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TITLE: Education Service Delivery in Gombora Woreda of Hadiya Zone in SNNPs from a GOOD Governance Perspective

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**A thesis submitted as a partial fulfillment for the requirement of the award of a degree of
Master of Arts in Governance**

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Boards of Examiners Sheet

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Declaration

I, Tefera Seifu, declare that this work entitled by “the Education Service Delivery in Gombora Woreda of Hadiya Zone in SNNPs: A Governance Perspective” is my own original work and study that all source of material used for the study have been duly acknowledged. I have produced it independently except from the guidance and suggestion of my research major advisor Mr. Ermias Admasu (Assi.Prof.) and Co- advisor Ms. Meron Kapito. This study has not been submitted for any degree in this university or any other university. It is offered for the partial fulfillment of the degree of MA in Governance.

Signature_____

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Tables of Contents

Contents	Pages
Boards of Examiners Sheet.....	i
Declaration.....	ii
Abstract	vi
Acknowledgments.....	vii
Acronyms and Abbreviations	v
CHAPTER ONE	1
1.1 Back ground of the study	1
1.2 Statement of the problem	2
1.3 Research Questions	4
1.4 Objectives.....	5
1.4.1. Specific Objectives	5
1.5 Significances of the study.....	5
1.6 The scope of the study.....	5
1.7. Limitations of the study	6
1.8. Summary	6
CHAPTER TWO	7
REVIEW OF RELATED LITERATURE	7
2.1 The concept of Good Governance.....	7
2.2 Elements of Good Governance.....	8
2.3 Governance in Education	10
2.3.1 Good Governance Issues in Education System and Management of Secondary Schools	10
2.4 Conceptual and Theoretical Considerations	12
2.4.1 A Human Rights Based Approach	12
2.5. Good Governance in the Ethiopian Context.....	16
2.6 Community Participation in Education: Conceptual Background.....	17
2.6.1. Community-State Partnership Models for Schooling	18
2.6.2 Why community participation in schools?	20
2.7 EQUITY ISSUES IN LEARNING: A THEORETICAL BACKGROUND	24
2.7.1 Why do we care about equity in learning?	24
2.7.2 What do we mean by equity?.....	25
2.8 The principles and frame works for measuring equity in Education	26
2.8.1 Equality of opportunity	26
2.8.2 Justice as fairness.....	27
2.8.3 Individual differences, capabilities and redistribution	29
2.9 CONCEPTS FOR MEASURING EQUITY	29
2.9.1 Meritocracy	29
2.9.2 Minimum standards	30
2.9.3 Impartiality.....	31

2.9.4 Equality of condition	32
2.9.5 Redistribution	34
CHAPTER-THREE METHODOLOGY	36
3.1. Research Methodology.....	36
3.1. 1. Research Approach	36
3.2. Research design	38
3.2.1. Case study.....	39
3.2.2. Unit of analysis.....	40
3.2.3. Research method.....	41
3.3 Sampling techniques and procedure	43
3.4. Methods of data analysis	43
3.5 Description of the Study Area.....	44
3.6 Ethical Considerations.....	44
UNIT FOUR.....	46
ANALYSIS AND DISCUSSION.....	46
4.1 Introduction	46
4.2 Current status or prevalence of education service delivery	46
4.3 Scale of Community Participation (the extent of community participation).....	48
4.3.1 Community power in decisions concerning support for school	49
4.3. 2 Prevalence of community participation.....	51
4.3.3Who participates in a community in education?	52
4.4 The principles and frame works for measuring equity in Education	53
4.4.1 Individual differences, capabilities and redistribution	53
4.4.2 Concepts for measuring equity.....	54
CHAPTER FIVE	58
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	58
5.1 SUMMARY AND CONCLUSIONS	58
2. RECOMMENDATIONS	59
Based on the conclusions and summary of the study, the following recommendations are forwarded:	59
References.....	61
Appendices	67
JIMMA UNIVERSITY	67
In-depth interview and focus group discussion questions.	67

Abstract

This study is conducted by the title of Education Service Delivery in Gombora Woreda of Hadiya Zone in SNNPs from a Good Governance Perspective. It has an objective to assess how education service delivery from Good Governance perspective is ensured in Hadiya zone of Gombora woreda. The study used qualitative research approach particularly in-depth interview and Focus Group Discussions with those people who are relevant and reasonable to give deep understanding and genuine observations of what is happening in the education sector regarding with mainly focusing on participation and equity aspects of Good Governance. The qualitative data analysis was done by transcription, narration and summarization of what the participants have said. Frameworks, criteria and mechanisms for measuring participation and fairness of good governance implementation in education service delivery were applied. Based on the analysis conducted using two core elements of good governance namely participation and equity or fairness in the delivery of education service different achievements and failures were observed. As a result, the findings of the study addresses there is better participation of the community for supporting school in infrastructure, maintenance, but a little participation in teaching learning activities and accessing groups of people such as persons with disabilities, minorities of disadvantaged groups of people. Besides, though there was assumed that there is fair distribution of distribution of resources, on ground there have not been genuine and fair distribution at all levels or among all schools of the woreda.

Key words: Good Governance, Education, service delivery , primary and Secondary School

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Tefera Seyfu Bikamo

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Acronyms and Abbreviations

UNESCO	United Nations Educational, Scientific and Cultural Organization
HRBA	human-rights based approach
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
PTA	Parents Teachers Association

Operational definitions of terms

This study applies of the concept of participation in service delivery of education within a rights framework which constitute the meaning as: equity “considers the social justice ramifications of education in relation to the fairness, justness and impartiality of its distribution at all levels or educational sub-sectors”.

“Every person and all peoples are entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, economic, social, cultural and political development in which human rights and fundamental freedoms can be realized” (UNICEF 2004, 92).

Equity or fairness

The meaning of these concepts in practice depends on whether we are looking at educational inputs, processes or outcomes, and it is therefore useful to present a simple classification of the education indicators used for equity analysis. There are a number of desirable properties that equity indicators can have. This study considers whether a particular indicator fulfills these criteria helps us to decide whether to use it or not. So, in this study equity “considers the social justice ramifications of education in relation to the fairness, justness and impartiality of its distribution at all levels or educational sub-sectors” (UNESCO, 2018).

CHAPTER ONE

1.1 Back ground of the study

Good governance, in this era has drawn public awareness of the operations of public institutions. It has also become an important factor in the consideration of a nation's ability to adhere to universally acceptable democratic standards (Bratton and Rothchild, 2012). It ensures that political, social and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision-making over the allocation of development resources (World Bank, 2003).

Good governance in the public sector aims to encourage better service delivery and improved accountability by establishing a standard for good governance in the public sector (IFA, 2013). Effective governance in the public sector encourages better decision making, efficient use of resources and strengthens accountability for the stewardship of resources (Mutahaba, 2012).

According to IFA (2013), good governance is characterized by strong inspection which provides important pressures for enhancing public sector performance and tackling misconduct. It also improves management, leading to more effective implementation of the chosen interventions, better service delivery and better outcomes. The principles of good governance such as participation, rule of law, transparency, accountability, fairness and efficiency enable employees to be more effective and transparent in providing high quality services. It also protects them from the tendency towards misconduct (Alaaraj,2014). On the other hand, weak governance compromises service delivery and tends to benefit a selected elite.

The issue of poor governance in the African public sector at large and in Ethiopia specifically has also been well documented in other studies in the field of public management. Considering the fragile nature of governance policies in African public institutions, Timothy and Maitreesh (2005) pointed out that public services delivery in many African countries is riddled with bureaucracy, corruption, selfishness and favoritism that tend to benefit the privileged few at the expense of the impoverished many. And this has the effect of undermining the quality of service offered by these institutions.

The participation of both men and women is a key corner stone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives.

It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed and organized. This means the freedom of association and expression on the one hand and organized civil society on the other hand ((Brown, 2000).

According to the EFA Global Monitoring Report, 2004 regarding the fairness of good governance the survey done on the education sector reveals, when inputs, processes and outcomes are analyzed for their equal or “fair “distribution among participants in education with different characteristics, equity is the primary facet of judging educational quality. First of all, equity of achievement outcomes can be studied by considering measures of between student and between school variations. Secondly, research, particularly surveys, can provide information about the extent to which the levels of inputs and process are the same (or different) in all schools. In other words, how equitably are the resources or processes allocated or distributed across schools?

When the teaching force in each school is described, for example, can it be said that all pupils in whichever school they are have the same quality of teachers? Or the same provision of resources and so on. It is important to view the levels of input and process provision and equity at the same time. If the achievement levels are all low (and much lower than they should be) but there is very little variation among schools, then we know that the schools all have the same very low level.

If the levels of school resources are very different among schools within provinces then it could be seen as the job of the provincial authority or woreda administration to do something about this. If there are large differences among provinces but few differences among schools within provinces then the national authority must do something to ensure more equity among provinces

(EFA Global Monitoring Report, 2004).

Therefore, problems in education systems arise when the role of good governance practices fail to accommodate school’s inclusiveness or participation and fairness. So, if an education systems wants to enhance service delivery in education, it should concern with improving the participation and fairness among schools regarding teachers ‘assignment, resource allocation, addressing the needs of those disadvantaged minority groups and soon for the benefit of both governing body and the beneficiaries.

1.2 Statement of the problem

study conducted by MulatChanyalew(2014) reveals that if equity or fairness and participation are better exercised as an elements of Good governance a society’s well being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society this requires all groups but particularly the most vulnerable have opportunities and improve or maintain their well-being. It is mentioned in the study that in

Ethiopia the concept and the practice of good governance is a new phenomenon. The government began to implement it due to service delivery dissatisfaction on the part of the country and growing consensus that it is the root cause of all round crises in the country.

In relation to participation as an element of good governance Medurry (2009), states that participation is considered as the core of good governance. According to him, governments are aiming to ensure the requisite freedom to the citizens in order to participate in the decision making process, in policies and programs. Participation's is being looked upon as a transformative approach to development. Besides, regarding the participation studies conducted in Sothern, Nation, Nationalities and people's region report revealed that while many international development agencies and NGOs have concluded that community participation is important for educational access and quality (Colletta& Perkins, 1995; Kane & Wolf, 2000; Rugh&Bossert, 1998; UNICEF, 1999), few studies offer empirical evidence to indicate how exactly parents and other community members are involved in supporting schools, and whether that support is related to school management, finance, teaching and learning, or other aspects of schooling. There is even less evidence to help researchers understand how such involvement might lead to increased enrollment, retention, and learning in schools.

As a study confirms without productive efforts of workers, the material resources of an institution or schools would be of no use. Furthermore, if the people are in a charge of these resources are not sufficiently qualified, and then the utilization of these resources would not optimal (Chandan, 2003). In other word, from the above idea we can infer that, if the governing body would not govern and participate the teachers and other relevant personnel in responsible, fair, productive, qualified and accountable manner, the utilization of these resources would not be optimal or fair.

Similarly, study done in the school system by Abiy (2009) states that human resources along with material, financial and time resources should efficiently be utilized if schools want to attain their goals effectively. Consequently, the efficiency of any organization or schools could be realized through proper or appropriate and fair use of skills and talents of its existing human resources. In schools systems, teachers are very crucial in achieving school objectives. Because the strength of an education system, for the most part, determined by the quality of its teachers. That means, the above idea reveals that resources should be fairly distributed or accessed to schools in order to make schools efficient. Moreover, it also addresses teachers in the delivery education service would be well resposibilized with the professionalism, ethics as well as active involvement of stake holders specifically and wider community at large which demands the good governance issue.

However, passive initiation or participation in school system of education among larger community, drop out of students are also prevalent in the study area of the woreda which needs some initiation from the governing body of the woreda and education.

For example, it seems that there has been observed that some schools were not fairly and inclusively addressed by material and human resources in particular and there would be some gaps in participating the wider community at large. In other words, from personal observation and work experience of the researcher, the role of good governance practice towards inclusiveness or participation and fairness provided in some selected area faced different problems.

For example, teachers in some schools found on the remote and hottest part of the woreda would not work long time and leave the schools frequently and they complain that the facilities would not be fulfilled.

Moreover, a number of researchers have conducted so far in search of solutions for problems in education sector in Ethiopia but to the knowledge of researcher, no study was conducted to investigate the role of good governance practices with respect to participation and fairness in enhancing education service of Gombora woreda Hadiya zone.

According to the study done among Secondary Schools of Hadiya Zone, South Ethiopia, the practices and challenges of human resource development on the education delivery services was assessed by Dekeyo Lapiso and Endale Berhanu(2019). Here, the study addressed that there is a problem in teachers' development and training program so as to deliver the quality education service.

Here, the previous study focus is on the part of human resource training aspect in the education delivery system , but the present study focuses on to identify whether there is fair use of human, financial, and material resources and to what extent that the larger community's participation is ensured across the schools of the woreda from the good governance perspective. Thus, this indicates that there is an important research gap to be filled and which initiated me to do so. Hence, this study is designed to assess education service delivery in Gombora woreda of Hadiya zone in SNNPs from a governance perspective and the study is expected to answer the following basic research questions.

1.3 Research Questions

What is the prevalence or status of education service delivery from Good Governance perspective in Gombora woreda of Hadiya zone of SNNPRS?

To what extent participation of the wider community is ensured in delivering education services?

Is fairness and equity ensured in delivering education services across different areas and schools?

1.4 Objectives

General objective is to assess the prevalence or status of education service delivery from the Good Governance perspective in the Gombora woreda of Hadiya zone.

1.4.1. Specific Objectives

The specific objectives of the study are:

To examine the prevalence or status of community participation in education service delivery from the good governance perspective in the Gombora woreda of Hadiya zone.

To explore to what extent participation of the wider community is ensured in delivering education services.

To find out whether fairness and equity is ensured in delivering education services across different areas and schools in the Gombora woreda of Hadiya zone.

1.5 Significances of the study

First of all, assessing the status of education service delivery directly benefits schools in the education sector of the woreda in providing an important constructive inputs. Secondly, it ensures the good governance practice in relation to participation and fairness in education sector in particular and bench mark lesson for other sectors in the woreda at large. Further more, this study result has some importance in revisiting how Good Governance is in practice specifically in education and in public sectors in general for the policy revision.

1.6 The scope of the study

First the study focuses the delivery of education service from the Good Governance perspective. Secondly, it is delimited to participation and fairness of the indicators of Good Governance among other indicators. The reason why this study focuses on the two indicators first, the study area problem is more related to participation and fairness issues while delivering education service methodologically, it is delimited to qualitative only.. Secondly, the education will bring positive impact when it is including all stakeholders with active involvement of the society and the fair and equal distribution of the resources which lead to quality education and the participation and fairness is the right of people to get education and equally benefit from one's country resource.

1.7. Limitations of the study

The limitations would be as follows. As far as while the study is conducted in certain area it has its own opportunities that help, but there are some backlogs that hinder so as the study would not be meet the expected target. Among the limitations some of the are as follows.

Since the topic is tended to some political direction, respondents may not be free to reveal out on ground reality as it is, however, the investigator tries to examine the information by using on way over the other in a professional manner.

Financial constraints to collect sufficient data, but whatever, personal and potential source cost will be applied.

Time constraints and others however, whatever effort is applied to realize the study.

1.8. Summary

This chapter has presented an introduction to the study whose account is discussed in this thesis. The chapter has presented arguments, objective and research question that were addressed in the thesis. The chapter has also presented significance, scope, limitations of the study. Lastly, the chapter has given explanations for key concepts that are used throughout the thesis and structure of the research report.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The concept of Good Governance

The concept – or precisely speaking its expansion – is relatively recent. However we can identify several tendencies and features of the “good” [governance] practices, the issue itself has not been conceptualized until 1980s or later. At that time, the international institutions – under the circumstances of development crises of the Latin American and other countries and due to the fact of unclear public financing both at the national and local level – introduced the program for setting up some standards for improvement of these and similar situation in the future. Later on it had an ambition and it was perceived as preventive tool for avoiding plentiful varieties of the conflicts, failures and threats (Petr Vymětal, 2008).

The very original roots could be found in managerial disciplines describing how to tackle problems and conflicts connected with managing and influencing people, resources, concepts, ideas etc. The roots were visibly set up in the 1970s and are accompanied by the theories and practice of New Public Management and New Public Administration in the state or administration sector. This shift was caused by the situation of the crises of public finance and state budgets, global economic and natural resources crises, proliferation of new technologies and growing importance of international corporations and redefinition of the role of international organizations (Petr Vymětal, 2008).

Interesting is, that the ways for forming the concept were twofold: first, originally it is associated with the donor’s activity and its interest to insure provided money, investments or other form of support and aid. The activity could be understood as “from below” pressure – it was very diversified in its occurrence and there could not be found any clear and concrete universal principles at all. Although this practice is known for ages and connected with the patrons or charity activities, more popularity and broader impact it has gained in last century. In some areas these “bottom-up” activities are popular and supported (Petr Vymětal, 2008).

Second additional way linking the first one was caused by the circumstances – due to the fact of several crises – the big international organizations run the debate about the “good governance” activities. This was not an original schema, because it was inspired and adopted from the

managerial studies and theories, but these organizations were able to start broader discussion about it. During the 1980s and 1990s several recommendations have crystallized to be a tool for avoiding problems in the future. Interesting is it was primarily associated with the economic problems, such as growing ineptness, ineffective public sector, poverty and corruption – investors introduce some characteristics that should help in the future. The World Bank and the International Monetary Fund use this concept until now and together with some national governments, they are the representatives of the “from the top” or “international” (push) approach(Petr Vymětal,2008)..

Originally we can see that at the international level the concept is connected with the economic problems and developmental studies, but it is applied on and in other areas of the society. On one hand it is very popular and many institutions and organizations adopted it as a useful tool for coping and preceding potential risks. It seems to be a proactive and “neutral” in nature and is supposed to be important for countries at all stages of development (EC 2001) and therefore understandable, but – on the other hand – it could be very vague and hardly achieved in fact (Petr Vymětal, 2008). Today it is associated and applied to various disciplines and fields of interest: because of its roots, it is narrowly connected with the management theories and in private sector is linked with corporate governance, management and social corporate responsibility; but it has slowly proliferated in developmental literature, such as promoting basic human rights, integration and conflict solving and prevention; in economic affairs like transparent contracting, sound public finance, tax policy, rent-seeking and non-corruption; in political sphere like misusing public power of officials, transparency of decision-making processes, political influence, lobbying activities; in the local government, like urbanization, service provision; in civil society such as conflict solving, right for information; and other areas influenced by the “good governance” practice could be added(Petr Vymětal,2008)..

2.2 Elements of Good Governance

As noted above, the roots of the concept lie far in history. Paradoxically, as the “bad governance practices” became perceived as something wrong and misleading, the new wave of interest in it had raised a “universalistic” consideration of the term. Both the tendencies – bottom-up and from the top – could be recognized and it is not easy to find out what direction is more influential. Many examples show that good governance practice or various codes connected with it was formed by big investors in private sector or by umbrella associations in civil sector, as well as by the governments if some problems had become apparent and was seen as a political problem. That is, it is clear good governance could cover various levels of influence – it could be designed for the individual firm, for the whole industry as well as for international community.

But the cruel question is what good governance is? The widely accepted definition says good governance is “the process of decision-making and the process by which decisions are implemented” (UNESCAP 2008) or “things are properly done” (Clark 2006: 1). It refers to the

way how the resources (in any form) are used at various levels and in various areas of society's life – frankly speaking the procedural aspects are the most important. That is why the concept is not concerning on the explicit and concrete final outputs – it focuses more for designing the proper processes that result in and ensure the sufficient (preferable “good”) outcomes. Many recommendations had the character of ex ante recommendations that determine compliant results that are afterwards ex post examined if they had been into accordance with the goals. The feedback is very important for the concept.

Mostly it is defined by a list of basic principles or elements introducing the fundamentals of the concept. The lists could be very broad and here we try to synthesize the basic characteristics that are most often associated with it. These are:

transparency – means that process (together with responsibility depending on roles and functions) of decision-making and enforcement of it are done in manner that follows rules and regulations (APSC 2005: 3, UNESCAP 2008); it is built upon free flow of information, on their availability, direct accessibility, clearness and in an understandable way for all stakeholders (UNDP 1997); (UNESCAP 2008);

Participation – both the men and women should have voice through direct or intermediate subjects representing their interest. The precondition for that is that basic rights such as freedom of association and freedom of the speech are present for broad participation, as well as the capacities for participation are developed (organized civil society) (UNDP 1997); (UNESCAP 2008);

rule of law – the fair enforceable legal frameworks could primarily protect the human rights of all members of society. A crucial precondition is the independent and impartial judicial power, impartial police and investigation and non-corruption (UNESCAP 2008);

accountability – is seen as the key requirement of the concept. The understanding of the word and its difference compared to the Slavic languages is very difficult, because it is understood as responsibility. But it is not. Accountability means to be answerable for decisions and having meaningful mechanisms in place to ensure adherence to all applicable standards (APSC 2005: 1). It is dealing all the government, state administration, private and the civil sector, which should be accountable to the public, as well as to their institutional stakeholders – generally to those who will be affected by its decisions or acting. This means that it covers a different range of insiders as well as outsiders. Accountability cannot be enforced without rule of law and transparency (UNDP 1997); (UNESCAP 2008);

Responsiveness – means that institutions and processes serve to all stakeholders within a reasonable timeframe (UNDP 1997); (UNESCAP 2008);

Consensus oriented – is in the pluralist society a vehicle of mediating various interests and reaching of a broad acceptable consensus on what is in the best interests of the whole community

and how this could be achieved. Finally it means the broad agreement on the policies and procedures. It means a long-term perspective on the issue of what is necessary for sustainable human development and the way how it should be achieved in the light of the fact of historical, cultural and social context of the society (UNDP 1997); (UNESCAP 2008);

equity and inclusion – refers to the opportunity to improve or maintain their well-being (UNDP 1997) and that all are included and have a stake in the mainstream society (UNESCAP 2008);

effectiveness and efficiency – says that all processes and institutions produce results that meet the needs of the society while making the best use of resources at disposal (UNDP 1997); (UNESCAP 2008). In the light of the fact of several last decades, it also covers the sustainability use of natural resources and the protection of environment (UNESCAP 2008).

These eight features are supposed to be the basic ones. Very often they are expanded by the strategic vision meaning that both leaders and the public have a broad and long-term perspective on good governance and human development, together with a sense of what is needed for such development. The precondition for it also understands of the historical, cultural and social complexities and context in which that perspective is grounded (UNDP 1997).

2.3 Governance in Education

Good governance in education requires enabling conditions: the existence of standards, information on performance, incentives for good performance, and, arguably most importantly, accountability

In education, poor governance results in inefficiency in service provision, and in some cases no service at all. Lack of standards, information, incentives, and accountability can not only lead to poor provider performance but also to corruption, the “use of public office for private gain” (Bardhan 1997: 139). However, the line between poor governance and corruption is often blurred. Is poor service a function of corruption or simply of mismanagement? Improving governance and (thereby) discouraging corruption in education ultimately aims to increase the efficiency of education services so as to raise performance, and ultimately, improve student learning and labor productivity.

2.3.1 Good Governance Issues in Education System and Management of Secondary Schools

Good governance is an act by which political process translates to the will of the people into public policies by establishing rules that will give room for efficient delivery services to all citizens of the country. Good governance can be seen as full respect of human right, participation of people in decision making, transparency and accountability, resources management, equity, access to knowledge and the likes that foster responsibility towards the realization of goals and objectives. Good governance in this study is a set of responsibilities and procedures exercise by

an institution or government to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of people in decision making. Good governance in education is concerned with how a school system composes policies, produce funds and expend funds, teacher preparation for teaching, scheming curricula and administration of school population (Khalique, 2010). This means school governance is responsible for school effectiveness, quality, and accountability.

Education means more than mere academic literacy. It is the development of that complex of knowledge, skills, attitude, and value by which people may improve their lots and sustain their nation. Educational management is the process of utilizing available resources in such a way to promote efficiently and effectively in the development of human qualities (Mishra, 2008). Educational management refers to the managerial process through which efforts of people in the educational system are coordinated, organized, controlled, directed and supervised towards the accomplishment and realization of educational goals and objectives (Abdullahi, 2018).

Good governance is a major factor in improving the quality of education. It is common knowledge that all those who have a stake in the educational system know too well the crises facing the present-day formal education. These issues include political instability in the country since its independence, shortage of funds, facilities such as classrooms, equipment teaching materials, and the likes, brain drain, youth population expansion, the rising cost of education, inadequate information, the politicization of education, shortage of education personnel, students unrest, and examination malpractice among others. Poor governance gives rise to many of the problems in the educational system of developing countries. Good governance in this study is the participatory decision-making and the availability of resources fairly .

Participatory decision-making is a situation whereby all men and women have a voice in decision making, either directly or through an intermediate institution that represents their opinion. Participatory decision-making also refers to the way of involving people through using institutions that serve as a channel of articulating their interests in the decision-making process regardless of gender, religion, ethnic group and the likes (Alabi, 2002).

Another form of participatory decision making in school is the Parent Teachers Association which decides on issues relevant to a class of students and the whole school. Some of these issues are related to the school code of conduct, use of materials, curriculum, adaptation, and student performance among others.

Several studies have been carried out in the area of good governance and education. Yusuf and Afolabi (2014) conducted an investigation on the effective management of tertiary education in Nigeria as a panacea to good governance and national security. Muhammad, Muhammad, Farooq, Farhan and Shazia (2015) conducted a content analysis of education and good governance in public schools of Pakistan. Amanchukwu (2011) carried out the challenges of quality education and good governance in a developing economy.

Besides, Sumy and Giridharan (2016) carried out the implementation of good governance in secondary schools of Bangladesh. The findings of the study were obtained from qualitative data and analyzing the content of the study schools. The research clearly emphasizes the negative impact of corruption on education sectors especially, secondary schools due to lack of a head teacher, distortion of the decision-making process. There are several areas on good governance and education that are yet to be covered by these scholars. These include good governance, management of education, especially secondary schools in Kwara State, Nigeria. Also, these scholars left lots of gaps in that they did not look as resource management, accountability, and participatory decision-making as a critical variable to measure good governance towards enhancing effective management of education.

2.4 Conceptual and Theoretical Considerations

2.4.1 A Human Rights Based Approach

The quality of education and other social supports provided in a country is inextricably linked to, among other things, the way the social systems are structured, the values that underpin the systems, and the extent to which existing political mechanisms allow the citizens to understand and influence the structure of the social system. Oftentimes the structures and their attendant processes are deemed blameless; failings of the system which affect citizens are treated as problems of the individuals and the response is the provision of services which treat social problems as individual failures.

This deficit or welfare approach does not question the structural mechanisms and (flawed) systematic designs which prevent citizens from leading fulfilling lives.

In contrast to this deficit model, the human-rights based approach (HRBA) to development treats social problems as the results of socio-economic exclusion and focuses on the structural mechanisms that prevent citizens from accessing their entitlements (Oxfam America, 2001; Mitlin & Patel, 2005). The HRBA analyses situations based on a country's obligation to protect the rights of individuals, empower people to demand justice (as a right) and provides communities with a moral basis for claiming entitlements (Nyamu-Musembi & Cornwall, 2004). The United Nations High Commission on Human Rights (UNHCHR) defines an HRBA to development as "a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human right [by integrating] the norms, standards and principles of the international human rights system into the plans, policies and processes of development,". While HRBA to development emerged in the post-Cold War era of the early 1990s as a formal approach to development, the basic principles of rights-based approaches reflect the struggles for self-definition and social justice which have long been features of the political movements in developing countries (Nyamu-Musembi & Cornwall, 2002). Approaching development from this

perspective requires linkages to and application of the human rights declarations and conventions chief among which are the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966), and the International Covenant on Civil and Political Rights (1966)³, the Convention on the Rights of the Child (1988) and the UN Declaration on the Right to Development (1986).

According to Hellum and Derman (2004) the provisions of the rights declarations and conventions fall into three categories or generations of human rights: civil and political rights (the right to participation, and the right to equality and nondiscrimination); economic, social, and cultural (ESC) rights (the right to health and education); and, solidarity rights (the right to development and the right to healthy environment). Rights are also thought of as positive or negative depending on the action required for their protection: negative rights require only that government refrains from violation (includes many economic, social and cultural rights) while positive rights (including civil, political and some ESC rights) require action to provide mechanisms for their fulfilment, (Green, 2001).

Over the last two decades HRBA has become increasingly visible in the work of most international development agencies - even while some of these organizations struggle to accept accountability for their negative impact on the fulfillment of rights globally (Nyamu-Musembi & Cornwall, 2002). Though development agencies define and apply HRBA differently, HRBAs are generally undergirded by the core principles of, universality and inalienability, indivisibility and interdependence, accountability, and participation (Theis, 2004; UNICEF 2004; UN, 2003). According to UNICEF (2004), the universality and inalienability of human rights means everyone has rights that can neither be voluntarily given up nor taken away. UNICEF explains indivisibility as equal status of all rights while interdependence and inter-relatedness connotes the connectedness of rights – realization of (or failure to realize) one right depends fully or partially on the realization of another. These principles, with their emphasis on equality and inter-connectedness, establish the communal and shared nature of rights. The principle of accountability requires specific performance measures, a duty holder owing performance, a rights holder owed performance and mechanisms for redress (Mokiber, 2001).

Participation has the unique role of being both a right and a core principle which underpins the process by which other rights are fulfilled. This is provided for by Article 27 of the UDHR and Article 25 of the International Covenant on Civil and Political Rights which entitle citizens to participate in public affairs and decision making processes (UNHCR, 1996). A rights-based framework honors these principles and allows people to change the way they see themselves vis-à-vis government and the formal power structure; it reframes “problems” as “violations” which are neither inevitable nor tolerable (Oxfam America, 2001). It suggests that rights holders can seek redress when violations occur and duty-holders must explain why violations happen and act to prevent recurrence. This partially explains the HRBA’s emphasis on the development of the capacities of duty-holders and rights holders, local ownership of development processes, the use of community resources, capacity building, and sustainability (Theis, 2004). In so doing, citizens

are empowered in ways that allow them to make demands on established structures and are better able to live fulfilled lives.

Those who critique the HRBA argue that the shift in power relations required for successful implementation seldom occurs, global agreements are sometimes not enforceable in national courts or implementable within limited national resources, and global accountability mechanisms are inefficient (Gaventa, 2006; Nyamu-Musembi& Cornwall, 2004; Theis, 2004).

They suggest that the poor and marginalized are the least likely to access institutions set up to enforce rights. Others suggest that the political and conflictual nature of rights is not always addressed as a central issue for those working in development. For example, Miller, VeneKlasen& Clark (2005) argue that rights are pursued as part of a messy process of development and change where group rights conflict and compete. They argue that questions remain unanswered about HRBA's application in practice and the lessons it draws from other participatory approaches.

Despite its many weaknesses, a rights-based approach provides an entry point for analysis of the ways in which power imbalances prevents the excluded from enjoying secure and sustainable livelihoods and establishes an internationally agreed framework for strengthening the accountability of institutions, (Mitlin and Patel, 2005; Cornwall, personal communication 2009). Getting the state and its institutions to think of themselves as violators as opposed to simply viewing social problems as individual failures holds transformative implications for development. The central focus that rights-based approaches give to people reduces the likelihood that duty-holders can practice deficit approaches that react to symptoms of problems. The rights-based approach holds a greater possibility of helping to build sustainable structures and capacities to support equitable human development.

2. 4.1.1. Participation within a rights framework

“Every person and all peoples are entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, economic, social, cultural and political development in which human rights and fundamental freedoms can be realized” (UNICEF 2004, 92).

According to Catholic Relief Services (CRS) definition of participation: “a process through which stakeholders influence and guide development initiatives and the decision and resources that affect them” (CRS 2004, 11). While adopting this definition, it is also useful to consider participation continua developed by Arnstein (1969) and Shaeffer (1994) (in Bray, 2000) to help define the variations in participation (Table 1). Arnstein suggests manipulation as the lowest form and citizen control, a reversal of power, the highest form of participation. Shaeffer suggests ‘use of service’ as the lowest level and ‘decision making at every stage’ as the highest form of participation. However, in order for stakeholders to effectively “guide development initiatives”, as is their right, there should be mechanisms to help communities engage and sustain their participation; neither Arnstein's nor Shaeffer's taxonomy provides for this support.

<i>Table 1: The Participation Continuum</i> Arnstein (1969)	Shaeffer (1994)
Ladder of citizen participation	Ladder for analysis of participation in education
Citizen control	Participation in real decision-making at every stage (from identification to evaluation)
Delegated power	Implementation of delegated powers
Partnership	Delivery of service
Placation	Consultation on particular issues
Consultation	Involvement through contribution (extraction) of resources
Informing	Attendance and receipt of information (implying passive acceptance)
Therapy	Use of service
Manipulation	

Source: Developed from data in Bray (2000).

As a positive right, rights-holders must be aware of their participation rights and the mechanisms created to enable access. One key implication, asserts UNICEF, is that “people are recognized as key actors in their own development, rather than passive recipients of commodities and services” through empowering strategies that build local ownership and reduces disparity and marginalization. When participation is approached from this perspective communities’ members are empowered to challenge and change the structures that shape their existence and fulfill other economic, social and cultural rights.

2.4.1.2 School-community within a rights framework

In this paper community refers to a group of people from a common geographic area(s), with shared use of an educational institution, and at least de facto agreement on the form and function

of education. In addition to students, parents and members of the geographic areas from which students are drawn, the school community includes private, public and other interests that provide a service to the school.

Hence, the school is an intersection of interests in education that brings the diverse groups together to form a school-community.

The community has contributive and distributive purposes; there are individual responsibilities to the community and community responsibilities to the individual (Willie, 2006). However, differences in ethnicity, race, religion, socio-economic status, and power fuel divisions which are replicated in and by education systems (Rose, 2003; Watt, 2001; Bray, 2000). This contributes to the marginalization of some groups and, in some places, community conflicts. A human rights-based approach can allow schools and other social institutions to focus on the shared humanity of a group and ensure that institutions do not further violate the rights of members. In so doing, it can increase the chances of inclusion regardless of economic, social and cultural differences. As Willie (2006) suggests, community members are inter-dependent though this is often not recognized or optimized. A rights-based approach could help community members better understand their connectedness and empower them to act to claim their rights.

2.5. Good Governance in the Ethiopian Context

Although Ethiopia has a long tradition of various governments, it has given little attention to good governance due to the orientation, attitude and work practices of the bureaucratic machinery established to carry out centralized and control oriented government..

After down fall of socialist government in 1991, the political, economic and social changes have taken place in Ethiopia since the establishment of the transitional government and later in the FDRE constitution. The federal constitution provides the protection of different rights such as the right to hold opinion, thoughts and free expressions, freedom of assembly, public demonstration and the right to petition and right to association. Article 12 of the constitution incorporates transparency, accountability and responsiveness in the affairs of government. As provided under article 12(1), the conduct of affaires of government shall be transparent. Any public officials or an elected representative is accountable for failure in official duties. In the case of loss of confidence, the people may recall an elected representative.

The country also established Ombudsman institution. As provided under article 5 of the proclamation Issued to establish the Ombudsman, the objective of the institution is to bring about good governance that is of high quality, efficient, transparent and are based on rule of law by way of ensuring that citizens' rights and benefits provided for by law are respected .

For example access to information to encourage and promote participation, public empowerment to foster a culture off JemalAbagissa et al., AJSR, 2019, 1:7

The government believes that the corner stone of good governance are quality of service, quick response mechanisms and above accountable and transparent mechanism. Good governance practices such as participation, rule of law, responsiveness, equity, efficiency, and consensus oriented; accountability, transparency and effectiveness determine the quality of governance. A government that enshrines these principles in its decision making and puts institutional framework in place to implement builds public confidence in its governance.

To this effect, the government has also undertaken various reforms to improve the level of governance. As a result, the government designed new policy documents in 2001 to reform the Ethiopian Civil Service in order to improve the effectiveness and efficiency of the civil service in civil service giving institutions. The overall aim of the Civil Service Reform Program (CSRP) was to alleviate the drawbacks and wrong practices of the previous military regime and to build an efficient and effective civil service system. The civil service reform program (CSRP) has five components/subprograms to improve: (1) Top management systems; (2) Governance of financial resources and control; (3) Ethics (4) Governance of human resources and control; and (5) Public service delivery.

The Service Delivery Subprogram elaborates problems and drawbacks of the Ethiopian Civil Service in the delivery of services, the need for and objectives of the policy as well as policy instruments and strategies designed to attain these objectives.

In order to strengthen service delivery and to realize quality of governance in the urban centers, urban good governance package was also designed in Ethiopian Urban Development Policy of 2006 (MUWD, 2006). Ensuring good governance practices in urban leadership and administration is emphasized. In its five year Growth and Transformation Plan, 2010/11 2014/15 urban centers are frequently cited as “growth and development poles” that require effective leadership practices to accommodate these functions.

Therefore, the issue of leadership practices and good governance implementation has become a center of attention to promote poverty reduction programs that enhance economic development (MoFED, 2009).

In Ethiopia, the urban sector encompasses several subsectors and constitutes a complex development issues. In addition to the provision of services, it includes crosscutting areas such as employment and poverty alleviation, gender and environment. The complexity of the sector and the relative weakness of existing institutions points to the need for increased emphasis on governance and leadership capacity.

2.6 Community Participation in Education: Conceptual Background

Before presenting my empirical data within this case context, I will review the literature on community participation in education to provide a conceptual framework for understanding the

theories of participation. Many have made the case that community participation is an important means of improving educational relevancy, quality, and access. Others have developed theoretical typologies and continua to describe and categorize different forms of community participation. Together, the theoretical frameworks offer guidance as to what to look for when examining what constitutes community participation on the ground, in terms of the ways state and community actors relate to one another around schooling.

2.6.1. Community-State Partnership Models for Schooling

Many current theories regarding the relationship between community involvement and increased school efficiency and student learning are based on the premise that in traditional society, the community is the primary provider of children's education (Bray, 2000; Williams, 1997). A number of scholars contend that trends toward centralized state control of education, while responsible for the expansion of educational opportunity in developing countries, impedes understanding of local needs and has a limited ability to distribute resources in a way that favorably influences school outcomes (Cummings, 1997; Williams, 1997). According to this theory, the limitations of the centralized model have stalled education expansion and quality improvements in many developing countries as state actions fail to reach marginalized populations.

In response to the limitations of the highly centralized state, practitioners and policymakers are reintroducing various forms of community involvement into education development, delivery, and management. The primary model of community-school partnerships that is emerging, like that represented by Bray (2000), is one in which education provision and decision making are shared between the government and the community. Other partnership models, such as Williams's (1997), emphasize that the relative power of these partners can vary greatly, as can the roles each partner plays. Partnership arrangements range from the division of labor between partners (e.g., governments provide the teachers, the communities provide the teacher housing) to nearly complete community responsibility for the delivery and management of schooling (community provision of school buildings and teacher salaries, government provision of curriculum).

Each of these analytic models depicts the community as a willing and able partner to the state in schooling, and they offer two key principles. First, when communities have the space and opportunity to enter into a dialogue with the state, education interventions are likely to take local contexts into consideration, making them more effective. Second, while contributing supplemental material resources can be an important part of a community's role in supporting schooling, the most effective partnerships retain strong state financial support for key schooling inputs and strike a balance between community and state ownership of the school with regard to both finance and decision making.

2.6.1.1 Domains of Community Participation

School is not the only place where a child is equipped with skills and knowledge. Thus, community participation in education comprises not only what parents and other community members formally do in school but also informal forms including the wider society support in child upbringing and socializing before and after enrollment in school and efforts community make to improve teacher life (Uemura, 1999). It is possible to find different forms of community support for schools in the literature.

The basic partnership models, however, are limited in that they do not seek to demonstrate the education domains in which the community.

The question of domains of action is critical to understanding the process through which community participation might actually effect positive change in school efficiency and school-based teaching and learning.

A survey of the literature reveals at least three models to explain the different areas in which communities can become partners in the provision of education. While Jiménez (2002) emphasizes the community's role in school management and administration, Muskin (2001) and the Guinean Ministry of Education (2002) extend the concept of participation to school curriculum and lesson delivery. These models include six domains for community participation in schooling: infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student recruitment. Muskin (2001) and the Guinean Ministry of Education (2002) posit that for communities to have a true effect on school efficiency and student learning, their involvement needs to reach into each of the possible domains.

2.6.1.2 Scale of Community Participation

In addition to studying the domains of participation, several theorists have developed schemas categorizing the extent to which communities are involved in education. Shaeffer (1994) describes that range as a ladder with seven rungs, the lowest of which represents the weakest form of community involvement in education, the mere use of a service such as a school. The highest rung represents true responsibility and power, described as participation in real decision making at every stage, such as problem identification, feasibility study, planning, implementation, and evaluation. Taking Schaeffer's schema one step further, Williams's continuum (1997) describes an extreme of community participation that leaves the community with all the responsibility without having the means to provide education.

The scale of participation is also a question of who in a community is participating. In his continuum, Williams (1997) makes an important distinction between the participation of the local elite and of ordinary citizens, emphasizing the different levels of participation that are possible with in a community.

Is a “community” participating if only its officials are involved? If only men have contact with the school? If only the rich have the clout, time, and means to participate?

Theoretical questions of partnership, domain and, scale have important implications for decentralization reforms such a Centralized management systems have often been criticized for the fact that their rigid, hierarchical structures constrain community involvement in decision-making (Cummings, 1997; Raina, 2002). McGinn (1992) contends that while decentralization efforts purport to transfer decision making power and resources to a wide popular base at the community level, they often also place additional responsibility for finance and service delivery at the local level.

2.6.2 Why community participation in schools?

According to the World Bank (2007a), quality and timeliness in the delivery of services will be enhanced where clients can hold providers accountable. This principle undergirds a lot of the thinking around the benefits of community involvement in schools. Watt (2001) argues that accommodating “the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement” (1). The positive correlation between community participation in schools and outcomes for students, schools, and communities is confirmed by research from diverse settings including Latin America (DeSteffanno, 2006; Vegas, 2005), North America (Henderson & Mapp 2002; Epstein, 1997), Sub-saharan Africa (Watt, 2001), and south-east Asia (Mozumder&Halim, 2006). The relationships forged as part of community and parental involvement also go a long way in determining the culture, pedagogy and overall perception of students (Epstein, 1997; Noguera, 2001).

These findings are supported by Henderson and Mapp (2002), who found, in the USA, “a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement” which hold regardless of student age or family background. Bray (2000) and Rugh&Bossert (1998) report increased community interest in education, and increased equity in access to education for marginalized groups as benefits of community participation in schools. Another benefit which Colley (2005) observed in rural Gambia is “few disciplinary problems” – a finding of the parent involvement research from the US as well (see Henderson and Mapp, 2002). In Ethiopia, Edo, Ali & Perez (2002) report improved relevance of learning material, improved capacity of local NGOs, and improved access for women and persons with disabilities. However, probably of greatest interest to resource constrained developing countries is the potential of community participation to lower costs to the state of providing education by diversifying the funding base and shifting some costs to the communities.

The participation of communities seems to hold the potential to fulfill rights to education. However, Anderson (1998) suggests that access to governance structures which community participation provides might not affect decision making but results in contrived collegiality, reinforced privilege and greater control of participants. Bacharch&Botwinick (1992) even question whether participation isn't antithetical to equality arguing that "Any system that call for more than minimal participation will favor the active over the apathetic and the rich over the poor....Participation is in egalitarian," (in Anderson 1998, 23). This is consistent with one of the perennial concerns about community participation, elite capture: local notables dominate to the disadvantage of other members of the community (Chapman, Barcikowski et al. 2002). This is a grave concern. However, participation is not by its nature 'in egalitarian'; the problem rests with the distribution of social resources based on level of participation in contexts where participatory mechanisms do not allow for equity in access.

The potential benefit of a HRBA is to frame failure to access social resources as rights violations and demand the systematic building of mechanisms for empowered participation.

2.6.2.1 Effects of community participation in education

Here are strong claims that community participation can lead to improved school performance (Bray, 2001; Muskin, 1999; Shaffer, 1994; Watt, 2001). Many educators who have worked in the field of community participation have analyzed and illustrated increase in school performance from different settings. However, the strategies are not universally applicable because the practical outcomes are often particular to a specific context and conditions (Bray, 2001; Shaffer, 1994).

Despite this fact collaboration and partnership in education can lead to increased resource for education; more effective and relevant education; greater equity, demand and acceptability of education (Shaffer, 1994). There are some prominent community-state partnership experiences, one of which is the Escuela Nueva (New School) program in Colombia (Colbert, 2009). The program is government initiated student centered multi-grade teaching program for rural children. Parents, teachers and the community are the real actors in education. The model is known for achieving both positive quantitative and qualitative results. The program improved student active learning and study habit, reduced student repetition and dropout rates. It has also improved self- esteem, democratic and civic behavior. Students under the program achieved high scores in language and mathematics in the third and fifth grades. Later this program has been reproduced at national level and in to other countries including Latin American and some African countries with a careful study, planning, implementation, management and monitoring.

Other writers submit their evidence and explanation regarding the effects of community participation in education. Bray (2001) notes that community participation increase sense community ownership and a better understanding of the true nature of the educational problems facing a country. He states that community participation contributes to improvement in education

through improving student recruitment, retention and attendance; improving teachers' performance and condition of their service; and enhancing equity. Similarly, Uemura (1999) submits that community participation in education ensures optimization of the use of limited resources; development of relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education; realization of democracy; and improvement of accountability.

The effect of community participation in Ethiopia would not be different from these experiences. In Ethiopia, past studies conducted where community participations initiatives were promoted through NGOs are known for increasing efficiency of educational resources, increasing enrollment, and improving equity (Muskin, 1999; Swift-Morgan, 2006). In the target areas of this study, however, there are no prior studies that have been conducted to trace past effects and challenges of community participation in education.

2.6.2.2. What Community Participation in Schooling Means: Insights from Southern Ethiopia

“Community participation” is the catch phrase du jour in the field of international development. The World Bank (2000b) describes participation as “a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them” (p.2). The term is now peppered throughout government policy discourse, international funding agency strategic frameworks, and non-governmental organization (NGO) program plans across countries and sectors. In education, community engagement in schooling delivery and management is emerging as a “best practice” thought necessary to achieve universal primary enrollment while improving the quality and relevance of teaching and learning.

In the context of global movements such as Education for All, which aims to ensure that all children have access to free quality primary education by 2015 (UNESCO, 2000), low-income countries are under increasing international and domestic pressure to meet these goals. Many, such as Ethiopia, have embraced community participation as an integral part of their education reform strategy. But what does community participation in schooling really mean? Critics claim that mainstream initiatives have co-opted and altered community-driven movements that originated as radical and grassroots approaches to development. In this view, international institutions and governments in developing countries often use community participation to mean locally driven reform, while in reality these institutions and governments are actually garnering local support for preplanned interventions and transferring costs from the public to the private sector (see Cooke & Kothari, 2001). At the same time, some suggest that for supporters of the expansion of state-supported primary education, getting parents and other community members actively engaged— such as by advocating for greater government support or by contributing material and financial resources — may yet be an essential strategy for extending access to schooling to the world's children who are still deprived of basic education.

While many international development agencies and NGOs have concluded that community participation is important for educational access and quality (Colletta & Perkins, 1995; Kane & Wolf, 2000; Rugh & Bossert, 1998; UNICEF, 1999), few studies offer empirical evidence to indicate how exactly parents and other community members are involved in supporting schools, and whether that support is related to school management, finance, teaching and learning, or other aspects of schooling.

There is even less evidence to help us understand how such involvement might lead to increased enrollment, retention, and learning in schools. The purpose of this article is to define those actions that constitute community participation in schooling and to better understand the impact of the various forms of community participation on school access and quality.

The policy change began with the 1994 Education Sector Strategy policy of the Transitional Government, which stated: Schools will be strongly linked with the community, which will take responsibility in its well-being and upkeep. They will be made to be responsive to the local needs and requirements and shall act as centers for all educational activities of the community. The management of each school will be democratized and run with the participation of the community, the teachers, the students and the relevant government institutions. (Transitional Government of Ethiopia, 1994, pp. 16–17).

The FDRE's subsequent ESDP I and II Program Action Plans echo this rhetoric and further underline the role of the community in education delivery and management. The Program Action Plans of ESDP II give specific examples of ways communities can participate, including "policy formulation, project implementation and problem solving," as well as "construction of new school buildings..., school maintenance, and mobilization of parents to increase enrollment, especially that of girls" (Federal Democratic Republic of Ethiopia, 2002, Section 6.4). ESDP II also greatly emphasizes the role of communities in helping to fund the education sector program, aiming to have "mechanisms designed so that community will voluntarily and directly contribute to the financing of education based on its capacity." This strategy also intends to "promote a sense of ownership and thereby raise [the community's] own role in the management of schools" (FDRE, 2002).

USAID's BESO program has invested millions of dollars in Ethiopia's decentralization reforms in the education sector and in the country's efforts to engage communities in schooling delivery and management. World Learning implemented the first community participation component of BESO, the Community Schools Activity Project (CSAP), from 1996 to 2002 in seven hundred schools in the SNNPR. By providing technical assistance and modest community incentive grants, CSAP focused on building the capacity of school management committees (SMCs), which were composed of school staff and influential community members, and occasionally parents (World Learning, n.d.).

Working through local school development agents (SDAs) that the project hired and trained, CSAP helped organize SMCs where they did not exist and provided the committees with training and ongoing technical support to plan and implement school-improvement projects, such as addressing infrastructure problems and furnishing supplies and textbooks, as well as campaigns to promote girls' education and safety.

The SMCs submitted their school action plans for funding through CSAP's incentive grant program (World Learning, n.d., 2002). The CSAP incentive grants were allocated in three phases in increasing amounts from one phase to the next. Each phase required the SMCs to meet certain criteria, and as the amount of the grants increased the criteria became increasingly rigorous and the proposed projects more complex, which required different forms of community participation in schooling (such as establishing a school resource center to create and share teaching materials).

At the end of CSAP, USAID and World Learning reported that in roughly 53 percent of the seven hundred targeted schools, female repetition rates "fell below the national grade four average of 11 percent" over the five-year life of the project (USAID/Ethiopia, 2003, p. 26). Moreover, girls' primary enrollment in 2000 was found to be 3.3 percent greater in schools participating in the grants program than in non-CSAP schools. In sum, World Learning reports that community involvement in education in CSAP schools led to a "positive and sustainable impact on the quality of teaching and learning" (2002, p. 1).

In 2002, USAID and World Learning launched the Community Government Partnerships Project (CGPP), which runs through 2006. Like CSAP, CGPP aims to promote community participation in support of educational access and quality, but it focuses more directly on strengthening government capacity to support Ethiopia's new parent teacher associations (PTAs), Kebele Education and Training Boards (KETB) which have replaced the SMCs and are comprised of teachers and parents instead of nonparent community members.

2.7 EQUITY ISSUES IN LEARNING: A THEORETICAL BACKGROUND

2.7.1 Why do we care about equity in learning?

It is increasingly recognized that learning levels within many countries are highly unequal. This may happen, for example, because of institutional features of school systems, such as early streaming, regional diversity in expenditure or political engagement, unequal access to education and drop-out rates, or unequal access to different types of provider (OECD, 2012). Among OECD countries, those with more equal learning outcomes also have better average learning outcomes, suggesting that appropriate interventions in the education sector may have positive effects on both equality and the quality of education (Pfeffer, 2015). Economic inequality is

associated with the distribution of numeracy skills among adults, although the direction of causation is unclear (Van Damme, 2014).

Arguably, no society will ever reach total equality in the learning outcomes of every individual. Differences in learning outcomes may depend on individual differences in ability and motivation, as well as the type of background one comes from and the type of resources one has access to.

So, when should we become concerned about unequal learning outcomes? The answer to this is partly empirical, depending on negative consequences of different forms of inequality. However, it is also partly philosophical, depending on what forms of distribution of an important good we consider acceptable or justifiable. For both parts of the answer, we need to be able to characterize distributions of learning and of the inputs and resources that determine learning, in a nuanced way. We need to understand both what aspects of the distribution are empirically associated with positive or negative consequences for society and the economy, and what types of distribution can be characterized as unfair in political debate.

2.7.2 What do we mean by equity?

The meaning of these concepts in practice depends on whether we are looking at educational inputs, processes or outcomes, and it is therefore useful to present a simple classification of the education indicators used for equity analysis. There are a number of desirable properties that equity indicators can have. This study considers whether a particular indicator fulfills these criteria helps us to decide whether to use it or not. So, in this study equity “considers the social justice ramifications of education in relation to the fairness, justness and impartiality of its distribution at all levels or educational sub-sectors” (UNESCO,2018).

This study focuses on equity in learning. Equity and equality are contested terms, used differently by different people. Following Jacob and Holsinger (2008, p. 4) we define equality as “the state of being equal in terms of quantity, rank, status, value or degree”, while equity “considers the social justice ramifications of education in relation to the fairness, justness and impartiality of its distribution at all levels or educational sub-sectors”. We take equity to mean that *a distribution* is fair or justified. Equity involves a normative judgement of a distribution, but how people make that judgement will vary.

Both concepts can be operationalized in a wide variety of ways. Equality can be applied across individuals, groups or countries, and to different indicators. Equity can be applied with different theories of justice in mind and with different understandings of the wider ramifications of the distribution of education.

An emphasis on equity suggests that a particular distribution needs to be justified, with some combination of reference to abstract principles and concrete evidence. In this section, we present some of the principles on the nature of equity and fairness drawn from political philosophy and ethics literature. We will note political differences in which principles are seen as most compelling but also areas of broad agreement. For example, many people are likely to agree that equal access to primary education is important, while fewer would agree that higher education outcomes should be more equal in a particular context. We highlight the principles and frameworks that are likely to generate broad agreement and can therefore be recommended as most useful for measuring equity in education.

2.8 The principles and frame works for measuring equity in Education

2.8.1 Equality of opportunity

A common approach to dividing up inequalities into those that can be justified and those that cannot is by applying the principle of equal opportunity. Equality of opportunity means that everyone should have the same opportunity to thrive, regardless of variations in the circumstances into which they are born. Having been granted such opportunities, however, their outcomes will still depend on how much effort they put in. Individuals are responsible for, and have control over, their effort, and so the portion of inequality in outcomes that arises from differences in effort is fair, while the portion that arises from differences in gender or parents' wealth is not fair.

For “effort” we could substitute “ability”, “intelligence”, “and propensity for hard work” and so on, depending on what characteristics we see as a fair basis for outcomes to vary.

Equality of opportunity is often posited as a more reasonable alternative to the idea of eradicating inequalities in outcomes altogether. Focusing only on inequality in outcomes is sometimes seen as denying the importance of individual responsibility and choice, and overlooking the diversity of preferences and tastes (Phillips, 2004). In education, it may be unrealistic, for example, to expect all children to attain equal learning outcomes by the end of primary school. No matter how attentive the education system is to the needs of different learners, differences are likely to arise due to their pre-school experiences, abilities and personalities. There might also be a social cost associated with making everyone equal. For example, it might mean a less efficient economy or an education system less able to focus resources on the most able students.

Equal opportunity has become widely entrenched in national law and international rights instruments. It is at the “heart of many international human rights provisions, starting with the 1948 Universal Declaration of Human Rights. The 1989 Convention on the Rights of the Child establishes a binding obligation on governments to work towards fulfilling the right to education

‘progressively and on the basis of equal opportunity’ (United Nations, 1989, Article 28). The right to equal opportunity for education is also enshrined in most countries’ national laws and constitutions” (UNESCO, 2010, pp. 135-6).

Equality of opportunity in education also lends itself well to empirical analysis. Roemer (1998) proposes an influential formulation for thinking about it in a measurable way: if we identify inequalities in access to education, and these inequalities can be traced back to differences in circumstances, such as one’s parents’ wealth, then we deduce that people have not had equal opportunities. Roemer (2002) considers models with individuals who belong to different “types” (say, rich and poor) and proposes “as a simple measure of the morally relevant degree of effort, the quantile of the effort distribution for his type at which an individual sits” (Roemer, 2002, p. 458).

Even when taking a specific and well-defined conception of equality of opportunity, it may not be obvious how it should be operationalized when it comes to measuring change.

For example, does it mean that schools should have equal inputs (per student) or that inputs should be allowed to vary to compensate for disadvantage of some communities? Should it apply to all levels of the education system? Or is the point that education systems should be structured in a way that ensures people have equal opportunities in work and life after they have left full-time education? These are questions to be addressed in national policy and international agreements.

Equality of opportunity is a central idea in inequality debates but needs to be specified carefully before it can be applied to measurement. This handbook avoids using this term to describe educational inequality indicators, because how one conceives of equality of opportunity is likely to be contested and also because there are likely to be several potential indicators that could be used to measure a particular conception of equality of opportunity.

2.8.2 Justice as fairness

Perhaps the most famous attempt at a more comprehensive definition of what types of inequality can be justified is the idea of justice as fairness described in John Rawls’ book, *A Theory of Justice*. Rawls’ theory of justice is based on the ideas of “society as a fair system of cooperation” and “citizens as free and equal persons” (Rawls, 1971). Reflecting these ideas, Rawls brings in the “veil of ignorance” as a device for thinking about the ideal society. We should think about what type of society we would want to be born into as if under a veil of ignorance, that is, as if we didn’t know what type of person we would be born as, whether to rich or poor parents, intelligent or not, in a deprived rural area or a rich city.

Rawls argues that, if put into this hypothetical situation, rational actors would choose a society where inequalities would be accepted by the worst-off in society. The veil of ignorance would

compel us to start from a presumption of total equality, reflecting the fundamental equality of citizens. Not knowing where we would end up in the social hierarchy, we would want to ensure that we had access to a set of basic liberties, such as freedom of person and the freedom from arbitrary arrests and seizures. When it comes to social and economic inequalities, we might permit some deviation from the starting point of total equality. But, Rawls argues, we would only do so under two conditions:

First, they [the inequalities] are to be attached to offices and positions open to all under conditions of fair equality of opportunity; and second, they are to be to the greatest benefit of the least-advantaged members of society (the difference principle). (Rawls, 2001, pp. 42-3).

“Fair equality of opportunity” means that there should not be discriminating legal and social barriers that bar some sections of the society from accessing social institutions. The “difference principle” is the idea that inequalities would only be accepted if they somehow benefit the worst-off in society. For example, if cuts in both taxes and government spending ultimately benefit everyone by making us all richer, but at the cost of some loss of equality, then we would be willing to accept this as long as *it* really benefits everyone, including the poorest. On the other hand, an appeal for aggregate or average welfare would not be a rational choice because, under the veil of ignorance, such a deal does not ensure that the individual would end up in a group that is better off.

Is a Rawlsian framework appropriate for considering the distribution of education? Education has particular characteristics. It is both an end in itself – often considered as a basic right and a basis for self-respect – and a means to several ends, including economic gains and the ability to participate in a democratic society. It also has positional characteristics: competition in labour markets means that there are gains to being better qualified than the average worker. The distribution of educational opportunities required to ensure both fair equality of opportunity and the difference principle’s effect on life chances more broadly, may be different – potentially more equal or redistributive – than that implied by simply removing discriminatory legal and social barriers to accessing education.

Rawls’ formulation has come under criticism from many directions yet retains a central place in the philosophy of equity. The “veil of ignorance” is an attempt to explain the role of impartiality – of ignoring characteristics like race or wealth – in formulating principles for equity. The principles that emerge from this thought experiment, Rawls argues, go further than what a basic idea of equality of opportunity would allow. They allow for some inequalities between groups in outcomes, but not in basic liberties, nor in opportunities to access social institutions, and emphasis the need to remove both social and legal barriers to such opportunities.

2.8.3 Individual differences, capabilities and redistribution

The fairness of a distribution also depends on what, exactly, is being measured. Amartya Sen (2003) argues that when evaluating the quality of life, one has to move beyond “commodity fetishism”, that is, a focus on the distribution of money or goods, and focus instead on evaluating the freedom that people have to lead the type of life they value (Sen, 1992).

Sen distinguishes “functionings” or the things that people actually achieve from “capabilities”, which are the set of functioning that people have open to them and are able to choose between. Sen’s approach recognizes that different people will have different goals or ends and argues that an evaluation framework for equity must take into account such differences (Sen, 2003). Sen criticizes Rawls’ approach for focusing on goods – the means to achieving freedoms – rather than on the freedoms or capabilities themselves. The problem with this, in Sen’s view, is that “people’s ability to convert primary goods into achievements differs, so that an interpersonal comparison based on the holdings of primary goods cannot, in general, also reflect the ranking of their respective freedoms to pursue any given – or variable – ends” (2003, p. 48). The capability approach pushes us to consider, for example, the life opportunities that may be opened to someone through a given number of years in school, rather than the years in school themselves, or even the learning outcomes that result from the years in school. Similarly, a person who chooses not to attend higher education cannot be considered equally deprived as someone who has no such option, even though their observed educational attainment may be the same. Therefore, this study tries to apply of this principle of fairness to see whether there is equity exists or not in the delivery of education service.

2.9 CONCEPTS FOR MEASURING EQUITY

How do we translate the philosophical debate on equality and equity into measurement of distributions in a data set? In this section, we present five key concepts that can be applied directly to a distribution. Their meaning in the broader equity debate depends on which indicators they are applied to. The concepts fit into two broad classes: some are “univariate”, depending only on the distribution of some educational variable, while others are “bivariate” or “multivariate”, depending on the joint distribution of education and one or more other characteristics such as wealth, gender, or parents’ education

2.9.1 Meritocracy

Meritocracy means that educational opportunities are distributed on the basis of merit. Many education systems apply *de facto* meritocratic principles to the distribution of educational opportunities.

Children judged the most able, usually through performance in high-stakes examinations at the end of each level of education, are given opportunities to continue through the system or given opportunities in a different type of education (e.g. academic vs. vocational) compared to their peers. Meritocracy means distributing education *unequally* with respect to a particular *relevant* difference reflecting individual merit. In practice, merit could mean intelligence, effort, accomplishment or some combination of these and may be measured through tests, references, etc. Meritocracy also implies that education will be distributed *equally* with respect to other, irrelevant differences.

Measurement of meritocracy requires adequate measures of the relevant form of merit, which may sometimes be contested. For example, exam scores may be used to measure a student's suitability for entrance to secondary or higher education, but those exam scores will not always perform well as a guide to the student's real ability.

The extent to which a system is meritocratic can be seen by examining whether the outcome of interest (e.g. university admissions correlates with the measure of merit (e.g. academic ability as measured through test scores in upper secondary education), while being uncorrelated with supposedly irrelevant differences (e.g. wealth). In practice, however, the way opportunities are distributed and justified through meritocracy is often a source of controversy. For example, if ability in secondary education (measured through test scores) is correlated with wealth, then many systems that claim to be meritocratic will result in wealthier students enjoying better opportunities than poorer ones. Such situations tend to generate political discussion about whether the type of merit being measured is really a fair basis for distributing opportunities.

Walzer's *Spheres of Justice* provides insights into how meritocratic principles may co-exist alongside more egalitarian principles within a single education system, in tension with each other but driven by different needs. For example, universal access to basic education may be driven by an egalitarian concern for an inclusive society or by a rights framework, while opportunities in post-basic education may be driven more by a concern for developing individuals who can become experts in particular fields, in line with their future working lives.

2.9.2 Minimum standards

Many societies distribute educational opportunities on a meritocratic basis at the higher levels of education, while maintaining minimum standards in lower levels of the education system.

For example, completion of primary school has long been seen as a right in many countries and the Sustainable Development Goals (SDGs) that were adopted by the United Nations in 2015 call for universal primary and secondary education.

The minimum standards principle involves seeing education in terms of a binary criterion – a child is enrolled in primary school or not, or can demonstrate basic literacy or not – and insisting

that this criterion should be fulfilled for all individuals. Often, the minimum standard reflects a right or agreed norm. Simply measuring the proportion of individuals who meet the minimum standard could be taken as an equity measure – equity is achieved when 100% of individuals meet the standard. The Millennium Development Goals (MDGs) adopted by the United Nations in 2000 helped to establish the widespread use of indicators such as the net enrolment rate to measure how close countries are to meeting a standard of universal primary education. Measures can be visualized with simple and familiar charts showing how close countries are to 100%. The new focus on equity in the SDGs and elsewhere means going beyond this type of analysis and looking at impartiality in the proportions of individuals meeting minimum standards or the probability of an individual meeting a standard. Therefore, the present study also tries to in favor of the above new focus of equity. Therefore, the present tries to infavor of this concept of measuring of faireness to see whether there is equity exists or not.

2.9.3 Impartiality

Equality of opportunity has become a dominant concept in normative frameworks for equity in education. It argues that educational goods should be distributed equally with respect to differences which should be irrelevant, such as gender, race, wealth or location. As noted, however, it is not clear that the philosophical concept of equality of opportunity is the right term for this concept in education. Equality of opportunity implies holding people responsible for the things within their control and not for circumstances beyond their control; but the moral basis for holding children responsible for their own innate talent or motivation appears weak. For this reason, we refer to this type of equity concept in education as impartiality. We use this term to separate the moral from the political philosophy issue of ensuring that individuals have equal opportunities and from the statistical exercise of examining the extent to which a distribution depends on circumstances.

Impartiality is centrally important in education, whether or not it is taken to represent equality of opportunity. Impartiality is similar to the concept of horizontal equity in Stewart (2002) and the concept of equality of opportunity discussed in Berne and Stiefel (1984). One way of seeing it is to argue that the statistical measure of impartiality indicates a lower bound on true equality of opportunity. Not all circumstances are captured, but the easily measured ones are. A focus on impartiality may also be justified by thinking of schools as a “sphere of justice”, with aims that include ensuring all children reach a minimum standard and encouraging all children to learn to the best of their ability. It is inevitable, because of the way children learn, that differences will arise as a result of their different sets of abilities, interests and motivation. Policies aiming to compensate for differences in student motivation, for example, could end up demotivating the most enthusiastic learners. But it is not inevitable that differences will emerge as a result of, say, wealth or gender, as such differences are incongruous with the social role of the school. Against this, it might be argued that schools (and perhaps, society at large) should be held responsible for motivating children and should provide extra assistance to those who struggle the most. In this

case, impartiality measures again only provide a lower bound on the extent of morally significant inequality.

Impartiality provides a way of checking that minimum standards are being equally met across different population groups, and of ensuring that an outwardly meritocratic system is not simply used to justify and entrench an unfair distribution of opportunities. Impartiality is also important because, on the one hand, rights frameworks insist that the education system should be free of discrimination and that different population groups should have an equal chance of accessing each type of opportunity; but on the other hand, they sometimes concede that (perhaps for reasons of insufficient supply, or differences in inherent ability) not everyone will have access to every level of the education system. Moreover, impartiality measures are important because they can point us directly towards the most disadvantaged groups who can then be targeted by policy.

Impartiality measures essentially quantify the relationship between an education indicator of interest and one or more measures of circumstance, and define perfect impartiality as the absence of any relationship.

Analysis of impartiality is value-laden, because we have to select which characteristics to count as circumstances, and which to see as legitimate sources of variation.

Impartiality measures can be grouped into five main types. In many cases, the easiest and most accessible analysis of impartiality involves simply presenting statistics disaggregated by different groups in a table or graph. Tabulating the gaps or differences between particular groups, such as the difference between the richest and poorest, enables comparisons to be made across countries or over time. Therefore, this study tries to utilize of this concept of measuring of fairness to see whether there is equity exists or not in the delivery of education service.

2.9.4 Equality of condition

Impartiality is concerned with the way that an educational variable relates to circumstances such as wealth, gender or location. But another approach to measuring inequality is simply to look at the distribution of the educational variable across persons, regardless of their different circumstances. We refer to this as “equality of condition”. For example, consider the number of years of education that each person in a population has. Starting with the person with the least education and ending with the person with the most education, we can plot the cumulative years of education against population. This is the Lorenz curve. It is the basis for much analysis of economic inequality and can be applied to educational inequality too, provided we have a continuous educational variable to measure the amount of education each person has. A straight line represents perfect equality:

everyone has the same number of years of education. The more curved the line, the more unequal the population is with regard to education.

Why would we be interested in equality of condition rather than impartiality? Certain educational inputs, goods or outcome thresholds should be distributed universally and equally, so that these are at the same level for every individual, regardless of whether we look within population groups or across groups. For example, it might be argued that public expenditure on education per student should be the same for every child. In education finance, Berne and Stiefel (1984) use the term “horizontal equity” to refer to the principle of “equal treatment of equals”, noting that there is often an expectation that all students will benefit from equal levels of government expenditure. From a rights or citizenship perspective, for example, children may be seen as all equal and therefore all deserving of equal treatment.

Equality of condition measures are sometimes referred to as the “classic” or univariate inequality indices. Any measure of statistical dispersion, including the long list of indicators developed in the income inequality literature (Cowell, 2011; Atkinson, 1970; Theil, 1967), can be used. However, , some are clearly better than others and some are more suited to specific tasks. The range measure, for instance, is a simple measure which is easily interpreted and makes minimal demands on the data but lacks the important property of being sensitive to changes in the middle of the distribution. The Gini coefficient, commonly used in the income inequality literature, is more sensitive to changes in the middle of the distribution than at the top or bottom. Many indicators taken from the income or health inequality literature are *relative* measures, while in education we may often be more interested in absolute inequality measures. Other indicators deliberately focus on specific parts of the distribution; for example, the McLoone index focuses on individuals whose education is below the median and so is relevant in a policy context where the objective is to bring everyone up to a given level. Equality of condition measures require a continuous variable. The minimum standards measures can be seen as a way of looking at equality of condition when we have a binary variable; we simply track what proportion of individuals meet the minimum standard. Nominal and ordinal variables offer no obvious way of measuring equality of condition, unless they are converted into interval or ratio scales, which could be done by converting the grade someone has completed at school into a number.

2.9.5 Redistribution

In order to move towards impartiality or equality of condition in educational outcomes, governments may choose to distribute educational inputs unequally, in ways that compensate for existing disadvantage. Redistribution indicators are of particular interest in the field of education finance. They can measure the extent to which the distribution of some educational variable, e.g. public education expenditure, compensates for some degree of existing disadvantage, such as regional poverty rates.

Governments sometimes allocate more public spending to historically-disadvantaged regions, in an attempt to equalize learning outcomes. Berne and Stiefel (1984) refer to this as “vertical equity,” which they define as “appropriately unequal treatment of unequals”, as opposed to “horizontal equity,” which, as mentioned above, refers to the equal treatment of equals. The idea also echoes Sen’s (1999; 2002) concern that an equal distribution of goods does not necessarily translate into an equal distribution of functioning or freedoms.

Children with learning disabilities or whose school uses a language other than their mother tongue, for example, may merit appropriately unequal treatment requiring more expenditure or other resources.

In school financing, some districts may face higher costs than others because their schools are more remote, higher salaries need to be offered to attract equally-capable teachers, or students need more specialist teachers to reach an equal level of learning. A national financing mechanism that gives equal per-student funding to each district would ignore these extra needs and costs. As an illustration of a redistributive or vertical equity analysis, Berne and Stiefel (1994) use regression to look at the relationship between resources (such as expenditure) and poverty, by sub-district or school, in New York City in the 1990s. They find *higher* per-pupil expenditures in sub and state expenditure and applying a univariate inequality measure, such as the Gini or variance, would measure the proximity of the actual distribution to the targeted one. In both of these examples, a higher value of the measure means that the distribution is closer to our idea of a fair distribution.

In the second approach, we do not have any specific notion of how much redistribution would be appropriate but want to measure how much redistribution has taken place. This can be done using measures such as the regression slope or elasticity. However, we cannot always assume in such a case that a higher value for the measure is fairer, because there may be a point where more redistribution is taking place than is desired.

Benefit incidence analysis (Lassibille and Tan, 2007) is closely related to redistributive analysis. By examining the enrolment rates for different population groups (e.g. rich and poor) in different levels of education (e.g. primary and secondary) and the amount of government expenditure for each level of education, the amount of government expenditure per student in each population group can be estimated. This allows us to understand whether the poorest, for example, are receiving a fair share of government spending on education or if spending benefits the richest most (which can happen because in higher levels of education a larger proportion of students tends to be from wealthier hou

2.10 Summary

The chapter has established an analytical framework for the subsequent analysis of governance and community participation in education. The main argument has been that devolution of financial, political and administrative power increase community participation in education and enhances participation and fairness of education. The chapter has made review of rationales underlying governance and community participation and equity in education. The underlying assumptions include governance participation, equity and fairness promoting in decision-making and increasing accountability, increasing efficiency, and meeting educational choice and creating competition. The chapter has made review of domains of participation and the principles and measures of equity in education.

CHAPTER-THREE METHODOLOGY

3.1. Research Methodology

To achieve this objective and because of the nature of this study, the researcher employed a qualitative methodology. In addition, secondary sources such as books, journal articles, reports and Internet sources were utilized. To substantiate the data gathered from secondary sources, the researcher used primary sources where data was collected mainly via key informant interview.

3.1. 1. Research Approach

There are three types of research approach in any research: these are qualitative, mixed and quantitative. Research approach refers to the general orientation of conducting a social research (Bryman, 2008). According to Bryman, there are two broad approaches to social research (qualitative and quantitative) and a recently growing interest in another research approach (the mixed method research).

The quantitative research approach which may follow a deductive view of the relationship between theory and social research, maintains the position that reality is objective – which is the positivist or natural science perspective - and involves mostly analysis of phenomena indicated by numbers than words. Mixed method research combines both qualitative and quantitative approached to social research at the same time.

Nevertheless, for this study, investigator fully employed qualitative research method. According to Straus and Corbin (1998), qualitative approach is a typical research approach which enables to come up with data that cannot easily produced by statistical procedures or other means of quantification. It is also the means for exploring and understanding the meanings individuals or groups ascribe to social or human problems (Creswell, 2009).

In the qualitative research approach knowledge is constructed in an inductive view. The main emphasis is placed on understanding of the social world through the examination of the interpretation of that world by its participants in a constructivist perspective.

A qualitative finding mainly involves verbal statements and emerging open-ended data in constructing meanings and knowledge (Bryman, 2008; Creswell, 2003). It involves participating in or immersing oneself in the social world where people and their institutions are located and interact with each other, and examining the way they interact together, the meaning they give to their interactions and the world they are living in (Bryman, 2008; Patton, 2002).

The need of choosing qualitative approach is to study things in their natural setting, interpret phenomena and getting in touch with everyday social events (Lincoln, 2000). Besides, qualitative research methods are praised for exploring people's life in a detail and enriched manner (Silverman and Marvasti, 2008). Furthermore, qualitative research is preferred to collect data about human life realities, experiences, behavior, emotion and feeling, organizational function, social movement, cultural phenomena and their interaction with nature (Straus and Corbin, 1998).

This study has used a case study research design in selecting the site and in collection of data to explore how communities participate and how fairly education services exist in primary and secondary education. Three primary schools and one high school were purposively selected and data were collected using open-ended qualitative interviews, focus group interviews, field observation and documents from the corresponding local community representatives and their representative in school directors, supervisors Parent Teachers Association(PTA) ,students Woreda officials and woreda educational officers.

I applied qualitative research methodology for four rationales to build an understanding of community participation and fair utilization of resources in a selected schools in education in Olewicho,Setera, Dabule, Hatana, primary schools and Ole and Shelala secondary schools. Firstly, qualitative methodology allows flexibility in collecting relevant data emerging from respondents that were not included in the interview guide but worth to answer the research questions (Bryman, 2008). While the field work, this advantage had helped the researcher to obtain broad understanding of how community participate and resources fair utilized in school by posing supplementary questions in all the interviews held at all levels.

Secondly, qualitative is concerned in qualitative phenomenon involving quality or kind where we are interested in investigating the reasons for human behavior (i.e why people think or do certain things.. Qualitative methodology is appropriate for a kind of study that demands going into where people and their institutions are located (Bryman, 2008). The use of qualitative methodology,

therefore, has enabled the researcher to interact with community face-to-face in their own words and to develop an understanding of the research question at hand based on practical experience of the communities. The face-to-face interaction has enabled the researcher to collect enough data using different qualitative research tools to address the research questions.

Thirdly, from practical point of view, prior research in community participation and issue of equity in education in the focus area of this study is not available. Qualitative research approach is, therefore, appropriate for studies that are conducted under such circumstances. This is due to the fact that qualitative research approach serves to explore a phenomenon when little is yet known about a topic, a community or an area (Bryman, 2008; Creswell, 2003).

Finally, I applied qualitative research approach as purposive selection of the participants is at the heart of the study. Qualitative research approach is appropriate when the researcher seeks freedom for selecting information rich participants, documents or site that would help to address the research questions (Creswell, 2003, p. 185). The data that could address the research questions were available from community, their representative in school directors, supervisors Parent Teachers Association(PTA) ,students , Woreda officials and woreda educational officers. In conclusion, since assessing education delivery service from the good governance point of view is somehow tends to be politicized , so the investigator qualitatively observe and dig out some overlooked ideas which are pushed by fear of politics and tries to reduce the response bias and prefers to use qualitative approach according to nature of study and research questions.

3.2. Research design

A research design is crucial in thinking how to guide data collection, its analysis and interpretation; how to establish a link between research question, data, analysis and conclusion; and how the research question can be addressed. As Yin (2003, p. 20), for example, defines research design as “a logical sequence that connects the empirical data to the study’s initial research questions, and then ultimately, to its conclusions”.

A research design comprises five elements: the research questions and strategy, its propositions, the units of analysis, the logic linking the data with research question and its propositions, and the criteria for interpreting the findings (Yin ,2003). While the first three elements helps to decide what

data to collect, the latter two elements helps to select strategies for analyzing and interpreting the data sets.

3.2.1. Case study

To achieve the objective of this study, a case study research design is applied. A case study design is “an empirical inquiry that investigates a contemporary phenomenon within its real life context especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 1994, p. 13). Case study design can be a single case, such as, a person (e.g. a student), a principal, a program, a specific policy, a school, a community or organization or a multiple case study, such as when it involves two or more cases at the same time (Merriam, 1998). Case study involves an intensive examination of the case in question with the primary task of understanding the case per se (Bryman, 2008; Stake, 1995).

Similar to other social researches, a case study design is not perfect because of weaknesses embedded in the methods. Other research designs in social research could be equally or more important to collect data for the same purpose. Therefore, the use of case study will not discredit the worth of other social research designs for this study. Nonetheless, case study design is preferred for the following six reasons.

Firstly, a case study is appropriate to answer research questions of the type in this study. Yin (2003, p. 1) urges that case study is appropriate for „how“ type of research question. The first research question of the study is „how“ type of Yin’s category research question. While the last research question, besides the views of community members, Woreda official and educational officers needs as part of a case study.

Secondly, equity or fairness and community participation in expansion and development of social services in general and in education in particular is a recently emerging contemporary phenomenon in Ethiopia. For a case in point, Yin (2003) notes case study design to be appropriate when a study deals with a contemporary phenomenon as opposed to past event. Thirdly, case study is appropriate when the researcher has little control over the subject of the study or events (Yin, 2003).

The researcher has no control over the participants of this study. Because manipulating the participants will affect the authenticity and accuracy of data that then affects the result of the study. Due to this fact, the data has been collected in a natural social setting of respondents without any

manipulation and control except for the gathering of the community members, directors and supervisors and students for the in depth interview and focus group interview.

Fourthly, the general objective of the study can be addressed with the use of case study design. The main emphasis of the study is to explore the current practice of participation and equity or fairness issues in education in the six schools of the woreda of Gombo. Case study design can be employed for exploring how a phenomenon is undergoing (Yin, 2003). Though the objective can be arrived at through in depth understanding of a single sample to achieve this objective, a multiple case was undergone for the whole of purpose of getting broader understanding of the implementation of good governance particularly community participation and fairness in education.

Fifthly, case study involves multiple sources of evidence - „documents, archival records, interviews, direct observations and physical artifacts (Yin, 2003, p. 85). This provides the opportunity to deal with issues of validity and reliability of the study through triangulating the data. The use of case study, consequently, has helped the researcher to understand the research questions through triangulating data from focus group interview, qualitative interview, filed observation and field notes.

Finally, the study has opted for a case study because small number of carefully selected participants can provide accurate and rich information about the topic at hand through in-depth examination of issues. This has advantaged the researcher to manage the fieldwork with the available fund and time. Case-oriented approach also works well when the number of participants is relatively small.

In nutshell, a case study is preferred because of the kind of research questions proposed; the contemporary nature of the phenomenon under investigation; necessity for collecting evidence in real life setting of the participants; to exploit the advantage of the availability of multiple sources of evidence that corroborate each other; the demand for in-depth understanding of issues; and the possibility of using small number of respondents.

3.2.2. Unit of analysis

This study is based on rural community participation in education in six schools of the woreda in Olewicho,Setera, Dabule, Hatana, primary schools and Ole and Shelala secondary schools of Gombora Woreda Hadiya zone,in SNNPR of Ethiopia. Each schools from having difference in various aspects was taken from the woreda. All the participant schools are public schools found in

the rural part of the woreda and serve mostly the rural communities. These schools follow the same school management and financing strategy designed zonal as well as at the regional level. They follow the same curriculum and get their funding in block grants for teachers' salary and non-salary recurrent expenditure. There are few NGOs operating in other fields in the woreda while their role in promoting community participation and ensuring fairness in school is insignificant. A school catchment areas are known and the corresponding communities are supposed to support and participate in management the school. With these considerations the six primary schools are purposively selected. The views of the corresponding community members, WEO, Parent Teachers Associations (PTA), directors, supervisors and students were collected. These participants are information rich about the issue at hand. Their views were then used to critically examine fairness and community participation in education and its practice in the six target schools of the woreda.

3.2.3. Research method

Research method is a technique used for collecting data that can involve different specific tools of data collection through which the researcher listen to and observes others (Bryman, 2008). The following section present data collection tools used in this study.

I. Interview Semi-structured or qualitative interview was the main data collection instrument for this study. According to Bryman (2008, p. 699), a qualitative interview refers to a process in which "the interviewer has a series of mostly general questions that are in the general form of an interview guide but in which the interviewer is able to vary the sequence as well as ask further questions in response to what are seen as significant replies". Interviews serve to get insight into things that cannot be observed directly such as peoples experience, knowledge, feeling, attitude, perspectives, activities that happened in at some point of time, how people organize and define their activities or the world through questioning them (Patton, 2002).

A qualitative interview is used based on the above arguments in order to get perspectives of people to develop understanding of the issue at hand with the required level of flexibility. This attribute has helped the interviewer to change the sequence of questions and to be curious about things not fully understood on previous interviews. The face-to-face interaction has helped to get into both verbal and non-verbal communication - through reading the interviewee non-verbal expressions. It has also provided the opportunity to ask and get clarifications for questions depending on the interviewee

interest to add more explanation. At both the woreda and school level, interviews guides were prepared before the interviews were conducted. Then, the interview sessions were conducted with WO, WEO and PTAs.

II. Focus group interview

Focus group interview was the second data collection instrument used for data collection. The focus group interview is a form of group interview in which there are several participants ranging from six to ten or twelve, who were known to have had a certain experience in a specific issue participate in the questioning of about that experience in a form of particularly fairly tightly defined question and the focus is up on interaction within the group and the joint construction of meaning (Bryman, 2008, pp. 474-475). With this consideration, school directors, supervisors and students members were organized and interviewed in their corresponding groups.

The focus group interview was used with the expectation that when people are questioned in group they will bring idea that they think important and significant, argue on it, clarify it, modify it and they may challenge each other. This was found advantageous to get factual understanding of issues and to filter incorrect ideas from the focus group interview. The focus group interviews were intended to get understanding of how issue of fairness is ensured and community participates and view their participation in education, to probe their knowledge and perspectives for holding a certain views and to enhance community participation in education. The focus group interviews were conducted based on interview guides prepared before the session. In addition, short notes were usually taken while the interview to get into none verbal expressions and for memorizing views that needs further explanation.

III. Field observation direct field observation was another data collection instrument used in this study. Field observation involves making a field visit of a study site, observing whether the phenomenon of interest is actually there (Yin, 2003).

One of the many advantages of making field observation is that it permits an enquirer to get closer to the people in the setting or the settings studied and get firsthand experience of the setting or the people that helps during the formal interpretation stage of analysis (Bryman, 2008).

To exploit the above advantage, field observation was conducted in and around schools as part of interview conducted with PTAs, Directors, Supervisors and Students to see what tangible things have been done in schools. The observation were intended to check the quantity and quality of

offices, classes, school fence, chairs, blackboards, school farms, teacher houses and others. Field notes were taken and used to complement data from other sources.

3.3 Sampling techniques and procedure

Sampling methods refers to the rules and procedures by which some elements of the population were included in the sample. Samples can be either probability samples or non-probability samples. With probability samples each element has a known probability of being included in the sample but the non-probability samples do not allow this probability (Kothari, 2004). The study applies non-probability sampling techniques. To this end, the investigator employed purposive sampling techniques. From the total Schools of woreda four schools from primary schools and two from high schools are purposely selected because of the following two basic reasons.

The first ones are those seems be existence of problems in relation to education service delivery from good governance practice with respect to participation and fairness compared to others and the second ones are relatively the existence of participation and equity in the service delivery of education . For this study key informants(school directors, supervisors, students , are purposely selected from four Primary Schools and from two high schools based on their knowledge and experience.

Thus, the investigator has made in-depth interview with one Government administration body, one education officer, and Parent Teachers Association (PTA).

The focus group discussions: Three FGDs were made. The first was made with Woreda supervisors having four members , the second FGDs were also made with school directors having six members in the group and still the other was made with students having seven members from the selected schools.

3.4. Methods of data analysis

In order to analyze the collected data, the researcher employed qualitative method of data analysis. Before the actual analysis of the data, the collected data was sorted and categorized in accordance to its source and type. Data obtained from interview, focus group discussion and field observations were analyzed and triangulated properly through qualitative description, narration and summarization in order to make analysis logical, clear and understand

3.5 Description of the Study Area

The study is conducted in Gombora Woreda, Hadiya Zone, and Southern Nations, Nationalities and Peoples Regional state (SNNPRS). Hadiya zone, Gombora woreda is located in South-central part of Ethiopia and far about 259 km South of Addis Ababa and about 27km from Hosanna, the capital town of Hadiya zone. It is geographically located between 7 33' and 7 37' northern latitude and 37 35' and 37 40' eastern

The total land area coverage of the Woreda is 48,325 hector which comprises a total of 26 Kebele and 4 growing town. It is bounded by four different Woreda such as Lemo in the east, Yem Special Woreda and Oromiya in the west, Misha and Gibe in the North, and Soro in the South (GW

The livelihood of the people in the district depends mainly on mixed farming (crop and livestock production or semi-nomadic). Dominantly growing crops in the study area include wheat, teff, sorghum, bean and pea, barley, maize, potato and Enset

In accordance with the linguistic taxonomy of Ethiopia, Hadiya language is (Hadiyyisa) belongs to the high land Cushitic language families of Ethiopia which in turn belong to Afro Asiatic super language families of Africa. The social organization in Hadiya is carried out both separately and on team basis, the economic activities in Hadiya People is agriculture is the main economic activity and the main source of livelihood for the majority of the population in the study are

3.6 Ethical Considerations

It is obvious that ethical consideration is as essential as other aspects in the process of conducting a research for it significantly affect the success of the study. In this regard, a researcher needs to considered ethical standards of the host community on which the research will be conducted. Therefore, I considered the social and cultural norms of the host community on whom the research was carried out. To do so, first the ethical approval and clearance was obtained from Jimma University, College of Law and Governance or department of Governance and Development Studies. The Hadiya zone and Gombora Woreda governing bodies or other concerned bodies were contacted and permission was obtained from them. The objective and purpose of the research was clearly communicated to participants and I also let them know to withdraw if they get discomfort in the process of their participation. While writing the report, I refrained from using unnecessary terminologies that might disappoint the participants of the study and I tried to avoid my personal

biases. Confidentiality and anonymity was ensured and therefore it is impossible to know who said what. The interest of participants was given due place in the process and nothing was made that will harm the participants physically, socially, psychologically. The relationship between the researcher and the participants was based on mutual trust and they did not be misused and all the ethical concerns were respected appropriately throughout the process of the study.

UNIT FOUR

ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents analysis and discussion of good governance particularly participation and equity or fairness issues in the delivery of education service in Gombora woreda of Hadiya zone, Ethiopia. The analysis and discussion is based on views of woreda official, Woreda Education Officers, Community members mainly (PTAs) collected through in depth interview and views of Directors, Supervisors, Students collected through focus group interview and the researcher's field observation. The analysis has also made use of field notes from direct observation of schools. The data were collected in May end to June 2013 as mid of 2021. The chapter is organized in two main parts in order to address the research questions. The first part presents prevalence or status, domains and extent of community participation in the delivery of education service. And the second part presents ensuring the issue of equity and fairness in education service delivery of the Woreda.

4.2 Current status or prevalence of education service delivery

The current status or prevalence of education service delivery from the perspective of participation and fairness of good governance as shown slow and a gradual achievement. In the first place, participation could be either direct or through legitimate intermediate institutions or representatives. For instance, community participation has been represented by representatives in the form of Parent Teachers Association (PTA).

As reported by Woreda Education Official (WEO), at the beginning there were resistances from teachers extended towards community participation in education because the teachers had no understanding of the dependence of the school on community support. But now, they have accepted community participation in school. [Now], teachers are happy if the PTA or community always

comes to school. During the interview made with Woreda Official (WO) who belongs to work in social affairs, he exhaustively raised the good governance concerning participation and fairness as:

“The woreda has played a great role in assigning teachers, distributing educational and financial resources in targeting to access and equitably all schools and individuals so that the delivery of education service is provided. But, whatever possible effort was made to make to ensure the good governance, on ground reality shows there was gap both in inclusion and fairness among school to school regarding good governance in that insufficiency of man power in different working positions, the misuse of the given budget, use of educational resources irrelevantly, the flow educational information has not been uniformly utilized. In-brief, schools have been classified as low, medium and high status category based on educational inputs, resource utilization and manpower assignment availability as he revealed.”

In addition to WO, the Worede Education Officer (WEO) in his interview session confirms his report in a way that though education service and people participate in education service is available in all the schools in the woreda there is still difference of inputs of education, infrastructure, unfair assignment of teachers, inappropriate use of budget.

Moreover, members of Parent Teachers Association (PTA) stated that:

They participate representing the larger community and participate in school meeting and different forums of schools for the expansion of schools and new building construction and budget source campaigns but they did not refuse that schools vary each other in availability of teachers, educational inputs, in school management, in teaching quality, super vision of teachers and students follow up in drop out and disciplinary norms.

The above PTAs idea was also supported by students who have made the focus group discussion. Even though some did not say teachers and educational resources are of their schools problems but still other students revealed challenges related to problems on not getting similar access of books, library service, imbalance of teachers assignment , laboratory equipment's, qualified teachers for the level of the grade and soon .

Moreover, during the focus group discussion of supervisors almost all of discussants mentioned schools have participated the community in education through their representatives like PTAs and KETBs. Even though many efforts have been exerted to make enrollment ratio of boys and girls be fair, there are gaps among schools in relation to in accessing education service for both males and females as per the plan especially in returning those girls who drop out back to schools by having serious follow up. They also addressed gaps regarding in accessing in educational materials, library service, budget use, teachers assignment, and infrastructure availability and therefore schools are not fairly relatively in a similar status.

The above idea is also supported by school directors when they made the focus group discussion with them. They reported that almost all of them agreed that they work with PTAs and KETBs who are representing the larger community, but challenges are encountered in getting the corresponding teachers for the subject, shortage of teachers in some schools on the contrary excess of teachers on other schools, unfair and insufficient allocation of budget, insufficient distribution of educational and technological inputs for some and enough resource distribution for others and soon were mentioned.

As mentioned from the above idea of participants it is possible to see almost all the participants tried to address community participate in education service delivery through their representatives and still human and material resources were accessible in schools but directors did not deny there is problem on the ground in fair use of the resources. Together with this idea, the researcher's field observation also confirms that there is participation of community, distribution of resources for education service delivery in all schools of the Woreda. However, in participating all the individuals in active involvement, particularly in returning dropout females back to schools, participating students from minority groups and persons with disability in appropriate manner and make them actively involved and decision making responsibility of education service delivery differences were observed by weaknesses, that means some are still better while others have weakness regarding in inclusion of all community members and fair use of resources.

4.3 Scale of Community Participation (the extent of community participation)

In addition to studying the domains of participation, several theorists have developed schemas categorizing the extent to which communities are involved in education.

Shaeffer (1994) describes that range as a ladder with seven rungs, the lowest of which represents the weakest form of community involvement in education, the mere use of a service such as a school. The highest rung represents true responsibility and power, described as participation in real decision making at every stage, such as problem identification, feasibility study, planning, implementation, and evaluation. Taking Schaeffer's schema one step further, Williams's continuum (1997) describes an extreme of community participation that leaves the community with all the responsibility without having the means to provide education.

Regarding exploring to what extent and on what issues there is decision and participation of community in schools for what was asked in the research question so far, this study tries to see based on what domains to what activities. So, this is supported by literature as follows. Theoretical questions of partnership, domain and, scale have important implications for decentralization reforms such as those in Ethiopia. Centralized management systems have often been criticized for the fact that their rigid, hierarchical structures constrain community involvement in decision-making (Cummings, 1997; Raina, 2002). McGinn (1992) contends that while decentralization efforts purport to transfer decision making power and resources to a wide popular base at the community level, they often also place additional responsibility for finance and service delivery at the local level.

4.3.1 Community power in decisions concerning support for school

This study has testified the areas where the community participation is involved in decisions making based on the models include six domains for community participation in schooling: infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student recruitment.

The educational decentralization policy empowers community to decide in matters pertaining to their concerns (Gebre-Egziabher&Berhanu, 2007). Based on the principle of participation as in good governance package the country "the local community is mobilized and organized to participate in development activities in their localities willingly without obligatory rules and enforcement mechanisms based on one's " own interest, understanding and belief" (Chali, 2010, p. 137). This is reported by Worede Official and Worede Education Officer interview shows there is decisions pertaining to community support for schools in the schools but the existence of genuine community power and voluntary participation is questionable.

Evidence collected from the PTAs also indicate the existence of community participation is existed by them in representing the larger community on some merits of democracy i.e. collective decisions and actions. This is also evident from the viewpoints of selected school directors and supervisors of the corresponding schools of members who participated in the focus groups.

Regarding this, the views of a focus group participants mentioned in this way in the school, community members had contributed Birr 40 to 400.

The school invited the community to school and then the community had observed everything in the school compound including classrooms and offices. They found old classes, broken rooms and tables. After observation the participants brought what they have observed and identified to an assembly. Then, they discussed on how to solve the problems they have identified. After analyzing whether everyone is able to pay or not, the assembly had decided 40 birr as a minimum limit of contribution for everyone. There were people who had promised to contribute up to Birr 400.

An explanation of a school directors regarding the mode of decision-making on parent-teacher assemblies are organized as follows:

The school does not determine and ask the community to contribute money or any other things. What the school does is to gather the community and tell that the school has this and that problem; it needs this much amount of money or materials. It is up to the assembly that decides whether to participate in or contribute for the school problem or not. If yes, they [community] will contribute for the school and if not, we will find another source, [if any]. But they [the community] haven't refused to support the school so far.

The focus groups held among students also described similar modes of decision making practiced on school fund raising day. Regarding this, the researcher of this study also observed this school fund raising public large bazar day when he was working in that environment.

In the above discussion, the mode of decision making seems the decisions are made democratically based on collective interest and decision and it is not made by unwillingness of the community . Nonetheless, the decision-making process needs further analysis before one can conclude that the local decision-making practice is democratic.

First, whether the community actually makes the decision or whether it is very strongly influenced by some other body (school director, PTA, and/or someone from local government bodies). Second,

whether the decision made takes community interest and capacity into account and the communities are happy with the decision.

As almost all the PTAs during interview and focus group participants (school directors and supervisors) revealed the maximum participation of community is more on infrastructure and maintenance, there likely participating in administration issues. Evidence also from the report of all the PTAs, directors, supervisors and students confirms that there is almost less likely support on teacher support and supervision, however, almost little action was observed on pedagogy and classroom support, student supervision, and student recruitment according to the participants.

In line with the above idea of participants the researcher observed that the community participate in school improvement of building and maintenance of schools, contributing funds, forum participation but the participation was less likely observed in decision making way of teaching learning tasks such as planning, classroom support, and student supervision.

4.3. 2 Prevalence of community participation

Community participation improves school efficiency and student performance result (Muskin, 1999). Now, it is possible to judge which major aspects of education has improved from community participation given the prevalence of community participation in different domains of participation. For this purpose, figure 4.1 is constructed based on participants rankings of prevalence of community participation in different domains of education on focus group discussions and interviews

Figure 4.1 Prevalence of community participation in different domains or aspects of education.

Student recruitment
Student supervision
Pedagogy of class room
Teacher support and supervision
Management administration
Infrastructure and maintenance
Source: Author's construction

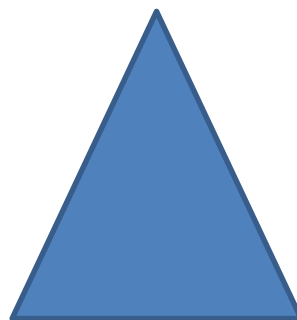


Figure 4.1 illustrates that the prevalence of community involvement increases on the bases of the triangle while starts decreasing towards the direction of the narrowing of the diagram (triangle) i.e. highest prevalence in infrastructure and maintenance and lowest or absent in student recruitment . This implies that community involvement is more emphasized on improvement of school infrastructure than on improvement of the teaching and learning process, student supervision and student recruitment as well. Therefore, the role of community in educational quality improvement is insignificant.

4.3.3 Who participates in a community in education?

The scale of participation is also a question of who in a community is participating. In his continuum, Williams (1997) makes an important distinction between the participation of the local elite and of ordinary citizens, emphasizing the different levels of participation that are possible within a community. Is a “community” participating if only its officials are involved? If only men have contact with the school? If only the rich have the clout, time, and means to participate and so on. Based on the above idea of literature, this study tries to analyze who is participated to what extent in education service delivery as follows:

According to the focus group discussions made with school directors, supervisors and students, groups of community such as people with disabilities, students from groups of minorities were not included or participated actively and genuinely especially in decision making of educational service delivery in a required manner .

However, the Woreda official and Woreda Education Officer informed that there is inclusion or participating all the groups of people in education service delivery but in practice they did not deny the genuine participation of all group of people was not sufficient .

Evidence also from the discussion made with PTAs discloses that involvement of girls’ participation in education is not similar to boys’ counter parts, students from disadvantaged groups, persons with disabilities were not actively and genuinely participated in the delivery of education service.

Besides, as to researcher's observation, in fact Woreda and Education Office and schools as well tried to participate community with regardless of difference in gender, poor and rich, race, but there is still gap returning female drop out students back to schools, involving individuals of persons with some sort of disability and students from minority group in a way that they decide and responsible for the education service provision and getting benefit.

4.4 The principles and frame works for measuring equity in Education

This study also focuses on assessing how equity is ensured the delivery of education service in learning. Equity and equality are contested terms, used differently by different people. Following Jacob and Holsinger (2008, p. 4) we define equality as “the state of being equal in terms of quantity, rank, status, value or degree”, while equity “considers the social justice ramifications of education in relation to the fairness, justness and impartiality of its distribution at all levels or educational sub-sectors”. So, this study considers the fairness in education sector as of the above and we take equity to mean that a distribution is fair or justified.

4.4.1 Individual differences, capabilities and redistribution

The fairness of a distribution also depends on what, exactly, is being measured. AmartyaSen (2003) argues that when evaluating the quality of life, one has to move beyond “commodity fetishism”, that is, a focus on the distribution of money or goods, and focus instead on evaluating the freedom that people have to lead the type of life they value (Sen, 1992). Sen distinguishes “functioning” or the things that people actually achieve from “capabilities”, which are the set of functioning that people, have open to them and are able to choose between. Sen's approach recognizes that different people will have different goals or ends and argues that an evaluation framework for equity must take into account such differences (Sen, 2003).

As Worede Official and Woreda Education Officer reported during interview they mentioned that the distribution of resources, educational inputs, teachers assignment, budget allocation was tried to equitably distribute with not making any difference in harming one and benefiting the other schools in principle but in actual practice there is gap among schools to schools in different regards.

But, they did not hide that in some aspects like teacher assignments, facility support the Woreda could not distribute completely fairly for schools and on the other side schools themselves are not the same capability of performance, that means some schools have better performance of capacity

and there is difference from school to school like in budget utilization and income generation and other aspects, so there is gap in equity.

Moreover, evidence from PTAs also show that there is big difference in school leadership among schools in their capacity. For example, one of the PTAs addressed that director from his corresponding school has low capacity in school leadership, in welcoming community participate actively, in budget utilization, managing students discipline and low capacity in mobilizing the community for school improvement, which resulted in huge gap in performance and further resulted in the question in fairness.

Directors and supervisors in their discussions session also reported that though budget is allocated for schools based on students number, the conditions of schools and other criteria and in fact it is clearly seen that schools capacity of performance is not similar due to schools differ in their difference of performance capability and low support in training and other supports by the Woreda Official and concerned body, so this created fairness questionable. Students also agreed with what directors, supervisors and PTAs mentioned that directors capacity difference and commitment difference among individuals made unfairness among schools quality of performance.

As to researcher's observation, in fact the researcher observed that Woreda and Education Office have not allocated budget and educational resources and facilities unfairly, but it was observed that difference of commitment, weakness of performing capacity, issue of competence among schools were varied and this further resulted in unfairness in budget utilization, shortage in facility in some schools but availability in others.

4.4.2 Concepts for measuring equity

4.4.2.1 The analysis of equity or fairness practice issue based the minimum standard concepts

The minimum standards principle involves seeing education in terms of a binary criterion – a child is enrolled in primary school or not, or can demonstrate basic literacy or not – and insisting that this criterion should be fulfilled for all individuals. Often, the minimum standard reflects a right or agreed norm. Simply measuring the proportion of individuals who meet the minimum standard

could be taken as an equity measure – equity is achieved when 100% of individuals meet the standard. The new focus on equity in the SDGs and elsewhere means going beyond this type of analysis and looking at impartiality in the proportions of individuals meeting minimum standards or the probability of an individual meeting a standard. Therefore, this analysis also tries to present in considering the above concept.

As Woreda Official and Woreda Education Officer reported during interview they mentioned as follows:

There is distribution of resources, educational inputs, teachers assignment, budget allocation tried to access to the minimum standard but in reality especially in the remote areas because of many reasons it was observed that there is gap between schools to schools.

As Woreda Education Officer : For instance, in some schools there are teachers who are qualified in the same subject saturated in one school, but some schools did not have the minimum standard of teachers who are qualified for respective subject .

Evidence also from schools directors and supervisors confirms there are some schools which are far from the main road and facility would not get the minimum standard if getting teachers and other teaching facilities which is the right of them but they could not, so this resulted in inequity.

Moreover, evidence from PTAs also reported that some schools still do not have the lowest or the minimum level of teaching learning facilities such as chairs and teaching materials sufficiently.

Students also in their discussions reported they could not get the relevant and qualified teachers in minimum standard of which it is right to get for them but this would not be available while in some other schools more than enough teachers are assigned, so this resulted in equity and fairness in doubt.

According to researcher's observation, even though Woreda and Education Office have said they assigned the inputs for the education sector, it was seen that in some schools the minimum standard of getting teachers in some subjects and student chairs are still in shortage and even shortage of classes were seen and large number of students in one class were attending, so this further led to unfairness.

4.4.2.2 The analysis of equity or fairness practice issue based the impartiality concepts

Equality of opportunity has become a dominant concept in normative frameworks for equity in education. It argues that educational goods should be distributed equally with respect to differences which should be irrelevant, such as gender, race, wealth or location. Equality of opportunity implies holding people responsible for the things within their control and not for circumstances beyond their control.

Impartiality is similar to the concept of horizontal equity in Stewart (2002) and the concept of equality of opportunity discussed in Berne and Stiefel (1984). A focus on impartiality may also be justified by thinking of schools as a “sphere of justice”, with aims that include ensuring all children reach a minimum standard and encouraging all children to learn to the best of their ability. It is inevitable, because of the way children learn, that differences will arise as a result of their different sets of abilities, interests and motivation. Policies aiming to compensate for differences in student motivation, for example, could end up demotivating the most enthusiastic learners. But it is not inevitable that differences will emerge as a result of, say, wealth or gender, as such differences are incongruous with the social role of the school. Against this, it might be argued that schools (and perhaps, society at large) should be held responsible for motivating children and should provide extra assistance to those who struggle the most.

Therefore, in considering with the above literature, this is going to analyze how impartiality is practiced in the delivery of education service as follows

According to Worede Official and Worede Education Officer report during interview they mentioned as follows:

Resources, educational inputs, teachers assignment, budget allocation, facilities have been provided based on schools request and the data gathered from respective schools. However, the existing scenario in every school was not equally seen and this further resulted in impartiality in reality, in fact it was not intentionally done in advance as Official said.

Moreover, interview result from PTAs also reveals that it is seen that differences in teachers ratio in assignment, budget differences from schools to schools, black boards, student chairs, text book shortage and others are impartially existing among schools.

Directors and supervisors in their discussions session did not deny Woreda Education would not impartially assign and distribute teachers and educational resources from the very beginning for schools but strongly stated there is in efficiency issues among some schools governance, misuse of budget due to poor school leadership, in fact (it is the task of Woreda) there is shortage of teachers in some schools, educational

resources problems , text books shortage, infrastructure shortage which created impartiality among some schools and raised that there is problem in good governance, so this further led to efficiency and effectiveness problem in school performance.

Some students who came from their corresponding schools informed that there was shortage of educational resources and facility problems while still other students who came from their schools also strongly claimed that schools are challenged by shortage of teachers, text books, student chairs while others who came from their corresponding schools did not mention the same problem and they underlined there is impartiality.

During the field observation of the researcher, even though Woreda and Education Office have told me they have not assigned the educational inputs, teachers in impartial way for the education sector, it was seen that in some schools the lowest ratio of teachers to students.

This was especially on the remote area of the woreda and in some cases weak infrastructure among schools indicates it seems impartiality, of course, in schools side there was some capability problems and this resulted in there seems impartiality and further led to unfairness.

Impartiality provides a way of checking that minimum standards are being equally met across different population groups, and of ensuring that an outwardly meritocratic system is not simply used to justify and entrench an unfair distribution of opportunities. Impartiality is also important because, on the one hand, rights frameworks insist that the education system should be free of discrimination and that different population groups should have an equal chance of accessing each type of opportunity; but on the other hand, they sometimes concede that (perhaps for reasons of insufficient supply, or differences in inherent ability) not everyone will have access to every level of the education system. Moreover, impartiality measures are important because they can point us directly towards the most disadvantaged groups who can then be targeted by policy.

Impartiality measures essentially quantify the relationship between an education indicator of interest and one or more measures of circumstance, and define perfect impartiality as the absence of any relationship. Analysis of impartiality is value-laden, because we have to select which characteristics to count as circumstances, and which to see as legitimate sources of variation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY AND CONCLUSIONS

This study tries to assess the prevalence or status of the delivery education service from the Good Governance point of view mainly focusing on participation and fairness of Good Governance in Hadiya zone of Gombora Woreda. In order to find out answers for the problems exist in the area of education sector respective of Good Governance, there have been research questions set. Based on the objectives and research questions, the review of related literature has been reviewed having titles and sub titles. The study also applied the qualitative approach by using interview and focus group discussions data collecting tools which are in connection with the research questions and review of related literature. Data was gathered from those of the front liners in the education sectors through interview and focus group discussions of participants from different areas of school with having difference in their service delivery. In the study, the transcription and narration of qualitative data was utilized for the analysis and the discussion of was made in relation with other studies simultaneously. During the study, the major problems were addressed by the participants concerning the prevalence and ensuring of participation of community and fairness and equity across schools. For instance, community have been participated for the school work but the participation was not sufficient in the all the domains and scales of participation of community, that means, though the domains of community participation has infrastructure and maintenance, administration and management, participation of the community ,Teacher support and supervision, pedagogy of class room, student supervision and student recruitment, the participation was more of on school infrastructure, financing and in some extent to management, but very less on teaching learning activities which very important for the quality of education. Similarly, the issue of ensuring equity and fairness in the delivery of education service is still low in some educational inputs and man power through the use of concepts to measure equity. The prevalence and status of participation was checked against the criteria of domains of participation and the extent or the degree to which participation is tested through use of scales of participation. As a result, as the

study checked how equity and participation is ensured in the delivery of education service, there were less likely ensured which is pressurizing to maximize the Good Governance.

CONCLUSIONS- Based on the report of analysis and discussions of what the participants of the study in line with what was observed by the researcher the following major findings have been drawn.

It is possible to see the status of education service delivery is prevalent and the occurrence of community participation for school improvement is good. However, the participation from Good Governance perspective is not similar among schools and the participation of the community is limited to certain domains or scales of community participation. The extent of participating the community is more focusing on infrastructure and maintenance issues than teaching –learning and classroom tasks which is very essential. Moreover, though involving different people in school work is available, actively participating the various groups of people in the community is low and in brief ensuring the extent of participation of community in school work in this regard is low. In relation to equity and fairness of in education service the concerned bodies tried to ensure in principle, but in practice on the ground there are different fairness problems like assigning professional teachers and distributing resources among all the schools.

2. RECOMMENDATIONS

Based on the conclusions and summary of the study, the following recommendations are

forwarded:

- Woreda official, school directors and, supervisors work together for improving role of participation of community is the genuine form of participation which involves citizens decision making and taking responsibility role .
- In corresponding role, woreda official, school directors, supervisors work participation should address the needs and interests of all the groups of community members regardless of various differences they have.
- Supervisors and directors help the PTAs actively involve and work in maximum effort to ensure the equity in education service delivery by mobilizing the larger community and awaken them.

- School directors together with supervisors convince and work together the Woreda Official and Education Officers to help them in ensuring participation and equity specifically and Good Governance in general in education sector.
- School directors and supervisors cooperatively work on the participation of community focus more on teaching- learning activities of the school than giving the more and entire emphasis on the infrastructure and the maintenance of school.

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Appendices

JIMMA UNIVERSITY

In-depth interview and focus group discussion questions.

In-depth interview questions which was conducted with woreda official

- How is the education service delivery governed in your woreda/school?
- Do you think that there is likely similar status of education delivery services among schools in your woreda? If No, explain how and why the problem exists?
- Generally, how does the status of education service delivery seem in your Woereda?
- Are the education services fairly and equally delivered among schools in your woreda? If yes, how? If No, what resource problems are available that hinder the quality of education from the fairness and equity perspective ?
- How was the fairness and equity issues ensured in education delivery service sector?
- Is there any other sever challenges you encountered regarding fairness and equity in ensuring the education service delivery? If so, what?
- To what extent do the wider community participate in ensuring the delivery of education in your woreda?
- Do you think that all the community members involve equally and taking an active role in decision making towards education service in your woreda? If yes, how is it reflected?
- Is there any disadvantaged groups of the society who could not get equal access in education service? If yes, who and why they could not benefit from education service at best?

In-depth interview questions which was conducted with education officer

- How is the education service delivery governed among schools in your woreda?
- Do you think that there is likely similar status of education delivery services among schools in your woreda? If yes, how? If No, explain how and why the problem exists?
- Genrally, how does the status of education service delivery seem in education sector of the woreda?

- Are the education services fairly and equally delivered among schools in your woreda? If yes, how? If No, what resource problems are available that hinder the quality of education from the fairness and equity perspective ?
- How was the fairness and equity issues ensured in education delivery service sector?
- Is there any other sever challenges you encountered regarding fairness and equity in ensuring the education service delivery? If so, what?
- To what extent do the wider community participate in ensuring the delivery of education in your woreda?
- Do you think that all the community members involve equally and taking an active role in decision making towards education service in your woreda? If yes, how is it reflected?
- Is there any disadvantaged groups of the society who could not get equal access in education service? If yes, who and why they could not benefit from education service at best?

In-depth interview questions which was conducted with Parent –Teachers Association

- How is the education service delivery governed in your school ?
 - Do you think that there is likely similar status of education delivery services among schools in your woreda? If yes, how? If No, explain how and why the problem exists?
- 3)Generally, how does the status of education service delivery seem in your schools?
- 4)Are the education services fairly and equally delivered in your schools ? If yes, how? If No, what resource problems are available that hinder the quality of education from the fairness and equity perspective ?
- 5)How was the fairness and equity issues ensured in education delivery service in school?
- 6)Is there any other sever challenges you encountered regarding fairness and equity in ensuring the education service delivery? If so, what?
- 7)To what extent do the wider community participate in ensuring the delivery of education in your school?
- 8)Do you think that all the community members involve equally and taking an active role in decision making towards education service in your school? If yes, how is it reflected?
- 9) Is there any disadvantaged groups of the society who could not get equal access in education service? If yes, who and why they could not benefit from education service at best?

FGD questions which was conducted with Supervisors

- How does the status of education service delivery seem in your clusters of schools Woereda?

- Do you think that there is likely similar status of education delivery services among in your clusters of schools of woreda? Discuss how and why the problem exists?
- Is there any fairness and equity in delivering education service among schools in your woreda? Explain what resource problems are available that hinder the quality of education from the fairness and equity perspective ?
- How was the fairness and equity issues ensured in education delivery service belongs to your school clusters ?
- To what extent do the wider community participate in ensuring the delivery of education in your clusters ?
- Do you think that all the community members involve equally and taking an active role in decision making towards education service in your clusters ? Discuss , how is it reflected?

FGD questions which was conducted with Directors

- 1) How does the status of education service delivery seem in your school?
- 2) Do you think that there is likely similar status of education delivery services among in your school? Reflect and explain how and why the problem exists?
- 3) Is there any fairness and equity in delivering education service among schools in your woreda? Discuss what resource problems are available that hinder the quality of education from the fairness and equity perspective ?
- 4) How was the fairness and equity issues ensured in education delivery service in your school?
- 5) To what extent do the wider community participate in ensuring the delivery of education in your schools? Discuss it.
- 6) Do you think that all the community members involve equally and taking an active role in decision making towards education service in your schools? Discuss on how is it reflected?

FGD questions which was conducted with Students

- How does the status of education service delivery seem in your school?
- Do you think that there is likely similar status of education delivery services among in your schools woreda? Discuss on how and why the problem exists?
- Is education service fairly and equally delivered among schools in your woreda ? Discuss what resource problems are available that hinder the quality of education from the fairness and equity perspective ?
- How was the fairness and equity issues ensured in education delivery service sector?

- To what extent do the wider community participate in ensuring the delivery of education in your schools ?
- Do you think that all the community members involve equally and taking an active role in decision making towards education service in your schools? If yes, Discuss on how do you actively involve ?

**በጅማ ዩኒቨርሲቲ በመልካም አስተዳደርና ልማት ኮሎጅየ መልካም አስተዳደር ትምህርት ክፍል
ለሁለተኛ ድግሪ ማሟያ የተዘጋጀ ቃለ መጠይቅ**

ከዚህ በታች ያሉ ጥያቄዎች

በጅማ ዩኒቨርሲቲ በመልካም አስተዳደርና ልማት ኮሎጅ የ መልካም አስተዳደር ትምህርት ክፍል
ለሁለተኛ ድግሪ ማሟያ የተዘጋጀ ቃለ መጠይቅ ሲሆን ቃለ መጠይቁ ለጥናትና ምርምር
አገልግሎት

ብቻ የሚውል ሆኖ የተጠያቂውን ወይም የተወያየን ስም፣ ማንነትና ሚስጥር ለሌላ ወገን ታልፎ የማያሰጥና ጉዳት
ያመያዘው ስለመሆኑን ቃል እገባለሁ። ስለዚህ ለቃለ መጠይቁ ፈቃደኛ ስለሆኑ ከልብ አመሰግናለሁ።

1. ለወረዳው ባለስልጣን የተዘጋጀ ቃለ መጠይቅ

- በወረዳው ያለው የትምህርት አገልግሎት አሰጣጥ ደረጃ ከመልካም አስተዳደር አገልግሎት ይገለጻል
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በወረዳው ባለትምህርት ቤቶች ሁሉ ተመጣጣኝ የሆነ የትምህርት አገልግሎት ይሰጠሉ ብለው ያምናሉ
አይደለም ከሆነ በምን በምን የተመጣጠነ ነገር አይታይም

- በአጠቃላይ በወረዳው ያሉ የትምህርት አገልግሎት አሰጣጥ ደረጃ ምን እንደሚመስል ይገለጻል
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በወረዳው የሚሰጡ የትምህርት አገልግሎቶች በሁሉም የትምህርት ቤቶች በእኩልነትና በተገቢነት ይሰጣሉ
አይደለም ከሆነ በምን በምን

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በወረዳው ባለትምህርት ቤቶች አድሎ አዋጭ የሆነ የትምህርት አገልግሎቶች አለብለው ያስባሉ ካለ እንዴት
ገልጻለሁ

- በወረዳው ባለትምህርት ቤቶች ፍትሃዊ የትምህርት አገልግሎቶች እንዴት ይገለጻል
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በወረዳው ባለትምህርት ቤቶች ህብረተሰቡ በትምህርት ላይ ያለው ተሳትፎ እንዴትና እስከ ምን ደረጃ እንደሆነ
ይገለጻል

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በትምህርት አገልግሎት አሰጣጥ ላይ ህብረተሰቡ በምን በምን ዋና ዋና ጉዳዮች ላይ ንቁና ወሳኔ ሰጭ ተሳትፎ
ፎካል ይደርጋል

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በትምህርት-ቤቶች-አገልግሎት-አሰጣጥ-ዘ-ሪ-ፖ-ንቁ-ተ-ሳት-ፎ-ፖ-ማ-ያ-ደ-ር-ጉ-ተ-ጎ-ጂ-የ-ህ-ብ-ረ-ተ-ሰ-ብ-ክ-ፍ-ሎች-እ-ነ-ማን-ናቸው-ለ-ም-ሳ-ሌ-ሴ-ቶች፣-አ-ካ-ል-ጉ-ዳ-ተ-ኞች፣-ዝቅተኛ-ግምት-የ-ሚ-ሰጣቸው-የ-ህ-ብ-ረ-ተ-ሰ-ብ-ክ-ፍ-ሎች-ሌ-ሎች-እ-ነ-ማን-ናቸው-

2. ለወረዳው የትምህርት ባለሙያ / አፍሰር የተዘጋጀ ቃለ መጠይቅ

• በወረዳው ያለው የትምህርት አገልግሎት አሰጣጥ ደረጃ ከመልካም አስተዳደር አንፃር እንዴት ይገለፃል

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በወረዳው ባለ-ትምህርት-ቤቶች-ሁ-ሉ-ተ-መጣጣኝ-የሆነ-የ-ትምህርት-አገልግሎት-ይ-ሰጠ-ለ-ብለው-ያምና-ሌ-አይደለም ከሆነ በምን በምን የተመጣጠነ ነገር አይታይም

• በአጠቃላይ በወረዳው ያለው የትምህርት አገልግሎት አሰጣጥ ደረጃ ምን እንደሚመስል ይገለፅ

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በወረዳው የሚሰጡ የትምህርት አገልግሎቶች በሁሉም ትምህርት ቤቶች በእኩልነትና በተገቢነት ይሰጣሉ አይደለም ከሆነ በምን በምን

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በወረዳው ባለ-ትምህርት-ቤቶች-አድ-ሎ-አዊ-የሆነ-የ-ትምህርት-አገልግሎት-አለ-ብለው-ያስባሉ-ካለ-እንዴት-ይ-ገልፃሉ-

• በወረዳው ባለ-ትምህርት-ቤቶች-ፍትሃዊ-የ-ትምህርት-አገልግሎት-እንዴት-ይ-ገልፃል

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በወረዳው ባለ-ትምህርት-ቤቶች-ህ-ብ-ረ-ተ-ሰ-ቡ-በ-ትምህርት-ላይ-ያለው-ተ-ሳት-ፎ-እንዴት-ና-እስከ-ምን-ደረጃ-እንደሆነ ይገለፅ

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በትምህርት አገልግሎት አሰጣጥ ላይ ህብረተሰቡ በምን በምን ዋና ዋና ጉዳዮች ላይ ንቁና ወሳኔ ሰጭ ተሳትፎ ያደርጋሉ

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በትምህርት-ቤቶች-አገልግሎት-አሰጣጥ-ዘ-ሪ-ፖ-ንቁ-ተ-ሳት-ፎ-ፖ-ማ-ያ-ደ-ር-ጉ-ተ-ጎ-ጂ-የ-ህ-ብ-ረ-ተ-ሰ-ብ-ክ-ፍ-ሎች-እ-ነ-ማን-ናቸው-ለ-ም-ሳ-ሌ-ሴ-ቶች፣-አ-ካ-ል-ጉ-ዳ-ተ-ኞች፣-ዝቅተኛ-ግምት-የ-ሚ-ሰጣቸው-የ-ህ-ብ-ረ-ተ-ሰ-ብ-ክ-ፍ-ሎች-ሌ-ሎች-እ-ነ-ማን-ናቸው-

3. በወረዳው ላሉ የወላጅ መምህራን ህብረት አባላት የተዘጋጀ ቃለ መጠይቅ

- በወረዳው ያለው የትምህርት አገልግሎት አሰጣጥ ደረጃ ከመልካም አስተዳደር አንፃር እንዴት ይገለጻል
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በወረዳው ባሉት ምህርት ቤቶች ሁሉ ተመጣጣኝ የሆነ የትምህርት አገልግሎቶች ይሰጠሉ ብለው ያምናሉ አይደለም ከሆነ በምን በምን የተመጣጠነ ነገር አይታይም

- በአጠቃላይ በወረዳው ያሉ የትምህርት አገልግሎት አሰጣጥ ደረጃ ምን እንደሚመስል ይገለጻል
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በወረዳው የሚሰጡ የትምህርት አገልግሎቶች በሁሉም ትምህርት ቤቶች በእኩልነት ናቸው ብለው ይሰጣሉ አይደለም ከሆነ በምን በምን

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- በወረዳው ካሉት ምህርት ቤቶች በእርግጥ ትምህርት ቤት አድሎ አዋይ የሆነ የትምህርት አገልግሎቶች አሉ ብለው ያስባሉ ካለ እንዴት ይገለጻል

- በወረዳው ላሉት ምህርት ቤቶች ፍትሃዊ የትምህርት አገልግሎቶች እንዴት ይገለጻል
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በወረዳው ካሉት ምህርት ቤቶች በእርግጥ ትምህርት ቤት ህብረተሰቡ በትምህርት ላይ ያለው ተሳትፎ እንዴት እንደሆነ ይገለጻል

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- በትምህርት አገልግሎት አሰጣጥ ላይ ህብረተሰቡ በምን በምን ዋና ዋና ጉዳዮች ላይ ንቁና ወሳኔ ሰጭ ተሳትፎ ያደርጋሉ
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በትምህርት ቤቶች አገልግሎት አሰጣጥ ዙሪያ ንቁ ተሳትፎ የማይደርጉ ተጎጂ የህብረተሰብ ክፍሎች እነማን ናቸው ለምሳሌ ሴቶች፣ አካል ጉዳተኞች፣ ዝቅተኛ ግምት የሚሰጣቸው የህብረተሰብ ክፍሎች ሌሎች እነማን ናቸው

4. ለሱፐር ቫይዘሮች የተዘጋጀ የተመረጡ የቡድን የውይይት ጥያቄዎች

1) በወረዳው ያለው የትምህርት አገልግሎት አሰጣጥ ደረጃ ከመልካም አስተዳደር አንፃር እንዴት ይገለጻል

2) በወረዳው ባሉት ምህርት ቤቶች ሁሉ ተመጣጣኝ የሆነ የትምህርት አገልግሎቶች ይሰጠሉ ብለው ያምናሉ አይደለም

ከሆነ በምን በምን የተመጣጠነ ነገር አይታይም

3)

በክላስተር ትምህርት ቤቶች ያለው የትምህርት አገልግሎቶች በሁሉም ትምህርት ቤቶች በእኩልነት ፣ በፍትሃዊነትና

በተገቢነት ይሰጣሉ አይደለም ከሆነም ንግድ ግሮች አሉ።

4)

በክላስተር ትምህርት ቤቶች ያለው የትምህርት አገልግሎቶች በሁሉም ትምህርት ቤቶች ከአድሎንግሎፕን የትምህርት

አገልግሎቶች አለብለው ያስባሉ ካለ እንዴት ይገልጻሉ።

5)

በክላስተር ባለ-ትምህርት ቤቶች ህብረተሰቡ በትምህርት ላይ ያለው ተሳትፎ እንዴትና እስከ ምን ደረጃ እንደሆነ

ይወያዩ

6)

በትምህርት አገልግሎት አሰጣጥ ላይ ህብረተሰቡ በምን በምን ዋና ዋና ጉዳዮች ላይ ንቁና ወሳኔ ሰጭ ተሳትፎ ያደርጋሉ ፣ ንቁ ተሳትፎ የማይደርጉ ካሉ እነማን ናቸው።

5. ለትምህርት ቤት ዳይሬክተሮች የተዘጋጀ የተመረጡ የቡድን የውይይት ጥያቄዎች

1) በወረደው ያለው የትምህርት አገልግሎት አሰጣጥ ደረጃ ከመልካም አስተዳደር አንፃር እንዴት ይገለጻል

2) በወረዳው ባለ-ትምህርት ቤቶች ሁሉ ተመጣጣኝ የሆነ የትምህርት አገልግሎቶች ይሰጠሉ ብለው ያምናሉ አይደለም

ከሆነ በምን በምን የተመጣጠነ ገር አይታይም

3)

በወረደው ባለ-ትምህርት ቤቶች ያለው የትምህርት አገልግሎቶች በሁሉም ትምህርት ቤቶች በእኩልነት ፣ በፍትሃዊነትና

በተገቢነት ይሰጣሉ አይደለም ከሆነም ንግድ ግሮች አሉ።

4)

በወረደው ባለ-ትምህርት ቤቶች ያለው የትምህርት አገልግሎቶች በሁሉም ትምህርት ቤቶች ከአድሎንግሎፕን የትምህርት አገልግሎቶች አለብለው ያስባሉ ካለ እንዴት ይገልጻሉ።

5)

በወረደውባሉትምህርትቤቶችሁብረተሰቡበትምህርትላይያለውተሳትፎእንዴትናእስከምንደረጃእንደሆነ

ይወያዩ

6)

በትምህርትአገልግሎትአሰጣጥላይሁብረተሰቡበምንበምንዋናዋናጉዳዮችላይንቁናዉሳኔሰጭተሳትፎ
ያደርጋሉ፤ንቁተሳትፎየማያደርጉካሉእነማንናቸው

6. ለተማሪዎችየተዘጋጀየተመረጡየቡድንየውይይትጥያቄዎች

በትምህርትቤታችሁያለውየትምህርትአገልግሎትአሰጣጥደረጃከመልካምአስተዳደር/ክርዕሰመምህ
ራንአንፃርእንዴትይገለፃል

2)በወረዳችሁባሉትምህርትቤቶችሁሉተመጣጣኝየሆነየትምህርትአገልግሎቶችይሰጠሉብለውያምና
ሉአይደለም

ከሆነበምንበምንየተመጣጠነነገርአይታይም

3)

በወረዳችሁባሉትምህርትቤቶችያለውየትምህርትአገልግሎቶችበሁሉምትምህርትቤቶችበእኩልነት፤
በፍትሃዊነትናበተገቢነትይሰጣሉአይደለምከሆነምንምንችግሮችአሉ

4)

የትምህርትአገልግሎቶችበሁሉምትምህርትቤቶችከአድሎነፃየሆነየትምህርትአገልግሎቶችአለብለው
ያስባሉ

ካለእንዴትይገልፃሉ

5)

በትምህርትቤታችሁሁብረተሰቡበትምህርትላይያለውተሳትፎእንዴትናእስከምንደረጃእንደሆነይወያዩ

6)

በትምህርትአገልግሎትአሰጣጥላይሁብረተሰቡበምንበምንዋናዋናጉዳዮችላይንቁናዉሳኔሰጭተሳትፎ
ያደርጋሉ፤ንቁተሳትፎየማያደርጉየሁብረተሰብክፍሎች፤ተማሪዎችካሉእነማንናቸው፤ይወያዩ

አመሰግናለሁ!!!!