AN ASSESSMENT OF THE ETHIOPIAN PRIMARY EDUCATION SECTOR DEVELOPMENT PROGRAM

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ACRONYMS

ABE	Alternative Basic Education
ABECs	Alternative Basic Education Centers
ARM	Annual Review Meetings
CSC	Central Steering Committee
DFID	Department For International Development
DPs	Development Partners
EFA	Education For All
EMIS	Education Management Information System
ESDP	Education Sector Development Program
PASDEP	Plan for Accelerated & Sustained Dev. to End Poverty
GER	Gross enrolment Rate
GEQIP	General Education Quality Improvement Program
GOE	Government of Ethiopia
JRM	Joint Review Mission
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NER	Net Enrolment Rate
NGOs	Non-Government Organizations'
PAP	Program Action Plan
PSR	Pupil Section Ratio
PIM	Program Implementation Manual
TOR	Term of Reference
UIS	UNESCO Institute for Statistics
UPE	Universal Primary Education
WB	World Bank
WCEFA	World Conference on Education for All

ABSTRACT

The main purpose of this study was to assess the performance of ESDP at primary level and to identify the major challenges and problems that have affected the achievement of the ESDP III at national level. The study employed a descriptive survey method, and involves both primary and secondary sources of data. Recent education statistical data of primary education were used to make the analysis on the progress towards the assessment of EDDP III at primary level. Moreover, primary data through questionnaires and interviews were collected from process owners and experts at MoE and REBs. Moreover development partners were involved in the interview. The collected data were analyzed and interpreted using enrollment ratios, parity index, percentage and mean. The finding of the study revealed that educational access and coverage have shown remarkable improvements over the last five years, between 2004/05 and 2008/09. However, as the net enrolment ratio shows, entry to grade one has been highly dominated by over-aged children, particularly in rural areas. Improvements were also registered in ensuring equity in the provision of primary education, but disparities between boys and girls and urban-rural disparities have been challenges to the achievement of ESDP III at primary level. The capacity and management-related-problems such as lack of technical support to the regions, lack of adequate training for the implementation of ESDP ,High turn-over of implementers, regional, urban/rural and gender disparity, Inefficient utilization of resources, poor quality of education, weak education planning and implementation/management capacity particularly at MoE, inadequacy of basic school facilities, shortage of qualified and experienced teachers in the second cycle of primary education in the rural areas, inefficiency of smooth student flow through the educational ladders of the primary schooling as reflected by low survival and completion rates due to drop-out and repetition problems, low quality of school infrastructure, due to a strong reliance on low-cost constructions, long home-school distance, lack of school basic facilities and materials, lack of counseling and support for students and the likes were identified as a factor that made schools environmental less child-friendly and discouraged school attendance. The socio-economic and cultural problems: family low income, drought and food shortage, child labor demand, parents' illiteracy, early marriage and the likes also affected the education of children, particularly of girls and rural children. Moreover, less commitment of the political leadership to education has also contributed to the non-achievement of UPE in general and ESDP III targets in particular. Thus, if these present conditions and challenges persist, the coming ESDP IV has less chance to achieve the goal of UPE by 2015. Emphasis should also be given to increase access and equity by addressing all the inhibiting factors (social, economic and cultural). Moreover, all these could be put to the ground with strong political and leadership commitments. In order to achive the target set during the ESDP the political committeement is vital. The management and the evaluation of the progress of ESDP should be strengthening. The Annual review meeting and joint review mission should be strengthened. Above all the String committee at MoE and REBs should be functional. The implementers should work their daily activities as per ESDP implementation manual. Finally, the study recommended that for ESDP to be achieved those challenges and problems need to be solved. Net intake rates to grade one should approximately reach 100%, and the cohort ever entering grade 1 must be kept in the system to progress through the education ladder to complete the final grade of primary education by avoiding dropout and repetition. Effective strategies designed than the current trend for the emerging regions. Opening mobile schools and Para-boarding schools for meeting the needs of pastoralist and semi-pastoralist students Strengthening the school feeding program for food insecure areas and Providing special support programs that can promote enrolment of girls and the retention in schools Construct more upper primary schools and classrooms in rural areas should be given to the implementers.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. It covers background of the study, statement of the problem, significance of the study, delimitation and limitations of the study, definition of terms and organization of the study.

1.1 Background of the study

Achieving universal primary education, since the Addis Ababa UNESCO Conference of 1961 has become the target in the education system of Ethiopia. Since then significant progress had been made during the Imperial period. About 15.3% of the school age children were attending primary education when the communist Derge regime came into power in 1974(Ayalew,1989). The socialist government of the 1974 to 1991 had also aimed at achieving universal primary education by 1984 and later on by 1994(Derebssa,1999). During these periods significant increases in the number of enrolment had been observed at primary level. When the current government came into power in 1991, the participation rate at primary level of education was 30%, which was one of the lowest in the world and even less than half of the average for Sub-Saharan African countries (Tekeste, 1990). Moreover, as the Education Sector Review (PHRD, 1996), during the 1980s the gross enrolment ratio in primary level fluctuated from a high of 35% (1987/88) to a low rate of less than 20%. Girls' participation rates were much lower than those of boys, especially in rural areas. In addition, when the policy was formulated in 1994 there were sever regional differences in access to education, ranging from 7% in Afar region to 87% in Addis Ababa city administration (PHRD, 1996) When the current government came into power (in 1991), the Ethiopian education system was suffering from multifaceted problem. The main problems were related to the issue of relevance, quality, equity and access.

Since the overthrow of the military government in 1991 ,education has been a development priority on the national agenda. The Government of Ethiopia has developed Education Training Policy (ETP) and Education Sector Strategy. The Education and Training Policy which was introduced in 1994, was converted into programmatic actions through the Education Sector Development Plans (ESDPs) for implementation. The main driving force of Education Sector Development Program is to improve education quality, relevance, and efficiency equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of girls as a first step to achieve universal primary education by 2015.

So far, Ethiopia has three sector development programs for education; the first was launched in 1997. The second, a three-year ESDP, was launched in 2002/03 and the country continued the third five-year ESDP in 2005/06. There has been a substantial expansion at the primary level during ESDP I and II and as a result enrollment in primary schools (grades 1-8) has shown significant increase. According to MOE ESDP III PAP (2005), during ESDP I the target was to increase primary enrollment to 7 million from 3.7 million in 1995/96. However, the achievement was 8.1 million, which implies an average growth rate of 12.8% in enrollment. This trend has also continued in ESDP II with the annual average growth rate of 11.7%. Accordingly, the primary school enrollment in 2004/05 has reached 11.4 million. With regard to the number of primary schools, there were 10,394 primary schools in 1996/97 and this number has reached 16,078 in 2004/05, which is an increase of 54.7%. Out of new primary schools more than 85% were constructed in the rural areas. In terms of gross enrollment rate (GER) at primary level, the achievement in 2004/05 was 79.2% (female 70.9% and boys 87.3%), which is higher than the revised 70% target set for ESDP. Similarly, the net enrolment rate (NER) has also increased from 24.9% in 1996/97 to 67.8% in 2004/05. The NER has shown a faster increase compared to the GER. Both programs (ESDP-I and II)

were aimed at increasing access to meet the target set for UPE by the year 2015.

However, looking into the regional perspective, the gap in the GER at primary level was very wide. For instance in 2004/05 Addis Ababa and Gambella, had GER of over 125%, while the GER for Amhara, SNNPR and Diredawa, ranged from 75.9% to 80.3%. The two predominantly pastoralist regions, Afar and Somali, had only 17.1% and 20% GER respectively. Although there was an encouraging progress in enrollment, the variations between regions evidently demonstrate that there was a lot to do to achieve UPE and maintain equity among regions.

Improving educational access to girls, retaining them in school, reducing dropout and repetition and thereby closing the gender gap was a major concern during the implementation of ESDP I and II. According to MOE (2005), The GER for girls increased from 40.7% in 1999/2000 to 70.9% in 2004/05, an increase of 74.5% in five years. Moreover, the gender gap that was covering around 20 percentage points during ESDP-I and the first year of ESDP-II has started to decline since 2003/04 and has reached 16.4 percentage points in 2004/05. Although, these were good signs of improvement in gender equity, it did not reach at the desired level. During the implementation of ESDP I & II efforts were also made to improve quality of education. In relation to this Teaching staff at primary level has increased to 170,716. This is a 61.4% increase over the period of eight years since ESDP I was launched. This was achieved through the expansion of pre-service teacher training. However, it was not commensurate with the increase in enrollment.

According to MoE (2005) of ESDP III PAP the percentage of the first cycle primary certified teachers had reached 97.06% at national level. The regional data indicates that Afar and Harari have relatively less percentage compared to the other regions. The percentage of certified teachers at second cycle at

national level was 54.6%. Though, it has shown an increasing trend compared to the previous years the share of certified teacher at the second cycle was very low for all regions. Due to the insufficient number of qualified teachers for grades 5-8, regions were using TTI graduates (certificate holders) to teach in those grades.

To cope up with the shortage of supply of qualified teachers, various types of in-service programs such as distance education, extension classes and summer programs were introduced/ expanded. In relation to this (MOE, 2005) 21,400 of 1st and 2nd cycle teachers were registered in the distance education program to upgrade their qualification to a diploma level. Of this cohort a total of 14,169 teachers (12,972 first cycle and 1,197 second cycle teachers) have completed their studies at the end of June 2004. In 1996/97 the pupil/section ratio was 57. Although the objective in ESDP-I was to bring down this figure to 50, it continued to increase and reached 73 in 2001/02. ESDP-II planned to reduce this figure to 60. However, in 2004/05 (end of ESDP-II) the pupil/section ratio was reduced to only 69. As this is a national average, regions such as Oromia and SNNP had a pupil/section ratio of 74. In both cases the achievement was far from the target of 60 set for the plan period.

The pupil/teacher ratio at primary level (1-8) has been increasing continuously, instead of going down as planned, since the beginning of ESDP-I. According to MOE (2005), the PTR reached 65 in 2003/04 from 42 in 1996/97. In 2004/05 pupil teacher ratio was maintained at its 2003/04 level, 65. On the other hand the pupil/text book ratio has remained at 2:1 for most of the regions.

National Learning Assessment (NLA) measures the quality of education and identifies factors that contribute to the outcome. With regard to this, the First NLA was carried out in 1999/2000 on grade 4 and 8 achievements and the Second NLA was conducted in 2003/04 on the same grades (MOE, 2005). The main objective of the first NLA was to establish baseline data on students'

learning achievements while the objective of the second one was to monitor its progress overtime. The Second NLA indicated that the development of students' attitude towards education, environmental protection, health care, civics & ethics is in the desired direction. However, significant changes were not observed in the other aspect as the students' achievement in both grades stand at 39.7 and 48.5 for grades eight and four respectively. The achievements for grade eight and four in the First NLA were 41.1 and 47.9 respectively, which shows a slight decline in grade eight achievement and very little upward move in grade 4 achievement.

Concerning the internal efficiency improvement has been made during the implementation of the previous ESDPS. In connection to this the MOE ESDP III PAP (2005) stated that the repetition rate In 2003/04 in grade 1 was 3.2% and this was more than four-fold reduction from that of 1996/97 which was 16.7%. The gender disaggregated data for 2003/04 indicates that the repetition rates for boys and girls were 3.9% and 4.2% respectively. In 1996/97 the repetition rate for boys was 15.7% while for girls it was 18.6%. As a result, the national repetition rate at primary (1-8) level has fallen to 4% in 2003/04 from as high as 11.9% in 1996/97. In seven years the repetition rate was reduced by 7.9 percentage points, which indicates improvement in internal efficiency of the primary school system.

On the other hand, no promising improvement has been observed in dropout rate. In relation to this MOE (2005) States that the dropout rate in Grade 1 has been very high though there is a decline in 2003/04. The dropout rate in Grade 1 decreased from 29% in 1996/97 to 22.8% in 2003/04. When the 2003/04 data is disaggregated by gender the dropout rates in Grade 1 were 23% and 22.5% for boys and girls respectively. When the base year is compared to 2003/04 the dropout rate in Grade 1 has dropped down by 6.2 percentage point. The 22.8% dropout rate in 2003/04 indicates that on the average nearly

one out of four students is dropping out of school before he/she reaches Grade Two.

According to MOE (2005), the main emphases of the third Education Sector Development Program (ESDP III) For general education were Production of responsible and competent citizens, increment of access to educational opportunities at primary level, achieve UPE by the year 2015, Improvement of the quality of education, enhancement of the efficiency and use of resources wisely, addressing equity issues by narrowing the gap between male and female, among regions and rural and urban areas, provision of access to adult and non-formal education in order to combat the problem of illiteracy, and Increment of access to quality secondary education based on the demand of the economy for trained human power.

1.2 Statement of the problem

Education sector in Ethiopia is one of the top priority development programs that require serious attention to address the basic socio-economic challenges of the country, to bring about change and transformation in the livelihood of the peoples of the country and to alleviate poverty. In relation to this MOFED, PASDEP (2005) stated that low educational quality, relevance, efficiency, equity, and low coverage were the features of Ethiopia education service before 1991/92. To change this situation, the Government launched the national Education and Training Policy in 1994.

The ESDP is a five-year phase of the 20-year program aimed at improving educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015. It is good to prepare such a good ESDP III PAP, because it shows the commitment of the education sector towards the promotion of education in the country, it covers issues of access,

quality, efficiency, and equity of education. It is the believe of the researcher that access, equity, efficiency and quality of education that Ethiopia will achieve through reaching into the level of middle income countries of the world. Thus, the researcher attempted to investigate how far the stated objectives have been achieved during its implementation.

The Education Sector Program is an attempt to develop a strategic tool for promoting development in the education sector, specifically the primary sub-sector. It is intended to serve as guideline for the preparation of annual work plans and as a tool in the monitoring and evaluation of progress in the primary education sub-sector. In support of this MoE (2005) stated that ESDP is a relatively comprehensive and coherent framework that outlines plans and modalities for implementation of education plans at the national and regional levels. The Education Sector development program PAP was intended to serve as guidelines for the preparation of Annual plan, but from personal observation of the researcher this is not true in actual practice, rather plans were prepared in traditional ways. So the researcher believed to look into it.

The education sector development program (ESDP) has served as the major attempt to structure consultative mechanisms and harmonize donor and government procedures. The consultative dialogue mechanisms developed and undertaken were successful but were not without their problems. Many donors express that they have not been adequately consulted in the recent ESDP, for instance. Misunderstanding of intentions, difference of opinion on policy issues, lack of appreciation to align procedures harmonize transactions and poor information exchange is some of the major drawbacks identified.

In general, the education sector development programs have been in operation since 1997 to date, separate reports may have been available on primary education, but no significance study has been conducted in relation to the performance of ESDP. Having this in mind, therefore, this study was conducted to investigate the performance of the ESDP III against the objectives set for

primary education during implementation phase. The study also tried to examine how the program was managed at educational bureaus and federal Ministry of Education.

1.3. Objective of the Study

1.3.1. General Objective

The main purpose of this study was to assess the performance of Primary education sector development program as anticipated in the ESDP III program action plan and to identify the major challenges and problems that affect its achievement and propose possible solutions.

1.3.2 Specific Objectives

The specific objectives were:

a) To analyze the extent of access, equity, quality and efficiency of primary Education during the implementation of ESDP-III.

b) To scrutinize how the Education Sector Development program was managed at federal and regional level.

c) To take a look at the actors working at national and regional level whether they have the required knowledge and skill in implementing primary education sector development program.

d) To identify major problems in the course of implementing ESDP-III and propose possible solutions.

Basic Questions

In order to achieve the stated objectives, this study attempted to answer the following basic questions.

1. To what extent have access, equity, quality and efficiency been addressed during the implementation of ESDP-III in primary Education?

2. What are the current practices of ESDP III management at national and regional level?

3. Do the actors, who are responsible for the implementation of primary education sector development program, have the required knowledge and skill?

4. What are the major problems encountered during the implementation of ESDP-III at primary Education?

5. What possible solution should be taken to alleviate the problems?

1.4. Significance of the Study

The Education Sector Development Program provides a sector-wide policy and implementation framework for educational development. Therefore, the study will have the following significance:

a) It will provide extensive data and information to policy makers.
b) It will provide an insight into the achievements and challenges witnessed during the implementation of ESDP III.
c) The study may help as the stepping stone for other researchers to undertake in depth investigation.

1.5. Delimitation of the Study

The study focused particularly on the assessment of Education Sector Development Program at national level. The scope of this study is too wide. Therefore; the study attempted to look into the performance of Education Sector Development Program III (ESDP III) at the formal primary level of education (1-8). The scope of the study delimited to three big regions (Amhara, Oromia and SNNPR), two underserved regions (Afar and Somali) and Addis Ababa city administration (to represent the urban).Among the performance indicators of ESDP - III ,the study considered access, equity, internal efficiency, quality and the management of ESDP.

1.6 Limitations of the Study

The study had its own limitations. Among the factors that contributed to the limitation of the study were, some of the process owners and experts failed to return the questionnaire on time, which in turn forced the researcher to carry out the fourth and the fifth chapter of this study under intense time. However, the researcher made every attempt to overcome them.

1.7. Definition of key terms.

Gross Primary Enrolment Ratio: is the number of children in primary school regardless of age, divided by the population of the age group that officially corresponds to the primary level (World Bank, 2005).

Net Enrolment Ratio: is the ratio of the numbers of children of official school age who are enrolled in primary school to the total population of children of official age (World Bank, 2005).

Primary Education: Education of eight years duration, offering basic and general primary education to prepare students for further education and training (MOE, 1994).

Primary School: It is the grades from 1-8 which is subdivides in to two cycle 1st cycle (Grade 1-4) and 2nd cycle (grade 5-8) (MOE, 1994).

Program: refers to a series of planned activities with a broader scope than a project (Magnen, 1991)

Primary School Age Population: It is the officially accepted age range and is from 7-14 years for primary level of schooling (Anderson, 1992).

Sector: A sector is a category for analysis, planning and management e.g. health sector, education sector. (Program Implementation Manual, 2004).

Sector wide approach (SWAp): All significant funding supports a single sector policy and expenditure program under Government leadership, adopting common approaches across the sector, with progress towards using Government procedures to disburse and account for funds. (Program implementation manual, 2004).

Universal Primary Education (UPE): Full enrolment of all children in the primary school age population and completion of the final year of primary schooling, i.e. 100% net enrollment ratios as well as at or close to 100% completion rates (UNESCO, 2001).

1.8 Organization of the study

This study comprises of five chapters. The first chapter deals with background to the problem, objectives of the study, significance of the study, delimitation and limitation of the study , definition of terms, and organization of the study. The second chapter focuses on the literature review having to do with Education Sector Development Program. The third chapter deals with research methodology and procedure of the study. The fourth chapter presents analysis and interpretation of data. The last chapter presents summary of the findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter deals with some the basic conceptual framework that is relevant to critically analyze the performance of ESDP III at primary education level (1-8). The concepts reviewed in this chapter are also designed to be used for analysis of the issues in access, equity, quality and internal efficiency including the management of ESDP III in the Ethiopian Education system.

2.1. Overview Of Education Sector Development Program

The Education Sector Development Program (ESDP) is a program which provides a sector-wide policy and implementation framework for educational activities. It is an attempt to realize the objectives of Education Sector Policies and formulated to address critical issues and problems facing the education sector.

According to MOE (2005), the purpose of ESDP is to address the problems of access, equity, quality, efficiency, and management capacity in education. The other purposes of ESDP are to coordinate government and donor inputs in the education sector. ESDP is a comprehensive and integrated sector wide approach which requires a great deal of coordination of activities, rationalization of efforts, and harmonization of procedures, greater awareness and a sustained commitment to the program by all parties. Moreover, such a goal would obviously require a balanced and sustained development of the sectors, a high level of commitment by government, an efficient and effective implementing capacity and a close partnership with community, the private sector, non-government organization and bilateral and multilateral donors.

The ESDP tries to address the whole range of levels and issues of education. ESDP specifies both recurrent and capital expenditure requirements, outlines the responsibilities of all tiers of government, and reflect the combined resources of government and development partners in the sector. The sector or

program approach help ensure that national policies are taken into account at all levels in the decentralized set up, through establishing processes and mechanisms for the joint development and implementation of an explicit policy framework in the form of ESDP. The ESDP covers all sub-sectors of education within Ethiopia from primary through to tertiary, although main emphasis during the first and second ESDPs was put on the expansion of primary level of education.

In order to implement the program, the Government of Ethiopia has set-up steering committees with donors, both at the Federal and regional level to consult on the development of the Education Sector Development Program (ESDP), to coordinate technical and financial assistance, to seek mechanisms for harmonization of procedures of different donor agencies and to oversee the implementation process. These steering committees and other Sector Development Program (SDP) forums provide mechanisms that facilitate the co-ordination and overseeing of the SDPs, in general and coordination and conducting of dialogue between Government and its partners, in particular.

The Education CSC has been operational since the launching of the education sector development programs in 1997/98. MOE (2004) states that the Central Steering Committee at the federal level was the highest body set up to advice monitor and follow up the education sector development programs. The CSC is chaired by the Minister of education. Its members include the Minister of Finance and Economic Development, and Ministry of Capacity Building and donor representatives, i.e. UNDP, USAID, EU, WB, SIDA and ADB, plus a prominent NGO actively working in the education sector (CRDA). Secretariat functions including follow up of the implementation of ESDP have been provided by the Planning and Resource Mobilization Process in the Ministries of Education.

Among the different components of ESDP document is the first element. Every national ESDP is summarized in a Program Action Plan (PAP) document. This document is an output of a nation-wide planning process involving the centre and the regions. According to MOE (2005) the PAP consolidates the Regional and Federal plans and places them within the national development goals and strategies to link the resource needs of the regions and the centre with that of the macro-economic scenario of the country. However, the PAP cannot give all details of the program of the regional and centre plans; it rather identifies the major themes of the program and strategies that are common to the regions so as to achieve the strategic national goals for the education sector.

The regional plans also contain similar priority goals and strategies for the sectors of education for which the regions are responsible for the Education sector in general and that of primary education in particular. These goals and strategies are translated into detailed program and activities with budget estimates for the ESDP period. Similarly, the centrally-prepared plan elaborates the goals and strategies of each sub-sector for which the Federal government is directly responsible. In this regard, the MoE (2005) described the role of MOE and REBs in terms of detailed activities and budget estimates for the ESDP period. It states that the regional and central plans assess potential risks and provide alternative scenarios.

Education forums are the second element of ESDP III governance. This consultative and review framework for the ESDP has steering Committees (at central and regional level); Joint (government-donor) Review Missions (JRMs); and Annual Review Meeting (ARM). Besides, there are several forums that play an important role in oiling the wheels of ESDP. These include regular monthly meetings of donor representatives with the Ministry of Education and the meetings of the education donor group (often held to prepare for joint government- donor forums).

Education Sector Development Program Action Plan MOE (2005) states that utilization of Calendar was the third Element of ESDP governance. The document also emphasized that the ESDP requires systematic consultation amongst all the partners (particularly Federal and Regional Governments and aid donors to the sector) on the given time frame.

According to MOE (2004) PIM, the Ministry of Education is the executing agency responsible for implementing ESDP at the Federal level. The expected reorganization of the Ministry of Education will lead towards more streamlining, towards a more policy-oriented role, with emphasis on the Ministry acting as a change agent, to lead the education sector towards the goals and vision of Education for All (EFA) and the Millennium Development Goals. On the other hand, more operational responsibility is accorded to the regional level, with the Education Bureau as the executing agency for the respective Regional ESDP. In addition to this the overall financial management will be the responsibility of the Ministry of Finance and Economic Development and the respective Finance and Economic Development Bureau in each Region.

ESDP is also supported by donors. According to MOE (2005) the role of donors at the federal level is to participate in coordination of the policy dialogue and at the implementation level to provide technical assistance. Cooperation among donors also requires a great deal of negotiation on policy, implementation, procedures and funding. The donors are considered as members both in the Central Joint Steering Committee and Regional Joint Steering Committee Monitoring and evaluation are essential aspects of the sector wide approach. According to MOE (2004) the overall monitoring and coordination of the ESDP is the responsibility of a Central Steering Committee consisting of representatives of donors and the Ethiopian Government. At regional level, the responsibility for monitoring activities lies with regional steering committees.

The program implementation manual (2004) explains how government and donors in Ethiopia can work together towards shared objectives for the education sector. It also describes how things are done at present, and also prescribes how things can be done better in future. It seeks to identify and promote good practice. The manual aims to clarify relationships, including the respective roles of key federal ministries, of different tiers of government federal, regional, woreda and of government and non-government actors such as aid donors and NGOs, support better coordination among those involved in the sector, so as to increase efficiency and effectiveness in the use of scarce resources. The manual addresses coordination and management issues at all stages from policy and strategy formulation through budgeting and implementation to monitoring and review, support harmonization among government and its aid partners. The design of the ESDP is country-specific, and the manual takes care to explain Ethiopian systems of government and administration. It has a special focus on how aid interacts with government resources in the context of Ethiopia's federal system and the evolving relationships between Ethiopia and its aid partners.

2.2. ESDP III Program Objectives, Strategies and Targets of Primary Education.

Primary education is the first stage of compulsory education, which is preceded by pre-school or nursery education and followed by secondary education. The major goals of primary education are achieving basic literacy and innumeracy among all pupils, as well as establishing foundations in science, geography, history, math, and other social sciences. In relation to this, MOE (2005) States that primary education is the first stage of compulsory education which aims at achieving basic literacy among all children. Goal 2 of the Millennium Development Goals (MDGs) sets out to ensure that by the year 2015 all boys and girls complete a full course of primary schooling. Educating children helps reduce poverty and promote gender equality. It helps lower child mortality rates

and promotes concern for the environment. Further, education specifically free primary school for all children is a fundamental right to which governments committed themselves under the 1989 Convention of the Rights of the Child.

The major objectives of this sub-program were to raise enrollment, improving equity and quality, reducing dropout and repetition rates. According to MOE (2005), by the end of the program period (2009/10), GER was planned to reach 112.6%, pupil/section ratio was to reduce to 50 and pupil/teacher ratios was to reduce to 50 and 45 for first cycle and second cycle primary respectively. The program focuses on reaching not only children at the appropriate admission age of seven but also out-of-school children, those who didn't get the opportunity to enter schools at their appropriate age. Therefore, a target of over 100% GER is set due to the inclusion of overage children in the total enrollment.

To meet the objectives stated above MOE (2005) stated that construction of 194,748 classrooms (95,142 for the first cycle and 99,606 for second cycle primary) were to be undertaken to provide space for new pupils and to reduce pupil/section ratio and percentage schools with double shift. A total of 294,760 teachers (168,847 first cycle and 125,913 second cycle teachers) were predicted to be recruited to take care of the additional enrollments and reduce pupil/teacher ratios in both cycles. Moreover, 3.7 million set of textbooks (146.9 million copies) will be printed and distributed to schools/ABECs to achieve and maintain a pupil/textbook ratio of 1:1 throughout the program period.

The Education Sector Development Program Action Plan MOE (2005) noted that the overall goals of ESDP-III are set in line with the priorities of PASDEP I and the Millennium Development Goals: good quality universal primary education by 2015, meeting qualitative and quantitative demand for human power. Moreover, it identifies the general Objective of the Education Sector

Development Program III is to produce responsible and competent citizens, increase access to educational opportunities at primary level, achieve UPE by the year 2015, improve the quality of education, enhance efficiency and use resources wisely, address equity issues by narrowing the gap between male and female, among regions and rural and urban areas and provide increased access to Adult and Non-Formal Education in order to combat the problem of adult illiteracy.

Moreover, MOE ESDP III (2005) identified strategies like increasing access to basic primary education by encouraging alternative approaches such as low cost schools, one classroom school, and multi-grade classroom. Alternative basic education and functional adult literacy programs were expected to be expanded and improve the quality of education. The expansion of school-feeding program in partnership with development partners, in food insecure and vulnerable areas so that the Regional Education Bureaus were expected to undertake publicity campaigns to sensitize their local communities and develop local strategies for the access and survival of girls through out primary schooling. The curricula for teachers' training programs and training institutions were expected to be revised at better quality instruction in practical training. Proactive measures were also projected to be taken to enroll out-of-school children, especially girls, to increase their enrollment and attendance as well as the quality of education through strengthening partnership with all stakeholders.

Policies and programs to strengthen the role of the community in the management and financing of schools were also planned to be implemented and the role of the private sector and non-governmental organizations would be strengthened. Being the administrative unit closest to the communities, the role of woredas in the governance and management of education was expected to be strengthened during the implementation of ESDP III.

The Education Sector Development program Action Plan MOE (2005) noted that, to meet its objectives, new schools were expected to be built and additional classrooms constructed using local materials. In pastoral and semi agriculturalist areas alternative basic Education (ABE) program was implemented; multi grade classroom teaching method was expected to practice, adult program was designed to be implemented to address access problems of over aged school population to enable them complete primary education in short time; and to manager in efficiency problem which include continuous follow-up and evaluation method was strengthened, teaching strategy was designed for over aged children; special support was planned to be provided for those unable to get formal education; and, efforts was expected to be exerted to reduce the number of shift in primary education.

Greater emphasis was also given to quality enhancement during ESDP III. In this case the Education Sector Development program action plan (2005) indicates that: relevant Curriculum was to be connected with learner environment, that responds to parental expectations and demands, national Educational Assessments to be conducted with the final grades of primary education so as to ensure quality, implementation of School Improvement Program(SIP) as a major component that emphasis school leadership and management, parent and community partnership, student-centered learning, professional development and collaboration and quality instructional program. Furthermore, the document also revealed that by doing this pupil/teacher ratio, student text book ratio ,educational inspection and supervisory support, committed qualified teachers enhancement efficient and effective school leadership and management ,allocation of adequate budget are some the quality of education indicators was planned to be in a better position in general and that of primary education in particular.

2.3 Monitoring and Evaluation of the ESDP.

Monitoring is an essential aspect of the sector wide approach. With regard to this MoE (2005) states the overall monitoring and coordination of the ESDP is the responsibility of a Central Steering Committee consisting of representatives of donors and the Government of Ethiopia. At regional level, the responsibility for monitoring activities lies with regional steering committees.

According to the PIM document (2004), the Annual Review Meeting is a forum that brings together all ESDP stakeholders to review the implementation of ESDP and to discuss current issues and future plans for the sector. It is chaired by the Minister of Education, and includes high level representatives of the Ministry of Finance and Economic Development, the Ministry of Capacity Building, and other federal ministries as appropriate. From the regions, REBS, BOFEDs and BCBs are represented, donors were invited to send senior education staff, NGOs and other organizations involved in the sector was invited, increasingly, ARMs have sought broader participation e.g. selected woreda level participants may help to ensure that implementation-level views are heard.

The purpose of the meeting was to review ESDP in relation to PAP and annual work plans, review progress in the education sector access, quality, sustainability, propose how donor flows to ESDP can be increasingly harmonized and use government channels, review status of ESDP financing (based on reporting by MOFED of donor aid flows and education sector financing), facilitate programming of aid for remaining years of the program, The ARM receives consolidated reports on ESDP implementation, prepared by the ESDP Secretariat, and the report of the Joint Review Mission. Each ARM also receives a report on the status of previous ARM recommendations.

According to the report of Joint Review Mission (MoE, 2007), the purpose of the JRM is to assess the performance of the education sector and identify key actions that can contribute towards qualitative and quantitative improvements in the sector. This can be done through a review of progress reports and study in the sector in conjunction with the field visits. The objective of the JRM is to review the overall progress of ESDP implementation during the previous fiscal year, with special emphasis on qualitative (e.g.: teacher/pupil ratio, qualifications, textbook availability in classrooms, mainstreaming of gender equity measures) and quantities achievements, as well as efficiency. Field visits and data collection could be concentrated around the theme for the JRM. The review process provides an important opportunity for ESDP stakeholders for stocktaking, reflection and learning, possible reorientation of the program, problem solving as well as overall discussion and exchange of views on the program.

ESDP reviews are carried out as joint Government-donor missions. Annual reviews should be considered adequate. The timing of the missions will coincide with the availability of the consolidated semi-annual reports as well as work plans and budgets for following year's implementation. The preparation of the review missions would be the responsibility of the Central Steering Committee assisted by its Secretariat.

The Program Implementation Manual (PIM) of the Ethiopian ESDP (2004) prescribes Annual Joint Review Missions (JRM) as important elements of a comprehensive evaluation and monitoring system for the programmed. One important characteristics of the JRM is the strong emphasis on field visits. By organizing travels outside Addis Ababa, based on Terms of Reference agreed to by the Government and the donors, the intention of the field visits is that the stakeholders improve the opportunity to undertake joint assessment of activities at the grass-root level and in their "normal" setting. Other intentions

are related to considerations of cost-efficiency and harmonization, that the assessment should be made once a year and jointly, making it unnecessary for each donor to establish its own separate system of assessment. Another is simply that the quality of information collected by direct observation of the activities in the schools, and by interviews and meetings with local educational offices, with parents and teachers, is very crucial and difficult to obtain otherwise.

2.4 The Education Sector Performance Indicator.

To achieve the EFA goals, countries develop a comprehensive national plans, establish priorities, policies and set their own goals, targets, time lines and monitoring indicators, as well as to systematically monitor progress towards the EFA goals (WCEFA, 2000, framework 8). To this end, Ethiopia to translate its commitment into action in achieving universal primary education by 2015, has developed the sectors development program (ESDP), that is being implemented at National and Regional levels. This Education Sector Development Program Action Plan constituted priorities, major goals, targets and monitoring indicators.

Accordingly, ESDP requires setting priorities, defining policies, establishing targets and monitoring indicators, as well as assess the progress towards the goal. In this regard, the Education Sector Development Program Action Plan III (2005), set specific target and indicators for the monitoring of ESDP III Progress.

The progress towards meeting ESDP III goal or target needs to be assessed regularly and systematically to allow for taking meaningful measures and remedial action to achieve the goal by the specified time. Thus, the progress towards ESDP III can be monitored in more than one way. As UNESCO (2008) identifies, the most demanding are measuring and analyzing the levels of

access and coverage, internal efficiency equity and the quality issues using those relevant indicators.

2.4.1 Access and Coverage

Access and coverage that should be reached is one of the key components that constitute ESDP III and it needs to be analyzed to monitor the movement towards the goal of ESDP III. With regard to this Bastian (2004) states that the terms access and coverage have often been used in the popular education literatures without making much distinction between the two terms. However, strictly speaking, coverage of education refers to the size of education, whereas access refers to how much of the eligible school age children enter appropriate level or enrolled in a given level of schooling.

The indicators to measure the extent to which children have got access to education are the Apparent and Net Intake Rates. These indicators as measures of access to education are used to monitor the movement towards UPE. According to Tegegn, (1996) Apparent Intake Rate (AIR) is defined as (the proportion of new entrants of all age in grade 1 to the total population of school age population). Noting that in this definition no age distinction is made in the numerator (new entrants). This means that this indicator can be over 100% because it includes early and late starters. Hence it is a crude measure of access to grade 1. Net intake rate (NIR) is a refined measure of universal access to education. NIR is defined as the proportion of new entrants of school admission age to grade 1 of primary and population of official school admission age. For instance, in Ethiopia, age 7 is the appropriate age for entering grade 1. The net intake is the total number of 7 years old children entering grade 1 of the education system expressed as percentage of the total 7 years old children in the population. Thus, if Ethiopia is to achieve UPE by 2015, it should ensure net or universal grade 1 enrolment in 2007/08, with neither dropout nor repetition occurring as the cohort progressed up the 8 years of primary

education. It also requires that in each subsequent year from 2007, the enrolment parameters should apply.

Enrolment ratios are used to measure the extent of coverage of the education. Tegegn (1996) states that Gross and Net Enrolment Rates are major indicators used to measure coverage of the education program. These monitoring indicators are used to compare the children in school with total size of a school age population. They are used to assess how far a country has succeeded in bringing all eligible children to school.

According to Colclough and Lewin, (1993) the gross enrolment rate (GER) is defined as the number of children who are enrolled in primary school expressed as a proportion of the number of children in the age group who are eligible to attend schooling). As the name indicates, GER is a crude measure of participation. It can be excess of 100% because it includes over-aged and early entry children in school. Moreover, GER provides a narrow measure of progress towards universal enrolments. As Colclough and Lewin (1993) argued, it is because, GER does not take account of the age structure of those enrolled.

Thus, gross enrolment rate (GER) measures the capacity of the school systems, relative to the population eligible to attend. (Colclough and Lewin (1993) states that a GER of 100% indicates that a country is able to accommodate all of its school age population, but it does not indicate the proportion actually enrolled. Achievement of GER 100% is a necessary but not sufficient condition for universal enrolment of all eligible children in school.

According to Bruns et al, (2003) net enrolment ratio (NER) is more reliable than the GER to measure the enrollment rate, where it has been proposed as the key indicator for monitoring progress towards the education MDGs. It refers to the ratio of the number of children in primary school age who are enrolled in primary school to the total population of children of the official age. In relation

to this, Tegegn (1996) states that the calculation of NER excludes over-age students and those below the official schooling age. The NER for primary education of Ethiopia is defined as the proportion of enrolment in primary, age 7-14 to the corresponding school age population (7-14).

2.4.2 Internal Efficiency

The internal efficiency of the education system is a basic phenomenon in the primary cycle that affects the movement towards UPE. Tegegn (1996) suggested that internal efficiency which is borrowed from economists, defined as the optimal relationship between educational inputs and outputs). The internal efficiency of an education system basically measures the number of years it takes a child to complete a particular level of education. One of the ways of calculating how efficiently the education system utilizes the available educational resources is to estimate how fast the student cohort that enters the education system moves through the system and completes the appropriate levels of education. This could be measured by the internal efficiency of the system. Internal efficiency mainly refers to the dropout and repetition rates.

According to UNESCO, (2002) If UPE is to be achieved by the year 2015, it would require universal enrolment in grade 1 and the cohort should proceed through the cycle with zero repetition, and stay in school with no interruptions. High rates of repetition and drop out which lead to inefficiency and wastage of scarce resources, have been the major problems in many developing countries including Ethiopia in their effort to achieve UPE. Minimizing causes of school wastage (repetition and dropout) plays a central role to reach the goal of UPE. In the desire to increase access, participation, and internal efficiency, we need to keep repetition and dropout rate to a lower level as much as possible. In support of this thought, Tegegn (1998) states that a high rates of repetition and drop-out which have associated with low internal efficiency, waste resources and blocks access to schooling for other children who had not got the chance to

go to school, because the school spaces have occupied by repeaters and readmitted students.

Wastage is about the missed opportunities for individuals, communities and for the nation. It deprives the country's ability to make the most efficient use of scarce resources. Finding ways to reduce school wastage must become an urgent priority in movement towards UPE. The causes of school wastage social and economic environment must be addressed by setting appropriate policy strategies. To this end, the level of internal efficiency must systematically be assessed and monitored by the indicators of repetition and dropout rate.

According to Tegene, (1996) the basic indicators required to measure the internal efficiency of an education system are calculated on the basis of the flow rate of promotion, repetition and dropout. To obtain these indicators, one needs to have the enrolment statistics of at least the two most recent successive years. The repetition and dropout rates will make it possible to measure the system's efficiency as well as the potential efficiency gains that free up resources. Many authorities have tried to define the terms 'repetition;' and 'drop out.' Tegegn (1996) and UNESCO (2005) states that repetition rate (RR) is the proportion of pupils from a cohort enrolled in a given grade in a given school year who are studying in the same grade in the following school-year. Dropout rate on the other hand refers to the proportion of pupils who leave the system (schooling) without completing a given grade in a given school-year expressed as a percentage of those who were enrolled in the same grade at the beginning of that grade at the beginning of the same school-year.

According to WB (2005) Cohort survival rates are conceptually understood as they are the share of entrants to a given cycle of education who eventually reach a subsequent grade. In 4-4-2-2 structure of Ethiopia's education system, the relevant survival rates are between grades 1 and 4, between grade 5 and 8

and survival rate between grade 1 and 8. Survival rate between grade 1 and 5 have become increasingly relevant in the context of the Millennium Development Goals. As the UNESCO Institute for Statistics UIS (2003) calculates survival rate to grade 5 is the proportion of pupils starting grade 1 who reach grade 5. Survival rate is an indicator of the probability that children who enter the education system reach a specific grade, typically grade 5. Grade five serves as an international benchmark for a minimum duration of primary education.

Survival rates are generally calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years. It is to be interpreted as the percentage of children who start primary education who will reach a given grade. Both the UNESCO Institute for Statistics (2005) and World Bank (2005) agreed that survival rates are more usually estimated using cross-sectional data. They identified three methods of estimation, namely, estimates for pseudo-cohorts, estimates for reconstructed and composite cohorts.

According to the World Bank (2005), estimates for pseudo-cohorts assume stable student flow patterns over time, this method calculates the survival rate between two grades, say grade 1 and 4, as the rates of the number of non repeaters in grade 4 in year Y to the number of new entrants who started in grade 1 three years earlier, that is, in year Y-3. Since the data pertain to be assumed rather than real cohorts, the method yields what we might call pseudo-cohort survival rates. Both in the Education for All (EFA) and the Millennium Development Goal 2 state that all children should "complete" primary education. The UIS, together with the World Bank, has been developing indicators for primary completion for the purpose of assessing the progress towards the international education goals.

The primary completion rate (PCR) is a flow measure of the annual output of the primary education system. It measures the proportion of children who attain schooling in the primary cycle. According to Bruns et al (2003) PCR is calculated as the total number of students successfully completing (or graduating from) the last year of primary school in a given year, divided by the total number of children of official graduation age in the population. The primary completion rate (PCR) measures the proportion of all children of official graduation age who complete primary school in given year. As the numerator in the primary completion rate counts all children completing the final grade of primary school, it will typically include overage children who either started school late or have repeated one or more grades of primary school, but are now completing successfully.

2.4.3. Equity

The education system is said to be equitable if it affords each individual equal educational opportunity. With regard to this IIEP teaching material (2009) states that a system is equitable if the differences between the levels and types of education are due solely to factors that individuals can control, for which they are responsible, and not to factors beyond their control such as their starting position in the social system.

Equity is an important part of the goal of universal Primary education (UPE). Measuring the level of educational equity means analyzing the educational coverage and access by gender (girls/boys), by administrative area (region, district, etc), by population density (Urban/rural), or by socio-cultural groupings (social strata, ethnic or linguistic minority groups, etc.).

According to UNESCO (2003), the prevalence of educational disparities is the major obstacle to the rights of women and girls, and it is also an important impediment to social and economic development. As a result, the international

community has been committed to eliminate gender disparities in primary and secondary schooling by 2005 and to achieve gender equality by 2015 at all levels. Placing a gender target ahead of UPE is strategically advantageous. It focuses attention and efforts on tackling gender disparities, the benefits of which will serve to reinforce efforts to achieve UPE. Achieving UPE will require major and sustained increases in enrolments, particularly urgent priority and rapid expansion of educational access to girls, rural poor children, working children, marginalized children, and cultural and linguistic minority groups. To this end, Colclough and Lewin (1993) showed that the ratio of female to male primary enrolments was significantly lower in countries with low GER than the other countries.

As Chimombo (2005) pointed out the problems associated to the low enrolment of girls have been; low parents demand for education of their daughters, girls' work in and around the home, the teaching method, curriculum content, classroom and other facilities are all found to affect girls entry to and retention in school. According to UNESCO (2003) the achievement of full gender equality in education would imply equality of opportunities in schooling and learning process.

Thus, ensuring gender equality in education is an imperative for the achievement of UPE goal. The level of gender disparity is the one to be systematically and regularly monitored and analyzed in the process of setting priorities in the education sector development plans. As UNESCO (2003) gender parity index (GPI) is the recommended indicator for monitoring gender equality in education). GPI is defined as ratio of female-to-male value of a given indicator. A GPI of 1 indicates parity between sexes; a GPI that varies between 0 and 1 means a disparity in favor of boys; a GPI greater than 1 indicates a disparity in favor of girls. On the other hand, gender disparities can be analyzed

by computing gender disaggregated enrolment ratios, such as, GER and NER for boys and girls.

2.4.4 Quality

The World Declaration on Education for All (1990) and the Dakar Framework for Action (2000) the two most recent United Nations conference declarations focusing on education recognize quality as a prime condition for achieving Education for All. The Dakar Framework affirms that quality is 'at the heart of education'. Goal 2 commits nations to providing primary education 'of good quality'. Goal 6 includes commitments to improving 'all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills'.

Quality in education is relative and not easy to measure. Many educators measure the quality of education in terms of input, process and output. According to IIEP teaching hand out (2008) the quality of education is a multi-dimensional concept composed of four interrelated dimensions. These are the quality of the human and material resources available (inputs),the quality of the management and teaching-learning process taking place(process),the quality of the results (outputs), and the impact of the education on students' future(outcome).

Although process and output are equally important, they are not good measures in very poor countries like Ethiopia where the minimum amount of input are not available. Thus, this section tries to assess quality in terms of input which is believed to be strongly determined by the material and human resource.

Input category includes material resources (textbooks, learning materials, classrooms, libraries, school facilities) and human resources (managers, supervisors, inspectors and, most importantly, teachers). The indicators most widely used to measure these inputs are pupil/teacher ratios, teacher qualification and salaries, public current Expenditure per pupil and proportion of GDP spent on education. ESDP puts emphasis on quality. Enrollment expansion is being complemented with quality improvements from improved quality of teachers, more relevant curriculum, increased availability of books, improved school environment, improved internal efficiency, examinations which will provide feedback to schools to help improve classroom teaching. Moreover, monitoring indicators also cover the targets for quality enhancing activities.

CHAPTER THREE

The Research Design and Method

This part of the report presents the research design and methodology employed. Accordingly the method of research, source of data, and sampling techniques, instruments and procedures of data collection and methods of data analysis are discussed.

3.1. Research Method

The descriptive research method was employed to study the problem. According to Keeves (1990), descriptive method of research is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphasis what actually exist such as current conditions, practices, situations or any phenomena. Besides, descriptive method helps to draw valid general conclusions. Particularly, descriptive survey research method is one which is commonly used in educational research. Since this study was concerned with the performance of ESDP III in the primary level of education (1-8) sector, the use of descriptive method to identify what is on the ground and interpreting and reveals problems or abnormal conditions was indispensable.

3.2. Source of Data

Primary and secondary sources of data were utilized. The primary data was collected through questionnaire and structured interviews. Those involved in the study were experts and process owners from both federal ministry of education and regional education bureaus. Planning and Resource Mobilization Process Owners and Experts, Teacher development process, Curriculum experts, Education Sector Development Program were taken as the key informant subjects of the study. Development partners were also included in the study.

The secondary source of data was collected from documents concerning student enrolment, gross enrolment, net enrolment, gender disparity, regional disparity, dropout rates, repetition rates and the like. These data were taken from Education Sector Development Program Action plan Document, Joint review mission consolidated reports, Annual Review Meeting proceedings, program implementation manual and Educational Statistics Annual Abstract.

3.3 Sample Population and Sampling Technique

In the country there are 11 Regional Education Bureaus and one Federal Ministry of Education. Six sample Regional Education Bureaus and Federal Ministry of Education were selected using purposive sampling technique. Accordingly, the Amhara, Oromya, SNNP regions were selected because of their high enrollment rate, which together represents 85% of the nation (2008/09). Addis Ababa has been selected for its urban setting, while Somali and Afar regions were selected because of their low gross enrollment ratio, which is below the national average, in addition to their being under-served. Ministry of Education was selected as a sample area because it organizes the preparation of ESDP at national level. Therefore, the researcher believed that the selected sample regions provide a realistic picture to the study under consideration.

Since this study was concerned with the performance of Education Sector Development Program, educational specialists working in the development partners were to respond on the interview question. Due to the nature of the study, purposive samplings were employed. Purposeful sampling was used, because those included in the study must be from those who have knowledge of the subject and the exposure they have to the study. Therefore, respondents were also selected using purposive sampling technique.

Accordingly, as shown in Table 1, from Ministry of Education 4 process owners and 16 experts, from each sampled regions of the four big Regions 3 process owners and 7 experts, from the emerging Regions 2 process owners and 4

experts were selected. In addition to this 7 planning and resource mobilization process owners from both Ministry of Education and Education Bureaus and 6(UNICEF,UNESCO, DFID,USAID and W.B,ADB) international organization , development partners and stake holders, those involved in primary education were addressed in the study to respond the interview questions. These groups were selected purposefully by the virtue of their position and roles in the different work processes they are involved in. At the same time these groups are the one with better knowledge as compared to others who were working in educational institution and could provide pertinent information in the subject understudy.

Table1: Sample REBs and Respondents in the Study.

Institutions	Respondents		
	Total	Process owners	Experts
Federal Ministry of Education	20	4	16
Addis Ababa Education Bureau	10	3	7
Oromia Education Bureau	10	3	7
SNNPR Education Bureau	10	3	7
Amhara Education Bureau	10	3	7
Somali Education Bureau	6	2	4
Afar Education Bureau	6	2	4
Total	**72**	**20**	**52**

3.4 Data gathering Tools

The data collection instruments used to collect relevant information was questionnaire; interview and documents. Questionnaire with both close and open ended items were used to collect relevant information. This was so because the respondents were experts of the federal ministry of Education and regional education Bureaus and so they were very literate and can respond with appropriate information. Besides, to secure factual information about opinions and views, an interview was employed as instruments of collecting pertinent information for the study. This instrument was selected because it would help the researcher to gain more complete and valid information from people who

have knowledge of the problem understudy. It would also enable the researcher to derive questions immediately from the responses given from the interviewee. In addition to the questionnaire and interview, relevant documents were analyzed as the main source information for this study.

3.5. Pilot study

After the preparation of the questionnaire, a pilot test was carried out in Addis Ababa Education Bureau, Ministry of Education, UNESCO and USAID. The questioner was given to 10 experts and 3 process owners working in the Ministry of Education and Addis Ababa Education bureau and the interview question was given for 2 development partners (USAID and UNESCO) working at the federal level other than the intended sampled subjects of the actual respondents. The subjects were selected purposefully and consulted to assess, review and make judgments concerning how well the intended items contents were appropriate to the study. Accordingly, few (3 items) amendments were made, based on the feedback received from the sample pilot respondents the questionnaire and the interview questions were revised. And finally it was submitted to the advisor based on the comments given modification was made.

3.6 Procedure of data collection

The data collection has been carried out after checking the appropriateness of the instrument. Questionnaires were then distributed personally by the researcher and by the help of some friends to the sample respondents. After distributing the questionnaire, the interview time was arranged with education bureaus planning and resource mobilization process owners, and interview was conducted. After a few days, the distributed questionnaires were retrieved in the same manner as the distribution. Out of 72 total questionnaires distributed, 70 (97%) of them returned with responses. Out of 20 questionnaires distributed to federal ministry of education 20 (100%) were returned and out of 52 questionnaires distributed to Education Bureaus, 50(96%) were returned. As a matter of fact, this study encompasses the ESDP

III at national level, its implementation and achievements were found the researcher to rely on more of the documents that are related to ESDP III, plan achievements, implementation manuals (PIM), JRM recommendations, ARM proceedings, annual abstracts, and recent five years data base information obtained from EMIS of the MoE were targeted as the main sources of information. This is because the above mentioned documents discuss on the practices and its implementation endeavor. The responses from the subjects of the study moreover, were used so as to verify the information obtained from the above mentioned documents in line with the management of ESDP III. The researcher attempts to analyze the information obtained from the documents and the respondents in line with the review of the related literature.

3.6 Data Analysis

The data obtained from the documents and gathered by the help of various instruments were analyzed quantitatively and qualitatively. The responses given to closed ended items of the questionnaire were tallied and converted into frequency, percentage and mean and then categorized and tabulated. The statistical tools to be used on certain variables such as age and educational level frequency counts with their frequency percents were used. When the variables were not counted such as adequacy, efficiency, extent, seriousness of the problem and normal, or average was needed to be known mean was computed. The quantitative data were presented in tables and analyzed using frequency, percentage, mean and grand mean.

The data collected through interview, open ended questions and documents were analyzed qualitatively by descriptive statement. The primary task was data reduction that was coding the interview record. To code evidence obtained by these data collection procedures the use of numerical classification system was used. Opinion differences were treated by analyzing interview responses. The researcher tried to integrate the questionnaire, and interview responses with that of the documents analysis.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This part of the study deals with the presentation and analysis of the data gathered from documents, education database and the subjects of the study.

4.1. Characteristics of the Respondents.

The major categories of respondents involved in this study were three, namely; Process owners, experts working in MOE, REBs. Most of the questions were common to both types of respondents except few questions specific to their types. In addition to this, 7 planning and resource mobilization Process owners and 6 international donors working in primary education were included for interview. The researcher believes that the respondents have direct relationship with the matters understudy and as a result they were considered to be relevant as main source of information for the study. By describing the characteristics of the respondents, it is possible to know some background information about the sample population participated in the study.

Accordingly, 72 copies of questioner prepared and distributed to be filled out and returned to the researcher. However, for various reasons the anticipated number of questioner was not completed and the rate of return was 92.22 %.Of these, 100% (20), were process owners and 96.2 %(50) were experts. Thus in this sub topic, the sex, qualification and years of experience subject and specialization of the respondents are summarized as follows:

As it is indicated in Table 2, the gender parity index of respondent's fall within 0.1 - 0.5 and the aggregate parity index was 0.3. The gender parity index for the process owners was 0.3, 0.1 for MOE and REBs respectively, the parity index of experts were 0.45, 0.28 for MOE and REBs respectively.

Table 2: Respondents' by Sex and Responsibility

Sex	Process Owners		Experts		Total
	MOE	REB	MOE	REB	
Male	3	15	11	26	55
Female	1	1	5	8	15
GPI	0.3	0.1	0.5	0.3	0.3

(Parity index 1 indicates female = male)

When gender parity index equals to one it indicates female participation is the same as men. From this one can conclude, although participation of women was relatively better at REBs level, that their participation in decision making on different activities of ESDP was low both at MOE and REBs .This might have occurred due to social, cultural and political factors imposed on females.

Table3: Respondents by Educational Qualification and Responsibility

No	Item	Responsibility				Total	
		MOE		REB			
		No	%	No	%	No	%
1	College diploma	-	-	-		-	
2	BA/BSc	11	15.7	39	55.7	50	71.4
3	MA/MSc	9	12.9.	11	15.7	20	28.6
4	PhD	-		-		-	
Total		20	28.6	50	71.43	70	100

Of the 70 respondents, 50 (71.4%) earned BA/BSC and 20(28.6%) earned MA/MSc. As can be seen from the above table, majority of the REBs respondents, 39 (55.7%) were completed their under graduate and 11(15.7%) postgraduate studies. At MOE level, 11(15.7%), 9 (12.9%) were complete their under graduate and post graduate studies. This implies REBs have better capacity to perform their duties in general and ESDP activities in particular.

Table 4: Respondents by Subject Specialization

No	Item	Respondents											
		EDPM		Economics		Statistics		Mathematics		IT		Others	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Process owners	10	14.3	1	1.4	-		3	4.3	-		6	8.6
2	Experts	14	20	4	5.7	1	1.4	4	5.7	1	1.4	26	37
	Total	**24**	**34.3**	**5**	**7.1**	**1**	**1.4**	**7**	**10**	**1**	**1.4**	**32**	**45.7**

With regard to subject specialization, out of 20 Process owners 10 (14.3%) and from 50 experts 14 (20%) have qualification related to the area of work. On the other hand 32 (45.7%), 6(8.6%) process owners and 26(37.5%) experts were not in the field of related area for planning and management of ESDP.

Table 5: Respondents by Work Experience in the Present Position

No	Item	Respondents							
		1-3	4-6 years		7-9 years		10& above	
		NO	%	No	%	No	%	No	%
1	Process owners	10	1	7	10	3	4.3	-	-
2	Experts	23	3	13	18.6	10	14.3	4	5.7
Total		**33**	**4**	**20**	**28.6**	**13**	**18.6**	**4**	**5.7**

As to the work experience related to the present position of the respondents 33 (47.14%) fall below 3 years. The other 20(28.6%) were in the service category of 4- 6, and 13 (18.6%) were in the category of 7-9, the other 4(5.7%) were in the category of 10 & above. Most of the respondents 33 (47.1 %) had service of 3 & below in the position they were engaged. This implies that process owners and experts served for few years in the present position they held. This distribution of service might show that respondants had no adequate experience in the present position to implement the ESDP activities .The reason could be due to transfer and turnover.

4.2. Analysis of Access, Equity, Quality and Efficiency to Education

In the Ethiopian Education System in general and the education training policy in particular emphasizes the goal of sector wide approach. These are access, equity, quality and efficiency. The main dimensions for measuring access are the Gross Enrolment Ratio (GER), and the Net Enrolment Ratio (NER). Each of these measures is analyzed by the target seated in PAP of ESDP III. Similarly, the efficiency of the education system is measured by the change in repetition rates, dropout rates and survival rates. Repetition and dropout rates are examined by gender and regional performance. Whereas survival rates are examine at Grade 5 and 8.

4.2.1. Access and Equity in Primary Education.

4.2.1.1. Access

Educational access and coverage are the key components that need to be analyzing so as to realize the progress about the plan attainment of the objectives and targets as indicated in the Education Sector Development Program (ESDP) Action Plan.

Table 6: Change in Access to Primary Education at National Level

No	Indicators	Baseline 2004/05	Target 2010/11	Target 2008/09	Status 2008/09
1	Number of primary schools	16, 513	-	-	25, 217
2	Average annual growth rate of enrolments 1-8	11.5	-	-	8
3	Apparent Intake rate	148.7	-	-	162.2
4	Net intake rate grade 1	60.9	96.0	96.0	82
	Male	62.2	96.0	96.0	84.1
	Female	59.6	96.0	96.0	79.9

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

As table 6 shows above the number of Schools moved up from 16,513 in 2004/05 to 25,217 in 2008/09 which are (152.7 %) found to be constructed at

national level. Data from interview shows that this sustained rapid expansion of schools has been possible due to the application of the low – cost of Construction policy (uses of local material and participation of local communities). This shows that much has been done during the target period of ESDP III.

Apparent Intake rate is the percentage of new entrant (irrespective of age) in grade 1, out of the total number of children of the official primary admission age (age 7 for Ethiopia) in a given year. Item 3 of table 6 shows the trends of growth in the proportion of new entrants in the first grade of primary education level grew from 148.7% in 2004/05 to 162.5 % in 2008/09. This implies that (104.85%) was achieved, during the implementation period.

Net Intake Rate (NIR) is the percentage of new entrant in grade 1 who is 7 years old, out of the total number of children at official admission age in a given year. It is one of the major indicators of access during the period of ESDP III. As shown in table 2 above, it moved up from 60.9% (2004/05) to 82.0 % (2008/09). The trained of NIR shows an increase of over 21.1 %, during the implementation period of ESDP III. On the other hand, NIR has shown that the gender gap between boys and girls is increasing from 11.9 percentage point in 2004/05 to 14.0 percentage points in 2008/09. Moreover; as the information obtained from the interview it was indicated that, campaigns were made to attract or bring all those children who have never been in school and as a result quite a large number of children enrolled to grade 1 in 2007/08 in all regions in connected with the new millennium.

This might imply that AIR for rural primary schools is highly suffered from over-aged children. But there might have been an arrangement for non formal adult education for adults. However, the national data shows that the net intake rate at grade 1 was achieved 82.0% even the target seated was 96.0% in 2008/09.This shows that the target set to be achieved by the plan year was less

by 14.58 % which shows the target at national level was not successfully achieved as per the plan. This may emanate from lack of follow up by the respective regions and monitoring of the progress and taking action as per the program implementation manual.

As shown in table 7, (item 1) for 2008/09 GER nationally stands at 94.2%.This leveling effect may mean that many of the children have been enrolled by the system in the previous years. The data also indicates that in (item 1) however ,there is a slightly decline in GER for both gender, the gap gets closer for the year 2008/09 in terms of enrollment of boys and girls, with girls a bit behind by about 6.9% . In addition to this, 20% school age children who were out of school In 2004/05 were reduced to only 6%, in 2008/09, which is an achievement of the education system during the period of ESDP III.

Table 7. Gross Enrollment Rate and Gender Parity.

No	Indicator	Baseline 2004/05	Target 2010/2011	Target 2008/0909	Status 2008/0909
1	**GER 1-8**	**79.8**	**109.7**	**105.5**	**94.2**
	Male	88	108.7	105.7	97.6
	Female	71.5	110.7	105.2	90.7
2	**GER 5-8**	**52.5**	**100.2**	**84.5**	**63.1**
	Male	62.0	96.3	82.6	85.6
	Female	42.6	104.2	86.5	60.5
3	**GER 1-4**	**102.7**	**118.3**	**123.9**	**122.6**
	Male	109.8	120.0	126.1	126.7
	Female	95.5	116.7	121.7	118.4
4	**GER 1-4, inc. ABE**	**113.5**	**145.4**	**149.9**	**122.6**
	Male	116.5	138.0	143.5	126.7
	Female	110.4	152.9	156.5	118.4
5	Gender parity index 1-4	0.87	0.97	0.96	0.90
	Gender parity index 5-8	0.69	1.00	1.00	0.92

Source: *Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa*

As shown in Table 7 above it shows an increment of female enrollment. GER for female students was 71.5 % in 2004/05 and this was raised to 90.7 % in 2008/09. Accordingly as shown in item 3 there has been a significant increase

of gross enrollment for females in the first cycle (1-4) of primary education, which was increased from 95.5% in 2004/05 to 118.4% in 2008/09. In Item 2, the trend for the second cycle primary GER also shows an increase, unlike the first cycle, it is a minimal rate. In the 5 years of ESDP III, GER at this cycle has increased from 52.5% in 20004/05 to 63.1 % in 2008/09.However, the GER achievement (63.1%) in the 2nd cycle primary education is far from the target set in the specified period ,the increase by gender was from 62.0 % to 65.6 % and from 42.6% to 60.5 % for male and Females respectively. The GPI increased from 0.69 in 2004/05 to 0 .92, which is below the target set for 2008/09. Though the achievement is not as expected in the plan, the increase in GPI implies that there is an improvement in the gender gap.

Item 3 of table 7 discuss the gross enrollment rate for the first cycle primary school has shown significance growth at the level which was only 102.7% in 2004/05 has reached 122.6% towards the target (123.9%) in 2008/09. This figure show that in the past five years GER has grown by around 19.9%. On the other hand the GER has increased from 109.8% to 126.7% and from 95.5 % to 118.4 % for boys and girls respectively. As shown in item 5 of Table 7 in the first cycle primary education for the period under consideration, the GPI for GER has also improved from 0.87% to 0.90%. The gender gap increased to 14.3 % in 2004/05 and went down to 8.3 % by the year 2008/09.This implies that match attention could have been practiced. However, target sated under Access and coverage of ESDP III has been achieved successfully under the measurement of this indicator in the 1st cycle primary education.

The data in table 7 (Item 4) discuss that the gross enrollment rate for the first cycle primary (Grade 1-4) , including ABE has shown a significance growth at the level, Which were only 113.5% in 2004/05 has reached 122.6% towards the target (149.9%). This figures show that GER has grown around 19.9% during the period of ESDP III. On the other hand it also increased from 113.5% to 122.6 and from 116.5 to 126.7 for boys and girls respectively. AS shown in

Table 7 (item 4) in the first cycle primary education including ABE, the target sated under Access and coverage of ESDP III has not been lagged by 27% which is 16.8% and 34.1 % for boys and girls respectively. However, one of ESDP III Objective to increase access to basic education was through the expansion of ABECs as an emergency short –term measure, mainly addressed to hard to reach communities. so the data gathered from the interview shows that due to several policy and strategy documents were developed to the Expansion in numbers of centers into more regions and Expansion into urban areas, for working children the Growth in enrolment become more promising. So Alternative Basic Education has developed rapidly and has helped increase enrolment.

The Gross enrolment Ratio (GER) for the first cycle primary schools (1-4) has increased by 19.9%, while the second cycle (grades 5-8) has increased by 10.6.%. Overall the GER for the whole primary level (1-8) has increased by 14.4 %, the data from the interview shows that the 2nd cycle primary schools were not in as much as that of the first cycle. The other reason was number of students were increased coming from ABE. This implies that requires attention for the Second cycle primary education.

Table 8, shows that GER increased by 14.4 % all over the nation, but there was also a great disparity among regions and between both sexes. As far as regions are concerned, Addis Ababa had the highest GER with 112.5% and Afar and Somali had 31.2 % and 35% respectively. With reference of sex, all regions had greater male 97.6% enrolment rate than females 90.7 % in primary education. From the data of 2008/09, it is shown that the GER has increased from 86.4 % to 94.2%. Among regions, Amhara and Gambella have the highest GER with 112.5%, followed by Addis Ababa (109.2%). The largest regions, Oromia and SNNP, have the GER of 88.9% and 101% respectively. The least

Table 8: Primary Education GER by Region

Gross Enrolment Ratio at Primary Level by Region						
	2004/05			2008/09		
Region	Male	Female	Total	Male	Female	Total
Tigray	90.8	91.1	91.0	107.2	107.1	107.1
Afar	24	17.0	20.9	33.3	28.5	31.2
Amhara	79	72.6	75.9	113.5	111.5	112.5
Oromia	100.5	74.3	87.5	94.4	83.3	88.9
Somali	27.6	18.3	23.3	37.5	31.7	35.0
B.Gumuz	125.1	88.8	107.4	126.9	97.0	112.1
SNNPRR	91.7	66.0	78.9	107.7	94.1	101.0
Gambella	150	103.3	127.4	121.8	102.0	112.5
Harari	102.5	81.8	92.4	118.6	97.1	107.9
Addis Ababa	141.1	159.0	150.2	107.6	110.5	109.2
Dire Dawa	90.8	76.6	83.9	97.2	86.9	92.1
National	**86.4**	**71.5**	**79.8**	**97.6**	**90.7**	**94.2**

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

Participation rate in Afar (31.2%) and Somali (35%). Gender Disparity still persists in all regions except Addis Ababa where the participation of females exceeds that of males. It should be noted, however, that the target GER set for 2008/09 in this sector was 94.6%.

The gap between boys and girls has continued declining and has become much smaller. For instance, in 2008/09 the GER of girls in primary 1-8 was lagging behind that of boys by 6.9 percentage points as compared to 16.5 points in 2004/05. However, regional disparities continue being large. Two regions, Somali and Afar are lagging far behind the others with a GER below 50 %. The encouraging finding though is that Somali and Afar are also the two regions that had by far the highest average annual growth rates of enrolments in primary 1-8 since 2004/05 of respectively 16.7 and 17.5%, as compared to a national average of 12.6%.

Finally, primary education is characterized by significant growth in student enrolment, but not at the rate expected to meet the target set for ESDP III. Student enrolment is not also equitable in terms of gender and region. Although this is an encouraging sign towards the achievement of the universal primary education by the 2015, GER is not good indicator of primary school coverage for it includes the over- and under-aged children. One of the key criteria for UPE is the achievement of Net Enrollment Ratio (NER) close to 100%.

Table 9, shows the NER target for 2008/09 was 87.8 % for primary Education (1-8). However; the achievement was 83%, 84.6 and 81.3 for the total of boys and girls respectively. The gender gap in NER has been decreased from 9.6 percentage point in 2004/05 has reached 3.3 % in 2008/09, which is 4.8 % below from the target seated (87.8%) in ESDP III PAP. This implies, the NER In the 1st Cycle primary education (1-4) has shown a significant change during the implementation of ESDP III.

Table 9: Net Enrollment Ratio (NER) at National Level

Indicator	Baseline 2004/05	Target 2010/2011	Target 2008/2009	Status 2008/2009
NER 1-8	**68.5**	**92.8**	**87.8**	**83.0**
Male	73.2	97.5	92.5	84.6
Female	63.6	87.9	82.9	81.3
NER 5-8	**33.9**	**63.8**	**57.8**	**44.0**
Male	38.3	68.0	62.0	44.0
Female	29.4	59.3	53.3	44.0
NER 1-4	**67.6**	**86.6**	**82.6**	**88.7**
Male	69.9	88.9	84.9	90.3
Female	65.1	84.3	80.3	87.0

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

As Table 9 shows, the NER at second cycle primary education the target was to cover 57.8%(62%Male,53.3%Female) , However the data shows that the achievement was below the target which is (44%male and 44% female) .The reasons for this low second cycle enrolment maybe to the poor retention of

learners during the first cycle (with an estimated survival rate at grade 4 of 56.8 % in 1999) and to the problem of overage mentioned above , the interview response shows the reason that since as from a certain age onward some learners will tend to leave school more easily for economic or cultural reasons (need to help support their families, early marriage for girls). But supply factors, such as the issue of incomplete schools and distance from second cycle schools seem also to play an important role particularly in rural areas.

Thus, analysis of NER data in developing countries such as Ethiopia shows that low chance of achieving UPE in 2015. According to the EFA Global Monitoring Report (UNESCO 2002), only those countries whose NER was 80% and above in 2002 can achieve UPE in 2015. In this respect Ethiopia may face a great challenge to attain the intended goal currently researched 83.4% NER by 2008/09(after 7 years). If the Net Enrolment Ratio (NER) is considered, the number of out of school age children is (17%), this can be assumed that the target of ESDP III at national level has not achieved as per the plan intended.

Table 10: GER and NER comparison of Primary Education (1-8) by Region.

Region	GER (2008/09)	NER (2008/09)
Tigray	107.1	96.9
Afar	31.2	24.4
Amhara	112.5	97.2
Oromia	88.9	77.9
Somali	35.0	31.6
B.Gumuz	112.1	88.6
SNNPRR	101.0	89.4
Gambella	112.5	75.2
Harari	107.9	91.9
Addis Ababa	109.2	76.1
Dire Dawa	92.1	73.4
National	**94.2**	**83**

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

As shown in Table 10, the observed relation ship between GER and NER is different one from the other. As it can be shown that there is disparity or inequality of educational opportunities across regional states. Table 10 also

shows the data of Gambella can be good to show the difference between the GER and NER .This regional comparison in table 10, clearly shows that how some regions such as Afar and *Somali* are far from the national average. Even the GER of these two regional States, which is only 35.0% for Somali and 31.2 % for Afar. Their NER (Afar 24.4% and Somalia 31.6%) shows clearly the regional disparity of educational provision at national level. Only five regions (Tigray, Amhara, Benshangul Gumz, SNNP and and Hararri) have NER above the national average (83%). Among the biggest region the highest NER was registered in Amhara (97.2 %) which is more than four times of afar (24.4%), the two city administrations (Addis Ababa, Diredawa) including one of the biggest region (Oromya) is under the national average in 2008/09. However, when the achievement of the net enrollment rate of the 2008/09 at national level was less by (4.8%) from the target (87.8%) set during the period of ESDP-III.

4.2.1.2 Equity

Table11. Equity at Primary Education.

Indicator	Baseline 2004/05	Target 2010/2011	Target 2008/2009	Status 2008/2009
GER 1-8 Afar	20.9	90.0	80.0	31.2
GER 1- 4 incl ABE Afar	30.7	122.5	104.8	46.1
GER 1-8 in Somali	23.3	90.0	80.0	25.0
GER 1- 4 incl;ABE Somali	23.4	122.5	104.8	52.0
Gender parity index 1-4	0.87	0.97	0.96	0.90
Gender parity index 5-8	0.69	1.00	1.00	0.92

Source: *Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa*

As shows in table 11, the two Emerging regions, Somali and Afar are lagging far behind the others with a GER below 50 %. However; the encouraging finding though is that Somali and Afar are also the two regions that had by far, the highest average annual growth rates of enrolments in primary 1-8 since 2004/05 of respectively (16.7 and 17.5 %,) as compared to a national average of 12.6%.

Table 11 also shows that, in both regions the expansion of ABE centers played an important role in the increase of enrolments. Besides to this data gathered from interview suggested that other alternative ways of providing education to pastoralist and semi-pastoralist populations (such as boarding schools, mobile schools, etc,) contributed to the progress . Attention was given for the strategy of ESDP III to the design and adoption of sustainable alternative education modalities, including ways of facilitating the continuation of studies for learners who have completed ABE and find it difficult to join formal schools.

Regarding to the gender disparity, Table 10 shows that the target was not achieved. Disparity in these regions does not show a significant change. In sum, the above finding on Access and Equity implies, the primary school system has continued expanding rapidly during ESDP III. As the data gathered from the EMIS annual abstract 2008/09, the number of schools moved up from 16,513 in 2004/05 to 25,217 in 2008/09, corresponding to an average annual growth rate of 8.0 %. According to the data obtained from the interview, this sustained rapid expansion of schools and sections has been possible due to the successful application of the low-cost construction policy (use of local material and participation of local communities). Consequently enrolments of grades 1-8 have continued growing at an annual average growth rate of 8.0 %, which led to an increase in GER from 79.8 % in 2004/05 to 94.2 % in 2008/09.

However the NER remains far below the GER in both cycles. In 2008/09 the NER was 88.7 % in the first cycle and only 44.0 % in the second cycle, as compared to GERs of respectively 122.6 % and 63.1%. This important difference between the two rates indicates a serious problem of over-age, directly related to the persistent tradition of late entrance in grade 1, aggravated by continued repetition during both cycles and particularly during the second cycle. It is encouraging to see though that the Net Intake Rate (NIR) has been improving since 2004/05.

Also a big gap remains between the enrolment rates in first cycle (1-4) and second cycle (5-8) primary. As shown in the above tables (7 , 9 ,and 11) ,In 2008/09 the GER in the first cycle (including ABE) was 122.6 % as compared to only 63.1% In the second cycle. During interview it was given the reasons for this was in the second cycle enrolment relate to the poor retention of learners during the first cycle, to the existence of several schools with poor facilities and to the distance between home and second cycle schools.

4.2.2. Quality and efficiency

Although the concept of quality is understood in different ways, the study assesses the issue of quality during the period of ESDP III, from the following perspectives: student achievement results, student section and student teacher ratio as well as certified school teachers. Student achievement results are based on data collected from the National Learning Assessments. It is examined at the level of performance used in this study is student/section and student/ teacher ratios. Dropout and average Repetition rate, Completion Rate and text books.

Table 12: Percentage of Qualified Teachers at National Level

Indicator	Baseline 2004/05	Target 2010/2011	Target 2008/09	Status 2008/09
Grades 1-4	97.1	99.8	99.8	90.0
Grades 5-8	55	95	87.0	71.6

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

As shown in the Table 12, by 2008/09 the majority of teachers (90.0 %) in the first cycle (1-4) of primary education, were qualified (certified) and slightly more than two thirds (71.6%) in the second cycle (5-8) of primary education. The percentage qualified (certified) teachers in first cycle has not achieved as it was intended in the plan. While qualified teachers in second cycle has improved considerably from 55 % in 2004/05 to 71.6% in 2008/09, but not enough to meet the final plan target. The targets of ESDP III for the percentage of qualified

teachers were 99.8% for the first cycle and 95.0% for the second cycle. As it was indicated in 2008/09 annual abstract of (EMIS) The percentage of Qualified teachers in Addis Ababa were 30.2,% and 60.7 % in 2008/09 for the first and second cycle primary education respectively . On the other hand the interviewee suggested their idea that special upgrading courses for teachers already in place and, intensive Continuous Professional Development (CPD) in-service activities were started.

This implies the need of Continuous Professional Development program that should be conducted for those teachers who do not have the opportunity to get training in all regions.

Table 13: Pupil / Teacher and Pupil /Section Ratio in Primary Education

Indicator	Baseline 2004/05	Target 2010/2011	Target 2008/09	Status 2008/09
Pupil-teacher ratio 1-8	**66**	**50**	**53**	**54**
Grades 1-4	71	54	58	62
Grades 5-8	55	45	47	52
Pupil-section ratio 1-8	**69**	**50**	**54**	**59**
Grades 1-4	71	50	54	65
Grades 5-8	68	50	54	59

***Source**: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa*

As shown in table 13, the Pupil Teacher ratio for the first cycle primary education there is a wide gap between the targets set for 2008/09 (58) and the achievement registered which was (62%). The people section ratio (PSR) at primary level has reached (59%). It was known that the standard set for the pupil/teacher ratio is 50 for primary schools. Accordingly, the data has not showed significant change. Therefore, this implies that there is under utilization of teachers.

As clearly depicted in Table 13, there is wide gap between the target set for 2008/09 and the achievement registered. Regarding the pupil/ section ratio , Table 13, shows is slightly higher than the pupil/teacher ratio but has also decreased from 69 % in 2004/05 to 59 in 2008/09.In the first cycle primary school(1-4) it also decrease from 71% to 65% .However it is far from the target

by 11%.On the other hand the second cycle primary school (5-8) shows a slight decrease from 68% in 2004/05 to 59 % in 2008/09.This exceed by 5% from the target seated .

From the above finding it can be inferred that the target setting with a minimum of standards throughout the country to ensure a certain level of equality has been around to the standard set for the pupil/teacher ratio of 50 pupils per teacher at primary (1-8) . The data shows that there is a better opportunity of improving the quality of education, On the other hand, PTR was not very low so as to efficient utilization of teachers resulting in a better efficiency.

Table 14: Pupil Teacher and Pupil Section Ratio by Region (2008/09)

Regions	Pupil Teacher Ratio (1-8)			Pupil Section Ratio (1-
	Primary (1-4)	Primary (5-8)	Primary (1-8)	Primary (1-8)
Tigray	42	43	45	47
Afar	32	26	32	40
Amhara	59	56	50	53
Oromia	72	51	57	61
Somali	137	50	134	134
B.Gumuz	48	47	44	57
SNNPR	70	65	65	70
Gambella	33	38	41	57
Harari	28	34	33	57
Addis Ababa	26	30	25	37
Dire Dawa	31	35	29	46
National	**62**	**52**	**54**	**59**

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

Table 14, also shows that there are regions with PTR more than 54 (Oromia, Somale and SNNPR) and the situation at school level not as good as PTR reaching 134 in some cases. This implies that the number of teachers thus remain a problem in these regions that most need to significantly increase its primary school systems' coverage.There are of course important disparities between regions. As far as the pupil/teacher ratio is concerned, five regions are far below the national averages (Afar, Gambella, Harari, Addis Ababa, and Dire

Dawa) for both cycles while SNNPR is well above (70 first cycle and 65 second cycle) and surprisingly also Somali for the first cycle (137).

From the finding it can be inferred that in some regions where the pupil teacher ratio is under the national average such as Afar, Gambella Harari ,Addis Ababa Dire dawa below the national average having the ratio 32,33,28,26,31 respectively, so in these regions there may be a good contact between teachers and students on the other hand there may be under utilization of teachers.

Table 15: Distribution of Textbook Ratio at Primary level

Indicator	Baseline 2004/05	Target 2010/2011	Target 2008/09	Status 2008/09
Pupil-textbook ratio 1-8	2:1	1:1	1:1	1.5:1

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

As clearly depicted in Table 15, the pupil text book ratio was targeted to 1:1 ratio. However the data obtained from the document shows under the target (1.5:1). However; data obtained through interview shows that the availability of books was as per the target seated in ESDP III. In addition to this, evidence coming out of the regional reports suggests that at least in some areas availability of a sufficient number of textbooks is still a serious problem (SNNR, Afar, and Oromia). However, according to the response of MOE Experts and process owners respond that, the Moe has recently designed an ambitious national textbook development and provision plan in order to make sure that all schools will get equipped with the required number of textbooks and teacher guides for the successful implementation of the new curriculum. But in order to implement this huge amount of text book procurement the MOE Need a text book panel to follow this activity which will be purchased by the GEQIP budget.

As clearly depicted in Table 16, by 2008/09 the average repetition rate in primary 1-8 stood at 6.7%. As compared to 3.8% in 2004/05. After some declining during previous years repetition rates have been increasing in 2008/09. On the other hand the Average repetition rate of Grade 4-8 stood at 8%. As compared to the target 2.93% and the baseline 5.3% the target was not

achieved. Further more the other target of ESDP III was the average repetition rate of Female in Grade 4-8 .As it is clearly shown in the table the data it stood at 7.6 in 2008/09 as compared to 6.2% and 3.3% on its baseline and target respective.

Table 16: Dropout and Repetition Rate in Primary Education (1-8)

Indicator	Baseline 2004/05	Target 2010/2011	Target 2008/09	Status 2008/09
Average repetition rate Grade 1-8	3.8	-	-	6.7
Average repetition rate Grade 4-8	5.3	2.31	2.93	8
Female	6.2	2.6	3.3	7.6
Average drop- out rate 1-8	11.8	-	-	14.6
Female	13.6	3.81	5.26	13.2
Drop-out rate grade 1	22.4	6.3	9.5	22.9
Male			-	24.1
Female	13.6		6.90	21.6

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

The other major indicator of efficiency during the period of ESDP III was dropout Rate As in the case of repetition, after some decrease during previous years, drop-out rates have also been slightly increasing since 2004/05. As clearly depicted in Table 16, in terms of efficiency indicators, there is wide gap between the target set for 2008/09 and the achievement registered in this regard. Thus a lot of effort is expected to reach the set targets. The average Dropout Rate of primary education (1-8) Stood 14.6 as compared 11.8 in the base year(2004/05), at the same time female dropout stood at 21.6 % at grade 4-8 stood at 13.2% ,as compared 5.26 % In the target year(2008/09) . The average dropout rate in grade one stood 22.9% .

As can be seen from Table 17, the primary repetition rates by region in 2004/05 and 2008/09. As the data reviled ,It ranges from only 2% in Amhara to 10.0% in gambella in 2004/05 and 1.1% for Diredawa to 12.7% for Benshangul Gumz in 2008/09. On the other hand almost all regions showed an increasing tendency of repetition rates in 2008/09, except Addis Ababa and Diredawa , However the dramatic increase has been showed in Benshangul Gumz ,which increased from 8.7 in 2004/05 to 12.7% in 2008/09 . The

National data shows in an increased rate from 3.7% in 2004/05 to 7.7% in 2008/09.

Table 17: Repetition Rate of Primary education (1-8) by Regions.

Regions	Repetition Rate 2004/05			Repetition Rate 2008/09		
	Male	Female	Total	Male	Female	Total
Tigray	2.3	3.1	2.7	3.2	2.9	3.1
Afar	6.2	8.6	7.0	6.6	7.8	7.3
Amhara	1.1	1.4	1.2	5.8	5.2	5.5
Oromia	3.6	4.0	3.8	7.7	6.7	7.2
Somali	2.6	2.2	2.5	1.2	1.9	1.6
B.Gumuz	8.1	9.6	8.7	13.3	12.0	12.7
SNNP	5.1	6.2	5.6	9.6	8.3	9.0
Gambella	8.3	13.7	10.0	9.1	11.9	9.9
Harari	6.3	6.0	6.2	4.0	2.7	3.4
Addis Ababa	6.7	7.0	6.9	1.2	1.1	1.1
Dire Dawa	4.3	5.0	4.6	1.4	1.0	1.2
National	**3.6**	**4.0**	**3.7**	**7.0**	**6.9**	**6.7**

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

Repetition rates are relatively similar across regions, with several exceptions. Tigray, Amhara, Somali, Harari, Addis Ababa, and Dire Dawa had repetition rates below the national average of 6.7%. While Benishangul- Gumuz had the highest repetition rates and Somali had the lowest. Female repetition rate is highest in Benishangul-Gumuz and low in Somali.

From the finding, it can be concluded that repetition rate does not decrease as per the plan of ESDP III at national level. In addition to this data gathered from interview shows that all the regions have repeaters from grade 1-3 .This makes the data to increase rather than decrease.

As shown in table 18 the pupils who leave the schools varied from grade to grade. The figure is higher for grade one. At national level, 14.6% of pupil enrolled in grade 1, in 2008/09have left school before reaching grade two in 2009/10. Drop-out rate at for grade 1 is (22.9%). while the national average is (14.4%). In most cases it is calculated as the remainder after subtracting from enrollment, those who repeat and those who are promoted to the next grade.

Table 18: Dropout Rate by Grade and Gender at Primary (1-8) level.

Dropout Rate (2008/2009).									
Sex	Grade								
	1	2	3	4	5	6	7	8	1-8
M	24.1	16.8	12.3	12.6	16.8	9.6	8.6	10.3	15.9
F	21.6	13.6	8.6	10.1	13.0	5.6	3.9	13.4	13.2
T	**22.9**	**15.3**	**10.6**	**11.4**	**15.0**	**7.9**	**6.5**	**11.6**	**14.6**

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

The primary education has rather high dropout and repetition rates, indicating that resources are being wasted. The overall dropout rate for the primary level (Grades 1-8) was 14.6% in 2008/09. The aim of 22.9% by the school year 2004/05 seems difficult to reach. The risk of dropping out is particularly high for first-grade students. More than one fourth (22) of the children in the first grade dropped out in 2008/09. Barely 60 % students survive to Grade 5.

Table 19: Completion Rate at primary level (grade 5and 8)

Indicator	Baseline 2004/05	Target 2010/2011	Target 2008/09	Status 2008/09
Grade 5	57.44	136.62	121.14	78.9
Grade 8	34.34	62.79	58.17	43.6

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

As can be seen in Table 19 , In line with the above pattern of repetition and drop-out rates the completion rates at grade 5 and grade 8 are similarly low and well below targets in 2008/09 the completion rate was 78.9% for grade 5 as compared to the target of 121.14 % and 43.6 % at grade 8 as compared to the target of 58.17 %.The finding shows, as a consequence the number of years- input per graduate (that is to say the number of years invested to produce one graduate of grade 8) in 2008/09 was estimated to be 15.9 years. This means that nearly twice as many years are being invested in producing one graduate as the number of years that would be required (8 years) if there was no repetition nor drop-out in the system.

An education system that is characterized by grade repetition and dropout uses more resources to produce its graduates than one free from these problems. To examine survival and completion rates at primary education, the result of the National learning assessment were taken for the analysis.

Table 20: Evolution of mean composite scores obtained in NLA

Item	Composite score		
	2000	2004	2007
Grade 4	47.9 %	48.5 %	40.9 %
Grade 8	41.1 %	39.7 %	35.6 %

Source: Education Management Information System, (EMIS), Ministry of Education. 2008/09, Addis Ababa

In this regard Table 20 shows that learner performance is generally low and did decline rather than improve between the years 2000 and as illustrated by the consecutive results of the National Learner Assessment (NLA) conducted in grades 4 and 8. The composite score of grade 4 and 8 was 40 .9 % and 35.6 % by the year 2007 from it was 47.9 % , 41.1 % in 2000, which is less by 7.9%, 5.5% respectively. From this one can conclude that there is no much development in both grades rather it shows decline.

These finding shows that the National Learning Assessment (NAL) was conducted during the period of ESDP I, II, and III. However, the data reviles that the NAL, conducted for the 3rd time shown that list student result was registered. So it can be understood how the education was suffer in quality. So, this shows the need of adoption of a more holistic and integrated approach for quality improvement. Therefore in order to obtain better results, previous efforts will have to be maintained and strengthened. But they will have to be integrated within a more holistic approach which does not only concentrate on inputs such as teachers, curriculum and textbooks, but also on processes such as school leadership , accountability practices, participation of parents and communities in school management and others.

With this perspective in mind, the data obtained from the interview shows that the Ministry developed, within the framework of ESDP III a General Education Quality Improvement Program (GEQIP) which, following a recommendation of the 2007 Annual Review Meeting (ARM) , the Development Partners (DP) decided to collectively support through a pooled funding mechanisms. The GEQIP, which is composed of six interlinked components .The six components are: (i) Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP); (ii) Curriculum, Textbooks and Assessment; (iii) Management and Administration Program (MAP) with an Education Management Information System (EMIS) sub-component; (iv) School Improvement Program (SIP) with a School Grants sub-component; (v) Civics and Ethical Education; (vi) Information Communication Technology is supposed to be implemented in two phases which extend from 2009 to 2013 and from 2013 to 2017.

2. The Management of ESDP Implementation at National/ Regional Level.

Table21:The existence of National and Regional ESDP Steering Committee

Item	Responses									
	MOE				REBs				Total	
	Process owners		Experts		Process owners		Experts			
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
a) yes	1	1.4	3	4.3	3	4.3	-	-	7	10%
b)No	-	-	6	8.6	5	7.1	8	11.4	19	27.1
C)I don't	3	4.3	7	10	8	11.4	26	37.1	44	62.9
Total	4	5.7	16	22.9	16	22.9	34	48.6	70	100

As indicated in the literature the Central steering committee is the highest body set-up to oversee, coordinate and facilitate the implementation process of the education sector development program. In this regard Respondents were asked whether there is a steering committee at national or regional level or not. Thus out of 70 respondents, majority 44 (62.9%) of the respondents do not know weather there is a steering committee or not. Among these respondents,

11(15.7%) were the process owners both at MOE,3 (4.3%) and REBs 8,(11.4%), while others 7(10%), 26(37.1%) were experts at MoE and REBs respectively that they were not familiar to the committee.

As the Table shows, 19(27.1%) of MoE and REBs respondents, responded that the committee was not organized and functioning at moe and their respective regions. besides to this, the interview response shows that the committee was not functional. this may be due to frequent turn over of the higher officials and head of the secretariat during the implementation of ESDP III both at moe and REBs. From the above finding it can be inferred that actors on the Program were not aware that ESDP was managed by this committee. Since the CSC is the highest body set-up to oversee, coordinate and facilitate the implementation process of the education sector development program. This was one of the prominent problems that were found through out the nation during the implementation of ESDP III.

Table22: Duties and Responsibilities of the ESDP Secretariat.

No	Item	Responses	Respondents									
			MOE				REBs				Total	
			Process owners		Experts		Process owners		Experts			
1	Follow up the day-to-day matters of the Steering Committee	Yes	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
				5.7	14	20	11	15.7	30	42.	59	84.3
		No	-	-	2		5		4	5.7	11	15.7
2	Coordinate program implementation	Yes	4	15.	16	22.9	12	17.1	25	35.	57	81.4
		No	-		-		4		9		13	18.6
3	Facilitate information flow and keep consolidated documents.	Yes	3	4.3	10	14.9	14	20	34	48.	61	87.1
		No	1	1.4	6	8.6	2	2.9	-	-	9	12.9
4	Provide the necessary assistance to the regions and	Yes	2	2.9	6	8.6	10	14.9	25	35.	43	61.4
		No	2	2.9	10	14.9	6	8.57	9	12.	27	38.6
5	Organize monitoring, review and evaluation missions.	Yes	4	15.	14	20	9	12.9	23	32.	50	71.4
		No	-	-	2	2.9	7	10	11	15.	20	28.6

As it was indicated in the literature, the Planning and Resource mobilization Process in the Ministry of Education act as Secretariat for the ESDP CSC. In this regard, As shows in Table 22 (Item 1) respondents were asked , weather the Secretariat follow up the day-to-day matters of the Steering Committee or not. In this regard, the majority 59 (84.3%) of respondents were respond that

the Secretariat was following up the day-to-day matters of the Steering Committee and facilitating its deliberations. However, 11 (15.7%) respondents were also responded that the secretariat was not involved in the follow up of the day to day matter of the CSC. On the other hand, the data gathered from the interview shows, the follow up was not sufficient due to different reasons, among these, experts, and the planning and resource mobilization process owners were engaged by different routine activities, rather than follow up the progress of the program. From the finding since the central steering committee is not functional the involvement of the Secretariat on the day to day matter of CSC was not sufficient as per the responsibility.

Item 2 shows that respondents were asked weather the Secretariat Coordinate the program implementation or not .In this regard almost all of the respondents gave their views that the secretariat coordinate the program implementation .Moreover; the information gathered from the interviewee was synchronize this idea. However; the interviewee suggested that the level of coordination was different from time to time; Some times the commitment was high while in another time it was very low. They also suggested some reasons, among this they suggested that the variation comes under the coordination skill of the officials and experts knowledge and skill those who are working in the Planning and resource mobilization Process.

Item 3 was also addressed for the respondents. In this regard the majority 61 (87.1%) were responding that the Secretariat facilitate information flow and keep consolidated documents. However the interview response shows, although the information flow was facilitated and keeping consolidated report, the effort was not sufficient. In this case The interviewee suggested, according to the program implementation manual one of the job description was to prepare consolidated report Progress report, for the Annual Review Meeting ,this was not done in such a way even donors criticize this problem for several time. The

Other one was the way how to facilitate information flow. In this regard the interview response shows that there is no sufficient information flow, even the annual educational abstract was not consolidated and distributed on time in a sufficient number for different stakeholders.

Item 4, was a question that was addressed for the respondents weather there is a necessary assistance to the regions and zones were provide. However majority 43,(61.4%)of the respondents were respond that assistance was giving for regions and zones. On the other hand the interview response shows, the assisting of the regions and zone were not conducted regularly at all levels. But, working with the collaboration of another ministry (Federal affairs) in emerging regions, particularly in the two predominantly pastoralist areas (Afar, Somali,) there was a strong assistance to increase access was encouraging.

Item 5, was a question of organizing, monitoring, review and evaluation. The purpose of the Joint Review Mission (JRM) was to gain further understanding of planning, budgeting and reporting at regional, Woreda and school levels and to identify key actions that can contribute towards improved planning, budgeting and reporting in the education sector. As the literature shows, The JRM is facilitated by the ESDP Secretariat, with support from the education donor group. The ESDP secretariat is organizing monitoring, review and evaluation activities are the major task. Accordingly, the Joint Review Mission (JRM) which is held annually, which is an independent review of the ESDP which reports simultaneously to government and donors were organized in an intended as a comprehensive, harmonized exercise which serves the needs of all major financiers of the ESDP organized to field independent supervision missions organized by the secretariat. It is also involved in the Preparation for the JRM: by preparing TOR in advance (6 months) ,by finalization of the TORs, contact with Team Leader, Organizing Logistic support to be contracted out and deployed early in order to assist with final preparations (e.g. field trips,

documentation.),timely information of stakeholders (e.g. in regions to be visited) who will be asked to contribute to the JRM, Documentation available ahead of the JRM starting date, including ESDP reports, reports of ARM-commissioned thematic studies and background papers on the agreed JRM themes. Moreover; the annual Review Meeting that brings together all ESDP stakeholders to review progress in implementing ESDP and to discuss current issues and future plans for the sector, high level representatives of the Ministry of Finance and Economic Development, the Ministry of Capacity Building, and other federal ministries as appropriate .Donors, NGOs and other organizations were organized through the Secretariat.

Item 5, was addressed to the respondents about the role of the secretariat, in Organizing monitoring, review and evaluation. The majority, of the respondents 50,(71.4%) were responding that the Secretariat conducted organize, monitoring, review and evaluation missions. The information gathered through interview also shows similar vie, both as a literature says and what is actually going on.

As the literature shows, the Education Sector development program secretariat shall be responsible for following up the day to day matters of the steering committee and facilitating its deliberations, receive timely reports, consolidate and present them to the CSC and when endorsed communicate them to the appropriate users, coordinate program implementation, facilitate information flow and keep consolidate documents on a country wide basis, provide the necessary assistance to regional education bureaus, government bodies, other stakeholders, sub-committees, technical groups, monitoring, and review and evaluation teams, organize monitoring, review and evaluation missions and other meetings as required and as instructed by the CSC and report their outcome to stakeholders.

Table 23: Responses on the Capacity of the National ESDP secretariat

N 0	Item	*Respondents*											
		MOE				REBs				Total			
		Process Owner		Expert		Process Owner		Expert		Process Owner		Expert	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
	A) Very High	-				4	5.6	17	*24.3*	*4*	*5.7*	*17*	*24.3*
	B) High	1	1.4	4	5.7	10	14.3	10	*14.3*	11	15.7	14	20
	C) Medium	3	4.3	11	15.7	2	2.9	7	*10*	*5*	*7.1*	*18*	*35.7*
	D) Low	-		1	1.4	-	-	-	-	-		*1*	*1.4*
	Total	**4**	**5.7**	**16**	**23.2**	**16**	**22.8**	**34**	*48.6*	*20*	*28.6*	*50*	*71.4*

As shown in table 23, a considerable number of the respondents 17, (24.3%) of experts and 4 (5.7%) of the process owners, responded that the Knowledge of experts at regional level was 'very high'. 18, (35.7%), 5. (7.1%) of the experts and process owners respectively respond that Experts both at regional and national level have 'medium' level of knowledge and skill; to the follow up of day today matter of the steering committee at national and regional level.

The interview response also shows that Some years ago (especially towards the end of ESDP-I and beginning of ESDP-II) the Ministry of Education had the capacity not only to develop educational plans but also to provide technical assistance to regional education bureaus and to follow up the day today activity in relation to ESDP . This could be witnessed by the development of the second and third education sector development programs (ESDP-II and ESDP-III), which were drafted and finalized by the Ministry's staff with out any support from external bodies (be it local or international). Currently, the Ministry is not in position to accomplish the daily routines with its regular staff. The Planning and resource mobilization process (the former Planning Department of the Ministry of Education) relies upon two EU recruited expatriates for most of its activities. At present, some regional educational bureaus have better capacity than the Ministry of Education.

Monitoring, Review and Evaluation Strategy

The third ESDP has clearly articulated the consultative, documentation and review frameworks. The importance of timely and well consolidated reports, study findings and the program action plan to all stakeholders, the review framework of steering committee, joint missions and annual review meetings, and the issue of coordinating and synchronizing activities of the program, both by government and donors, are stressed and clearly spelt out. This clearly demonstrates the endeavor to enhance partnership of government and donors in the education sector. The assessment activities related to the program management are monitoring, reviews and evaluation. To ensure accountability, learning and increased understanding of the ESDP and improving future decisions regarding ESDP and improving the annual planning process includes: Reporting, Implementation of Reviews, Annual Review Meeting, Meetings of Steering Committees and Program Implementation Manual will be analyzed as follow:

Table 24: Reporting process to the monitoring of ESDP

No	Item	Respondents											
		MOE				REBs				Total			
		Process owners		Experts		Process owners		Experts		Process owners		Experts	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
	A) Very High	-	-	-	-	-	-	-	-	-	-	-	-
	B) High	-	-	-	-	4	5.7	3	4.3	4	5.7	3	4.3
	C) Medium	4	5.7	5	7.1	2	2.9	10	14.3	6	8.6	15	21.4
	D) Low	-		11	15.7	10	14.35	21	30	10	14.3	32	45.7
	Total	**4**	**5.7**	**16**	**22.9**	**16**	**22.9**	**34**	**48.6**	**20**	**28.6**	**50**	**71.4**

As shows in Table 24, the majority 10(14.3%) and 32(45.7%) of Process owner and expert respondents were respectively respond that the *Secretariat Of ESDP both at MOE and REBs, level was low preparing of Consolidate quarterly,* semi-annual and annual work and financial Performance reports of the ESDP. Moreover, the data gathered through interview was assured that getting the ESDP consolidated report From MOE as well as REBs was a serious problem,

due to this problem some it becomes an agenda of ARM which is conducted annually.

This implies that monitoring the progress of ESDP III during its implementation was a serious `problem. However; as document reviled that during the period of ESDP I and II ,the report was given high value, even it was evaluated by the Central Steering Committee to be presented at the Annual Review Meeting. But, during ESDP III this was a serious Problem that some of the regions did not prepare their consolidated report as well as there is no consistent follow up of the MOE to prepare the consolidated report.

Table 25: Response on the Content of the Report

No	Report content	Mean				Grand Mean
		MOE		REBs		
		Process owner	Expert	Process owner	Expert	
1	Progress in production of planned outputs.	5	5	5	4	4.75
2	Implementation of activities. Utilization of inputs;	4	4	4	4	4.0
3	Information on actual capital and recurrent expenditure	4	4	4	4	4.0
4	Implementation of recommendations of ARM.	5	3	4	3	3.75
5	Weaknesses, strengths and lessons learned in implementing ESDP	5	4	5	5	4.75

(>4 =Very high , 3-4 = high , <3 = low)

As table 25 depicts, the mean value for implementation the recommendation of ARM was less than 4 as rated by all respondents. While the Mean value of remaining questions were more than 4. A mean value grater than 4 indicates the importance of the content of the report used for planning, monitoring and allocation of resources.

The ESDP reports prepared for the JRM should represent an opportunity for education authorities at all levels to broaden the discussion and bring to the agenda policy issues that may not have been foreseen at the time of preparing the ESDP but which emerge during implementation. This may arise from thematic and evaluation studies that the ESDP stakeholders commission with a

view to throwing light on specific aspects of ESDP implementation where this seems necessary.

Consolidated reports are also prepared as inputs for the ARM, held ones every year. These reports have a forward look. They include education authorities' proposed responses to the JRM findings and recommendations and they outline the broad directions that education authorities at all levels intend to follow in terms of education development for the medium term. On this basis the reports also present the proposed/draft annual work plans and budgets being prepared through the government budget preparation process.

At every level, quarterly, semi-annual and annual work and financial performance reports will be produced. Discussions will be held on the reports; and possible solutions will be given. The reports shall concentrate on: _ Progress in production of planned outputs. Implementation of activities, Utilization of inputs; and information on actual capital and recurrent expenditure. Implementation of recommendations of ARM. Weaknesses, strengths and lessons learned in implementing ESDP. The quarterly report shall mainly serve the day-to-day management purposes at implementation level. The semi and annual reports shall be the main source of information on progress and achievements of the entire program compared to plans. These shall also serve the sector management at regional and national level as well as the members of the donor community to monitor the progress of the program.

As of the literature, the Program Implementation Manual (PIM) of the ESDP prescribes annual Joint Review Missions (JRM) as important elements of a comprehensive evaluation and Monitoring system for the program. As the implementation manual shows, formal monitoring of the performance of national education sector programs, jointly, by governments, donor agencies and other stakeholders. This practice is found primarily but not exclusively in countries with a high degree of dependence on aid for the development and

medium term sustainability of their education systems. A joint review is a periodic assessment of the performance of the education sector (or in some cases a sub-sector or major national project) against an agreed set of objectives, targets and performance indicators, which include the efficient management of resources. In most cases, the process involves national governments, representatives of funding and technical cooperation agencies, national and/or international consultants, and sometimes civil society organizations and NGOs.

Table 26. Participation and usefulness of JRM.

No	Item	Respondents											
		MOE				REBs				Total			
		Process owners		Experts		Process owners		Experts		Process owners		Experts	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	participation												
	a) 5 times	-	-	3	4.3	-	-	-	-	-	-	3	4.3
	b) 4times	-	-	7	10	-	-	-	-	-	-	7	10
	c) 3times	-	-	6	8.6	7	10	4	5.7	7	10	10	14.3
	d) 2 times	-	-		-	-	-	-	-	-	-	-	-
	e) 1time	-	-		-	2	2.9			2	2.9		
	d) Not participate	4	5.7		-	7	10	30	42.9	11	15.7	30	42.9
	TOTAL	4	5.7	16	22.9	16	22.9	34	48.6	20	28.6	50	71.4
2	Usefulness												
	a) Very high	4	5.7	10	14.3	13	18.6	25	35.7	17	24.3	35	50
	b) High	-	-	6	8.6	3	4.3	9	12.9	3	4.3	15	21.4
	c) Medium	-	-	-	-	-	-	-	-	-	-	-	-
	d) Low	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	4	5.7	16	22.9	16	22.9	34	48.6	20	28.6	50	71.4

In this regard, on item 1, actors were asked weather they are participating in the JRM or not. Of the 70 respondents, majority 30, (42.9%), 11,(15.7%) of Experts and process owners, were not participated in the JRM. Out of these respondents almost all the process owners from the MoE .In addition to this out of five times that the JRM was conducted during the ESDP III ,10(14.3%) of them were participating for three times in the implementation period. The quality of the JRM repot is decisive for the policy makers, so this may be the reason that makes the participation of these actors to be limited. Moreover the

size of the team were also limited .Thus it seems that the review mission varies considerable, since the quality of the review is also dependent on the quality of the process selection of professional may be another reason. Although MoE facilitates the evaluation mission, it is more conducted by donors and development partners than the MOE and REBs process owners and experts rather than building the capacity of REBs and MOE actors.

Item 2 address to the respondents those who are participating in the JRM. The majority 20,(28.6%), process owners and 50(71.4%) experts replies very high and high respectively about the usefulness of JRM even though they are not participating. The interview response also reveals that JRM is very useful. Moreover; One particular outcome of the attempt to be all embracing is that the review reports are not nearly as policy user friendly as they might or should be. The fail to distil messages in a way that prioritizes needs and identifies what is possible and what is practical. However, the JRM report during ESDP III does usefully distinguish what should be done without delay and what requires and needs medium term attention. Nevertheless, in some instances the review reports do follow an agreed path into particular government machinery.

As shows in the Program implementation manual PIM (2004) and ESDP, PAP (2005/06) the Annual Review Meeting is a forum that brings together all ESDP stakeholders to review the progress of ESDP during its implementation period and to discuss current issues and future plans for the sector. As such it is an approach of consensus building in policy issues, effective implementation of ESDP and designing common goals to be achieved during the respective planning periods and beyond.

In this regard as shows in Table 27 (item 1), Respondents were asked weather they are participating on the Annual Review Meeting (ARM) conducted at national level or not. Accordingly the majority 32(5.7%) and 4(5.7%) of and experts and process owners were respectively responding that they were not

participating in the Annual Review meeting at national level. However, almost all 4 (5.7%) of the process owners were participate the meeting. Moreover the majority of the experts at MoE 16 (22.9%) were participating more than three times out of five meeting conducted during the implementation period of ESDP III implies that the MOE experts and process owners were having better chance of participating in the meeting.

Table 27. Responses on the Participation and Usefulness of ARM

No	Item	Respondents											
		MOE				REBs				Total			
		Process owners		Experts		Process owners		Experts		Process owners		Experts	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	participation												
	a) 5 times	4	5.7	4	5.7	3	4.3	-		7	10	4	5.7
	b) 4times	-	-	8	11.	2	2.9	-		2	2.9	8	11.4
	c) 3times	-	-	-	-	3	4.3	-		3	4.3	-	-
	d) 2 times	-	-	4	5.7	2	2.9			2		4	5.7
	e) 1time					2	2.9	2	2.9	2	2.9	2	2.9
	e) Not					4	5.7	32	45.7	4	5.7	32	45.7
	TOTAL	4	5.7	16	22.	16	22.9	34	48.6	20	28.6	50	71.4
2	Usefulness												
	a) Very high	4	5.7	16	22.	11	15.8	31	44.3	15	21.4	47	67.1
	b) High	-	-	-		5	7.1	3	4.3	5	7.1	3	4.3
	c) Medium												
	d) Low												
	TOTAL	4	5.7	16	22.	16	22.9	34	48.6	20	28.5	50	71.4

In this framework, the question of usefulness of ARM was reflected in table 27.In this Regarding respondents were asked the level of usefulness of ARM in Item 2 , according to the response ,It shows that 6(85.7%) of the MOE respondents were responded that ARM is 'very useful', while 1(14.3%) of REBs respondents were respond that ARM is ' useful'. Accordingly, the interview response also affirmed the usefulness of ARM. Interviewee gave their opinion that ARM is useful to: Review ESDP in relation to PAP and annual work plans, Review progress in the education sector -access, quality, sustainability, etc, .Facilitate programming of aid for remaining years of the program, Agree on the TOR and composition of Joint Review Missions for the next year; agree other policy/review studies to be undertaken.

As the literature shows ,the program implementation manual is a guide for all those involved in implementation and /or supporting the Education Sector development Program .The manual describes how things are done at present, and also prescribes how things can be done better in future.

Table 28: Response on the Existence And Utilization Of ESDP PIM.

No	Item	Respondents											
		MOE				REBs				Total			
		Process owners		Experts		Process owners		Experts		Process owners		Experts	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Existent												
	a) yes	1	1.4	4	5.7	2	2.9	-	-	3	4.3	4	5.7
	b) No	3	4.3	-	-	4	5.7	3	4.3	7	10	3	4.3
	c) I don't	-	-	12	17.1	10	14.3	31	44.3	10	14.3	43	61.4
	Total	**4**	**5.7**	**16**	**22.9**	**16**	**22.9**	**34**	**48.6**	**20**	**28.6**	**50**	**71.4**
2	Utilization												
	a) yes	1	1.4	2	2.9	2	2.9	2	2.9	3	4.3	4	5.7
	b) No	3	4.3	14	20	14	20	32	45.7	15	21.4	46	65.7
	Total	**4**	**5.7**	**16**	**22.9**	**16**	**22.9**	**34**	**48.6**	**20**	**28.6**	**50**	**71.4**

As shows in table 28 item 1 ,the data revels, majority 43(61.5%)of experts and 10(14.3%) process owners were responding that they were not having any idea weather it exists or not .However; some 3(4.3%), 4(5.7%) and 3,(4.2%) of the process owners and experts respectively respond that there is a Program Implementation manual in their respective regions and ministry.

Regarding item 2, of all the 20 (28.6%) process 0wners 15(21.4%) and from 50(71.4%) experts 46(65.7%) of them responded that they were not using the program implementation manual. Some of 3 (4.3%) and 4(5.7%) 0f the process owners and experts were using the PIM for their day today activity. Further more the data reviles that out of 4 (5.7%)of the process owners in the MOE 3(4.3%) of them responded that they were not using the program implementation manual for their day to day activity.

From the finding, it can be concluded that ESDP III was not implemented according to the program implementation manual. The PIM of ESDP aim was to use as a guide for all those involved in sector wide program which coordinates the efforts of the federal and regional governments and provides a focus for aid to the sector. However the majority of the process owners and experts were not having the idea about the manual.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This Final chapter of the thesis deals with the summary of the major findings of the study. Based on the findings conclusions are drown and recommendations are forwarded.

5.1. Summary

The major purpose of this study was to assess the national performance of ESDP III at the primary level and to identify the problems or challenges constraining the realization of the program. Ultimately, the findings of the study might be helpful to education officials, planners and stakeholders to develop practical and more effective strategies and actions to speed up the progress towards the goal of universal primary education. In order to achieve these purposes, the study was guided by the following basic research questions.

1. To what extent have access, equity, quality and efficiency been addressed during the implementation of ESDP-III in primary Education?
2. What are the current practices of ESDP III management at national and regional level?
3. Do the actors, who are responsible for the implementation of primary education sector development program, have the required knowledge and skill?
4. What are the major problems encountered during the implementation of ESDP-III at primary Education?
5. What possible solution should be taken to alleviate the problems?

In order to answer these basic questions of the study, recent education statistical data for five years, from EMIS database and documents were collected and computed into different monitoring indicators. The major

indicators used to analyze the progress of ESDP III made towards the goal of UPE were the intake and enrolment ratios, repetition and drop-out rates as well as survival rates. Moreover, disparity indicators such as parity index were analyzed to examine the level of disparity between boys and girls, and urban-rural disparity in primary education. Quality and efficiency indicators, such as percentage of qualified teachers, student/ section ratio, student /text book ratio and student learning achievement including the management of ESDP III was analyzed. In addition, primary sources of data using questionnaires and interviews were collected from Ministry of Education 4 process owners and 16 experts were selected using purposeful sampling method. From each of the four big Regions 3 process owners and 7 experts and from the emerging Regions 2 process owners and 4 experts were selected. In addition to this 7 plan and resource mobilization process owners from both Ministry of Education and Education Bureaus and 6(UNICEF, UNESCO, DFID, USAID and W.B, ADB) international organization and development partners, those involved in primary education were selected to respond the interview questions.

The data collected from education database and documents were analyzed using basic education indicators and presented using tables. The data obtained from the respondents were analyzed using different statistical tools such as percentage and mean. Based on the results of the data analysis and discussion, the major findings of the study are summarized as follows.

5.1.1. Performance ESDP III: Access, Equity, Quality and Efficiency

5.1.1.1. Access and Equity

It was found that the Expansion of access has been achieved in primary education, but the size of expansion is not at the rate set in ESDP III Program Action Plan document: Enrolments of grades 1-8 have continued growing at an annual average growth rate of 8.0 % which made the GER

a) Increase from 79.8 % in 2004/05 to 89.4 % in 2008/09. The target set for primary education in terms of GER during ESDP III for 2008/09 was 105.5%;

b) However the NER remains far below the GER in both cycles, In 2008/09 the NER was 82.6 % in the first cycle and only 57.8 % in the second cycle.

c) The Net Intake Rate (NIR) has been improving since 2004/05, from 60.9% in 2004/05 to 92.0 % in 2007/08), which is near the target of 96.0 %.

d) Big gap remains between the enrolment rates in first cycle (1-4) and second cycle (5-8) primary. In 20098/09 the GER first cycle (including ABE) was 118.0 % as compared to only 58.9 % in the second cycle. This gap will need serious attention if the goal of universal primary education has to be reached by 2015.

e) Inefficiency of smooth student flow through the educational ladders of the primary schooling as reflected by low survival and completion rates due to drop-out and repletion problems.

f) Low quality of school infrastructure, due to a strong reliance on low-cost constructions.

g) The gender parity indexes at national level are coming close to the targets put forward Primary 1-4: 0.90 (Target 2009/10: 0.97) , Primary 5-8: 0.96 (Target 2009/10: 1.00). However; regional disparities continue being large While nine out of the eleven regions have a primary 1-8 GER just below are above the national average of 89.4 % in 2008/09, two others, Somali and Afar are lagging far behind with a GER of respectively 29.8 and 26.9%, which is far behind the target 2008/09 of 90.0% set for both regions.

h) The encouraging finding though is that Somali and Afar are also the two regions that had by far the highest average annual growth rates of enrolments in Primary 1-8 since 2004/05 of respectively 16.7 and 17.5%, as compared to a national average of 12.6% . In both regions the expansion of ABE centres have played an important role in the increase of enrolments, but other alternative ways of providing education to pastoralist and semi-pastoralist populations (such as boarding schools, mobile schools, etc,) are still being practiced on a very limited scale.

5.1.1.2. Quality and efficiency

a) Shortage of qualified and experienced teachers in the second cycle of primary education in the rural areas. The targets of ESDP III for the percentage of qualified teachers were 99.8% for the first cycle and 95.0% for the second cycle. Though, the number of teachers was increased the size is not at the rate of the target set in ESDP III program action plan.

b) The percentage of female teachers in primary schools (1- 8) is still low and has only slightly improved during recent years. In 2008/09 the percentage was 37.1 % as compared to 35.6 % in 2004/05.

c) The national average pupil/teacher ratio for primary 1-8 has been reduced from 66 in 2004/05 to 57 in 2008/09. This ratio is higher in the first cycle (62) while in the second cycle it is only (52) which practically correspond to the national standard of 50.

d) As to be expected the primary 1-8 pupil/ section ratio is slightly higher than the pupil/teacher ratio but has also decreased from 69 in 2004/05 to 59 in 2008/09, which is some how behind the target 2008/09 of 54.0% set at primary level.

e) There are of course important disparities between regions. As far as the pupil/teacher ratio is concerned, five regions are far below the national

averages (Afar, Gambella, Harari, Addis Ababa, and Dire Dawa) for both cycles while SNNPR is well above (70 first cycle and 65 second cycle) and surprisingly also Somali for the first cycle (137).

f) Regarding to Curriculum and text book, during ESDP III the MoE has undertaken a national curriculum reform on the basis of needs analysis carried out in 2007. A National Curriculum Framework has been prepared and syllabi of all subjects of grades 1-12 have been revised and are currently being introduced.

g) Special attention has been given to the provision of textbooks With the objective of reaching a 1/1 textbook pupil ratio as from 2006/07. National textbook development and provision plan was designed in order to make sure that all schools will get equipped with the required number of textbooks and teacher guides for the successful implementation of the new curriculum.

h) Regarding to the internal efficiency, Repetition rates have been increasing. The average repetition rate of grade 4-8 stood at 6.7% which is behind the target 2008/09 of 2.9% set for the level.

i) Since the Current national policy requires that promotion be based on students' continuous assessment results for the first three grades of primary (1-3), still there is repeaters in these grades since the target of ESDP is not fully implemented in all schools.

j) As in the case of repetition, drop-out rates have also been increasing .In 2008/09 the average drop-out rate in primary 1-8 was 14.6 % as compared to 11.8% in 2004/05. Drop out rates are again particularly high in grade1 (18.3%) in grade 5 (14.2%) and in grade 8 (14.7%). The high drop-out rate in grade 1, which is far below the final ESDP target

of 6.3 %, combined with the equally important repetition rate at the same grade should be a problem of particular concern.

k) In line with the above pattern of repetition and drop-out rates the completion rates at grade 5 and grade 8 are similarly low and well below the targets. In 2008/09 the completion rate was 78.9% for grade 5 as compared to the target of 121.14% and 43.6% at grade 8 as compared to the target of 58.17%.

l) At the same time learner performance is generally low and did decline rather than improve between the years 2000 and 2007 as illustrated by the consecutive results of the National Learner Assessment (NLA) conducted in grades 4 and 8.

m) Finally, the adoption of a more holistic and integrated approach for quality improvement has been maintained and strengthened.

5.1.1.3. The Management of ESDP III.

5.1.1.3.1. The existence and functionality of ESDP Central steering Committee and its Secretariat

A. The central steering committee of ESDP is the highest body set-up to oversee, coordinate and facilitate the implementation process of the education sector development program. However; majority of the respondants did not know any thing about its existence and functionality at national and regional level.

B. The Planning and Resource mobilization Process at national level plays the Secretariat role for the ESDP CSC. However, the study shows that the day to day follow up was not on the progress of ESDP rather the experts were engaged in other routine activities.

C. It was reported that the Coordination of technical assistance with the collaboration of other ministry (Federal affairs)to increase access and equity in the emerging regions particularly in the two predominantly pastoralist areas (Afar, Somali) has been encouraged, however the role played is said to be minimal.

D. Most of the process owners and experts are coming to the position, due to, High turnover in REBs and MoE with out the necessary Skills and knowledge.

E. Though the consolidated report at federal level should be prepared twice a year based on REBs consolidated reports and at times in the year fitting with the over all annual ESDP review and planning calendar, however shows the Consolidated report for the Annual Review Meeting was poor and some of the regions even didn't present their report, so the evaluation of ESDP progress was not conducted in a sufficient manner.

F. The information flow even the annual educational abstract was not consolidated and distributed on time in a sufficient number for different stakeholders.

G. The central steering committee secretariat at MoE has weak education planning and management capacity to follow day today matter of the steering committee at MoE.

5.1.1.3.2. Monitoring ,Review and Evaluation Strategy of ESDP

5.1.1.3.2.1. Reporting

a) From the finding ,the Sectariat Of ESDP, both at MOE and REBs level was not sufficiently Consolidate quarterly, semi-annual and annual work and financial Performance reports.

b) The Joint Review mission report, proceeding of the annual review Meeting was not distributed to stake holders and donors on time.

c) The information flow is not as per the plan; the annual educational abstract was not distributed on time for different stakeholders and donors.

5.1.1.3.2.2. Participation on the JRM and ARM

a) The Process owners and experts were having a good chance of participating in the ARM at national level. However, the Majority of process owners and Experts at MOE and REBs were not participating in the JRM.

b) Though ARMs required broader participation, no participants were involved from the selected Woreda.

5.1.1.3.2.3. The Program Implementation Manual (PIM)

Since the manual is a guide for all those involved in implementation and or supporting the Education Sector development Program and also describes how things are done at present, and also prescribes how things can be done better in future, most of the process owners and experts were not having the idea weather the program implementation manual was present in their respective Ministry and Bureau or not. The ESDP activities at MOE and REBs were not implemented as per the PIM.

5.2 Conclusions

The full implementation of the ESDP will bring about significant positive changes to the country and the society as a whole. However, many challenges have to be successfully met before this goal is realized. Some of these are: capability, readiness of those in charge of implementing the policy, resources, and so on. ESDP can be implemented only if the larger society including students, teachers, and parents all appreciate the policy's usefulness and work in unison with enthusiasm. Unless the population at large is aroused and mobilized enough to participate in the management of the educational system and in the building of schools, the target set by the ESDP cannot be achieved and the goal will not succeed.

The finding of the study showed that during ESDP III, significant progress has been registered in education. Access at all levels of the education system increased at a rapid rate, in line with a sharp increase in the number of teachers, schools and institutions. There were important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. Disparities decreased through a more than average improvement of the situation of the disadvantaged and deprived groups and of the emerging regions. Efforts were made to make the content and the organization of education more relevant to the diversified needs of the population, for instance through the introduction of alternative basic education and the development of innovative models such as mobile schools.

As confirmed by the study, low implementation capacity, lack of sufficient technical support to the regions, lack of technical Skill and expertise knowledge, high turnover in REBs and MOE , Regional, urban/rural and gender disparity , wastage arising from dropouts and repetition , In efficient utilization of resources, inadequacy of basic school facilities, low quality of school infrastructure, poor quality of education, inefficiency of smooth student flow through the educational ladders of the primary schooling as reflected by low survival and completion rates , Weak education planning and implementation capacity, dies-functionality of the National and Regional Steering committee of ESDP, lack of information flow were the major problems during the implementation period of ESDP III.

Thus, it can be also concluded that the implementation of ESDP III was in full of challenges to achieve its intended goals. The achievement of UPE by 2015 would be more challenging unless measures are taken to address those inhibiting problems in emerging regions as well as effective strategies designed than the current trend.

On the other hand, educational disparities and inefficiency of the education system have been the other challenges for the non-achievement of ESDP targets. As revealed by the study, there were disparities between boys and girls, and b/n urban and rural in enrolment, and the system was characterized by low efficiency student flow as reflected by low survival and completion rates. Elimination of location and gender disparities, and raising survival rates and ensuring at or close to 100% completion rates are the basic requirement to achieve UPE in general and the target of ESDP III in particular.

Generally, improvements have been registered in ensuring educational access and coverage, equity, quality and efficiency at primary level. However, as reviled in the findings of the study on the basic monitoring indicators, ESDP III didn't achieve its target, due to lack of sufficient coordinated and planned activities in the most underserved regions. In this regard, the ultimate goal of the education system on the implementation of ESDP III showed that the chance of the country unlikely meet the goal of UPE by the year 2015, unless those challenges and problems could be solved.

5.3 Recommendations

On the bases of the major findings and the conclusions drawn, the following recommendations are suggested.

5.3.1. Equitable Expansion of School Places

The deterring effect of long home-school distance in the second cycle (5-8) was confirmed by the result of the analysis; particularly the effect was high for girls and rural children. Hence to improve enrolment and access to education, the MoE should emphasize on establishing more schools at reasonable distance to the vicinity of the children's village. Moreover, schools which are to be newly constructed and those who offer in an incomplete instructional program must be progressively up-graded to the level of grade 8 to encourage and attract students to attend primary school until the final grade of the primary cycle.

Those schools which offer instruction in the grade levels below grade 8 must be encouraged to provide full primary education program.

5.3.2. Create Conducive And Attractive Learning Environment.

Enhancing the environment for learning is a crucial factor for increasing school enrolment, attendance and academic performance. To this end, as revealed by the data analysis of the study, basic school facilities and services such as classrooms, separate toilet for boys and girls, water supply, and others were not adequately available in primary schools of at the regions, particularly in rural schools that were constructed by the low cost. Thus, to make learning environment attractive and conducive for learning the following things should be adequately fulfilled.

a) To ensure quality learning and to enhance the academic performance of students, classroom environment should be conducive in terms of class size.

b) The study revealed that there has been high parents' demand for child labor in rural areas, thus implementing alternative basic education and shift schooling are quite important to ensure the education of children under such circumstances.

c) Establish and strengthen academic and emotional support or counseling services for students particularly for girls to reduce dropouts.

d) The school feeding program, which is currently financed by the World Food Program to many of the primary schools of the pastoralist area, was found to assist in increasing enrollment, improving school retention and eliminating nutritional problem of children. Thus the program should be strengthened and continued with improving its management system.

5.3.3. Improve Equity and Internal Efficiency of the Education System

The findings of the study have indicated, both educational disparities and inefficiency of the primary education have been among the challenges during the implementation of ESDP III. Thus, the government should focus on :

1. The enrolment of girls and rural children to ensure gender and location parity in participation and completion of primary education. Thus, in order to address the disparity among regions, sexes and rural and urban the government should give special attention to minimize the gap using different modalities like alternative basic education and affirmative action. It is planed that school improvement interventions and the community mobilization programs should be exercised to resolve the problem of dropout.

2. As the study reviles, a big gap remains between enrolments in first cycle (1-4) and second cycle (5-8). The NER remains far below the GER in both cycles, which indicates a serious problem of late entrance and low internal efficiency, limited transition from ABECs to formal schooling, ABEC is interpreted as a regular and long lasting program, while it should remain a short-term alternative, the gap between the emerging regions (Afar, and Somali) and other regions in access to primary education is still high, There is low access of indigenous children to school in Afar, and Somali, Therefore. the MoE, REB should take action on:

   a) Expanding the number of primary schools with emphasis on reducing distance between schools and pupils' homes, particularly at second cycle primary.
   b) Transforming the existing ABECs to regular schools.
   c) Opening mobile schools for meeting the needs of pastoralist and semi-pastoralist students

d) Providing special support programs that can promote enrolment of girls and the retention in schools.

e) Construct more upper primary schools and classrooms in rural areas.

5.3.4. Improving Quality

a) In parallel to the expansion of education, the need for maintaining quality and assessing progress overtime are imperative. In this regard, the first and the second NEA were conducted in 1999/2000 and 2003/2004 respectively on the first and second cycles of primary education, grades 4 and 8. However, the Ministry should repeat the assessment at primary level and also apply this practice at secondary level. In addition to this share of international experience in the area of learning assessment is vital.

5.3.5. Strong political will and commitment

A. The findings of the study indicated, the involvement of Central and Regional Steering Committee of ESDP was not functional at MoE and REBs during the implementation of ESDP III. However, the CSC is the highest body set up to oversee, coordinate and facilitate the implementation process of the ESDP and brings together the appropriate government institutions, representatives of donors and non-governmental organizations invited by government. So, in order to implement this sector wide program the significance of this committee is vital. Thus, political will and strong leadership commitment are needed for effective and successful implementation of education plans and strategies, therefore, the MoE should give more attention to establish and strengthening of the Central and Regional Steering Committee to the smooth implementation of ESDP. The findings of the study also indicated that there was no sufficient involvements of all ESDP stakeholders to review its progress on discuss issues of the future plans for the sector. Therefore, the MOE should

facilitate to fulfill the number of participants, since ARMs have required broader participation; from the selected Woredas participants may help to ensure that implementation-level views are heard. From the finding ,the Secretariat Of ESDP, both at MOE and REBs level was not sufficiently Consolidate quarterly, semi-annual and annual work and financial Performance reports, swell as the Joint Review mission report, proceeding of the annual review Meeting was not distributed to stake holders and donors on time, Therefore, the MoE ,particularly the ESDP secretariat at MoE and REBs should take responsibility by assigning an expert to follow and to consolidate the report. During ESDP III implementation, Educational statistics plays an important role in providing relevant and reliable information for making rational decisions, enhancing planning and `programming, supporting monitoring and evaluation, and helping policy and strategy reviews within the education system. However, from the finding the annual educational abstract was not distributed on time for different stakeholders and donors. Therefore to alleviate the problem, the ESDP secretariat should facilitate various capacity building programs at different levels of the system should be designed and implemented for experts record officers, officials as well as school principals through short term and longer trainings, to produce and distribute in sufficient copy for different stake holders and facilitate through electronics copy.

B. The ESDP is a consolidated national sector wide program, and it is naturally to seek consolidated reports. The findings of the study showed that there was a reporting problem at regional and federal level for the monitoring purpose of ESDP. Therefore,

- The national Secretariat of ESDP should provide guidelines and tools to produce Short standardized written performance reports by the implementing units at half-yearly intervals.

- The routine monitoring reports should focus on progress in the production of planned outputs and outcomes, implementation of activities, utilization of inputs and budget implementation, implementation of recommendations issued by of the Annual Review Meeting.

5.3.6. Providing Capacity Building Program.

The JRM reports and the ARM discussion were dominated by lack of capacity in the education system in general and lack of planning capacity in particular. The study also confirmed that majority of the process owners and experts were not having the required skill and knowledge of planning. Having a pool of trainers in the regional education bureaus and woreda education offices and availability of training modules are not sufficient to sustain the capacity building program. Institutionalizing the program is critical for its sustainability. Therefore, it is important to identify universities and colleges that would make training in educational planning part of their program and build the capacity of those institutions to enable them discharge their responsibilities. Therefore the MoE should design appropriate professional development programs in educational planning and management including EMIS, to be conducted both for experts and process owners from Federal Ministry to Woreda level.

The study also confirmed that majority of the process owners and experts at MOE and REBs are not aware of that there was a guide of ESDP, and the PIM, and they are working with out the reference of this guideline. Therefore the MOE should give attention to update and disseminate the PIM for all REBs and stakeholders so as to attain the intended ESDP and PIM goals effective

a) Accordingly there has been wide consultation in the preparation of this draft both within government and with donors, and significant revisions will also be subject to consultation.

b) The Ministry of Education is the principal custodian of the PIM but many of the procedures and practices described in the manual are not under its authority: they variously derive from Federal coordinating ministries (e.g. MOFED, MCB), come under the delegated responsibilities of lower tiers of government, and/or reflect formal and informal agreements and understandings between GOE and its partners. It is nevertheless important for MOE to take primary responsibility for ensuring that the manual is kept up to date as changes are made to relevant rules and regulations, and as systems and procedures evolve. However, the manual will not achieve its aims unless it is effectively disseminated. Therefore; the MoE is supposed to do the following;

- In the first place, Identify different users and target dissemination accordingly;
- Key target groups should include: Federal government (MOE and core Ministries), Regional governments (REB, BOFED, BCB, etc.), Woreda (WEO, WFEDO etc.) and donors.
- Dissemination will ensure that new comers to different roles in the sector are made familiar with it, and to ensure that changes and updates are also widely known. Therefore, responsibility for dissemination should be assigned to a joint task force of MOE and MOFED, plus regional representatives, with support from the education donor group.
- The formats should be on printed document and/or on websites (MOE, MOFED harmonization web site), by translate the full document into different Ethiopian languages.

5.3.7. Finally, the author strongly recommends further in-depth studies to be conducted on this contemporary issue.

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APENDECIES

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be filled by Educational Experts and Process Owners at national and regional level.

This questionnaire is designed to collect the necessary data for the study titled *"An Assessment of the performance of Education Sector Development Program at primary level"* The study is aimed at assessing the performance of ESDP III and its achievement towards primary education and identifying the major problems and challenges at national level. I would like to assure you that this study is purely academic and hence would not affect anyone in anyway as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the performance of ESDP and the achievement of primary education at national level. Therefore, your genuine, frank and timely responses are prime importance for the success of this study. Thus, you are kindly requested to respond each question items honestly and carefully.

Instruction:

1. No need of writing your name.
2. For questions with alternative answers, please respond the questions by marking 'x" or "√" on the space provided.
3. For any additional opinion or explanation, you are kindly requested to write your opinion or comment briefly and precisely in the space provided

Thank you for your cooperation!

Part I: General Information

1. Name of your organization_____
2. Department_____
3. our current position_____
4. Sex **M** ☐ **F** ☐
5. Age _____
6. Education level : A) Diploma ☐ B) BA/BSc ☐ C) MA/MSc ☐ D) PHD ☐
7. Specialization _____
8. Years of experience in the present position_____
9. Total years of experience_____

Part II: The Management of ESDP.

10. *During the implementation period of ESDP III, was there an Education Sector Development Program Steering Committee at National/regional level?*

    a) Yes ☐ b) No ☐ c) I don't Know ☐

11. Did the ESDP secretariat perform the following activities in an appropriate manner? Write "X" on your choice

No	Duties and responsibilities	Yes	No	I don't Know
11.1	Follow up the day-to-day matters of the Steering Committee			
11.2	Coordinate program implementation			
11.3	Facilitate information flow and keep consolidated			
11.4	Provide the necessary assistance to the regions and zones.			
11.5	Organize monitoring, review and evaluation missions.			

12. According to your opinion, to what extent did the experts of Secretariats (planning, resource mobilization and management process) of ESDP III have the Capacity to follow up the day today matter of the steering committee at national/regional level?

    A) Very High ☐ B) High ☐ C) Medium ☐ D) Low ☐ E) Very low ☐

13. Did the *Secretariat Consolidate quarterly*, semi-annual, annual work and financial Performance reports of the ESDP?

a) Yes ☐ b) No ☐ c) I don't know ☐

14. If your answer is yes for question 13 to what extent was the content of the report fulfill its standard?(Rate the following issues as Very High =5,High =4, Medium =3,low=2 Very low =1)

No	Report content	Rating Scale				
		5	4	3	2	1
1	Progress in production of planned outputs.					
2	Implementation of activities, Utilization of inputs;					
3	Information on actual capital and recurrent					
4	Implementation of recommendations of ARM.					
5	Weaknesses, strengths and lessons learned in					

15. Do you participate on the Joint Review Mission (JRM) in the implementation period of ESDP-III?

A) Yes ☐ B) no ☐

16. If your answer is "yes" How many times Do you participate in the JRM During the period of ESDP III ?

a) 5 times ☐ *c) 3times* ☐ *e)1time* ☐

b) 4times ☐ *d) 2 times* ☐

17. If your answer is "yes" for question 15, to what extent was it help full to understand the success of the program?

A. Very high ☐ C. Medium ☐. Very low ☐

B. High ☐ D. Low ☐

18. Do you participate in the Annual Review Meeting (ARM) conducted at national level?

A) Yes ☐ B) no ☐

19. If your answer is Yes for question 18 ,How many times Do you participate in the Annual Review Meeting (ARM) conducted at national level?

a) 5 times ☐ *c) 3times* ☐ *e)1time* ☐

b) 4times ☐ *d) 2 times* ☐

20. If your answer is "yes" for question 18, to what extent was it help full to understand the success of the program?

A. Very high ☐ C. Medium ☐ Very low ☐

B. High ☐ D. Low ☐

21. Is their a program implementation manual (PIM) at MoE/REBs during ESDP III?

A) yes ☐ B) no ☐ c) I don't know

22. If your answer is 'yes' did all the activities were implemented as of the manual?

A) yes ☐ B) no ☐ C)I don't know ☐

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

INTERVIEW GUIDE

(Planning and Resource Mobilization Process owners at national and regional level.)

Part I: General Information

1. Name of your organization_____
2. Department_____
3. Your current position_____
4. Sex **M** ☐ **F** ☐
5. Age _____
6. Education level : A) BA/BSc ☐ B) MA/MSc ☐ C) PHD ☐
7. Specialization _____
8. Years of experience in the present position_____
9. Total years of experience in the field of education_____

Part II: Interview questions

1. Were you in the present position during the planning period of ESDP - III?
2. How do you evaluate the current performance of ESDP- III?
3. Is there a well established ESDP III steering committee?
4. According to your opinion is there an adequate planning and management capacity in realizing the goals of education in general and the targets of ESDP III at primary education at primary education?
5. Was there a meeting between national and regional steering committee? If yes how many times a year?
6. Was the Education Sector Development Program III (ESDP- III) implemented according to its implementation manual (PIM)?

ADDIS ABABA UNIVERSITY

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide to the Development partners

(UNICEF, UNESCO, DFID, USAID and W.B, ADB)

Part I: General Information

1. Name of your organization_____
2. Department_____
3. Your current position_____
4. Sex **M** ☐ **F** ☐
5. Age _____
6. Education level : A) BA/BSc ☐ B) MA/MSc ☐ C)PhD ☐
7. Specialization _____
8. Years of experience in Ethiopia , specially in your present position_____
9. Total years of experience in the field of Education _____

Part II: Interview questions

10.1 Does your organization participate in the central steering committee?

10.2 Do you participate on joint review mission (JRM) 0f ESDP – III?

10.3 Do you participate in the Annual review meeting of ESDP III? Were the recommendations of the ARM valuable to solve the problems of ESDP III?

10.4 What are the major **challenges** encountered a**t** national and regional level in primary Education?

10.5 What are the major **successes** at national and regional level in primary Education?

10.6 Was the Education Sector Development Program III (ESDP- III) implemented according to its implementation manual (PIM)?