/05), (2005/6) 84% were higher than Aakaki and Duga Bora.

This analysis disclosed that a significant change has been shown in the indicators of education performances ranged from the lowest 72.3 (GER) of Akaki to the highest 112.3 (GER) of Adami Tullu.

Although there was an observable and encouraging progress in GER in the last five years, GER is not the only indicator that shows the highest performances. As stated in UNESCO (2002), UNESCO (2007) and Derebssa (2006) GER is not a refined measurement to show the level of primary education coverage because it includes the overage and underage children. GER does not always imply improvement (for instance if repetition increases). Hence, NER is more accurate and also a major indicator that shows the performance of primary education achievement

The NER was also progressively increased yearly in each Woredas as well as Zonal level. Although the rate in all Woredas increased, the progresses were vary inter Woredas. Lume's and A/Tullu's achievements were better than the two in their percentage of progresses and quantity of students enrolled in

official ages (7-14) in primary schools. The NER of Lume which was 41% in (2001/2) increased by 37.6% and arrived at 78.6%. Adami Tulu increased by 30.2% and achieved 91.6% NER. The Akaki and the Dugda Bora Woredas performances with respect to NER were less comparing to the two ones. The 2005/06 NER of Akaki 58.9% and Dugda Bora 68.5% shows that a number of out of school age children were very high. 41.1% and 37.3% of students in Akaki and Dugda Bora were respectively enrolling in primary education out of the official ages. This could in turn lower the Zonal performances.

The UNESCO (2006) and UNESCO (2007) strongly emphasized the NER to measure the countries performances for the achievement of UPE by 2015. Particularly the 2002 UNESCO document stated that achievement at that time less than 80% of NER was considered at risk not to achieve UPE by 2015. On the Other hand, the NER of the Zone was found only 72% in 2005/6. This implies that the UPE achievement with regard to NER in the Zone could be at risk unless outstanding efforts are made.

The data concerning the NIR indicated in table 1 depicts that a very large number of students almost in all Woredas have not been entered to grade 1 at their official age (7). Except the 2005/6 statistical data of Adami Tullu that was 57% of new entrants, the three Woredas NIR has been frustrating for one who looks at a glance. The NIR starting from 12% of Akaki in 2001/02 up to 46% of Dugda Bora in 2005/06 revealed that the performances were found below the average (50%). Consequently, the average Zonal data also confirmed the overall achievements of the NIR found below the average.

While late enrolment is better than no enrollment at all, it has serious disadvantages for children, notably a latter graduation age at primary education lessen the likelihood of going to the next level of education and potential learning problems due to the unsuitability of the curriculum to older children (UNESCO, 2007).

From the above analysis of data, it could be possible to deduce that though the modest improvement had in NIR progresses of some Woredas which had been with large GER like Adami Tullu and Lume, the overall performances regarding NIR were not encouraging. This low NIR could affect the improvements of NER advocated as the most indicators to EFA goal 2 successes in the Zone.

4.2 Factors Affecting Primary Education Enrollment

As mention in the literature part of this thesis, increasing access to education demands for various inputs as well as innovative activities that may speed up the enrollment rates toward the predetermined goals. The existence of these inputs could have a paramount importance in the overall system of education in general and access in particular. Therefore, the following issues were asked to the executive implementers of primary education.

Table 2: Respondents Opinion to Enrollment Affecting Factors

Item no	Response item	f	Respondents																				Grand mean	
			Teachers						Head Teachers						Woreda Education Officers (WED)									
			5 VH	4 H	3 AV	2 L	1 VL	Σ	X	5 VH	4 H	3 AV	2 L	1 VL	Σ	X	5 VH	4 H	3 AV	2 L	1 VL	Σ		X
1	Absence of schools at reasonable distance from villages	f	68	72	4	4	2	150	4.26	21	14	2	1	-	38	4.4	4	11	-	-	-	15	4.26	4.30
2	Low budget allocation for education	f	70	76	4	4	2	150	4.4	22	16	-	-	-	38	4.57	3	11	1	-	-	15	4.1	4.35
3	Lack of sufficient private schools	f	57	48	28	17	-	150	3.96	8	12	6	10	4	38	3.42	4	11	-	-	-	15	4.2	3.86
4	Absence of flexible school calendars	f	78	62	-	8	2	150	4.32	24	10	4	-	-	38	4.52	3	12	-	-	-	15	4.2	4.34
5	Poor school administration	f	68	65	9	8	-	150	4.7	3	4	10	20	11	38	2.42	6	7	2	-	-	15	4.2	3.77
6	Inability to pay indirect school fees	f	48	55	26	13	8	150	3.81	7	17	4	8	8	38	3.02	5	8	-	1	1	15	4	3.62
7	Low community involvement	f	77	43	10	14	6	150	4.58	17	16	2	2	1	38	4.15	7	6	-	1	1	15	4.13	4.28
8	Absence of sufficient NFBE centers	f	69	62	6	10	2	150	4.2	20	13	3	-	2	38	4.28	3	10	1	-	1	15	3.93	4.13
9	Child labor needed by parents	f	78	66	2	2	2	150	4.42	12	25	1	-	1	38	4.28	4	11	1	-	-	15	4.46	4.38

VH = Very high

H= High

AV = Average

L = Low

VL = Very Low

X = Mean

According to the data collected from the teachers, head teachers and Woreda education officers that can be seen on table 2, all the items responded by the sample respondents were considered as the factors affecting the primary education accesses in the sample Woredas. The grand mean of each item was not less than 3.61.

The respondents grand mean value (4.38) identified child labor needed by the parents was one of the major elements that contribute for the low enrollments of children in the primary education. Finding of the studies by Birhanu (2006) and Teshome (2002), concerning the pressure of child labor to education access confirmed the respondents' idea.

The next factor that has identified by the respondent groups was low allocation of budgets for education. Their grand mean value (4.35) indicates that this variable was one of the major constraints inhabited enrollment at primary level. Furthermore, more than the mean of the interview results conducted with the Woreda education office heads emphasized on the shortage of budgets allocated by the government. They said " the direct budgets assigned to primary education have never been sufficient unless school principals and local communities have taken any other measures."

As can be seen from the mean value (4.34) absence of flexible school calendar was categorized as one of the odds contributing to low achievement of educational access (EFA Goal 2) in primary education. This response may positively correlate with the item 9, child labor needed by parents. If there could be a flexible school calendar suitable for children and their family schooling would not have been challenge for both parents and children.

The other variable that sample respondent groups depicted as inhabiting element was absence of schools at reasonable distance from the village. The grand mean value of (4.30) portrays that the schools were available in far distances. 75% of the respondents reported that children traveled 3-7 kms per day to schooling. Educationalists and researchers believe minimizing the

distance traveled to schooling is a determinant to increases of enrollment of children who are weak to travel a long distances. Anderson (1992), MOE (2005) further stated that parents want their children stay at the shortest distance from their home otherwise they could not be secure, and they need to keep an eye on their children at the near distance.

Thus, Traveling long distances for schooling could be among the troubles observed in affecting enrolment in the school systems

On top of the above issues, respondents were asked to evaluate the participation of the community in educational activities. In this regard, the grand mean (4.28) of the respondents depicts that the low community involvement was also one of the constraining forces influencing the enrolment of children. Similarly, in the interview the respondents said that"

The community involvements were not as expected due to different reasons. For some of the community members' education has not been considered as a priority, for some of the community members education has indirect costs, therefore, the involvement were minimal. (1/8/99)

From the above discussions, it has been learnt that a number of constraining forces were hindering the effectiveness of the education system, particularly primary education achievements with respect to EFA goal 2.

4.3 Gender Parity and Equality

Gender parity in this study refers the equal enrollment in formal education for both sexes. The following five-year's data of sample Woredas and Zone were analyzed.

Table 3: GER, NER and GPI shows Girls Participation

Sample Woredas	Years	Primary (1-8)							
		GER				NER			
		M	F	Gender gap	GPI	M	F	Gender gap	GPI
Lume	22001/2	64.4	64.4	0	1	39.1	43.5	-4.4	
	2002/3	70.3	68.7	1.6	0.97	44.3	46.5	-2.2	1.1
	2003/4	75.5	75.9	-0.4	1	59.3	62.9	-3.6	1
	2004/5	83.5	85.6	-2.1	1	71.9	77.4	-5.5	1
	2005/6	92.1	93.2	-1.1	1	74	83.1	-9.1	1
Akaki	22001/2	47.7	32.6	15.1	0.68	32.6.6	26.1	6.5	0.80
	2002/3	52.1	37.2	14.9	0.71	34.7	28.9	5.8	0.83
	2003/4	57.8	41.2	16.6	0.71	36.3	29.6	6.4	0.81
	2004/5	80.5	66.2	14.3	0.82	59.8	56.6	3.2	0.94
	2005/6	75.9	69.1	6.8	0.91	57.8	60.1	-2.3	1
A/Tullu	22001/2	105.8	65.5	39.5	0.62	80	57	23	0.71
	2002/3	105.6	70.9	34.7	0.67	75.4	59.3	16.1	0.78
	2003/4	108.6	81.2	27.4	0.74	73.3	72.2	1.1	0.98
	2004/5	120.3	89.8	20.5	0.81	87.4	79.5	7.9	0.90
	2005/6	120.6	104	16.6	0.86	93.5	89.8	4.1	0.96
Dugda Bora	22001/2	66.8	45.4	21.4	0.68	34.5	29.8	4.7	0.86
	2002/3	70.2	50.2	20	0.71	43.6	36.3	7.3	0.83
	2003/4	75.8	63.2	12.5	0.83	53.7	51.2	2.5	0.95
	2004/5	81.7	75.2	8.6	0.84	67	60	2	0.96
	2005/6	80.2	76.9	3.3	0.95	64.8	60	4.8	0.92
East Shewa Zone	22001/2	75.5	56.7	18.8	0.75	60.1	49.6	10.5	0.82
	2002/3	78	60	18	0.76	65	46	19	0.70
	2003/4	81.6	65.2	16.1	0.79	65	57	8	0.87
	2004/5	96	81	15	0.84	78	71	7	0.9
	2005/6	90	78	18	0.86	76	69	7	0.9

Source: Collected from ORCEB Annual Abstracts 2001/2-2005/6

As table 3, indicates the GER and NER of girls in primary education was increased in five years time (2001/2-2005/6) in all sample Woredas as well as Zonal level. GER was increased from 64.4% to 93.3%; the NER increased from 39.1% to 45.5 in Lume. The GER increased from 32.6% to 69.1%, the NER increased from 26.1% to 60.1 in Akaki. The GER increased from 65.5% to 104%, the NER increased from 57% to 89.8% in Adami Tullu. The GER increased from 45.4% to 76.9%, the NER was increased from 29.8% to 60% in Dugda Bora.

Even though the remarkable improvements were observed from the initial year (2001/02), the comparison between the two sexes portrays that the gap has not entirely extinct in the three sample Woredas and Zonal level. The gender parity index (GPI) which is the ratio of female to male enrollment both in GER and

NER shows inequalities. In a situation of perfect equality between boys and girls enrollment rate, GPI could be 1 while 0 indicates the highest disparity.

Hence, the GPI data in table 3 depicts that all the sample Woredas including the Zone, GPI were narrowing to 1 in the year 2005/04. Though the increment was encouraging, three of the sample Woredas had not achieved the 2000 Dakar goal 5. The goal was sited a year 2005 as a dead line to eliminate gender disparity in primary education. Comparing to this framework for action in 2005 the GPI of Akaki, Adami Tullu and Dugda Bora were 0.87, 0.81 and 0.89 respectively. The Zonal average in this year was 0.84.

As the data reveals in table 3 Lume Woreda's GPI was unique and fascinating. Gender disparity had eliminated before the due time in 2001/2. The girls' enrollment was getting better than boys in the three consecutive years 2003/04, 2004/05 and 2005/06. These successes were also repeated in NER. The NER gender parity index seemed better than GER. In terms of NER gender parity index the two Woredas such as A/Tullu's and Dagda Bora's GPI were approaching to 1 in the year 2004/5 and 2005/6. Akaki already achieved the NER gender parity index in the year 2005/6; however, the NER was one of the smallest in the sample Woredas.

The above discussions disclosed that although the gender parity index was getting narrow in the past years, except Lume the other Woredas did not achieved both of GER and NER gender parity index by 2005. As stated by the MOE (2005) almost all of the regions were not attended the gender parity except Addis Ababa. Therefore, the performance in this aspect seemed similar to that of other regions. This indicates that the gender equity issue has not been still solved in the Zone. The current performance shows that the successes of gender parity index perfect achievement demands for further years in the future.

4.3.1 Factors Affecting Girls Enrollment

The girls challenges have not been bordered in school activities, a number of issues can affect the girls' education in different manners. The following were asked to be responded by teachers, head teachers and Woreda education officers whether or not these issues were affecting the girls' education. The responses are analyzed in next pages from table 4

Table 4: Out of School Factors affecting Girls' Enrollment in Primary Education

Item no	Response item		Respondents																				Grand mean	
			Teachers							Head Teachers							Woreda Education Officers (WED)							
			5 VH	4 H	3 AV	2 L	1 VL	Σ	X	5 VH	4 H	3 AV	2 L	1 VL	Σ	X	5 VH	4 H	3 AV	2 L	1 VL	Σ		X
1	Early marriage	f	38	47	30	31	3	150	3.59	8	25	-	4	1	38	3.81	3	7	3	1	1	15	3.66	3.71
2	Abduction	f	20	23	41	36	30	150	2.78	1	1	20	13	5	38	2.63	-	1	7	8	-	15	2.73	2.71
3	Wrong expectation of girls education by their family	f	66	44	18	10	6	150	3.92	18	10	8	2	-	38	4.15	2	12	1	-	-	15	4.06	4.0
4	In security of parents to send girls to long distance	f	51	48	21	18	12	150	3.74	9	24	4	-	1	38	4.05	2	11	2	-	-	15	4.0	3.93
5	Sexual harassment	f	28	26	4	45	47	150	2.26		1	10	18	9	38	2.15	-	-	4	7	4	15	2	2.13
6	Girls student labour needed by parents	f	52	72	14	12	-	150	4.09	10	16	8	4	-	38	3.84	1	9	3	-	1	15	3.73	3.89
7	Low educational background of parents	f	72	38	20	12	8	150	4.02	16	12	5	5	-	38	4.02	5	7	2	1	-	15	4.73	4.02
8	Religious beliefs	f	25	22	4	54	45	150	1.8	-	5	5	19	9	38	1.73	-	2	2	7	4	15	2	1.84

VH = Very high

H= High

AV = Average

L = Low

VL = Very Low

X = Mean

Table 4 indicates that girls enrollment in primary education has been affected by many factors in sample Woredas. Among the eight items asked to respondents six of them such as low educational background of parents, Wrong expectation of girls' education, insecurity of parents to send girls to long distance schools, early marriage, and students' labor needed by parents were rated as the major out of school factors which contributed for the low enrollment.

The most prevailing factor rated by the respondents that affecting girls' enrollment was item 7 with a grand mean (4.02) low educational background of parents. This implies that an education level of the family has an impact in sending girls to education. Next, the awareness of the family concerning girls schooling had been affecting girls enrollment, the grand mean value (4.0) witnesses that girls' education were not paid due attention by their parents. Item 4 with a grand mean (3.95) reveals insecurity of parents to send girls to long distance schools. This item was also responded in table 1 as impeding factor to over all access to education for both male and female. The average grand mean of abduction (2.71) may be one of the causes for fear of parents not to send their children to schools far away from their villages.

The other factor identified by the respondents was early marriage; with a grand mean (3.71). This indicates that girls may expose to dropout from their school for the full time marriage commitments. Furthermore, the previous analysis regarding the NIR in table (1) shows that most of the girls enter grade 1 at their late ages. For example in Dugda Bora (72.7%) and in Akaki (84.6%) of the girls did not enter grade 1 by 2005/06 in their official ages. This may forced them to enroll at age older than 14. Even though the age younger than 18 was not legal to marriage and considered as early marriage it has been common in rural part of the Woredas. The interview conducted with the Zone head, further confirmed the above idea that he said " the practices were common particularly in the low lands of the Zone. "

Item 6 girl students' labor needed by the parents with a grand mean (3.89) was also responded by the head teachers, teachers and Woredaa education officers as a factor which enables the girls not to enroll as equally as boys. According to Birhanu (2006); UNESCO (2006) the opportunity cost of students particularly girls schooling are usually associated with resources. Opportunity costs increase, as children get older and become a source of income and labor for their parents. In social and cultural contexts not favorable to women, girls are more affected by this phenomenon than boys, because they are most often required to help families with house hold and agricultural chores and to care for younger siblings, fetching water from long distances, collecting fire wood and the like.

As discussed in the preceding discussions girls' enrollment to primary education had been influenced by some external forces outside the school environment such as early marriage, insecurity of parents to send girls to a long distance schools and labor needed from the girls by their family.

4.3.2. In School Activities Affecting Girls Enrollment

Schools are the prime responsible institutions to assure gender parity in education. The school environments and phenomenon existed around the schooling may affect positively or negatively the girls enrollment. Thus, the following questions were forwarded for the three respondent groups.

Table 5: In School Activities that Affect Gender Parity

No	Response item		Respondents																						Grand mean
			Teachers							Head teachers							WEOs								
			5 SA	4 A	3 UN	2 DA	1 SD	Σ	x	5 SA	4 A	3 UN	2 DA	1 SD	Σ	x	5 SA	4 A	3 UN	2 DA	1 SD	Σ	x		
1	Special remedial counseling has been given for girls better than boys	f	1	5	10	90	35	150	1.8	-	1	10	23	4	38	1.52	-	1	5	7	2	15	2.3	1.87	
2	Sufficient special academic support were provided for girls	f	7	4	6	82	51	150	1.77	1	-	8	27	2	38	2.23	-	-	3	10	2	15	203	2.0	
3	Separate toile rooms were prepared for girls	f	10	6	2	87	45	150	1.99	3	4	-	25	6	38	2.28	-	-	2	12	1	15	2.33	2.2	
4	Number of trained teachers as a role model are maintained	f	35	22	18	69	6	150	3.2	6	4	9	17	1	38	2.6	-	4	2	8	1	15	2.6	2.93	
5	Sufficient gender awareness programs were created in the schools	f	5	8	12	77	38	150	2.1	2	3	4	21	8	38	2.21	-	4	2	8	1	15	2.6	2.30	
6	Teachers attitudes towards girls students was positive	f	50	82	12	6	-	150	4.17	9	11	4	8	6	38	3.23	3	7	4	2	-	15	3.93	3.77	
7	Schools created a friendly environment for girls	f	12	8	26	59	45	150	2.15	-	12	10	12	4	38	2.38	-	1	2	10	2	15	2.13	2.35	

SA = Strongly Agree

A = Agree

UN = Undecided

DA = Disagree

SD = Strongly Disagree

As can be observed from table 5, item 1 the grand mean (1.87) shows that the girls were not provided with special remedial counseling service better than boys. Therefore, missing such opportunities may unable the girls to benefit an equal access to primary education.

Furthermore, item 2 the grand mean (2) portrays that girls in the schools had not been benefited from a kind of academic supports such as special tutorial programs, homework, class work activities, instructional material provisions etc.

According to the data in item No. 3 sufficient separate toilet rooms were not prepared for girls, the grand mean (2.2) indicates the existed rooms are limited. This implies that both female and male had been using the same toilet rooms. And this in turn made the school compound inconvenient for girls.

Concerning the availability of female teachers as a role model in item no. 4 the grand mean of three respondent groups (2.93) identified that on average female teachers have been working in schools. Therefore, this may contribute to attract girls to schools.

The tabulated data in table 6 item no 5 of grand mean value (2.3) depicts that the gender awareness programmes were not created in the school systems. UNESCO (2006) advocated that the benefit of gender awareness creation in the school environment have a paramount importance to improve girls' enrollment. According to this document such activities may eliminate gender bias, ensure that schools respect girls safety, facilitate conditions for girls if in case they become in different problems like pregnancy and protect girls against violence

Teachers can play a key role in teaching learning processes. The response regarding the attitudes of teachers towards girl students' in item no. 6 with mean value (3.77) shows that they had positive attitude towards girl students. The data in item no. 7 with the mean value of (2.35) indicate that the schools

were not facilitated the friendly environment. This item could be synonymous with item 4.

In general, the school activities that have been crucial for retaining girls in schools' compound were not encouraging to maintain gender parity. The mentioned and identified issues like lack of special remedial counseling, lack of sufficient academic support, absence of sufficient separate toilet rooms for girls, non-existence of pertinent gender awareness program could have contributed to not to attain gender parity. According to UNESCO (2006) the above-mentioned activities should be given due attention in promoting gender parity

Table 6: Status of Girls' Efficiency Compared to Boys

Item No	Response item	Respondents					
		Teachers		Head teachers		WEOs	
		No	%	No	%	No	%
1	Are girls dropouts of the school more than boys?						
	a. Yes	138	92	36	94.7	15	100
	b. No	12	8	2	5.3	-	0
	Total	150	10	38	100	15	100
2	Are girls repeat classes more than boys?						
	a. yes	142	94.6	34	89.4	115	100
	b. no	8	5.4	2	10.6	-	0
	Total	150	100	38	100	15	100
3	Is there any improvement in girls' enrollment compared to the previous years ?						
	a. yes	144	96	38	100	15	100
	b. no	6	4	-	-	-	-
	Total	150	100	38	100	15	100

From the response given by the majority of teachers (92%), head teachers (94.7%) and WEOs (100%) in table 6, the number of girl students dropping out

from the school exceeds that of boys. Consistent to these opinions throughout all Woredas the girls dropped out more than boys in the academic years 2001/2 – 2004/5(see table 12). Furthermore, the response from all the three groups 94.6% of teachers, 89.4% of head teachers and 100% of WEOs confirmed that girls repeated across the grades in the schools more than boys. But a significant improvement has been observed in the last five years.

The secondary data obtained from Oromia Regional Education Bureau also disclosed that the percent of girls repeating in the classes were greater than boys in all five years in the Zone even if the gender parity index have been approaching to 1.

The data analyzed both from primary and secondary sources ensure that girls were exposed to both repeating and dropping out from schools more than boys. Thus, these inefficiencies in girls' education could contribute to gender disparity in the Zone.

4.4 The Status of Adult Literacy

Achieving a 50% improvement in the level of adult literacy by 2015 is the 4th goal determined in Dakar Framework for Action. The forum underlined the importance of literacy for the development of individual and society. Thus, to investigate the status of adult literacy program performances the Woreda education experts and the center facilitators were consulted to respond to the following questions as shown in the table 7 next page.

Table 7: The Status of Adult Literacy Program

Item No	Response item	Respondents			
		WEOs		Facilitators	
		No	%	No	%
1	What was/were the purpose of adult literacy program in your centers?				
	a. providing basic education	13	86.6	13	80.6
	b. providing occupational literacy	-	-	-	-
	c. Providing functional literacy	-	-	1	6.7
	d. All of the above	2	13.4	1	6.7
	Total	15	100	15	100
2	What is the extent of adult participation in the program?				
	a. Very high				
	b. High				
	c. Average	1	7	-	-
	d. Low	8	53	11	70
	e. Very low	6	40	4	30
	Total	15	100	15	100

Concerning the purpose of adult literacy program in table 7 item No. 1 (86.6%) of WEOs experts and 13(80.6%) of the center facilitators responded that providing basic education such as reading, writing and oral skills as well as arithmetic skills were the prominent contents. In the same table item no. 2, 2(13.4%) of WEOs and 1 (6.7%) of facilitators depict that basic education, occupational literacy and functional literacy were emphasized equally in the program.

The majority responses implied that basic education was the dominant one. Therefore, the adult literacy program executed in this Zone did not include the

pertinent contents which could be indispensable to the socio-economic development of adult. For example, occupational and technical skills related to agriculture, health, environment protection, etc. were not well treated.

Regarding the extent of adult trainers' participation in the program in item no. 2, (93%), of WEOs, and 100% center facilitators responded that the number of adults who have been participating in the program were low/very low. In addition to the opinion of these group respondents the data collected from the Zonal statistics unit showed that the adult participation in the five years time was insignificant (see table 8)

Table 8: Adults' Participation Trend (2001/02-2005/06)

Years	Adults participation by sex		
	Male	Female	Total
2001/2	2645	1263	3908
2002/3	7830	3708	11538
2003/4	9569	4819	14388
2004/5	5919	4049	9968
2005/6	4790	1941	6731
Grand Total	37753	15777	46530

Source: East Shewa Zone Statistics Unit 2001/2-2005/6

The statistical data listed in table 8 point out that the number of adults' participation was increased by 33.8% in the year 2002/03 comparing to the year 2001/02. The increase was seemed continue in a year 2003/04 and the progress had shown by 8%. On the contrary, the achievement could not go on in the next two years. The status of adult participation had gone down to 9968 in 2004/05 and 6731 in 2005/06. In five years only 46530 adults participated the program. Among these the participation of female adults was only 34%. According to the summarized closed ended question and interview results, this

program has not given due attention. They mentioned the following as major obstacles for effective and efficient performance of the program.

- Lack of constant budget allocation
- Lack of emphases as that of formal education
- Lack of sufficient centers both CSTCs and NFBE
- Absences of commitment on the behalf of facilitators due to a very poor incentives and motivation.
- Unwillingness of adults to attain the program.

In general, one can conclude from the data analyzed in the above discussion that the adult literacy program performance in the Zone was not found in promising conditions. The status was poor and getting worse and ceasing. Therefore, the achievement of 50% adult literacy by 2015 (goal 4) seems to be unattainable in this trend. Derebssa's (2006) suggestion regarding poor performance of adult literacy was also consistent with the above discussion

4.5 Quality Primary Education

Improving all aspects of the quality education was one of the six goals to which the world agreed upon it to attain by 2015. Ensuring quality in primary education is a big issue that demands for various resources. According to UNESCO (2002), quality in education can be assessed in terms of an input, Process and outcome frameworks. However, this part of analysis emphasized only on input aspects of quality. Hence, Table 9 provides the status of certified teachers, pupil teacher ratio, pupil-section ratio and pupil-text book ratio in next page.

4.5.1 Pupil- Teacher Ratio, Pupil-Section and Text Ratio

Table 9: Certified teachers, pupil-teacher ratio and pupil section and pupil- text ratio

Sample Woredas		1 st cycle (1-4)			2 nd (5-8)			P/T ratio	P/S ratio	P/T ratio.
		Certified teachers			Certified teachers					
		M	F	T	M	F	T			
Lume	2001/02	88	89	89	22	20	21	59	74	
	2002/03	89	89	89	24	22	23	60	75	
	2003/04	96	94	95	27	23	26	61	76	
	2004/05	96	96	95	28	23	26	73	73	1:1 (1-4)
	2005/06	99	99	99	28	27	28	74	72	2:1 (5-8)
Akaki	2001/02	86	88	87	21	21	21	46	66	
	2002/03	86	87	87	20	23	22	76	76	
	2003/04	96	97	97	22	26	24	52	71	
	2004/05	97	97	97	25	26	26	56	76	1:1 (1-4)
	2005/06	98	99	99	24	28	26	59	87	2:1 (5-8)
A/Tullu	2001/02	89	90	90	25	24	25	76	98	
	2002/03	95	95	95	25	25	25	81	91	
	2003/04	96	96	96	30	29	30	84	101	
	2004/05	96	97	97	31	30	31	86	98	1:1 (1-4)
	2005/06	97	99	97	31	30	31	88	98	2:1 (5-6)
Dugda Bora	2001/02	86	87	87	21	22	22	81	81	
	2002/03	87	88	88	23	21	23	76	84	
	2003/04	95	95	95	23	23	23	89	90	
	2004/05	95	96	96	30	28	29	88	85	1:1 (1-4)
	2005/06	96	97	95	32	30	31	87	89	2:1 (5-8)
East Shewa Zone	2001/02	77.9	63.4	85.6	21	24.9	22.9	77	77	4:1
	2002/03	92.3	97.4	94.6	23.4	27.5	24.1	68	75	3:10
	2003/04	96.3	96.2	96.2	26.3	34.1	30.2	67	77	1:1
	2004/05	99.4	99.3	99.4	28.4	36.2	32.2	65	65	2:1
	2005/06	-	-	-	-	-	-	74	74	2:1

Source: Collected from ORCEB 2001/2-2005/6

As clearly shown in table 9 the certification of teachers' in 1st cycle primary school (1-4) found as required standards. According to MOE (1994) the primary school first cycle teachers should have certificate from TTIs. The data also reveal that number of female qualified teachers has been slightly exceeding males. This prevalence could be an advantage for girls to see female teachers as a role model in the schools

On the other hand, teaching in second cycle (5-8) required diploma from TTCs. However, the availability of certified teachers in 2nd cycle primary (5-8) was very

low in all Woredas as well as Zonal level. At the 2nd cycle of primary education only 28.4% of male and 36% female teachers respectively have met the required qualification for the level at which they have been teaching in the academic year 2004/5. At this level female qualified teachers were larger in number than males. Thus, it could be possible to conclude that students who are attending from grade 5-8 have been provided a lesson by teachers who did not meet the required standards of qualification. In addition, more than 67.8% of teachers have been holding a burden beyond their capacity without the required skills and knowledge.

The pupil-teacher ratios at the primary education (1-8) have been steadily increasing in all Woredas. In Lume it increased from 59 in 2001/02 to 74 in 2005/6, in Adami Tullu from 76 in 2001/02 to 88 in 2005/6, in Akaki from 46 in 2001/2 to 59 in 2005/6, in Dugda Bora from 81 in 2001/2 to 87 in 2005/6.

In general, the Zonal average data was 1 teacher for 74 students in 2005/6. It disclose that the pupil teacher ratio in the last five years were below the standard compared with 50 students for one teacher indicated in the policy. This may indicate that the situation was not conducive to implement adequately the teaching and learning process in the classrooms.

The standard set for student section ratio for primary education was to reduce to 50 and 60 during ESDP I and ESDP II respectively MOE (2002). As the data shows in table 9 the plan couldn't be practical. In all Woredas except Lume its pupil section ratio has been increasing constantly. The condition seems serious in both Adami Tullu and Dugda Boru which 98 and 89 pupils were crowded in a class-room in the year 2005/06. The Zonal average also indicates 74 students were stayed in one room. Thus, providing quality education in these conditions may be a difficult task for teachers.

The student-text ratio at primary education in the year 2001/02 was 1:4 and 5:2 in sample Woredas and the Zonal average ratio remained 1:4. Starting from the year 2003/04 some change was made at 1st cycle primary education (1-4),

and the student text ratio has been reached 1:1. However, the data indicate the student text ratio at 2nd cycle was 2:1 until the end of 2005/06. According to Schiefelebein (1990) the availability of textbooks are very important facilitates the teaching and learning processes towards quality

Thus, the second cycle primary education student-text ratio distribution needs further improvement to maintain the quality of education.

4.5.2 Availability of Facilities

Table 10: The School Facilities and Materials

No		Respondents																
		Teachers				Head teachers				WEOs				Total				
			3 (AV)	2 M	1 NA	Σ	3 (AV)	2 M	1 NA	Σ	3 (AV)	2 M	1 NA	Σ	3 (AV)	2 M	1 NA	Σ3
1	Sufficient and ventilated classroom	F	23	35	92	150	3	7	28	38	21	3	10	15	28	45	130	203
		%	15.3	23.3	61.4	100	7.8	18.4	73.6	100	13.3	20	66.6	100	13.7	22.1	64.1	100
2	Library services	F	4	15	131	150	2	8	28	38	1	1	13	15	7	24	172	203
		%	2.7	10	87.3	100	2.7	21	76.6	100	6.7	6.7	86.6	100	3.4	11.8	84.8	100
3	Laboratories	F	-	2	148	150	-	-	38	38	-	-	15	15	-	2	201	203
		%	-	1.3	98.7	100	-	-	100	100	-	-	100	100	-	9.8	9.2.2	100
4	Well functioning pedagogical centers	F	16	39	95	150	4	9	25	38	3	2	10	15	23	50	130	203
		%	10.7	26	63.3	100	10.5	23.6	65.7	100	20.3	13.3	66.6	100	11.3	24.6	64.1	100
5	Sufficient water supply	F	10	22	118	150	5	6	27	38	1	1	13	15	16	29	158	203
		%	6.4	14.6	78.6	100	31.1	15.9	71	100	6.7	6.7	86.6	100	7.8	14.2	77.8	100
6	Adequate offices	F	12	21	117	150	2	-	36	38	3	1	11	15	17	22	164	203
		%	8	14	78	100	5.3	-	94.7	100	20	6.7	73.3	100	8.4	18.8	80.8	100
7	Sufficient teachers' residence	F	18	31	101	150	3	14	21	38	3	4	8	15	24	39	140	203
		%	12	20.7	67.3	100	8	36.8	55.2	100	20.1	26.6	53.3	100	11.9	19.2	68.9	100
8	Health services	F	2	9	139	150	-	2	36	38	-	1	14	15	2	12	189	203
		%	2.4	6	92.6	100	-	5.3	94.7	100	-	6.3	93.7	100	9.8	5.9	93	100
9	Sufficient toilet rooms	F	31	64	55	150	10	11	17	38	6	1	8	15	47	77	79	203
		%	20.6	42.8	36.6	100	26.3	28.9	44.8	100	40	6.7	53.3	100	22	38	40	100
10	Sufficient desks, chairs, tables	F	38	36	75	150	6	14	18	38	3	1	11	15	47	51	105	203
		%	26	24	50	100	15.7	36.8	47.5	100	20	6.7	73.3	100	22	25.5	52	100
11	Pertinent reference materials	F	7	10	133	150	-	2	36	38	2	4	9	15	9	16	178	205
		%	4.4	6.6	88.6	100	-	5.3	94.7	100	13.4	26.6	60	100	4.6	7.8	87.6	100
12	Sufficient teacher guides and syllabus	F	36	37	77	150	5	16	17	38	4	4	7	15	45	57	101	203
		%	24	24.4	51.2	100	13.1	42.1	44	100	26.6	26.6	48.4	100	22	28	50	100

AV = Available

M = Medium

NA = Not Available

As revealed in table 10 of item no. 1, 130 (64.1%) of the respondents responded that the classrooms in which the teaching and learning process had been conducted were not conducive. Thus, the classrooms are not suitable to offer quality education. The data in the same table item no. 2 (84.8%), item no. 3 (92.2%), item no. 4 (64.1%), item no. 5 (77.8%), item no. 6 (80.8), item no. 9 (40%), indicates the school facilities such as library services, laboratories, pedagogical centers, water supply, offices, teachers' residences and health service were not available as required respectively.

Furthermore, concerning the availability of educational materials item no. 10 (52%), item no. 11 (87.6%) item no. 12 (50%) responded that sufficient desks, chairs tables, reference materials, teacher guides and syllabus were not available in most of the schools.

Thus, the above analysis inferred that the school inputs, which could be crucial for improving quality in education, have not been available in sufficient way. UNESCO (2005) emphasized that achieving universal primary education will not be possible without securing quality, therefore, the achievement is highly dependent upon the existence of such inputs in addition to other resources.

4.5.3 Professional Development and Supports

In addition to school facilities and materials, human capacities like professional development and supports are key factors contributing to quality education. The status was analyzed from the following table in the next pages.

Table 11: Responses Concerning Professional Development and Supports

No	Response item	Teachers		Head teachers		WEOs'		Total	
		No	%	No	%	No	%	No	%
1	The extent to which teachers and head teachers participating in professional development such as long/short term trainings								
	- Very high	-	-	-	-	-	-	-	-
	- High	-	-	2	5.2	2	-	4	1.9
	- Medium	32	21.3	13	34.2	4	13.3	49	24.1
	- Low	86	57.4	20	52.6	9	26.2	115	56.6
	- Very low	32	21.3	3	8	-	60.1	35	17.4
	Total	150	100	38	100	15	100	203	100
2	How is the professional supports from the Zone/ Woreda education offices								
	- Very high	18	12	3	7.8	2	13.3	23	11.3
	- High	49	32.6	12	31.5	6	40.1	64	33
	- Medium	67	44.6	18	47.3	5	33.3	90	44.3
	- Low	16	10.8	5	13.4	2	13.3	23	41.3
	- Very low	-	-	-	-	-	-	-	-
	Total	150	100	30	100	15	100	203	100

As can be seen from table 9 the response from the three groups depicts that the extent to which head teachers and teachers' participation in professional development activities like in-service and on-job trainings were (24.1%) medium, (56.4%) low and (17.4%) very low, according to the majority (73.8%) of the responses can be categorized under low participation. Thus, head teachers and teachers who were the key individuals considered to be front line implementers to the achievement of universal primary education had not equipped with pertinent skills and knowledge. This data supports the under qualification of 2nd cycle (5-8) primary education indicated in table 9. Therefore,

this confirmed that the teachers' quality to provide quality education could be in doubt.

Professional support offered at different level could maintain quality in education. Concerning this the responded data in item 2 shows, (33%) medium, (44.3%) low and (11.3%) very low. In general, the average response (54.6%) indicates under low professional support. Thus, the teachers, head teachers and Woreda officials were not offered sufficient professional supports from the experts who might be better than them in terms of skills and knowledge. Anderson (1992) further stated lack of professional supports provided in various forms may impede teachers' performances, which could be crucial in contributing to quality education

4.5.4 Internal Efficiency

Internal efficiency of the primary education system was examined in terms of dropouts' rate and repetitions across the grades. The trend was analyzed from table 12 in the next pages.

Table 12: Dropouts and Repetitions by Sex and Grade levels

Woredas	Years	Efficiency variables	Grades																				
			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7		
			%			%			%			%			%			%					
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Lume	2001/2	Dropouts	15	13	14	6	10	8	3	12	8	2	4	3	10	20	15	3	5	4	11	8	9
	2002/3	Dropouts	14	14	14	4	6	5	3	3	3	3	4	3	15	19	17	3	5	4	8	5	6
	2003/4	Dropouts	5	9	7	6	1	4	3	5	4	7	13	10	9	18	14	8	9	8	13	16	15
	2004/5	Dropouts	15.5	16	16	16	7	7	10	4	7	9	7	8	7	6	7	7	7	7	11	12	12
	2001/2	Repeaters	1	2	1.5	4.5	9	7.5	4	3.5	3.8	2	2.2	2.1	4.2	8	6	6	9	7.5	17	21	19
	2002/3	Repeaters	5	5	5	6	5	5.5	4	6	5	3	5	4	6	6	6	1	5	3	9	12	11
	2003/4	Repeaters	5	6	5	4.5	4	4.5	3	3	3	6	7	6.5	8	12	10	2	3	2.5	11	13	12
	2004/5	Repeaters	0.1	0.1	0.1	2	0.1	1	0.1	0.1	0.1	2	2	2	6	11	9	2	2	2	11	10	11
Akaki	2001/2	Dropouts	36	37	37	11	20	16	10	13	12	12	20	16	18	32	25	11	12	12	32	33	33
	2002/3	Dropouts	33	34	33	9	14	12	12	16	14	11	12	12	20	31	36	13	14	14	28	36	37
	2003/4	Dropouts	30	31	31	8	12	10	8	10	9	9	11	10	15	6	11	9	5	7	15	17	16
	2004/5	Dropouts	34	20	27	18	20	19	19	20	20	3	3	3	11	4	8	9	5	7	15	7	12
	2001/2	Repeaters	15	21	18	13	19	11	11	11	11	5	11	8	5	10	7.5	3	4	4	20	31	26
	2002/3	Repeaters	13	15	14	10	13	12.5	8	8	8	4	3	3.5	9	15	12	3	5	4	18	25	22
	2003/4	Repeaters	8	10	9	7	9	8	6	9	7.5	3	5	4	9	23	16	3	7	5	10	22	16
	2004/5	Repeaters	4	5	5	6	8	7	7	6	6.5	3	4	3.5	2	5	3.5	1	1	1	9	14	11.5
Adami/Tullu	2001/2	Dropouts	31	29	29	10	14	12	14	6	10	9.5	12	9.5	17	18	17.5	5.5	16.5	11	23	25	24
	2002/3	Dropouts	26	24	25	7	8	8	10	5	8	9	11	10	12	13	13	5	4	5	24	28	26
	2003/4	Dropouts	19	25	22	3	7	5	8	8	8	6	7	7	11	19	15	3	4	4	24	20	22
	2004/5	Dropouts	34	31	32	9	10	10	6	5	6	2	4	3	5	6	5	6	4	5	28	26	24
	2001/2	Repeaters	6	6	6	6	9	7.5	4	6	5	2	4	3	2	4	3	1	2	1.5	4	12	8
	2002/3	Repeaters	6	5	5.5	6	5.5	5.8	3	2.5	2.78	4.5	3	3.8	2.7	4.2	3	1	2.8	2	3	8	5.5
	2003/4	Repeaters	4	3	3.5	6	6	6	5.5	6.5	6	5	6	5.5	3	4	3.5	3	2	2.5	4	7	5.5
	2004/5	Repeaters	3	5	4	4	3	3.5	3.5	2.8	3	3.6	2.7	3	5	5	5	3	2.7	3	6	2	4
Dugda/Bora	2001/2	Dropouts	29	30	30	11	12	12	9	10	10	8	7	8	18	18	18	6	7	7	19	28	24
	2002/3	Dropouts	27	24	26	10	14	12	11	7	9	6	2	4	15	16	16	7	6	7	17	28	23
	2003/4	Dropouts	30	34	32	10	14	12	13	7	10	7	3	5	15	16	16	7	5	6	17	25	20
	2004/5	Dropouts	33	10	32	16	16	16	15	8	12	6	2	4	14	10	12	5	6	6	16	23	20
	2001/2	Repeaters	14	6	10	9	7	8	5	9	7	8	8	8	9	7	8	2	2	2	10	14	12
	2002/3	Repeaters	12	7	9.5	7.5	8.5	8	4	8	6	9	7.5	6	6	9	7.5	1	2	1.5	7	15	9.5
	2003/4	Repeaters	7	6	6.5	5	7	6.5	5	9	7	5	9	7	7	12	9.5	3	7	5	6	17	11.5
	2004/5	Repeaters	6	5	4	6	5	4	7	5	5	8	7	7	10	9	2	5	4	6	15	11	13

Source: collected from OREB Annual Abstracts 2001/2-2005/6

As illustrated in table 12, the percentage of dropping out students in 2001/0 – 2004/5 were high across the sample Woredas. Dropouts were increased in Lume form 14% in 2001/2 to 16% in 2004/5 at grade one. The dropout rate in grade 5 and 7 were high in the 2nd cycle. 14% and 15% of children were dropping out from grade 5 and 7 alone respectively in 2004/5.

Similarly, the dropout rates in Akaki have been high at grade one though some improvement has shown to decrease the dropouts, the percentage could not be lower than 27 in 2004/5. The grade 5 and 7 dropouts were also high in this Woreda. For example, 33 and 32 percent of children had been dropped from grade 5 and 7 in the year 2001/2 and 2003/4 respectively. Compared to other Weredas, the dropping out percentage across the grades seemed high in Akaki.

The percentage of dropouts in grade 1 was increasing in Adami Tullu. It was increased form 29% in 2001/2 to 32% in 2004/5. In the same way, the dropout rate in grade 5 and 7 were as high as that of other Woredas, but it was similar in grade 7 in the year 2001/2 and 2004/5. The percentage in both academic years shows 24% of children were dropped out from this grade.

Like that of three sample Woredas, in Dugda Bora the dropout number at the beginning of schooling were high. 30% of children were dropped in 2001/2 and the rate was increased to 32% in 2004/5.

In general, the dropout of children in the Zone was fluctuating from year to year. Furthermore, in all Woredas girls dropped out more than boys. For instance, in 2004/5 alone 16% of girls were dropped out of the schools from grade (1-7). The Zonal average indicates 14% of the children were dropped out in the year 2004/5. (See annex-2)

The above analysis indicates that a large number of children have been exposed to dropout in all sample Woredas. As clearly illustrated in table 12, the dropouts were very serious particularly at grade one and the magnitude decreases when the grade level increases approaching to grade 4. This could

infer that a number of children were dropped out before completing the final grade of a given cycle or stage. According to UNESCO (2006), Habtamu (2002) and Ayalew (2005) dropping out before the predetermined cycles considered as educational wastage since the pupil has not achieved the educational objectives of the cycle. Furthermore, Tesfa (1993) added concerning the impact of dropping out in early grades is a serious problem for the individual and the society. Individual will remain with low basic skills like reading, writing and arithmetic capability and with little or no opportunity to obtain further education.

According to the observed facts and justification from the literature, dropping out of children was considered to be one of the problems hindering the performances of EFA goals in the Zone. The data in table 12 further depicts, that dropout rate in grade 5 and 7 were high. This shows that the problems were not only for the lower age grades. Even though the percentage of dropouts has not been like that of early schoolings, the observed figure was not simple.

Repetitions in grades were among the problems that have been observed in table 12. As indicators of inefficiency, repetition rate measures the proportion of students who have remained in the same grade over one year and have used more resources for that grade. Table 12 shows that repetition of pupil in grade 1 across the four sample Woredas were higher than the other grades in the 1st cycle primary education (1-4). However, the repetition rate was decreasing while the grade level increasing. This could be a result of automatic promotion the New Education and Training Policy favors. As can be observed from the table in some Woredas like Akaki and Dugda Bora the repeaters were higher than the rest sample Woredas.

The data in the same table point out that the repetition rate at grade 7 was high in all sample Wordas except Adami Tullu. The average repetition in the year 2004/5 shows that in Lume 11%, in Akaki 11.5%, in Adami Tullu 4%, in Dugda Bora 10.5% of children were repeated in grade 7 alone. The automatic

promotion is not functional for the 2nd cycle primary education; as a result, the repetition rates increased as going the higher levels.

As can be seen from the table, the girls repeated in different grades more than boys. In general, the trend of repetition seemed decreasing towards the recent years.

Several studies, Psacharapouloes and Patrinos (1985), Birhanu (2006), Ayalew (2005), Teshome (2002), Darge (1997), Habtamu (2002) and UNESCO (2005) further revealed that grade repetition results in overcrowding of classes and increases the cost of education and as a result it put the school system in declining quality of education.

Thus, even though the repetition rate has been declining at the end of the recent years in 2003/4-2004/5 it is possible to conclude that significant amount of resources were lost in the year 2001/2 – 2002/3 because of high repetition particularly in grade 1 and 7. Therefore, repetition has been one of the pressures resisting the efforts made towards E FA goals in the Zone understudy.

5. Challenges in Attaining EFA Goals

Table 13: Responses regarding challenges

No	Item responses	Respondents																					
		Teachers							Head teachers								WEOs						
		5 VH	4 H	3 AV	2 L	1 VL	Σ	x	5 VH	4 H	3 AV	2 L	1 VL	Σ	x	5 VH	4 H	3 AV	2 L	1 VL	Σ	x	G x
1	Economic challenges - scarce financial resources - large number of low income parents	46	96	6	2	-	150	4.1	18	13	7	-	-	38	4	5	9	1	-	-	15	4.2	4.09
2	Socio-cultural and demographic challenges - cultural factors/early marriage, customers bad practices etc - High population growth	38	82	16	12	2	150	3.9	7	18	8	2	3	38	3.66	3	7	2	2	1	15	3.6	3.7
3	School factor challenges - lack of competent managing capacity - inadequacy of school facilitate - insufficient community mobilization	44	77	21	6	2	-	4.2	9	21	5	2	1	-	4.0	4	6	2	3	-	15	3.7	3.9

VH = Very high

H= High

AV = Average

L = Low

VL = Very Low

X = Mean

The grand mean value (4.09) of respondents, in table 13 item no. 1 reveals that economic challenges like financial constraints, existence of large number of low-income households had challenged or were challenging the performance of primary education. Besides, one of the education officials said that:

Due to low economic status of the community, particularly in majority of low-land Woredas and kebeles a number of households have been waiting for external aid and supports. Spending for some indirect –costs like instructional materials, student clothes were very difficult for these households (Date 8/1/99).

It could be possible to conclude that children from these house holds who had scarce financial resource might not be sent to schools or exposed to dropouts and repetitions.

Socio-cultural and demographic challenges were also identified as one of the challenges that had been affecting the performance of primary education towards EFA goals. The grand mean value (3.7) of responses indicates the pressures of cultural factors like early marriage, customs, bad practice and high population growth rate on performances. Concerning the impact of population growth as a demographic challenge the study conducted by Derebssa (1999) also confirmed that the population growth has been a big challenge for attainment of EFA goals.

As can be observed in item 3 the grand mean (3.9) shows that school factor challenges such as lack of competent managing capacity, inadequacy of school facilities, insufficient community mobilization had been considered as major challenges in school systems. Therefore, inefficiencies and ineffectiveness of school activities were hampering the primary school performances towards EFA goals

Furthermore, the interview results indicate that the frequent turnover and flow of teachers, particularly, the second cycle primary education teachers to other civil service institution for better position were aggravating the existed shortage

of teachers at this levels, according to these officials the recurrent epidemic of malaria in the Zone was also one of the challenges in some of the schools in rural areas. In addition to other variables it was forcing students to drop, frequently absent or repeat in the grades

Thus, the data analysis discussed in the above paragraphs could be inferred that the performance of primary education were tackled with economic, socio-cultural and demographic; and school factors

6. Efforts Made to Solve Some of the Challenges

Attaining EFA goals demands for integrated efforts and implementing strategies. Particularly in poor countries where multidirectional challenges are surrounded the program. Therefore, relatively these goals require unreserved efforts. According to the responses reported by head teachers, teachers, Woreda education officers and interview results as well as documentary analysis from Zone education office reports (2004/5 and 2005/6) some efforts were made to arrive where the Zone achieved currently in the past five years (2001/2-2005/6). The following were some of the major efforts made in the midst of the challenges:

- About 198 schools were constructed by government, NGOs and local communities;
- Non-formal Alternative Basic Education have been provided for 214,066 children
- 522 principals have been provided with short term trainings on result oriented performance appraisal systems
- 3735 teachers were trained in English proficiency skills
- 90 cluster resource centers were established.
- The education sector have been working with NGOs like JICA, RCWDA, ADRA, UNICEF and World Vision Ethiopia
- The five years strategic planning and management had prepared in the years 2005/6,

CHAPTER FIVE

5 Summary, Conclusions and Recommendations

5.1 Summary

The major purposes of this study emphasized to assess the performance of primary education in East Shewa Zone with respect to EFA goals. In the course of this study, the five years (2001/2-2005/6) performances were investigated to find out the status of educational coverage, equity, quality and efficiency; and adult literacy program. Furthermore, the study was identify the barriers and shortcomings and the pressing problems which need to be solved and the area in which more effort and attention are required for further improvement towards the achievement of EFA goals.

In order to achieve this purpose the following basic questions were raised:

1. What are the extents of access and gender equity?
2. To what extent the quality of education is improving?
3. How is the adult literacy program?
4. What are the challenges faced and efforts made to solve the problems?

After the data analysis and interpretation the following findings were identified:

A. Access to primary education

- In the past five years (2001/2-2005/6), enrolment and participation rate was increased across the Woredas in the Zone, both GER and NER were increased steadily every year. The GER, which was only 75.5% for male 56.7% for female in 2001/2 at Zonal level, was arrived at 90% for male and 78% for female in the year 2005/6.
- On the other hand, while the GER in all sample Woredas had been increasing, the significant gaps were observed among them. For instance, when Adami Tulu's GER was 112% in 2005/6. Akaki, Dugda Bora and Lume were found to be 72.3%, 78.5% and 92.2% respectively

- The NER progresses in all Woredas were by far less than GER. The 2005/6 NER of Akaki (58.9%) and Dugda Bora (68.5%) and the Zonal average (72%) NER were witnessed a large number of students in the Zone had not been enrolling in the primary schools in their official ages.
- The over all NIR performances were found below the average. Only 40.5% of grade 1 students were enrolled in their official age in the academic year of 2005/6 in the Zone.

Among many factors that had inhabited the smooth functioning of the program towards EFA goal 2 progresses, the following were identified as major problems:

- Child labor needed by the parents (Grand means value 4.38)
- Low allocation of budget (grand mean value 4.35)
- Absence of flexible school calendar (Grand mean value 4.34)
- Absence of schools at reasonable distance from villages (grand Mean value 4.0). And 75% of the respondents reported that children were traveled 3-7 kms a day.
- Low community involvement in the education system (grand mean value 4.18).

B. Gender Disparity

In the past five years (2001/2-2005/6), the GER and NER of girls in primary education had been increased in all sample Woredas and Zonal level. The GER were reached 93.2% in Lume, 65.5% in Akaki, 76.9% in Dugda Bora, 104% in Adami Tullu and 78% at Zonal level in Academic year of 2005/6. Hence, the GPI depicted that at Woredas as well as at Zonal level the gap was narrowing to 1 particularly in the year 2004/5-2005/6. It was increased from 0.75 in 2001/2 to 0.9 in 2005/6.

Even though girls' participation was getting better every year, more boys were coming in the schools than girls. All sample Woredas except Lume, including the Zone had not been achieved the EFA 2000 of goal 5 in predetermined time by the year 2005. Therefore, in terms of both GER and NER gender disparity agenda was the missed one in primary education. The data identified the GPI gap has existed still in a Zone

Enrollments of girls in primary education were affected by a number of variables from out side the school systems the following were the major factors influencing the system. These were:

- Low educational background of parents education (the grand mean 4.21)
- Wrong expectation of girls' education by their family the (grand mean value 4.02)
- Early marriage (grand mean value 3.71)
- Insecurity of parents to send girls to long distance of schools(grand mean 3.71)
- Girls' student labor needed by their parents the (grand mean value 3.89)

Sample respondents identified some of the variables as causes of disparity as school factors problem that impede the girls' enrollment. These variables were:

- the girls were not provided with special remedial counseling services better than boys so that they could benefit an equal access to primary education (Grand mean value 1.87)
- gender awareness programmes were not created in the school system which could facilitate better conditions for girls (grand mean value (2-3)
- schools were not facilitated friendly environment for girls (grand mean(2.35)

- sufficient separate toilet rooms were not prepared for girls (grand mean value(2.2)
- girls were repeating in the grades more than boys in all five years time.
- girls were dropping out from a school more than boys.

C. Adult Literacy Program

Achieving a 50% improvement in level of adult literacy was one of the six goals of EFA declared under goal 4. However, the performance of adult literacy in the East Showa Zone was found poor. 88.6% of WEOs and 80% of center facilitator reported that the existed adult literacy program was focused only on basic skills such as reading, writing, oral and arithmetic skills. The program was not considering other skills which may have a paramount importance for technical skills development such as functional and occupational literacy. Furthermore, the numbers of adults who have been participated in basic literacy programmers in the last five years were insignificant. Only 30753 male and 1577 female adults were benefited from the program. It was also highly male biased. The female adults' participation was not more than 34 percent. Towards the year 2004/5 and 2005/6 the adult participation had gone down to 9968 and 6731 respectively. The following were identified as major factors for the reason to poor performances in general:

- Lack of consistent budget allocation for the adult literacy programme
- Not paying due attention for the adult literacy program as that of formal education
- Absence of sufficient CSTCs and NFBE centers
- Lack of commitment on behalf of facilitators due to a very poor incentives and motivations
- Unwillingness of adults to attain the programme.

D. Quality in Primary Education

Concerning the status of input variable that are determinant in improving quality in primary education, the analyzed data findings showed that.

- In comparison to the previous years, the percentage of certified teachers for 1st cycle primary education improvement has been registered in both sexes. The data indicated that 99% of female and male teachers were certified to the level starting from the year 2004/5.
- On the other hand, the availability of certified teachers for 2nd cycle primary education was found very low. For example in the year 2004/5 only 28.4% of male and 36.2% of female teachers were certified for the level.
- 73.8% of respondents confirmed that the provision of professional development activities in the Zone not satisfactory.
- 56% of respondents reported that the professional support given from officials were minimum.
- Pupil-teacher ratio has been increasing in all sample Woredas except Akaki through out the five years (2001/2-2005/6). The Zonal average pupil-teacher ratio was found 74 students for a teacher in the year 2005/6.
- Even though the ESDP I and ESDP II set standards to reduce student-section ratio to 50 and 60 respectively, the actual figure in all sample Woredas the plan has not been practical. According to the date of 2005/6 for instance, in Dugda Bora 89, in Adami/Tullu 98 students were crowded in one classroom. The Zonal average indicated 74 students were found in 1 room.
- The student-text ratio has been improved for 1st cycle primary education and met the standard beginning the year 2004/5. The proportion achieved 1:1 ratio

- The student-text ratio for the 2nd cycle primary education has not met the standard. It remained 2:1 up to the year 2005/6.
- The school facilities, which are very crucial for the improvement of quality in primary education, were not found in sufficient manner. The availability of conducive classrooms, library services, laboratories, pedagogical centers, water supply offices, teacher residence and health service were found insufficient.

E. Internal efficiency

- The drop out rate was high at grade 1 and 7 levels
- The repetition rate was decreasing in the recent years
- Significant amount of resources were wasted due to inefficiency of the program

F. Challenges Encountered

The major challenges that have been facing the system in the past five years were identified. Those were:

- Economic challenges (lack of financial resource, existence of large number of low income parents)
- Socio-cultural and demographic challenges (cultural factors like early marriage, bad-practices) and population growth.
- School factors (lack of competent, management capacity, inadequacy of school facilities, insufficient community mobilization).

G. Efforts made to face the Challenges

- About 198 schools were constructed by government, NGOs and local communities; Non-formal Alternative Basic Education have been provided for 214,066 children; 522 principals have been provided with short term

trainings on result oriented performance appraisal systems; 3735 teachers has got training an English proficiency skills; and 90 cluster resource centers were established.

5.2 Conclusions

From the information discussed in the prevision chapter the following conclusions were drawn.

In the past five years (2001/2-2005/6) a remarkable progresses were registered with regard to expansion of universal primary education across the Woredas in East Shewa Zone. A significant change has been observed particularly in GER for both boys and girls. However, the NER and NIR progresses were not satisfactorily improved comparing to GER. The finding concerning NER showed that a number of children had not been attaining their education at official ages. Moreover, majorities of students almost more than 70% did not enter grade 1 at age 7. Therefore, access of primary education was limited and dominated by overage children.

This may in turn, lessen the likelihood of going the next level of education potential learning problems due to the unsuitability of the curriculum for older children (UNESCO, 2007).

In addition, the progresses towards goal 2 (Access to Universal Primary Education) was affected by many variables such as child labour needed by parents, scarcity of budget, absence of school calendar, distance from school to village etc. these may had an impact for the reason that many children had not enrolled schools at their official ages. It also inferred that the UPE access could be at risk unless remarkable efforts will be made in the future.

Even though there were progresses in girls' education in the year (2001/2-2005/6), it still favors boys. Comparing with that of boys many factors inhabited girls' education. Both in school and out of school situation have been contributing for the low enrollment of girls. As a result, the gender disparity

issue of goal 5 was the missed agenda by the 2005. Thus, filling the gap needs some years a head.

Though the adult literacy program was one among the EFA goals, which countries accept to commit themselves for achieving it by 2015, the performance identified in East Shewa Zone was very poor. This may inferred that attaining this goal in pre-determined time seemed very difficult and unattainable.

Quality education is at the heart of EFA goals (UNESCO, 2007). Both goal 2 (UPE access) and goal 6 (improving quality education in every aspects) emphasized the relevance of quality education in the process of executing quality primary education. The finding discussion in the previous chapter revealed that the number of students flowed to schools could not enjoy the quality education because of various reasons. Thus, quality in primary education faced many challenges. Therefore, it can be concluded that if things go like this, attaining quality education by 2015 may possibly at risk.

The current situation in efficiency of primary education showed that high wastage of scarce resources. A number of children in the Zone were dropout from the school before completing primary education. The dropout percentage had been very serious at grade 1. The repetition rate was high at the 2nd cycle primary education. The trend showed that it was getting decreased. However, the number of students dropping out and repeating the grades may affect the performances of EFA goals in the Zone.

In general, in the course of improving the primary education performances economic, socio-cultural and demographic; and school factor challenges had been influencing the system of education.

5.3 Recommendations

In light of the finding of the study and conclusions made the following recommendations are forwarded as strategies to promote the performances of primary education in line with EFA goals.

A. Ensuring access to primary education is a human right as well as a key component for economic, social, political development; and poverty reduction in poor counties like Ethiopia. Therefore, securing UPE access is a must and demand for some strategies which may solve the existing limitations. To proceed with progresses observed in the past five years in terms of access and to takeover further improvements towards the EFA goal 2 by 2015 the following should be put in practice.

- ✓ Low cost schools should be constructed in the areas where children traveled far away from their villages so that they can get schools near to the home. Besides, the investors should be encouraged and supported to invest on construction of primary schools. Particularly, in urban areas in order that those who can afford go to these schools and others benefit indirectly by having places in government schools.
- ✓ The tradition of Early Childhood Care and Education, which has been implemented for only very few urban children should be introduced to rural children. NGOs that had been participating in rural development activities and local community should also take these responsibilities. Introducing ECCE to rural community is essential in reducing children who will come to formal school at older age. And further, it accustomed to the community to send children to schools.
- ✓ Sufficient Non-formal Basic Education Centers should be opened to address out of school children.

- The schools should endeavor to the maximum to reduce the opportunity costs by introducing flexible school calendars so that the child labor needed by parents hours could not overlapped with schooling time. Therefore, the school should decide with parents on school calendars, which are flexible, but not compromising the standards. This strategy has been effective to increase access to primary education in Dominican Republic and Bangladesh in rural part of the country (Anderson, 1992, World Bank, 1997).
 - Mobilization of the community is a key element to support the education system. Similarly, attaining EFA goal will be impossible without having the community resources, commitments and attitudes. Therefore, the local community should be sensitized to obtain human, financial and material inputs which have a paramount importance to improve the effectiveness of educational access for children.
- B.** The declining gender gap observed in past years should be continued and strengthened the progresses and implementing possible strategies. Thus, the parents should be aware of the benefit of educating their daughters. The schools have to be gender sensitive and better places for girls where special facilities like guidance counseling service, academic supports such as additional tutorial programs and instructional materials are available for needy girls.
- C.** Adult literacy program should be given due attention since it is the necessary complement of primary education which fosters the achievement of UPE. Adult literacy program is not only benefiting adults to acquire basic skills but also it has direct positive effect on the expansion of quality primary education. For example, the literate parents could have positive attitude towards education of their children, participate in school management as well as any development activities

regarding the schools and their own personal life issues. Thus, the adult literacy program needs to be restored. Therefore:

- The government should allocated sufficient budgets for adult literacy programs
- NGOs should be sensitized to participate in adult literacy programs.
- The Zone Education Office, the Woreda Education offices and schools need to facilitate the learning environments to adults
- The adults and youngsters who were dropped out of schools before mastering the literacy skills and who had not had any educations opportunities should be encouraged to attain the programs.
- The CSTCs should be reorganized for fully flagged functions in providing various skill trainings.
- Competent facilitators need to be hired with reasonable incentives’.

D. Achieving universal primary education depends fundamentally up on the quality of education available. Thus, this involves the intervention of many variables that enhance the conditions towards EFA goal 6. Therefore:

- The status of qualified 2nd cycle primary education should improved through in service trainings like summary courses and distance education program; cluster resource centers need to be strengthened to facilitate in staff trainings and experience sharing activities among teachers.
- Timely required professional supports from Zonal Education and Woreda education offices have to be provided to head teachers and teachers.

- Most of the schools which have been functioning under adverse conditions should be equipped with pertinent facilities so that the quality of education improved to some extent. For instance, schools need to make efforts to generate their own income and productive in order to be self sufficient in acquiring school facilities.
- A large proportion of scarce resources are wasted due to the prevalence of high dropouts and repetitions particularly at grade 1 and grade 7. Wastages should be minimized as much as possible so that the successes of EFA goals realized. The school environments that might be aggravating the dropouts and repeaters such as poor quality education, crowded classrooms, and non- friendly treatment of children should be improved. Furthermore, the schools must create a good school-community relations to develop sound intervention strategies and investigate the root causes of dropouts and repetitions

E. Sending children to schools could be associated with many factors such as economic, socio-cultural status of the community and the household number of children. The magnitude of these challenges is broad and demands for collaboration of different parties to tackle them. Thus, the government sectors should work in solidarity with the education sectors in order to minimize the pressures. The government sectors for instance health offices, agriculture and rural development offices, water resource service offices etc. should participate in the achievement of EFA goals. Furthermore, integrated special task forces, who will be responsible for the attainment of EFA goals, should be established at Woreda and school levels.

Area of Study Forwarded for Further Research

The Status of Special Needs Education (Inclusive Education) in Attaining EFA goals.

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Annexes and Appendices

Annex 1

Zone	Year (2003/4)												Year (2004/5)											
	AIR			NIR			GER (1-8)			NER (1-8)			AIR			NIR			GRE (1-8)			NER (1-8)		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arsi	137.4	126.8	132.1	35.5	33.1	34.2	1042	77	90.7	-	-	-	182.8	181.9	182.3	59.8	60.4	60.1	116	92	104	98	87	92
Bale	143.2	107.1	132.7	32.3	26.8	29.6	91.6	54.8	73.3	-	-	-	162.1	123.6	142.7	43	34.3	38.7	100	63	81	79	56	68
Borena	85.5	63.2	125.1	19.1	16.5	17.9	64.6	32.3	48.7	-	-	-	128.4	103.9	116.4	30.1	28	29	70	41	56	52	35	44
Harerge E.	157.4	114.4	74.6	40.7	31.5	36.2	85.6	41	63.7	-	-	-	184	148.4	166.6	62.9	51.8	57.5	91	51	71	79	47	63
Harege W.	201.9	143	136.4	45.7	33.6	39.8	92.4	46.7	70.1	-	-	-	226.6	174.9	201.7	67.9	54.2	61.3	101	58	81	86	55	71
Ilubabor	112.3	114.7	113.0	52.6	48.7	50.6	99.6	78.3	88.9	-	-	-	179.8	188.5	184.2	79.5	75.3	77.4	116	98	107	97	89	93
Jimma	110.2	94.7	102.5	28.7	27.9	28.3	69	50.9	60.1	-	-	-	189.6	189.1	189.4	58.2	60	59.1	89	74	82	74	67	70
Shewa E.	108.2	102	105.6	24.7	25.1	24.9	81.6	65.2	73.5	-	-	-	176	160.4	168.4	45.1	44.4	44.8	96	81	89	78	71	75
Shewa W.	117.2	112.9	115	26.3	23.9	25.1	86	56.4	71.3	-	-	-	156.5	156.0	156.3	37.8	34.7	36.3	97	71	84	81	65	73
Shewa N	98	89	93.5	21.1	19.8	20.4	60.8	46.9	53.9	-	-	-	146.9	132.9	140	30.9	29.5	30.2	72	58	65	60	52	56
Wollega E	102.7	100.1	101.4	26.3	22.7	24.5	83.8	64.1	74	-	-	-	157.0	162.8	159.9	44.9	40.4	42.6	96	79	88	83	72	77
Wollega W	110.1	111.8	110.4	33	29.4	31.2	93.3	74.2	83.8	-	-	-	146.2	162.8	154.4	52.7	49.1	50.9	106	92	99	88	83	86
Shewa S.W	133.3	111.9	110.9	37	33.6	35.5	81.2	51.5	66.4	-	-	-	202.5	199.5	201	58.9	56.7	57.8	101	74	87	87	69	78
Guji	129.4	103.1	122.6	20.6	16.8	18.7	91.8	43.5	68.1	-	-	-	198	144.6	171.8	41.5	30.2	36	107	56	82	78	48	64
Oromia	126.7	109	117.9	31.9	28.2	30.1	85.6	57.7	718	-	-	-	175	162	169		47.8	49.9	98	73	85	81	66	74

Collected from OERB annual Abstract

Annex 2

Dropouts and Repetition rate in East Shewa Zone

		Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			1-7			
East Shewa Zone	2001/2	Dropouts	29	28	29	10	14	12	7	6	7	7	6	7	11	11	10	11	10	11	10	9	9			
	2002/3	Dropouts	24	23	6		23	15	6	4	5	8	7	8	14	15	15	10	9	9	16	27	22	12	15	14
	2003/4	Dropouts	14	18	16	8	12	5	4	6	7	6	7	12	13	13	9	9	9	18	16	17	10	12	12	11
	2004/5	Dropouts	16	19	18	9	18	14	9	9	9	12	9	11	13	16	10	13	16	14	18	22	20	13	16	15
	2001/2	Repeaters	7	7	7	6	7	7	5	6	6	4	5	5	4	7	6	3	5	5	9	17	13	5	8	7
	2002/3	Repeaters	6	8	7	6	7	7	5	7	6	5	8	7	5	7	6	3	4	4	8	14	11	5	8	7
	2003/4	Repeaters	5	5	5	6	6	6	4	5	5	5	6	5	5	7	6	3	4	4	8	14	11	5	7	6
	2004/5	Repeaters	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	5	2	5	9	7	3	4	4

Source: Collected from OERB Annual Abstract

Appendix A-1
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES

This questionnaire is designed, to collect sample respondents' opinion for the study aimed to assess the Performance of Primary Education in East Shewa Zone with respect to Education for All Goals. Thus, since the data to be collected using this questioner is used for academic purposes, all information you will provide will be indispensable to obtain pertinent findings and to forward timely and sound recommendations.

Your response are confidential and are not used other than the purpose of this study. Therefore, in order to secure relevant and reliable information that contribute to the success of this study, your cooperation is being genuine and candid in answering the questions is absolutely important.

For All the efforts made and time you scarified to fill and return the questionnaire, I would like to say **thank you** in advance.

Questionnaire to be filled by Woreda education personnel, head teachers and teachers

I. General Information

1. About your institution/school

1.1. Name of the Woreda _____

1.2. Name of your school/only for head teacher and teachers _____

1.3. Grade level of the school _____

2. Personal information

2.1. Your current position _____

2.2. Sex: Male ____ Female ____

2.3. Experience you had

2.3.1. Current position _____ years

2.3.2. Total _____ years

2.4. Qualification

Put "✓" in boxes

2.4.1. Blew grade 12/10

2.4.2. 12/10 + TTI

2.4.3. Diploma

2.4.4. First degree

2.4.5. Masters

2.4.6. Other _____

Part II: Issues Related with Access to Primary Education and EFA Goals.

1. What is the average distance student travel daily in your Woreda/school?

a. 1-3 kms b. 3-7kms c. 7-10 kms

d. 10-13 kms

2. Are girls' dropout of the school more than boys

Yes _____ No _____

3. If your answer for question no 2 is "Yes" please, would you mention some of the reasons.

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

4. Is there any improvement in girls comparing to the previous years

Yes _____ No _____

5. If your response for question No. 4 is "Yes" what measures have been taken to promote the participation rate?

6. To what extent the following statements? (In school factors) are considered to maintain gender equity put the mark (✓) for your opinion

	Items	Strongly agree	Agree	Not sure	Disagree	Disagree
6.1	Special remedial counseling has given for girls better than boys					
6.2	Sufficient special academic support were provided for girls					
6.3	Separate toilet rooms were prepared for girls					
6.4	Number of trained female teachers were maintained					
6.5	Sufficient gender awareness programs were created in schools					
6.6	Teachers attitudes towards girls students was positive					
6.7	Schools were created a friendly environment					

For the following questions, please indicate your responses by putting a tick mark (✓) in the box corresponds to the rating scales below

Strongly agree--- 5 Disagree --- 2
 Agree --- 4 strongly disagree --- 1

2. Factors affecting primary school enrolment currently is

No	Item	Rating scales				
		5	4	3	2	1
2.1	- Absence of schools in reasonable short distance					
2.2	- Low budget allocation for education					
2.3	- Lack of sufficient private schools					
2.4	- Absence of flexible school calendars					
2.5	- Poor schools administration					
2.6	- Lack of sufficient private schools					
2.7	- Low community involvement					
2.8	- Absence of sufficient NFBE centers for out of school children					
2.9	- Child labor needed by parents					

Part-III Issues related with gender disparity

1. To what extent do you think that the following out of school factors are affecting girls enrollment in primary education (tick" ✓" one of the given alternatives).

	Item	Very high	High	Average	Very low
1.1	Early marriage				
1.2.	Abduction				
1.3	Wrong expectation of girls education				
1.4	Insecurity of parents to send children to long distances				
1.5	Sexual harassment				
1.6	Girl students labor needed by parents				
1.7	Low educational background of parents				
1.8	Religious beliefs				

Part V. Issues Related with Quality Primary Education.

Put the tick (✓) mark corresponding the variables under the degree you agree with

1. To what extent the following variables are available in schools

	Item	Adequately available	Moderately available	Not available
1.1	Sufficient and ventilated classrooms			
1.2	Library services			
1.3	Laboratories			
1.4	Teachers residence			
1.5	Well functioning Pedagogical center			
1.6	Adequate offices			
1.7	Sufficient teachers residence			
1.8	Health services			
1.9	Sufficient desks, chairs, tables			
1.10	Water supply			
1.11	Pertinent reference materials			
1.12	Teacher guides, syllabus			

2. The extent to which teachers and head teachers participating in short-term training is tick (✓) in the box

Very high High Medium Low Very low

3. If your answer for the question 2 is low or very low, please would you mention the major, reasons?

a. _____

b. _____

4. How is the professional support provided form the zone/Woreda education office: Tick in the box? (✓)

Very high High Medium Low Very low

5. If your answer for question number 4 is very high, high, please would you mention some of the supports you provide with?

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

Part VI: Issues Related to Challenges in Attaining EFA Goals.

1. To what extent the following economic, socio-cultural and demographic and school management factors challenges are impeding EFA goals. (Put tick “√” mark in the alternatives you agree with)

	Items	Very High	High	Average	Low	Very low
1.1	Economic challenges <ul style="list-style-type: none"> - scarce financial resource - Large number of low income parents 					
2.2	Socio cultural and demographic challenges <ul style="list-style-type: none"> - cultural factors/early marriage, customs, bad practices etc - High population growth 					
1.3	School factor challenges <ul style="list-style-type: none"> -Lack of competent managing capacity -inadequacy of school facilities -Insufficient community mobilization 					

2. Please, list any challenges in addition to the above ones’.

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

Appendix A-2

Questionnaire to be filled by Woreda (Zone experts) facilitates of adult literacy programs

Part I: General Information

1. Address _____ Region _____ Zone _____
Woreda _____
2. Sex Male Female
3. Qualification a/ below grade 10 b/ grade 10/12
 c/ Grade 10/12+TTI/certificate d/Diploma
4. Working experience a/ 1-5 b/ 5-10 c/ 10-15 d/7-15

Part II-the Status of Adult Literacy Program

Put the tick mark (“√”) in front of the option you agree

Item No	Response items		
1	What was/were the purpose of adult literacy program in your centers?		
	a. providing basic education		
	b. providing occupational literacy		
	c. Providing functional literacy		
2	d. All of the above		
	What is the extent of adult participation in the program		
	a. Very high		
	b. High		
	c. Average		
d. Low			
e. Very low			

3. What are the contents emphasized in adult literacy programmes, please list in details.

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

3. Is there any efforts made to solve the above challenges.

Yes _____ No _____

4. What are they?

a. _____

b. _____

c. _____

3. Enrolment of Literacy Program

Woreda	Years	Adult literacy programs			No of centers
		Male	Female	Total	
Lume	2001-2002				
	2002-2003				
	2003-2004				
	2004-2005				
	2005-2006				
Akaki	2001-2002				
	2002-2003				
	2003-2004				
	2004-2005				
	2005-2006				
A/Tullu	2001-2002				
	2002-2003				
	2003-2004				
	2004-2005				
	2005-2006				
Dugda Bora	2001-2002				
	2002-2003				
	2003-2004				
	2004-2005				
	2005-2006				

Apeendexii B-1

Univarsiitii Finfinnee

Sagantaa Barnoota Digrii Lammaffaa

Muummee Sirna Barnootaa fi Guddinna

Ogummaa Barsiisotaa



Gaaffannoon barreeffama kun kan qophaa'ee, raawwannan hojjii banroota sadarkaa 1ffaa Godina Shawwan Bahaa keessatti dhaadannoo barnoota Lammi Hundaaf (Education for All) walliin walqabate yomuu laalamu maal fakaataa kan jedhuu qo'achuuf ta'a. oddeeffannoon qo'annoo kanaaf funaanamu faayidaan isaa hojjii barnootaaf qofa olaa (only for academic purpose). Kanaaf, oddeeffannoon dhugaa irratti hunda'ee dabarsitu, arganno faayidaa qabuu irratti ga'uu fi yaada furmaata yeroo isaa eegate kennuuf ni fayyada.

Oddeeffannoon ati kennitu kan foyya'insa barnootaaf bu'aa gudda qaba, qo'aannoon kun akka milka'uufis nigargaara. Maqaa keessaa barreessaan barbaachiisa miti

Yeroo keessan fudhatni gaafannoo barreeffamaa kana waan guutaniif dursee isin galteeffadha. Galatoomaa!

Kutaa-I Oddeeffanno expartoota Birroo Barnoota Aanaa, Ittigaaffatamtoota Mana Barumsaa fi Barsiisootan guutamu.

I. Oddeeffanno Waliigalaa

1. Waajjira/Mana barumsaa Ilaalchisee
 - 1.1. Maqaa Aanichaa _____
 - 1.2. Maqaa Mana Barumsaa/Barsiisootaafi I/G/mana Barumsaa qofa

 - 1.3. Sadarka Mana Barumsaa _____

2. Oddeeffannoo Dhuunfaa

2.1. Hojii amma hojjataan _____

2.2. Saala: Durba _____ Dhiira _____

2.3. Muuxxannoo hojii waggaadhaan

2.3.1. Iddo amma hojjattan irratti (waggaa) _____

2.3.2. Wlauma galatti (waggaa) _____

2.4. Sadarkaa Barnootaa

Mallattoo “✓” ka’aa

2.4.1. 12/10 gadi

2.4.2. 12/10+TTI

2.4.3. Diplooma

2.4.4. Digrii Jalqaba

2.4.5. Mastarsii

Kutaa II: Dhimmoota barnoota waliin ga’uu Hundaaf ilaalatu (Access of Primary Education)

1. Aanaa keessa/Mana barnoota keessanitti barattootni guyyaadhaan, dhaqaa gala kilomeetira meeqaa millaan deemu?

a. 1-3kms b. 3-7 kms c. 7-10 kms

d10-13 kms

III-Dhimmoota Walqixummaa Saalaa Ilaalatu

1. Wanootni maneen barnootaa ala akun hamam barnoota shamaran irratt dhibbaa qaba(kan itti waliigaltu irratt Malattoo kana(✓)ka,ii

5= Daraan Olaanaa 4= Ol aanaa 3= Gidduugaleessa 2=Gad aanaa 1= bayee gad anaa

	Akkaaku	5	4	3	2	1
1.1	Heeruma umrii ijoolumaa					
1.2	Butii (Butta)					
1.3	Maatiin hubannaan barnoota shamaranii irratti qaban gadii aanaa ta,uu isaa					
1.4	Shamaran karaa fagoo deemanii yamuu barataan maatiin isaanii waan shakkaniif(waan sodaataniif)					
1.5	Walqunnamtii saalaa seeraan ala dubarrtoota irratti gaggeeffamu					
1.6	Haali amantii					

2. Shamaran dhiira caalaa barnoota isaani jidduutti ni kutuu

Eeyyee _____ Miti _____

3 .Yoo deebiin keessan gaafii 2ffaa “miti” ta’e sababa jettaniif armaan gadii nuu kaa’aa.

a. _____

b. _____

c. _____

4. Jijjirraan guddina barnoota shamaran irratti jiruu waggoota

darban wajjiin yooo walbira qabdan gaariidha

Eeyyee _____ Miti _____

5. Deebiin keessan yoo gaaffii 4ffaa “eeyyee” yoo ta’e tarkaanfiin

hirmaanaa isaanii guddisuuf fudhatame maal fa,aa

a. _____

b. _____

c. _____

Gaaffilee armaan gaditti dhiyaataniif yaada waliigaltan mallattoo “√” ka’a

5. Bayyee waligalaa 3. ni shakaa
 4. waliigal 2. waliihingalu
 1. baay’ee waliihingalu

2. Yeroo amma kannaa manneen barnoota keessatti hirmaannaa

No		5	4	3	2	1
2.1	Maneen barnootaa gandatti dhiyaatan dhabamuu					
2.2	Bajatni ramadamuu Xiqachuu isaa					
2.3	Maneen barnootaa dhuunfaa gahaa ta’e dhabamuu isanii					
2.4	Kalandariin haala wajiin jijjiiramu dhabamuu isaa					
2.5	Bulchiinsi mana barnoota laafaa ta’uu isaa					
2.6	Kanfaaltii kalattiin ala ta,ee kanfaluuf humna dhabuu					
2.7	Hirmaanaan ummataa xiqaa ta’uu isaa					
2.8	Buufatni barnoota al iddile gahaa t’auu dhabuu isaa					
2.9	Humni baratootaa warraan barbaadanuu isaa					

6- Dhimmootni kun (maneen barumsaa kessatti) hamam hojii irratti oluu (mallattoo “X”) ka,aa

	Akkaaku	Baayyee waliigalaa	Waliigalaa	Ni shakka	Walii hinglu	Baay'ee walii hingalu
6.1	Gorsii addaa dubartootaa kennameera					
6.2	Meeshaalee fi gargaarsi barnootaa dubartoota kakkaasuu haala gaariitiin keennameera					
6.2	Manni fincaani kanneen dubartoota qofaa qopha, eera					
6.4	Barsiisotni dubartoota, fakkeenya ta'an baayinaan niargamu					
6.5	Hubanoon saalaa gahaa ta,ee mana barmsaa keessatti kennameera					
6.6	Ilaalchi barsiisota baratoota dubartootaaf qaban mishaa dha					
6.7	Maneen barnoota dubartootaaf akka mija,uu ni carraquu					

**Part IV: Dhimmoota Qulqullina Barnoota waliin walqabatan.
Mallattoo “✓” ka’ii**

1. Mana Barumsa keessatti wantootni kin hammam argamu

	Akaakuu	Haalaan argama	Giddu galleessa	Hin argamu
1.1	Kutaa Barumsaa ga’aa fi qilleenssa gaarii qabu			
1.2	Mana Kitaabaa			
1.3	Laboraatorii			
1.4	Handhuura dagaagina barnootaa			
1.5	Biiroo ga’aa			
1.6	Mana fincaanii/dubartootaa fi dhiiraaf addaan			
1.7	Tajaajila Bishaan			
1.8	Mana jireenya Barsiisotaa gahaa ta’e			
1.9	Tajaajila fayyaa			
1.10	Mana fiincaanii gahaa ta’e			
1.11	Deeskii barattooa teessuma gahaa			
1.12	Kitaabolee wabii/Reference materials			

2. Hirmaannaan barsiisota leenjii adda addaa irratti Qabaan maal fakaata. Mallattoo “✓” kaa’aa

Bayyee Ol’aanaa G/Galeessa Ol’aanaa

Gadi’aana Baayyee gadi’aanaa

3. Yoo deebiin kankee gaaffii lack 2ffaa gadi’aanaaf baayyee gadi aanaa ta’ee sababan maal sitti fakaata

a. _____

b. _____

c. _____

d. _____

4. gargaarsi ogummaa kallattii biroo aanaa/Aanaa/irra

argataan maal fakkaata

Daraan Ol'aanaa

Ol'aanaa

G/Galeessa

Gadi Aanaa

Daraan Gadi'aanaa

5. Yoo debiin keessan gaaffii 4f baayyee ol'aanaa fi daraan olanaa yoo ta'e gargaarsi argataan maal

a. _____

b. _____

c. _____

d. _____

Kutaa V (1) Diibbaalee Barnoota lammii Hundaaf Waliin Geessuuf guffauu ta,an maal fakkatu. Gabatee armaan gadii irratii iddoo itti walii galteetti mallattoon“✓” ka’aa

5=Daraan ol’aana 4= Ol’aanaa 3=G/Galeessa 2=Gadi’aanaa

1=Bayyee gadi’aanaa

	Akaakuu	5	4	3	2	1
1	Diibbaa dinagdee - Hanqinq maalaqaa, - maatiin galii gad aanaa qaban baay,achu)					
2	Dimootaa hawaasaa fi aadaa, fi baay’ina ummataa -Barmaatilee boodatti hafaa -Baay,ina ummataa					
3	Dibbaalee dhimma mana barnootaa wajjiin walqabate Hanqina hogansaa Hanqinaa meeshaalee mana barumsaa Ummataa naanoo hirmaachisuu dadhabuu					

4. Rakkoleen kanbiroo yoojiraatan osoo ibsitan

5. Rakkoolee kan hiikuuf carraaqini godhameera

Eyyen _____ Mitii/Lakki/ _____

6. Yoo deebiin keessan gaaffii 2ffaaf “Eyyee” ta’ee maali furmaatni ta,ee maalfa,aa turee

a. _____

c. _____

3. Qabiyeen barnoota Ga'eessotaa Maal fa'aa? Osoo gadii fageenyaan ibsite _____

Appendex B-3

Qajeelchaa Gaaffilee Afaanii Dimmootaa Barnootaa Sadarkaa tokkooffaa waliin geessuu Waliin walqabatu

1. Hirmmanaan barnootaa hammam fooyya'ee ra?
2. Qluqullini barnootaa hammam foyyaa'era?
 - 2.1 Dimmonii qulqullinq barnootaa irratti dhiibaa geessan maal fa'aa?
3. Haaali ummataa naanoosossochoostan maal fakaataa?
4. Walqixummaan saalaa mirkanaa'era
 - 4.1 Yoo hinmirkanoofne ka'uumsi isaa maal?
5. Sagaantaan barnootaa Ga'eessotaa maal fakkaata
 - 5.1 Kaayoon isaa maal?
 - 5.2 Ummatni naanoosagantaa kana irratti hammaam hirmaata?

Appeendexii B-2

Gaaffannoo Barreeffamaa expartoota waajjirra barnootaa fi haala mijeessiittaan guutamu

Part I Odeeffannoo waliigalaa

1. Iddoo____. Naanoo____.Godina____.Aanaa

2. Saala . Dh____ Du____

3. SadarkaaBarnootaa . A)Ktaa 10 gad____ B) Kutaa10/12.____

C) Kutaa10/12 + TTI____ . D) DiPlomaa____

II-Haala Barnoota Ga,eessotaa

Yaada waliigalttu irratti mallattoo(✓) ka' aa

Lakk	Akaakuu	
1	Kaayyoon barnootaa ga'eessotaa maalii dha	
	a. Barnootaa bu'uuraa kennuu	
	b. Barnoota ogummaa ama qaban cimsuu	
	c. Haalaa jireenyaa fit au barsiisuu	
	d. Kan armaan ol argamu hunda	
2	Hirmannaan ga'eessotaa maal fakkata	
	a. Daraan ol aanaa	
	b. Ol,aanaa	
	c. Giddu- galeessaa	
	d. Gad aanaa	
	e. Daraan gad aanaa	

Appendex-4**Sample Woredas and Schools Included in the Study**

No	Woredas	Schools	levels
1	Lume	Ejere	5-8
		Bisiqe	1-8
		Tulluu Re'e	1-8
		Daka Bora	1-8
		Qooqa Nagawo	1-8
2	Dugda Bora	Bole	1-8
		Maqi primary	1-8
		Oda Boqta	1-8
		Borqa Dadach	1-6
		Bofio shawe	1-4
3	AS/tulluu gido Kombicha	Qera	1-8
		Bulbula	1-8
		Batu	1-8
		Abosa	1-8
		Woransa	1-8
4	Akaki	Dalata	1-8
		Gale kolicha	1-6
		Bole Wacho	1-6
		Kuriya	1-6