THE CONTRIBUTION OF NGO's TO PROVIDE BASIC EDUCATION FOR PASTORAL CHILDREN IN ZONE ONE OF AFAR REGION

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This is to certify that the thesis prepared by Abera Abate, entitled: *The Contribution of NGO's to Provide Basic Education for Pastoral Children in Zone One of Afar Region* and submitted in partial fulfillment of the requirements for the degree of Degree of Master of Arts (Educational Planning and Management) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Abstract

The Contributions of Ngo's to Provide Basic Education for Pastoral Children in Zone One of Afar Region

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The purpose of this study was to assess the contributions and challenges of NGOs working on primary Education pastoralist area in Afar region zone one. The research design employed was descriptive so as to collect data from 99 respondents, who were 15 NGO staff, 14 woreda educational experts 12 teachers 58 primary school students. NGO heads, Regional Educational Experts, principals and KESB .Data for the study were collected using questionnaires, interview and focus group discussion and document analysis. Analysis of data was undertaken using tabulation, percentile distribution, mean, and standard deviation and one way ANOVA. The findings of the study unveiled that NGOs' intervention in pastoralist Afar areas had been achieved significant out Specifically the purpose of NGOs involvement in primary education under this point increasing access, increasing equity, improving quality increasing efficiency and capacity building for primary education teachers and managers was noticed to be high. Involvement and activities of NGOs in educational organization and management and the major problems of NGOs in the implementation of their activities remained average. Thus, it was recommended that:-NGOs should focus additionally on quality and efficiency to achieve EFA goal and to sustain the education provision in pastoralist Afar. NGOs should develop more the contribution of their activities K.G, ABE, Secondary education and sustain in primary Education. NGOs should participate all stake holders in planning controlling and evaluation and corporate with society to sustain their educational projects. More cooperation, communication and coordination of efforts are expected from the NGOs so as to highest their degree of excellence in project implementation and sustainability. The Federal government of Ethiopia and the Regional government of Afar region should create good ground through more political support and building essential infrastructures and they should have commuted for all activities to achieve EFA goals.

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List of Abbreviations and Acronyms

ABE: Alternative Basic Education

AEB Afar Education Bureau

ANOVA Analysis of Variance

EFA: Education for All

ESDP: Education Sector Development Program

GER: Gross Enrolment Rate

KETB: Kebele Education and Training Board

K.G Kindergarten

MDG: Millennium Development Goals

MoE: Ministry of Education

NER: Net Enrolment Rate

NGO: Non-Governmental Organization

NMFA: Netherlands Ministry of Foreign Affairs

TGE: Transitional Government of Ethiopia

UNESCO United Nations Educational, Scientific and Cultural Organization

UPE: Universal Primary Education

USAID: United state Agency For International Development

CHAPTER ONE

INTRODUCTION

This chapter of the study deals with the introduction its covers background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, operational definition of key terms and origination of the study.

1.1 Background of the study

Primary education being the base of the formal education pyramid has often been viewed as the most crucial educational level in the formal system because any problem at this level would be automatically reflected at the secondary and tertiary level, any problem seen at primary level is forward to be reflected directly at secondary and tertiary level of education (Berhanu, 2001:110).

The provision of education to all citizens has become an international issue and a national agenda now days. Any individual irrespective of age, gender and, social status has the right to education as it is stipulated in the provision of the human rights of the United Nations. This right is also enshrined in the constitution of the Federal Republic of Ethiopia. (MoE, 2008). Primary education for all is a national agenda of all citizens as they have right to be provided primary education based on provisions of human right.

Accordingly to the education and Training Policy of the 1994 that is aimed at tackling the deep rooted problems of access, quality, relevance and equity of the education system, and providing quality education to all citizens has been put in place this policy is being implemented in all educational institutions throughout the country. The policy document underscores that education should impart scientific and practically applicable

knowledge and skills so that it can be a vital tool for solving problems. MoE,(1994). Furthermore, it unequivocally articulates the commitment of the government to offer special support to marginalized areas that were deprived of educational services in the past, as well as devise strategies that would promote the enrollment of girls in education. In spite of the prevalence of the above, stated conducive policy environment for the expansion of relevant and quality education in the country, the development of the education sector in pastoralist areas has never been up to expectation (MoE, 2008).

Pastoralists are characterized by almost exclusive use of family labor for production and direct dependency on livestock rearing for subsistence requirements. High dependency on pasture and the less dependency on the modern production systems also distinguish it from the other once. However, they have considerable capacity for change and improvement (Ruthonberg and Jahnke, 1985).

Various studies have revealed that, the pastoralists' livelihood system is very complex and diverse and exposed to different constraints, hazards, opportunities and have different in sights, skills and perspective (Markaks,2006). As different authors stated primary education is a base and mandatory to social development of any country marginalized region especially attention to bring access, equity of education and all these are supported education and training policy with targeted to bring modern production as a means of permanent solution.

Looking at livelihoods provides a richer and more detailed picture of how poor families cope with a variety of risks in meeting their basic needs. Households can have several possible sources of income and other resources that constitute their livelihood. Arrange

of on-farm and off-farm activities, which together provide a variety of procurement strategies for food and cash, maintains livelihood systems. Households' total resource is based not only on its productive activities and endowments, but also on legal, political and social position with in society (Switt, 1989). Livelihood systems incorporate the present situations and the short term and long term perspectives. The objective is not only to preserve current patterns of consumption but also to avoid distributional or sacrificing future standards of living. The risk of livelihood failure determines the vulnerability of a household to income, food, health and nutritional insecurity (Ellis, 2000).

As different authors stated primary education is a based and mandatory to social development of any country. Marginalized region especially attention to bring access, equality and quality of education and all these are supported education and training policy with targeted to bring modern production as a means of permanent solution.

The traditional Afar pastoralist system involves transhumant migration between dry and wet season pastures within a radius of approximately 50 kilometers. In times of drought the perennial Awash River with its fertile river banks and some smaller rivers such as logia, mile, Whama, Ander Kalu, Borkena, Jara, Ataye can offer some security as on alternate source of water and grazing. Usually and therefore, the Afar pastoralists do not alternate source of water and grazing-usually and therefore, the Afar pastoralists do not see water as the main problem which makes them move. It is rather the circumstance and the fact that prolonged drought periods exhaust grazing areas near water points and animals have to cover ever-longer distances for fodder. The northern Afar living in arid desert like environments are relatively more mobile than their southern affiliates and

depend more upon water drawn from shallow hand dug wells along rivers which usually run dry after certain period of time.

The Afar pastoralists raise mixed species of primary livestock, usually camels and cattle and keep supplementary herds of goats and sheep. Camels are best suited to the arid desert like area of Afar. In times of water scarcity they can endure without water for more than two weeks. Furthermore, they are browsers as are goats and feed on the foliage of trees and bushes. Hence, they are not dependent on surface grass like cattle and to a lesser degree sheep. Cattle are definitely the most vulnerable live stock to drought. They have to be watered at least every third day and are unable to survive on tree and shrub foliage (Farah, 1992).

The pastoralist areas had suffered a long period of neglect and marginalized under past government consequently. Basic development infrastructure and social services, including education and training in these areas are very meager. Various research findings illustrate that the salient problems of pastoralists are closely associated with the socio-economic and natural environment they are found in. These include drought poverty, school distance, harmful traditional practices, etc. During the last five years, the government of Ethiopia has given special attention and support to the development of education in pastoralist areas. Accordingly, on the basis of the education and training policy, the third Education Sector Development program has given due consideration to mainstream pastoralist education in all the sub-sectors of the education system. It is true that conducive conditions created for the development pastoralist education have resulted in some increment in enrollment in pastoralist areas. However, the rate of growth still remains very sluggish compared to what has been aspired and what has been achieved at

country wide level. For instance, the average primary Gross Enrollment Ratio for the country in 2005-06(1998 E.C) grew to 91.31. But the average primary GER for Afar and Somali regions in the same year was merely 21.9% and 30.3% respectively. The data vividly illustrates that tackling the discrepancies of education in the pastoralist regions demands the concerted effort of all stakeholders and employment of multiphase strategies appropriate to the way of life of pastoralists. (MoE, 2008).

Most basic education systems available to pastoralist are characterized by limited access, poor delivery, gender inequality, low retention, and poor infrastructure Further, there are huge disparities between regions, countries and communities due to cultural and traditional beliefs and a lack of basic access to parents, which in turn when affects childe enrollment. Then compared to other geographic locations, pastoralist areas have the highest rate of poverty and the least access to basic social services as they are living in areas which are less desirable to other groups, Pastoralists receive the least proportion of investment in basic services (Mohammed, 2009, p29). As pastoralist's critical problems listed by Mohammed to increase /rise/ the access and quality of education. NGOs and government need to work hand to hands and this is a crucial issue which needs concentration. NGOs include a variety of institutions that include non-profit agencies, community based organizations, charities and advocacy groups, private universities religious institutions, unions and other formal and non-formal groups (Cammings, 1995).

These organizations accomplish indispensable contributions in different development sectors likes education. NGOs are more suitable in development sectors like education. NGOs are more suitable in development effort. Since they are attributed with general

feature people centered initiation, flexible management and program, responsiveness to the needs of the targeted people (Cummings, 1995).

Currently, in Ethiopia many NGOs are working in collaboration with the government on formal and non-formal education. One of these organizations is the United States Agencies for International Development (USAID). USAID has been working in partnership with MoE, the regional state Education bureaus and the Colleges of Teacher Education in Ethiopia since 1995 through programs implemented by the Academy for Educational Development (AED). These programs were the Basic Education Strategic Objective (BESO I and II). The Basic Education Program (BEP) and the education quality of primary Education as well as to enhance equity and access to education, focusing on a wide Varity of critical areas including planning and management, teacher development, gender equity and the use of technology. USAID assistance will continue over the next five years (2009 to 2014) to improve quality, equity and access in Ethiopians rapidly expanding and decentralizing education sector. AED will be implementing the USAID /Improving Quality of Primary Education Program/ (USAID, IQPEP).

Thus, this study tries to assess the contribution of NGOs in offering basic quality education in Afar Region state, Zone one and suggest possible recommendations or weaknesses or short coming that may be found.

1.2 Statement of the problem

Education is a fundamental human right, it is widely believed that basic education is essential to transmit the necessary knowledge, skill and attitude required to improve

way of life, to cultivate individuals potentialities, creaturely and critical mind for effective and efficient participation in community services (kanu, 1996). As education is the means and instrument in improving life (standard of life) NGOs need to work strongly by side of government by identifying the problems seen in pastoralist area where access and quality of education is seen low.

NGOs working in education sector in Africa tend to believe that the governments are inefficient in providing access to quality education for all members of the society. Education statistics that demonstrates the failures of governments to adequately supply quality schooling in most African countries also support this conclusion. Governments, however say they are not inefficient, but rather, that they simply do not have enough resources (USAID 2002). To fill this gap, NGOs have frequently stepped in to designing various programs and implementing projects to the improvement of quality of primary Education in most African Countries.

Thus, over the years of their existence, NGOs had actively supported the school program by implementing educational projects. NGOs can make greater contribution to educational development in general through addressing local problems, increasing access and equity, improving quality and efficiency of education service delivery to the society.

Many NGOs had been the founders of educational institutions, constructed new schools, rehabilitate and upgraded old schools, supplied books and teaching materials, and trained school person.

Pastoralists are among the populations with the lowest enrollment in education in Ethiopia. In many communities there is no school available at all, and in other areas,

enrollment is only 30% as Ethiopia is, reaching 96.4% gross enrollment nationally (MoE, 2002).

It is evident that meeting the Education for all (EFA) target must entailing pastoral children "to access quality education from the topic Education for pastoralist flexible Approaches, workable models"... (USAID).

To achieve millennium goals remains four years we have achieved so far 96.4% the rest3.6% are affected and marginalized. One of the marginalized is the pastoralists. So, NGOs could play a significant role in contribution to achieve the MDG through participating promoting educational development in these areas.

The major favorable condition available for the expansion of quality education in pastoralist area include the implementation of decentralized administrative and education system at woreda level and consequent reduction of the bureaucratic ups and downs, acceleration of the decision making process, harmonization between GO and NGO cooperation development projects as well as enhancement of community participation and sense of ownership in development activities.

Since the challenge of achieving MDG goal falls, on the marginalized the researcher was motivated to undertaken the study to on the challenges and identify the gap of addressing EFA goal focusing on pastoralist Afar and to show the contributions of NGOs achieving the MDG.

Therefore, the purpose of this study was to asses the contribution of NGO's to provide basic education for pastoral children in zone one of Afar region. To this end the following basic research questions were developed to guide the study.

1. What is the purpose of NGOs involved primary education in Afar pastoralist ?
2. In what areas and educational level are NGOs involved in pastoralist Afar? And why?
3. How are the educational activities provided, organized and managed?
4. What are the major problems in the implementation of the education activities?

1.3 Objectives of the study

1.3.1. General objective

The major objective of this study was to assess the contribution of NGO's to provide basic education for pastoral children in zone one of Afar region.

Specific objectives

Based on the major objective vantage point the specific objectives of the study were.

i. To assess the aspects of education provision in which NGOs are involved.
ii. To assists the extent to which NGOs' are involved in the provision of primary education in pastoralist Afar.
iii. To assess how NGOs plan for their implementation of their contribution.
iv. To assess the extent of NGOs Contribution for quality of primary education in pastoralist Afar.
v. To find out major challenges that affects the implementation of educational provision and sustainability in pastoralist Afar.

vi. To forward possible solutions for challenges identified specify importance of the study for policy makers and the NGOs.

1.4. Significance of the study

Governments in developing countries can not afford the burden to provide education for all citizens; hence they encourage the participation of NGOs in educational provision and gain an increment in primary education enrolments and equity (Prather, 1991). Similarly, Ethiopia had paved the way for NGOs to be actively involved in educational provision (MoE,2005).As the main contribute of this study is assessing NGOs contribution in primary education in pastoralist areas this study will be useful for the following reasons, :

- It would possibly cone out the extent of the NGOs contributions to provide be .
- It can provide with the extent to which the NGOs contribution for the quality of primary education in pastoralist areas.
- It may find out the contribution of NGOs for the development of primary education in pastoralist area.
- It may helps to examine the effectiveness partnership of Government and NGOs.

1.5. Delimitations of the study

The study was delimited to Zone one of Afar Regional state. Specifically Adare, Asita, and Dubiti wordas were taken as a sample since, the woredas have similar geographical socio economic and cultural backgrounds. The sample woredas was representing the population of the study.

1.6. Conceptual Definition of key terms

NGO - An independent, voluntary, non-profit making, non-self serving, and value based society, association, foundation working for a betterment of a target society and which is not regarded under particular system as part of the government sector.

International NGOs- Registered under foreign law, working in one or more country, have international head quarter in Ethiopia or outside.

Pastoralism - a life style based up on mobility and maintenance of animal herds that depend mainly on Natural Vegetation for their animal (Carr-Hill and peart, 2005).

Primary Education: is provision of basic and general primary education to prepare students for further general education and training in eight years duration.

Primary school: The school which have two cycles, first cycle/1-4/ and second cycle/5-8/ or both first and second cycle/1-8/

1.7 Organization of study

This study has five major units or chapters. The first chapter deals with the introduction while the second chapter covers the review of related literature. The third chapter is concerned with research methodology, and followed by the forth chapter that is data presentation, analysis and interpretation of data collected,

Finally, summary, conclusions and recommendation of the study are presented in chapter five and preceded by bibliography and appendixes.

CHAPTER TWO

2. Review of Related Literature

It is necessary to establish a theoretical framework to the issues under study. This chapter is devoted to the review of related literature. It deals with the historical overview of education, improvement of education educational project, charity and society accounts and reports quality in education, status of education in Afar Region, Non-government organizations (NGOs),the purpose of NGOs activities in the modern world, scope of NGOs, the role of NGOs in Education, major problems of NGOs in the implementation of, pastoralist Education and development opportunities and challenges pertinent to the expansion of quality education in pastoral areas and sub sections are presented as follows.

2.1 Historical Overview of Education

Human beings are born with some basic right and privileges. The right to education is one of the major human rights ever since it was declared by the United Nations in 1948. At birth, all human beings are entitled to education in which one expresses in built learning potential (Woube, 2003). This immense ability can be realized through education without which it is difficult to imagine human and national development. In other words, central to the development of any nation and its people is the education of its citizens. In this regard, UNESCO (1976) states that "education is not only an end indeed; the right enshrined in the Universal Declaration of Human Right (UDHR), it's also our principal and often our sole means of action."

In short, education is key human right without which many other human right, are difficult to attain Education plays a key role for economic, social and political development of a nation through education it's possible to alleviate or reduce problems nations are facing. Education is one of the decisive instruments in an endeavor towards breaking the vicious circles of poverty. As the objective reality in the 21st century indicates its education and training that librated citizen from ignorance and acquaints them with modern civilization to pave the way for further development and prospects as well. The secret behind the developed nations or countries that registered speedy development further proves this reality (OEB, 2005). Moreover, education is the back bone of society at large Technological advancement, scientific change and new methods of production emanate from education. It enables people to conserve their resource properly. It helps to mobilize human mind for innovation, creation and getting's new findings. It is also important to produce well informed, responsible and productive citizens who can adapt him/ herself to ever changing environment. Education well equips individuals and society with problem solving capacity and ability, and enables them to identify harmful tradition and replace them by useful ones in order to bring sustainable development (MoE, 1994).Therefore, education is a key to bring significant development of any country. Hence each generation needs to get quality education in order to live a modern life.

2.1.1. Educational Project

To begin with, project identification is the stage at which a project with high priority for national or local overall and educational development is precisely selected and followed by definition of its objectives, strategy and major features. Priority is given to projects

that are well justified, have clear and consistent objectives respond to the recognized demand in conformity with the country's education development policy and plans (Magnen, 1991). Next, project preparation is concerned with a detailed study of every aspect of the project and preparation of executing plan to ensure reasonable feasibility and to avoid delay respectively. It studies the technical, institutional, socio-political, economic and financial aspects that could have an effect on project success and detailed presentation of investment items with their costs as well as recurrent expenditure generated by the project (Harrison, 1992; Magenen, 1991).

Similarly, Harrison (1992) affirms that adequate and appropriate planning requires the preparation of organizational structure, and community involvement, on top of this, Hildebrand (2000) states that successful planning and implementation require the appreciation of public and government authorities, identifying and addressing users' interest cooperation between governmental ad non governmental providers, and integration of locally available resources and infrastructure. The most important is monitoring, which is used to identify difficulties quickly for early remedies whilst midterm evaluation could serve for provisional assessments so as to make strategic adjustment to the project and retrospective evaluation would be conducted to learn from project success and failure (Chandra, 2002). For sure, failure to monitor during implementation also contributions to thinning sustainability to the project. In short, planning for educational project implementation requires a detailed activity plan and consensually reached agreement of the interested groups followed by a series of follow up and evaluation.

2.1.2 Involvement of NGOs' in Education Projects

Education is a means of permanent change in behavior which results from learning and one of the most powerful instruments for both developments of man and transformation of human society. Its efficacy to do so depend on how government's mange the project for the up lift of the education system (Popoola, 2009). In reality, state education system alone is unable to adapt its operations, programs and structures to face and address the challenges of access to quality basic education in poor and hard to reach areas of society (AKyeampong, 2004). Consequently, the inability of governments to institutionalize strategies that respond satisfactorily to the challenges of improving access to quality basic education in poor deprived areas made NGOs' and other aid organizations to intervene because they have adequate funding and could integrate contextual understanding in to program delivery to meet the needs of poor communities (Grandvaux and Yoder, 2002).

It is important to look into reasons to use NGOs for project implementation; chiefly, in pastoralist areas. Most governments in developing countries lack the capacity to build up development strategies that respond adequately to the challenging demand for growth in disadvantaged areas; Hence, NGOs leap in for intercession due to their plenty backing and responsiveness to localities (Grandvaux and Yoder, 2002). The attainment of internationally agreed goals also called for involvement of NGOs because they could come up with innovative ideas specific to a given setting (Rose, 2007; Archer, 1994). To this effect, it was observed that different national and international organizations were boomed either to push or support governments to provide basic primary education as per the agreed international Education For All (EFA) goals as well as to achieve UPE by the year 2015 (USAID, 2007; Kanu, 1996).

Evidently, majority of NGOs' are involved in different aspects of basic or primary education at varying extent in a given setting (Oni, 2008). Some of them are involved in advocacy to put pressure on government to provide quality basic or primary education while others involved in providing education to the excluded due to gender, orphans, pastoralists and others (Sayed and Soudien, 2003). In order to reach the excluded, NGOs, provide often aim to develop 'alternative' forms of education to the formal 'conventional' state system to address particular aspects of the exclusion (FTI, 2005). Moreover, NGOs could be involved in facilitating capacity building for supervisors and teachers, conversion of community school to government one, financial support through grants in aid and payment of teachers' salaries (Rose, 2007).

Moreover, NGOs' could be involved in construction of class room and community schools, school feeding programs and other community projects in support of basic education and adult literacy, public dialogue and strategic planning for local education development(NMFA, 2003). Indeed, their extent of involvement varies across different countries. NGOs' provision in 'fragile state' like in Afghanistan and Somalia is higher while in other countries like Maili and Togo, it constitutes about 10% of primary school enrolment of the country (Rose, 2007). In 1999, one unusual exemplary achievement was observed in Uganda-Karamoja through the project named Alternative Basic Education for Karamoja (ABEK) whereby NGOs' education provision holds in 80% of school ages children of the area (NMFA, 2003).

In sum, one can insinuate that if every non-governmental organization is committed to the betterment of the society; there is no reason why they could not improve quality and efficiency of the education system. Moreover, if they involved within school problems

and societal factors that affect quality and efficiency of education, they can bring about greater improvement and achievement to the system. Concisely, NGOs' could contribute a lot in improving the internal and external efficiency through assistance and provision of quality basic primary education desired to attain UPE by 2015.

Therefore, from the above literatures it can be understood that NGOs play a great role in the achievement of UPE. The support of NGOs is more observed in under developed countries. Since Ethiopia is one of the developing countries NGOs contribution in education is highly important.

2.1.3 Charity and Society Accounts and Reports

The officers of a charity of Ethiopian Resident Society shall prepare and transmit to the Agency an annual activity report on the major activities and relevant information regarding the Charity or Society. The annual activity report required under sub article (1) of this Article shall be transmitted to the Agency within three months from the end of that financial year or within such period as the Agency may for any special reason require. Every such annual activity report shall have attached to it the annual statement of account. Any annual activity report of other document kept by the Agency, when requested by a concerned body, May be made open to the public at any reasonable time if the Agency or the sector administrator or the charity and Society so decide. Nothing in this part shall prohibit the rules of a Charity or society from requiring that books of account, audit reports and annual reports be submitted to persons or organizations in addition to which reports are made under this part. The officers of a charity of society

shall report to the Agency annually and upon request about all the bank accounts of the charity or society with necessary particulars

2.1.4 Quality in Education

Quality in education is difficult to define and measure (World Bank, 1995:2). Due to this there is no general agreement on the definition of quality of education. However, different authors describe quality education in a way that is straight forward to measure and easy to be under stood by people of different age, educational background and different field of specialization.

The definition of quality education is reflected in the fit between the expectations of society expressed in the general and specific objectives of education on the one hand, the actual characteristics of educational process and the changes observed at the student level on the other hand (coombs and Mialaret, In Grisay and Mahick, 1991:3). Quality is judged according to whether education meets the needs and wants of the users. Society always anticipates seeing constructive changes on the learners, life and in the society they are living in. Hence, the society will measure the quality of the education based on the level of the change or progress observed.

According to UNESCO (2005), good quality in education means quality teaching in the classroom that provide children with numeric, literacy and other skills, which enhance their creative and emotional development and equip them with values and attitudes that enable them to be active and become citizens leading meaningful and valued lives. In addition, quality leaders' gender and other inequalities, children's health and nutrition issues of parental and community involvement: and the management of education itself.

(UNICEF, 2000). Furthermore, the MoE, in ESDP II.(2002, 24-25) states quality of Education as follows.

Quality of education includes quality learners as well as environments that are healthy, safe, protective, gender sensitive and provide adequate resources and facilities. It also includes content that is reflected in relevant curricula and materials for the acquisition of skills, knowledge and attitude. Quality education also means process through which teachers use child centered teaching approaches in a well managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. It means out comes that encompass knowledge, skills and attitudes, and are liked to national goals for education and positive participation in society. From the above paragraph it is possible to measure quality of primary education in terms of educational inputs, educational process and out puts.

2.1.5 Educational Inputs

Educational inputs are those which are the basic and most pertinent conditions for a teaching learning process. For any educational process and outputs to be observed the question of inputs have to be answered in advance. According to UNESCO (2000), educational inputs include teachers qualifications, training and moral commitment's school curriculum content, text books and learning materials; adequate facilities; parent community participation and student characteristics and students family background quality learning, according to (Grisay and Mablek, 1991), are debated on conditions as an insufficient supply of qualified teachers, inadequate building facilities, provision of inadequate instructional materials, management system etc. In the absence or shortage of these and other related inputs which are pertinent to the teaching learning process it will

be difficult to deliver quality education to the learners. The availability of these educational inputs in sufficient amount will facilitate the teaching learning process, which leads to provision of better quality education. The New ETP also emphasize that for educational inputs /teachers, educational materials, technology and facilities) should be strengthened and utilized in order to promote the quality, relevance and expansion of education (Moe, 1994). For instance the major educational indicators which are considered as inputs by many educationalists are described below in Yalokwu 2002:9).

Qualified Teachers: - Qualified teachers are basic requirements because; they are pre-requisites for the delivery of quality education. Due to this the Ethiopian government gives special attention in up grading the teachers through different CPDs in which these teachers can advance themselves while they are on-job. Usually only individuals who possess the relevant qualifications and have the interest to impart the appropriate concepts, skills and values adjudged qualified to be selected as teachers (Yalokwn P 2002), But a teacher who has the required qualification should also be motivated and should be capable of arousing the students' interest to learn.

Text books: - Text books are the other important in puts that have a great role in providing quality education. Text books are expected to be relevant and also their content should be according to students' level of understanding, and it should also be stated in a way students can easily recognize it.

The other important point about text book related to in ESDP III (MoE, 2005). And Tegegne Nurreso(1996) the student text book ratio is one of the indicators of quality in primary education. In relation with this, to help student to widen their knowledge all

students should have books individually. And for further reading the library should provide them with reference books. This is because the availability of book is the most consistent factor in predicting academic achievement. According to Askeruel (1996:63) "Educational achievements is determined by the teacher's knowledge of the subject and pedagogical skills, the availability of text book and other learning materials, and the time spent by pupils in learning". The provision of instructional materials text books, reference materials in sufficient amount will enhance or facilitate the teaching learning process so for effective and efficient teaching learning process the required instructional materials should be there both for the students as well as for the teachers.

Educational Materials: - these are supplies designed, modified and prepared to assist teaching and learning process. As to Mbamba, (1992:154-155).

Some materials and facilities commonly used in the education system are:

Facilities, classrooms, laboratories, workshops, libraries, recreational space. Furniture-dusks, tables, chairs blackboards etc.

Teaching aids are supplies which act as source and/or channel from which a learner draws knowledge and acquires skills. These may include posters, figures, models, designs, equipment for science, books, manuals, computers, microscope, programmed instructions, educational media like radio, television, overhead projectors, other audio-visual aids etc and raw materials consisting of organic and inorganic material such as chemicals, any specimen of plants and animals etc. which allow student to practice and carry out experiments.

2.1.6 The Status of Education Provision in Afar Region

This level normally includes children of ages 4-6 enrolled in the pre-primary education Non-Governmental organization, communities, private institutions and faith-based organization are the predominant operators of kindergartens. The government is involved in developing curriculum training teachers, and providing supervisor support. The number of kindergartens is increasing every year, particularly in urban areas.

As a comparatively new education sector in Ethiopian, underreporting remains a persistent issue. The current status of kindergarten population, GER, teachers and school in Afar Region school age population (4-6) boys 63952 girls 51780, total 115732, populist enrolment boys 553 girls, 611 total 1164, gross enrolment boys 0.9% girls 1.2% total 1.0% teachers trained male 1 female 19 teachers untrained mal 0 female 0 total mal 1 and female 19 total teachers male 0 and female 58.

Primary education is absolutely critical to nation's development, providing an average the highest public returns to investment for the state and the critical underpinning for later education and economic growth. In Ethiopia, primary education is defined as education in grades 1-8, in two cycles 1st cycle (Grade 1-4) and 2nd cycle (Grade 5-8).

GER is the percentage of total enrolment in primary school irrespective of age, out of the corresponding primary school age population, age 7-14.

GER is a crude measure of school coverage usually, since it includes under aged and over aged pupils, GER can be higher than 100% this is frequently the case in countries attempting to address the backlog of students interested in attending school, but previously unable to because of financial need, family issues, or lack of schools.

An indicates, for 2002 E, C, (2009/10) the GER at national level is 93.4% which shows a slight decrease in GER from the previous years. It is also observed that the GER decreased for the last two consecutive years; there fore a study should be conducted to identify the reasons for this and the action required to increase for the GER for the coming years in order to achieve the Education for all (EFA) goal. This is a good achievement in Ethiopia Education system afar is the only Region below 50% GER.

NER is the best way of measuring organized on-time school participation. It is a more refined indicator of school and enrolment coverage and explains the proportion of students enrolled in terms of official age group.

NER at primary (1-8) level in Afar region male 30.4% female 30.3% and total 30.4% of the Region. In take rate (AIR) in Afar Region.

The average annual growth rate of enrolment shows how coverage is progressing every year in each region and nationally. The highest growth rate is registered in Somali, Afar and Gambella, which is 28.3%, 23.3% and 10.9% respectively. In relation to access measures, GPI is an important indicator of balanced programs a boost enrolment and participation in education. The GPI is the ratio of female to male GER fro all level. In a situation of equality between boys and girls enrolment rates, GPI is 1, which 0, indicates the highest disparity then Afar region is 0.92 at primary education

School facilities have impact on access, quality, efficiency and equity, the school facilities are tools to attract students in general and girls in particular the type of school system (shift-operated or non-shift) and availability of water, latrines, clinics, libraries, laboratories and pedagogical centers in school in 2002 E.C. (2009/10).

To realize the goal of universalizing access to primary education by 2008 E.C. (2014/15) ESDP III envisaged provision of basic education through alternative modes accordingly, in the last four to five years, in specific regions centers for ABE were established. Most ABE activities are accomplished in basic education centers, and are designed to enroll the same age group as regular primary education in Afar region pupils enrolled male 24137 female 14217 total 38.354 total number of trainers male 853 female 70 total 923.Therefore, from the above statistics it can be observed that the gross enrollment of boys and girls in Afar region is very low. In order to increase the number of pupil the contribution of NGOs is critical. Hence the next part of this literature discussed the involvement of NGOs in education particularly in pastoralist areas. MoE(Annual Abstract 2010/2011).

2.2. Non – Government Organizations (NGOs)

There is no universally accepted definition or classification of NGOs, They are usually taken to mean institutions that come in between government and private (profit making) organizations and have the following specific characteristics There is not government institutional, They are voluntary in nature, they do not operate to make a profit, They mainly focus on undertaking development projects for local groups and communities or on mobilizing resources to assist such projects.

NGOs can be classified in various ways. One basis of classification is their level of organization and operation. Accordingly, they can be categorized as international NGOs or local NGOs. NGOs can also classified as "policy advocacy" NGOs and "Service provider "NGOs depending on this /their functions (Shaeffer, 1994). These are but only

two of the many ways of classifying NGOs. In this study, the researcher use service provider NGOs.

2.2.1 The Purpose of NGOs Activities in the Modern World.

The two historical roots of NGOs are care and welfare activates, find expression in the two principal ways in which NGOs endeavor to achieve these aims through care and welfare activities; alongside their activities oriented promoting change and development. These two functions are not mutually exclusive and thus do not create two recognizable type of NGOs many NGOs are involves in both, for now as in the past, the two are connected: indeed, many NGOs describe themselves as multi functional today, a frond range of organizations, clubs and association are broad in democratic societies which have wide variety of social, political, civil, sporting religious, business, cultural and recreational purposes.

As new concerns have arisen, and the capacities of governments to meet the needs of their citizens have been reduced by globalization and economic constraints, the role of NGOs has expanded. At the beginning of 1980s with the effect of neo-liberal ideology the through to on democracy have developed in the fields spanning the whole spectrum of human need including health, education rural and urban development, environment population social welfare, employment creation skills training, economic development, environmental concerns gender awareness and action, peace and human rights, and the informal sector. They have played a major role in high lighting the impact of national debt, structural adjustment and the unemployment of the disadvantaged sectors of society. In all these fields, much has been done by NGOs to pioneer new policies and

practices and create a better public understanding and awareness of many emerging social, economic, and environmental issues and problems (CWF, 1994: 29).

Most of NGOs are highly involving in solving and reducing problem of the solving specially to bring development of the country and filling government gap as supporters in need. Thus, NGOs have a great role in the eradication of poverty from a country by providing of education, agriculture and health particularly who are found in remote areas.

2.2.2 Scope of NGOs

NGOs can play a crucial role in alerting states to their obligations, collaborating with states on their programmers where NGOs are better placed to forge links with communities and house holed, developing alternative models to intervention, and monitoring state activities and their impact. To importantly, NGOs can serve as a facilitating with communities and feed information to and form state institutions to citizens NGOs become particularly vital centers of advocacy around women's interests and rights given state resistance to implementation change this may arise in different contexts from a combination of factors the ideology of governing parties or rulers, the resources that a state has and how it chooses to distribute them. The people who staff state institutions and their biases and prejudices, their distance from communities and filed realities the size of implementing agencies and so on. NGOs offer a viable organizational alternative, particularly where they may smaller in size, and located with in communities. NGOs particularly where staffed or influenced strongly by feminist agendas, can play a particularly effective role in addressing issues rights and

empowerment at local level, and feeding insights from the filed in to national and international advocacy.

NGOs intervention and advocacy in relation to specific processes of the CEDAW convention can have several spin-off effects. At the international level, NGOs involvement in the CEDAW convention reporting process can help to feed important information to other bodies of the UN and ultimately influence international processes, policies and programmers. It can also work its influence domestically, where it helps to bring NGOs together to discuss important aspects of action. The participants identified areas where they or other NGOs were involved with government, participation in government communities or commissions, membership in advisory councils, organizational participation in providing technical assistance to government programmers. Therefore the above literatures confirmed that NGOs work particularly on girls add a value for female students to reduce drop out and absenteeism.

2.2.3 The Role of NGO's in Education

Non-governmental organizations(NGO's)include a variety of institutions that include non-profit agencies, community based organizations, charities and advocacy groups, private universities, religious institutions, unions other formal and informal groups (cummings,1995) these organizations accomplish an indispensable contribution in different develop[mental sectors like, education. NGOs are more suitable in development effort, since they are attributed with the general features; people centered initiation, flexible management and program, responsiveness to the needs of the targeted people (cummings,1995), Due to these features of NGOs and their financial capacity many

developing countries invite these organizations and work closely in many areas. Especially in developing countries like Ethiopia, It is difficult to address the needs of the society in the education. These is because, there are challenging problems in the education.

Which are difficult to be alleviated by governments' exertion only? For the most part, this is due to limited financial, skilled man power, and material resources. Hence, governments require working in partnership with NGOs in order to extend their capacity to meet the challenges of providing primary education that are additional to the government's support (Hussein, 1994:147). The chronic problems of access, equity, quality and internal efficiency together with the several social and economic impediments of developing countries calls for partnership with NGOs in realizing the goals of UPE (UNESCO, 2000-29). Currently, in Ethiopia many NGOs are working in collaboration with the government of formal non-formal education. All of them supported the Ethiopian Government's efforts to improve the quality of primary Education, as well as to enhance equity and access to education, focusing on a wide variety of critical areas including planning and management, teacher development, gender equity, and the use of technology. According to the new Education and training policy, Ethiopian Education is entangled with problem of equity, accessibility, quality and relevance (ETP, 1994). Due to this Non-Governmental Organizations (NGOs) support to the education system in addition to the government effort is needed. The mission of Educational sector in ESPD III of MoE (2005) is stated as extend quality and relevant primary education to all school age children and expand standardized education and training programs at all levels to

bring about rapid and sustainable development with increased. Involvement of stack holders (community, private investors, NGOs etc).

According to Cummings (1995). Non-Governmental Organizations (NGOs) includes a variety of intuitions that include non-profit agencies, community based organizations charities and advocacy groups, private universities, religions institutions, unions other formal and informal groups. Regarding this local and international NGOs are participating directly and indirectly in providing educational services in different nations. The new education and training policy also lays down the basis for an active participation of development organization in education (MoE, 1994).Thus, fulfils the inputs for education to developing countries is difficult. This can be solved when NGOs contributes both financial, material and human resources. Therefore, the role of NGOs in education is critical for countries like Ethiopia, particularly in Afar region.

2.2.4 Contribution of NGOs to Educational Development

Non- Governmental Organizations can make greater contribution to educational development to addressing local problems increasing access and equity by improving quality and efficiency of education service delivery to the society.

Addressing local problems

Many of NGOs could play the role in addressing local problems by capacity building, family planning and disease control and prevention, environmental protection and management, gender and development, children support services, tourism, food and water provisions, then participation in such activities contributes a lot to avoid specific problem

and to assist community (kurian, 1998). They might be involved in provision of quality education health services and support for agricultural productivity (Ellerman, 2002).

Improving quality and efficiency

In pastoralist areas quality and efficiency of education is affected by scarcity of textbooks, teachers, stationeries, absence of latrines for girls and the like. Such a situation could pave a way for NGOs intervention to improve the quality and efficiency of educing through their contribution (A kyeampong, 2004).

To mention one example, BRAC, the largest NGO in the world and based in Bangladesh, provides one room schools for children with acceptable Number (3) of students and one teacher by providing core subjects like mathematics, social study and English, supplemented by extra – curricular activities. It also provides reading materials and community libraries equipped with computers. This effort was successful in bring about higher participation in education activities and reduction of dropouts to below 5% whereby it contributed a lot in improving quality and efficiency of education (Maksud and Rusal, 2006).

Increasing access and equity

Educational participation among pastoralists is low than national average in some countries where by they account for significant proportion of out of school children and gender parity. Research and discussion on increasing Pastoralists' access to education continues apace but give an impression of taking place in isolation to discussion of general pastoralist development, lively hoods and natural resource issues. There is little

sense of building a body of innovative and feasible practice to curtail such a situation (Morton, 2008).

To achieve UPE, constructing more schools using local resources and additional support from non-governmental providers is decisive to increase access and equity of educational services. Furthermore, they can use different innovative approaches to reach the marginalized and hard to reach segment of the society so to increase educational opportunities.

2.2.5 Major Problems of NGOs in the Implementation of Education Projects

Administrative Factors

The inability of government to provide quality basic education to every sector of the society open the way for NGOs to intervene. However, using NGOs and other donor funds to provide alternative routs to basic education for the poor comes with its difficulties (Grandvaux and Yoder, 2002). These problems could be of two face, those related to the internal nature of NGOs themselves and those related to project implementation. Internal challenges of NGOs sector include lack of access to secure fund from own or domestic sources and thus dependent on international donors, small scale operation without replication that creates confusion to beneficiaries, slowness towards joint and collaborative activities, short-term initiatives, unable to retain their independence, frustration of being ignored by local institutions, cultivate dependency on providers and the like (Ellerman, 2002)

Problems related to project administration include project planning and administration inefficiency which means overlooking some critical factors during preparation and

implementation, financial mismanagement due to lack of discipline needed to make the right decision at the right time over the project cycle and others. Things that might be overlooked include analysis of sector's policy, definition of specific objectives and means to achieve them, choosing appropriate technologies, socio-cultural values of the people, strengthening management capacity of project team, economic and financial viability of project and provision for risks (World Bank, 2003).

In short, if internal and administrative problems that affect project implementation are treated carefully, it is difficult for educational project to be sustainable. Hence, project team should be competent to look in to internal and external factors that might hinder the efficient and effective implementation of the project. Otherwise, delay in decision making process, unavailability of required equipments, delay in purchase and delivery, poor handling of resources, disagreement, inconsistency among cycles, and problem of handing over affect the process of project implementation and sustainability

Socio – Economic Factors

Education project implementation in pastoralist areas is affected by many socio-economic condition of the locality. Such factors include acute poverty, direct and opportunity cost of education, lower population density, and dependency on child labor and pastoralist mobility. On top, shortage of qualified teachers and absenteeism due to harsh living condition leads to dysfunction of the schools. Moreover, the way pastoralists are presented in the curriculum, their historical neglects affect education projects implemented there (Bishop, 2003; Hedges, 2003). Further more, domestic violence, early marriage, male dominance in decision making, limited access to technology and credits

(Oxfam, 2005), and limited resources for investing on education sector (PCAE, 2000) have an impact on implementation and sustainability.

Fluently speaking, socio-economic factors in pastoral setting have a significantly bearing effect on the implementation and sustainability of educational projects. In such circumstances, in order to provide quality basic education to pastoralists, it is essential to have and coordinate the effort of government, non-governmental organizations and traditional institutions found in the society. In short, cooperation, coordination, communication and acting accordingly are essential to curb anomalous condition of project implementation.

Political Factors

Provision of education for pastoralist demands support of government and donor agencies as well as local communities. Education projects would be adequately implemented when beneficiaries support its objectives and contributes to them (Magnen, 1991). In view of this, local governments are expected to provide support so that the benefits of education projects could be sustained (Akyeampong, 2004). However, major problems related to political factors are ill support of local government to the projects, ignoring the project after completion and thus it can not be sustainable, weak promotion of pastoralists in education, and inability to participate pastoralists in policy formulation for their own sake (Oxfam, 2005; Akyeampong, 2004). Consequently, it is possible to assume that political factors have enormous influence on education projects implementation and sustainability in pastoralist areas. Hence, NGOs, government and pastoral community would better work together to ensure education project sustainability.

2.3 Pastoralist Education

An estimated 25 to 40 million children of school age live in nomadic or pastoralist households in Africa alone, of whom only 10 to 50 percent attend school. The over rate of female enrollment in school is extremely low or nonexistent in most pastoralist regions. Most basic education systems available to pastoralists are characterized by limited access, poor delivery, gender inequality, low retention, and poor infrastructure. Further, there are huge disparities between regions, countries and communities due to cultural and traditional beliefs and a lack of basic access to parents, which in turn affects child enrollment. For IIRR, education is not only one of the most important basic human rights but it is last the foundation for human development. It is a powerful tool that releases the intellectual, social and organizational potential of individuals, communities and nations (Mohamoud, 1993, p18).

2.3.1 Pastoral Education and Development

Access to basic education and lies at the heart of development according to Rose (2007, p4), lack of educational access, and securely acquired knowledge and skill, is both a part of the definition of poverty, and a means for its diminution. Sustained access is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality when compared to other geographic locations, pastoral areas have the highest rate of poverty and least access to basic social services as they are living in areas which are less desirable to other groups, pastoralists receive the least proportion of investment in basic services (Mohammed, 2009:29).

2.3.2 Relevance of Education for Pastoralists

Through non-formal education, it is believed that one can attain permanent and developmental functional literacy and numeric, acquire functional skills relevant to life in the community, develop national awareness of one self, continue learning while at work or at home without disrupting ones daily chores, and subsequently live as a good and useful citizen in society so if a major cost effective, realistic and effective education option to as to be established in Afar pastoralists it would allow the pastoralists children, youth and adults to undertake the bulk of their learning in a manner which is compatible with their life style and minimizes disruption of their pastoral and domestic obligation.

They need an education system, which is flexible and can be adapted to their mentality, aptitudes, occupation and tradition, while conserving their social life and gradually adapting them to changed circumstance and progressive ideas. The program would be expected to yield immediate results to enable these pastoralists to combat their numerous ecological, educational and social problems.

According to Katahoire (1990) Non-formal education is more suitable for these pastoralists because it provides civic awareness, knowledge of animal husbandry, human and animal health, techniques to use renewable resources, water and range land management and disease control through training of paramedic and pare-vets, and paralegals Morrish(1985). Supports the view that non-formal education can inspire both a desire for change and an understanding that change is possible it can raise the capacity of these pastoralists to adapt to change, respond purposely and positively to new pressures.

The pastoralist areas had suffered a long period of neglect and marginalization under past governments. Consequently, basic development infrastructures and social services,

including education and training in these areas are very meager. Various research findings illustrate that the salient problems of pastoralists are closely associated with the socio-economic and natural environment they are found in. These include drought, poverty, school distance, harmful traditional practices, etc. During the last five years; the government of Ethiopia has given special attention and support to the development of education in pastoralist areas. Accordingly, on the basis of the Education and Training Policy, the third Education Sector Development Program has given due consideration to mainstream pastoralist education in all the sub-sectors of the education system. It is true that the conducive conditions created for the development pastoralist education have resulted in some increment in enrollment in pastoralist areas. However, the rate of growth still remains very sluggish compared to what has been aspired and what has been achieved at country wide level.

2. 3.3. Opportunities and Challenges Pertinent to the Expansion of Quality Education in Pastoral Areas

Opportunities

The major favorable conditions available for the expansion of quality education in pastoralist areas include:

The implementation of decentralized administrative and education system at woreda level and the consequent reduction of the bureaucratic ups and downs, acceleration of the decision making process, harmonization between Go and NGO led development projects as well as enhancement of community participation and sense of ownership in developmental activities (MoE2,008).

The availability of clear policy directions and strategies for socio-economic development

at federal government level. The establishment of a federal special support board composed of sector ministries including Ministry of Education, a corresponding Technical Committee composed of experts drawn from sector ministries and sections within sector ministries that are responsible for providing special support to pastoralist and agro-pastoralist regions in their respective sectors including the education sector. The commencement of inter- regional cooperation in which pastoralist and agro-pastoralist regions receive support and benefit from the experiences of neighboring regions in various development sectors including the education sector. The designing and endorsement of five-year strategic plans in various development sectors including the education sector by pastoralist regions. The Prevalence of conducive policy directions that encourage local and international NGOs to be engaged in pastoralist education along with the government.

Challenges

Although the federal and regional governments of the pastoralist regions as well the communities at large are collaborate making significant endeavors to provide pastoralists with quality education, national and regional studies indicate that what remains to be done is by far greater than what has been accomplished. Moreover, discussions held with experts and officials of education bureau of pastoralist region in various consultative. meetings have revealed the prevalence of numerous bottlenecks that hinder the expansion of quality education in pastoralist areas. The major ones are presented below (MoE,2 008).

Socio-Economic and Cultural Problems

The long period of marginalization the pastoralist areas had suffered under past

governments which had been more acute than what was experienced by the other parts of the country. The down-trodden economic status of pastoralists that is mainly based on backward animal rearing practices and severely limits their capacity to support the education system financially and materially. The deterrent impact of mobility and low density of population that has made the building of infrastructures and social services (road, water; health, education, etc) difficult and the consequent inability of addressing the educational needs of pastoralists through formal schools alone and high dropout rate of children particularly girls, due to school distance, inequitable distribution of educational services between urban and rural areas, males and females as well as among woredas of pastoralist regions. Low level of awareness on the importance of education and reluctance to send girls to school on the part of pastoralists that stems from deep-rooted backward mind-set and harmful traditional practices. Occasional conflicts among different clans that arise from scarcity of pasture and water, and the subsequent placement of families and dropping-out of school on the part of students. The vulnerability of pastoralist areas to repeated drought and food shortage which in turn forces students to drop-out of school in many areas where the problem is acute and school feeding program is not put in place. The demand for child labor in the various economic activities of the family and household chores(MoE,2 008).

Human Resource Development Problems

Capacity problem on the part of the majority of officials and professionals at various levels of the regional education structure to execute their respective jobs efficiently, high turn-over of official's ,shortage of qualified and power at regional, woreda and school levels, improper utilization of scarce regional resources, weak supervision, planning,

monitoring and evaluation system and training deficiencies on the part of the professionals assigned for the activities, shortage of teachers a d unsatisfactory level of commitment on the part of teachers who are currently serving, absence of incentive that could be instrumental to employ teachers and other professionals in sufficient number and retain them in their work for sufficiently long period of time(MoE,2 008).

2.3.4 Strategies to Promote Primary Education in Pastoralist Areas

The development of the education sector plays a decisive role in laying a firm basis for the flourish of the democratic system that is taking root in our country and enable the society the fruits of development and good governance. When it comes to making quality education accessible to all citizens in pastoralist areas, it is imperative to design comprehensive strategies that objectively take' into account the peculiar way of life, socio-economic and natural environments of the pastoralist population. Indeed, one of the vital lessons learnt from past experiences is the impossibility of addressing the educational needs of pastoralist children through conventional schooling alone (MoE,2 008)

2.3.5 Institute a variety of Educational Modalities

Build low-cost village schools in 'areas where the community is settled permanently. For at least 8 consecutive months in a year. Use Koranic Schools, which are found in most villages of pastoralist areas, as venues for alternative basic education with the permission of the community and religious leaders. Note that ABE offered in Koranic Schools is secular and hence distinct from the religious education given by the institutions. Make the time of learning flexible i.e., let the beneficiary community decide the time of learning and create a child friendly teaching - learning environment. Develop localized

ABE curriculum that is equivalent to that of formal basic education. (Grade 1 - 4).Recruit people who have better qualification from the locally available educated manpower as ABE facilitators, giving priority to females, and offer them pre-service and in-service training. Mobilize and develop a sense of ownership in the community so as to enable it to actively participate in Educational planning, building schools monitoring and evaluation, etc; to this end, upgrade the level of awareness and capacity of representatives, of the community through continuous orientation and training.

Mainstream Alternative Basic Education as an integral part of the education system, entrust the responsibility of leading and coordinating the program to Educational Programs and Supervision Department at regional level, and create conducive situation in which the head of the Regional Education Bureau makes close follow-up and support to the program. Monitor and evaluate the program continuously and use the feedbacks obtained to improve the program. Provide alternative basic education through mobile schools (tents easily moveable a d simple structures that can provide shelter, flexible black boards, mat etc) in areas where' the duration of mobility of communities in a year is more than 4 months Study the mobility patter of pastoralists, water points where they make temporary shelters in large numbers, etc before starting mobile education services. provide semi-mobile education by establishing temporary on-site schools in areas where mobile communities make a short stay to ensure the continuity of education offered in, the permanent villages of the communities. Establish low-cost Para- boarding schools that are in harmony with the life condition of pastoralists' and in which the community makes active participation in terms of providing locally available building materials and labor as well as managing the schools, for second-cycle of primary education (priority

should be given to females students incase of capacity limitation for admission).

Devise strategies that would enable both formal and Para- boarding schools to generate their own income so that they can share the cost of education. Enable pastoralist children and youth who reside in areas where there is no second-cycle primary schools to continue their education by building low-cost hostels for them in areas where the schools are available. Build low-cost formal primary schools in areas where settlement is sedentary and the size of population is sufficiently large. Build additional classrooms and facilities in existing primary schools that require expansion to accommodate new entrants. Increase enrollment in existing primary schools that are working below their capacity (low students population) by: Introducing more flexible delivery schedules that can accommodate local objective realities and sensitizing the community to send its children to school. Use "Multi-grade" aching approach in areas where the number of students 1 a grade level is too small to form a class, and provide raining on the approach to teachers accordingly. Mainstream ABE graduates into near-by formal second-cycle primary schools, an in case such schools are not found in close proximity. Place them in the low-cost boarding schools mentioned earlier, or Raise a centrally -located ABE Center to second-cycle primary school with the participation of beneficiary communities so that it can serve students coming from surrounding ABE Centers (MoE,2008).

CHAPTER THREE

Research Design and Methodology

This part of the study covers research design, source of data, sampling and sampling techniques, instrument and procedures of data collection and methods of data analysis.

3.1 Research Design

Descriptive survey research design was employed. This design was used because it provides quantitative description of trends and opinions of population by studying the sample of that population .The information gathered may be concerning a large number of related factors or may be confined to a few selected items (Koul, 1999). In addition, Keeves (1990) stated that descriptive method of research is a fact finding study with adequate and accurate interpretation of the finding. It describes with emphasis what actually exist such as current conditions, practices and situations of any phenomena. Besides, descriptive helps to draw valid general conclusions particularly this method is one which is commonly used in educational research.

3.2 Source of data

Both primary and secondary source of data were used for this study. Primary data were collected from woreda education office experts, NGOs staff, teachers, principals, kebele education and training board members and students from primary schools. Secondary data were collected from documents of the MoE, Afar Education Bureau, NGOs, Woreda Education office and from three selected primary schools' annual reports and annual abstracts.

3.3 Sample and Sampling Technique

For this study among the five administrative zones of the region, zone one was selected because all woredas are pastoralists which account for 26 % of the total coverage of the Region (AEB Expert). In addition, woredas found in zone one was similar in terms of geographic, socio-economic and cultural settings. Among the 9 pastoralist woredas the study was delimited to three of them which were selected using simple random sampling technique. Hence, the sample woredas were Aysaita, Adar and Dubti.

There are 125 primary schools 27719 students 768 teachers and 10 NGOs staff.

In the sample woredas, there were ten NGOs working on primary education in zone one. Among these the researcher selected three NGOs namely; Save the Children, USAID, Ethiopia Evangelical Church Mekane Yesus (EECMY) by using simple random sampling technique.

The focus of the study was on three primary schools in the selected three woredas found in zone one. For the purpose of the study three primary schools were selected by simple random sampling method. This was because in the schools each group has similar characteristics (all are pastoralist). This was also used to give each school equal chance of being included in the sample.

Table-1 Name of the sample AEB and woreds,No of NGOs, wored experts, teachers and students

No	Woreda and AEB	No of NGOs	Sample	%	No of Wordas Exnerts	Sample	%	No of	Sample	%	No of Student	Sample	%
1	Aysaita	16	5	33	11	5	45	12	4	35	75	24	32
2	Dubit	7	2	29	8	3	37	13	4	30	53	17	32
3	Adare	15	5	33	9	4	36	17	6	35	52	17	33
4	Afar Educati Bureau	7	3	42	-	-	-	-	-	-	-	-	-
5	Total	45	15	33	2	12	40	42	14	33	181	58	32

As indicated in table 1, the subject of the study included different groups of respondents. Accordingly, from the selected primary schools 15 (33%) NGOs staff, 12 (40%) woreda education experts, 14 (33%) primary school teachers and 58 (32%) students were selected using random sampling technique. Therefore, the total number of the sample population for this study adds up to 99.

3.4. Instruments of Data Collection

Instruments to collect data may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of certain type of evidence or information. Hence using complementary tools is important for triangulation (Cohen and Manion, 1996). In this study, questionnaire, interview, focus group discussion and document analysis were used to triangulate the information obtained through questionnaire.

3.4.1 Questionnaire

In this study a questionnaire which has four sections was prepared and administered to 12 education experts, 15 NGOs staff, 14 primary school teachers and 58 students respectively.

3.4.2 Interview

Interviews were employed to two Afar Education bureau experts, three NGOs heads and three primary school principals.

3.4.3 Focus Group Discussion

For the purpose of Focal Group Dissociations guiding questioners were prepared to collect information from three kebele education and training board members.

3.4.4 Documents

Document analysis is a means to get secondary or recorded data. The researcher used to collect data from reports and annual abstracts and other related sources so as to get valid and reliable data.

3.4.5. Producers of Data Collection

3.4.5.1 Pilot Taste

In order to gather data from the field, the questionnaire developed to collect information was tested and corrected to get valid, relevant and reliable evidences. Hence, the instrument was tested for validity and reliability because it could give first chance for the researcher to comment on clarity of the questionnaire. Accordingly, the designed questionnaire was tested by administrating it to purposively selected 15 respondents (6 education, 2 NGOs staff and 7 students) after giving them orientation about it, which was outline of the sampled school sites in Logia woreda.

To taste the content validity of the questionnaires, to check whether the questionnaire could be able to cover what it was expected to test or not as stated by Mant Zopoulos (1995) three copies were distributed to the educational experts at regional level and they saw that the questionnaire was valid to be administered.

After the researcher get permission from woreda education offices, the questionnaire was distributed for 15 NGOs staff, 12 woreda educational experts,14 primary education teachers and 58 students. On the other hand, interview was held with 3 regional education bureau experts, 3 worda education office heads /or experts, 2 NGOs staff and 3 school

principals and group discussions was held with 3 Kebele Education and Training Board committee Members (KETB) as the time convenient to them.

3.5. Methods of Data Analysis

Data analysis is studying the organized material in order to discover inherent as well as new facts .To this effect, quantitative and qualitative data collected through instruments were analyzed accordingly. To begin with, personal background data collected through questionnaires about respondents characteristics were tallied and tabulated and analyzed in frequency and percentage. In order to analyze the main data both descriptive and inferential statistics were applied. To describe the location and variability of the respondents scored mean and standard deviation were used. The means produced calculates sub- group means and related invariable statistics for dependent variables within categories of one or more independent variables. The mean values were interpreted based on the classification of five points likerts scale rating internal in to very low (0.50-1.49), low (1.50-2.49), average (2.50-3.49), high (3.50-4.49) and very high (>4.50) for interval level data.

To see the significant difference between two independent groups one t-test was used. Among 3 or 4 independent groups the one way ANOVA procedure produced a one way analysis of variance by a single factor (independent) variable. Above all, the data used in this study were analyzed by using Statistical Package for Social Science (SPSS) version 20.0 statistical software.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter is concerned with presentation and analysis of data in two major sub sections. The first section treats characteristics of the respondents such as sex, age, educational status and service. The second section deals with the analysis of the main data on the contribution of NGOs in Education at Pastoralist areas in Afar Region under the study.

4.1Table 2 Respondents distribution by Characteristics of age, educational Status, sex and service

	Items		Respondents											
			NGOs			WEOE			Teachers			Students		
	Sex		M	F	T	M	F	T	M	F	T	M	F	T
1	Number		10	4	14	7	4	11	10	3	13	20	22	42
	%		71	29	100	64	36	100	77	23	100	48	52	100
2	Age	7-14	-	-	-	-	-	-	-	-	-	8	6	14
		15-19	-	-	-	-	-	-				12	16	28
		20-24	-	2	2	2	-	2	3	2	5	-	-	-
		25-29	2	-	2	1	1	2	4	1	5	-	-	-
		30-34	3	-	3	3	-	3	-	-	-	-	-	-
		35-39	-2	2	4	2	2	4	1	-	1	-	-	-
		40-45	3	-	3				1	-	1	-	-	-
		46 and above	-	-	-	-	-	-	1	-	1	-	-	-
	Number		10	4	14	7	4	11	10	3	13	20	22	42
	%		71	2	100	64	36	100	77	23	100	48	52	100
3	Educational Level	1-8	-	-	-	-	-	-	-	-	-	20	22	42
		9-12	-	-	-	-	-	-	-	-	-	-	-	-
		TTI	-	-	-	-	-	-	-	-	-	-	-	-
		Diploma	-	1	1	6	3	9	1	-	1	-	-	-
		BA	7	3	10	2	-	2	9	3	12	-	-	-
		MA	3	-	3	-	-	-	-	-	-	-	-	-
	Number		10	4	14	8	3	11	10	3	13	20	22	42
	%		71	29	100	73	27	100	77	23	100	48	52	100
4	Service in year	1-5	2	1	3	1	-	1	4	1	5	-	-	-
		6-10	2	2	4	1	1	2	5	2	7	-	-	-
		11-15	2	1	3	3	2	5	-	-	-	-	-	-
		16-20	1	-	1	2	-	2	-	-	-	-	-	-
		21 and above	3	-	3	1	-	1	1	-	1	-	-	-
	Number		10	4	14	8	3	11	10	3	13	-	-	-
	%		71	29	100	73	27	100	77	23	100	-	-	-

As indicated in the introductory part of this chapter a total of 13 teachers from three schools were involved in this study and regarding their sex 10(77%) are males with respect to educational experts 11 (64%) of them are males . From this Fact one can simply conclude that the participation of females in education sector in Zone one is extremely low. This is an issue which needs attention and concern at all as far as the participation of females and equality in education is concerned. The absence of female (girls') in education is due to lack of role model and that is discouraging role for girls to involve in education.

With respect to NGOs 10(71%) of them are males and the participation of females is 4(29%) which is very low as indicated above. But with respect to students 22 (52%) of them are females and 20 (48%) are males. This is an encourage able issue and must be supported by delivering attractive incentives to female students to help up their participation.

With regard to age of respondents, the majority that is 5 (38%) of and 5 (38%) of teachers are between the age of 20-24 and 25-29 respectively. This can be easily seen from their teachers service year in which 5 (38 %) and 7 (53%) had served from 1-5 and 6-10 respectively. This indicates the hostile nature of working environments, which not attract to stay and work there. Regarding to educational level a total of 13 teachers 12 (92%) are BA and 1 (7%) is Diploma. With regarding to age of NGOs 2(15%) is 20-24, 2 (15%) is 25-29 , 3 (21%) is 30 -34 ,4(29%) 35-39 ,3(21%) and 40-45, Regarding educational level of NGOs a total of 14, 3 (22%) are MA and 10 (71%)is BA, and regarding of their service 1-5 is 3(21%),4(29%) is 6-10, 3(21%) is11-15, 1(7%) is 16-20 and 3(21%) is 21

and above and also regarding the age of students a total of 42, 14(33%) are 7-14, while 28 (67%) are 15-19.

4.2. The contribution of NGOs in primary education in Afar.

Discusses the contribution of NGOs in primary education pastoralist Afar in zone 1.

The purpose of NGOs involvement in primary education, aspects and educational level NGOs involved in primary education, Involvement and Activities of NGOs in educational, organization and management and the major problems of NGOs in the implementation of their activities. As described below.

Development in primary education provision is essential to secure rapid socio- economic development in general and surfacing the involvement of NGOs in primary education supply in a pastoralist area in Afar region zone 1 area for policymakers, planners and decision makers at different levels. To this end, the researcher aimed at assessing their purpose whether to increasing access, increasing equality, improving quality, increasing efficiency, capacity building for primary education teachers and mangers, improving decentralized planning and management, monitoring evaluation research and analysis, promoting of reading culture and construction as replied by the respondents. Quantitative data collected through questionnaires were treated using ANOVA, mean and standardization besides, qualitative data gathered through interview; focus group discussion and document analysis were used for analysis and interpreted as the respondents reflect view on the involvement of NGOs in primary education in Afar.

4.2.1The purpose of NGOs involvement in Primary

Table 3 Respondents views the purpose of NGOs involvement in primary education

No	Item	Respondents	N	Mean	s.dev	F-ratio	Sig
1	Increasing access	NGOs	14	3.43	0.852		0.084
		W/Experts	11	3.73	0.905	2.298*	
		Teachers	13	3.08	1.256		
		Students	42	3.95	1.209		
		Total	80	3.69	1.154		
2	Increasing equity	NGOs	14	3.643	0.6333		0.076
		W/Experts	11	3.273	1.1037		
		Teachers	13	3.615	1.3253	2.379*	
		Students	42	4.048	0.854		
		Total	80	3.8	0.9731		
3	Improving quality	NGOs	14	3.5	0.941		0.608
		W/Experts	11	3.45	1.036		
		Teachers	13	3.38	1.325	0.614	
		Students	42	3.81	1.292		
		Total	80	3.64	1.204		
4	Increasing efficiency	NGOs	14	3.29	0.825		0.268
		W/Experts	11	3.09	1.044		
		Teachers	13	3.46	1.198	1.34	
		Students	42	3.71	1.066		
		Total	80	3.51	1.055		
5	Capacity building for primary education teachers and mangers	NGOs	14	3.71	0.726		0.382
		W/Experts	11	3.36	1.027		
		Teachers	13	3.08	1.038	1.036	
		Students	42	3.55	1.087		
		Total	80	3.48	1.018		
6	Improving decentralized planning and management	NGOs	14	2.93	0.917	1.734	0.167
		W/Experts	11	2.55	0.82		
		Teachers	13	2.62	1.193		
		Students	42	3.21	1.159		
		Total	80	2.98	1.102		
7	Monitoring evaluation research and analysis	NGOs	14	3.21	1.251	2.880*	0.041
		W/Experts	11	2.64	0.674		
		Teachers	13	2.62	1.044		
		Students	42	3.55	1.365		
		Total	80	3.21	1.27		
8	Promoting of reading culture	NGOs	14	3.21	1.051	8.399*	0
		W/Experts	11	2.55	1.128		
		Teachers	13	2.38	1.044		
		Students	42	3.9	1.185		
		Total	80	3.35	1.284		
9	construction	NGOs	14	4	0.679	1.301	0.28
		W/Experts	11	3.45	0.688		
		Teachers	13	3.15	1.144		
		Students	42	3.38	1.413		
		Total	80	3.46	1.201		

* Significant at alpha =0.05, df 2 b/n groups critical table value 1.99

Regarding increasing access, NGOs staff viewed it as average while woreda experts and teachers viewed it average and students viewed it very high (3.95). There is significance difference between groups of respondents.

This was also cited in the interview and group discussion the respondents said that the major purpose (objective) of NGOs is increasing access and quality of primary education by building the capacity of teachers, giving food programmed, supporting the schools and students (specially for females) wish necessary materials, building schools, libraries, and laboratories.

> ***This was cited in the review of related by Morton (2008), which states that research and discussion on increasing pastoralists access to education continues a pace but give an impression taking place in isolation to discuss the general pastoralist development, lively hoods and natural resource issues. There is little sense of building a body of innovative and feasible practice to curtail such a situation.***

Regarding the increasing equity, NGOs viewed it as high; Woreda experts as average teachers rated as high and students viewed it as high. There is no a big difference between respondents

> ***This was cited in the interview and group discussion the interviewees said that NGOs support girls by giving materials, clothes, food (Oil) etc and this also cited in the literature review that to achieve UPE, constructing more schools using local resources and additional support from non-governmental providers is decisive to increase access and equality of educational services. Further more, they can use different innovative approaches to reach the marginalized and hard to reach segment of the society so to increase educational opportunities (Morton,2008).***

Concerning the involvement of NGOs in improving quality NGOs staff viewed it as high while woreda experts and teachers viewed it as average and students viewed it as high. There is no a significant different between group and respondents.

The interviewees said that the major purpose of NGOs is to improve quality access and equity and efficiency of primary education by building schools capacity of teachers. Supporting females financially, supplying of food, giving school materials. In group discussion the participants said that NGOs have granted more than 107 reference books. And provided training language, science subjects in Asita. This was cited in literature review that quality is judged according to whether education meets the needs and wants of the users society always anticipate seeing constructive changes on the learners, life and in the society they are living in (Coombs and Mialaret, in Grisay and Mahick, 1991:3).

Concerning increasing efficiency NGOs staff, Woreda experts and teachers viewed it as average while students viewed it as high(3.71). There is a significant difference between respondents.

Regarding capacity building for primary education, teachers and manger NGOs rated as high (3.71) and teachers viewed it as average while wereda experts viewed it as average and students viewed it as high (3.55). In the interview some the interviewees said that NGOs have given training for teachers, principals but the others said that the training isn't sufficient as expected. This was cited in literature review that qualified teachers are basic requirements because they are prerequisites for the delivery of quality education. Due to this the Ethiopian government gives special attention in up grading the teacher through different CPDs in which these teachers can advance themselves while they are on job.

Regarding to improving decentralized planning and management, the respondents NGOs staff, teachers, wereda experts and the students viewed it as average. NGOs most organize themselves not decentralize, like on education do not exist in place of job Viewed it as average. The interviewees said that there is no so much relation between

NGOs heads or staff to the society and because of that to improve decentralized planning and management is difficult.

> ***This is cited in the literature review that Wana (1999) emphasized the need to promote decentralization of education administration and community participation in the education development process is a necessary condition for effective and efficient implementation of the program.***

Concerning monitoring, evaluation, research and analysis, NGOs staff and woreda experts viewed it as average by teachers viewed it as average and students viewed it as high (3.55). In this variable the one way ANOVA made portaged that there is significance difference among the response of all groups on the issue related to the monitoring, evaluation research and analyst.

Interviewees out surfaced that NGOs have reporting relation in monitoring and evaluation and they participated in auditing.

Concerning promoting of reading culture NGOs staff viewed as it average, the woreda experts rated as average and teachers viewed as it low (2.38)and students viewed it as high. In this there is a significant variation woreda experts rated as average and teachers to that of NGOs staff and students. The one way ANOVA test result depicted that there is statistically significant difference among the group.

In construction was rated high by NGOs staff , Teachers, students and Woreda experts viewed it as average , there is a insignificant variation in response of respondents. The interview undertaken with bureau education expert, NGOs heads Woreda heads and principals pointed out that NGOs were involved in construction of primary school building bureau, libraries, and laboratories.

> ***"Much has been done by NGOs to pioneer new policies and practices and create a better public understanding and awareness of many emerging social economic and environmental issues and problems (CWF, 1994:29)".***

4.2,2 Table 4 Respondents views Educational level NGOs involvement in primary education

No	Item	Respondents	N	Mean	s.dev	F-ratio	Sig
1	Educational level						
1.1	Alternative basic education center	NGOs	14	3.43	1.158	5.818*	0.001
		W/Experts	11	2,92	0.669		
		Teachers	13	1.69	1.182		
		Students	42	3.27	1.432		
		Total	80	2.99	1.373		
1.2	Kindergarten	NGOs	14	1.64	0.633	4.420*	0.006
		W/Experts	11	1.75	0.754		
		Teachers	13	1.31	0.48		
		Students	42	2.46	1.468		
		Total	80	2.03	1.222		
1.3	Primary education (1-8)	NGOs	14	4.14	0.535	5.730*	0.001
		W/Experts	11	3.08	0.9		
		Teachers	13	3.38	1.121		
		Students	42	4.05	0.835		
		Total	80	3.81	0.929		
1.4	Secondary education(9-12)	NGOs	14	2.79	1.188	5.169*	0.003
		W/Experts	11	2.42	1.311		
		Teachers	13	1.62	0.506		
		Students	42	3.17	1.447		
		Total	80	2.74	1.376		
2	Areas of education						
2.1	Provision of primary education	NGOs	14	3.79	0.802	2.424*	0.072
		W/Experts	11	3	0.953		
		Teachers	13	3.62	1.121		
		Students	42	3.9	1.091		
		Total	80	3.7	1.06		
2.2	Provision of education for girls	NGOs	14	3.79	1.051	5.984*	0.001
		W/Experts	11	2.83	1.03		
		Teachers	13	3.46	1.05		
		Students	42	4.22	1.061		
		Total	80	3.81	1.148		
2.3	Planning for local education development	NGOs	14	3.86	0.949	2.436*	0.071
		W/Experts	11	2.75	0.622		
		Teachers	13	3.23	1.166		
		Students	42	3.54	1.247		
		Total	80	3.43	1.145		
2.4	Provision of text book	NGOs	14	3.5	1.16	4.370*	0.007
		W/Experts	11	2.58	0.9		
		Teachers	13	1.92	1.115		
		Students	42	3	1.304		
		Total	80	2.85	1.274		
2.5	Provision school facilities	NGOs	14	3.5	1.16	1.13	0.343
		W/Experts	11	3	0.739		
		Teachers	13	2.69	1.251		
		Students	42	2.88	1.382		
		Total	80	2.98	1.253		
2.6	Provision educational materials	NGOs	14	3.79	0.975	4.179*	0.009
		W/Experts	11	3	0.853		
		Teachers	13	2.23	1.166		
		Students	42	2.71	1.365		
		Total	80	2.86	1.28		

* Significant at alpha =0.05, df 2 b/n groups critical table value 1.99

Table 4 presented the mean, standard deviation, one way ANOVA test show the views of respondents on aspects and educational level NGOs involvement in primary education it

depicted that the mean score on educational level Alternative Basic Education Center, kindergarten, primary education (1-8)secondary education (9-12) .

As rated alternative basic education center average by NGOs staff average by woreda education office experts, low by teachers and average by students.

Regarding to kindergarten education viewed as low (1.69) by NGOs low by woreda experts, very low by teachers and students.

Primary education rated high by NGOs staff high by woreda education average by teachers high by students. Secondary education rated by as Average NGOs staff average by woreda education office experts low (1.62) by teachers average by students.

There is statistically significant difference among the opinion of respondents on alternative basic education center, kindergarten, primary education and secondary education. Interview undertaken with Afar education on Bureau experts, NGO heads, woreda education heads and schools principals pointed out that NGOs were involved more primary education. The interview under taken regarding the provision of primary education. One of the NGOs head from Asiaita has said the following

"NGOs involvement in Afar pastoralist is very important to give an access and to enhance quality of education "

Similarly primary education is absolutely critical to nation's development, providing on average the highest public returns to investment for the state and the critical underpinning for later education and economic growth in Ethiopia. (MoE).

and the Focus group discussion held with kebela education training Board members (KETB) were pointed out the same as interviewer.

> ***Primary education in absolutely critical to nation development, providing on average the highest public returns to investment for the state and the critical underpinning for later education and economic growth in Ethiopia (Abstract 2009/2010) MoE.***

This clearly indicated a necessity of primary education and, it is possible to generalize from the result of the respondents that the provision of primary education is one of the involvement of NGOs in Afar that was rated as high by NGOs staff average by woreda educational experts high by teachers and students.

Provision of education for girls was rated high by NGOs staff average by woreda education experts and average by teachers while, students rated it high.

The one way ANOVA that there is statistically significant difference among the response of students with that of other groups.

The interview undertaken with regional bureau experts woreda heads, school principal pointed out that NGOs involved in provision of education for girls. Interviewees out surfaced that NGOs started involvement in provision of education for girls but no satisfactory result was observed.

Focus group discussion held with each school kebela Education and Training Board Members that though NGOs were involved in provision of education for girl's material and financial opportunities in some selected schools.

Educational participation among pastoralists is low than national average in some countries where by the account for significant proportion of out of school children and gender parity (Morton, 2008).

Planning for local education development rated high by NGOs staff as average by woreda education expert and teachers while students rated it as high.

Provision of the text book was rated high by NGOs staff rated average by wereda education experts and low (1.92) rated by teacher while high by students.

Provisions of school facilities rated as high were rated by NGOs staff as, average by woreda expert average by teacher and also as average by students.

Provision of educational materials rated as high by NGOs staff average by woreda expert's low (2.23) by teachers and average by students.

There is statistically significant difference among the opinion of respondents on the involvement of NGOs planning for local education development, provision of text book provision school facilities; provision of educational materials of cores the difference among students and other respondents. The interview undertaken with education Bureau experts, woreda education heads principals NGOs head pointed out that NGOs were involved in provision of text book; school facilities provision educational material to schools. As a result, such efforts increased the participation of poor students and girls. In general, increasing access and equality of education repetion and dropout rate was decreased in pastoralist interviewee's group discussion and questioner's respondents out surfaced that NGOs started involvement in primary education but no satisfactory result was observed.

The new Educational Training policy (ETP) also emphasizes that for educational inputs/ teachers educational, technology and facilities should be strengthened and utilized in order to promote the quality, relevance and expansion of education (MoE, 1994).

NGOs can be involved in construction of additional class rooms, school administration offices,

Equipping libraries and sanitation facilities. Their extent of involvement in the area understudy is presented in table 5. It described the extent to which NGOs were involved is different aspects of construction.

Regarding of additional class rooms has rated high by NGOs staff and average by woreda education expert's average by teachers and rated average by students. Construction of school administration offices was rated average by NGOs staff, low by woreda expert, teachers and average by students.

Construct and equipping libraries was rated average by NGOs staff, low by woreda education experts and average by teachers and average by students. The one way ANOVA made portrayed that there is statistically significant difference among the groups.

Construct and equipping sanitation facilities was rated average by NGOs staff, low by woreda education experts and teachers and average by students. There is a statistically significant difference constriction additional class rooms, construct school administration office, construct and equipping libraries and construct equipping sanitation facilities.

The interview undertaken the involvement of NGOs from NGOs head, education experts, woreda educational heads and school principals increased the number of construction at

the different areas interview out surfaced that the involvement of NGOs in construction but no satisfactory result was observed.

Focus group discussion held with Keble Educational Training Board members (KETB) in this has case of the same as the respondents of the interview.

NGOs could involve in construction of class room and community schools. They may also involve in School feeding program and other community projects in support of basic education and adult literacy, public dialogue and strategic planning for local education development (NMFA, 2003).

4.2.3. Aspects and Educational NGOs Involvements in Primary Education

Table 5 Respondents views NGOs involvement in primary education

No	Item	Respondents	N	Mean	s.dev	F-ratio	Sig
	NGOs Involvement						
1	Construction						
1.1	To construct additional class rooms	NGOs	14	3.64	0.929		0.381
		W/Experts	11	2,83	0.835		
		Teachers	13	2.92	1.32	1.037	
		Students	42	3.29	1.569		
		Total	80	3.23	1.35		
1.2	To construct school administration offices	NGOs	14	2.57	1.089		0.003
		W/Experts	11	2	1.044		
		Teachers	13	1.85	0.899	4.987*	
		Students	42	3.07	1.311		
		Total	80	2.65	1.267		
1.3	To construct and equipping libraries	NGOs	14	2.86	1.167		0.035
		W/Experts	11	1.67	0.492		
		Teachers	13	2.62	1.193	3.025*	
		Students	42	2.93	1.506		
		Total	80	2.68	1.348		
1.4	To construct and equipping sanitation facilities	NGOs	14	2.86	1.231		0.073
		W/Experts	11	2.25	0.866		
		Teachers	13	1.92	0.76	2.420*	
		Students	42	2.8	1.327		
		Total	80	2.59	1.209		
2	Financial support						
2.1	Financial support through grant aid to local government	NGOs	14	3.21	1.699		0.122
		W/Experts	11	2.59	0.905		
		Teachers	13	2.08	0.954	1.996*	
		Students	42	2.8	1.553		
		Total	80	2.71	1.295		
2.2	Payment of teachers salaries	NGOs	14	3.14	1.027	13.779*	0
		W/Experts	11	2.33	1.614		
		Teachers	13	2.08	1.382		
		Students	42	4.15	1.062		
		Total	80	3.36	1.469		
2.3	Financing community school	NGOs	14	3.29	1.069	2.231*	0.091
		W/Experts	11	2.67	1.073		
		Teachers	13	2.175	1.144		
		Students	42	3.12	1.52		
		Total	80	2.93	1.367		
2.4	Financing lower in come family student	NGOs	14	3.29	0.994	0.832	0.48
		W/Experts	11	2.67	0.651		
		Teachers	13	3.08	1.32		
		Students	42	2.78	1.37		
3	Capacity building						
3.1	Training for education experts and principals	NGOs	14	3.57	0.756	2.259*	0.001
		W/Experts	11	3	1.044		
		Teachers	13	2.62	0.768		
		Students	42	3.39	1.282		
		Total	80	3.24	1.128		
3.2	Training for teachers	NGOs	14	3.81	0.77	6.330*	0.001
		W/Experts	11	2.75	1.055		
		Teacher	13	2.23	1.092		
		Students	42	3.56	1.305		
		Total	80	2.88	1.273		
3.3	Training for education committee members	NGOs	14	3.5	1.019	5.347*	0.002
		W/experts	11	2.83	1.03		
		Teachers	13	2	1		
		Student	42	3.44	1.361		

* Significant at alpha =0.05, df 2 b/n groups critical table value 1.99

Table above depicted the extent of NGOs involvement in financial support using different means to enhance educational development in pastoralist Afar. This could be done through grant aid to local government, payment of teacher's salaries, financing community school and financing lower income family students.

Regarding to financial support through grant aid to local government rated average by NGOs staff, woreda education experts and students low by teachers.

Payment of teacher's salaries rated average by NGOs staff average by woreda education experts low by teachers and high by students. The one way ANOVA made portrayed that there is statistically significant difference among the groups.

Financing community school rated as average by NGOs staffs' average by woreda education experts low by teachers and average by students.

Financing lower in come family students rated as average by NGOs staff average by woreda educational experts average by teachers and average by students.

The one way ANOVA test result depicted that there statistically significant difference among the four groups of respondents on issues related to financial support through grant aid to local government and payment of teachers salaries among other group and students but there is no such difference for financing community school and financing lower in come family students.

In an interview made with educational bureau experts NGOs heads woreda education heads and school principals' respondents mentioned that there was no any payment but financing lower in come family students particularly.

Focus group discussion conducted with three schools KETB pin pointed that there is no such financial support provided to the schools except some material which helps for science.

Could capacitate local actors through training and other means to boost local initiatives the actors to be capacitated include education managers' experts, principals, training for teachers and committee members.

Table 5 discussed the extent of NGOs involvement in capacity building in pastoralist under study it presented the mean standard deviation of respondents rating on their view against the extent of NGOs involvement in the provision of training for education managers, experts, teachers and committee member capacity building training for education experts and principals

Capacity Building training for education experts and principals rated as high by NGOs average by woreda experts, teachers and students.

Training for teachers rated as high by NGOs rated as average by woreda experts rated as low by teachers and high by students.

The one way ANOVA made portrayed that there is statistically significant difference among the groups.

Training for educational committee members rated as high by NGO staff average by woreda experts low by teachers and average by students. The one way ANOVA made portrayed that there is statistically significant difference among the groups

Capacity building interview conducted with regional education bureau experts, NGOs heads, woreda education office heads and school principals pointed out that NGOs were providing educational experts, principals, teachers and committee members on short term bases.

> ***Majority of NGOs are involved in different aspects of basic primary education at varying extent in a given setting (Oni, 2008). Some of them are involved in advocacy to put pressure on government to provide quality basic primary education whilst others involved in providing education to the excluded due to gender, orphans, pastoralists and others (Sayed and Srudien, 2003***

4.2.4 Table 6 Respondents' views involvement and activities of NGOs in educational organization and management

No	Item	Respondents	N	Mean	s.dev	F-ratio	Sig
	Area o f Involvement						
1	There is appropriate educational plan	NGOs	14	3.2143	.80178	2.947*	.038
		W/Experts	11	3.2727	1.19087		
		Teachers	13	3.3846	1.04391		
		Students	42	3.9762	1.07040		
2	There is follow up system	NGOs	14	3.5000	.75955	2.764*	.048
		W/Experts	11	2.7273	1.00905		
		Teachers	13	3.5385	1.0503		
		Students	42	3.7857	1.20032		
3	There is scheduled meeting program	NGOs	14	3.5000	.75955	1.867	.142
		W/Experts	11	2.7273	1.10371		
		Teachers	13	3.3846	1.38675		
		Students	42	3.6429	1.18572		
4	Stakeholders are involved in planning and follow up	NGOs	14	3.5000	.75955	2.011*	.119
		W/Experts	11	2.6364	.80904		
		Teachers	13	3.2308	1.01274		
		Students	42	3.5238	1.27333		
5	There is accountability system	NGOs	14	3.5714	1.08941	5.217*	.002
		W/Experts	11	2.3636	1.28629		
		Teachers	13	3.0769	1.25576		
		Students	42	3.8333	1.12438		
6	There is transparency to the public	NGOs	14	3.7143	.82542	4.823*	.004
		W/Experts	11	2.6364	.92442		
		Teachers	13	2.6923	1.03155		
		Students	42	3.7619	1.33999		
7	There is reporting system	NGOs	14	3.6429	1.15073	.367	.777
		W/Experts	11	3.1818	.75076		
		Teachers	13	3.3846	1.26085		
		Students	42	3.5476	1.32890		

* Significant at alpha = 0.05, Degree of freedom 2 b/n groups critical table value 1.99

Table 6 above discussed the appropriate educational plan, involvement of NGOs in follow up system, scheduled meeting program, involvement of stakeholders in planning, accountability, transparency and reporting system, presented the mean, standard deviation, one way ANOVA test show the view of the respondents.

Regarding to appropriate educational plan NGOs staff woreda experts and

teachers viewed as it average and while students viewed it as average. There is a significance difference between respondents. This shows that NGOs haven't appropriate educational plan that can be seen clearly with stakeholders even NGOs staff them selves.

> ***This was cited in the literature review that in educational setting implementation of project requires its own planning and involvement of interest groups in the process. The process might include preparation, planning implementation and stakeholders' involvement to heighten the result and its continuity (Magnen, 1991). Involvement of NGOs in follow up system NGOs staff , wereda experts and teachers viewed it as average, while students viewed as high. "Chandra, 2002 said that planning for educational project implementation requires a detailed activity plan and consensually reached agreement of the interested groups followed by a series of follow up and evaluation."***

Involvement of stakeholders in planning and follow up teachers viewed it as average while woreda experts viewed average and NGOs staff it as high and students viewed it as high. There is significant difference between respondents.

Regarding Accountability system of NGOs Staff, woreda experts and teachers viewed it as average students viewed it as high. There is a significance difference between respondents.

There is transparency to the public rated as high by NGOs staffs average by woreda experts teachers viewed it as high by students.

There is reporting system to the public rated as high by NGOs staffs' average by woreda experts teachers viewed it as high by students.

> ***This was cited there is annual activity report that the officers of a charity or Ethiopia resident society shall prepare and transmit to the Agency an annual activity report on the major activities and relevant information regarding the charity or society. The annual activity report required under sub article (1) of this article shall be transmitted to the agency within three months from the end that financial year or within such period as the agency may for any special reason require.***

The implementation of educational activates by NGOs could be affected by a several factors categorized as administrative, social, economic, school based and political factors. As indicated table 7.

4.2.5 The major problems of NGOs in the implementation of their activities

Table 7 Respondents views the major problems of NGOs in the implementation of their activities

No	Item / Factors	Respondents	N	Mean	s.dev	F-ratio	Sig
1	Socio-economic factors						
1.1	Extreme hunger and drought	NGOs	14	2.71	0.994		0.808
		W/Experts	11	2.73	1.104		
		Teachers	13	2.77	1.166	0.324	
		Students	42	3.02	1.473		
1.2	Direct cost of education	NGOs	14	2.21	1.051		0
		W/Experts	11	2.09	1.221		
		Teachers	13	1.85	0.899	8.752*	
		Students	42	3.31	1.158		
		Total	80	2.71	1.265		
1.3	Lower population density	NGOs	14	3.36	1.151		0.149
		W/Experts	11	3.27	1.104		
		Teachers	13	2.31	1.377	1.83	
		Students	42	2.95	1.306		
		Total	80	2.96	1.287		
1.4	Mobility dependence on child labor	NGOs	14	3	1.519		0.034
		W/Experts	11	2.73	1.555		
		Teachers	13	1.62	0.961	3.037*	
		Students	42	2.81	1.348		
		Total	80	2.64	1.407		
1.5	Shortage of qualified teachers	NGOs	14	2.86	1.406		0.71
		W/Experts	11	2.64	1.433	0.462	
		Teachers	13	3.15	1.214		
		Students	42	3.12	1.4		
		Total	80	3.01	1.364		
1.6	Absenteeism of student	NGOs	14	3.43	1.089	1.628	0.19
		W/Experts	11	3.27	1.104		
		Teachers	13	2.46	1.266		
		Students	42	3.24	1.34		
		Total	80	3.15	1.274		
1.7	Gender inequality	NGOs	14	2.93	1.328	0.236	0.871
		W/Experts	11	2.73	1.348		
		Teachers	13	3.15	1.281		
		Students	42	3.05	1.378		
		Total	80	3	1.331		
1.8	Early marriage	NGOs	14	3.14	1.099	0.241	0.868
		W/Experts	11	3.09	1.044		
		Teachers	13	2.85	1.676		
		Students	42	3.21	1.423		
		Total	80	3.13	1.354		
1.9	Limited access to infrastructure(technologies)	NGOs	14	3.43	1.284	0.669	0.574
		W/Experts	11	3.27	1.348		
		Teachers	13	2.77	1.092		
		Students	42	3.24	1.303		
		Total	80	3.2	1.267		
1.10	Limited resource to invest in education	NGOs	14	3.5	1.345	0.524	0.667
		W/Experts	11	3.45	1.44		
		Teachers	13	2.92	1.382		
		Students	42	3.21	1.279		
2	Political factors						
2.1	Support form local government authorities	NGOs	14	3.07	1.542	0.57	0.637
		W/Experts	11	2.82	1.601		
		Teachers	13	2.38	0.961		
		Students	42	2.9	1.511		
		Total	80	2.84	1.445		
2.2	Less involvement of community in contribution activity	NGOs	14	3.36	0.842	1.486	0.225
		W/Experts	11	3.27	0.905		
		Teachers	13	2.46	1.05		
		Students	42	2.93	1.404		
		Total	80	2.98	1.222		
2.3	Promotion of pastoralist in education	NGOs	14	2.93	1.072	0.089	0.966
		W/Experts	11	2.82	1.168		
		Teachers	13	2.77	1.013		
		Students	42	2.98	1.66		
		Total	80	2.91	1.398		

* Significant at alpha =0.05, df 2 b/n groups critical table value 1.99

Respondents view on the degree of seriousness of the factors in organized by the mean, standard deviation; average mean and test statistic in collide with qualitative data for analysis and interpretation.

First, socio- economies factors that affect educational activities implementation of NGOs as rated by respondents and calculated in to mean standard devotion and for one way ANOVA test. Extremely hunger and drought rated serious by NGOs staff serious by woreda experts and students and rated serious by teachers.

Direct cost of education rated less serious by NGOs staff less serious by woreda education expert, less serious by teachers and serious by students, one way ANOVA portaged that there is statistically significant difference among respondents.

Lower population density rated serious by NGOs, serious by woreda education experts and teacher serious by students.

Mobility dependence on child labor rated serious by NGOs serious by woreda education expert serious by teachers and serious by students. One way ANOVA portaged that there is statistically significant difference among respondents.

> ***Education project implementation in pastoralist areas is affected by many socio-economic condition of the locality. Such factors include acute poverty, direct and opportunity cost of education, lower population density, and dependency on child labor and pastoralist mobility. On top, shortage of qualified teachers and absenteeism due to harsh living condition leads to dysfunction of the schools. Moreover, the way pastoralists are presented in the curriculum, their historical neglects affect education projects implemented there (Bishop, 2003; Hedges, 2003.***

Shortage of qualified teachers rated serious by NGOs and serious by wereda experts and teachers serious by students.

Absentee of students rated serious by NGOs serious by woreda experts and serious by teachers serious by students.

Gender inequality rated serious by NGOs serious by woreda education experts, serious by teacher and serious by students.

Early marriage rated serious by NGOs, serious by wored education experts and teachers serious by student. Limited access to infrastructure (technology) high serious rated by NGOs serious by other respondents.

Limited resource to invest in education high serious by NGOs serious by other respondents.

> ***This was cited in the review of related by Morton (2008), which states that research and discussion on increasing pastoralists access to education continues a pace but give an impression taking place in isolation to discuss the general pastoralist development, lively hoods and natural resource issues. There is little sense of building a body of innovative and feasible practice to curtail such a situation.***

The one way ANOVA test exposed that there is no statistically significant difference among respondents on social factors expect for all factors participants of interview and focus group discussion raised that social factors affect the implementation of NGOs in pastoralist area of course it is not very serious case it decrease from day to day.

The deterrent impact of mobility and low density of population that has made the building of infrastructures and social services (road, water, health education etc) difficult and the consequent inability of addressing the educational needs of pastoralist (MoE, 2008).

Secondly Political factors affects educational activities implementation of NGOs as rated by respondents and calculated in to mean standard devotion and for one way ANOVA test.

Support from local government authorities was rated as serious by NGOs serious by woreda education expert less serious by teachers and serious by students. The average mean rate by respondents on the less involvement of community in contribution activities was rated as serious by NGOs staff, woreda experts and was rated serious by teachers and serious by students.

Promotion of pastoralist in education was rated as serious by NGO staffs, woreda experts, teachers and students. One way ANOVA that there is no statistically significant difference among respondents.

However, major problems related to political factors are ill support of local government to the projects, ignoring the project after completion and thus it can not be sustainable, weak promotion of pastoralists in education, and inability to participate pastoralists in policy formulation for their own sake (Oxfam, 2005; Akyeampong, 2004).

CHAPTER FIVE

Summary, Conclusion and Recommendation

This chapter deals with the summary of major findings of the study, conclusion drown from the findings and recommendations.

5.1 Summary

The main purpose of this study was to now a days, it's widely believed that the provision of education for all, quality education can not be attained by the effort of national government alone in pastoralist area particularly in Afar Region.

Hence the involvement of NGOs as well as that of pastoralist is significantly advised to this end, the main purpose of this study was to assess the contribution *of* NGO's to provide basic education for pastoral children in zone one of afar region.

In light of this, the specific objectives of the study were:

i. To assess the aspects of education provision in which NGOs are involved
ii. To assists the extent to which NGOs are involved in the provision of primary education in pastoralist Afar.
iii. To assess how NGOs plan for their implementation of their contribution.
iv. To assess the extent of NGOs contribution of quality of primary education in pastoralist Afar.
v. To find out major challenges that affects the implementation of educational provision in and sustainability in pastoralist Afar.
vi. To forward possible solutions for challenges identified specified importance of the study for policy makers and the NGOs.

In Order to attain the above mentioned objectives of the study; the following four basic research questions were raised.

i. What is the purpose of NGOs involved primary education in pastoralist Afar?
ii. In what areas educational levels are NGOs involved in pastoralist Afar? And why?
iii. How the educational activities are provided, organized and managed?
iv. What are the major problems in the implementations of the educational activities?

This research report contains five major sections in which the problem and its approach; review of related literature; research method, presentation analysis and interpretation of data, and the summary, conclusion and recommendation part are treated. In due course of the study, descriptive survey research method was employed to collect detailed description of existing phenomena about.

To assess the contribution and challenges of NGOs working on primary education in pastoralist area in Afar Region Zone 1 the tools used to collect data were questionnaires, structured individuals interview, focus group discussion and document analysis from various sources. Thus, primary data were collected form woreda level education office experts, NGOs staff, three primary school teachers, three primary school students and three school principals and Kebele education and training board members and secondary data wore collected from MoE Afar educational bureau, NGOs, woreda education office and selected three primary schools annual reports annual statistical were revised.

After pilot testing was conducted, 99 questionnaires were distributed to the respondents at woreda and school centers how ever only 80(81%) were returned to the researcher. Quantitative data collected through questionnaires were tallied, tabulated analyzed using percent, mean, standard deviation and one way ANOVA, the study could out surface the problem and case the way for action by decision makers, planner and policy maker at various levels. The detailed description of the major findings is presented here under.

5.1.1 Respondents Characteristics

A total 13 teachers from three schools were involved in this study regarding their sex 10(11%) are males which respect to educational experts (69%) of them are which respect to educational experts (69%) of them are males and also respect of students 22 (52%) of them are females and 20(48%) of males with regard to age of respondents, the majority 5 (38%) and 5(38%) of teachers are between the age of 20-40 and 25-29 respectively.

5.1.2 The purpose of NGOs involvement in primary education

NGOs usually involved in primary education at the purpose of increasing access, increasing equity, improving quality, increasing efficiency, capacity building decent realized planning and management, monitoring evaluation research and analysis, promoting of reading culture and construction. Their extent of involvement in these aspects as depicted by the study is treated below.

i. Increasing accesses, one of the major purpose of NGOs government with different NGOs in the zone under study NGOs staff, woreda experts and teacher rated as average (3.43) (3.73) (3.08) respectively and students rated as high (3.95). The interview, focus group discussion, and document analysis made reveled that, they were increasing access the purpose of NGOs was average, in short increasing

access undertaken by NGOs was average to put pressure on government and other stockholder's provision of increasing access in primary education for pastoralist zones 1.

ii. Increasing of equity one of the other purpose of NGOs involved in primary education in pastoralist area and that rated as high (3.80) (3.6) it's a good end over the equity of pastoralist.

iii. Improving quality one of the aspects and the purpose of NGOs could contribute a lot for the attainment of education development goals. The means value rated indicated that (3.5) high. The interviewees undertaken that NGOs involvement improving quality by building schools capacity of teachers supporting females financially supplying of food, giving school material also in group discussion also supports this activities of NGOs how the contribution of NGOs were average they remain more according to the problem is wide .

iv. With regard to increasing efficiency involvement of NGOs the mean rated observed for this aspect high (3.7).

v. Capacity building for primary education teachers and managers in one way of improving quality: the mean value rated high (3.7). The interview NGOs gives training for teachers, principals but it's not sufficient as expected then average.

vi. Improving decentralized planning and management the mean rated as average (3.21).

vii. Monitoring evaluation research and analysis its one of the strategy which is concerned. With development of its own plan or NGOs activities and put it to effect. The mean score showed that monitoring evaluation was average (3.21).

viii. Promoting of reading culture is used to make the system to archive the UPE goal that is to improve quality of education. The mean rate for them indicated there use was average (3.21), while it's the respondents of student rated high (3.90) but the interview made pin pointed that most of the NGOs not promoting of reading culture.

5.1.3 Aspects and educational level NGOs involvements in primary education

Educational level is concerned with alternative basic education center, kindergarten, primary education (1-8) and secondary education (1-12) areas of education concerned with provision of primary education, provision of education for girls, planning for local education development provision of textbook, provision school facilities and provision of educational materials.

i. Educational level that is alternative basic education kindergarten, primary education and secondary education are the major areas NGOs could contribute too much: however, the study pin pointed that alternative basic education rate in zone 1 average (3.4), kindergarten rate (1.8), low primary education rate high (4.14) and secondary education rate Average (3.17).

ii. Ares educational involvement of NGOs

- Provision of primary education rated as high (3.90), Provision of education for girls rated as average (3.46), Provision of text book rated as Averages (3.2).
- Provision of school facilities rated average (3.00) and Provision of educational materials rated as average (3.00) and low by teachers (2.23).

5.1.4 Involvement and activities of NGOs in educational organization and management

The involvement and activities of NGOs in educational organization and management has essential effect to sustain educational provision. It includes appropriate educational plan, follow up system, scheduled meeting program, the involvement of stakeholders in planning and follow up, accountability system, transparency to the public and reporting system.

i. Concerning appropriate educational plan, the total mean rate observed for this aspect was high (3.65).

ii. Regard to follow up system the total mean rate observed for this aspect was high (3.55).

iii. Scheduled meeting program was rated average (3.45).

iv. In line of involvement of stake holder in planning and follow up, the total mean rate was high (3.35).

v. Regard to accountability system the total mean rate observed for this aspect was average (3.46).

vi. In transparency to the public, the total mean rate was average (3.42).

vii. Concerning reporting system the total mean rate observed was average (3.48).

5.1.5 Aspects and Educational NGOs involvements in primary education

NGOs usually involved in construction additional class rooms, school administration offices, libraries, sanitation facilities and in financial support through grant aid to local government, payment of teachers salaries, financing community school, financing lower

in come family student and capacity building. Their aspect of involvement depicted by the study is treated here below.

i. Constructing additional classrooms construction is one of the aspects through which NGOs could contribute a lot for the attainment of education's developmental goals. The mean value rated indicated that is average (3.29). The interview undertaken identified those NGOs involvement in construction of additional class rooms was better that there for NGOs are building additional classrooms in that area.

ii. With regard to NGOs involvement in construction school administration office the total mean rate observed for this aspect was average (2.65).

iii. In construction and equipping libraries, the total mean rate observed for this aspect was average (2.68).

iv. In line with construction and equipping sanitation facilities, the total mean value was average (2.59).

2. Financial support are paramount important to secure sustainability of education projects NGOs involved in financial support through grant aid to local government, payment of teachers salaries if financing community school and financing lower in come family student.

i. Concerning financial support through grant aid to local government the total mean rate observed for this aspect was average (2.71).

ii. regarding to payment of teachers salaries the total mean rate observed was average (3.36)

iii. in financing community school the total mean rate was average (2.93)

iv. in financing lower in come family student, the total mean rate was observed average (2.90)

3. Capacity building is one way to transferring capacity to be absorbed by the stake holders NGOs are expected to build the capacity of education experts, principals, teacher's education experts and principals, training for teachers and training for education committee members, the total mean rated average (3.13).

5.1.6 The major problems of NGOs in the implementation of their activities

The success of contribution of NGOs could be affected by socio- economic and political factors that hinder the effort of implementation of activities.

i. Socio-economic factors include the climatic and demographic situation, schooling and economic conditions in the area under consideration they study extreme hunger and drought, direct lost of education, lower population density, mobility dependence on child labor, shortage of qualified teachers, absenteeism of student, gender inequality, early marriage, limited access to infrastructure (technologies) and limited resource to invest in education as rated average or (serious) (<3.50) by the respondents.

ii. Political factors determine implementation political factors determine implementation of NGOs of their activities in brief support from local government authorities, less involvement of community in contribution activity and promotion of pastoralist in education. The mean rating (serious) or moderated (2.84) (2.98) (2.91) respectively.

5.2 Conclusion

Involvement of NGOs in educational provision is globally appreciated and supported by many national governments because the governments alone can not reach all segments of the society due to the limitation in finance and weaknesses in centrally developed strategies which are less responsive to some deprived areas that need specific types treatments on top of this their intercession in important for the attainment of internationally agreed and nationally set targets of educational development in desired period of time in order to do so, NGOs are expected to be highly involved in different aspects of education so as to make significant contribution to educational development through appropriate planning and use of project well implemented and sustainable. In light of this sounding its base in summary of the major finding, the following conclusion is drawn.

1. The purpose of NGOs involved in primary education was found concentrated mainly on access, equality, quality and efficiency of education capacity building for primary education teacher and managers was high, and improving decentralized and management monitoring evaluation research and analysis, promoting of reading culture and construction was average. Thus the extent of NGOs involvement to apply the purpose was moderate NGOs are working better to the purpose on that region.
2. The study revealed that the aspect of NGOs involvement in educational provision on level of Alternative Basic Education and Kindergarten was found low; where as primary education (1-8) was found high. Thus it can be concluded that NGOs mainly focus on primary education rather than other educational levels.

3 The study proved that aspects and the area of education NGOs involvement provision of primary education was high in supporting girl's education.

4. The finding of the study out crusted those NGOs involvement in construction was at average level. And the same to their contribution.

1. Regarding the Involvement and activities of NGOs in educational organization and management of the study specifically that there is follow up system high and there is appropriate educational plan, there is scheduled meeting program, stockholders are involved in planning and follow up, there is accountability, there is transparency to the public and there is reporting system showed that the finding was average.
2. The study also revealed that the problems of NGOs in implementation of their activities socio-economic and political factors were serious. Thus it can be concluded that the NGOs were performing their activities with challenges. .

5.3 Recommendations

It is widely believed that provision of education is the mandate and function of the government. However, governments in many developing countries can not do this for all citizens due to their limited capacity of finance and other priorities to be addressed. Because of this, the intervention of local and international NGOs in education provision became very necessary, broadly practiced and accomplished significant result in different countries. The study pointed out that the involvement and practice in the area was average. This indicates that NGOs have to enhance their contribution to educational development of pastoralist areas.

On the basis of the major findings of the study and the conclusions arrived at the following recommendation were forwarded as the basic solutions for the contribution of NGOs working in pastoralist areas on primary education.

1. The study showed that the involvement of NGOs to apply their purpose in primary education was high regarding access, equity, quality, efficiency and capacity building for primary education teachers and managers. NGOs were working more on access, to achieve EFA goal and to sustain the education provision. Hence, the efforts they made on these issues were very interesting therefore they are expected to keep on. On the other hand, they are on average in improving decentralized planning and management, monitoring evaluation research and analysis, promoting of reading culture and construction. Therefore, it is better to revise their way of management to monitor, evaluate and collecting feedbacks which help them to plan in the consecutive projects.

2. The findings of this study showed that NGO, projects applied more on primary school other than kindergarten (KG) and secondary school. However, their contribution was high in primary education it was low in kindergarten (KG) and high school. Not only primary school pupils but also KG and secondary school pupil encounter different problems such as meal, learning materials, transport and etc. Of course helping those students at the primary level reduces dropout. However, when they reach secondary school level there may drop out rate increases. Therefore, by considering these problems it would better for NGOs to increase their scope by including KG and secondary schools.
3. The finding also shows that NGOs on provision of primary education and provision of education for girls. However, their contribution was average on planning for local education development and provision of school facilities. Whereas provision of textbook was low. Therefore, NGOs need to evaluate the way they distribute school facilities such as textbooks, exercise books, seats and others. Therefore, it would better for them to increase their contribution on these regards. This may be achieved by involving all stakeholders in planning, controlling and evaluating the projects.

More cooperation, communication and coordination of efforts are expected from the NGOs as to higher their degree of excellence in project implementation and sustainability.

4. The Federal government of Ethiopia and the regional government of Afar should create good ground through more political support and building essential infrastructures like roads, telephone services and electric power supply in

pastoralist area so that multinational and indigenous NGOs would be interested to go to pastoralist areas and improve their involvement in primary education provision that contribute more to the realization of UPE by 2015.

5. All of NGOs heads, experts and all so other employs should commuted to enhance quality of Education in pastoralist Afar Region Zone one.

6 Since the study is a beginning but not an end in the area of pastoralist Afar the contribution of NGOs further investigation and study out to be carried out to bring increased participation in primary education .

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Appendix A

Addis Ababa University

College of Education

Department of Educational Leadership and Management

Questionnaire to be filled by Zone and Woreda level Educational experts.

General direction

Non-Governmental Organizations play a major role contribute to improve Educational provision in Pastoralist.

This study attempts to the contribution of NGOs working in Education pastoralist Afar Region the case of Zone 1.

The success of the study is highly dependent on your honest, genuine and timely response to the questionnaires. There fore, you are kindly requested to cooperate in responding to the questionnaires.

Note that:

1. No need to write your name.
2. Provide your responses by putting "x"√ marks in the space, provided for objective questions and writing your opinion to the open ended questions.
3. Be sure that all your response will be kept confidential, and would only be employed in the analysis of the data to reach on the finding of the study.

Thank you!!

Part 1_Personal Background Information

1.Name of your Organization._____

2.Current status._____

3.Woreda._____

4.Sex._____

5.Age._____

6.Educational level

TTI ☐

Diploma ☐

1st Degree ☐

2nd .Degree ☐

7. Year of service on current position in the organization._____

8. Relevant short term training received on current position. _____

_____

_____

Part I

The Purpose of NGOs involvement in primary Education. In your opinion to what extent are NGOs involved in primary Education? Put your opinion to the involvement of NGOs.(where the numbers provided in the table indicates: 1=very low, 2=low, 3=average,4=high and 5=very high).

No	Purposes of NGOs in primary Education	Extent of involvement				
		1	2	3	4	5
1	Increasing access					
2.	Increasing equity					
3.	Improving quality					
4.	Increasing efficiency					
5.	Capacity building for primary education teachers and mangers					
6.	Improving decentralized planning and management					
7	Monitoring, evaluation. Research and analysis					
8	Promoting of reading habit					
9.	Constriction					

Part II

Aspects and educational level NGOs involvement in primary Education

The aspects and Educational level NGOs involvement in primary education are presented below. Please put your opinion of their involvement in a given aspect(where by the numbers provided in the table indicates 1=very low , 2= low ,3= Average, 4= High and 5= very high).

No	Aspects of involvement and Educational level	Extent of involvement				
		1	2	3	4	5
1	**Educational level**					
1.1	Alternative Basic Education centers					
1.2	Kindergarten					
1.3	Primary Education(1-8)					
1.4	Secondary Education(9-12)					
2	**Educational Provision**					
2.1	Provision of primary education					
2.2	Provision of education for girls					
2.3	Planning for local education development					
2.4	Provision of text book and School facilities, and educational materials					
3	**Construction and equipment**					
3.1	Construction of additional classrooms					
3.2	Construction of School administration Offices					
3.3	Constructing and equipping libraries					

3.4	Constructing and equipping sanitation facilities					
4	**Financial Support**					
4.1	Financial Support through grant aid to local government					
4.2	Payment of teachers salaries					
4.3	Financing community schools					
4.4	Financing lower income family students					
5	**Capacity Building**					
5.1	Training for education experts and principals					
5.2	Training for teachers					
5.3	Training for education committee members					

Part-III

-Activities of NGOs in Educational organization and management. How do NGOs organize and manage their activities. as 1=very low 2= low3=Average 4= High and 5= very high

	Area of Involvement	**Extent of use**				
		1	**2**	**3**	**4**	**5**
1.	There is appropriate educational plan					
2	There is follow up system					
3	There is scheduled meeting program					
4	Stakeholders are involved in planning and follow up					
5	There is accountability system					
6	There is transparency to the public					
7	There is reporting system					

Part IV

The major problems of NGOS' in the implementation

What are the major problems of NGOs in the implementation of their activities in pastoralist areas that are related to socio-economic and political factors are listed below. Please indicate your opinion about the extent to which the stated factors are a problem for the implementation of education contribution (where 1=not serious 2=less serious 3= serious 4= highly serious and 5= extremely serious

No	Factors	Extent of seriousness				
		1	2	3	4	5
1	**Socio- economic factors**					
1.1	Extreme hunger and drought					
1.2	Direct cost of education					
1.3	Lower population density					
1.4	Mobility Dependence on child labor					
1.5	Shortage of qualified teachers					
1.6	Absenteeism of students Gender inequality					
1.7	Early marriage					
1.8	Limited access to infrastructure (technologies)					
1.9	Limited resource to invest in education					
2.	**Political Factors**					
2.1	Support form local government authorities					
2.2	Less involvement of community in contribution activities					
2.2	Promotion of pastoralist in education					

Appendix B

Addis Ababa University

College of Education

Department of Educational Leadership and Management

Questionnaire to be filled by NGOs Staffs.

General Direction

Non-Governmental Organizations play a major role contribute to improve Educational provision in Pastoralist.

This study attempts to the contribution of NGOs working in Education pastoralist Afar Region the case of Zone 1.

The success of the study is highly dependent on your honest, genuine and timely response to the questionnaires. There fore, you are kindly requested to cooperate in responding to the questionnaires.

Note that:

1. No need to write your name.

2. Provide your responses by putting ""x" √"marks in the space, provided for objective questions and writing your opinion to the open ended questions.

3. Be sure that all your response will be kept confidential, and would only be employed in the analysis of the data to reach on the finding of the study.

Thank you!!

Part 1_Personal Background Information

1.Name of your Organization._____

2.Current status._____

3.Woreda._____

4.Sex._____

5.Age._____

6.Educational level

TTI ☐

Diploma ☐

1st Degree ☐

2nd .Degree ☐

7.Year of service on current position in the organization._____

8.Relevant short term training received on current posstion._____

_____

_____

Part I

The Purpose of NGOs involvement in primary Education. In your opinion to what extent are NGOs involved in primary Education? Put your opinion to the involvement of NGOs.(where the numbers provided in the table indicates: 1=very low, 2=low, 3=average,4=high and 5=very high).

No	Purposes of NGOs in primary Education	Extent of involvement				
		1	2	3	4	5
1	Increasing access					
2.	Increasing equity					
3.	Improving quality					
4.	Increasing efficiency					
5.	Capacity building for primary education teachers and mangers					
6.	Improving decentralized planning and management					
7	Monitoring, evaluation. Research and analysis					
8	Promoting of reading habit					
9.	Constriction					

Part II

Aspects and educational level NGOs involvement in primary Education

The aspects and Educational level NGOs involvement in primary education are presented below. Please put your opinion of their involvement in a given aspect(where by the numbers provided in the table indicates 1=very low , 2= low ,3= Average, 4= High and 5= very high).

No	Aspects of involvement and Educational level	Extent of involvement				
		1	2	3	4	5
1	**Educational level**					
1.1	Alternative Basic Education centers					
1.2	Kindergarten					
1.3	Primary Education(1-8)					
1.4	Secondary Education(9-12)					
2	**Educational Provision**					
2.1	Provision of primary education					
2.2	Provision of education for girls					
2.3	Planning for local education development					
2.4	Provision of text book and School facilities, and educational materials					
3	**Construction and equipment**					
3.1	Construction of additional classrooms					
3.2	Construction of School administration Offices					

3.3	Constructing and equipping libraries					
3.4	Constructing and equipping sanitation facilities					
4	**Financial Support**					
4.1	Financial Support through grant aid to local government					
4.2	Payment of teachers salaries					
4.3	Financing community schools					
4.4	Financing lower income family students					
5	**Capacity Building**					
5.1	Training for education experts and principals					
5.2	Training for teachers					
5.3	Training for education committee members					

Part-III

-Activities of NGOs in Educational organization and management. How do NGOs organize and manage their activities. as 1=very low 2= low3=Average 4= High and 5= very high

	Area of Involvement	**Extent of use**				
		1	**2**	**3**	**4**	
1	There is appropriate educational plan					
2	There is follow up system					
3	There is scheduled meeting program					
4	Stakeholders are involved in planning and follow up					
5	There is accountability system					
6	There is transparency to the public					
7	There is reporting system					

Part IV

The major problems of NGOS' in the implementation

What are the major problems of NGOs in the implementation of their activities in pastoralist areas that are related to socio-economic and political factors are listed below. Please indicate your opinion about the extent to which the stated factors are a problem for the implementation of education contribution (where 1=not serious 2=less serious 3= serious 4= highly serious and 5= extremely serious

No	Factors	Extent of seriousness				
		1	2	3	4	5
1	**Socio- economic factors**					
1.1	Extreme hunger and drought					
1.2	Direct cost of education					
1.3	Lower population density					
1.4	Mobility Dependence on child labor					
1.5	Shortage of qualified teachers					
1.6	Absenteeism of students Gender inequality					
1.7	Early marriage					
1.8	Limited access to infrastructure (technologies)					
1.9	Limited resource to invest in education					
2.	**Political Factors**					
2.1	Support form local government authorities					
2.2	Less involvement of community in contribution activities					
2.2	Promotion of pastoralist in education					

Appendix C

College of Education

Department of Educational Leadership and Management

Questionnaire to be filled by Students.

General direction

Non-Governmental Organizations play a major role contribute to improve Educational provision in Pastoralist.

This study attempts to the contribution of NGOs working in Education pastoralist Afar Region the case of Zone 1.

The success of the study is highly dependent on your honest, genuine and timely response to the questionnaires. There fore, you are kindly requested to cooperate in responding to the questionnaires.

Note that:

1.No need to write your name.

2.Provide your responses by putting ""x"√ "marks in the space, provided for objective questions and writing your opinion to the open ended questions.

3.Be sure that all your response will be kept confidential, and would only be employed in the analysis of the data to reach on the finding of the study.

Thank you !!

1.Name of your center /school_____

2.District_____

3.Sex_____

4.Age_____

5.Grade_____

Part I

The Purpose of NGOs involvement in primary Education. In your opinion to what extent are NGOs involved in primary Education? Put your opinion to the involvement of NGOs.(where the numbers provided in the table indicates: 1=very low, 2=low, 3=average,4=high and 5=very high).

No	Purposes of NGOs in primary Education	Extent of involvement				
		1	2	3	4	5
1	Increasing access					
2.	Increasing equity					
3.	Improving quality					
4.	Increasing efficiency					
5.	Capacity building for primary education teachers and mangers					
6.	Improving decentralized planning and management					
7	Monitoring, evaluation. Research and analysis					
8	Promoting of reading habit					
9.	Constriction					

Part II

Aspects and educational level NGOs involvement in primary Education

The aspects and Educational level NGOs involvement in primary education are presented below. Please put your opinion of their involvement in a given aspect(where by the numbers provided in the table indicates 1=very low , 2= low ,3= Average, 4= High and 5= very high).

No	Aspects of involvement and Educational level	Extent of involvement				
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1.2	Kindergarten					
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1.4	Secondary Education(9-12)					
2	**Educational Provision**					
2.1	Provision of primary education					
2.2	Provision of education for girls					
2.3	Planning for local education development					
2.4	Provision of text book and School facilities, and educational materials					
3	**Construction and equipment**					
3.1	Construction of additional classrooms					

3.2	Construction of School administration Offices					
3.3	Constructing and equipping libraries					
3.4	Constructing and equipping sanitation facilities					
4	**Financial Support**					
4.1	Financial Support through grant aid to local government					
4.2	Payment of teachers salaries					
4.3	Financing community schools					
4.4	Financing lower income family students					
5	**Capacity Building**					
5.1	Training for education experts and principals					
5.2	Training for teachers					
5.3	Training for education committee members					

Part-III

-Activities of NGOs in Educational organization and management. How do NGOs organize and manage their activities. as 1=very low 2= low3=Average 4= High and 5= very high

	Area of Involvement	**Extent of use**				
		1	**2**	**3**	**4**	**5**
1.	There is appropriate educational plan					
2	There is follow up system					
3	There is scheduled meeting program					
4	Stakeholders are involved in planning and follow up					
5	There is accountability system					
6	There is transparency to the public					
7	There is reporting system					

Part IV

The major problems of NGOS' in the implementation

What are the major problems of NGOs in the implementation of their activities in pastoralist areas that are related to socio-economic and political factors are listed below. Please indicate your opinion about the extent to which the stated factors are a problem for the implementation of education contribution (where 1=not serious 2=less serious 3= serious 4= highly serious and 5= extremely serious

No	Factors	Extent of seriousness				
		1	2	3	4	5
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1.3	Lower population density					
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1.5	Shortage of qualified teachers					
1.6	Absenteeism of students Gender inequality					
1.7	Early marriage					
1.8	Limited access to infrastructure (technologies)					
1.9	Limited resource to invest in education					
2.	**Political Factors**					
2.1	Support form local government authorities					
2.2	Less involvement of community in contribution activities					
2.2	Promotion of pastoralist in education					

Guiding Question for interview to zone education expert and NGOs staff

1. What do you expect about the purpose of NGOs involved in primary school in your Zone or District?
2. Do NGOs develop Educational level in your Zone or District?
3. How does the NGOs organize and manage their activities in your Zone or District?
4. What are the major activities of NGOs involved in primary Education?
5. What do you recommend to the problem faced by NGOs when implementing primary Education?
6. What is your expectation about the involvements of NGOs in primary education?

Thank you!!

Guiding questions for focus group discussion with kebele education board, parent, teacher, student's committee members

1. How much you involved and contributed in educational organization and management of NGOs in your aria?
2. What do you recommend to implement the purpose of NGOs your locality?
3. What are the major problems of NGOs in providing Education to the community in tour locality?

4. do you have additional or exceptional comments on NGOs in primary education provision in your locality

Thank you!!

DECLARATION

I hereby declare that this thesis is my original, and has not been presented for a degree to any university and that all relevant sources used are dully acknowledged.

Name Abera Abate

Signature _____

Date of submission _____

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

Name _____

Signature _____

Date of submission _____