FACTORS AFFECTING BASIC EDUCATION IN WAGHIMRA ZONE, AMHARA REGION

BY

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE DEGREE OF MASTER EDUCATION IN EDUCATIONAL PLANNING AND MANAGEMENT

June 2004

ACKNOWLEDGEMENTS

First, I would like to thank my thesis adviser, Ato Haileselassie WeldeGerima for his valuable guidance and comments.

I am also indebted to my family members and friends: Getahun, Yeshihareg, Tesfa, Taddilo, Bizunesh, Birhan and Abebe whose encouragement have been with me during the study

Finally, I would like to thank my wife Menbere Kassa who shared my pain in the course of the study

Acronyms

ARM	Annual Review Meeting
BoE	Bureau of Education
BoPED	Bureau of Planning and Economic Development
BoFB	Bureau of Finance and Planning
CSA	Central Statistical Authority
DoE	Department of Education
DoFP	Department of Finance and Planning
EDU	Ethiopian Democratic Union
EFA	Education For All
EPRDF	Ethiopian People Revolutionary Democratic Front
ESDP	Education Sector Development Program
EPRP	Ethiopian Peoples' Revolutionary Party
FAWE	Female African Women Educationalists
FDRGE	Federal Democratic Republic Government of Ethiopia
GER	Gross Enrollment Ratio
IMPACT	Instructional Management by Parents, Community, and Teachers
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
UNESCO	United Nations Education, Science and Culture Organization
UPE	Universal Primary Education
WCEFA	World Conference on Education For All
WFP	World Food Program

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ABSTRACT

The main purpose of the present study was to identify the major factors that affect the development of basic education in Waghimra Zone, Amhara Region and to suggest valuable recommendations that could help to tackle the identified problems.

The study was designed to answer three basic questions. These were 1, what are the external factors (economic, political, socio-cultural and geographic) that affect basic education in Waghimra Zone? 2. What are the internal (school) factors that affect basic education in the study area? 3. What measures are taken to improve basic education in the zone?

The study utilized a descriptive survey method and involved both primary and secondary sources. The statistical data of Amhara Education Bureau, Amhara Finance and Planning Bureau, annual reports of Waghimra Zone Education Office, Waghimra Zone Finance and Planning Office and the data obtained through questionnaires from 539 students, 110 completers, 50 dropouts, 20 local authorities and interview made from 220 parents were analyzed using relevant statistical tools.

The analysis of the data revealed that 1. Basic education in the Zone suffers from two forms of problems: 1.Low entrance rate and high dropout rate. 2. The external factors were the dominant causes for the low development of education in the Zone. 3. The internal or in-school factors were less important as factors contributing to the low development of education in the Zone.

Finally, expansion of schools, school location planning, efficient utilization of available cultural premises, efficient utilization of available space, expanding feeding program, introduction of flexible education program, reducing early marriage, increasing regional support to the Zone and application of integrated development approaches are recommended as interventions for the improvement of basic education in the study area so that the community will test the fruits of education.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1. Background of the Problem

The contribution of education to a country's economic, social, and political development is quite significant and this makes education a priority agenda for every developing nation on the globe. Education has a monopolistic nature, is affected by many sectors, and affects almost every sector. A country with well-developed educational system can mean a country having politically conscious society, more productive workforce, better health care practices, and higher standard of living.

Thus, investment in education means investment in all other sectors of the economy because without education, development will stagnate. This is well explained by the precise World Bank (1988) statements: "only an educated people can command the skills necessary for sustainable economic growth and for better quality of life, World Bank."

The economic history of many nations reveals this fact. In America, there was a 23 percent economic growth as a result of educational investment between 1930 and 1960 (Denison as cited in Keith, 1993: 20). The contribution of education is not only limited to industry: its effect is even higher in agriculture sector.

> "The expansion of basic education is highly significant in modernization of agriculture. And modernizing agriculture means access to new varieties of seeds, innovative farming practices, the control of erosion and access to extension service. Which, finally leads to poverty alleviation" (keith1993:22)

Recognizing this importance, many African nations are striving to meet universal primary education and most of them are at good stand. With regard to this relation, a study made by Shultz (as cited in Keith, 1993:22) indicates, "the four years primary education increased productivity by a mean value of 1.3 percent in traditional environments and 9.5 percent in modernizing ones". Thus, expansion of basic education has a special meaning to Ethiopia, a country with very traditional agricultural practice, low economic development, and suffering from poverty.

Being aware of its importance, Ethiopia recently formulated an extensive education and training policy. The policy identified the major problems of the country's education system. According to the education sector policy and strategy documents, number one problem is poor access to primary education FDRGE (1994:1). The

educational sector development program, a strategy developed based on the policy too recognized the problems in their order of priority as poor access to education, problem of equity, poor quality, relevancy and low efficiency in utilization of resources MOE (2002:13-19). According to both the policy and the ESDP II, documents low participation is the major problem of the country's education system. Understanding the extent of the problem, continuous effort has been made to increase access to basic education. Between the periods 1994 to 2001 at national level, primary school participation rate increased from 22 percent to 57.4 percent.

When this rate of participation is observed, it is a great stride; however, there are large numbers of young people who still lack the opportunity. Low participation of basic education in most cases is associated with country's economic, socio-cultural, and political factors. According to the education sector strategy some of the reasons for low participation rate of primary education in Ethiopia are summarized as low number of schools, high disparity among regions, accessibility and affordability FDRGE (1994:11).

In Ethiopia, where a large number of the people are traditional, the rate of participation is highly affected by the different cultures. In traditional culture, there is high resistance to change and education.

In traditional society, traditionalism is dominant; that is, people are oriented to the past and they lack the cultural ability to adjust to new circumstances like education, Andrew (1995:110).

According to this author Economic development has direct correlation with access to primary education. Households with low income tend to have more children and other dependent population, which demand large number of schools and reduced affordability. UNESCO's study also suggests that in economically deprived areas, because of food shortage and health conditions, the enrollment rate is highly affected UNESCO (1980:17).

In spite of all the mentioned problems, primary school participation in Ethiopia is growing at reasonable rate, towards the target "basic education for all by 2015." The rate, however, is not the same throughout the regions in the country.

The enrollment rate in Amhara administrative region is below the national average and within the region, the disparity among zones is by far wider. In 2001, the range was from 65 percent (Bahirdar zone) the highest to as low as 28 percent in Waghimra (the present study area) and in between the regional average was 54 percent BoFE (2003/4: 104).

Hence, this very low enrolment rate of primary education initiated the student researcher to study the major factors affecting basic education in Waghimra zone.

1.2 Statement of the Problem

Disparities in educational status among regions and zones are common in many countries and it is mainly associated with variation in development level of regions. With regard to causes of disparity, Ayalew (1989:27) stated "the regional disparities in education usually coincide with the disparities in the socio-economic development of the regions".

Waghimra administrative zone, the present study area, is the lowest in participation rate of primary education among all zones of Amhara region.

As the reviewed literature reveal, low participation rate could be associated with an area's economic, political, geographic and socio-cultural situations. Waghimra zone has a total population of 340,316 distributed over the rugged land mass of the zone having a total area of 7,884.85 sq. km. Among the total population, only 5 percent are urban dwellers, which is lower than the national and regional average, 15 and 10 percent respectively. The community speaks three languages namely, Amharic, Agewigna and Tigrigna.

99.6 percent of the whole population of the zone are Orthodox Christians and the remaining 0.4percent are Muslims, CSA (1994:49). The zonal average agricultural land holding is .68-hectare with very low annual average rainfall, and climatically 65.2, 28.1 and 6.7 percent of the zone is kola, woinadega and dega respectively.

In sum, natural resources in the zone are depleted; the soil is over loaded and eroded; the amount of rain fall every year is meager and the local production does not cover the food demand of the people. Due to these agro-ecological characteristics, the zone is one of the chronically food-insecure areas of Amhara region, where more than 60 percent of the population for its livelihood is dependent on food aid BoPED (2001:3).

The zone is located in the Tekeze basin bordering Tigray region, Wollo, and the two Gondar zones in Amhara region. Its strategic location and the natural fortification have attracted several rebellions, and consequently the socio–economic infrastructures in the zone had been devastated several times. Among these, the most disastrous was the recent internal war between former military government of Ethiopia and the army of EPRDF that alienated the zone from the rest of the country and the government system for more than 10 years (1980-1991).

From reviews of related literature and the student researcher's experience the major factors affecting participation of primary education in the zone could be economic, political, geographic, socio-cultural and some in-school factors.

The cumulative effect of these factors is manifested by the status of basic education as it can be seen from the following table.

Table 1. Total number of primary school students in Waghimra zone by Woreda, 2002/03

No.	Woreda	Number of students			Primary Education Coverage in (%)
		Male	Female	Total	
1	Sekota	5600	6093	11693	35
2	Dehana	4050	3639	7689	30
3	Ziquala	1156	1276	2432	31
4	Total	10806	11008	21814	33

Source: Waghimra zone education office annual report, 2002/03

As it can be observed, from the above table, the participation rate in the zone is highly discouraging and this problem is accentuated by the high dropout rate. According to the same source, the dropout rate in 2002/03 was 20 percent. Despite such complicated participation problems in the zone there was no comprehensive and systematic study made so far to pinpoint major factors that could suggest alternative remedies.

The major purpose of this study is therefore, to identify the major factors affecting basic education in Waghimra zone through reviews of literature and empirical evidence and based on that to make recommendations.

In an attempt to identify major factors affecting basic education, the study tries to find answer for the following basic questions.

1. What are the internal (school) factors that affect participation of primary education in the study area?
2. What are the external (economic, socio- cultural, political and geographic) factors that affect basic education in Waghimra zone?
3. What measures are taken to promote basic education in Waghimra zone?

1.3 Significance of the Study

The study will have the following significances.

1. It will help to identify major factors that affect basic education in Waghimra zone.
2. To find alternative strategies that could help to improve basic education by developing local area based packages.
3. To create awareness about the problem among parents, teachers, local and regional policy makers.

4. It will help NGO's working in the area to use the findings of the study as a base line document for their interference.
5. The study document could serve as a base for further in depth study.
6. To enrich the existing knowledge to some degree.

1.4 Delimitation of the study

The study is conducted in Waghimra zone where primary school participation is the lowest in Amhara region. In spite of this very low rate of participation, the problem at local level is rarely mentioned or there was not any study made so far on the issue. The main reason to delimit the study in Waghimra zone is therefore, related to this exceptional participation problem. Moreover, even if basic education is effected through formal and informal systems, the present study is delimited to the formal primary education.

1.5 Limitation of the Study

The major sources of education data are annual reports and statistical abstracts. The reports and statistical abstracts obtained from MoE, Regional Education Bureau and Zone Education Department for the present study luck consistency.

The second limitation is getting different economic class parents to see the effect of their income on primary education and hence all were assumed poor income families.

1.6 Research Methods, Sources of Data and Sampling Techniques

1.6.1 Methodology

The study utilized a descriptive survey method. The rationale behind using this approach was that the study is aimed at gathering data that provides descriptive information on the education system as a whole and this enables diagnostic investigation about the factors affecting basic education development in the zone.

1.6.2 Sources of Data

The basic data for the study was collected from records, questionnaires and interviews. Regarding pupils enrollment, the main sources of data were statistical abstracts and annual reports of the Regional, Zonal and Woreda education offices. For the rest of the information, particularly, regarding the attitudes of respondents, the major sources were the information collected from questionnaires and interviews.

1.6.3 Sampling Techniques

Waghimra zone has 3 Woredas and 72 primary schools having a total number of 21,818 primary school students in 2002/03 academic year. To make the size of the sample manageable and at the same time representative, the schools were stratified into two groups as

schools with relatively better participation, that are above the zonal average and low participation, below the average, because this sort of classification helps to identify specific factors that both favor and or discourage participation. From the two groups 30 percent of the schools (22 schools) were selected as a sample.

Table 2. Sample schools and number of primary school students by Woreda

No.	Woreda	Name of Sample Schools	Total No. of Students Per Sample School	Eligible Sample Students
1	Sekota	Embadego	61*	30
2		Jergeb	20*	10
3		Saka	204	102
4		Wirksdibnu	105*	53
5		Tsana	101*	50
6		Niuraq	406	203
7		Seria	100*	50
8		Abayohans	255	123
9		Sawna	99*	50
10		Tsemera	571	285
11	Dehana	Guramba	31*	16
12		Hulaban	25*	14
13		Nebegola	72*	36
14		Biwul	570	285
15		Firdazinu	60*	30
16		Shimela	280	140
17	Ziquala	Tsitska	389	195
18		Telaje	307	153
19		Tirshman	13*	6
20		Netsawork	23*	11
21		Finawa	20*	10
22		Guaroch	22*	11
		Total	3734	1863

Source: Zone education office annual reports, 2002/03

* Schools below the zone average

Each sample primary school on the average contains 170 students and the total number of student population in the sample schools were 3744. Among the total primary school students 50 percent were assumed matured enough to respond to the questionnaires and hence the population size reduced to 1863. From the last population size, 30 percent of students were selected based on random and stratified sampling techniques and the final sample size reduced to 537 students. Moreover, 50 dropout students and 80 completers were included in the sample using the availability sampling method.

The second respondents were teachers, head teachers, local level education offices professionals and local authorities. The total size of teachers and head teachers in the sample schools, Woreda and zone level concerned professionals and local authorities is manageable and all participated in the study. Acoordingly, 100 teachers and 20 Zone and Woreda level educational professionals and office heads participated.

The third respondents were parents. To make the size manageable 10 parents from each school with a total of 220 parents living around the sample school were selected for interview based on availability sampling methods.

1.6.4 Procedures, Data Gathering Instruments, Pilot Test and Statistical Tools

a. Procedures

Once the problem is outlined, in order to get deep understanding about the issue, related literature was reviewed. Then the problem was stated. Based on the reviews of literature and experience, assumptions were made about the factors affecting participation of primary school in the study area. Basic questions were formulated; objectives and significance of the study stated. Using stratified and random sampling techniques, samples were selected and appropriate methodology identified. In order to get required information appropriate data gathering instruments such as records, interviews and questionnaires were prepared. Questionnaires have been tested; the tested questionnaires distributed and collected. An interview was conducted with parents and relevant data from secondary sources collected. Using appropriate tools the data gathered through the various methods has been organized, analyzed and presented with possible recommendations.

b. Data Gathering Instruments

The respondents of the present study were students, teachers, head teachers, Woreda and zone level authorities, concerned professionals in education offices and parents. All of them are very important stakeholders in primary education. The data gathering tools

employed in the study were questionnaires, interview, recording, and observations. Five set of questionnaires, both open and closed ended type were prepared for students, teachers and head teachers, Woreda and zone level authorities and professionals and an interview for parent.

c. Pilot Test

Questionnaires tested in two schools, and based on that some ambiguous questions were rectified. The two schools later excluded in the final survey. Convenient time was arranged for the respondents in order to maximize the quality of responses and degree of return. Effort has been made to put the objectives of the study in clear and understandable statements to avoid confusion. Well-oriented data collectors employed and they distributed and collected the data on time and the researcher made the coordination and the follow up.

d. Data Analysis

In analyzing the data, Spearman's Rank Order Correlation, percentage and averages were used as basic statistical tools.

CHAPTER TWO

2. Reviews of Related Literature

2.1. Conceptual Definitions

There was no one common definition for basic education. Some authors have attempted to define it as formal elementary education; others define it as non-formal education and still others combine formal and non-formal education; however, there seems consensus among writers to accept the concept in its wider sense that encompass cognitive and life skills. The World Conference on Education for All (WCEFA:1990 as cited in Wube Kassaye 2003:67) held in Jometien, Thailand defined basic education as:

- basic learning needs, refers to the knowledge, skills, attitudes and values necessary for survival and
- includes instruction at the first or foundation level, it encompasses early childhood and primary or elementary education.

Lockheed and Verspoor (1991) gave similar definition. According to the authors, primary education is one that teaches students basic cognitive skills, which help to develop attitude and skills that children need to function in society and to advance nation building.

These broad definitions indicate the all-round significance of basic education for a nation. It can be generalized, therefore, that it is the provision of basic skills and knowledge for life through formal or informal education system. Basic education has several importance. According to Lockheed and Verspoor (1991:22), developed countries among other attributes, had large population of educated and trained workers. The authors further expressed that

> "...a nation's children are its greatest resources. In only a few decades, the prosperity and quality of life of all nations will be determined by to-day's children and their ability to solve the problems that face them, their families, their communities and their countries. Education unlocks this ability and investment in children's learning is the most important contribution that can be made to a better future"

World Bank as cited in Haileselassie and et al (200:9) estimated that between 60 and 90 percent of growth in Japan and other East Asian countries is explained by human capital rather than natural resources or finance.

Phillip H.M (1975:4) also demonstrates the importance of basic education in his statements:

> "If the poor nations which make up the greater part of mankind continue illiterate, economically this means a great loss of human resource potential; governmentally it makes much harder the task of administrative and political developments; socially it means tension between the educationally privileged and the deprived; for individuals it means loss of dignity and of opportunity."

2.2 Situation Analysis of Basic Education in Developing Countries

Developing nations have recognized that children are their future assets and they are committed to invest on education. The emphasis to invest on education has been supported by different parties: governments, bilateral and multilateral organizations including World Bank.

The Universal Declaration of Human Right, adopted by UN General Assembly in 1948, asserted that every one has a right to education, particularly basic education. Following this decree, efforts have been made in all governments; some succeeded; others are on the track; but there are still many countries, many of them Sub-Saharan Africa, failed to achieve universal primary education (UPE).

Different writers have suggested the reasons for this failure. Philip H.M (1975) considered the major problem for UPE realization as poor access to basic education. That is, first, both sexes living in rural areas and ethnic or minority groups have less access to primary education and second, significant proportion of children for one or another reason do not complete their school. Several studies such as that of Lockheed and Verspoor (1991:1) and Habtamu Wondmu, (2002:37) confirm that wastage in education in the form of drop out

and repetition is the major hindrance to promote the education sector in developing countries.

According to Lockheed and Verspoor (1991:11), fewer than 60 percent of the children in developing countries and about 70 percent of those who enter school in the lower- middle income countries reach the last year of primary school. The worst part in educational wastage is that countries with the lowest income tend to have the highest repetition rates.

In 1985, among fourteen countries that reported repetition rate of 20 percent, 60 percent of those were low-income countries, Lockheed and Verspoor, (1991:12). Thus, despite the many international and regional conferences to meet UPE, many countries, most of them in Sub- Sahara Africa didn't achieve, largely because of high population growth rates, high repetition and dropout rates, and generally low development.

The situation in Ethiopia is more glaring. According to the Education and Training Policy of Ethiopia the major problems of education sector were:

- Low enrollment ratio at all levels. There were only 2.2 million primary school students in the country before the formulation of the recent policy.
- Low quality of education.

- Inefficient education system explained by high drop out and repetition rates.

These states of affairs are still major problems of the country's education system even ten years after the policy.

To resolve such complex problems it requires huge financial, material and human resources, which are all scarce in developing countries. Hence, realization of universal basic education, as Combs in Phillip Jones, (1990:36) clearly put it, must be, therefore "the work of many hands, many minds and many organizations".

2.3. Basic Education and Development

There are three broad aspects to talk about education and development; i.e. the relation between basic education and economic, social and political developments.

2.3.1. Basic Education and Economic Development

Basic education, as a provision of skills and knowledge, has strong influence on economic development. Many of the developing nations are economically poor mostly because, they lack literate society that can wisely exploit the available resources. In developing countries where majority of the work force is at the agricultural sector, the fast expansion of basic education should be geared towards the rural

community so that it enhances productivity. Different writers have supported this idea. Wube Kassaye (2003:61) and World Bank (1990:3) argue that educated population is productive population. Denison (1964) as cited in Wube Kassaye believes that investment in education brings higher returns than investment in physical capital. Another writer by the name Philips H.M. (1975) underlined the highest economic returns from primary education than any other level of education. He added that a failure to invest in basic education is a loss in its human resource potential and an obstacle to progress. Still other studies, Lockheed and Verspoor (1990) in Wube Kassaye /2003:04/ revealed the close relationship between basic education and economic development as follows.

- Adults with higher levels of educational assignment have higher individual earnings, more frequent employment opportunities in the urban labor markets, greater agricultural productivity, lower fertility rates, better health and nutritional status and more modern attitudes.
- No country achieved significant economic growth before attaining universal primary education.
- Studies in 13 developing countries reveal that four years of primary education increased farmer's productivity by 8.7 percent across all countries over those that are unschooled.

- The comparison made on the life expectancy of the literate and illiterate reveals that the average life expectancy of literate mothers in a literate environment was higher than that of the illiterates in an illiterate environment.

Other studies such as Lockheed and Verspoor (1991) also revealed that the higher the educational attainment, the higher individual earning, the greater agricultural productivity, and the lower the fertility. The significance of basic education for economic development can be generally categorized into two: it increases earnings and boosts productivity.

a. Basic Education and Earnings

Education has significant effect on earnings. World Bank statements had explained this fact better. Studies made by Psacharopoulos (1985) and World Bank (1980:18) indicate that primary education has more social and indivisual return than other levels. According to Psachacropoulos (1985:58), the social rate of return for primary education was 27 percent, whereas it was 16 and 13 percent respectively for secondary and tertiary education, and the private rate of return was 35 percent for primary, and 23 and 27 percent for secondary and tertiary education respectively. Other studies as well confirm that private rate of return for education is higher than social returns, reaching 49 percent for

primary and 26 percent for secondary education, McMahon (1984) in Lockheed and Verspoor (1991:3).

In analyzing the social rate of return from investment in education, Psacharopoulos (1985:54) indicated the following patterns.

- Social and private rates of return for primary education tend to be higher than the rate of return for secondary or higher education.
- The rate of return is higher in developing countries than in developed countries.
- The rate of return to investment in education is higher than the average rate of return for physical capital in developing countries.

There is ample evidence, therefore, to conclude that primary education is a profitable social as well as private investment. Thus, primary education is given a top priority as a form of investment in human resources, Lockheed and Verspoor (1991:55) and World Bank (1990).

b. Basic Education and Productivity

The real world experience and literature indicate that most employers when hiring recruits, the first requirement they ask is level of education.

> "Level of education and training acquired, and eligibility for employment is often codified in terms of minimum levels of formal education or training required. Moreover, wage structure of most countries is that persons with more education tend to receive higher remuneration than those with less; this is because the effect of education on physical productivity can easily be measured than earnings, World Bank (1980:3)"

No doubt, that education can boost all sorts of productivity. Of particular importance, however, is its effect on agricultural productivity. Various studies indicated that four years of primary education increased productivity by 8.7 percent, because, it increased the ability of farmers to allocate resources efficiently, enabled them to improve their choices of inputs and to estimate more accurately the effect of those inputs on their over all productivity, Lockheed and Verspoor (1991:3-4), World Bank (1980), World Bank (1990:4-5), Paschropolous (1986:46) and Philip Jones (1990:30). Philip H.M. (1975: 10) made similar assessment that greater investment in primary education, which is a public sector in most of developing countries, is regarded as an important contribution to better income distribution in the developing countries.

Philip Jones (1990:7) summarizes the findings of different authors and concludes that of all kinds of educational investments, basic education provision seems to provide the highest returns, and outstrips many kinds of non-educational investments.

Haileselasie et al. (2002:9) also included the views of econometric analysts, which assert that primary education is the single most important factor for the difference between East Asian and Sub-Saharan African countries. Hence, educational investment would have to occupy a central part of investment strategy if growth was to precede, World Bank (1990).

2.3.2 Basic Education and Social Development

So far, the reviewed evidence suggested that there is strong relation between schooling and productivity; likewise, education has strong influence on social development too. The major social problems that are directly influenced by primary education are rapid population growth, poor child health, nutrition, and traditional attitude of the people. Lockheed and Verspoor (1991), World Bank (1991), Ta Ngoc Chau (1972:2) and others clearly explained effects of education on social development as follows.

a. It reduces fertility

Young women get lesser education than young men do in almost every country and fertility is directly related to the educational level of mother's, World Bank (1990:10). Accordingly, high fertility means higher demand for education budget, higher demand for food and other services. Hence, better educational level of mother's increases better use of contraceptives and elongates age of marriage and both of them contribute to fertility reduction, World Bank (1991:20) and Educational Dilemma (1980).

b. Improves child health and nutrition

Children of educated mothers live healthier and longer lives. The higher the educational level of mothers, the higher is the probability of mothers to seek modern health care and the lower child mortality, Phillip Jones, (1990:29) and World Bank (1991:19).

According to Phillip Jones, one-year of maternal education translates into nine percent decrease in child morality, because education improves mother's attitude towards the nutrition of their children, which highly affects the mental and physical growth of children.

c. Improve attitudinal modernity

A social consequence of better education is the adoption of more modern attitudes. It is believed that the influence of education on the adoption of modern practices is greater than other factors such

as home environment, urbanization and factory experience, World Bank (1991).

Philip Jones (1990:2), World Bank (1991:20) and World Bank (1980:13-14) also believe that providing basic education for mothers in rural areas can have profound effect on their fertility, the health of their families, the learning potential of their children and the cultural cohesiveness of their community.

Cocharane (1979) in World Bank (1980:14) further explained the details of social importance of education as:

- Schooling affects the biological supply of children by rising the age at marriage and reducing the proportion of women who are married, and raise fecundity by improving health.
- The demand for children tends to decrease with schooling as schooling brings enhanced earning prospects.
- Contraceptive use increases. Such modern way of thinking brings lower fertility or decreased population growth, which is the major hindrance for development in poor countries and will advance the attainment of the targets of universal education. For Phillip (1975-16) education is a process, which bridges the generations; it both passes an old value and creates new ones.

2.3.3 Education and Political Development

The World Bank President in 1972, McNamara, in Phillip H.M. (1975:7) mentioned that

> "when the highly privileged are few and the desperately poor are many and when the gap between them is worsening rather than improving, it is only a question of time before a decisive choice must be made between the political costs of reform and the political risks of rebellions"

There are evidences that education has spill over effects in reducing political instability and violence, and orderly transfer of political power, Phillip Jones (1990:29)

2.4. Major Factors Affecting Basic Education

Universal access to basic education, which has strategic importance for economic, political and socio-cultural development of developing countries, has encountered with multidimensional problems. As discussed earlier, the major challenges are low access or poor participation and high rate of wastage. That is first, significant numbers of school age children are still denied of their right, basic education, and whenever access is created the disparity by gender, urban- rural, regional and ethnic minorities is by far wider. Second, large sizes of students enrolled in the primary cycle terminate their education before they complete the cycle. Wastage is missed opportunity for individuals, communities, entire nations and regions of the world and it deprives the ability of developing countries to

make the most efficient use of the scarce resources UNESCO (1998:5).The factors that contribute to this problem generally can be categorized as external factors and factors internal to the education system.

2.4.1 External Factors

As Universal Declaration of Human Rights puts it plainly, children have the right to grow up healthy, to go to school and to receive the best possible education. However, the very right of the child is denied in many of the developing countries due to several factors. Among these are external factors. The most important set of external forces are the political will of the government and the social pressure for education, parent's conception about education, finance, the general economic and social condition (including over all level of development, living conditions, job opportunities) and rate of growth of the child population, Phillips. H.M. (1975:67).

a. Political Forces

Phillips, H.M. (1975) explained that political forces are the predominant of external forces that influence education in three ways. It influences its general objectives, the whole program set up and coverage and actual carrying out of the program.

Although some writers see education in isolation from politics, education by no means can be detached from politics. The words of Stalin better explains the issue. "Education was the most powerful weapon in the hands of the state and that every thing depends up on who holds it and who is hit with it" Phillips, H.M.(1975:67). Education is the wheel for government machinery. E xperiences in many countries reveal that whenever there is change in government, among the first policies the new governments try to alter is the education policy.

The other role of government in educational development is thorough the formulation of appropriate policies. Some policies discourage whereas others promote expansion of education. There is greater variation in educational enrollment in Ethiopia before and after the formulation of the new education and raining policy. According to Annual Statistical Abstracts of MoE, there was an increase in primary school participation from 2.2 million to 8.1 million within six years time (1993/4-2001/02). Thus, the type of government structure, and based on that, the policies and strategies directly affect educational expansion.

The other political aspect that has devastating impact on economic and social development is war. In a country that is hit by external and internal war, flourishment of schools is unthinkable; instead, the existing infrastructures will be devastated. The recent experience in the northern part of Ethiopia can better explain the situation. The

number of primary schools in Tigray region decreased from 154 in 1973/74 to 87 in 1986/87 and the annual growth rate of students deceased by minus 4.30 percent. Like wise in the same year, the number of schools in Eritrea deceased from 392 to 261 and annual growth rate decreased by minus 3.08 percent, Ayalew (1989:37). More over, as Ayalew indicated, education is a means by which positions and status in a society are allocated hence; it is strategic sector that always governments need to give higher priority.

The study made by Lockheed and Verspoor also shows the sharpest declines, which often produced negative rates of enrollment growth occurred in several low-income countries hard hit by war. Afghanistan (from 7.3 to-12 percent), (Ethiopia from 14.5 to 2.8 percent), (Mozambique from 6.0 to-0-9 percent) and Somalia (6.6 to-6.5) percent, Lockheed and Verspoor (1991:24)

b. Economic Factors

The other most important determinant of educational expansion is the general economic development of a country. Due to its monopolistic nature, education in developing countries is a public sector. Two reasons are imperative to government financing of education, particularly at primary level. First, there will not be sufficient investment if primary education is left for parents because parents rarely consider the social benefit of primary education. Second, the poor have to get access to education because it is the

single moat important instrument for economic and social advancement, Lockheed and Vespoor (1991). Therefore basic education expansion is influenced by the general macro economic development of a country and family income.

i. Public Expenditure for Basic Education

Education in general and basic education in particular is the responsibility of parents and governments. Primary education in developing countries is almost wholly public financed (Phillip: 1975) The economic capacity of a system to support the education sector is explained by education share from the national budget. Education, which is the responsibility of parents and governments in developing countries, is under financed, (Philip: 1975). There are two sources of budget for primary education. These are internal and external sources.

Internal sources are central revenue and contributions; whereas external sources are donations form bilateral and multi-lateral donors, Phillip (1975:25). The internal source, the major source of finance for primary education in developing countries, is not only scarce but also there is grate variation between countries. In 1970 the education budget of some African countries varied from 10 percent (in Ethiopia) to 30 percent (Dahomey) Phillip (1975:79). In Ethiopia the education budget was planned to reach 19 percent for

the year 2001/02 whereas the actual budget utilized was less than 16 percent; ARM (2001/02).

Developing countries need extra school places to satisfy the growing demand for primary education; however, this has been a major challenge due to financial constraints. The problem of education budget has developed fear among the people of poor income countries that UPE will be a dream rather than a reality, Lockheed Verspoor (1991).

Lockheed and Verspoor (1991:34) further explained that in poor income countries, particularly Africa, expenditure for education and public funding per pupil expenditure is extremely lower and declined due to adjustment programs. The authors also revealed that a large size of teachers in African countries left the sector due to declined education budget.

ii. Income *of Individual Family as a Determinant of Basic Education*

The income of individual family in poor countries is a reflection of the macro economic development of that country. In poor countries like Ethiopia where more than 85 Percent of its people are agrarian and a significant size of the population is food insecure, it is likely that families have very weak economic capacity to support their children's education. Hence, the amount of money spent directly on schooling decreased, contribution for school places will be lowered and there

will be high future cost due to dropouts and repetitions, Lockheed and Verspoor (1991:182). Family related economic problems in developing countries creates inability to pay for schooling expenses such as clothing, educational materials and even food, Habtamu Wondmu (2002:41)

A review of 80 empirical studies on the determinants of educational participation and achievement of women in developing countries suggests that family economic conditions are more important than school related variables in explaining the gap, World Bank (1990:10). A study made in Ethiopia also proved that economic constraints, i.e. opportunity cost of labor and high schooling expenses for food, clothing, exercise books, and others are among the frequent causes for low enrollment of primary education, MoE (2003:9)

Pscharopolous (1985:113) indicated that poor income families in India and other developing countries don't send their children to school because they cannot afford to buy school uniforms and books so that they keep their children at home.

iii. High Demand for Child Labor

Child labor use is highly manifested in poor income families and it is a major cause of dropout. Developing country's children are often productive from quite an early age; as a result, most families do not send their children to school because they want them to work at

home or in the field. The incidence of child labor is higher in Sub-Saharan Africa than in any region in the world, Phillip .H.M. (1975:77).

The magnitude of the problem of child labor is indicated by different studies. OECD (2003/04), estimated that 41 percent of children aged 5-14 years in Sub-Sahara Africa work, and participation rate is higher in East Africa. Habtamu Wondimu (2002) and others also indicated that children of poor family are compelled to work in the field or at home or both in the field and home to contribute to their family income. Therefore the main reason families stick to child labor is poverty.

The survey result of OECD (2003:04) that is made in Ethiopia indicates that work is started at age six and more than half of all children aged 4-15 identify work as their main activity and this is all sorts of work. Moreover girls are more likely to work and work longer hours that exhibits low school enrollment rates.

c. Socio-Cultural Factors

Like the political and economic factors, socio-cultural factors are proved to impede school enrolment and increase wastage. In the Middle East and North Africa for example, religious and socio-cultural traditions, such as early marriage and childbearing and restricted girl's movement are some of the reasons for low female participation,

Paschropolous (1986:114). Other writers also found out that family background such as parental education, occupations and family income have strong effect in determining access to schooling. A study made in the United States reveals that family background and socio economic factors are more important determinants of public education achievement than in school factors, Paschropolous (1986:215).

Cultural and religious factors such as early marriage and rigid rules that define women strictly as mothers and wives affect both girls' enrollment and their length of schooling in low-income countries, low-income region s and in rural areas, World Bank (1990:10)

Some of the socio-cultural factors that need to be further discussed include early marriage, high fertility rate, parent's educational status, religion, and language.

i. Population Growth Rate

The unprecedented growth rate of population in developing countries, increases the school age population that require school places constructed every year to satisfy the continuous demand for schooling. However, as it has been discussed earlier, the economic capacity of these countries is not able to hold such burden and hence many school age children lack access to school places.

Lockheed and Verspoor (1991) indicated the vigorous effort required by poor countries to reduce illiteracy, owing to faster population growth than primary school enrollments. Looking into the situation in Ethiopia, population is growing faster producing large size of school age population which is a major bottle neck and it Will continue to be a great challenge for UPE realization, because it is estimated that between the years 2002 and 2005, there will be 6.5 million school age population, Sisay Worku (2002:4).

ii. Parent's Education

Many studies like that of Phillip Jones (1990:11) revealed that the absence of adequate literacy among parents and other community members has a powerful impact on primary school expansion. World Bank also indicated family background, i.e. the socio-economic status of students and their family, parent's education, income and occupation invariably prove to be significant predictor of his or her educational outcome, World Bank (1980:17) and World Bank (1991).

Appleton and Mackinnon (1993) in Phillip Verwimp (1996:28) summarized the importance of parental education for the development of primary education as follows:

- Educated parents have the skill to help children in homework.
- Educated parents are richer and can devote more resources to education than other parents can.

- Educated parents stimulate and motivate their children strongly.
- Educated parents derive more direct utility from their child's education and will therefore devote more resources to education.
- Educated parents expect a higher return from investment in education and therefore invest more.

This factor is also strong in Ethiopia. A study conducted in the country by the Ministry of Education found out that parent's educational background is likely to shape children's attitude towards education. Uneducated parents give less value to education and hence they do not send their children to school, MoE (2003:8).

iii. Other Social Factors

Several studies outline other social problems that limit the development of primary education; Habtamu Wondmu (2002:41-42) listed causes such as these:

- Family breakdown, divorce.
- Parental death and children take responsibility of one and other family members.
- Early marriage (particularly girls) has a multidimensional effect. Early marriage not only enhances dropouts and repetitions but also increases fertility, which in turn creates

heavy burden on the economy in general, and supply of education in particular.

- Religion and language have also direct influence on the participation of students; in some religions, females are restricted to stay at home. In Ethiopia, church education was in favor of males; this is related to the purpose of church education.

The language issue in most cases is ignored but has strong impact on educational development. In, bilingual or multilingual localities, two forms of problems are observed. The first is in most cases the minority language groups are overwhelmed by the surrounding majority groups .And on the other end minority groups lack trained personnel, and the quality of teaching resources are poor, Stacy Churchill (1982:24-26).

In countries with different languages such as ours, children are forced to learn their basic education in one or two national languages and that has pedagogical problem in the child's educational achievement.

Paschropolous (1985) explored that ethnic group, religion and language are important determinants of educational opportunities. In some societies such as Ghana and Malaysia, there is a marked difference in enrollment between ethnic and language groups. The government of Malaysia has been forced to take various measures,

including quotas to reduce disparities between the Malays and Chinese, Paschropolous (1985:117).

d. Geographic or Distance Factors

Studies illustrate that the average distance to elementary schools of Ethiopia is 3kms, IIZ/DVV-ET (2002:6). There is however, greater variation among regions, and Woredas. Distance students' travel affects both the time of students, costs of parents and increase risk of abduction for girls. As schools are too far from children's home , it will be tiresome and it has risk on the way, increases cost and opportunity cost of child labor will be higher , Habtamu Wondmu (2002:41).

Other study made by MoE places similar assessment that distance between schools and home restricts student's performance due to fatigue, it expends much needed time of rural children, and above all distance for rural girls means actual threat by rapists, MoE (2003:8).

Thus, access is affected above all by physical distance and in primary education, proximity of the school to home is the rule, however the practical situation in poor countries is so severe that large portion of rural children are still at home, not in school, Gabriel Carron and Ta Ngoc chail(1981).

The influence of distance, particularly for poor income families is more serious. In rural areas of most developing countries, children

have to walk long distances to school and tend to dropout sooner if they are suffering from starvation, World Bank (1980:16).

2.4.2. Internal Iin-School) Factors

The second major groups of forces that are equally important with external factors in determining primary school development are internal or in-school factors. The more important of the second set of forces those internal to the educational process are the school environment, teachers' motivation, and availability of educational facilities.

It is well known that in-school factors explain far more in developing countries whereas the family background is more important for industrialized society, World Bank (1980:19)

The financing of EFA 2000 assessment offered in the World conference for education, held in Dakar, in April 2000 indicated that the performance of primary education fell below the levels. This is mainly because classes continue to be too large; there is a constant lack of educational materials; teachers are not appropriately trained; schools are poorly supervised, and the school environment is unfavorable for learning. These internal factors hit hardest in poor and remote areas UNESCO (2003:1).

Habtamu Wondmu (2002:4-42) also summarized in-school factors that have direct influence on access as:

- Unattractive school environment
- Teachers being unsupportive of and not motivating students particularly the low achievers.
- Inadequacy or unavailability of school facilities such as chairs, tables, separate toilet for girls.
- Un qualified and or not motivated teachers and school heads.
- Large class size and lack of teacher's attention to those falling behind.

Patrick (2001:114-115) also listed a lot of internal problems primary education in Ethiopia faces: low efficiency of the program, low enrolment of girls, low teacher motivation and commitment, inadequate teaching and student support facilities and inadequate funding are the major ones.

Inflexible school calendars and very formal and strict education programs are other in-school factors that impede primary education in poor income countries. In developing countries where education is influenced by economic, political, and cultural and in-school factors, the absence of flexible education calendar worsens the problem.

Lockheed and Verspoor (1991:39) revealed the significance of school environment on student's performance by comparing the developed and developing world environments.

In industrialized countries, students attend school in modern and well-equipped buildings; the curriculum is well designed; on the average they receive 900 hours of learning time and $52 of non-capital material inputs each year; they have a teacher with 16 years of formal training and 20 students share one teacher. On the contrary, in developing countries, students are likely to attend a shelter-less school or poorly constructed and equipped school; their curriculum is poorly designed; they receive on the average 500 hours of learning time and $1.70 of non-capital material inputs each year; they have a teacher with only ten years of formal education. In addition, more than fifty children, most of them hungry, share one teacher. It is more disturbing when one looks at the case in Ethiopia, where more than 80 students share a teacher with even less than ten years of training.

2.5 .Strategies to Improve Basic Education

Different countries have faced a wide variety of problems in their effort towards the development of basic education. In some countries, particularly poor ones, both general macro economic development, family income and in-school factors play significant

role, in some traditional societies cultural factors may be more important than others and in more industrialized countries family background is important than in-school factors.

The education system in developing countries mainly in sub Sahara Africa is suffering from many problems. Some of them are internal to the system and can be tackled by improving their efficiency in utilizing the available resources at hand, whereas others are external factors that could not be solved by the education system alone or that are beyond the control of the education system. Moreover, there is no universal set of solutions to all problems of basic education; however, as factors affecting basic education are broadly classified into internal and external factors, the strategies recommended by different authors are attached to these problems. Some of the strategies forwarded by different authors are discussed below.

2.5.1 Reducing the Influence of In-School Factors

a. Improving the School Environment

Student's ability and their performance to learn heavily depend on the school environment that facilitates smooth interaction between the students and teachers.

Learning occurs more easily if students and teachers attend school regularly and if facilities are available, clean and repaired, Lockheed

& Verspoor (1991:43) and UNESCO (1998:35). UNESCO (2001) strongly emphasized in the Dakar conference that children can and will learn, however, an appropriate level of inputs; in other words, personnel, materials and facilities must accompany the learning process. It is further stated that such problems will be tackled by creating good working relationship between head teachers, teachers and the communities.

The conference also stressed that education must be responding to the different needs of children and promote a balanced and holistic development of their personalities, and hence it should be child centered and student friendly, UNESCO (2001:3).

H.Jerome Freibery and T.A Stein (1999:11) also considered school climate as the heart and soul of a school. They further explained that "it is about that essence of a school that leads a child, a teacher, an administrator, a staff member to love the school and to look forward to being there each day".

Another writer by the name Carla J. Stevens and Kathryn S. Sanche (1999:124), in support of the above idea, mentioned that the perception of students, parents and the neighboring community are key components of creating an atmosphere where teachers can teach, students can learn, parents can take part actively in the education of their children and excellence can be achieved.

b. Motivating and Training of Teachers

The teaching force in many developing countries is neither motivated nor trained, and they are not the strongest academically and hence lack adequate general academic preparation, pedagogical skills or their professional commitment to teaching is low (Lockheed and Verspoor, 1991). Even competent teachers who are well prepared cannot teach effectively due to poor motivation. Lack of motivation and professional commitment produce poor attendance and unprofessional attitudes to wards students, Lockheed and Verspoor (1991:90).

The fast growing number of school age children and the commitment of many developing countries for universal access to primary education obliged these countries to recruit under-qualified applicants to meet the growing demand for teachers, a practice that further lowers the prestige of teachers, and teaching (Lockheed and Verspoor, 1991). According to these authors low teacher competence and poor motivation are the results of low status offered the teaching profession in many countries. They further stated that status plays an important role in attracting academically prepared candidates and

encouraging them to remain teachers and status depends on how society and prospective teachers perceive the extrinsic compensation and conditions of the work place and the intrinsic rewards of professional accomplishments. Thus according to the authors, status is reflected in salaries, poor working condition and uncertain career paths means that the most able students do not become primary school teachers.

To avoid such inadequacy of skills and improve professional commitment of teachers, changing recruitment practices and pre and in-service training and restructuring the incentives for teachers to perform well are suggested (Lockheed and Verspoor, 1991:92).

Many countries succeeded in getting motivated teachers by slightly restructuring their recruitment and incentive systems. In Zimbabwe, teachers are motivated to stay in the profession because they receive the standard salary and are only obliged to serve the government for three years, Gatawa (1986) and Sibanda (1982) in Lockheed and Verspoor (1991: 93)

Study results such as that of Paschropolous in thirty-two developing countries clearly show that trained and motivated teachers could make a difference, Husen, Saha, and Moon an (1978) in Lockheed and Verspoor (1991:220).

c. *Efficient Utilization of the Available Resources*

Schools and school places in many developing countries are underutilized. Given the financial constraints and growing demand for primary education, inefficient utilization of school places means great wastage of both the financial resources and the human capital development of a country. Thus as UNESCO (1998:5) indicated, two measures are here imperative. One is, since financial and human resources are scarce, difficult decisions must be made in determining how best to allocate them. Second is these scare resources be used as efficiently as possible.

Some of the innovations that need to be considered in utilization of available resources are multiple shift and multi-grade teaching.

i. Multiple Shift Systems

In many poor nations where child labor is intensively used and where there are financial constraints, constructing schools and providing educational facilities is not an easy task. Under such circumstances the application of innovation that promote efficient utilization of the available resources, such as teachers, schools and materials through double and multiple shift system is of paramount importance.

Multiple shift system in developing countries both increases enrollment and reduces unit costs. Multiple shift lowers school fees and makes more working hours available to child laborers, thus

benefiting poor children, Lockheed and Verspoor (1991:156) and UNESCO (1998).

ii. Multi Grade Classes

In low population density of rural communities, number of students per single grade is externally small that assigning one teacher per grade is non-economical. In such circumstances, multi-grade classes, in which one person teaches several grades, improves access in rural communities, UNESCO (1998), Lockheed, and Verspoor (1991:158). Many countries succeeded in providing access to their disadvantaged rural areas using a multi -grade approach. Columbia is an instance. Escuels Nuerva is a multi grade teaching strategy by which Columbia easily succeeded and the evaluation result of the program satisfied all actors, community, supervisors, teachers and the government, Colbert de Arboleda (1987) in Lockheed and Verspoor (1991:160-161).

iii. Flexible Education Calendar and Program

One of the major causes of low enrollment, dropout and repetition in developing countries is high demand for child labor. This problem is especially acute during peak time of agricultural production, hence children have to serve their family during peak time and learn during off time, and under such circumstances, application of flexible school calendar will ease the problem.

Habtamu Wondmu (2001:44) in his study on drop out put a number of recommendations that he found in literature. Among these, adjustment of school calendar to accommodate some household child labor requirements, (flexible schedule, breaks on harvesting season) was emphasized.

UNESCO also identified the experience of countries that succeeded in their effort to improve basic education by making schools more flexible. The people of Philippines have found out that school attendance can be improved and wastage reduced by organizing school calendars so that pupils in rural areas are not expected to attend school during planting and harvesting seasons when their families need their labor. Similarly, the hours of the day can be set to take account that some pupils especially girls must perform household chores, UNESCO (1998:33).

The other way of promoting basic education in developing countries is implementation of flexible education program. There are many choices for promoting universal basic education than using a single global model. Phillip H.M. (1975) and Phillip Jones (1990) explained that no society has come close to achieving universal literacy through primary schooling alone. Many authors emphasized the importance of complementary educational programs for adults and young people. The experience of SE Asian countries could be taken as a good example. IMPACT, a modular learning approach that was functional

in SE Asia was successful in both densely and scarcely populated areas where one teacher with low level of formal training effectively teaches between 60-100 students that are not well served by conventional education system, William K. Cumming (1986:113).

2.5.2 Reducing the Influence of External Factors

a. Socio-Cultural Factors

Most of the factors that affect basic education are external factors that directly dictate the supply and demand of education.

However, it is understood that socio-economic forces are largely beyond the control of educators. Some of socio- cultural strategies to be taken to improve basic education are discussed below.

i. Reduction of Fertility

The increase in the school age population in developing countries is greater than the planned reduction of fertility rates; however, declining fertility will help to reduce the demographic pressure on education, Paschropolous (1985). According to the same author, one of the factors that have contributed to a reduction of fertility in developing countries is in fact education. Education therefore directly affects fertility and indirectly influences the direct determinants of fertility such as age of marriage, desired family size and knowledge of contraceptives, Paschropolous (1985:295)

Thus, in fertility reduction programs tackling the challenge of early marriage can contribute a lot. Early marriage is a cultural problem, in some societies it is also considered as source of income. Ghana, for instance, has low marriage age because they want to get money out of girls (in the forms of dowry) and in Kenya, too girls are married off for cattle, Hon. Ruth N Kayuma, http://www.ed policy. gwu

There are two ways of tackling the problem of fertility. First is to elongate age of marriage and second is to use contraceptive; both of them could be accomplished by creating awareness on parents through the provision of adequate literacy programs among adults and young people, Phillip Jones (1990:11).

Lockheed and Verspoor (1991:166) also stressed the importance of education on fertility reduction and have emphasized that the expansion of education increases demand for schooling, because parents perceive that education is valuable. In addition, as children particularly girls spent their time more on education the age of marriage will be elongated and thus fertility will be reduced. Other writers Phillip H.M. (1990:73-74) and World Bank (1991:21) as well revealed that educating girls and mothers in at least literacy, home economics and family planning promote productivity by reducing burden on the economy. Similarly, Michael P.Jodaro (1980:182-183) clearly put it that education and fertility have inverse relationship. The author further explained the higher probability that better

educated females are likely to marry later and they will use proactive birth control because of their ability to read and understand family planning literature.

ii. Utilization of Indigenous Schools

Reaching the un-reached school age children in developing countries by constructing standardized expensive schools at all places is practically an impossible condition given the economic capacity of poor countries. Besides, since many disadvantaged children live and work in areas where schools are none existent or do not fit their circumstances, using other strategies such as non-traditional schemes are particularly important, Lockheed and Verspoor (1991:159).Hence universal access to primary education can be achieved both through the application of formal primary and indigenous cultural and religious schools.

Jakayo P.O (1994) indicates some of the good features of indigenious education. He stressed on:

- its relevance and integration with life. He states that indigenous education did not hang in the air; it was the flesh and blood of each culture of which it was a part;
- its practical value. Learning was more meaningful and purposeful. What was learnt was of utilitarian value;
- its socio-moral value. It is largely society oriented;

- its service orientation. Indeed to learn was to work and render service of one kind or another.

Thus, the present optimists of indigenous education believe that the good elements of indigenious education that have withstood the best of time as well as those that are capable of transformation to meet individual and society needs for today and tomorrow should be preserved and developed (Jakayo P.O. 1994:76).

Many developing countries have succeeded in utilizing such indigenous schools. Temple schools (which frequently provide formal instruction in addition to preparation for religious observance) are resources of considerable importance in many societies, Phillip Jones (1990:13).

iii. Poverty Reduction Strategies and Expansion Feeding Program

Most of the reasons for low development of basic education in developing countries, in one way or another, rest up on poverty. Therefore, poverty alleviation strategies should be given priority when considering measures to expand basic education in poor countries.

One of the best measures to alleviate poverty is in fact expansion of education. Investment in primary schooling thus provides a means of tackling poverty directly and it is a less risky means of increasing the income of the poorest people, World Bank (1980:20).

Sisay Worku (2002:7) in his study on the impact of education on poverty in Ethiopia also recommends that primary education particularly for women reduces poverty because poverty in Ethiopia is highly linked to education level of parents.

The centrality of education for economic and social development is accepted by all countries, the challenge however is how to provide basic education for all given the available resources. Many developing countries have succeeded in their provision of basic education by applying innovative practices targeted on integrated development programs.

b. Improving Access

Despite impressive increase in enrollments during the past decades, many countries have not achieved universal primary education Lockheed & Verspoor (1991:145) and Ethiopia is one of these countries. Its education system has enormous problems. As Firdissa Jebessa undoubtedly put it, enrollment ratios remain low in rural areas and girls are not well served; the quality of education is low; the system is in efficient; funding is inadequate and capacity for planning and management is weak (2001:344) and MOE (1994).

Consequently, since access is the major challenge of many people, countries devised different strategies to tackle the problem. The strategies are mainly related to increasing supply and demand,

because access is a function of supply, demand and the learning process, Lockheed &Verspoor (1991:145).

i. Increasing Supply

Since the critical problem of basic education in low-income developing countries, is scarcity of schools and school places, strategies should focused on supply side interventions.

Supply refers both the availability and the quality of school facilities, materials and teachers, Lockheed & verspoor (1991:145). Consequently, strategies to increase supply rest up on schools, facilities and teachers.

Construction of More Schools

Constricting more schools in inaccessible remote areas is the first measure to address the un-reached school age children; however, school construction is not cheap. Different designs that meet minimum standards but are less expensive specially made up of local materials together with maintenance and expansion of the available schools could highly reduce cost of construction, Lockheed Vrespoor (1991:154). More over, there could be construction of additional class to accommodate the students that pass to the next grade or opening up of shelter-less schools to encourage new entrants.

Teacher Recruitment

Shortage of teachers is a common problem in most rural schools and the possible solutions according to Lockheed include shortening the training period and producing more teachers and application of multiple shifts, multi-grade teaching practices, increasing the supply of female teachers to encourage the access of girls and incentives for teachers, Lockheed & Verspoor (1991:155)

School Location Planning

Scarcity of schools in most developing countries is an obvious problem; a tantamount problem however, is poor location of schools. Lockheed and Verspoor (1991:154) explained the importance of school location. Building of more schools is an obvious and a necessary means to increase the number of school places. However, location of new schools should be carefully planned before construction begins. Since distance is a significant factor in determining school attendance, particularly girls, construction of low cost schools closer to the community accelerate enrollment in rural communities.

ii. Increase Demand for Primary Education

Demand for primary education in rural areas of most developing countries is influenced by either poor awareness about the value of education or low capacity to afford. Thus, special efforts are needed

to address these constraints. Some of the innovations recommended to increase demand for primary education are discussed below.

Reducing Cost of Education

Education has direct and indirect costs and cost reduction strategies should deal with these two forms of costs.

Reducing Direct costs

The most obvious ways of increasing demand for education is to reduce the direct costs of sending children to school, Lockheed and Verspoor (1991:1610)

The direct cost for parents and students include fees and expenditure on books, materials, school uniform, travel to and from school, clothing, and for some students traveling long distance, cost of food is included, Paschropolous (1985:118).

There are different experiences that several countries have attempted to reduce direct costs of education for rural children and girls. Some of the measures include lowering or elimination of school fees, providing instructional materials and uniforms, offering free or subsidized transportation, directly subsidizing household for the cost of materials and uniforms, providing school feeding programs, boarding facilities and scholarship, Lockheed and Verspoor (1991:162).

Reducing Indirect Cost of Primary Education

Indirect costs of education are also serious challenges in poor countries. They discourage student's enrollment and facilitate wastage.

Strategies to reduce indirect costs includes reducing opportunity costs of students through the development of labor saving strategies; Lockheed and Verspoor (1991) identified the major strategies to reduce the indirect cost of education as follows.

The first is timing of the school year. Many countries do not take into account agricultural cycles when planning education. Thus, revising the school calendar is recommended to accommodate seasonal demands for labor and school day may also be changed to accommodate daily shift system.

The second strategy is the implementation of labor saving strategies. This alleviates significantly time constraints that keep poor working children, especially girls from attending schools.

After examining the deficiencies in applying separate strategies, Mesentery and Freedman (1980) in Lockheed and Verspoor (1991:165) suggested that labor saving strategies should be combined with other strategies like school location planning to be effective. Because they witnessed that strategies such as introduction of mechanical grain mills, easily accessible water well and carts failed

to increase involvement in Burkina Faso due to inconveniently located schools.

Awareness Creation and Community Involvement

In addition to increasing supply to the needy through reducing cost of education, creating parent awareness will have significant impact on increasing the demand for education. As discussed by several writers the most significant ways of increasing demand for education are improving quality of education and persuading parents that education is valuable. When parents are active in the educational process, their children are more likely to attend schools. A survey conducted in China revealed that nearly half of the dropouts left school with the decision of their parents, UNESCO (1998:36). Establishing parent teacher association and school training board can boost community support for education, so that the community construct and repair schools, Lockheed and Verspoor (1991:166).

These authors further revealed the experiences of the Saudi Arabian literacy program that reduced the 99 percent of women illiteracy rate to 25 percent. Teaching women in Saudi Arabia was possible only after the community involved and accepted the program.

Increasing Education Budget

Education as Ayalew (1989) clearly put it is an expensive endeavor and it can take a sizeable amount of the gross national product, if given free hand.

However, Lockheed and Verspoor (1991) pointed out that educational financing in developing countries frequently suffers from three interrelated shortcomings:

- the financial base of education system is often narrow and highly dependent on general revenue;
- schools have weak fund raising systems; and
- a considerable proportion of government subsidy goes not to the neediest but to the middle and upper income families.

To alleviate such problems different authors suggested their recommendations. Phillip H.M (1975), Lockheed & Verspoor (1991) and UNESCO, (1981:98-101) focused on four points:

- an increase in the total educational budget, the share of primary education in the total budget kept constant;
- increase the share of primary education within the total education budget;
- diversifying the sources of finance by obtaining local contributions; and
- improving the cost efficiency of the system.

CHAPTER THREE

3. Data Presentation and Analysis

The study covered a group of people from zone and Woreda education offices, primary schools and the local community. Primary school teachers, currently attending primary school students, dropouts and completers of primary schools, zone and Woreda level education office heads and professionals and parents living around the sample schools were included in the sample.

3.1 Characteristics of Respondents

Major characteristics of the respondents such as their sex, age, religion, etc. are presented in the following tables.

Table 3- Characteristics of Student Respondents

No	Parti-cipants	Sex		Age				Religion		
		M	F	7-10	11-14	15-18	>18	Ortho-dox	Muslim	Others
1	Currently attending students	387	150	27	107	318	86	98	1	1
2	Completers	52	28	3	4	50	23	99	1	1
3	Dropouts	40	10	4	5	34	7	50	-	-

3.1.1 Student Respondents

As indicated earlier, one of the group of respondents were students that include currently attending schools, completers and dropouts.

A total of 537 currently attending, out of whom 387 male and 150 female, 80 completers, 52 male and 28 female students and 50 dropouts - 40 male and 10 male filled out the questionnaire. The age of student respondents varied from seven to above 18 years. Hence, 79% of currently attending students, 91% of completers and 82% of dropouts were in the age range of 15 years and above. The remaining, very small proportions of students were in the age range between 7 and 14, which is the official age for primary education.

Orthodox Christianity is the dominant religion in the zone where it comprises 98% of currently attending students, 98% of completers and 100% of dropouts.

Student respondents were asked to indicate the educational status of their parents. Accordingly, for 12% of currently attending students, 10% of completers and none of the dropouts' parents have attended some modern education. While 24% of currently attending, 30% of completers and 28% of dropouts' parents read and write through church education, the remaining 64% of currently attending, 60% completers' and 76% of the dropouts' parents were illiterate.

Table 4-Characteristics of Teachers, Head-Teachers, Local Authorities and Professionals

No	Parti-cipants	Sex		Age				Religion			Educational Status				
		M	F	18-25	26-35	36-45	>45	Ortho-dox	Muslim	Others	<12	12	12+1	12+2	12+4
1	Teach.& head teachers	61	39	51	7	2	-	92	8	-	8	10	54	28	-
2	Local authorities	20	-	-	8	6	6	20	-	-	-	-	6	10	4

3.1.2 Non-Student Respondents

The second group of respondents includes primary school teachers, head-teachers, zone and Woreda education office heads and professionals. The age of these respondents ranges from 18 to above 45. While most respondents: 98% of teachers and head-teachers were in the age range between 18 and 35, 60% of local officials and professionals were 36 and above.

With regard to educational status, 64% of teachers and head-teachers and 30% of local officials and professional have a 12+1 educational status. While 28% of teachers and head-teachers, 46% of local officials have attained 12+2 educational level, 20% of local educational office heads and professionals were first-degree holders.

Greater majority (77%) of teachers and head-teachers have got less than 6 years service in teaching and none of the head-teachers were trained for principal-ship and all were assigned teachers. The zone and Woreda education office heads and professionals were better

experienced, where 80% of them have served for more than 15 years in different capacities.

3.2 Access to Primary Education and Coverage

Access to primary education and coverage can serve as indicators of primary education development and the table below presents the trends and coverage of primary education in Waghimra zone.

Table 5- Trends in the Development of Primary Education in Waghimra Zone, 2001/02 – 2003/04

Academic Years	Number of Students			Coverage in %	Share of Females over males in %
	Male	Female	Total		
2001/02	9352	9629	18981	28	50.73
2002/03	10806	11008	21814	33	50.46
2003/04	11664	12139	23803	34	51.00

Source: Annual Report of Zone Education Office

As it can be seen from table 3, the total number of primary school students in the zone has grown from 18,981-23,800 between 2001/02 and 2003/04. The GER for the three years has also grown from 28% to 34%. These two figures indicate that primary education in Waghimra is at infantile stage, in that more than two -third of the school age population are still out of school. Based on the global and national target "basic education for all," the regional education bureau set a target each year for each zone. Accordingly, the target

set for the year 2003/04 for the zone was 54% but the actual zonal coverage was only 34%, much below the target.

The other point that is exceptional to this zone is female participation rate is higher than that of male. As it can be seen from table 3, in all of the three years the number of female students was higher than males and in 2003/04, the percentage share of female students over males reached 51%. Thus, further investigation is required to identify the reasons behind better female participation in the zone.

3.3 Education Budget

Although recently primary education is becoming the major responsibility of the community, the government is not out of the game and will continue to be the major sponsor due to higher social and private rate of returns. One of the basic resources expected from the government is education budget. So the status of education budget in the study area is shown in the following table.

Table 6 - Education Budget in Waghimra Zone, 2000/01- 2003/04

Academic Year	Total Zonal Budget	Total Education Budget	Primary Education Budget	% share of Education to the Total Budget	% Share of Primary Education to Total Education Budget
2000/01	16465322	3602675	2528484	21.88	70.18
2000/02	19218628	4402771	3139354	22.91	71.30
2003/03	22502300	4922761	4165008	21.88	84.61
2003/04	25113592	5581077	4614045	22.22	82.67

Source: Annual Report of Zone Finance and Planning Department

Table 4 depicts the total zonal budget and the share of the education sector for the past four years. According to the table, annual zonal budget has increased from 16 .5 million to 25.1 million within four years time. Likewise the total education and primary education share has increased from 3.6 million to 5.6 million and 2.5 million to 4.6 million respectively. While 22% of the zonal budget is allotted to the education sector, more than 70% of education budget is directed to the primary level. Hence, at zonal level better attention is given to the sector in general and primary education in particular. However, there are two budget related problems in the zone. First, the total budget allotted from the region to the zone is so small compared to poverty level of the community mainly because budget distribution formula (kemer) did not take into account the unique natural and manmade problems of the zone. Second, more than 80% of the primary education budget goes to the recurrent part.

3.4 Major Factors Affecting the Development of Basic Education in Waghimra Zone

The two set of forces that influence the development of primary education in the zone are external factors & forces internal to the school system or school related problems.

3.4.1 External Factors

External factors are the dominant forces that affect the development of basic education in the zone. The major external factors identified by respondents are presented below.

a. Internal War

The devastating effect of war has been clearly identified that the internal war between the former military government of Ethiopia and the army of EPRDF is the major reason for the poor development of basic education in Waghimra Zone. All local authorities and professionals who participated in the study agree that the influence of the war is very serious. The reactions of these respondents to the questions related to the effect of the war are depicted in the following table.

Table 7-Major Effects of the War as Expressed by Local Authorities and Professionals

Itm No	Major Effects	Strongly Agree	Agree	Partly Agree	Disagree	Disagree Strongly
1	All schools devastated	20	-	-	-	-
2	Learning completely interrupted for 10 years	20	-	-	-	-
3	All interrupted students turned into illiterate	4	3	6	4	3
4	The community failed to see the benefits of education	14	3	3	-	-
5	It is the main cause for the current scarcity of native educated persons in the zone	10	5	5	-	-
6	It is the main reason for lesser community support to school affairs	6	4	7	3	-
7	Majority of students recruited by EPRDF army	15	5	-	-	-

As indicated in table 7, the war has destroyed all schools. The history of the existing schools and the respondents' reply indicated that there was no single school functional in the zone at the end of the

war. Moreover, the existing schools are either rehabilitated or newly constructed after 1991.

Related to the above factor may be parents in the study area were not lucky enough to see the fruits of education. About 85% of the respondents agree to this effect. Moreover, 75% of the respondents considered the war as the root cause for the present scarcity of native educated personnel in the zone.

The other main effect completely supported by all respondents was that the majority of students who interrupted their education were recruited by the EPRDF army and some of them lost their lives.

In support of the above idea, interviewee parents emphasized the effect of the war and they considered it as the major cause for all sorts of problems they are facing today. One of the negative consequences of the war explained by parents was the enforcement of children to marry at early age to avoid recruitment for the army. This action accelerated the fertility rate and consequently the number of dependent child population in each family.

b. Socio-Economic Factors

Economic factors are the second set of external forces which respondents considered as a key contributor to the poor development of basic education in the study area.

The reactions of the different respondents for questions related to socio- economic factors are depicted in the following table.

Table 8 -The Influence of Socio- Economic Factors on Primary Education Expansion in Waghimra Zone as Expressed by Respondents.

Itm No	Factors	Response's Rating				
		Strongly Agree	Agree	Partly Agree	Disagree	Strongly Disagree
1	Family breakdown or death					
	. Students	134	146	75	182	
	. Teach.& head teachers	24	11	9	42	14
	. Loc. autho.& profess.	4	5	-	8	3
2	High child labour demand					
	. Students.	366	139	32	-	-
	. Teach.& head teachers.	69	27	4	-	-
	. Loc.autho.& profess	16	2	2	-	-
3	Migration of students					
	. Students	344	107	86	-	-
	. Teach.& head teachers	63	27	4	-	-
	. Loc. autho.& profess.	9	5	-	4	2
4	Low parent awareness about the of value of education					
	. Students	106	168	211	52	-
	. Teach.& head teachers	32	21	10	30	7
	. Loc. autho.& profess.	7	3	-	8	2
5	Early marriage (girls)					
	. Students	397	59	81	-	-
	. Teach.& head teachers	73	16	11-	-	-
	. Loc. autho.& profess.	10	6	-	4	-
6	Parent's economic problem to afford for education					
	. Students	376	107	54	-	-
	. Teach.& head teachers	78	20	2	-	-
	. Loc. autho.& profess.	14	6	-	-	-
7	Home-school distance					
	. Students	345	92	49	40	11
	. Teach.& head teachers	71	9	6	14	-
	. Loc. autho.& profess.	15	4	1	-	-
8	Disease prevalence					
	. Students	117	122	48	188	62
	. Teach.& head teachers	27	32	9	25	7
	. Loc. autho.& profess.	2	5	4	7	2

Table 9 - Major Reasons for Class Discontinuation as Expressed by Dropout Students

Itm No.	Factors	Rank		
		Frequency	Percentage	Rank
1	Low income of parents to afford their children education	15	30	1
2	High child labour demand	12	24	2
3	Distance from home to school	10	20	3
4	Migration	5	10	4
5	Early marriage	4	8	5
6	Poor parent's awareness	2	4	6
7	Family breakdown or death	1	2	7
8	Disease prevalence	1	2	7

Table 10 - Factors That Helped to Complete Their Primary Education as Expressed by Completers

Itm No	Factors	Reaction of Students				
		Strongly Agree	Agree	Partly Agree	Disagree	Strongly Disagree
1	Better financial support from family	36	28	16	-	-
2	Better academic achievement at lower grades	42	22	16	-	-
3	Better teacher support and encouragement	11	10	25	22	12
4	Appropriate class schedule	5	7	12	51	5
5	Low work load at home	26	24	19	11	-
6	Shorter home school distance	41	16	18	5	-
7	Better accademic support from family	-	13	17	48	2
8	Formal education was supplemented by church education	17	27	22	14	-

Spearman's Rank Order Correlation $r_s = \frac{1-6\sum d^2}{n^3-n}$ was employed to see whether there is a difference between the views of students, teachers, head teachers, local authorities and educational professionals about the influence of external factors affecting basic education in the zone.

Accordingly, the rank order correlation coefficient between students and teachers and between teachers and local authorities were 0.90 and 0.76 respectively. Since, in both cases, the result is positive and close to one, we can say there is a great similarity between the opinions of students, teachers, head teachers, local authorities and educational professionals.

All the justification given in the above tables indicated that there are many problems which basic education in the zone faces. It is however imperative to mention two general conditions. One is a large portion of the society lacks the opportunity to see schools easily and the second is even if the school exists a major portion of the community did not benefit from it due to low demand for primary education. Some of the reasons for this low demand are discussed here under.

i. Child Labor

One of the serious challenges of primary education in the study area is that parents highly demand their child labor more particularly at the peak agricultural periods. About 94% of currently attending

students admit this problem. Teachers who administered under the present questionnaire agree with the idea of students. Most (96%) of the teachers indicated that it is the main reason for most of the dropout students and poor admittance of first grade students. The views of local authorities and professionals are not different. More than 90% the respondents rate child labor use as a major factor that hindered the development of basic education in the zone. According to dropouts administered under the study, high child labor demand is considered as the second major factor for their interruption of classes. Completers support the above idea. About 63% agree and 24% partially agree that low workload at home was one of the reasons that favoured them to complete their primary education. The reason for high child labor use in the study area is related to their poverty. As indicated earlier the people of Waghimra possess a very fragmented, infertile and small land holding which is less than 0.68 acre per person. On the contrary, the average family size is five persons. Thus, head of the family alone cannot produce enough to feed their family; and each person is therefore obliged to work to contribute to the family income or at least to feed oneself.

ii. Migration

As the zone is drought prone and strategically food deficit, students together with their parents migrate to the neighboring zones and woredas, in search of food few months after the harvesting period. In

addition, since migrants return home after three and four months, they will never come back to school or even if they come to school, there is not any mechanism to treat them. Thus according to teacher respondents most dropouts will never come to school forever.

Nearly 85% of the currently attending students, 82% of teachers and head teachers, 70% of local authorities and professionals indicated migration as one of the main cause of dropouts in the zone. Student dropouts also indicated migration as the fourth major reason for class interruption.

iii. Parental Income

As a drought prone area, most families lack economic capacity to support their children's education. Consequently, this is the governing factor for poor participation and high dropout rate in the zone. About 90% of the currently attending students, 98% of teachers and head teachers and almost all local authorities and educational professionals rate low family income as the major reason for the stunted growth rate of primary education in the study area. Moreover, dropouts who were respondents in the study pointed out that low family income is the first main reason for their class interruption. For completers the financial support from families was the first major reason to continue their education even if schools are far from home.

iv. Awareness of Parents

As it was discussed earlier, the people of Waghimira zone had been alienated from the government system and the rest of the country for a decade due to the war. Consequently, it was less beneficiary of the education system and even there are no role models in many of the localities that could initiate parents to send their children to school. Moreover like in any other part of the country majority of the parents are illiterate. Only 8% of completers, 12% of currently attending students and none of the dropout parents' read and write (refer table1). In spite of these facts, significant number of respondents: students, teachers, head teachers, local authorities, educational professionals, and even interviewed parents did not consider awareness as a major reason for low development of basic education in the zone. Nearly 50% of professionals and local authorities, about 50% of students and 46% of teachers and head teachers did not accept that parents have poor awareness about the value of education.

v. Geographic Factors (Distance from Home to School)

There are 72 primary schools; 14 are shades of trees in Waghimra zone. These schools serve the school age population of the zone distributed in a scattered manner over the mountainous and rugged terrain of 7884.85 sq. km area. Due to two main reasons: high cost of construction and inappropriate location, the existing primary

schools are very far from the settlements. The student researcher has observed this in his visit to the sample schools. Some schools are situated on the barren lands to keep the central location for surrounding villages in fact; this is not the case. Another extreme case that interviewed parents identified was some kebele or woreda administrators insist schools to be located near their villages. Thus, most school age children particularly at remote areas do not see schools even after a full day travel. According to the present study, a student in Waghimra zone on the average travel 11 kms and above to reach the nearest school.

Most respondents, 86% of currently attending students, 83% of teachers and head teachers and 75% of local authorities and educational professionals strongly agree that distance from home to school is one of the major impediments to expand basic education in the zone. Dropouts also indicated distance as the third major reason for their interruption of classes. Respondents further explained the relationship between distance and child labor demand. About 87% of students pointed out that distance reduces labor contribution of the child, which makes parents to be reluctant to send their children to schools. Moreover, they emphasized that far distance from home to school discourages self-help students and exposes females to rapists and abduction.

vi. Early Marriage

During the time of the war, two contradictory events happened. On the one hand, parents were forcing their children to marry at early age so that the EPRDF army would not recruit them. On the other hand, the army had set a norm that prohibits early marriage for two main reasons. The first is to get enough supply of new recruits and the second is due to its long-standing economic benefits.

The norm has been functional for some time until the EPRDF army controlled other areas and left behind the study area open. From that time on wards, the norm has been abolished and the practice expanded more than ever and by now, it is one of the major social problems of the zone. About 85% of students, 80% local authorities and professionals and 89% of the teachers and head teachers agree that early marriage is one of the major problems that hinder expansion of basic education in the zone, specifically dominant cause of dropout for girls. Moreover, nearly 60% of currently attending students are in the age range of between 15 and 18 years, indicating that most of the students are over age and hence there is higher probability that most of the students are liable to be engaged in marriage and interrupt their education sooner.

vii. Language (Media of Instruction) in Waghimra Zone

Himtagna is the nationality language for Agew people living in Waghimra zone. The total number of native Himtagna speakers is

being reduced due to the domination of Amharic and Tigrigna languages. To prevent this domination, it was decided in a conference held in 1995 to use Himtagna as a medium of instruction in all primary schools of the zone. Hence, primary education in Waghimra is delivered through Amharic and Himtagna languages. Amharic is the medium of instruction in some schools and it is given as a single subject in Himtagna (language) schools. Himtagna on the other hand is a medium of instruction in the first cycle (1-4) primary schools of the two Woredas, Sekota and Ziquala, and it is also given as a single subject in non-Himtagna primary schools of the two Woredas.

Respondents were asked if there are participation problems observed after the application of Himtagna language in primary schools. The table below presents the views of respondents.

Table 11- The Role of Himtagna on Basic Education Development in the Zone as Expressed by Students, Teachers and Head teachers

Itm No.	Observed Problems	Reaction of Students				
		Strongly Agree	Agree	Partly Agree	Dis-agree	Strongly Disagree
1	Teacher's poor knowledge of himtagna language					
	• students	14	26	38	21	8
	• teachers & head teachers	5	4	3	14	4
2	Students do not understand the language					
	• students	22	23	7	34	21
	• teachers & head teachers	3	3	6	17	1
3	Shortage of books in the language					
	• students					
	• teachers & head teachers	48	36	14	9	-
		13	12	5	-	-
4	Student's poor interest to learn in the language					
	• students	17	18	9	44	19
	• teachers & head teachers	8	4	34	14	-
5	Poor interest of parents towards the language					
	• students	24	21	10	52	-
	• teachers & head teachers	7	7	12	4	-
6	Low academic background of the language teachers					
	• students	31	51	15	7	2
	• teachers & head teachers	3	12	15	-	-
7	Language teachers' lack formal long period training					
	• students	28	49	13	8	9
	• teachers & head teachers	20	8	2	-	-

As it can be observed from the responses of currently attending students, the application of Himtagna as a medium of instruction does not have negative impact on the development of basic education in Waghimra Zone. More than 50 % of students do not see any language problem on the part of both teachers and students. Furthermore, 60 % of students also feel that parents or students do not have negative attitude towards the language.

On the other hand, the major problems identified in language schools were scarcity of books and low academic background and inadequate training of the language teachers. This is mainly due to the scarcity of native educated personnel and consequently most of the language teachers were below grade twelve dropouts with only short period of training. These problems were expressed by more than 80% of respondents.

Similarly, more than 95% of teachers who participated in the study also indicated that teachers' academic background and training and scarcity of books are common problems in the language schools. In addition, more than 60% indicated that parents and students do have positive attitude towards the application of the nationality language for instruction. Thus, Himtagna schools face similar problems to that of Amharic schools.

3.4.3 Internal (In-School) Factors

The second sets of forces that dictate the development of basic education are internal factors or factors related to the school system. Students, teachers, educational professionals, and local authorities were asked to identify the role of in school factors on the development of basic education in the zone and their views are presented under the following tables.

Table 12- Reaction of respondents on In-School Factors

Item No.	In-School Factors	Reaction of Respondents		
		Frequency	%age	Rank
1	Poorly facilitated schools, less attractive to students			
	. students	96	18	2
	. teachers & head teachers	20	20	2
	. local authorities & professionals	4	20	2
2	Poor training and knowledge of teachers			
	. students	70	13	4
	. teachers & head teachers	9	9	4
	. local authorities & professionals	1	5	5
3	Poor motivation of teachers			
	. students	90	17	3
	. teachers & head teachers	16	16	3
	. local authorities & professionals	3	15	3
4	Lack of flexible school calendar that allow students work for their family			
	. students			
	. teachers & head teachers	251	46	1
	. local authorities & professionals	46	46	1
		10	50	1
5	Students learn by the language which they don't understand or they don't like			
	. students	20	4	5
	. teachers & head teachers	9	9	4
	. local authorities & professionals	2	10	4
6	Poor academic background of students			
	. students	10	2	6
	. teachers & head teachers	2	2	6
	. local authorities & professionals	-	-	-
		-	-	-

The views of students, teachers, head teachers and local authorities was tested using Spearman's Rank Order Correlation and accordingly, the coefficient of correlation between teachers and

students and teachers and local authorities were 1 and 0.97 respectively. Therefore, we can conclude major difference is not observed between the views of respondents about in-school factors that affect basic education in Waghimra zone.

Major school related factors mentioned by respondents are discussed here under.

a. Flexible Education Calendar and Programs

It is observed from the previous discussions that parental income is very low; child labor demand is high; schools are limited in number, and hence they are far from most communities. Under such circumstances, making the educational program more flexible would ease the burden of children, so that they work during peak time and learn during off time. Students who were asked to prioritize in school factors in their order of severity, identified rigidity of the school calendar as their first major problem. Similarly, educational professionals, local authorities, teachers and head teachers also considered lack of flexible education calendar as the major school related problem of both parents and students in the study area. Moreover, teacher and head teachers were asked about their knowledge whether there is a possibility at Woreda or school level to make the education program flexible or not. Thus, nearly half of the teachers replied that it is impossible.

b. School Facilities

The other in-school factor ranked second by all respondents is school facilities including supply of educational materials (furniture, teaching aids) and related facilities. Most respondents emphasized the serious shortage of educational materials. Teachers were asked to qualify the availability of certain school facilities as adequate, inadequate and none. In addition, a number of educational materials such as books, teaching aids, furniture (chair and table), blackboard and related facilities such as water, library, toilets, playgrounds, classrooms were listed. Accordingly, 56% of teachers and head teachers indicate the inadequacy of these facilities. F urthermore, 26% of the teachers pointed out that these facilities are totally in the schools. Among the facilities that are not totally there in most schools were water and library. Respondents however explained that short supply of educational materials and facilities did not restrict new coming students and or they are not a cause of dropout.

The student researcher has also witnessed this reality in his visit to the sample schools where students were learning under the shade of trees and sitting on stones without showing major complaints.

3.5 Strategies

A number of strategies were applied in many parts of the world and even within our country to make basic education accessible to the school age children living in different socio-economic environments.

Under the present study, a question was arranged for teachers, head teachers, educational professionals and local authorities to put across their experience regarding alternative strategies that could help to improve access to primary education in the study area. The strategies suggested by respondents are presented below.

***Table 13-Strategies to Make Basic Education Accessible as Expressed by Teachers, Head-Teachers and* Local Authorities and Educational Professionals**

Item No	Strategies	Reaction of Teachers				
		Strongly Agree	Agree	Partly Agree	Dis agree	Strongly Disagree
1	Expand feeding program					
	• teachers& head teachers	76	14	7	3	-
	• local authorities & professionals	16	4	-	-	-
2	Flexible education program					
	• teachers & head teachers	47	38	5	10	-
	• local authorities & professionals	12	3	3	2	-
3	Low-cost school construction					
	• teachers& head teachers	90	6	4	-	-
	• local authorities & professionals	18	2	-	-	-
4	Use church schools in areas where there are no formal schools					
	• teachers& head teachers	5	52	15	20	8
	• local authorities & professionals	6	8	-	6	-
5	Improve community awareness					
	• teachers& head teachers	18	22	8	46	6
	• local authorities & professionals	4	5	2	9	-
6	Recruit competent students for teaching	13	29	-	44	14
	• teachers& head teachers	2	4	-	7	7
	• local authorities & professionals					
7	Improve motivation of teachers					
	• teachers& head teachers	70	20	10	-	-
	• local authorities & professionals	5	5	3	6	1
8	Raise the share of education budget					
	• teachers& head teachers	81	12	7	-	-
	• local authorities & professionals	3	8	5	4	-
9	Increase share of primary education budget					
	• teachers& head teachers	84	15	1	-	-
	• local authorities & professionals	6	6	2	3	3
10	Application of alternative basic education approaches to the formal basic education					
	• teachers& head teachers	43	23	18	9	7
	• local authorities & professionals	6	5	4	4	1

Ten alternative strategies were posed to the respondents and the strategies more frequently selected by all respondents are discussed below.

Construction of Low- Cost Schools

Schools in the study area are limited in number because of high cost of construction. Annual reports of the zonal education office shows that the average cost to construct one first cycle primary schools in Waghimra Zone is Birr 350,000.00. The same source indicated that the same size schools were constructed before 10 years with Birr 25,000.00 using local materials and these schools are still functional. Most of the respondents explain that they are not new to this practice, but the rigidity of the standard school plans did not allow them to construct such low cost schools.

Thus, 90% of teachers strongly agree and 6% agree that expansion of low cost schools could highly facilitate expansion of basic education and only 4% of the respondents did not agree to this strategy. Moreover, 100% of woreda and zonal education office professionals and authorities also considered this strategy as the best option to expand primary education to the remotest part of the zone.

Expansion of Feeding Program

Teachers, head teachers and educational professionals consider feeding program as a good remedy to attract students in the study

area. Nearly 90% of teachers accept the strategy. Similarly, all respondents of local authorities and professionals consider expansion of feeding program as an immediate solution for low-income population of Waghimra Zone, since it initiates parents to send their children to school and students to stay at classes. This effect is practically observed in the study area. At present, the highest numbers of students are found in schools where WFP sponsored feeding program is implemented.

Flexible Education Program

Another strategy that could be easily implemented even at school level is making the educational program convenient according to the interest of the local communities. This strategy was accepted by 85% of teachers and head teachers and 75% of local authorities and professionals, though not yet tried in the study area.

Using Church Schools

One of the mechanisms to expand primary education is efficient utilization of the available buildings. Among the available buildings in the zone are churches that are sufficient in number and fairly distributed through out the villages. Moreover, as 99.6% of the population of the zone is Orthodox Christians, delivering basic education in church compounds and buildings that serve for social gatherings will not be difficult. More than half of the teachers and 70% of professionals and local level education officials accept the

strategy of using church schools in areas where there are no-formal primary schools.

Expanding Alternative Basic Education

A significant number, nearly 66% of teachers and 53% of local authorities and professionals, believe in the contribution of alternative basic education approach to expand primary education in Waghimra zone. They further explained the benefits of the approach as it does not require rigid standards; it is the least costly; it is more flexible; teaching is possible at each village and it is generally the best option for poor income communities. Respondents explained the recent application of this approach in one Woreda in a pilot form. That is "Satellite Schools" were opened around the formal schools where a teacher with short time training and supported by the teachers from the formal surrounding schools, teach school age children who were unable to go to the surrounding formal schools due to distance.

Improve Motivation of Teachers

About 90% of teachers and head teachers as well as 50% of professional and local authorities believe that improving the motivation of teachers could increase their concern and hence teachers will be part of the solution to reduce the existing education problems in the zone.

Increase Awareness of Parents about the Value of Education

Most respondents consider parents living in the study area are aware of the value of education but about 45% of local authorities and professionals and half of teachers agree that the community needs to be told repeatedly so that it can contribute what is possible to the education sector.

Recruiting Competent Students for Teaching Profession

Very low, 42% of teachers and 30% of professionals agree with the idea of recruiting competent students for teaching. These respondents were further asked to give justification for the acceptance and rejection of the strategies. Thus, nearly 60% of teachers and 70% of professionals rejected the strategy due to its low applicability. So there is nothing that could encourage competent, students to choose the teaching profession.

CHAPTER FOUR

4. Summary, Conclusions and Recommendations

4.1 Summary

Waghimra is one of the eleven zones of Amhara Region, which has population of 340,316 and an area of 7,884.85 sq km. The society speaks three languages, namely, Amharic, Himtgana (Agewigna) and Tigrigna. Almost all, 99.6% of the people, are Orthodox Christians. The zone is located in the Tekeze basin bordering Tigray Region, the two Gondar zones and Wollo in Amhara Region. Economically, the society is not self-sufficient in agricultural production due to the recurrent drought and poor fertility of the soil. As a result, it is a strategic food deficit area where more than 60% of the people are dependent on food aid for their existence.

The society has long suffered from natural and manmade calamities. Among the natural problems, drought and poor fertility of soil can be cited. The major manmade problem was war. Due to its natural fortification and its strategic location, many of the wars fought in the northern part of the country had serious impact on the people of Waghimra Zone. Many rebels and rebellions have used the area as their bases. To mention few of the recent ones, the zone had served as a military base for EPRP, EDU and EPRDF. Among these, the most disastrous was the internal war between the former military

government of Ethiopia and the army of EPRDF which alienated the zone from the rest of the country and the government system for more than a decade. The war had devastated all sorts of socio-economic infrastructure and even the natural resources. Thus, due to these natural and man-made problems, the zone is still the lowest in any development indicator among all zones of Amhara Region. One of these indicators is the level of primary education. Accordingly, Waghimra Zone, having 33% primary education coverage in 2002/2003 is the lowest in the region and it is very far from the regional average, which was 54.4% in the same year. Moreover, with 20% dropout rate it is also the highest in the region. The main purpose of this study is therefore to investigate the factors that influence the development of basic education in Waghimra administrative zone.

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

1. What are the internal (school) factors that affect participation of primary education in the study area?
2. What are the external (economic, socio-cultural, political and geographic) factors that affect basic education in Waghimra Zone?
3. What measures could be taken to promote basic education in Waghimra Zone?

4.1.1 External Factors Affecting Basic Education

The major external factors that are responsible for the low development of basic education in Waghimra Zone are war, economic, social and geographic factors.

4.1.1.1 One of the dominant external factors, contributing to low development of basic education in the zone is the internal war fought between the former military government of Ethiopia and the army of EPRDF. This has been recognized by all interviewed parents and 100% of local authorities and educational professionals as the main cause for low educational development. Respondents have further listed the major effects of the war. According to them, schools were devastated, learning was completely discontinued for a decade and discontinued students became illiterate that the community failed to benefit from the fruits of education. They also considered the war as the major cause for the current scarcity of native educated personnel in the zone, since EPRDF army recruited the majority of the students and some of them lost their lives in the war.

4.1.1.2 The other major external factors are a set of economic factors, which include:

a. High child labor use by parents. All respondents have identified child labor demand as the main cause of dropout and overall problem of participation.

b. Migration. Due to the recurrent drought, students together with their parents migrate to the neighboring zones and woredas in search of food at the middle of the school year, so that they interrupt their education. Thus, nearly 80 % of respondents consider migration as one of the main cause of dropout.

c. Early marriage is also a serious problem in the zone. Like in most part of the region, early marriage is a common practice and it is considered by more than 85 % of respondents as one of the major causes for dropping out of students particularly girls.

d. Parental income. Almost all respondents have identified low income of parents as a key factor for low development of basic education in Waghimra Zone. Due to the recurrent drought and the prolonged war, the parents in the zone are economically unable to afford their children's education.

e. Distance factor. Due to limited number of schools and unfairly distributed through out the zone, students in the study area are forced to travel on the average as long as 11 kms per day to reach the nearest school. And as distance increases, labor contribution of students to their family decrease. This makes parents reluctant to send their children to school. Hence, far distance from home to school was considered by 80 % of respondents as one of the main reasons for low entrance rate and higher dropout rate of primary school students.

f. Low parent awareness about the value of education

Although education was discontinued for a long time and consequently the society was not a beneficiary of the education program, significant number, just about half of the respondents did not consider awareness as a problem for basic education development in the zone.

g. Language. Great majority of respondents agreed that the application of Himtagna(the nationality language), as a medium of instruction in primary schools does not have negative effect on the expansion of primary education in the zone. However, two problems identified by about 90 % of the respondents were scarcity of books and low academic background of teachers, as most of the language teachers were below grade 12 dropouts.

4.1.2 In-School Factors Affecting Basic Education

The second major set of factors that affect expansion of basic education were internal (in-school) factors. Some of the school related problems were poorly facilitated schools that could not attract students, poorly trained and motivated teachers, enforcement of students to learn by the language, which they don't know or they don't understand. Respondents have detected the existence of scarcity of educational materials and facilities and problems related to teachers' motivation and training. However, great majority of the varied respondents did not consider these factors as major hindrance

for basic education expansion in the study area. One factor, which received the attention of respondents, was inflexibility of the educational calendar. All respondents agree that absence of flexible schedule discourage parents to send their children to school, because it does not allow parents to use their child labor during the peak agricultural periods.

4.1.3 Strategies to Tackle the External and Internal Problems

Respondents have suggested certain strategies that could tackle the mentioned problems:

- expansion of feeding program;
- making the education program more flexible;
- construction of low-cost schools closer to each community;
- use church schools in areas where formal schools are inexistent;
- improve awareness of parents;
- increase the share of education and particularly primary education budget; and
- introduce alternative basic education approaches into the formal primary education.

4.2 Conclusions

The status of basic education in the present study area as it has been discussed in the preceding parts is very much below the standard set by the county or the region due to two major problems:

poor entrance rate and high dropout rate. Only few students come to school and a significant number of them discontinue soon. To alleviate these problems, the efforts made so far were neither sufficient nor efficient. From the discussion made so far, the following conclusion can be made.

4.2.1 The single major and dominant reason for low development of basic education in the study area is poverty. All points discussed under the economic factors in one way or another are related to the economic potential of the society. Hence, due to low parental income or poverty, parents are forced to use child labor; they migrate in search of food; they are unable to purchase clothes and exercise books, and as a result, most students do not go to schools and even if they register, discontinue soon.

4.2.2 The second major issue is the effect of the recent internal war between the military government and EPRDF. At the end of the war, the support from the central or the regional government to the zone was inadequate and even annually allotted budget to the zone

through the budget allocation formula ('kemer') is so small. As a result, a maximum of one or two schools were constructed each year. Hence, by constructing one school per year and achieving the goal of basic education for all in the zone will be a dream rather than a reality.

4.2.3 The major bottleneck in the effort to expand basic education in the study area is not only shortage of financial resources, but equally important is the available financial and non-financial resources were inefficiently utilized. It has been observed from the different year annual reports of zone education office that an average of Birr 350,000.00 is required to construct one first cycle primary school in the study area. On the same source, it is indicated that there are primary schools made up of local materials with a cost of Birr 25,000.00, and they are still functional. That means the cost of one standard school is sufficient enough to cover the cost of 14 low cost schools made up of local materials. Thus, it could have been possible to construct more number of schools with the available financial resources and more school age children would have benefited from these schools. This has significantly damaged the effort of basic education expansion in the zone.

4.2.4 The other main problem observed in the study area was rigid educational program. All schools, despite their geographic and agro-climatic locations, use similar and stiff programs, even if it is not

suitable for all parties, i.e. students, teachers and parents. If there were flexible educational programs parents would have been better initiated to send their children to school, since students could reconcile school and family obligations. Thus, the application of flexible educational program could have better contribution in reducing dropout rate and increasing entrance rate.

4.2.5 Finally, it can be concluded that although in-school factors are important in facilitating learning, the study result indicates that the major factors affecting the development of basic education in the study area are neither internal nor poor awareness of parents. Rather they are economic, social, geographic and political factors; more specifically the effect of the internal war and income of parents. Thus, as the problems have more affected the demand and supply of primary education, all the strategies to be forwarded should target these demand and supply side problems.

4.3 Recommendations

Although the country is striving towards the goal of basic education for all and a lot has been done in this respect, the over all literacy rate in the country remains one of the lowest in the world even when compared with the standards of the developing countries . The worst part is not only that the coverage at national level is low; the disparity among regions and zones is by far wider. The present study

area for instance has one of the lowest literacy rates in the country where about two-third of the school age populationis out of schools. Thus with due consideration of the specific problems outlined in the study and based on the conclusions made, the following recommendations are forwarded.

4.3.1 Expansion of Schools: Distance to schools and the need for child labor are significant factors determining new admittance of primary school students and rate of dropouts in the study area. Therefore, the first step to reduce the influence of these factors, school- age children need to get schools closer to them. This is however impossible with the existing resource potential of the zone and building standards that cost a minimum of 350,000 birr to put up a single school. Hence, a strategy should be designed to construct schools with local materials that cost very low. Then it would be affordable to expand schools even to the remotest part of the zone. This will in turn reduce the distance a student has to travel to reach the school, which consequently improves the chance of parents to use their child labor at least for a portion of the year or even part of the day.

4.3.2 School Location Planning: As it has been identified by the respondents and the practice in the zone indicate, school location is arbitrarily selected. As a result, there are many schools in the zone without sufficient number of students. Therefore, before any

construction of schools is decided their location has to be planned, justified, and accepted by the stakeholders

4.3.3 Use Available Cultural Premises: As it has been observed from the discussion made so far, the scarcity of financial resources in the zone is severe to construct schools wherever needed. Under such circumstances and other alternatives need to be investigated and the main alternatives, which are ample in number and fairly distributed through out the zone are churches. While there are only 72 primary schools, more than 500 churches are available in the zone that provides church education. Thus, given the financial constraints to build new schools and 99.6 percent of the total population of the zone are Orthodox Christians, conducting primary education using the available cultural premises within the compound of the church and the compound itself will be the most cost effective and feasible strategy.

4.3.4 Efficient Utilization of the Available Space: Although there are limited number of schools in the zone, the available space is not economically utilized. One reason could be improper location of schools. The other major reason, however, is that most schools in the rural areas function on one shift. Therefore, the introduction of at least two shift systems in rural schools particularly in the lowlands could better attract school age children whose main activity is herding. Thus, the shift system will allow parents to teach their

children in the different shifts without affecting children's labor contribution.

4.3.5 Expansion of alternative basic education: as a drought prone area and consequently low economic potential to expand formal primary education in Waghimra zone, expansion of alternative basic education could be the best option to create access for rural children.

Moreover, this approach could be introduced into the formal school system particularly in the first cycle and it will be a better alternative in areas like Waghimra where varied manmade and natural calamites hit hard the economic potential of the society to expand primary education merely through the formal school system.

4.3.6 Expanding Feeding Program: The students in Waghimra zone did not only travel long distances but are also hungry when they go to schools, and getting enough meal is very difficult for these pupils.

To partly tackle the problem, WFP sponsored feeding program is implemented in some schools and as it has been observed in the field visit, these schools possess the highest number of students than the other schools. Thus, since provision of food is an immediate solution to attract poor income students,the program should be expanded into new and remote areas using either the same source or searching for local alternatives.

4.3.7 Introduction of More Flexible Education Program: The presence of flexible program could partly tackle the major problems discussed under the economic factors. Thus, application of flexible program, which gives time for the students to work for their family, particularly during peak agricultural seasons, and even a portion of a day will be necessary to increase demand for primary education in the zone.

4.3.8 Reducing the Practice of Early Marriage: Early marriage is an economic and social problem to the parents, to the children and to the society in general, particularly for low-income families. As already discussed there was a norm in the zone which prohibits early marriage and that was functional for a number of years and just renewing this norm or the introduction of new ones and strictly applying its implementation will partly reduce the practice of early marriage; this in turn would trim down the rate of dropouts.

4.3.9 Increase the Regional Support to the Zone: As clearly indicated from the pervious discussions, budget allocation to education at zonal level seems satisfactory, because, 22% of total zonal budget is allotted to the education sector, and more than 70% of education budget is directed to primary education sub-sector. However, since the total budget each year allocated to the zone is very low, whatever amount goes to the education sector could not

potentially satisfy the demand. On the other hand, according to the new thinking, primary education is said to be the responsibility of the community. Nevertheless, unlike other communities the people in the study area has minimum economic capacity to support the education sector. Thus, as a war affected area, the regional government should think of a different mechanism other than the normal budget subsidy formula to hold up the development endeavor of the zone mainly the education program.

4.3.10 Application of Integrated Development Approach: Finally, as poverty is the root cause for all sorts of problems that prevail in the zone, the recommendations should target tackling this setback through integrated development approaches. This recommendation seems beyond the scope of the paper; however, one of the mechanisms of tackling poverty is of course education.

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Appendix 1

Addis Ababa University

School of Graduate Studies

Department of Educational Planning

and Management

A questionnaire to be filled by currently attending primary school students.

This questionnaire designed by a graduate student of the Department of Educational Planning and Management for the study entitled "Factors Affecting Basic Education in Waghimra administrative zone, Amhara region"

I am confident that as a student you will appreciate this effort and cooperate by offering your honest and frank responses. Hence, to materialize this purpose and for the result to be dependable you are kindly requested to fill and return all questionnaires as timely as possible.

Directions:

- No need of writing your name
- For question with alternative answer mark " **X**" on the space provided
- When description is necessary, write briefly on the apace provided.

Thank you in advance for your cooperation

PART ONE

General information

1. Sex M ☐ F ☐
2. Age
   a. below 7 years ☐
   b. 7 -10 ☐
   c. 11-14 ☐
   d. 15-18 ☐
   e. above 18 ☐

3. Religion

a, Orthodox Christian ☐

b, Muslim ☐

c, others ☐

Grade level

a. 1- 4 ☐

b. 5- 6 ☐

c. 7-8 ☐

2. Educational status of parents

A. educated (modern education) ☐

B. reading and writing through church education ☐

C. illiterate ☐

3. Total number of children in the family

a. 1- 2 ☐

b. 3- 4 ☐

c. 5- 6 ☐

d. above 6 ☐

4. How many of them do have the chance to learn?

a. male ☐ b. female ☐ c. total ☐

PART TWO

Questions pertaining to factors affecting basic education

1. Do you think that your learning is use full for your future career?

a. yes ☐ b. no ☐

2. Is the class schedule suitable to you?

a. yes . ☐ b. no ☐

3. What is the medium of instruction in your school?

a. Himtagna only ☐

b. Amharic only ☐

c. Both Amharic and Himtagna ☐

4.Is there any problem in using Himtagna for instruction?

a. Yes ☐ b. No ☐

5.If your answer to question **4** is yes, indicate your agreement or disagreement for the following possible problems listed below.

Use 1. Strongly agree 2. Agree. 3. partly agree

4. Disagree5 strongly disagree 6. Do not know

No	Problems	1	2	3	4	5	6
1	Teachers do not know the language well						
2	Students do not know the language but are forced to learn in the nationality language						
3	No books prepared in himtagna						
4	Students understand but they don't have interest to learn in himtagna						
5	Parents are not interested children learn in himtagna						
6	Teachers are less efficient (poor academic background)						
7.	Teachers are not well trained						

6. Do you know what factors affect the expansion of primary education in your area?

a. Yes ☐ b. No ☐

7. If your answer to question 2 is no, indicate the time you think is best to you ----------

8. How far is the school from your home in km (one way)?

   a. 0- 3 km ☐

   b. 7- 10 km ☐

   c. above 10 km ☐

9. Do you think distance from school influence enrolment in your area?

   a. yes ☐ b. no ☐

10. If your answer for question **9** is yes, indicate in what way it influence by putting your agreement or disagreement for the problems listed below

No.	Problems	Yes	No
1	Girls are exposed to rapists and hence parents hesitate to send their children to school		
2	Children are required to work at home or in the field at least half of the day and distance affects this benefit therefore, parents are reluctant to send their children to school.		
3	Some students have to work to feed them selves and if schools are too far they do not register for schooling or interrupt too early		

11. If your answer to question **9** is yes, indicate your opinion for the following possible causes listed under the table.

Use **1. Strongly agree** **2. Agree** **3. partly agree**
4. Disagree **5. strongly disagree**
6. Do not know

No	List of factors	1	2	3	4	5	6
1	Schools lack facilities and students are not attracted to go to school						
2	high child labor demand throughout the year						
3	high child labor demand during peak time						
4	Migration of students together with their parents due to drought and poverty						
5	Parents lack awareness about the value of education						
6	Early marriage particularly girls						
7	Parents economic problem to afford for education						
8	Poor motivation of teachers						
9	Disease prevalence						

12. Specify if the are other problems not mentioned ----------
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13. Below are some of the in school factors affecting enrollment,
indicate your opinion by ranking from the most sever to less sever starting from 1.

No	**Causes for dropouts**	**yes**	**no**	**Rank**
1	Schools are less attractive, they are poorly facilitated			
2	Teachers are poorly trained and they don't provide the required knowledge			
3	Teachers lack motivation so that they are un supportive and they do not motivate students			
4	There is no flexible school calendar that allows students to work for their family or themselves at least half of the day			
5	Students learn by the language they don't know			
6	Low achievement of students at lower grades Students are forced to learn by the language which they don't understand			

14. Possible strategies are listed in the following table, put your opinion by

Use **1. Strongly agree** **2. Agree** **3. partly agree**
4. Disagree **5. strongly disagree**

No	Suggested Strategies	1	2	3	4	5
1	Expansion of feeding program					
2	Making the education program more flexible					
3	Making the education calendar more flexible					
4	Construction of low cost school closer to the community					
5	Use church schools where schools are absent or construction is expensive					
6	Make the community involved in school affairs, improve their awareness					
7	Recruit competent students for teaching					
8	Improve motivation of teachers					
9	Increase the share of education budget					
10	Increase the share of primary education					
11	Application of alternative basic education approaches into primary education					

15. Specify if there are other strategies that are not listed but you think are important ------
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Appendix 2

Addis Ababa University

School of Graduate Studies

Department of Educational Planning

and Management.

A questionnaire to be filled by dropouts from primary schools

This questionnaire designed by a graduate student of the Department of Educational Planning and Management for the study entitled "Factors Affecting Basic Education in Waghimra administrative zone, Amhara region"

I am confident that as a dropout student you will appreciate this effort and cooperate by offering your honest and frank responses. Hence to materialize this purpose and for the result to be dependable you are kindly requested to fill and return all questionnaires as timely as possible.

Directions:

- No need of writing your name
- For questions with alternative answer mark " **X**" on the space provided
- When description is necessary, write briefly on the apace provided.

Thank you in advance for your cooperation

PART ONE

General information

1. Sex M ☐ F ☐
2. Age
   a. Below7 years ☐
   b. 7 -10 ☐
   c. 11-14 ☐
   d. 15-18 ☐
   e. Above 18 ☐

3. Religion

a, Orthodox Christian ☐

b, Muslim ☐

c, others ☐

4. Educational status of parents

a educated (modern education) ☐

b. reading and writing through church education ☐

c. illiterate ☐

5. Total number of children in the family

a. 1- 2 ☐

b.3. -4 ☐

c .5-6 ☐

d. Above 6 ☐

6. How many of them have got the chance to learn?

a. male ☐ b. female ☐ c. total ☐

PART TWO

Questions pertaining to in school factors affecting dropout.

1. At what grade level have you interrupted your education? ----------

2. Are there other children in your family interrupted their learning?

a. Yes ☐ b. no ☐

3. What are the reasons of dropping out for you and the other students in your family?, below are possible in school factors for dropouts, rank these problems according to degree of severity by assigning **1** for most sever and go on 2, 3, 4 .....like that.

No	Causes for dropouts	Yes	no	Rank
1	Schools are less attractive, they are poorly facilitated			
2	Teachers are poorly trained and they don't provide the required knowledge			
3	Teachers lack motivation so that they are un supportive and they do not motivate students			
4	There is no flexible school calendar that allows students to work for their family or themselves at least half of the day			
5	Students learn by the language they don't know			
6	Low achievement of students at lower grades			

4. Specify if there are other causes for dropouts and give rank

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5. Are you planned to resume your education?

A. yes ☐ b. no ☐

6. If your answer to question 3 is no, can you mention the reasons?

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7. If yes idicate the reasons ----------

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8. Do you think distance from school influence enrolment in your area? A.Yes ☐ b. No ☐

9. If your answer for question **5** is yes, indicate in what way it influence by putting your agreement or disagreement for the

problems listed below.

Use yes and no and rank according to

degree of severity

No.	Problems	**Yes**	**No**	**rank**
1	Girls are exposed to rapists and hence parents hesitate to send their children to school			
2	Children are required to work at home or in the field at least half of the day and distance affects this benefit therefore, parents are reluctant to send their children to school.			
3	Some students have to work to feed them selves and if schools are too far they will be forced to interrupt schooling			

10. Possible socio-economic factors for dropout are listed below indicate your Opinion,

Use **1. Strongly agree** **2. Agree**
3. partly agree **4 . Disagree**
5. strongly disagree **6. Do not know**

No	List of factors	1	2	3	4	5	6
1	Family breakdown or death						
2	Far distance from home to school and students are required to work to support them selves						
3	High child labor demand during peak time						
4	Migration of students together with their parents due to drought and poverty						
5	Parents lack awareness about the value of education						
6	Early marriage particularly girls						
7	Parents economic problem to afford for education						
8	Prevalence of disease such as malaria						

11. Specify if the are other problems not mentioned ----------

---

12.Possible strategies are listed in the following table, put your opinion by

Using 1. For Strongly agree 2. Agree 3. Disagree

4. Disagree 5 strongly disagree 6. Do not know

No	Suggested strategies	1	2	3	4	5	6
1	Expansion of feeding program						
2	Making the education program more flexible						
3	Making the education calendar more flexible						
4	Construction of low cast school closer to the community						
5	Use church schools where schools are absent or construction is expensive						
6	Make the community involved in school affairs, improve their awareness						
7	Recruit competent students for teaching						
8	Improve motivation of teachers						
9	Increase the share of education budget						
10	Increase the share of primary education budget						
11	Application of alternative basic education approaches into primary education						
12	Discourage temporally migration by facilitating permanent migration						

13. Specify if there are other strategies which are not listed but you think are important ----

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Appendix 3

Addis Ababa University

School of Graduate Studies

Department of Educational Planning

and Management.

A questionnaire to be filled by completers of primary schools

This questionnaire designed by a graduate student of the Department of Educational Planning and Management for the study entitled "Factors Affecting Basic Education in Waghimra administrative zone, Amhara region"

I am confident that as a student you will appreciate this effort and cooperate by offering your honest and frank responses. Hence to materialize this purpose and for the result to be dependable you are kindly requested to fill and return all questionnaires as timely as possible.

Directions:

- No need of writing your name
- For questions with alternative answers mark " **X**" on the space provided
- When description is necessary, write briefly on the apace provided.

Thank you in advance for your cooperation

PART ONE

General information

1. Sex M ☐ F ☐
2. Age
   - b. Below 7 years ☐
   - c. 7 -10 ☐
   - c. 11-14 ☐
   - d. 15-18 ☐
   - e. Above 18 ☐

3. Religion ☐

a, Orthodox Christian

b, Muslim ☐

c, others ☐

4. Educational status of parents

a. educated (modern education) ☐

b. reading and writing through church education ☐

c. illiterate ☐

5. Total number of children in the family

a. 1- 2 ☐

b. 3-4 ☐

c. 5-6 ☐

d. Above 6 ☐

6. How many of them have got the chance to learn?

a. male ☐ b. female ☐ c. total ☐

7. Have you benefited from completing your primary education?

a. Yes ☐ b. No ☐

8. If your answer to question 7 is yes what are these benefits?

---

9. What are the reasons that favor you to complete the program?

---

10. Some of the reasons that favor students to complete their program are listed below, rate them.

Use 1. Strongly agree 2. Agree 3. Disagree
4. Disagree 5 strongly disagree 6. Do not know

NO	Factors	1	2	3	4	5	6
1	Better financial support from family						
2	Better achievement in lower classes						
3	The support and encouragement from teachers						
4	Appropriate class schedule						
5	Low work load at home						
6	Short distance from home to school and get better time to work for family						
7	Better academic support from family						
8	Learning in the class was supported by church education						

11. What do you think are some of the reasons that discourage students not to complete their education?---------- ----------

12. Possible strategies are listed in the following table, put your opinion by

Use 1. Strongly agree 2. Agree 3. Disagree
4. Disagree 5 strongly disagree 6. Do not know

No	Suggested strategies	1	2	3	4	5	6
1	Expansion of feeding program						
2	Making the education program more flexible						
3	Making the education calendar more flexible						
4	Construction of low cast school closer to the community						
5	Use church schools where schools are absent or construction is expensive						
6	Make the community involved in school affairs, improve their awareness						
7	Recruit competent students for teaching						
8	Improve motivation of teachers						
9	Increase the share of education budget						
10	Increase the share of primary education						
11	Application of alternative basic education approaches into primary education						

14. Specify if there are other strategies which are not listed but you think are important

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Appendix 4

Addis Ababa University

School of Graduate Studies

Department of Educational Panning

and Management.

A questionnaire to be filled by primary school teachers and school heads

This questionnaire designed by a graduate student of the Department of Educational Planning and Management for the study entitled "Factors Affecting Basic Education in Waghimra administrative zone, Amhara region"

I am confident that as a teacher and head teacher you will appreciate this effort and cooperate by offering your honest and frank responses. Hence to materialize this purpose and for the result to be dependable you are kindly requested to fill and return all questionnaires as timely as possible.

Directions:

- No need of writing your name
- For questions with alternative answers mark " **X**" on the space provided
- When description is necessary, write briefly on the apace provided.

Thank you in advance for your cooperation

PART ONE

General information

1. Sex M ☐ F ☐
2. Age
   a. Below 20 years ☐
   b. 21-30 ☐
   c. 31-40 ☐
   d. 41-5e. ☐
   Above 50 ☐

8. Rate the adequacy of educational materials in your school as: **Adequate, Inadequate and None** for the materials listed below

No.	List of materials	adequate	inadequate	none
	Books			
	Teaching guide			
	Furniture (chair, table... for students and teachers)			
	Teaching aids			
	Water			
	Classrooms			
	Staff rooms			
	Library			
	Toilets			
	Play ground			

9. How do you rate your support for your students?

a. very high ☐ b. good ☐ c. fair ☐ d. poor ☐

10.How do you rate the involvement of the community in school affairs

a very high ☐ b. good ☐ c. fair ☐ d. poor ☐

11. If your answer to question 10 is very high or good, in what way the involvement is explained, put **yes** or **no**

a. construction of schools using local materials----------

b. construction of houses for teachers ----------

c. protection of the school and its properties----------

d. sending their children to school----------

e. financial contribution----------

12.Are you satisfied with your job? A. yes ☐ b. no ☐

13. If your answer to question 12 is no, indicate the reasons ---------- ----------

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14. If your answer to question 12 is yes, indicate the reasons ----------

---

---

15. How many students attend school on the average per month?

a. 100% ☐ b. 81-90% ☐ c. 71-80% ☐

d. 60-70% ☐ e. below 60% ☐

16. Is the class schedule suitable for the students?

a. yes ☐ b. no ☐

17. If your answer to question 10 is no, have you tried to make adjustment?

a. yes ☐ b no ☐

18.Do you have a right to make certain adjustment on the schedule so that students can better attend school? A.. yes ☐ b. no ☐

How do you rate the achievement of students in your school?

a. very high ☐ b. high ☐ c. low ☐

19. How do you rate the demand of students for their education?

a. very high ☐ b. high ☐ c. low ☐

20. If your answer to question 19 is poor, what are the reasons?

---

21. Below are some of the in school factors affecting enrollment, indicate your opinion by ranking from the most sever to less sever starting from 1.

No	Causes for dropouts	Rank
1	Schools are less attractive, they are poorly facilitated	
2	Teachers are poorly trained and they don't provide the required knowledge	
3	Teachers lack motivation so that they are un supportive and they do not motivate students	
4	There is no flexible school calendar that allows students to work for their family or themselves at least half of the day	
5	Students learn by the language they don't know	
6	Low achievement of students at lower grades	

22. Is Himtagna a medium of instruction in your school? a. yes ☐ b. no ☐

23. How do you rate your knowledge of Himagna language?

a. very high ☐ b. high ☐ c.low ☐

24. How do you rate the demand of the community for primary education?

a. very high ☐ b. high ☐ c. low ☐

25. if your answer to question 24 is poor, what are the reasons?

---

26. How do you rate the drop out rate of primary school students for the last 3-5 years?

a. very high ☐ b. high ☐ c. low ☐

27. If your answer to question 25 is very high or high, what are the reasons?

---

28. Below are some socio economic factors that affect enrollment or dropout of students, put your agreement or disagreement by using

Use 1. Strongly agree 2. Agree 3. Disagree

4. Disagree 5 strongly disagree 6. Do not know

No	List of factors	1	2	3	4	5	6
1	Family breakdown or death						
2	Far distance from home to school and students are required to work to support them selves						
3	High child labor demand during peak time						
4	Migration of students together with their parents due to drought and poverty						
5	Parents lack awareness about the value of education						
6	Early marriage particularly girls						
7	Parents economic problem to afford for education						
8	Prevalence of disease such as malaria						

29. Possible strategies are listed in the following table, put your opinion by

Use 1. Strongly agree 2. Agree 3. Disagree
4. Disagree 5 strongly disagree 6. Do not know

No	**Suggested strategies**	**1**	**2**	**3**	**4**	**5**	**6**
1	Expansion of feeding program						
2	Making the education program more flexible						
3	Making the education calendar more flexible						
4	Construction of low cast school closer to the community						
5	Use church schools where schools are absent or construction is expensive						
6	Make the community involved in school affairs, improve Their awareness						
7	Recruit competent students for teaching						
8	Improve motivation of teachers						
9	Increase the share of education budget						
10	Increase the share of primary education						
11	Application of alternative basic education approaches into primary education						

Appendix 5

Addis Ababa University

School of Graduate Studies

Department of Educational Planning

and Management.

A questionnaire to be filled by zone and education office officials and experts

This questionnaire designed by a graduate student of the Department of Educational Planning and Management for the study entitled " Factors Affecting Basic Education in Waghimra administrative zone, Amhara region"

I am confident that as educational leader and expert you will appreciate this effort and cooperate by offering your honest and frank responses

Hence to materialize this purpose and for the result to be dependable you are kindly requested to fill and return all questionnaires as timely as possible.

Directions:

- No need of writing your name
- For questions with alternative answer mark " **X**" on the space provided
- When description is necessary, write briefly on the apace provided.

Thank you in advance for your cooperation

PART ONE

General information

1. Sex M ☐ F ☐
2. Age
   a. Below 20 years ☐
   b. 21-30 ☐
   c. 31-40 ☐
   d. 41-50 ☐
   e. Above 50 ☐

3. Religion

a. Orthodox Christian ☐

b. Muslim ☐

c. Others ☐

4. Educational status

a. below grade 12 ☐

b. Completed grade 12 ☐

c. Graduate of TTI(12+1) ☐

d graduate of TTI(10+1) ☐

g. graduate colleges (12+4) ☐

h. graduate of education colleges (12+4) ☐

i. above 12+4 ☐

4. Service in years

a. 1- 6 ☐ b. 6 -10 ☐ c. 11- 15 ☐

d. above 15 ☐

5. Professional or occupational responsibility

a. woreda head ☐

b. woreda expert ☐

c. zone heas ☐

d. zone expert ☐

PART TWO

1. How many of the schools in the woreda / zone are:

a. made from concrete ----------

b. made from local materials ----------

c. shade of trees----------

2. What is the average home-school distance in your worwda / zone in km.? ----------

3. who select school location? ----------

a. Zone education office only ----------

b. woreda education office only----------

c. woreda and zone education offices together ----------

d. woreda administration----------

e. woreda education and administration together with the community------

4. What is the average cost required to construct one standard first cycle primary school in birr? ----------

5. Is there a low cost school design in your woreda/zone?

a. yes ☐ b. no ☐

6.If your answer to question 6 is yes, how much it costs? Birr-------

7. Have you implemented this design in your woreda /zone?

a. yes ☐ b . no ☐

8. Indicate the type of problems observed do you to improper school location, **use yes or no .**

a. they are far from the community ----------

b. they are far from water ----------

c. located in malaria infestation area ----------

d. no problem is observed ----------

9. How do you rate the involvement of the community in school affairs?

a. very high ☐ b. high ☐ c. low ☐

10. How is community participation in the woreda /zone explained?

---

11. How do you rate the demand of the community for primary education?

a. very high ☐ b. high ☐ c. good ☐ d. poor ☐

12. How do you rate the motivation primary school teachers in your woreda/ Zone?

a. very high ☐ b. high ☐ c. low ☐

13. If your answer to question 14 is poor what are the reasons?

---

14. How many of the teachers in the woreda/zone have got formal training? a. all ☐ b. 81- 99 % ☐ c. 61- 80% ☐

d . 40- 60% ☐

15. How do you rate the growth of education budget for the last five years in the woreda /zone?

a. increasing ☐ b. decreasing ☐ c. no change ☐

16. How do you rate the development of primary education budget for the last five years in the woreda /zone?

a. increasing ☐ b. decreasing ☐ c. no change ☐

17. If your answer to question 16 is decreasing what are the reasons?

---

18. If Himtagna is a medium of instruction in the woreda/zone, who made the decision?

---

19. How do you rate the impact of the internal war between the military government and EPRDF on the development of primary education in the zone?

a. very high ☐ b. high ☐ c. low ☐ d. had no effect ☐

20. If your answer to question 21 is very high or high, how do you explain the effect?, **Say yes or no**

a. all schools devastated ----------

b. all students forced to drop their schooling ---------

c. those who dropped turned in to illiterate ----------

d. the community couldn't see the benefits of education for more than ten years (war period) and its value for education decreased--------

21. If there are other effects not mentioned, please specify----------

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22. If your answer to question 21 is very high or high, how do you explain the support from the region ?

a. More than satisfactory ----------

b. Satisfactory ----------

c. Not satisfactory----------

d. un decided ----------

23. Below are some of the in school factors affecting enrollment, indicate your opinion by ranking from the most sever to less sever starting from 1.

No	Causes for dropouts	Yes	no	Rank
1	Schools are less attractive, they are poorly facilitated			
2	Teachers are poorly trained and they don't provide the required knowledge			
3	Teachers lack motivation so that they are un supportive and they do not motivate students			
4	There is no flexible school calendar that allows students to work for their family or themselves at least half of the day			
5	Students learn by the language they don't know			
6	Low achievement of students at lower grades			

24. Below are some socio economic factors that affect enrollment or dropout of students, put your agreement or disagreement by using

Use 1. Strongly agree 2. Agree 3. Disagree 4. Disagree

5 strongly disagree 6. Do not know

No	List of factors	1	2	3	4	5	6
1	Family breakdown or death						
2	Far distance from home to school and students are required to work to support them selves						
3	High child labor demand during peak time						
4	Migration of students together with their parents due to drought and poverty						
5	Parents lack awareness about the value of education						
6	Early marriage particularly girls						
7	Parents economic problem to afford for education						
8	Prevalence of disease such as malaria						

26. Possible strategies are listed in the following table, put your opinion by

Use 1. Strongly agree 2. Agree 3. Disagree 4. Disagree

5 strongly disagree 6. Do not know

No	**Suggested strategies**	**1**	**2**	**3**	**4**	**5**	**6**
1	Expansion of feeding program						
2	Making the education program more flexible						
3	Making the education calendar more flexible						
4	Construction of low cast school closer to the community						
5	Use church schools where schools are absent or construction is expensive						
6	Make the community involved in school affairs, improve Their awareness						
7	Recruit competent students for teaching						
8	Improve motivation of teachers						
9	Increase the share of education budget						
10	Increase the share of primary education						
11	Application of alternative basic education approaches into primary education						

30. If there are other strategies which are not indicated in the table but you think are important ,please specify ----------

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Appendix 6

Addis Ababa University

School of Graduate Studies

Department of Educational Planning

and Management.

An interview prepared for parents living around sample schools

1. What is your main source of income?
2. How many children do you have?
3. How many of them have got the chance to learn?
4. What are the major problems that some or all of your children don't attained school?
5. What are the main reasons that students interrupt their education?
6. What do you think are important steps to be taken to improve primary school enrolment in your area?
7. What measure do you suggest to increase enrollment and reduce dropouts ?

Declaration

I undersigned, declare that this thesis is my original work,and has not been presented for a degree in any other university. All sources of materials used for the thesis have been duly acknowledged

Name Tamiru Messele

Signature  ----------

Date ----------

Place Addis Ababa University, Addis Ababa

This thesis has been submitted for examination with my approval as a university advisor.

Name: Ato Hailesilassie Wolde Gerima

Signature: _____

Date: _____