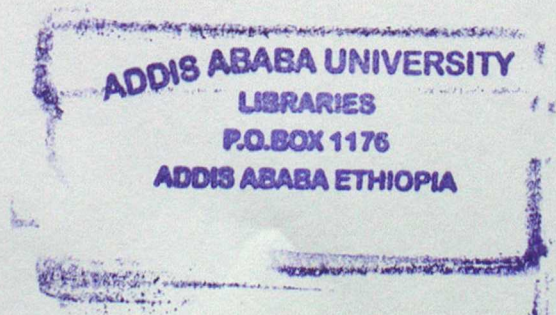


**The Contribution of Non- Government Organizations (NGOs) to the
Expansion of Pre-school Education in Addis Ababa Implications to
Quality of Education**

**A thesis Submitted to the graduate Program of Addis Ababa University
in partial fulfillment of the requirements for the Degree of masters of
Art in Educational Research and Development.**

**By
Tesfaye Tessema Bedane**



**June, 2013
Addis Ababa**

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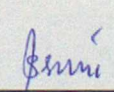
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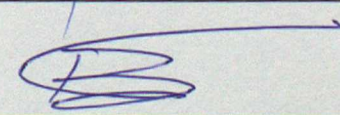
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Acronyms and Abbreviations

Acronym	Full Name
ESDP:	Education Sector Development Program
MOE:	Ministry of Education
UPE:	Universal Primary Education
NGO:	Non government Organization
MDG:	Millennium Development Goal
UNICEF:	United Nations International Children's Fund.
UNESCO:	United Nations Educational Scientific and Cultural Organization
MOH:	Ministry of Health
MOWA:	Ministry of Women Association
ECCE:	Early Childhood Care and Education
EFA:	Education for All
USAID:	United States Agency for International Development.
AED:	Academy for educational Development.
BED:	Basic Education Program
EQUIP:	Education Quality Improvement Program.
ECD:	Early Childhood Development
ADEA:	Association for the Development of Education in Africa.
RAFPE:	Regional Africa Network Francophone of Early Childhood.
DOSE:	Department of State for Education
BFCI:	Baby Friendly Community Initiative
MFPE:	Ministry of Family and Early Childhood
CRDA:	Christian Relief and Development Association
NPDPM:	National Policy on Disaster Prevention and Management
AAEB:	Addis Ababa Education Bureau.
EBNLA:	Ethiopian Baseline National Learning Assessment.
FGD:	Focus Group Discussion
SRI:	School Readiness Initiatives

Abstract

The main purpose of this study is to assess the contribution of Non Government Organizations (NGOs) to the expansion of pre-school education in Addis Ababa and its implication to quality of education. The study in line with the formulated basic questions examined the activities of NGO assisted centers in ensuring quality pre-school education. The basic questions were: - what is the state of pre-school education? What is the implication of expanding pre-school education to quality of education? Are there adequate and regular follow up and program assessment practices to improve access and quality of pre-school education? What are the challenges faced in improving provision of quality pre-school education in Addis Ababa? Descriptive survey method was employed in this study. Data were gathered using questionnaire, interview, document review, focus Group Discussions and observation check list. The subjects of the study include NGO-project coordinators, Addis Ababa education bureau and sub city education focal experts, parents/guardians of the pupils, school based principals and teachers. The data gathered through questionnaires were analyzed using percentages. And The findings of the study reveal that there is high demand and desire for NGO managed kindergartens by the local community. Low level participation of parents/guardians and the community at large is also observed. Income generating Activities (IGA) particularly to local NGOs increase efforts to ensure sustainable community development at grass root level. The government should provide land for the expansion of kindergartens. Establishing grassroots forums and submission of periodic report to the concerned offices, net working activities with education bureaus at Woreda, and regional levels would improve the efforts of NGOs.

CHAPTER ONE

1. INTRODUCTION

The purpose of this chapter is to introduce the reader with the general overview of the study problem. The chapter begins with the background of the study that led to the choice of the problem. It then elaborates the purpose of the study and its significance. It also contains delimitations of the study, Limitations of the study, and definition of key terms. Finally it presents the organization of the study.

1.1. Back ground of the study

There is wide spread agreement that provision of quality education is essential for a nation to enhance its economic development. The preschool education development is the basis for the quality and attainment of universal primary education (UPE). In line with this, Curtis (cited in Gezahgn, 2005) noted that children's early learning experiences have a profound effect on their development. During the kindergarten years, children's receptivity to new influences and capacity to learn are at their peak. They acquire a variety of important skills, knowledge and attitudes that will affect their ability to learn their personal development, relationship with others, and future participation in a greater society (Curtis, 1998). Smith (2001) also indicated that the early childhood education is termed as the foundation stage of education, where children experience rapid physical, emotional, intellectual and social growth.

Early childhood Development (ECD) has emerged as a theme in the international and African dialogue on education in recent years, though it is not the highest priority for governments or donors. The 1989 United Nations (UN) adoption of the Convention on the Rights of the Child began a more visible drive for early childhood development at on the international level. Closely following this, the Education for All (EFA) initiative from the 1990 World Conference in Jomtien, Thailand; the 2000 World Education Forum in Dakar (Senegal), and the development of the Millennium Development Goals in the UN, have all led to an increase in government policies and local initiatives in the domain of early childhood programs around the world.

In the Ethiopian context, the Ministry of Education and Fine Arts also issued directives, in 1973 regarding the establishment of non-government kindergarten in relation to the licensing of kindergartens. The ministry clearly pointed out its position concerning kindergarten education as follows:-

Although pre-school activities are increasing in importance... they are largely the concern of private agencies or organized by private group of citizens. They have not been included in the structure of the education system, although encouragement can be given to private and communal activities of this kind, yet it is not considered appropriate at this stage of development to allocate government funds to pre- school education... (Addis Ababa, 1973).

To get out of the inefficiencies and the failure of the weakest education system of the country prior to 1991 & to give special emphasis for those who have been deprived of educational opportunities, the Government of Federal Democratic Republic of Ethiopia formulated new education and Training Policy. Cognizant of this, a 20 year education sector development program (ESDP) was formulated in 1994 to realize the education policy which elucidated that provision of quality basic education cannot be attained by governmental effort alone.

In both ESDP III and IV, it is indicated that the major challenges of the education system of the country are lower access and quality of education as a result of increased enrolment, shortage of qualified teachers and ill harmonization of donor and government efforts to execute the implementation of programs and projects. In fact, it was apprehensive that the efforts made by private sector and NGOs were appreciated and needed to be expanded through their active involvement, ownership and commitment to achieve the Millennium Development Goal (MDG). On top of this, it was disclosed that the education sector development program cannot be realized without building adequate implementation capacity of actors at different levels of the system. It was also uncovered that the financial, material, and human resources provided by government alone are not suffice to attain the Universal Primary Education (UPE) targets by 2015. Hence, NGOs involvement in education provision was significantly figured out by the government of Ethiopia (MOE, 2005). Hence, the major purpose of this study is to make an investigation about

the contribution of NGOs to the expansion of pre-school education in Addis Ababa. More over it tries to explor the challenges and implication to quality of education.

1.2. Statement of the problem

The government of Ethiopia developed and implemented comprehensive early childhood development policy framework and strategic operational plan as part of the education and training policy .How ever as UNICEF (1991) indicated the effort so far made in the area of pre-school education is considerably low.

This obviously shows that there is a problem of meeting the educational opportunity of pre-school age children. This suggests that the problem deserves due appraisal and study to generally correct disparities between the demand for and supply in the pre-school education. Such research has to be conducted with the idea of discovering the challenges and prospects of kindergarten education in changing the lives of children. Additionall. the study may also identify the intervention areas to the government and NGOs where their focus and contributions bring a great difference in improving quality of education starting at grass root level of the educational system.

Therefore, the study attempts to search answers for the following questions:-

- 1) What is the state of pre-school education in Addis Ababa? What is the implication of expanding pre-school education to quality of education?
- 2) Are there adequate and regular follow up and program assessment practices to improve access and quality of pre-school education?
- 3) What are the challenges faced in improving provision of quality pre-school education in Addis Ababa?
- 4) What can be done to improve the current state of pre-school education in Addis Ababa?

1.3. Objectives of the study

The general objective of the study is to assess the contributions of Non-governmental organizations (NGOs) to the expansion of pre-school education and its implication to the improvement of quality of education. More specifically this study intends to:-

- Assess the status of NGOs contribution in the area under study.
- Identify challenges and problems encountered in pre-school education.
- Indicate the challenges and problem areas to the stakeholder's particularity to NGOs for further participations and contributions.
- Assess the status of stakeholder's participation in pre -school education.
- Uncover its impact to quality of education.
- Make suggestions for improvement.

1.4. Significance of the study

Educational researchers, stakeholders & above all government authorities should show the priority areas where NGOs could exert their maximum effort and contributions in improving quality of education .

It is assumed that education projects led by NGO's are centralistic, elitist, free-floating, and fragmented in their nature unless well orchestrated (Medvedeve, 2009; Howell, 2007; Shihata, 2000.) . Thus. this research project will have the following contributions. It helps to: -

- (1) Inform stakeholders including the governments about the status of preschool education in Addis Ababa.
- (2) Create awareness on the existing gap between the educational needs of pre-school Children and the service of the NGOs, educational stakeholders and policy makers.
- (3) Identify major reasons that have bearing meeting the provisions of pre- school education in Addis Ababa.
- (4) Show the importance of pre-school education assisted by the NGOs and its implication to quality of education.

1.5. Delimitation of the study

Non- governmental organizations are engaged in developmental activities of the country. Furthermore, they are involved in wide and diverse interventions in different educational programs in Addis Ababa. This study is delimited to study the contributions of NGOs that work on early childhood care and education (ECCE) in Addis Ababa.

1.6. Limitation of the Study

One major limitation encountered during the study was the difficulty to get the centers in different sub-cities as there are few NGO assisted kindergartens. Inavailability of information about their education development in general and pre-school education in particular at different levels of Addis Ababa was a major challenge. The problem was overcome through frequent meetings at different levels of education offices and NGOs.

1.7. Operational definitions of key terms

Child care – Any situation in which children are provided with an overall supervision and support in matters like health, nutrition, Safety and education (UNICEF)

Pre-school – An institution which gives education service for children of age 3 to 6 before they join formal schooling.

Kindergarten – A program which comprises of children from age 4 to 6 and educating them with the aim of all round development of the child in preparation for formal schooling (MoE, 1994).

Early childhood education – A program of providing education that promote the overall development of children up to age seven.

Child friendly school (CFS) – A school that is healthy, effective, protective, and the community and family are actively involved.

Baby Friendly Community Initiative (BFC) – It is an initiative which promotes breast feeding and hygiene within communities.

1.8. Organization of the study

This study is organized into five chapters, This chapter dealt with background of the study including organization of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study and definitions of operational terms. The review of the related literature is treated in the second chapter. It presents brief review of related studies that serve as framework to guide to the study Chapter three addresses the research design and methodology. It explains the methods, approaches, procedures and tools that were used to achieve the purpose of the study. The fourth chapter focuses on the analysis and interpretation of data collected. In this chapter, the data collected from the field were organized, processed and interpreted. The last chapter treats summary of the major findings, conclusions reached and recommendations forwarded.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter has the purpose to introduce the reader with the global overview of historical development of pre school education in Ethiopia, the research experience and the status of pre- school education as per the development of access, equity and quality of education.

2.1. Conceptualizing pre-school Education

2.1.1 Global overview of historical development of pre-school education.

Organized education in early years of Children's life was advocated by Plato (427-347 B.C.). Greeks argued that children under age of six have to be taken from home and educated in properly organized environment under the guidance of a trained teacher in the care and education of young children. In this regard John (1592-670, cited in Yalew, 2011) stressed that

Systematic education of children should begin early and schools should be established for the first six years of life. He was the first to emphasize the value of play and first-hand experience in educating children.(p.10)

Besides this Jean Jacques Rousseau (1712-1778), a French philosopher, claimed that educating children at an early years serves as a basis for later education. In line with this, other authors advocated direct experience, practical activity and learning by doing (Alkin, 1992; Widmer, 1970). Furthermore, in the European and other parts of the world, preschool education system was influenced by the Froebel's methods. The German immigrants in the middle of the 19th century established the 1st Kindergarten in the United States of America. Amelework (2007, Cited in Yalew 2011), and Woodhead (1992, in Ameleowrk 2007) also stated that the kindergarten is now an established part of American education, and various types of play are incorporated into current theories of early childhood education and progressive schooling. One of the educators who significantly contributed to childhood education was Marie Montessor (1870-1952), who viewed educating children as assisting the psychological development rather than teaching (see also Monighan, 2005, cited in Amelwork, 2007). She theorized that children learn best by being active and by doing and advocated that children learn how to learn. (see also Stephens, 1996).

The preceding paragraphs show that pre-school education has a historical background globally. Next we will try to look into the historical development in the Ethiopian context.

2.2. The Historical development and current practices of kindergarten education in Ethiopia

Discussing on the origin of the traditional church education with the introduction of Christianity in Ethiopia, Pankhurst wrote that the origin of Ethiopian's church school coincided with the establishment of the church itself in about 327 A.D. However, as this paper is concerned only with education of the pre-school age children, specifically with the kindergarten age children, it tries to touch the role that is being played by the traditional church school or the priest school, particularly in Addis Ababa. Regarding the status of curriculum at this stage, children of this age consisted primarily of drill and practice of the alphabet. Mastery of the alphabet was followed by reading and recitation of religious texts that began with the psalms of David (Hoot, Szente & Mebrath, 2004, cited in Yalew, 2001). Even today, in the suburb of Addis we find groups of children under 7 years of age gathered and learn in church yards or under shades of trees guided by a priest or someone with church background. Muslim Communities also have Quran schools in mosque yards in a similar fashion (Kibebew, 1989, Demessie, 1996 ,cited in Yalew 2011).

In the 20th century, Emperor Menelik II recognized the importance of improved and modern education and then he committed and achieved the establishment of the first public school called Menelik II in 1908. Likewise, eight years ahead of the establishment of Menelik II school, the first modern preschool established in Dire Dawa city for the children of foreign mainly French consultants who were helping to build the first rail road in the country (Demeke ,2007, cited in Yalew 2011). Bizuensh (1983, cited in Yalew, 2011) argues that the year of establishment of the first kindergarten in Ethiopia was in 1908. Since then the provision of kindergarten education, mainly for children from well to do families, started in Addis Ababa in attachment with the then existing schools such as English school, German school, Lycee Gebremariam and the like. But later in 1963 E.C, provision of preschool began as a community service in major towns of the country under the Ministry of National Development and Social Affairs (Demeke, 2007, cited in Yalew, 2011).

According to Bizunesh (1983), Kindergarten establishment in Addis Ababa around 1943 E.C. or 1950 G.C. by welfare organization. The kindergarten which is still operating in the compound of Yekatit 12 comprehensive secondary school is financed by the Ministry of Education. It was started in 1950 E.C. or 1957 G.C. by the initiative of an individual.

After the 1974 revolution, kindergarten education expanded significantly from urban to rural in such a way that it grew in number from 77 to 912 and in enrollment from 7,573 to 102,000 between 1975 to 1990. Since then, preschool education became part of the national education policy and then its curriculum was developed for the first time (Demeke, 2007). Also contributing to the expansion of early childhood education during the socialist period was the launching of the National Literacy Campaign supported by UNESCO in the late 1970s (Hoot, Szente & Mebreth, 2004, cited in Yalew, 2011). We then observed the decline in the number of kindergarten until the change in government which took place in 1991. Then it began to boost itself after the adoption of the new Education and Training Policy in 1994. This policy recognized kindergarten education as a very important element in the overall development endeavor of the early childhood and for the preparation of formal schooling (MOE, 1994), which left the program to the private sector and other non-government organizations in giving access to children of age 4-6. In complement with these, Woodhead (2009, cited in Yalew 2011) puts it as follows:-

The role of the government in providing pre-school services has been minimal. This is not surprising. Primary education is still being consolidated in Ethiopia, and current public expenditure is still insufficient to ensure even basic primary schools, especially in many isolated communities. To fill this gap at pre-primary level, the government is encouraging the involvement of other partners, including the private sector. (p.15)

The Annual Abstract of Education statistics of the Ministry of education (M.O.E, 2009) pointed out that the country's gross enrollment ratio of KG was 4.2% in 2008. This ratio indicates that the majority of the population did not have access to pre-primary education. In the same year, the highest number of kindergartens and the largest gross enrollment ratio of 73.6% have been observed in Addis Ababa followed by Dire Dawa and Harari (Yalew, 2011). The education annual statistics abstract of Addis Ababa Education Bureau (2009) indicated that the net

enrolment rate in kindergarten education was 57.2% in 2008. This figure shows the coverage and service delivery is not satisfactory even in Addis Ababa.

2.3. The Research Experience of Kindergarten Education

Pre-school education is the basis for education development of a country. Being at grass root level, its quality and development has got an impact on other hierarchies of the educational system of any country.

Preschool education program is believed to create conducive environment and experiences for a desirable development of children (Decker and Decker, cited in Demissie, 1996). Furthermore, Yalew (2011), noted that a country's economy depends on the competencies of its citizens and those competencies are set early in life with minimal effort to acquire desired cognitive and attitudinal development. This is possible through the early life of children. (MOE, MOH&MOWA, 2010 Tirusew, 2007). Care is described by UNICEF as ensuring and promoting children's survival, protection, growth and development in good health with proper nutrition in a safe environment that enables them to be physically healthy, mentally alert, emotionally secure, socially competent and able to learn (UNICEF, 2003, in Taylor and Woods, 2005). Moreover Yalew (2011), argues that from economic point of view, access to quality early childhood care and education is an important pro-poor strategy capable of increasing equity in addition to its usefulness for the holistic development of the child and realizing their rights (Woodhead, et al., 2009).

Overall the rationale for kindergarten education is strongly stated by Yemane, (2007, cited in Yalew, 2011) as follows :-

Child-Centered, family-focused, community-based holistic care and education of preschool children is essential for securing the well being and rights of all children and should be supported by national policies and sufficient funds. (p.16)

2.3.1 The Policy Framework of Early Childhood Care and Education in Ethiopia (ECCE)

The Ethiopian ECCE Policy Framework (MOE, MOH, & MOWA, 2010:a) articulated the ultimate importance and benefit to be gained from early years intervention. Investing programs for infants and children include early identification of vulnerable children, enhanced enrollment in primary schools on equal grounds, increased productivity, cost saving for both the families and the nation, reduction of poverty, improved family welfare and increased opportunities for parental and community mobilization and empowerment.

According to UNESCO-EFA (2010) global monitoring report, evidence from around the world indicates that high quality early childhood care is good for all children, above all for those from disadvantaged backgrounds. But, those who stand to gain the most from early children care are often excluded. Many Children are far less likely to participate in early childhood programs. The Ethiopian national policy framework has been set with the goal that early stimulation and the best start in life for all children from prenatal to the age of seven enhances the quality, accessibility and equitable distribution of services for children.

2.4 Pre-school Education in Ethiopia

2.4.1 Access

The annual statistical abstract of Addis Ababa education Bureau revealed that in 2010, out of the estimated 7.31 million children of the appropriate age group (4-6) years only about 382,741 children have been reported to have access to pre-school education in 3418 kindergarten across the country. This shows a considerable increase as compared to the previous years. The few preschools that have been set up are also urban oriented (Digest, No 18, cited in Demissie, (1996). Disparities between urban and rural, rich & poor exist in least developed countries such as ours. High demand of early childhood education exists in rural areas, but the number of pre-schools is negligible. On the other hand, pre-school education centers are mushrooming in urban areas. Even though significant progress has been made in expanding ECCE (UNESCO, 2006), it is far less certain how far promises made for ECCE as a cost-effective, anti-poverty strategy are being realized, especially in respect of the important emphasis in Dakar on expanding and

improving comprehensive ECCE, especially for the most vulnerable and disadvantaged children (UNESCO, 2000, in Woodhead et al., 2009)

Implementation of ECCE National policy framework needs the participation of Non-government organizations. This is mainly concerned in care giving activities of children in general and expansions of kindergartens in particular. It is clearly stated as follows (MOE, MOH& WOMA, 2010) :-

Implementation of programs for young children is currently in the hands of various non-government partners who have over the years been providing ECCE services to children, particularly those who are disadvantaged. Such partners include save the children Alliance, the Christian children's fund and SOS international. In addition to these, there are faith based initiatives by the catholic church, the Ethiopian orthodox church, the seventh Day Adventist church, as well as Muslim schools Commonly known as Madrasas. Local NGOs including Addis development vision, Abebech Gobena Children's care and development organization, Selam children's village and CODE Ethiopia have also significantly contributed to the provision of ECCE services. UNICEF and UNESCO have played a major role in capacity-building, support for policy formulation and the generation and dissemination of information useful for raising public awareness. (p.4)

2.4.2 Equity

Social justice or fairness in education is Equity. Equity refers to fair access to education provision (Prysorijnes, 1980, cited in Ziyn, 2004). Furthermore the issue of equity mainly affects several disadvantaged groups including the poor, linguistic and ethnic minorities, children with learning and physical impairments and nomads (World Bank, 1996, cited in Ziyn, 2004). In another but similar development, as a general rule, the poorest, most vulnerable children and families are least likely to have access to quality education. Other major barriers to children's progress in education include harmful, inconvenient and irrelevant socio-cultural traditions and beliefs (UNESCO, 2008, cited in Woodheed et al., 2009).

Ethiopia has taken the commitment and seriousness of equity issues and strives to address it in its policy, operational and guideline documents. The Ethiopian operational plan and guideline

document for ECCE (MOE,MO, & MOWA, 2010b) states that pre-school programs will target all children aged 4 to 6 regardless of any trait i.e. without any discrimination one from the other.

2.4.3. Quality

The issue of quality is seen in different angles by various scholars. There is no universally agreed interpretation of quality. Educational quality apparently may refer to quality inputs (number of qualified teachers, number of textbooks and content relevance), quality processes (amount of direct instructional time accompanied by active learning quality of outputs), quality of out puts (new jobs and its overall performance in their subsequent activities) (Adams, 1998, cited in Adam and Chapman, 2002). Additionally, quality education may imply simply the attainment of specified targets and objectives. More comprehensive views are also found, and interpretation of quality may be based on an institutions or program's reputation, the extent to which schooling has influenced change in student knowledge, attitudes and behavior (Ibid). Virtually, the quality and standard of education in a given country is mainly determined by the essence of its curriculum and the process of implementation (World Bank, Cited in Gezahegn, 2005).

In connection to this, Atchoarena (Cited in Beyene 2010), noted the following:-

The chronic problems of access, equity, quality and internal efficiency together with the several social and economic impediment of developing countries calls for partnership with NGOs in realizing the goals of UPE (UNESCO, 2000).

But early education services are often variable in quality, as are the school classrooms to which children progress (Woodhead et al., 2007). It is questionable whether simply extending the number of years children spend in low quality, often overcrowded, badly equipped classrooms is their best interest, especially when their teachers are poorly trained, underpaid, and absent and children complain of being beaten (Ibid). However, the presence of inadequate facilities, insufficient training of teachers, shortage of books and other teaching materials are identified to be key impediments of providing quality education in the Ethiopian context (MoE, 1994), though the problem persists still today. With regard to the involvement of NGOs, Tigist noted the following:-

USAID has worked in partnership with the ministry of education, 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 program (BEP) and the education quality improvement program (EQUIP) II. Of them supported the Ethiopian government's efforts to improve the quality of 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 (2010).

Ethiopia has given great emphasis to quality of education. It tries to fulfill educational inputs (stretched, human, material and Finance), revise the curriculum,... etc. It has the quality assurance core process from Federal up to school level. These core processes monitor the teaching learning process, the standard of the institutions with the help of check lists. Licensure procedures have already launched.

2.4.3.1. Teaching - Learning Environment

The school environment in general and the pre-school in particular should be child friendly. Children learn language and other significant life skills, without conscious effort, from the environment where they spend their time. For that reason, environments for children need to be beautiful and orderly so that children can learn order from them (Mooney, Cited in Yalew 2011).

Furthermore, equipment and materials make the back bones of preschool educational program. Hence, it is necessary to provide appropriate natural and manufactured equipment and materials for a variety of activities to promote the holistic development of children (Bruce, 1997). Therefore, both the physical and emotional elements of learning environment is a crucial element for the proper development of the child (Begna, Cited In Yalew 2011). In this aspect, Hertzberg and stone stated the following:-

If a classroom is well organized, a child can find what s/he needs to work with beauty, a child can learn to care for and value beautiful things. If supplies are readily available, the child learns to choose and share. If a variety of materials are available, then the child learns something about making intelligent choices. If adults show respect for and trust in a child s/he will learn to experiment without fear or failure.

Besides these children in the kindergarten should have proper play ground with play materials. The affective, cognitive and psychomotor domains develop simultaneously. Piaget stressed the importance of play as an important avenue for learning and much learning takes place when children play (Mooney, 2000). Educators have stressed the fact that children work, learn and think with materials and equipment more easily and naturally than with abstractions. It is, therefore, a distinct advantage if the kindergarten can be well equipped with materials and equipment, which are suitable to the age and development level of children (Foster and Headley, 1959).

2.4.3.2. Management Activities

Management capacity is defined by different scholars in different ways. Narayana (1987) defined it Management capacity as the ability to direct and control activities of an organization through effective and efficient utilization of resources, which is mainly dependent on the intelligence skill, experience and decision making abilities of the manager. Adesine (1990), defined management in general as the organization and mobilization of all human and material resources in any system for effective achievement of the identified objectives of the system.

In the school system, the manager, director /principal or head teacher is a key person to organize and mobilize the schools' human and material resources for the successful realization of the educational objectives, so as to bring about quality of education. (Ibid), Furthermore, Gainey (1990, cited in Hoyle, and in Yalew, 2011) noted that principals should model the idea that all individuals can perform to the best of their ability, that every one can learn, that life-long learning is a reality and not just a philosophical statement and that they are willing to spend the necessary amount of time and resources to help teachers grow professionally.

2.4.3.2.1 Organizing Teaching Members

In a child care and education center setting; beside the principal, other staff members like teachers, teacher's aides and other child helpers which preferred to be females are required to smoothly operate under the principal (MOE,2009). Different educational and professional qualifications and experiences are required for these different positions though the requirements are different from country to country. A staff- to -child ratio is the number of personel in relation to the number of children in a classroom. States establish minimum staff-to- child ratios to make sure that there are enough adults available to help children. High staff-to -child ratios also helps ensure that children are well supervised and getting the attention and care they need (Ibid).

2.4.3.2.2 Pre- School Teachers

Teachers of pre-school children should have a proper skill and be trained in handling and educating them at grass root level. Dewey, the theorist, believed that teachers must have a strong base of general knowledge as well as knowledge of specific children, be willing to make sense of the world for children on the basis of their greater knowledge and experience about children (Mooney, 2000).

Parents are considered as mentors at home. Children try to imitate and do what their parents do. As depicted by (Yalew, 2011) both parents and teachers can encourage creativity. In addition, teachers advance cognitive development in many ways that provide a variety of experiences to let children learn by doing. They stimulate the senses through art, music and tactile materials such as clay, water and wood and encourage observation, curiosity, and proficiency in language (Papalia and Olds, 1990).

2.5 The Experiences of other countries.

Early Childhood Development (ECD) has emerged as a theme in international and African dialogue on education in recent years. UNESCO's Division of Basic Education on Early Childhood promotes an integrated approach to Early Childhood care and Education (ECCE) policy development and review. The study examined how this is implemented in three south – east Asian countries The Philippines Thailand and VietNam and two west African countries, with similar cultural groups in their diverse populations: Mali and Senegal. In Mali an

international partnership with a local initiative program, was demonstrated and developed in Bamako using mothers, local materials and toys made by the participants. Senegal's program combining local traditions and European pedagogical philosophies, the case des tout-petites [children's huts], came from the president. Analyses of these cases suggest that these programs and proposals may be springboard for UNESCO and partners to further develop ECCE with indigenous knowledge and practice in Africa.

2.5.1 The Asia Pacific region Experiences.

Three south East Asian countries: - the Philippines, Thailand and Vietnam

Good practices:-

- ✓ Parent education can involve highly interactive approaches like home visiting, parent discussing groups or workshops, the use of various forms of media in conjunction with these inter personal activities .
- ✓ The preparation of national plans and programs of action such as the national education for all action plans ,backed up by complementary supportive national and local policies presents an excellent opportunity to re direct and amplify the importance of expanding access to quality early childhood education programs and investing in the people who will teach and take care of young children .
- ✓ Sharing information through various forms of media ,organizing capacity-building programs and training in a way that facilitates interaction among ECCE practitioners ,and organizing network to sustain their working relationships beyond these shared educational experiences are important and strategic investment in these three countries.

2.5.2. Mali

The education system in Mali is based on the French system with primary, secondary and tertiary levels. Language of instruction is French with local languages used in pre-primary and early primary classes as a transition to French.

In the urban areas there is a small remuneration for transportation costs. Learning is in small groups through interactive play using games created by the volunteers. There is at least a healthy snack if not a meal provided to children each day. A garden and chickens at the site are recommended to be tended by all involved as an economic and educational endeavor. The

structure and program of education emphasize the global development of the child on physical, emotional and social levels. One of the requirements is a clean water supply onsite. A further idea is the trained mother-educators will take their knowledge of health and hygiene back into their family lives as well (Poli, 2003).

Data on at the management structures and the training sessions reveals the influence and importance of indigenous knowledge and practice, in which the whole community is involved in deciding to adopt the model. The council of elders or other local leaders will choose a male representative who in turn chooses three mothers to form the local management team with him. A close must be connected with a women's association. The community chooses the mothers and children. Training for the mothers is given by specialists, generally from Europe, over a one-week period where the women have a continuous dialogue beginning with what they observe children in the community doing on a daily basis. The women create game bags with local materials, for example clay beads and dominoes, puzzles from postcards, and cloth dolls. A simple structure to house the program is also to be built of local materials by the community. Women are further called upon to remember the games and songs, in the local language and from their own childhood, to be shared with the group. Throughout the training the women are asked to reflect on their activities, modeling the interactive learning methods that should be used with the children (Poli, 1997;2001; 2003).

2.5.3. Senegal

Because of a shared colonial past, Mali and Senegal have similar education systems from pre-schools through to the university level with French as the language of instruction, though the national languages are used in the pre-primary and early primary years. In Senegal, several ECCE programs have been tested, including community pre-schools for 3-6 year olds emphasizing health, nutrition and religion along with some instruction. This initiative of the program for community, pre-school education in Senegal in 1996 called for community and parental involvement, and volunteer mother-assistants with supervision at higher levels. Having recognized the importance of early years for children's later development the leadership of a nation should be exemplary.

2.6. Understanding Non-Government Organization (NGOs)

2.6.1 Definition of NGOs

The concept of NGO came into use in 1945 following the establishment of the United Nations Organizations which recognized the need to give a consultative role to organizations which were not classified as neither government nor member states (Willett, 2002).

There is a tremendous variation in the use of the term “Non-governmental organization”. There is no a single acceptable definition of NGOs. Different sources refer to these groups with different names such as Civil Society Organizations (CSOs), Private Voluntary Organizations (PVOs), Charities, non-profit Charities/charitable organizations, and so on (Shah, 2005).

Thus, Scholars and institutions define NGOs differently. For instance, the World Bank (1989) defines NGOs as private organizations that persue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development. In wider usage, the term NGO can apply to any non-profit organization which is independent from government. NGOs may include profit making organizations, foundations, educational institutions, cultural groups as well as voluntary agencies,(Freedman, 1994).

To Lewis (1999) NGOs refers to organizations working on development in non-industrialized countries while ‘non-profit’ or ‘voluntary’ organizations mean organizations working on welfare matters in western industrialized countries. In the Ethiopian context, NGOs are voluntary organizations established with the commitment to help disadvantaged and marginalized sectors of the society and non-profit organizations established to support helpless communities (CRDA, 2004).

From the above definitions, one can understand that there is variation in the definition of NGOs. But the core concepts revolve around related and similar context. NGOs are established in order to meet felt needs in the society.

2.6.2. The Emergence of NGOs in Ethiopia

Voluntary organizations are an old phenomenon in Ethiopia and were established based on social, religious, locality or kinship criteria. They existed as self help institutions providing support in times of hardship. For instance, organizations for labor sharing known as DEBO and for religious purposes known as Mahber, Senbete, Tertim, existed (CRDA, 2004). Prior to the establishment and regulation of local NGOs, indigenous groups have existed based on communities behind common causes-political, social and economic (Butler, 1995). These organizations have played an important role in Ethiopia's development by laying the foundation for Ethiopia's modern health and education system. New laws were formulated by Federal Democratic Republic of Ethiopia. Registration of foreign charities is one of the formulated regulations. It was published in (Negarit Gazeta on November 9,2009,p-5053)

- The application of foreign charities shall include:
 - A project proposal prepared for implementation.
 - Detailed information about its country representative, and
 - Other information as may be required by directives of the Agency.
- The ministry of Foreign Affairs shall,in consultaion with the Agency,determine the criteria to be used for the issuance of its letters of recommendation to foreign charities.
- The Agency shall effect registration of foreign charity upon receiving fees prescribed in the schedule attached hereto .

2.6.3. NGOs and Government Relationships

It is important to recognize here that the relationship between NGOs and governments vary drastically from region to region and from country to country (even among NGOs) on historical, political and ideological contexts (Haile, 2007). The degree to which national and international NGOs are able to have policy influence depends on the nature of the relations with government. Whether NGOs leaders are able to cultivate close personal contacts with the powers of the existing state or not is one of the best predictors (Adem, 2002).

2.6.3.1. Emperor Haileselassie's Reign:

Somewhat modern civil associations began to emerge in Ethiopia during the 1930s as a factor of urbanization and economic development, during the last decade and half of Emperor Haileselassie's reign, professional groups such as the chamber of commerce and National Bar association formed, played somewhat credible roles, and enjoyed relative autonomy (Clark, 2000).

2.6.3.2 The Derg period: As Clark (2000) pointed out, the civil societies those who enjoyed relative autonomy during Haileselassie's regime completely evaporated under Mengistu regime of terror. Virtually all these organizations became tools of the state or ceased operations entirely.

The first major period is the military regime guided by socialist ideology. Under this regime the, relation between NGOs and Government is characterized by strict state control and hostile environments. The hostility was reflected in expulsion of humanitarian NGO's, prohibition from challenging government policy, and giving an option to operate through state structures at local level. During this period, even the mother coordinating body for NGOs-i.e, the Christian Relief and Development Association (CRDA) were only limited to ensuring the autonomy of member NGOs and promoting inter-NGOs co-operation (Campbell, 1996).

2.6.3.3. Post 1991 period: - Since 1991 simultaneously the regime has started liberalizing and NGOs has moved from welfare provision into grassroots development and advocacy and human rights work (Campbell, 1996, cited in Diesen and Waker 1999). In the transitional period, NGO-government relation did not improve as dramatically as was expected by outsiders. To some observers, the condition imposed on NGO activities were even stricter than under military regime.

The guideline for the implementation of the national policy on disaster prevention and management (NPDPM, 1995) states that the concerned line departments are expected to develop additional details on those components of manual which fall under their mandates. The manual admits the deficiency of the guidelines and its future refinements.

Therefore, detailed policy instruments were lacking and there was no clear demolition and specific descriptions, which govern the activities of NGOs in development in details.

Ensuring quality- consistent with their position of advocacy as their central role, NGOs generally take their role not to replace the government. But, to ensure the government is effectively covering educational needs and maintain quality.

According to Desalegn and associates (2008), the following are summarized as the main areas of intervention and support provided by NGOs in the education sector.

- Construction, expansion and renovation of pre-primary and primary schools and providing facilities for teachers, libraries, sanitation facilities and school administration offices;
- Provision of materials and supplies to school system. These include furniture and school desks, classroom equipment, teaching aids and sports equipment and facilities;
- Managing regular and specialized schools for children including with disabilities or special needs;

According to plan (2010), the following are among key actions to promote education quality

- ✓ Work with governments teachers to strengthen gender skills at all levels.
- ✓ Support initiatives aimed at improving teacher quality and school leadership through teachers professional development.
- ✓ Facilitate and support the introduction and/or expansion of learner-friendly and gender-sensitive schools and classrooms.

The potential for NGOs involvement in development in Ethiopia is tremendous, particularly in health and education. According to Yishak (2007), the possible areas where NGOs can make good contributions are:-

- ✓ The provision of services where government facilities do not exist;
- ✓ Developing and piloting innovative approaches on a small scale. The most appropriate models can then be scaled up by the government;
- ✓ Promoting particularly development programs, which is also the objective of the present government. NGOs due to closeness to the people, can play an important role in creating grassroots ownership of development programs in mobilizing communities and in creating public awareness about development issues (Diesegn and Waker, 1999).

- ✓ Conducting experiments so as to identify problems in education systems and test variety of solutions which could be used in mitigating the problems (Grandvaux et. al, 2002).

In general, NGOs are playing multifaceted role with regard to education development, particularly in individualized communities and contributing the overall achievement of educational objectives.

2.6.4. NGO's and Faith Based Organizations

As the Annual Education statistical abstract of Addis Ababa Education Bureau (2009) shows, among the existing kindergartens in the city, about 11.7% of them are owned by NGOs and faith based organizations in 2008. This shows the contribution of these organizations in creating access to early childhood education from their perspective. This idea is substantiated by the ECCE policy framework of Ethiopia (MOE, MOH&MOWA, 2010).

Both development partners and religious/faith based organizations are expected to help in mobilizing resources and funding for ECCE establishment and proper functioning and carryout a work of advocacy together with the provision of technical support in the implementation of the policy Framework. NGO'S also play an important role in capacity building and establishing net work and collaboration among partners or groups which are involving in the area. Currently, UNICEF is working in cooperation with the government and other partners or groups in financing the establishment of kindergartens within government primary schools. It allocates financial resources for capacity building, experience sharing in the kindergarten education sub-sector, as different annual and quarterly reports confirmed from Addis Ababa Education Bureau.

2.6.5 Socio-economic conditions of the community and Non-government organizations

NGOs can assist the community by evaluating its economic and social status. Schools are at the heart of the community. Therefore, there is a constant interaction between school community and the people around it. As stated in strategic operational plan and Guidelines for early childhood care and Education in Ethiopia (ECCE):-

The children's development will be nurtured through the following service delivery modes:

- *Community based preschools owned and managed by the community.*
- *Private preschools owned and managed by private entrepreneurs;*
- *NGO preschools owned and managed by NGO's*
- *Special community based preschools like Iddir based preschools owned by low-income communities in informal settings.*
- *Union and cooperative based preschools owned and managed by the union and cooperative community;*
- *Family and neighborhood preschools owned and managed by the family/neighborhood.*

All these preschool arrangements will promote high quality parent/caregiver child interaction. Parents will learn the importance of play and be able to send their children to school at the right age. The social and the physical environment in the kindergartens will be safe and secure as well as receptive and child-friendly.

How far do NGOs contribute in the expansion of kindergartens in low socio-economic status of the community? This is well pointed out in ECCE under strategic work plan, specifically strategic objective 2 as follows.

Strategic objective 2: intends to ensure availability, equitable access to and affordability of quality ECCE services to all children, especially those who are marginalized and disadvantaged.

2.6.6. Role of pre-schools in promoting quality of Education

There is no universally accepted definition of quality. As pointed out in the training manual under the title "The concepts and Role of different stakeholders in improving quality of education" (AAEB, April 2011). Quality is: "Doing things within the range of accepted standards.

One of the expected ESDP IV outcomes regarding improving quality of education at grass root level is "The ministry will reinforce its role in regulating and monitoring the quality of ECCE delivery. This will take place through the development of a curriculum and setting standards for play and learning materials which promote child-centered teaching and the child's holistic development" (P-15)

Quality of education should be monitored starting at grass root level up to higher education. Kindergartens play an important role in enhancing quality of education. This is explained in [Addis

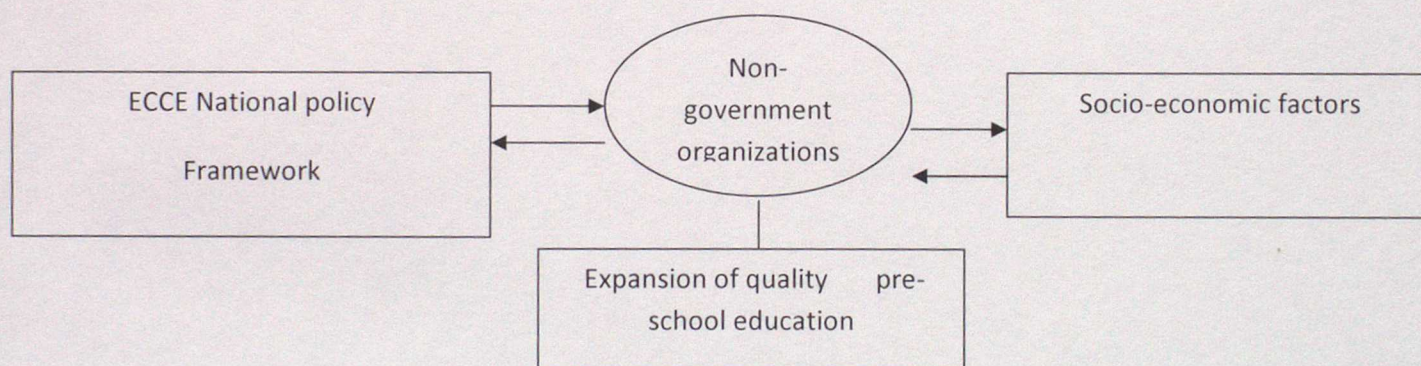
Ababa Base line Learning Assessment on Basic Literacy and Numeracy , EBNLA for grade two Nov. 2011] as follows:-

Therefore, since attending a pre-school for children, is a prerequisite for the primary schools environment. Pupils were asked to indicate their exposure to kindergarten or religious pre-schools or none of them before enrolled in grade. one.

Then, the trend showed that those who attended the kindergarten education were more achievers than those who attended religious pre-schools and those who did not join anywhere for education. Thus, expanding the preschool education and assuring the quality of education is very critical point. (P-1)

2.7. Conceptual model of the study

A conceptual model was developed based on the review to explain the relationship among Non-Government organizations, socio-economic conditions of the community and early childhood care and education (ECCE) national policy.



CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

To conduct this research, the mixed methods approach was employed . This is because employing the mixed methods approach helps to confirm findings from different data sources (Creswell ,2003). As Quick (1979) noted, the design and methodology of a research is based on the purpose of the study. The aim of this study is to assess the role and contribution of NGOs to the expansion of pre-primary education and its implication to quality of education in Addis Ababa. In addition, it is designed to obtain pertinent and precise information concerning the current status of the phenomena and wherever possible to draw valid general conclusion from the facts discovered about the role and contributions of NGOs and its implication to quality of education. Thus descriptive survey research method was selected to reflect the intended purpose of the study.

3.1. Sources of Data

Both primary and secondary sources of data were used in this study.

- **Primary source:** questionnaires, interviews and observation checklists were used to solicit primary information from NGOs coordinators, kindergarten principals, teachers, parents, ECCE focal officers at region and sub city offices and a central level.
- **Secondary source:** These sources were reports, plans and different documents like policy, directives, standards and other relevant documentation.

3.2. Sample and sampling technique

The study sought to gather data from NGOs project officials, ECE experts at regional and sub city levels, principals, teachers and parents.

- ❖ Among ten sub cities of Addis Ababa, 5(50%) sub cities were selected using purposive sampling in which many of the NGOs are working. These are Arada, Gulele, Addis Ketema, Nefas silk-Lafto and Yeka.
- ❖ 4 sub-city and 1 regional ECE focal experts were selected using available sampling.

- ❖ 12 pre-primary schools were included in the study. 12 principals and 50 teachers were randomly selected from these schools .
- ❖ Ten NGO project coordinators were also included in the study.

List of the centers or kindergartens under study is shown in the table below

Table 1. Sample Kindergartens

No	Sub-City	Name of the kindergartens
1	Arada	1. Abebech Gobena 2. Kidist clara 3. Co- action KG for the deaf 4. Genet KG (semen meserete kirstos)
2	Addis Ketema	1. Betel Mekaneyesus 2. Yewket Amba
3	Nefas silk- Lafto	1. SOS children village 2. Mekanissa school for the deaf
4	Gulele	1. Edget lefre 2. Dil Betegel
5	Yeka	1. Selem children village 2. Worldwide orphan foundation

3.3. Data gathering tools

In obtaining the current primary information from the respondents four types of data gathering instruments:- questionnaire, interview, focus group discussion and observation checklist were prepared as the main instruments for gathering qualitative and quantitative data. In advance, relevant national, international literature and relevant documents were also reviewed on issues related to the topic under study. These documents were synthesized and analyzed to secure secondary data.

3.3.1 Questionnaire

Closed and few open-ended questions were prepared to collect data from principals and kindergarten teachers. The items included in the questionnaires were focused on the background information of the participants, attitudes of participants towards the program with respect to its demand and inclusiveness. Issues regarding the availability of key inputs and its management practices, participation of stakeholders, challenges encountered during the process of implementation and overall attitude of participants about the future prospects of the program were included.

3.3.2. Interview

Interview was used to gather data from Addis Ababa education Bureau, some randomly selected sub-cities, ECCE focal persons and NGOs co-coordinators. Issues regarding organizational plans concerning expansion of pre-school education, the extent of provision of quality education, opportunities of NGOs in implementing ECCE in Addis Ababa and ways of improving the current practice of ECCE. The information obtained from the participants was cross checked with those obtained from other sources.

The items included in the interview focused on the background information of the interviewee, attitude of the interviewee towards the demand, desirability and inclusiveness of the kindergartens.

3.3.3 Focus Group Discussion (FGD)

The respondents of FGD were parents /guardians of the children. (Annex-2) They were 50 in number 17 male and 33 female. From the discussion the researcher realized the low capacity of the centers. The Annual Abstract of Addis Ababa Education Bureau (2009) depicts that among the existing kindergartens in the city, about 11.7% of them are owned by NGOs and faith based organizations in 2008. The proportion is not revealed in 2010\11 statistics. The participants in the discussion group revealed that the administration of the centers handle meetings with the parents twice a year which is unsatisfactory to give proper feedback about the teaching learning activities. Multiple teaching aids or standard imported instructional materials are used by the centers. Besides this they have regular feeding program for the children. One way or the other

these activities create favorable condition to raise the quality of education. The issue discussed during FGD is shown in (Appendix -VIII)

3.3.4 Observation

Observation was an important data gathering tool used in this study. It enables to provide first hand information by observing phenomena as they occurred in their natural setting. So, direct observations were done. The aim of the observation is to see the real conditions including key school facilities, school environment, and some other development works done by NGOs in pre-primary schools. Four kindergartens were observed by the researcher himself to collect and organize relevant data on key inputs and overall indoor/outdoor environment of kindergartens including their documentation along with their entire contents of the overall current status on the ground by using checklists. At the end, the information obtained through observation was analyzed and crosschecked with those from other sources and used to substantiate claims forwarded by other participants.

3.3.5 Document Analysis

To secure facts and figures regarding policies, directives and strategies, different documents like abstracts, reports, annual and strategic plans were consulted as a secondary source of data to triangulate the data or information obtained through various means as mentioned above.

3.4. Pilot Testing

English version questionnaires were prepared based on reviewed literature in such a way that it could help to answer basic questions of the research problems and then translated into Amharic to avoid language barriers. The questionnaires had been tried out in two kindergartens in Arada sub city i.e future hopes and Mamily kindergartens. Four principals and ten teachers filled the questionnaires before the actual collection of data.

The instrument for pilot test was prepared in a five point Likert scale point.. very helpful (0), helpful (1), Do not know (2), Does not Help (3), and Does not Help at all (4). Then the reliability coefficient of the scale was computed and found to be cronbach alpha of 0.70 which was good for further data collection activities (yalew,1998). In this situation collecting both

closed ended quantitative data and open ended qualitative data proves advantageous in triangulating the results. At last based on the results of the pilot testing 3 questions which were found to be irrelevant were cancelled.

Rearrangement of the orders of the questions had been done for some of the items. To finish, after the various methods of screening and validations, the instrument was considered satisfactory to be used for the main study.

3.5. Data gathering procedures

First, relevant questions, focus group discussion and interview guides and observation checklists were developed based on the literature review.

Second, pilot testing was accomplished. Third, 62 copies of refined questionnaires i.e. 12 for principals and 50 for main kindergarten teachers were printed and distributed in the targeted kindergartens. Distribution and collection of the questionnaires were done by the researcher himself.

3.6. Methods of Data Analysis.

Once data collection was finalized based on the nature of the study, the data were analyzed quantitatively and qualitatively. Descriptive statistics was used to analyze quantitative data. Data obtained from interview, focus Group Discussions and observations was organized, transcribed, coded, categorized into themes and analyzed that can triangulate the quantitative results. Thus frequency and percentages were used to analyze the characteristics of the participants, response of main teachers and principals.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the thesis deals with presentation, analysis and interpretation of data obtained from sample respondents through questionnaires, interview, observation and document analysis. This chapter has mainly two parts. The first part presents the characteristics of the respondents and the second part incorporates data analysis and interpretation.

4.1. Characteristics of the Respondents

The major characteristics of individuals in the sample are summarized in Tables 2 and 3 below. Table 2 depicts that majority of the principals & teachers are females. This shows kindergarten education is almost left to females on the other hand male respondents dominate in the case of NGO project officials and ECE focal experts.

Table 2 also revealed that three –fourth of the respondents in the four categories well between 25 to 35 years old. Thus it was assumed that respondents were matured enough to provide reliable information.

Table 2: Sex and Age structure of the Respondents.

S No		Respondents	NGO projector officials		ECE-focal Experts		Principals		Teachers		Total	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	9	90	10	83.3	2	16.7	2	4	23	27.4
		Female	1	10	2	16.7	10	83.3	48	96	61	72.6
		Total	10	100	12	100	12	100	50	100	84	100
2	Years	Less than 25	-	-	-	-	1	8.3	2	4	3	3.6
		25-35	8	80	10	83.3	9	75	46	92	73	86.9
		36-45	2	20	2	16.7	2	16.7	2	4	8	9.5
		46-55	-	-	-	-	-	-	-	-	-	-
		Greater than 55	-	-	-	-	-	-	-	-	-	-
	Total		10	100	12	100	12	100	50	100	84	100

Majority of NGO project officials & ECE focal persons are with a qualification of BA/BSC and above. Most of the principals and teachers are with certificate qualification which indicates that they are qualified for the level. This is in line with the qualification requirement for principalship and teaching at pre-school education level, which is indicated in the new education and training policy document. Regarding working experience of respondents, most of the focal experts and 50% of NGO project officials have an experience between 1 and 5 years. About 33% of the principals and 8% of the teachers were between 1 and 5 years of service. Majority of the principals and 92% of the teachers have more than 5 years of experience. This has got great advantage for the smooth flow of teaching learning process in general and proper handling of continuous professional development and inbuilt supervision activities in particular.

Table 3 Educational Level and Working Experiences of the Respondents

S No		Respondents	NGO project officials		ECE-focal Experts		Principals		Teachers		Total	
			No	%	No	%	No	%	No	%	No	%
1	Educational Level	Masters	4	40							4	4.8
		Degree	6	60	12	100	1	8.3	1	2	20	23.7
		Diploma					1	8.3	3	6	4	4.8
		Certificate					10	83.4	46	92	56	66.7
		Below certificate	-	-	-	-	-	-	-	-	-	-
		Total	10	100	12	100	12	100	50	100	84	100
2	Working experience in Years	1-5	5	50	8	66.7	4	33.3	4	8	21	25
		6-10	3	30	3	25	8	6.7	42	84	56	66.6
		11-15	2	20					2	4	4	4.8
		16-20							1	2	1	1.2
		21-25							1	2	1	1.2
		26-30			1	8.3					1	1.2
		Above 30										
	Total		10	100	12	100	12	100	50	100	84	100

4.2. The state of pre-school education in Addis Ababa.

Table 4 below shows that there is high demand for the centers but they don't fulfill the demand of the community. The NGO Coordinators were asked to respond to this problem. 100% of the respondents admitted the shortage of the centers. They stated that the reason is due to shortage of land resource. This is supplemented by the participants of focus group Discussion and interviewees. The Selam children village and SOS Children Village in Nefas silk and yeka sub cities respectively could be good examples. They don't have branches in other locations. The kindergartens in these villages are basically established for orphans and destitute family siblings. The rest of the children join the centers on scholarship basis. The selection process is done by their respective woredas. The committee comprises of member of woreda education bureau, women's children's and youth affairs office and member of social affairs office. This is counter checked by NGO committee where they survey and visit the destitute community members.

Table 4 Demand of the centers and selection process.

s. No	Items	Response	Principals		Teachers	
			No	%	No	%
1	Are the local community happy with NGO-assisted kindergartens?	Yes	12	100	50	100
		No	-	-	-	-
		Total	12	100	50	100
2	What is the extent of demand of the kindergarten?	High	12	100	48	96
		Medium	-	-	2	4
		Low	-	-	-	-
		Total	12	100	50	100
3	Did it accommodate all applicants?	Yes	2	16.7	48	2
		No	10	83.3	2	98
		Total	12	100	-	100
4	Was there a criteria set for the selection process?	Yes	12	100	50	100
		No	-	-	-	-
		Total	12	100	50	100
5	Existence of guideline used for the selection process	Yes	12	100	-	-
		No	-	-	-	-
		Total	12	100	-	-
6	Was the selection process free and fair?	Yes	12	100	-	-
		No	-	-	-	-
		Total	12	100	-	-

Table 5.below depicts that data on the beneficiary groups from the sampled NGOs kindergartens with respect to the income status of the families. Both principal and teacher respondents answered question related to the income level of beneficiaries as the number of high or medium income families were low or non-existent. As a result 83.3% of the principals and 80% of the teachers responded that the number of children from high income families is low. Whereas 91.7% of the principals and 96% confirmed that the number of children coming from low income family is high. This is substantiated by the document of the children's village admission policy as "children's village is a non-governmental child care organization with the objective of raising orphaned and abandoned children." Since the kindergartens are established for these children, the economic status of the family is obviously known. Very few respondents gave different options as answers NGO schools give chance for some children from the nearby community members. Similar questions were raised to the respondents of the interview and focus group discussions, they overwhelmingly responded that those children from low income families, orphans and abandoned children are the beneficiaries.

Table 5 Beneficiary Group and their social status

S No	Social status of beneficiary group	Options	Principals		Teachers	
			No	%	No	%
1	From high income	High				
		Medium			2	4
		Low	10	83.3	40	80
		Non- existent	2	16.7	8	16
		Total	12	100	50	100
2	From middle income	High	1	8.3		
		Medium	3	25	2	4
		Low	5	41.7	44	88
		Non-existent	3	25	4	8
		Total	12	100	50	100
3	From low income	High	11	91.7	48	96
		Medium	1	8.3		
		Low			2	4
		Non-existent				
		Total	12	100	50	100
4	Children with special needs	High				
		Medium			4	8
		Low	9	75	8	16
		Non-existent	3	25	38	76
		Total	12	100	50	100
5	Orphans	High	8	66.6	46	92
		Medium	2	16.7	2	4
		Low	2	16.7	2	4
		Non-existent				
		Total	12	100	50	100

4.2.1. Implication of the current expansion to quality of education.

Table 6, below depicts that, 83.3% of the principals and 92% of the teachers responded as adequate. Teachers are available. Through observation, the researcher had observation visits to the centers chosen for the study. Here two were taken for the study. They were the Mekanissa deaf school and co-action kindergarten for deaf children. They have shortage of teachers and administrative staff members.

In the same way regarding items 2 up to 11, high percentage of the respondents answered as adequate. On the other hand item 12 had an opposite outcome as responses of the participants. Hence, 50% of the principals and 84% of the teachers responded as “Non-existent”. This shows

in most NGO kindergartens, there are no materials and equipments for children with special needs. In this regard, the investigator tried to observe sample centers. There are no favorable condition for disabled children. All the classrooms are not built to serve students with wheelchairs. Most of the observed samples have compound which are not favorable for visually impaired children. When we investigate the samples under study in line with the item 12 of table 6, the researcher could observe that kindergartens which run by international NGOs are far better than the ones under local NGOs. Mekanissa kindergarten for deaf children which is assisted by Christ church, co-action kindergarten for the deaf and Bethel Mekaneyesus kindergarten could be taken as examples which could not fully satisfy the standard set to the centers. On the other hand the centers assisted by international NGOs meet the standard and offers materials necessary for schooling. From annual report of SOS children's village in 2011, the activities are quoted as follows:-

The national association is also working with family strengthening programmes in similar areas to help children at risk of losing parental care for various reasons. We do have also three medical centers. Under our education and training programme, we offer quality education and training to children and youth of SOS families as well as children from neighboring community.

These types of international NGOs work beyond the fulfillment of educational materials. They offer shelter, food, clothing and other basic needs necessary for the livelihood of the children.

4.2.2 Key Inputs and Its Management practices

Table 6. Responses of principals and teachers to key inputs and its practices in the sampled kindergartens.

S.No	Items	Response	Principals		Teachers	
			No	%	No	%
1	Availability of qualified teachers	Adequate	10	83.3	46	92
		Inadequate	2	16.7	4	8
		Total	12	100	50	100
2	Availability of administrative staff	Adequate	8	66.6	46	92
		Inadequate	2	16.7	2	4
		Non existent	2	16.7	2	4
		Total	12	100	50	100
3	Organization of activity center/corners in the classroom.	Adequate	10	83.3	46	92
		Inadequate	2	16.7	4	8
		Total	12	100	50	100
4	Availability of child-size tables, chairs, benches and shelves	Adequate	9	75	48	96
		Inadequate	2	16.7	2	4
		Non-existent	1	8.3	-	
		Total	12	100	50	100
5	Availability of separate feeding room	Adequate	8	66.6	45	90
		Inadequate	2	16.7	4	8
		Non-existent	2	16.7	1	2
		Total	12	100	50	100
6	Availability of separate rest room	Adequate	10	83.3	46	92
		Inadequate	2	16.7	4	8
		Total	12	100	50	100
7	Availability of toilets with water	Adequate	11	91.7	47	94
		Inadequate	1	8.3	3	6
		Total	12	100	50	100
8	Availability of play ground	Adequate	10	83.3	46	92
		Inadequate	2	16.7	4	8
		Total	12	100	50	100
9	General cleanliness and safety of the whole environment	Adequate	10	83.3	46	92
		Inadequate	2	16.7	4	8
		Total	12	100	50	100
		Adequate	10	83.3	44	88
10	Supply of different children Books	Inadequate	2	16.7	6	12
		Total	12	100	50	100
11	Supply of play materials and equipment	Adequate	8	66.6	48	96
		Inadequate	4	33.4	2	4
		Total	12	100	50	100
12	Availability of materials and equipment for children with special needs	Adequate	4	33.3	4	8
		Inadequate	2	16.7	4	8
		Non-existent	6	50	42	84
		Total	12	100	50	100

Table 7 deals with the provision of meals to children. The respondents focused on only two options “yes for some” and “Not at all”. 83.3% of the principals and 96% of the teachers responded as “yes for some”. This question was treated by the NGO coordinators. They gave brief explanation regarding this question. Provision of meal is compulsory for those children living in the children’s village. But all those children who joined the kindergarten from outside community should bring their own packed food from their respective families. There are some children who are accepted to the center on scholarship basis. These are children from destitute families. Therefore as the coordinator put it, they are again given food service. There are still some students who are fee paying. They are not provided With meals. They come to school with their own packed food.

Table 7. Provision of meal to children.

Item	Response	Principals		Teachers	
		No	%	No	%
Does the center provide meal for the pupils?	Yes	-	-	-	-
	Yes for some	10	83.3	48	96
	Not at all	2	16.7	2	4
	Total	12	100	50	100

Table 8 below depicts that 100% of the teachers in the sample centers are trained in Kindergarten education. 96% of the respondent revealed that they have been taking on job training and orientation courses. The centers have ECCE curriculum to teachers and the table shows that NGO kindergartens follow the curriculum set by MOE.

Table 8. Attitude of teachers towards key inputs and management practices.

sNo	Item	Options	Teachers	
			No	%
1	Have you been trained in kindergarten education?	Yes	50	100
		No	-	-
2	Do you frequently follow on- job training and orientation courses?	Yes	2	4
		No	48	96
3	Is there (ECCE) curriculum with you?	Yes	4	8
		No	46	92
4	Have you participated a workshop on the new ECCE curriculum and on its implementation?	Yes	3	6
		No	47	94

In table 9 below, 83.3% of the respondents revealed that principals of the centers had been trained in management or leadership skills. 91.7% of the respondents again revealed that they had not been taking short term training .

This was supplemented during interview by the sub city ECE focal experts who articulated that the principals have not frequently taken short term trainings on managing or directing kindergartens. They didn't hide the fact that more short term trainings are given to governments school principals . The training given to principals and teachers contribute a lot in promoting quality of education.

Table 9. principals' responses regarding Key Inputs and Management practices .

sNo	Item	Choices	Principals	
			No	%
1	Have you been trained in educational management or leadership?	Yes	10	83.3
		No	2	16.7
2	Do you frequently get short term training in kindergarten management??	Yes	1	8.3
		No	11	91.7
3	Is there (ECCE) policy framework document in your office?	Yes	2	16.7
		No	10	83.3
4	Have you participated on ECCE policy framework and on its implementation orientation workshop?	Yes	2	16.7
		No	10	83.3
5	Are you trained in kindergarten education?	Yes	11	91.7
		No	1	8.3
6	Do you frequently follow on job training and orientation courses?	Yes	2	16.7
		No	10	83.3
7	Do you have shortage of budget to run the center?	Yes	1	8.3
		No	11	91.7

4.3. Contributions of NGOs and other stake holders in improving access and quality of pre- school education.

4.3.1. Parents' and local community participation

Table 10 below shows that 84% of the teacher respondents revealed that parent's participation is low, and again it is low with respect to principal respondents .

This indicates the follow up activities of the parent do not support students' performance. The centers consider meetings and discussions as the best means of communication with parents. The

table additionally depicts that the favorable time meetings are conducted with parents is at the beginning and end of the school year. During interview session NGO- coordinators stressed that the end of the school Year is the time when parents day is celebrated .It is the day where the school administration and teaching staff get a chance to discuss with local community. On the other hand the community gets the chance to know about admission procedures, the school standard and general services rendered by the school. Parents' support, community involvement and participation play an important role to improve quality of education.

Table 10: Parents' and local community participation

S No	Items	Choices	Principals		Teachers	
			No	%	No	%
1	What is the level of parents' participation in your kindergarten?	High	3	25	5	10
		Medium	4	33.3	3	6
		Low	5	41.7	42	84
		Total	12	100	50	100
2	What are the means of communication with parents?	Meetings and discussion	6	50	40	80
		Telephone calls and letters	4	33.3	8	16
		Parents day	2	16.7	2	4
		Total	12	100	50	100
3	The time when meetings and discussions are conducted with parents	Every three months	3	25	10	20
		Every mid-year	3	25	18	36
		At the beginning and end of the year	6	50	22	44
		Total	12	100	50	100

4.3.2. Health Sector Participation

Table 11 below revealed that the health officers do not visit the centers regularly. During observation visit the principal told the researcher that there is lack of coordination between the sub city education Bureau super visors and health officers. They come to the centers at the same time which makes it difficult for the school administration to manage. Both services are important to the centers. The

duties and functions of health officers are not give professional advice, offer health education and give vaccination whenever necessary. Above all they check the neatness of the school compound to make it school friendly. These things one way or the other contribute to the improvement of quality of education.

Table 11. Health sector Participation

S No	Items	Choices	Principals		Teachers	
			No	%	No	%
1	Is there any health officer or representative from the sector who has ever come to visit your kindergarten?	Yes	6	50	8	16
		No	6	50	42	84
		Total	12	100	50	100
2	What is the relationship between the kindergartens and the local health office?	Strong				
		Less strong	5	41.7	25	50
		No relation	7	58.3	25	50
		Total	12	100	50	100

4.3.3. Women's children's and youth affairs participation

Table 12 below depicts that 66.7% of the principals responded that officers from women's children's and youth affairs visit the centers whereas 76% of the teachers gave negative response. This shows most of the officers do not look at the activities going on in and outside the classrooms. To triangulate this matter the researcher tried to investigate by asking some teachers and principals of the sample centers. They all confirmed that most of the officers make their contact only with the school principals .

Table 12 Women's children's and youth affairs participation

S No	Items	Choices	Principals		Teachers	
			No	%	No	%
1	Is there any women's children's and youth affairs officer or representative from the sector who has ever come to visit your kindergarten?	Yes	8	66.7	12	24
		No	4	33.3	38	76
		Total	12	100	50	100
2	What is the relationship between the kindergartens and the women's, children's and youth affairs office?	Strong	8	66.7	8	16
		Less strong	-	-	-	-
		No relation	4	33.3	42	84
		Total	12	100	50	100

4.4. Availability of Adequate and regular follow up

Mechanisms to improve pre- school education.

Table 13 below shows that 98% of the teachers and 83.4% of the principal respondents revealed that the centers do not regularly get supervision support from woreda and sub city education bureau. In the same way health officers rarely visit the centers. 66.7% of the principals revealed that experts from women's, children's and Youth affairs sometimes give supervision support. Again the same percentage of the principal respondents revealed that the participation of the parents is unsatisfactory. Regarding school principals all of them give instructional support to teachers. The importance of supervisory activities for the improvement of quality of education is realized and stated in the operational plan.

Strategic operational plan and guidelines for Early Childhood Care and Education (ECCE) in Ethiopia stated one of its objectives as follows:-

Strategic objective 3:- provide support systems guidelines and interventions that ensures the quality and standardization of ECCE services and provisions. (MOE, 2010)

Table 13 follow up and support mechanisms

S No	Items	Options	Principals		Teachers	
			No	%	No	%
1	Did you get supervision support from woreda or sub city education office ?	Always	1	8.3	1	2
		Sometimes	10	83.4	49	98
		No support	1	8.3	-	-
		Total	12	100	50	100
2	How often do officers from women's children's and youth affairs give supervision support to your kindergarten ?	Always	-	-	-	-
		Sometimes	8	66.7	10	20
		No support	4	33.3	40	80
		Total	12	100	50	100
3	How often the health officers visit your kindergarten ?	Always	-	-	-	-
		Sometimes	6	50	42	16
		No support	6	50	8	16
		Total	12	100	50	100
4	Have you ever given instructional Support to teachers in Your kindergarten ?	Always	12	100		
		Sometimes	-	-		
		No support	-	-		
		Total	12	100		
5	What is the participation level of the parents ?	High			4	8
		medium	4	33.3	23	46
		low	8	66.7	23	46
		Total	12	100	50	100

4.5. Major challenges in providing quality per-school education in Addis Ababa

- Lack of regular and coordinated supervisory activities by education bureau, health bureau and women's, children's and youth affairs.
- NGOs could not open additional centers because land for construction is not provided by the city council of Addis Ababa. This problem can hamper the expansion of NGO assisted kindergartens.
- Shortage of instructional materials, trained teachers and administrators in centers serving children with special needs.
- Most parents are not aware of their role in their children's development. Lack of basic parental education and competence.
- Not establishing a coherent governance structure for ECCE that ensure mainstreaming of ECCE in all relevant national policies and programmers.

- Not ensuring availability, equitable access and affordability of quality ECCE services to all children, especially those who are marginalized and disadvantaged.
- High turnover of government officials and experts in sub cities and woredas education bureau

4.6. The future prospect of the program.

4.6.1 opportunities:-

The respondents raised pressing points with respect to the availability of good opportunities for further expansion and sustainability of the centers.

- Increasing interest of local and international institutes and governments together with different stakeholders towards early childhood care and education.
- High demand of the community towards early childhood education.
- Most of the centers particularly those assisted by international NGOs offer free medical service and free education for the children of both administrative and teaching staff. This motivates them to stay and work in the area.
- The documents collected by the researchers reveal the endurance of both local and international NGOs in meeting their objectives and allocate proper annual budget for the implementation of early childhood care and education development.

4.6.2. Threats:-

- Lack of clearly allocated money or budget in a sustainable manner specific to the kindergartens for the deaf which are assisted by local NGOs.
- In the expansion of pre-primary school education as the respondents put, land or space is a great problem. The government as one of the stakeholders should solve this problem. So that many children villages can be constructed by NGOs. If this is done many orphans and children from destitute families can be beneficiaries. In the final analysis, the country as a whole will be beneficiary.
- Limited partners participation.
- In availability of appropriate materials in the market as per the required specification due to price escalation and fluctuation.
- Some community members have limited response on new developmental approaches. This may lead to reservation regarding community participation.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

5.1. Summary of Findings

The general objective of the study was to assess the contributions of Non-governmental organization (NGOs) to the expansion of pre-school education and its implication to the improvement of quality of education.

The Purpose of the study was to:-

- Asses the status of NGOs contribution in the area under study.
- Indicate the challenges and problems area to the stakeholders particularly to NGOs for further participations and contributions.
- Assess the status of stakeholder's participation in the area under study.
- Uncover its impact to quality of education.

With respect to those specific objectives, the study was guided by the following basic research questions:-

- What is the state of pre-school education in Addis Ababa? What is the contribution of NGOs in expanding pre-primary education?
- What is the implication of expanding pre-primary school education to quality education?
- Are there adequate and regular follow up and program assessment practices to improve access and quality of pre-primary school education?
- What are the challenges faced in improving provision of quality pre-primary school education in Addis Ababa?
- What can be done to improve the current state of pre- primary school education in Addis Ababa?

The study involved ten NGO project officials, twelve ECE focal experts, twelve principals, fifty teachers and fifty parents who participated in focus group discussions. Therefore a total of 134 individuals participated in the study. In order to get accurate information and triangulate the data questionnaires, interviews, document analysis, focus Group discussions and observations were used.

The data obtained were analyzed using appropriate statistical tools like percentage and Mean, then the following **major findings** were obtained:-

- ❖ There is high demand and desire particularly for NGO managed kindergartens by local community. Most of the centers if not all provide basic needs (nutritious food, shelter, clothing, education, health care, psychological support and other skills) that are necessary for the children's full growth and development. Orphaned and abandoned children are the primary beneficiaries. In addition to this the centers admit children of the Surrounding community who don't have family support on scholarship basis. However the respondents emphasized the low capacity of the centers which were not in commensurate with the existing high demand. In 2010\11, the statistical data of Addis Ababa education bureau depicts that there are a total of 998 kindergartens in Addis Ababa. The preceding year Annual Education Statistical Abstract of Addis Ababa Education Bureau (2009) revealed that among the existing kindergartens in the city, about 11.7% of them are owned by NGOs and faith based organizations. The percentage raised to only 13% in 2010/11 statistics. This percentage is very small as compared to privately owned centers which was 72.9% and 75% in 2008 and 2009 respectively.
- ❖ Key inputs and management practices of the sampled centers were thoroughly investigated. The outcomes of the items in table 8 were analyzed. The analysis shows the centers have got adequate qualified teachers, administrative staff, well- organized corners in the classrooms, toilets with water, general cleanliness and safety of the whole environment, supply of different books, etc.

These show the centers are up to the standard in rendering quality education to the beneficiaries. Learning assessment of the first cycle primary schools revealed low academic achievement of students. The assessment considered only government schools

which were not supported by pre-schools. Therefore the expansion of pre-school education is very crucial for quality education.

- ❖ The national policy framework for early childhood care and education in Ethiopia (ECCE) in its document has put clear duties and responsibilities for three pertinent ministries.

The ministry of education provides policy guidelines and training services for preschool education, develops the curriculum and teaching materials, maintains standards and quality assurance. The ministry of health has responsibility of sanitation, food safety and hygiene education. The ministry of women, children and youth affairs promotes the protection and care of children and creates awareness about the children's rights and welfare. The promotion, protection and care of disadvantaged children is part of its responsibility.

The respondents of this study revealed that follow up and support activities of these three ministries have been done irregularly and sometimes. As depicted in table 13 the informants of this study responded that there are centers where the experts of the three ministries never visited.

5.2. Conclusions

Based on the findings, the following conclusions are drawn in line with the basic questions.

- High demand of NGO assisted kindergartens was observed on the contrary low capacity of the centers was revealed. Therefore provision of land for construction to NGOs by the city administrative council will solve the problem. Co-ordinate supervisory activities of the regional education bureau, health bureau and women's children's and youth affairs are not effectively practiced
- Handling parental education encourages the parents to participate in the follow up and support activities of the centers. Therefore awareness raising and training on the roles and responsibilities in bringing up children can improve the skills of parents. High demand of the community to get free service especially from those disadvantaged groups is observed. This can trigger a lot of sustaining and enhancement efforts in all aspects from all directions. Integrated activities of pertinent bodies, regular follow-up and assessment are equally important.

5.3. Recommendations

Based on the findings of the study and conclusion drawn, the following recommendations are forwarded.

- Integrated plan and activities should be developed by pertinent bodies and stakeholders. Regarding kindergarten education ministry of education, ministry of health and ministry of women children and youth affairs should have a joint plan and integrated follow up and support activities. Refreshment trainings, workshops and seminars on the issue of kindergarten education need be prepared jointly.
- Ministry of education and Addis Ababa Education Bureau should take the initiation to direct their experts to clarify the existing kindergarten curriculum with contextualized text books and teacher guides to minimize or avoid the ambiguity and difficulty nature of the curriculum.
- Special attention should be given to children with special needs particularly to those with disabilities. Orphaned and abandoned children are given attention by international NGOs. To solve the shortage of low capacity of the centers the government should provide land for the expansion of kindergartens. This may reduce the degree of problem in having access to quality pre- primary schools.

Finally, this research can by no means regarded as exhaustive. It may serve as a spring board for conducting other studies related to the contributions of NGOs in the expansion of pre-school education. More rigorous and refined researches dealing with the impacts of giving access to quality education especially for those disadvantaged children should be conducted.

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APPENDIX I
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUTE STUDIES
Institute of Educational Research (IER)

A questionnaire to be filled by the kindergarten school principals.

Introduction:-

The purpose of this questionnaire is to collect basic data for the study on the contributions of NGOS concerning the expansion of pre-primary schools in Addis Ababa and its implication to quality education. Your cooperation in offering relevant information is very important for the process of the study. The result of the study is beneficial to decision makers, planners and policy designers. The information given by you will be confidential and will only be used for the study. Please attempt all questions patiently.

Thank you

Directions:-

- 1) Don't write your Name
- 2) For the open- ended questions, please give brief answer.
- 3) Put a tick mark (✓) for correct choice, in the table
- 4) Please encircle your correct choice, where alternatives are given.

Part I. General background of the respondent and the center

1.1. Name of the kindergarten _____

1.2. Sub city _____ Woreda _____

1.3. Respondent's Sex A) Male B) Female

1.4. Educational background A) Certificate B) Teachers College Diploma

C) B.A D) B.Sc E. Other _____

1.5. Work Experience:-

A) As Kindergarten Principal:-

B) In other institutions /Ministries:-

Name of the Institutions /Ministries: - _____

Years _____ Months _____

1.6. Principal's age in years. A) Below 25 B)25-35 C)36-45

C. 46-55 E) 56 and above

1.7. Number of Children in the kindergarten:-Male _____ Female _____

1.8. Number of core teachers in the Kindergarten:- Male _____ Female _____

1.9. Number of Assistant Teachers in the Kindergarten:- Male _____ Female _____

1.10. Number care givers in the kindergarten:- Male _____ Female _____

1.11. Competence of core teachers A) Adequate B) Inadequate

Part II. Educational demand for the established kindergarten.

2.1. What was the extent of demand of the local community to register their children in your kindergarten?

A) High B) Medium C)Low

2.2. If the answer to question 2.1 is "A", Dose your Kindergarten accommodate all? A)Yes B) No

2.3. If the answer to question 2.1. is "B", Does your Kindergarten select incoming students based on pre-specified criteria?

A) Yes B) No

2.4. If the answer to question 2.3. is "A", what are the criteria employed to select and enroll students? _____

2.5. Do you think that process of selecting children to admit to your kindergarten is transparent and fair?

A) Yes B) No

2.6. If the answer to question 2.5 is "B", Please relate it to student admission? _____

2.7. A group of social status alternatives are given to identify the beneficiary group provided by the kindergarten in which it may belong. You are expected to put a tick mark (✓) on the intersection between the alternative given and number of beneficiary group in which you are supposed to presume.

Assumed social status or group	Number of beneficiary group			
	High	Medium	Low	Non-existent
a. From high Income family				
b. From middle Income family				
c. From low income family				
d. Single parent children				
e. Children with special Needs				
f. Orphans				
g. Street Children				
h. HIV Positive children				

28. Do you think that your kindergarten is conducive to children with special needs education like disabled children?

A. Yes B)No

29. If your answer to question 2.8 is "B" Would you explain the reason? _____

2.10. If your answer to question 2.8 is "A", have you ever admitted students with special needs? (More than one choice can be given).

A) Yes, I admitted them

B) No, I didn't admit them

C) Yes, I can admit them

D) No ,can't admit them

2.11. If the answer to question 2.10 is "B", or "D", please state the reasons _____

Part III. About the efficiency of key inputs and their management practices.

No		Adequate	Indequate	Non-existent
3.1.	Availability of qualified teachers			
3.2	Availability of qualified teachers aide			
3.3	Availability of administrative support staff			
3.4	Classroom space provided per child			
3.5	Organization of activity center/ corners in the classroom			
3.6	Availability of child-size tables, chairs, benches and shelves			
3.7	Availability of separate feeding room			
3.8	Availability of separate rest room			
3.9	Availability of toilets with water			
3.9	Availability of toilets with water			
3.10	Availability of playground			
3.11	General cleanliness and safety of the whole environment			
3.12	Supply of different children books			
3.13	Supply of play materials and equipment			
3.14	Availability of basic first aid facilities			
3.15	Availability of easily reached medical consultant			
3.16	Availability of materials and equipment for children with special Needs			

3.17. Do all children come with their own packed food?

A) Yes

B) No, some do not

C) No, all do not.

3.18. If the answer to question 3.17 is "B" or "C" do you have a snack service at your kindergarten?

A) Yes B) No

3.19. If the answer to question 3.18 is "A", who is the sponsor? Please specify the name of the organization? _____

3.20. In question number 3.18, If the answer is "B", how did you manage those who couldn't bring packed food from home? _____

3.21. Have you been trained in management or leadership of educational institutions?

A) Yes B) No

3.22. Do you frequently get short term training in the management of kindergartens?

A) Yes B) No

3.23. Is there an early childhood care and education (ECCE) policy framework or operational Guideline for Ethiopia at your hand?

A) Yes B) No

3.24. Have you taken or participated a workshop on ECCE policy framework and on its implementation?

A) Yes B) No

3.25. Have you been trained in kindergarten education during your stay in college or institute?

A) Yes B) No

3.26. If the answer to question 3.25 is "A", is the training that you get from the institution enough to accomplish your current assignment?

A) Yes B) Not enough

3.27. Do you frequently follow an on -job training and orientation course in addition to your first training?

A) Yes B) No, I didn't get the chance

3.28. Do you ever provided instructional support to teachers in your kindergarten?

A) Yes B) No

3.29. Have you ever provided instructional support to teachers in your kindergarten?

A) Yes B) No

3.30. If your answer to question 3.29 is "B", why? _____

3.31. How frequently did you get supervision support from woreda, sub city or education bureau?

- A) Always B) Sometimes C) No Support

3.32. If your answer to question 3.31 is "C" would you please explain the reasons? _____

3.33. Is there a regular budget allocated for the kindergarten to properly operate?

- A) Yes B) No

3.34. If your answer to question 3.3 is "B", where do you get the operational budget/ finance? Please specify the provider if there is any?

- A) Yes B) No

3.35. Is there tuition fee for students?

- A) Yes B) No

3.36. Do you have non-fee paying students who are assisted by the school?

- A) Yes B) No

3.37. If your answer to question 3.36 is "A", Please state your reason. _____

3.38. Are there any additional related issues that you want to raise with regard to inputs and management practices? _____

Part IV. About The extent of major stake holders' Participation on the ground.

4.1. How do you see the parents' participation in your kindergarten?

- A) High B) Medium C) Low

4.2. If the answer to question 4.1. is "C" what do you think reasons are? _____

4.3. If the answer to question 4.1. is "A" or "B", the main participation of parents is expressed in :-

- A) Money donation B) Material donation C) Giving voluntary service
D) Planning and advising on children's learning

E) If there are other means of participation, please specify _____

4.4. Which of the following is used more frequently as a means of communication with parents?

- A) Discussions and meeting B) Visits and conferences
C) Letters and telephone calls D) Parents day E) Others _____

4.5. If the answer to question "A":, How often all the discussions and meetings conducted?

- A) Every month B) Every three months C) Every mid-year D) At the beginning or end of the year.

4.6. Is there any health officer or representative from the health sector who has ever come to visit the kindergarten?

- A) Yes B) No

4.7. If answer to question 4.6. is "A", How often the health officers visit your kindergarten?

- A) Always B) Sometimes C. Not at all

4.8. If the answer to question 4.7. is "A", or "B", What did they do? _____

4.9. In question 4.7. if the answer is "C" What do you think the reasons are:- _____

4.10. In general, how do you see the relationship between your kindergarten and the local health office?

- A) Very B) Strong C) Less strong D) No relationship at all

4.11. Is there any women's' children's and youth affairs officer or representative who has ever come to visit your kindergarten in any child related issue?

- A) Yes B) No

4.12. If your answer to question 4.11 is "A", how often are the Women's' children's and youth affair officers /representative visit your kindergarten?

- A) Always B) Sometimes C) Not at all

4.13. If the answer to question 4.12 is "A" or "B", what did they do? _____

4.14. In question 4.12, if answer is "C", what do you think the reasons are :- _____

4.15. In general, how do you see the relationship between your kindergarten and the womens' children's and youth affairs office?

A) Very strong B) Strong C) Less strong D) No relationship at all

4.16. What is the type of the non-government organizations (NGOs) working with you in your kindergarten?

A) Local B) International C) Both A and B

4.17. What are the areas of involvement / participation of NGOs in your kindergarten?

A) Money donation B) material donation C) Training

D) Planning and providing advance

E) Please, mention if there are any _____

4.18. Please mention the name of the NGOs and the specific areas in which in which they give support.
Name of the NGOS, _____

a) _____

b) _____

c) _____

4.19. Are there any other related issues that your want to raise here with regard to stakeholders participation? _____

Part V. about The major challenges facing in the process of programme implementation.

5.1. Please mention major challenges that you encounter while you are on the process of implementation starting from your daily activities in your kindergarten! _____

5.2. Mention some of the probable solutions/ Strategies to either alleviate or avoid the challenges or problems encountered. _____

Part VI. About the future prospect of the programme

6.1. What do you think about the future prospect of your kindergarten? _____

6.2. Please list the good opportunities that will help to strengthen and expand the programme. _____

6.3. Please outline the threats that may hinder the endeavor to strengthen and expand the programme _____

7. Is there any additional general comment that you want to add? _____

Thank You Again for your full cooperation!

Appendix II

አዲስ አበባ ዮንቨርስቲ

የድህረ ምረቃ ት/ቤት

የትምህርት ጥናትና ምርምር ተቋም

በአጸደ ህጻናት ትምህርት ቤት ርዕሰ መምህራን የሚሞላ መጠይቅ

መግቢያ

የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ከተማ “መንግታዊ ያልሆኑ ድርጅቶች በቅድመ መደበኛ ትምህርት እድገት ያላቸው አስተዋጽኦና በትምህርት ጥራት ላይ የሚያመጣው በጎ ተጽዕኖ” በተመለከተ መሰረታዊ መረጃ በመስብሰብ፣ በመመርመርና በመተንተን ችግሮችን በመለየት የመፍትሄ ሃሳብ ለመጠቀም ነው። የጥናቱ ውጤትም በመስኩ እቅድ ለሚያወጡ፣ ውሳኔ ለሚሰጡ፣ ፓሊሲ ለሚነድፉና ለሚመራመሩ ጠቀሜታ ይኖረዋል። ስለዚህ እርስዎ እያንዳንዱን ጥያቄ በትክክል ለመመለስ የሚደርጉት ጥረት ከፍተኛ ዋጋ አለው። በዚህ መጠይቅ የሚሰበሰበው መረጃ በሚስጥር የሚጠበቅና ለጥናቱ ዓላማ ብቻ የሚውል መሆኑን ከወዲሁ ላረጋግጥልዎ እወዳለሁ። እነዚህን ሁሉ ግምት ውስጥ በማስገባት ለሁሉም ጥያቄዎ በትዕግስት መልስ በመስጠት እንዲተባበሩኝ በአክብሮት እለምናለሁ።

ይህን መጠይቅ ለመሙላት ስለተባበሩኝ በቅድሚያ ላመሰግን እወዳለሁ!

መመሪያ፡- ስምዎን መጻፍ አያስፈልግም!

- አማርጭ መልሶች ለተሰጣቸው ጥያቄዎች ምርጫዬ ነው

የሚሉትን ፊደል በማክበብ ይመልሱ። ነገር ግን በሠንጠረዥ ውስጥ ላሉት ጥያቄዎች በተሰጠው ሳጥን ውስጥ የቲክ (✓) ምልክት በማድረግ መልስ ይስጡ።

- ክፍት ለሆኑት ጥያቄዎች አጭርና ግልጽ መልስ ይሰጡ።

ክፍል -1. የአጸደ ህጻናቱና የመልስ ሰጪ አጠቃላይ መረጃ

1.1 የአጸደ ሕጻናቱ ትምህርት ቤት ስም _____

1.2 አጸደ ሕጻናቱ የሚገኝበት ክፍለ ከተማ _____ ወረዳ _____

1.3 የመረጃ ሰጪ ጾታ ሀ/ ወንድ _____ ለ/ሴት _____

1.4 የትምህርት ደረጃ፡- ሀ/ ስርተፊኬት ለ/ የመምህራን ኮሌጅ ዲፕሎማ _____

ሐ/ ዲግሪ በማህበራዊ ሳይንስ መስክ _____ መ/ ዲግሪ በተፈጥሮ ሳይንስ መስክ _____ ሠ/ሌላ _____

1.5 የሥራ ልምድ፡-

ሀ/ በአጸደ ሕጻናት ርዕሰ መምህርነት _____ ዓመት _____ ወራት _____

ለ/ በሌላ መስሪያ ቤቱና የሥራው ዓይነት ይገለጽ _____

ዓመት _____ ወራት _____

1.6 የርዕሰ መምህሩ/ሯ ዕድሜ ሀ/ ከ25 ዓመት በታች ለ/ ከ25-35 ዓመት ሐ/ከ36-45 ዓመት _____
መ/ከ46-55 ዓመት ሠ/ ከ55 ዓመት በላይ _____

1.7 በአጸደ ሕጻናቱ የሚስተናገዱ ህጻናት ብዛት ወንድ _____ ሴት _____

1.8 የአጸደ ሕጻናቱ ዋና መምህራን ብዛት ወንድ _____ ሴት _____

1.9 የአጸደ ህጻናቱ ረዳት መምህራን ብዛት ወንድ _____ ሴት _____

1.10 የአጸደ ህጻናቱ ሞግዚት ብዛት ወንድ _____ ሴት _____

1.11 የአጸደ ህጻናቱ ዋና መምህራን ብቃት ሀ/ብቃት አላቸው ለ/ብቃት የላቸውም _____

ክፍል 2 የአካባቢው ነዋሪ ለተከፈተው አጸደ ህጻናት ተጠቃሚነት ያለው ፍላጎትና ሁሉን አቀፍ/አካቶ/ስለመሆኑ፡-

2.1 ማህበረሰቡ በአጸደ ህጻናቱ ልጆቹን ለማስመዝገብ ያለው ፍላጎት ምን ያህል ነው?

ሀ/ ከፍተኛ _____

ለ/መካከለኛ _____

ሐ/ ዝቅተኛ _____

2.2 መልስዎ “ሀ” ከሆነ፡ አጸደ ህጻናቱ ሁሉንም ለመመዝገብ ፍላጎት ያለውን አስተናግዷል ይላሉ?

ሀ/ አዎ _____

ለ አላስተናገደም _____

2.3. መልስዎ “ለ” ከሆነ፡ ለመመዝገብ የሚመጡትን ህጻናት ለመምረጥ የሚያስችል መመዘኛ ነበር?

ሀ/ነበር _____

ለ/አልነበረም _____

2.4 መልስዎ “ሀ” ከሆነ በከፍተኛ ፍላጎትና በዝቅተኛ የማስናገድ አቅም ጊዜ ለመምረጥ የሚያስችል ወጥነት ያለው መመዘኛዎች ካሉ በዘረዝሩ? _____

2.5 ህጻናቱን ለመመዝገብ በመምረጥ ረገድ የነበረው ሂደት ግልጽና ፍትሃዊ ነበር ይላል?

ሀ/ አዎ

ለ/ አልነበረም

2.6 መልስዎ “ለ” ከሆነ መሰረታዊ ችግሮች ነበሩ ብለው የሚያስቧቸውን ሊገልጹ ይችላሉ? _____

2.7 አጸደ ህጻናቱ አሁን ባለበት ሁኔታ ተጠቃሚ የሆኑት የኅብረተሰብ ክፍሎች ማኅበራዊ ሁኔታ በሚመለከት የተዘጋጁ ጥያቄዎች ቀርበዋል፡፡ ለእያንዳንዱ ጥያቄዎች አራት አማራጮች ተሠጥተዋል፡፡ ምላሽዎትን በጥያቄው ትይዩ ባለው ሳጥን ቲክ “✓” በማድረግ መልስ ይስጡ

	የተሳትፎ /የተጠቃሚነት/ ሁኔታ			
የማኅበራዊ ሁኔታ/Social Status/	ከፍተኛ	መካለኛ	ዝቅተኛ	ምንም የለም
ሀ. ከፍተኛ ገቢ ያላቸው ቤተሰቦች				
ለ. መካከለኛ ገቢ ያላቸው ቤተሰቦች				
ሐ. ዝቅተኛ ገቢ ያላቸው ቤተሰቦች				
መ. የጎዳና ላይ ተዳዳሪ ህጻናት				
ሠ. ልዩ ፍላጎት ያላቸው ሕጻናት				
ረ. ወላጆች የሞቱባቸው ሕጻናት				
ሰ. የጎዳና ተዳዳሪዎች				
ሸ. ከኤች አይቪ ቫይረስ ጋር የሚኖሩ ህጻናት				

2.8 አጸደ ሕጻናቱ ልዩ ፍላጎት ላላቸው በተለይ የአካል ጉዳት ላለባቸው ምቹ ነው ብለው ያምናሉ?
ሀ/አዎ ለ/ ምቹ አይደለም

2.9 መልስዎ “ለ” ከሆነ ምክንያቱን በገልጽ ? _____

2.10 በተራ ቁጥር 2.8 መልስዎ “ሀ” ከሆነ ልዩ ፍላጎት ያላቸውን ተቀብለው /መቀበልን ይችላሉ?/ከሁለት በላይ መምረጥ ይቻላል/

ሀ/ ተቀብያለሁ

ለ/ አልተቀበልኩም

ሐ/ መቀበል እችላለሁ

መ/ መቀበል አልችልም

2.11 መልስዎ “ለ” ወይም “መ” ከሆነ ለምን ?

ክፍል-3- በአጸደ ሕጻናቱ የመሰረታዊ ግብአቶች መሟላትና የአስተዳደሩን ተግባራት ክንዋኔ/Practice/በሚመለከት በሰንጠረዥ ውስጥ ለተሰጡት ግብአቶች ዝርዝር በትይዩ ለሚገኙት ምርጫዎች መገናኛ ሳጥን ላይ ቲክ/✓/ በማድረግ መልስ ይሰጡ፡፡

ግብአት	አንጻራዊ ግብዓትና ብዛት ስመኖሩ		
	በቂ	በቂ ያልሆነ	ምንም የለም
3.1 የሰለጠኑ መምህራን ስለመኖራቸው			
3.2 የሰለጠኑ ረዳት መምህራን ስለመኖራቸው			
3.3 ደጋፊ የአስተዳደር ሰራተኞች ስለመኖራቸው			
3.4 ለእያንዳንዱ ተማሪ በክፍል ውስጥ ያለው ቦታ			
3.5 በኮርነሮች የእቃዎችና መሳሪያዎች አቅርቦት			
3.6 በተማሪዎች መጠን ልክ የተዘጋጁ ወንበሮችና ጠረጴዛዎች ስለመኖራቸው			
3.7 የተለየ የተማሪ መመገቢያ ክፍል ስለመኖሩ			
3.8 የተለየ የተማሪ ማሸለቢያ ክፍል ስለመኖሩ			
3.9 በቂ መጻዳጃ ቤት ከውሀ ጋር ስለመኖሩ			
3.10 በቂ የመጫወቻ ሜዳ ስለመኖሩ			
3.11 በአጠቃላይ የአጸደ ህጻናቱ ቦታ ያለው የንጽህና ሁኔታና ለደህንነት ተስማሚ ስለመሆኑ			
3.12 የተለያዩ የልጆች መጽሀፍት አቅርቦት			
3.13 የመጫወቻ እቃዎችና መሳሪያዎች አቅርቦት			
3.14 የመጀመሪያ ህክምና እርዳታ መስጠት የሚያስችሉ ፋሲሊቶች ስለመኖራቸው			
3.15 በቀላሉ ሊገኙ የሚችሉ የጤና ባለሙያዎች ወይም አማካሪዎች በአካባቢው ስለመኖራቸው			
3.16 ልዩ ፍላጎት ላላቸው ህጻናት ግልጋሎት ሊሰጡ የሚችሉ እቃዎችና መሳሪያዎች ስለመኖራቸው			

3.17 ሁሉም ህጻና የራሳቸውን ምግብ ይዛው ይመጣሉ?

ሀ/ አዎ ለ/አንዳንዶች ይዘው አይመጡም ሐ/ ሁሉም አያመጡም

3.18 መልስዎ “ለ” ወይም “ሐ” ከሆነ የምግብ አቅርቦት በአጸደ ህጻናቱ አለ?

ሀ/ አዎ ለ/የለም

3.19 መልስዎ “ሀ” ከሆነ የምግብ አቅርቦት ድጋፍ የሚሰጡትን በስም ቢጠቅሱ?

3.20 በጥያቄ ቁጥር 3.18 መልስዎ “ለ” ከሆነ ምግብ ይዛው መምጣት የማይችሉትን እንዴት ነው የምታስተናግዱት? _____

3.21 የትምህርት ተቋማትን መምራት ወይም ማስተዳደር በሚመለከት በማሰልጠኛ ቆይታዎ ሥልጠና ወስደዋል? ሀ/ አዎ ለ/ አልወሰድኩም

3.22 አጸደ ሕጻናት ተቋምን ለመምራት የሚያስችል አጫጭር የሥራ ላይ ሥልጠና አግኝተው ያውቃሉ? ሀ/ አዎ ለ/ አግኝቼ አላውቅም

3.23 ህጻናት ክብካቤና ትምህርት ፖሊሲ ማእቀፍ ወይም ስልታዊ የትግበራ እቅድና መመሪያ በኢትዮጵያ የሚለው በእጅግ ይገኛል? ሀ/አዎ ለ/የለም

3.24 በህጻናት ክብካቤና ትምህርት ማእቀፍ እና አተገባበሩ ዙሪያ ዓውደ ጥናት ሥልጠና ወይም የማስተዋወቅ ፕሮግራም ላይ ተሳትፈው ያውቃሉ?

ሀ/ አዎ ለ/ተሳትፌ አላውቅም

3.25 በአጸደ ህጻናት ትምህርት አሰጣጥ ይዘት ዙሪያ በኮሌጅ/ተቋም ቆይታዎ ስልጠና ወስደዋል? ሀ/ አዎ ለ /አልወሰድኩም

3.26 መልስዎ “ሀ” ከሆነ በስልጠና ያገኟቸው ርዕሶች ለሚያከናውኗቸው ሁሉ አቀፍ ሥራዎች በቂ ናቸው ይላሉ? ሀ/ አዎ ለ/ በቂ አይደለም

3.27 በተደጋጋሚ አጫጭር የሚያነቃቁ ስልጠናዎች አጸደ ህጻናት ትምህርት ፕሮግራም ላይ የመሳተፍ እድል አግኝተው ያውቃሉ?

ሀ/ አዎ

ለ/አግኝቼ አላውቅም

3.28 ለአጸደ ህጻናቱ የሥራ ባልደረቦችዎ የአስተዳደራዊ ድጋፍ ብቻ ነው የሚደርጉት?

ሀ/ አዎ

ለ/ አይደለም

3.29 ለአጸደ ህጻናቱ መምህራን በመማር ማስተማር ጉዳይ ዙሪያ እንዴት አድርገው ማስተማር እንዳለባቸው ድጋፍ ሰጥተው ያውቃሉ?

ሀ/ አዎ

ለ/ ሰጥቼ አላውቅም

3.30 መልስዎ “ለ” ከሆነ ምክንያቱን ቢገለጹ

3.31 ከወረዳዎ ወይም ከክፍለ ከተማ ትምህርት ጽ/ቤት የሱፐርቪዥን ድጋፍ የሚያገኙባቸው ጊዜያት እንዴት ነው ?

ሀ/ በተደጋጋሚ

ለ/ አንዳንዴ

ሐ/ ምንም ድጋፍ የለም

3.32 መልስዎ “ሐ” ከሆነ ምክንያቱ ምን ሊሆን ይችላል ይላሉ?

3.33 ለስራ ማስኬጃ የተመደበ በጀት አለ?

ሀ/አዎ

ለ/የለም

3.34 መልስዎ “ለ” ከሆነ የሥራ ማስኬጃ በጀት ከየት ያገኛሉ?

ከእርዳታ ሰጪ ድርጅት ከሆነ የእርዳታ ሰጪ ድርጅቶችን ስም ቢገልጽልን

3.35 የትምህርት ክፍያ ተማሪዎችን ታስክፍላላችሁ?

ሀ/አዎ

ለ/ አናስክፍልም

3.36 በትምህርት ቤቱ የሚረዱ ክፍያ የማይከፍሉ አሉ?

ሀ/ አዎ

ለ/ የሉም

3.37 መልስዎ “ሀ” ከሆነ ምክንያቱን ቢገልፅ

3.38 የአጸደ ህጻናቱን ትምህርት ግብአትና የአስተዳደር ክንዋኔዎች በተመለከተ ያልተነሱና ተጨማሪ ማድረግ የሚፈልጉት ነገር ካለ ቢገልጽ?

ክፍል -4- ዋና ዋናዎች የባለድርሻ አካላትን ተሳትፎ በተግባር መሬት ላይ ያለውን በተመለከተ

4.1 በአጸደ ሕጻናቱ የዕለት ከዕለት እንቅስቃሴ ወላጆች ያላቸውን ተሳትፎ እንዴት ያዩታል?

ሀ/ከፍተኛ

ለ/ መካከለኛ

ሐ/ ዝቅተኛ

4.2 መልስዎ “ሐ” ከሆነ ምክንያቱ ምን ሊሆን ይችላል?

4.3 ለጥያቄ ቁጥር 4.1 መልስዎ “ሀ” ወይም “ለ” ከሆነ ዋና የተሳትፎ መስካቸው በምን ነበር? (ከአንድ በላይ መምረጥ ይቻላል)

ሀ/ የገንዘብ ድጋፍ በማድረግ

ለ/ የቁሳቁስ/የማቴሪያል/ድጋፍ በማድረግ

ሐ/ ነጻ አገልግሎት በመስጠት

መ/ በህጻናቱ መማር ላይ እቅድ ማውጣትና የማማከር ስራ

ሠ/ ሌላ የተሳተፉበት መስክ ካለ ቢገልጹ?

4.4 ከወላጆች ጋር ለመገናኘት በአብዛኛው ጥቅም ላይ የሚውለው ዘዴ የትኛው ነው?

ሀ/ ወይይትና ስብሰባዎች

ለ/ ጉብኝትና ኮንፈረንስ ሐ/ ደብዳቤና የስልክ ጥሪ

መ/ የወላጆች ቀን ሲከበር

ሠ/ ሌላ ዘዴ ካለ ቢገልጹ

4.5 መልስዎ “ሀ” ከሆነ በምን ያህል ጊዜ ነው የሚካሄዱት?

ሀ/ በየወሩ

ለ/ በየሦስት ወሩ

ሐ/ በግማሽ ዓመት

መ/ በየመቱ መጨረሻና መጀመሪያ ላይ

ሠ/ ሌላ ካለ ይግለጹ

4.6 የጤና ባለሙያ ወይም ተወካይ ከአካባቢው ጤና ጽ/ቤት ወይም ቢሮ አጸደ ሕጻናቱን ለመጎብኘትና ለማግኘት መጥተው ያውቃሉ?

ሀ/ አዎ

ለ/ መጥተው አያውቁም

4.7 መልስዎ “ሀ” ከሆነ የጤና ባለሙያዎቹ አጸደ ሕጻናቱን የሚጎበኙት በምን ያህል ጊዜ ነው?

ሀ/ ሁልጊዜ

ለ/ አንዳንድ ጊዜ

ሐ/ ምንም ጊዜ አልመጡም

4.8 መልስዎ “ሀ” ወይም “ለ” ከሆነ መጥተው የሚሰሩትን በአጭሩ ቢገልጹ?

4.9 ለጥያቄ ቁጥር 4.7 መልስዎ “ሐ” ከሆነ ምክንያቱን ቢገልጹ

4.10 በአጠቃላይ በአጸደ ሕጻናቱና በአካባቢው በሚገኝ የጤና ተቋም ጋር ያለው ግንኙነት ምን ያህል ነው?

ሀ/ በጣም ጠንካራ

ለ/ ጠንካራ

ሐ/ የላላ ግንኙነት

መ/ ምንም ግንኙነት የለም

4.11 የአካባቢው የሴቶች፣ ሕጻናትና ወጣቶች ጉዳይ ጽ/ቤት ወይም ቢሮ ባለሙያ ከሕጻናቱ ጉዳይ ጋር በተገናኘ ተቋሙን ጎብኝተው ያውቃሉ?

ሀ/ አዎ

ለ/ መጥተው አያውቁም

4.12 መልስዎ “ሀ” ከሆነ በምን ያህል ጊዜ ጎብኝት ያደርጋሉ?

ሀ/ ሁልጊዜ

ለ/ አንዳንድ ጊዜ

ሐ/ ምንም ጊዜ

4.13 መልስዎ “ሀ” ወይም “ለ” ከሆነ ያከናውኑትን ቢገልጹ?

4.14 ለጥያቄ ቁጥር 4.12 መልስዎ “ሐ” ከሆነ፣ ምክንያቱ ሌሆን ይችላል የሚሉትን ቢገልጹ

4.15 በአጠቃላይ የአጸደ ህጻናቱና በአካባቢው የሚገኝ የሴቶች ህጻናትና ወጣቶች ጉዳይ ጽ/ቤት ወይም ቢሮ ግንኙነቱን እንዴት ያዩታል?

ሀ/ በጣም ጠንካራ ለ/ ጠንካራ ሐ/ የላላ መ/ ምንም ግንኙነት የለም

4.16 ከአጸደ ሕጻናቱ ጋር አብረው የሚሰሩ የእርዳታ ሰጪ ድርጅቶች አይነት፡-

ሀ/ ሀገር በቀል ለ/ ያለም አቀፍ ሐ/ ሁለቱም

4.17 መልስዎ “ሀ” ከሆነ ፡ ዋናው የሚሳተፉበት በምን ሊገለጽ ይችላል?

(ከአንድ በላይ መምረጥ ይቻላል)

ሀ/ በገንዘብ እርዳታ ለ/ በቁሳቁስ እርዳታ

ሐ/ ሥልጠና በመስጠት መ/ የትምህርት እቅድ በማውጣትና የምክር አግልግሎት በመስጠት

ሠ/ ሌላ የሚጨምሩት ካለ _____

4.18 እርዳታ የሚሰጡትን ድርጅቶች ስምና ድጋፍ የሚያደርጉበትን መስክ ቢገልጹ?

የእርዳታ ሰጪ ድርጅቶች ስም _____

ሀ/ _____

ለ/ _____

ሐ/ _____

4.19 የባለ ድርሻ አካላትን ተሳትፎ በተመለከተ ተጨማሪ ተያያዥነት ያላቸው ጉዳዮች ካሉ ቢገልጹ _____

ክፍል -5- የአጸደህጻናቱን የትምህርት ፕሮግራም አስመልክቶ የታየና ያጋጠመ ተግዳሮቶች ወይም ችግሮችና መፍትሄዎቻቸውን በተመለከተ

5-1 የአጸደሕጻናቱን ትምህርት ፕሮግራም በመተግበር ረገድ በአጠቃላይ ያጋጠመ ተግዳሮች ወይም ችግሮች ቢገልጹ?

5.2 ተግዳሮቶቹን ወይም ችግሮቹን ለመቀነስ ብሎም ለመቅረፍ የሚያስችሉ መፍትሔዎችን ወይም ስልቶችን ቢዘረዝሩ?

ክፍል -6- የፕሮግራሙን የወደፊት እጣ ፈንታ/እድል/ በተመለከተ

6.1 ስለወደፊቱ የአጻጻፍ ህጻናትዎ ጉዳይ ምን ይላሉ?

6.2 አጻጻፍ ህጻናትዎን በማስፋፋትና በማጠናከር ረገድ የወደፊት መልካም አጋጣሚ ቢገልጹ?

6.3 አጻጻፍ ህጻናትዎን በማስፋፋትና በማጠናከር ረገድ የወደፊቱን ስጋቶች /ችግሮች/ ሊሆኑ ይችላሉ የሚሉትን ቢገልጹ?

7. በፕሮግራሙ ዙሪያ አጠቃላይ የሆነ አስተያየት መጨመር የሚፈልጉት ካለ ቢለግጹ?

ይህን ቃለመጠይቅ ለመመላት ጊዜዎን መስዋእት ስላደረጉ በድጋሚ በጣም አመሰግናለሁ!

Appendix III

አዲስ አበባ ዮንቨርስቲ

የድህረ ምረቃ ት/ቤት

የትምህርት ጥናትና ምርምር ተቋም

በአጸደ ህጻናት ትምህርት ቤት መምህራን የሚሞላ መጠይቅ

መግቢያ

የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ከተማ “መንግታዊ ያልሆኑ ድርጅቶች በቅድመ መደበኛ ትምህርት እድገት ያላቸው አስተዋጽኦና በትምህርት ጥራት ላይ የሚያመጣው በጎ ተጽዕኖ” በተመለከተ መሰረታዊ መረጃ በመስብሰብ፣ በመመርመርና በመተንተን ችግሮችን በመለየት የመፍትሄ ሃሳብ ለመጠቀም ነው። የጥናቱ ውጤትም በመስኩ እቅድ ለሚያወጡ፣ ውሳኔ ለሚሰጡ፣ ፓሊሲ ለሚነድፉና ለሚመራመሩ ጠቀሜታ ይኖረዋል። ስለዚህ እርስዎ እያንዳንዱን ጥያቄ በትክክል ለመመለስ የሚደርጉት ጥረት ከፍተኛ ዋጋ አለው። በዚህ መጠይቅ የሚሰበሰበው መረጃ በሚስጥር የሚጠበቅና ለጥናቱ ዓላማ ብቻ የሚውል መሆኑን ከወዲሁ ላረጋግጥልዎ እወዳለሁ። እነዚህን ሁሉ ግምት ውስጥ በማስገባት ለሁሉም ጥያቄዎ በትዕግስት መልስ በመስጠት እንዲተባበሩኝ በአክብሮት እለምናለሁ።

ይህን መጠይቅ ለመሙላት ስለተባበሩኝ በቅድሚያ ላመሰግን እወዳለሁ!

መመሪያ፡- ስምዎን መጻፍ አያስፈልግም!

- አማርኛ መልሶች ለተሰጣቸው ጥያቄዎች ምርጫዬ ነው

የሚሉትን ፊደል በማክበብ ይመልሱ። ነገር ግን በሠንጠረዥ ውስጥ ላሉት ጥያቄዎች በተሰጠው ሳጥን ውስጥ የቲክ (✓) ምልክት በማድረግ መልስ ይስጡ።

- ክፍት ለሆኑት ጥያቄዎች አጭርና ግልጽ መልስ ይስጡ።

ክፍል -1. የአጸደ ህጻናቱና የመልስ ሰጪ አጠቃላይ መረጃ

1.1 የአጸደ ሕጻናቱ ትምህርት ቤት ስም _____

1.2 አጸደ ሕጻናቱ የሚገኝበት ክፍል ከተማ _____ ወረዳ _____

1.3 የመረጃ ሰጪ ጾታ ሀ/ ወንድ ለ/ሴት

1.4 የትምህርት ደረጃ፡- ሀ/ ሰርተፊኬት ለ/ የመምህራን ኮሌጅ ዲፕሎማ

ሐ/ ዲግሪ በማህበራዊ ሳይንስ መስክ መ/ ዲግሪ በተፈጥሮ ሳይንስ መስክ ሠ/ሌላ

1.5 የሥራ ልምድ፡-

ሀ/ በአጸደ ሕጻናት መምህርነት _____ ዓመት _____ ወራት

ለ/ በሌላ መስሪያ ቤቱና የሥራው ዓይነት ይገለጽ

_____ ዓመት _____ ወራት
1.6 የመምህራ/ሯ ዕድሜ ሀ/ ከ25 ዓመት በታች ለ/ ከ25-35 ዓመት ሐ/ከ36-45 ዓመት
መ/ከ46-55 ዓመት ሠ/ ከ55 ዓመት በላይ

ክፍል 2 የአካባቢው ነዋሪ ለተከፈተው አጸደ ህጻናት ተጠቃሚነት ያለው ፍላጎትና ሁሉን አቀፍ/አካቶ/ስለመሆኑ፡-

2.1 ማህበረሰቡ በአጸደ ህጻናቱ ልጆቹን ለማስመዝገብ ያለው ፍላጎት ምን ያህል ነው?

ሀ/ ከፍተኛ

ለ/መካከለኛ

ሐ/ ዝቅተኛ

2.2 መልስዎ “ሀ” ከሆነ፡ አጸደ ህጻናቱ ሁሉንም ለመመዝገብ ፍላጎት ያለውን አስተናግዷል ይላል?
ሀ/ አዎ ለ አላስተናገደም

2.3. መልስዎ “ለ” ከሆነ፡ ለመመዝገብ የሚመጡትን ህጻናት ለመምረጥ የሚያስችል መመዘኛ ነበር?
ሀ/ነበር ለ/አልነበረም

2.4 መልስዎ “ሀ” ከሆነ በከፍተኛ ፍላጎትና በዝቅተኛ የማስናገድ አቅም ጊዜ ለመምረጥ የሚያስችል ወጥነት ያለው መመዘኛዎች ካሉ ቢዘረዝሩ?

2.5 ህጻናቱን ለመመዝገብ በመምረጥ ረገድ የነበረው ሂደት ግልጽና ፍትሃዊ ነበር ይላል?

ሀ/ አዎ

ለ/ አልነበረም

2.6 መልስዎ “ለ” ከሆነ መሰረታዊ ችግሮች ነበሩ ብለው የሚያስፈልጋቸውን ሊገልጹ ይችላሉ? _____

	የተሳትፎ /የተጠቃሚነት/ ሁኔታ			
የማኅበራዊ ሁኔታ/Social Status/	ከፍተኛ	መካከለኛ	ዝቅተኛ	ምንም የለም
ሀ. ከፍተኛ ገቢ ያላቸው ቤተሰቦች				
ለ. መካከለኛ ገቢ ያላቸው ቤተሰቦች				
ሐ. ዝቅተኛ ገቢ ያላቸው ቤተሰቦች				
መ. የጎዳና ላይ ተዳዳሪ ህጻናት				
ሠ. ልዩ ፍላጎት ያላቸው ሕጻናት				
ረ. ወላጆች የሞቱባቸው ሕጻናት				
ሰ. የጎዳና ተዳዳሪዎች				
ሸ. ከኤች አይቪ ቫይረስ ጋር የሚኖሩ ህጻናት				

2.9 መልስዎ “ለ” ከሆነ ምክንያቱን ቢገልጽ ?

መ/ መቀበል አልችልም

2.11 መልስዎ “ለ” ወይም “መ” ከሆነ ለምን ?

ክፍል-3- በአጸደ ሕጻናቱ የመሰረታዊ ግብአቶች መሟላትና የአስተዳደሩን ተግባራት ክንዋኔ/Practice/በሚመለከት በሰንጠረዥ ውስጥ ለተሰጡት ግብአቶች ዝርዝር በትይዩ ለሚገኙት ምርጫዎች መገናኛ ሳጥን ላይ ቲክ/✓/ በማድረግ መልስ ይሰጡ፡፡

ግብአት	አንጻራዊ ግብዓትና ብዛት ስመኖሩ		
	በቂ	በቂ ያልሆነ	ምንም የለም
3.1 የሰለጠኑ መምህራን ስለመኖራቸው			
3.2 የሰለጠኑ ረዳት መምህራን ስለመኖራቸው			
3.3 ደጋፊ የአስተዳደር ሰራተኞች ስለመኖራቸው			
3.4 ለእያንዳንዱ ተማሪ በክፍል ውስጥ ያለው ቦታ			
3.5 በኮርነሮች የእቃዎችና መሳሪያዎች አቅርቦት			
3.6 በተማሪዎች መጠን ልክ የተዘጋጁ ወንበሮችና ጠረጴዛዎች ስለመኖራቸው			
3.7 የተለየ የተማሪ መመገቢያ ክፍል ስለመኖሩ			
3.8 የተለየ የተማሪ ማሸለቢያ ክፍል ስለመኖሩ			
3.9 በቂ መጽሐፃ ቤት ከውሀ ጋር ስለመኖሩ			
3.10 በቂ የመጫወቻ ሜዳ ስለመኖሩ			
3.11 በአጠቃላይ የአጸደ ሕጻናቱ ቦታ ያለው የንጽህና ሁኔታና ለደህንነት ተስማሚ ስለመሆኑ			
3.12 የተለያዩ የልጆች መጽሀፍት አቅርቦት			
3.13 የመጫወቻ እቃዎችና መሳሪያዎች አቅርቦት			
3.14 የመጀመሪያ ህክምና እርዳታ መስጠት የሚያስችሉ ፋሲሊቶች ስለመኖራቸው			
3.15 በቀላሉ ሊገኙ የሚችሉ የጤና ባለሙያዎች ወይም አማካሪዎች በአካባቢው ስለመኖራቸው			
3.16 ልዩ ፍላጎት ላላቸው ሕጻናት ግልጋሎት ሊሰጡ የሚችሉ እቃዎችና መሳሪያዎች ስለመኖራቸው			

3.17 ሁሉም ህጻና የራሳቸውን ምግብ ይዛው ይመጣሉ?

ሀ/ አዎ ለ/አንዳንዶች ይዘው አይመጡም ሐ/ ሁሉም አያመጡም

3.18 መልስዎ “ለ” ወይም “ሐ” ከሆነ የምግብ አቅርቦት በአጸደ ህጻናቱ አለ?

ሀ/ አዎ ለ/የለም

3.19 መልስዎ “ሀ” ከሆነ የምግብ አቅርቦት ድጋፍ የሚሰጡትን በስም ቢጠቅሱ?

3.20 በጥያቄ ቁጥር 3.18 መልስዎ “ለ” ከሆነ ምግብ ይዛው መምጣት የማይችሉትን እንዴት ነው የምታስተናግዱት? _____

3.21 የአፀደ ህጻናት ተማሪን ማስተማር በሚመለከት በማሰልጠኛ ቆይታዎ ሥልጠና ወስደዋል? ሀ/ አዎ ለ/ አልወሰድኩም

3.22 አጸደ ሕጻናት ተማሪን ለማስተማር አጫጭር የሥራ ላይ ሥልጠና አግኝተው ያውቃሉ? ሀ/ አዎ ለ/ አግኝቼ አላውቅም

3.23 ህጻናት ክብካቤና ትምህርት ፖሊሲ ማእቀፍ ወይም ስልታዊ የትግበራ እቅድና መመሪያ በኢትዮጵያ የሚለው በእጅግ ይገኛል? ሀ/አዎ ለ/የለም

3.24 በህጻናት ክብካቤና ትምህርት ማእቀፍ እና አተገባበሩ ዙሪያ ዓውደ ጥናት ሥልጠና ወይም የማስተዋወቅ ፕሮግራም ላይ ተሳትፈው ያውቃሉ?

ሀ/ አዎ ለ/ተሳትፌ አላውቅም

3.25 በአጸደ ህጻናት ትምህርት አሰጣጥና ይዘት ዙሪያ በኮሌጅ/ተቋም ቆይታዎ ስልጠና ወስደዋል? ሀ/ አዎ ለ /አልወሰድኩም

3.26 መልስዎ “ሀ” ከሆነ በስልጠና ያገኛቸው ርዕሶች ለሚያከናውኗቸው ሁሉ አቀፍ ሥራዎች በቂ ናቸው ይላሉ? ሀ/ አዎ ለ/ በቂ አይደለም

3.27 በተደጋጋሚ አጫጭር የሚያነቃቁ ስልጠናዎች አጸደ ህጻናት ትምህርት ፕሮግራም ላይ የመሳተፍ እድል አግኝተው ያውቃሉ?

ሀ/ አዎ

ለ/አግኝቼ አላውቅም

3.28 ከወረዳዎ ወይም ከክፍለ ከተማ ትምህርት ጽ/ቤት የሰጥርሺሻን ድጋፍ የሚያገኙባቸው ጊዜያት እንዴት ነው ?

ሀ/ በተደጋጋሚ

ለ/ አንዳንዴ

ሐ/ ምንም ድጋፍ የለም

3.29 መልስዎ “ሐ” ከሆነ ምክንያቱ ምን ሊሆን ይችላል ይላሉ?

3.30 የአጸደ ህጻናቱን ትምህርት ግብአትና መማር ማስተር በተመለከተ ያልተነሱና ተጨማሪ ማድረግ የሚፈልጉት ነገር ካለ ቢገልጽ?

ክፍል -4- ዋና ዋናዎች የባለድርሻ አካላትን ተሳትፎ በተግባር መሬት ላይ ያለውን

በተመለከተ

4.1 በአጸደ ሕጻናቱ የዕለት ከዕለት እንቅስቃሴ ወላጆች ያላቸውን ተሳትፎ እንዴት ያዩታል?

ሀ/ከፍተኛ

ለ/ መካከለኛ

ሐ/ ዝቅተኛ

4.2 መልስዎ “ሐ” ከሆነ ምክንያቱ ምን ሊሆን ይችላል?

4.3 ለጥያቄ ቁጥር 4.1 መልስዎ “ሀ” ወይም “ለ” ከሆነ ዋና የተሳትፎ መስካቸው በምን ነበር? (ከአንድ በላይ መምረጥ ይቻላል)

ሀ/ የገንዘብ ድጋፍ በማድረግ

ለ/ የቁሳቁስ/የማቴሪያል/ድጋፍ በማድረግ

ሐ/ ነጻ አገልግሎት በመስጠት

መ/ በህጻናቱ መማር ላይ እቅድ ማውጣትና የማማከር ስራ

ሠ/ ሌላ የተሳተፉበት መስክ ካለ ቢገልጹ? _____

4.4 ከወላጆች ጋር ለመገናኘት በአብዛኛው ጥቅም ላይ የሚውለው ዘዴ የትኛው ነው?

ሀ/ ውይይትና ስብሰባዎች ለ/ ጉብኝትና ኮንፈረንስ ሐ/ ደብዳቤና የስልክ ጥሪ
መ/ የወላጆች ቀን ሲከበር ሠ/ ሌላ ዘዴ ካለ ቢገልጹ _____

4.5 መልስዎ “ሀ” ከሆነ በምን ያህል ጊዜ ነው የሚካሄዱት?

ሀ/ በየወሩ ለ/ በየሦስት ወሩ ሐ/ በግማሽ ዓመት
መ/ በየመቱ መጨረሻና መጀመሪያ ላይ ሠ/ ሌላ ካለ ይግለጹ _____

4.6 የጤና ባለሙያ ወይም ተወካይ ከአካባቢው ጤና ጽ/ቤት ወይም ቢሮ አጸደ ሕጻናቱን ለመጎብኘትና ለማግኘት መጥተው ያውቃሉ?

ሀ/ አዎ ለ/ መጥተው አያውቁም

4.7 መልስዎ “ሀ” ከሆነ የጤና ባለሙያዎቹ አጸደ ሕጻናቱን የሚጎበኙት በምን ያህል ጊዜ ነው?

ሀ/ ሁልጊዜ ለ/ አንዳንድ ጊዜ ሐ/ ምንም ጊዜ አልመጡም

4.8 መልስዎ “ሀ” ወይም “ለ” ከሆነ መጥተው የሚሰሩትን በአጭሩ ቢገልጹ?

4.9 ለጥያቄ ቁጥር 4.7 መልስዎ “ሐ” ከሆነ ምክንያቱን ቢገልጹ

4.10 በአጠቃላይ በአጸደ ህጻናቱና በአካባቢው በሚገኝ የጤና ተቋም ጋር ያለው ግንኙነት ምን ያህል ነው?

ሀ/ በጣም ጠንካራ ለ/ ጠንካራ ሐ/ የላላ ግንኙነት መ/ ምንም ግንኙነት የለም

4.11 የአካባቢው የሴቶች፣ ህጻናትና ወጣቶች ጉዳይ ጽ/ቤት ወይም ቢሮ ባለሙያ ከህጻናተ ጉዳይ ጋር በተገናኘ ተቋሙን ጎብኝተው ያውቃሉ?

ሀ/ አዎ ለ/ መጥተው አያውቁም

4.12 መልስዎ “ሀ” ከሆነ በምን ያህል ጊዜ ጉብኝት ያደርጋሉ?

ሀ/ ሁልጊዜ ለ/ አንዳንድ ጊዜ ሐ/ ምንም ጊዜ

4.13 መልስዎ “ሀ” ወይም “ለ” ከሆነ ያከናውኑትን ቢገልጹ?

4.14 ለጥያቄ ቁጥር 4.12 መልስዎ “ ሐ” ከሆነ፣ ምክንያት ሊሆን ይችላል የሚሉትን ቢገልጹ

4.15 በአጠቃላይ የአጸደ ህጻናቱና በአካባቢው የሚገኝ የሴቶች ህጻናትና ወጣቶች ጉዳይ ጽ/ቤት ወይም ቢሮ ግንኙነቱን እንዴት ያዩታል?

ሀ/ በጣም ጠንካራ ለ/ ጠንካራ ሐ/ የላላ መ/ ምንም ግንኙነት የለም

4.16 የባለ ድርሻ አካላትን ተሳትፎ በተመለከተ ተጨማሪ ተያያዥነት ያላቸው ጉዳዮች ካሉ ቢገልጹ

ክፍል -5- የአጸደህጻናቱን የትምህርት ፕሮግራም አስመልክቶ የታየና ያጋጠሙ ተግዳሮቶች ወይም ችግሮችና መፍትሄዎቻቸውን በተመለከተ

5-1 የአጸደህጻናቱን ትምህርት ፕሮግራም በመተግበር ረገድ በአጠቃላይ ያጋጠሙ ተግዳሮች ወይም ችግሮች ቢገልጹ?

5.2 ተግዳሮቶቹን ወይም ችግሮቹን ለመቀነስ ብሎም ለመቅረፍ የሚያስችሉ መፍትሔዎችን ወይም ስልቶችን ቢዘረዝሩ?

ክፍል -6- የፕሮግራሙን የወደፊት እጣ ፈንታ/እድል/ በተመለከተ

6.1 ስለወደፊቱ የአጸደ ህጻናት ጉዳይ ምን ይላሉ?

6.2 አጸደ ሕጻናትዎን በማስፋፋትና በማጠናከር ረገድ የወደፊት መልካም አጋጣሚ ቢገልጹ?

6.3 አጸደ ሕጻናትዎን በማስፋፋትና በማጠናከር ረገድ የወደፊቱን ስጋቶች /ችግሮች/ ሊሆኑ ይችላሉ የሚሉትን ቢገልጹ?

7. በፕሮግራሙ ዙሪያ አጠቃላይ የሆነ አስተያየት መጨመር የሚፈልጉት ካለ ቢለግጹ?

ይህን ቃለመጠይቅ ለመሙላት ጊዜዎን መስዋዕት ስላደረጉ በድጋሚ በጣም አመሰግናለሁ!

Appendix IV
Addis Ababa University
School of Graduate studies
Institute of Educational Research (IER)

Interview items for Non-Government Organizations Project officials

Introduction

The purpose of this interview is to collect basic information for the study on the contributions of NGOs in the expansion of Pre-primary schools in Addis Ababa and its implication to quality of education. Your cooperation in offering relevant and honest information is important for the success of the study. Moreover, its results will be made available and beneficial to planners, decision makers, policy designers and researchers in the area. The information secured through this interview will be confidential and only be used for the research purpose. I kindly request your cooperation in giving your time and attention to respond to the interviews patiently.

Name of the organization _____

Position /Profession/ Qualification _____

Year of service in the area _____

Interview to be answered by Non government organization Project officials

Questions:-

- 1) What are your organizational plans concerning the expansion of pre-school education in Addis Ababa?
- 2) To what extent do you think pre-school education run by NGOs provide quality education?
- 3) What are the support and commitments offered by government officials and education bureau of Addis Ababa Administrative region in facilitating the implementation of ECCE projects?
- 4) What are the opportunities of NGOs in implementing ECCE in Addis Ababa? What are the criteria's used to select Addis Ababa in assisting projects intended to improve quality of pre-school education?
- 5) What are the problems you encountered in Addis Ababa Administrative Region office or MoE due to lack of commitment, political and administrative factors that caused delays failure of your ECCE project?
- 6) Do you think your organization has made difference in the education sector of Ethiopia especially in the improvement of quality ECCE in Addis Ababa? Mention the major roles played by your organization in enhancing quality of ECCE?
- 7) How do the political and socio-economic factors affect your activities in the expansion of pre-school education?
- 8) What shall be done to improve the current practice in ECCE?

Thank you for your cooperation!

Appendix V
Addis Ababa University
School of Graduate studies
Institute of Educational Research (IER)

Interview items for ECE focal persons at REB, Sub city office and UNICEF-education section (Leading Questions)

Introduction

The purpose of this interview is to collect basic information for the study on the contributions of NGOs in the expansion of pre-primary schools in Addis Ababa and its implication to quality of education. Your cooperation in offering relevant and honest information is important for the successes of the study. Moreover, its result will be made available and beneficial to planners, policy designers and researchers in the area. The information secured through this interview will be confidential and only be used for the research purpose. I kindly request your cooperation in giving your time and attention to respond to the interviews patiently.

Name of the organization _____

Position /Profession/ Qualification _____

Year of service in the area _____

Interview guide carried out with education Experts working at sub city offices, Addis Ababa city Administration education Bureau (AACABE) and Ministry of Education (MoE)

Question:-

- 1) What is the level of pre-school expansion in Addis Ababa city Administration? What percentage of this is assisted by NGOs?
- 2) Do NGOs run their pre-school program according to the policy and standards set by the government? What monitoring and evaluation mechanisms are put in place to improve access and quality of pre-school education in your region?
- 3) What is the view of MoE / AACABE concerning the role of NGOs in promoting quality pre-school education?
- 4) What roles did and still do NGOs play in the implementation of ECCE in Addis Ababa?
- 5) How roles did NGOs play in bridging the gap between policy and practice of ECCE in Addis Ababa?
- 6) What is the relationship between MoE/ AACABE and NGOs?
- 7) How are the major challenges that hinder the active participation of NGOs in the expansion and improvement of quality of pre-school education in the region?
- 8) How can the current practice be improved?

Thank you for your cooperation!

Appendix VI

Table 3. List of sample NGOs in Addis Ababa active in assisting pre-primary schools.

S.No	Name of NGOs	Type	NGOs intervention sub city
1	Abebech Gobena Yehitsanat Kebkabena Limat Mahiber	Local	• Arada • Addis Ketema
2	Child fund Ethiopia	International	• Arada • Addis Ketema • Gulele
3	Plan international Ethiopia	International	• Arada • Addis Ketema • Gulele • Yeka
4	World vision Ethiopia	International	• Gulele • kolfe • Lideta
5	World wide orphan Foundation	Local	• Yeka
6	Selam children village	Local	• Yeka
7	SOS children village	International	• Nefas silk Lafto
8	Wood ward Ethiopia	International	• Gulele
9	Fregenet kidan Lehitsanat	Local	• Kirkos
10	The Good Samaritan Training center.	Local	• Nefas silk lafto
11	Seifu Biruk Foundation	Local	• Yeka
12	School readiness initiatives (SRI)	International	• Gulele
13	Good Neighbors Ethiopia	International	• All ten Sub Cities

Appendix VII

Focus Group Discussion (FGD) Memembers

s. No	Name of Kindergartens/centers	Parents/guardians		
		Male	Female	Total
1	Kidist clara	6	10	16
2	SOS children's village	4	8	12
3	Co-action KG for the deaf	3	9	12
4	Abebech Gobena	4	6	10
	Total	17	33	50

Appendix VIII

ከተማ ልማት/አካዳሚያዊ ጋር በተደረገ ውይይት

የቀረቡት ጥያቄዎች

1. ልጆቻችሁ እዚህ ት/ቤት በመማራቸው የተሻለ ትምህርት ያገኛሉ ብለው ያስባሉ ?
2. ት/ቤቱ የምግብ አቅርቦት ስህዳናት ይሠጣል?
3. ከሌሎች አጠቃላይ ህፃናት ሲነፃፀር የመማር ማስተማር ተግባር የተሻለ ነው ብለው ያምናሉ?
4. እንዲህ አይነት አጠቃላይ ህፃናት ቢከፋፍሉ ስትምህርት ጥራት አስተዋፅኦ ይኖረዋል ብለው ያምናሉ?
5. በጊዜው የት/ቤቱን እንቅስቃሴ ክትትል ያደርጋሉ ? ይህን በተመለከተ ት/ቤቱ የዘረጋው ፕሮግራም አለ?
6. የመማር ማስተማር እንቅስቃሴ በተመለከተ መሻሻል አለበት ብለው የሚያስቡትን ነገር ቢያብራሩ?

Appendix IX

Observation check list

Make a tick mark (√) for the correct choice in the table .

This is to be filled by the Researcher

s. No		Adequate	Inadequate	Non -existent
1	Existence of medical consultant			
2	Availabiltiy of basic first aid facilities			
3	Availability of play ground			
4	Availabilityof play materials and equipments			

Declaration

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

Name _____

Signature _____

Date _____

Place AAU, Educational Research and Development

This Thesis has been submitted for the examination with my approval as a university advisor

Name _____

Signature _____

Date _____