

**THE ROLE OF COMPASSION ETHIOPIA IN REDUCING  
WASTAGE IN PRIMARY SCHOOLS OF ADDIS ABABA**

**A Thesis Presented To the School Of Graduate Studies,  
In Partial Fulfillment of the Requirements for the  
Degree of Master of Arts in Educational  
Planning and Management**



**BY  
FITSUM ASSEFA**

**JUNE 2007  
ADDIS ABABA**

## **ACKNOWLEDGEMENTS**

My first and foremost gratitude goes to my first hand provider of all assistances I needed in doing this paper, the almighty God. Next, I would like to thank my advisor, Dr. Yekunoamlak Alemu for his unreserved support in giving me valuable advice. I also want to be grateful to the School of Graduate Studies of Addis Ababa University for funding this research work.

I want to express my heartfelt appreciation to my family members for their financial support and encouragement, my friends for their prayers and encouragements and W/t Fozia Tesfa who stood by my side while I was doing this research.

I also want to be grateful to Compassion head office staff, project workers and teachers of sample students who have been cooperative to me while I was collecting data. I shall finally thank those who have been with me in collecting data, Abenezer and Zewdu.

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## **ACRONYMS AND ABBREVIATIONS**

ABE	Alternative Basic Education
DPPC	Disaster Prevention and Preparedness Commission
EFA	Education For All
FGD	Focus Group Discussion
FRESH	Focusing Resources on Effective School Health
GO	Governmental Organizations
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
NFE	Non Formal Education
NGO	Non Governmental Organizations
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education
WFP	World Food Program

## **ABSTRACT**

*The main objective of this study was to investigate the role of Compassion assisted projects in the effort to reduce dropout and repetition rates of primary schools of Addis Ababa. Descriptive survey method was used to conduct the study. The study was conducted in 5 projects selected from 5 clusters of projects in the city. The subjects of the study were 153 project beneficiary primary school students, 70 teachers of the students, 25 parents, 5 project directors and 5 kebele officials. Data were collected using questionnaire, interview, Focus Group discussion, observation and document analysis. The collected data were analyzed using statistical tools such as percentage, t-test, mean, one way ANOVA, Post Hoc test, and rank order. The study revealed that the projects are following intervention strategies such as the provision of nutrition support, health services, educational support, sanitary materials and counseling services as well as coverage of educational costs and awareness raising activities. The impact of the intervention differs from project to project based on the availability of project facilities which highly determine the effectiveness of their activities. Therefore, projects that are able to perform their activities effectively with the necessary facilities have made a considerable positive impact on the children with regard to school characteristics, academic performances and in reducing repetition and dropout rates. On the other hand, in those projects that are deprived of the necessary facilities that are crucial to their effective performance, the impact of the intervention is found to be lower than it could be. The attitude of the community towards the projects' role in reducing dropout and repetition rates differs among groups of respondents. While parents believe that the projects' role is very high, teachers and kebele officials hold that their role is high and low respectively. However the attitude of the community doesn't differ from project to project. In general the projects are doing well in terms of health service, tutorial service and sanitary material provision while they are weaker in the provision of follow up and counseling services although there are differences among projects. The findings of the study were used to draw conclusions and forward recommendations.*

## CHAPTER I

### 1. THE STUDY AND ITS APPROACHES

#### 1.1 Background of the Study

Education is the backbone to a country's economic, social and cultural development. Studies assert that economic growth in several countries "is due to large investment in education" (Haddad and others, in Adane 1993:27). Primary education, being a tool of equipping the society with literacy, numeracy and of preparing learners to a further educational level, is confirmed to be a human right and a major means of alleviating the first hand enemy of developing countries – poverty. Studies also prove that investment in primary education, the foundation for all further educational levels, is the most profitable of all the other sub-sectors. However, while providing educational access to all is one of the biggest challenges to the poorest countries, the problem is aggravated by wastage of scarce resources in the educational system.

Educational wastage is commonly conceived as the incidence of drop out and repetition in the education system of a country (UNESCO, 1972:16). It is defined by UNESCO (1998:47) as:

*Human and material resources spent or 'wasted' on pupils who have to repeat a grade or who drop out of school before completing a cycle." It denotes the inefficiency of a school system and refers also to the wasted opportunities for these children to develop the knowledge, skills, attitudes and values they need to live productive lives and to continue learning.*

For Shiundu, (in Bekele, 2004:26), however, wastage is reflected in various forms in developing countries, such as non or late enrollment, lateness, absenteeism, poor performance, limited and ineffective utilization of resources, under or unemployment of school leavers, non transition to upper cycle, brain drain, teacher turnover, non completion of the syllabus or learning programs and drop-out and repetition, the final two being the concern of this study.

Drop-out and repetition are the two most prevailing challenges confronting the internal efficiency of the educational system in the underdeveloped nations of the world.

Dropping-out refers to *“leaving school before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of schooling”* (UNESCO, 1972:16). It reduces number of graduates and makes the pupil-years used by dropouts partially or totally wasted (UNESCO, in Adane, 1993). The worst thing is that most dropouts, unfortunately, leave school *“before they have overcome the handicap of illiteracy”* (Samuel, 1969:25).

Repetition, on the other hand, is the act of holding pupils back in a previously attended grade for one or more years for their unsatisfactory educational performance (Dejnozka, in Adane 1993). Repetition increases the national cost (Alexander, 1994:7) and completion time of an educational cycle and reduces the intake capacity of the school (Adane, 1993). According to Rumberger (in Alexander 1994) and Samuel (1969), grade repetition indicates the probability of dropping out of high school, possibly because of the adjustment problems in school due to disrupted peer groups, which negatively affect the psychological setup of the repeaters such as self-esteem and happiness (Kellam and others in Alexander 1994). What is more, grade repetition causes age-grade distortion and the vice versa, *“resulting in a vicious circle of cause and effect”* (Patrinos and Psacharopoulos, in T/Haimanot 1999:3; Samuel 1969:25).

Socio-economic factors such as poverty, the use of child labor at home and parents' attitude towards education, factors which originate in the education system itself: crowded classrooms, irrelevant curricula, low qualified teachers and age heterogeneity within each grade level are some of the factors causing educational wastage (Samuel, 1969; UNESCO-UNICEF, Lockheed and others and Tanguiane in Ayalew, 1997). Habtamu (2002) added poor health of the child, rough school environment, early marriage and pregnancy, fear of

abduction and rape on the way to and from schools, lack of support with academic difficulties, dismissal because of academic failure and many more to the list. Poverty, however, is underlined to be the major cause of educational wastage by all the above writers.

Some of the recommended solutions for reducing wastage, in addition to the in-school mechanisms, are out of school interventions in the form of financial support – school materials and expenses, clothing, meals and medical care – close follow up and counseling, raising the awareness of parents, students and the community as a whole of the value of education (especially of girls), balanced diet and sanitation (Ayalew, 1997; Tirussew, 2000 and Habtamu, 2002) if the prevailing situation is to change. For Alexander (1994:232), *“Prevention and early intervention are much more promising than waiting for learning deficits to accumulate”*. However, with all the innumerable needs claiming their scant resources, it would be impractical to leave all the above suggested means of tackling educational wastage to be taken care of by governments of developing countries. Who should then fill this gap? This is the question seeking the attention of non governmental (Habtamu, 2000:58), non profit organizations, be it multilateral, bilateral, international, local, community based or religious.

Compassion International is one of the non-profit NGOs operating in Ethiopia involved in holistic (physical, mental and spiritual) child development activities. Having been founded in 1952 by an American Evangelist, this religious and humanitarian organization is established with the mission of releasing the child from every kind of poverty – economic, social, and physical – and enabling them to become responsible and fulfilled adults, (Compassion, 1997:14). The organization has been operating in Ethiopia since 1993 and has so far launched 242 projects incorporating 57,000 beneficiaries throughout the country. Of the 242 projects, 57 (23.5%) of them, supporting 14,000 (24.6%) of the beneficiary children are found in Addis Ababa.

## 1.2 Statement of the Problem

As discussed above, Educational wastage in the form of drop-out and repetition is a major constraint of the education system of developing countries. Such a problem is severe in the primary education sub-sector as it cripples a country's effort to attain its development objectives since the latter is highly reliant on the degree of literacy of the community.

The mechanism suggested to reverse the problem of repetition and adopted by many countries including ours, automatic promotion policy, is criticized for setting the repeaters for further failure and creating management problems for teachers who must instruct children with widely varying competencies and encouraging "*the attitude among other students that anyone can slip through*", (Alexander 1994:10). According to Adane (1993:32), the proponents of social promotion are more concerned with efficiency while their opponents are troubled with educational standards. For Schwille and others, (in Adane, 1993:33), unless the education system is supported by other relevant changes, it would be meaningless to reduce grade repetition in developing countries.

With the commitment to the millennial goal of UPE, automatic promotion is incorporated in the 1<sup>st</sup> cycle of the primary education sector in Ethiopia to overcome the challenge of repetition while the case of dropouts is determined by socio-economic factors of dropping out in addition to the school related factors. According to the statistics obtained from Addis Ababa Education Bureau, the repetition rate at the primary 1<sup>st</sup> cycle is declining from 3.30% in 1992E.C to 2.70% in 1996E.C. whereas the figure is much higher in the 2<sup>nd</sup> cycle of primary education, although it is declining from 15% in 1992E.C to 10.74% in 1996E.C. It should be noted that the automatic promotion policy is not made functional in the 2<sup>nd</sup> cycle of primary education. The figure depicting drop-out rate in a city like Addis Ababa is somewhat distorted (resulting in even a negative value) by the "*inflow of pupils from other regions of the country which*

*gives compensation to the number of real dropouts*”, (Addis Ababa Education Bureau, 2005:29). Accordingly, the dropout rate of the Addis Ababa primary schools declined from 2.80% in 1992E.C to -0.30% in 1996E.C.

A number of studies have been conducted identifying the causes of repetition and drop-out and the need for prevention and early intervention to improve both the efficiency and educational standard of the education system in Ethiopia. Among these, Adane’s study on wastage in primary schools (1993), Ayalew’s policy implications of dropout rates (1997), Tirussew’s research on the need for out of school intervention (2000), Darge’s study on regional variation in wastage rates (1997) and Habtamu’s study of dropouts (2002) are worth mentioning. However, none of these studies addressed the situation of the would be dropouts and repeaters of primary schools whose problems, the root causes of dropping out and repetition, are taken care of by NGO supported projects.

One of the numerous NGOs that have been and are launching projects aiming to support the Ethiopian education system is the child advocate Compassion International Ethiopia. The student researcher, thus, tried to assess the extent to which this international NGO is supporting the Ethiopian education system with particular reference to its projects in Addis Ababa. Therefore, the study was conducted in order to answer the following basic questions.

#### ***Basic Research Questions***

1. What are the intervention strategies followed by Compassion assisted projects?
2. To what extent does the intervention reduce dropout and repetition rates and what is the status of the students in terms of academic performance?
3. What is the attitude of the community towards the role of Compassion assisted projects?
4. What differences exist among different projects?
5. What are the strengths, weaknesses and challenges of the projects?

### **1.3. Objectives of the Study**

The study was conducted with the following general and specific objectives.

#### ***General Objective***

To identify the extent to which Compassion Ethiopia contributed in the effort to reducing the drop-out and repetition rates of primary schools in Addis Ababa.

#### ***Specific Objectives***

- To identify the intervention strategies followed by the organization to address the problems of potential dropouts and repeaters.
- To assess the attitude of the community towards the role of the Compassion assisted projects.
- To identify the differences that exist among projects.

### **1.4 Significance of the Study**

The findings of the research, as the researcher believes, will raise the awareness of policy makers, governmental and non governmental organizations, the school community and the society as a whole on what should be done to resolve the problems of educational wastage and of quality of education. Lessons drawn from both the strengths and weaknesses as well as from the problems encountered and the recommendations forwarded for resolving such problems by the concerned parties will be a valuable asset for decision makers at Compassion head office level or at project level. The issues raised in this paper may also enlighten areas that call for more extensive research.

### **1.5 Delimitation of the Study**

The study was conducted in Addis Ababa, where 57 Compassion assisted projects with about 14,000 beneficiaries are found. As the 57 projects in Addis Ababa are grouped into 8 clusters based on geographical location, the study was conducted on 5 projects, one from 5 selected clusters.

## **1.6 Limitations of the Study**

Due to the absence of documented data concerning the repetition and dropout rates of the projects, the researcher was forced to use two years data extracted from the personal files of sample beneficiaries to compute the repetition rates of the projects while the dropout rates were computed using the figure given verbally by the project workers. 3-5 years data on repetition and dropout rates of each project would be more substantial rather than 2 years figure. Moreover, the repetition rate should have been taken from the total number of beneficiaries rather than the sample ones. This may affect the validity of the repetition and dropout rates used in the study.

## **1.7 Research Methods and Procedures**

### ***1.7.1 Research Methodology***

The descriptive survey method was employed in the study as it is the right methodology in examining the current status of the project activities in the effort to reduce the dropout and repetition rates of primary schools and of their impact on the beneficiaries.

### ***1.7.2 Data Sources***

Data pertaining to the assessment were gathered from sample beneficiaries of the projects, parents, teachers, kebele officials and project directors. The available documents concerning the children's academic records were also assessed.

### ***1.7.3 Sample Size***

The size of sample projects, schools and kebeles are:

- 5 out of the 8 clusters of projects in the city, each with 7 projects on the average
- 1 project from each of the selected 5 clusters

- 11 schools where the selected sample students in the 5 sample projects are enrolled in
- 5 kebeles where the 5 sample projects are located

**Table 1: Size of the sample population by project**

Description	Sample size by project					Total
	Gulele Bethel Mekane Yesus (ET525)	Semen Meserete Kristos (ET300)	Lamberet Mulu Wongel (ET409)	Akaki Wondimamach (ET751)	Lideta Mekane Yesus (ET501)	
Sub city	Addis Ketema	Gulele	Yeka	Akaki Kaliti	Lideta	
No of beneficiaries	295	207	245	248	205	1200
Sample beneficiaries	30	30	29	33	31	153
Sample parents	5	5	5	5	5	25
Sample schools	1	2	4	1	3	11
Sample teachers	9	13	13	17	18	70
Kebele officials	1	1	1	1	1	5
Project directors	1	1	1	1	1	5

#### **1.7.4 Sampling Technique**

- *Cluster sampling technique* was used to select the 5 clusters of projects from which the 5 projects are taken based on their geographical location so that they represent different localities of the city - north, south, east, west and central Addis Ababa.
- The sample beneficiaries were selected using *quota sampling technique* taking 15% of the total beneficiaries of each project. However, some proportion of those taken as sample was excluded from the study as questionnaires to be filled by the teachers concerning the school characteristics of individual beneficiaries were not returned.

- *Cluster sampling technique* was also used in the selection of sample students from projects as those who are enrolled in the same school were selected.
- *Stratified sampling technique* was employed in the selection of beneficiaries based on grade level and gender as 34% were taken from the first cycle (grade 1-4) and 66% from the 2<sup>nd</sup> cycle (grade 5-8) primary students, while 44% of them were male and 56% were female.
- Parents of beneficiaries including parent committee members were selected using *simple random* and *purposeful sampling techniques* based on their knowledge of the projects' activities because of their children and their involvement in project activities respectively.
- Self contained classroom teachers and homeroom teachers of the selected children were selected because of their direct knowledge of the children's school characteristics by making use of *purposeful sampling technique*.

#### **1.7.5 Data Collection Tools**

Interview, questionnaire, observation, Focus Group Discussion and document analysis were used to gather the relevant data from the subjects of the study.

Questionnaires with open and closed ended question items were used to collect data from teachers of beneficiary students about the characteristics of the students in the school and about their perception of the projects.

Interviews were used to collect data from project directors, kebele officials and parents of beneficiaries while Focus Group Discussions were held with the sample beneficiaries.

Observations were conducted by the researcher to gather data about the actual situation with regard to project facilities, beneficiaries' characteristics and project activities and using observation check lists to record evidences. Moreover, data were also gathered from available documents concerning the academic performance of the students.

### ***1.7.6. Data Collection Procedure***

The project directors, kebele officials and school administrators were notified earlier with official letters asking for their cooperation. The researcher, assisted by two assistant data collectors, selected the sample beneficiaries with the help of project workers in identifying the students that are enrolled in the same school, distributed and collected questionnaires from the sample teachers. Then project directors, parents and kebele officials were interviewed and observations were conducted. Next, Focus Group Discussions were held with the beneficiary students and data regarding the academic status of the students were taken from their personal files. Finally the data gathered through all the tools were brought together for analysis.

### ***1.7.7. Methods of Data Analysis***

The data gathered from the closed ended question items of the questionnaires concerning the school characteristics of the students and the academic record of the students taken from their personal files were entered into the computer using SPSS program and their frequencies and percentages were obtained and they were analyzed using percentage, mean, t-test, one way ANOVA, Post Hoc test, and rank order methods.

On the other hand, the qualitative data obtained from the open ended question items of the questionnaires, interviews, Focus Group Discussions and observation checklists were jotted down in short and were used in line with the quantitative data. Then the analyzed data were interpreted and the findings were summarized and used to draw conclusions and forward recommendations.

## 1.8 Definition of Terms

**Drop-outs** – pupils who for one or another reason leave school before completing the grade or the educational cycle for which they are enrolled. (UNESCO, 1984:347 in Adane)

**Dropout rate:** the proportion of pupils who leave the (education) system without completing a given grade in a given school year. This rate shows the extent to which pupils abandon school. (MOE, 1996:16)

**Educational Wastage** - human and material resources spent or 'wasted' on pupils who have to repeat a grade or who drop out of school before completing a cycle." (UNESCO, 1998:47)

**Internal Efficiency:** "the relationship between inputs and outputs within the education system or within individual institutions"  
(Psacharopoulos and Woodhall, 1985:205)

**Repetition:** "a year spent by pupil in the same grade and doing the same work as in previous years", (Brimer and Pauli, 1971:18)

**Repetition rate:** for this study, it refers to the proportion of those pupils who repeat a grade level for one or more years.

## 1.9 Organization of the Study

The paper is organized into four chapters. The first chapter deals with the study and the approaches employed in it such as the background of the study, statement of the problem, delimitation and limitations, objectives and significance of the study as well as the research methods and procedures. The second chapter, the Review of Related literature, revises the main theoretical and empirical writings concerning the issue. In the third chapter, the collected data are presented in an organized manner, analyzed and interpreted. The analyzed findings of the study are finally summarized in short, conclusions are drawn and recommendations are forwarded in the fourth chapter of the paper.

## CHAPTER II

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. The Role of Primary Education to Development

Education is said to be one of the major determinants of the economic, social and cultural development of a country. It is described as an instrument of producing a productive and competitive work force, and a “cornerstone” for national economic development and social progress (Lockheed, 1990). Some of the benefits of education, which are also stated as the “dimensions of development” are reduced poverty, increased efficiency of the labor force, better individual earnings, improved productivity, lower fertility, better health and nutritional status, more “modern” attitudes, the intergenerational effect on educated parents in educating their children, promoting national unity and social cohesion by teaching common mores, ideologies, and languages, improving income distribution, increasing saving and encouraging more rational consumption, enhancing the status of women, and promoting adaptability to technological change (Lockheed and others, 1991).

As economic growth is heavily influenced by technological advancements and innovations, which are the result of education, “it is education that determines the level of prosperity, welfare and security of the people” (Aggarwal 2004:3). Thus, the success of the effort to improve the living standard of a nation relies on the number and quality of the graduates of its schools and colleges. Aggarwal further stated that education should serve as a powerful tool in a country’s economic, political and social change and should be geared to its long term national development programs as well as its short term challenges. According to Lockheed and others (1991), one of the reasons behind the development of developed countries like the industrialized economies of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries is the presence of a large proportion of educated and trained work force. Similarly, all the lately and dramatically industrialized

economies such as Hong Kong, Israel, Japan, the Republic of Korea, and Singapore realized Universal or almost Universal Primary enrolment by 1965.

This is attributable to the fact that investment in primary education is the most profitable of all the education sub-sectors that yields returns considerably above the opportunity cost of capital. For Psacharopoulos (as cited in Lockheed and others 1991:3) the returns to completed primary education are estimated to be 27% while they are 15-17% to secondary education. Research has revealed that 4 years of education alone increased farm productivity by 7% and decreased fertility by 30% in developing countries (Lockheed 1990:10). The cognitive skills - literacy, numeracy and problem solving - essential to development and the foundation on which the capacity to acquire, adapt and advance knowledge is built are results of primary education. Moreover, elementary education is proved to improve hygiene, nutritional practices, child survival, and fertility which are highly dependent on the mother's education (Lockheed, 1991:4; Ayalew, 1997:503).

Realizing the importance of investing in basic education and the fact that "high levels of literacy and numeracy are prerequisites for creating a competitive workforce and a nation of effective parents and active citizens" (UNESCO, 1998:5), members of the United Nations have asserted that education is a fundamental human right in The Universal Declaration of Human Rights in 1948.

## **2.2 The Concept of Educational Wastage**

Wastage refers to opportunities missed by individuals, communities, nations and regions of the world which "deprives developing countries of the ability to make the most efficient use of scarce resources and it takes its greatest toll on the most vulnerable groups in society" (UNESCO 1998:5). Educational wastage, in particular, is an education system's failure to achieve its objectives (Eicher, 1984:114; Brimer and Pauli, 1971:10). For Loxley (1987:62) it is "the total

number of pupil-years spent by repeaters and dropouts". It refers to pupils who fail to complete their education in the prearranged number of years either because they completely drop out of school or repeat one or more grades (UNESCO 1998:11).

Educational wastage, however, doesn't refer only to repetition and dropout. It incorporates, as Brimer and Pauli (1971:10) indicated failure to set appropriate objectives, inefficiency in the achievement of objectives, failure to provide universal education, to recruit and hold children into and within the system. But the most visible indicators of ineffective educational systems, especially of the primary level, are low primary completion rates and low student achievement (Lockheed 1990:11) which directly relate to dropping out and repetition respectively.

The World Conference held in Jomtien, Thailand adopted the World Declaration of Education For All in 1990 achieving the goals of which – to ensure that children have access to basic education, develop the capacity to independent learning by actually acquiring basic literacy and numeracy skills – requires not only admission of school age children but also their completion of the entire primary cycle and learning at an appropriate level (UNESCO 1998).

Educators and economists realized that if large numbers of pupils repeat grades several times, prematurely dropout or if only a few complete the cycle successfully, it is a tremendous waste of resources, learning motivation and teaching efforts (Berstecher 1972). Failure to efficiently utilize such inputs hinders the development endeavor of low-income countries. Supporting this idea, Lockheed (1991:5) stated that "When schools are good and educate many children well, the process of development occurs relatively quickly; when schools are bad and educate few children well, education's impact on development is relatively slow". Thus educational wastage can be taken as a

question of quantity and quality of the educational opportunity provided to the learners.

More severe is the problem of educational wastage at the primary level. As stated by UNESCO (1998), pupils need to have at least four years of schooling to acquire permanent literacy and numeracy skills. Yet, a considerable proportion of those pupils admitted to primary schools, especially of developing countries, either fail or take more time to reach the level of literacy than expected causing wastage of scarce human, social and economic potential of a country. This inability to lay a strong educational foundation which is a literate and numerate population will badly disable a nation's development prospects (Lockheed 1990:3). Therefore, such a challenge must be one of the greatest concerns of governments as well as communities of developing countries, like that of Ethiopia, that are toiling to overcome the burden of poverty.

### ***2.2.1. Repetition***

Repetition is a powerful indicator of an education system's performance which refers to the incidence of being held back in the same grade or educational level while either promotion or completion of schooling is the normal expectation (Eisemon 1997:15). In other words it is "a year spent by a pupil doing the same work in the same grade as in his previous year in school" (Brimer and Pauli 1971:18). A repeater is, thus, one who is retained in the same grade level throughout a given school year as in the previous year (Loxley 1987:63).

According to Patrinos and Psacharopoulos (1992:1), repetition implies the presence of something wrong, of inadequate achievement, of poor educational quality, or of learning disabilities. The quality of the education system and all the possible reasons behind this crisis should, therefore, be examined and dealt with.

### **2.2.2. Dropping Out**

Dropping out is another type of educational wastage that refers to the act of leaving school at an intermediate point prior to the completion of an educational cycle (UNESCO 1972:16). Dropouts are, thus, those who depart from school before the final year of the cycle of schooling they are enrolled in (Loxley 1987:63). The effort to develop the productive capacity of the learner is, therefore, terminated before the desired level of competence is attained, crippling the individual's and the society's futurity.

### **2.3 The Effects of Repetition and Dropout**

"Persistent high rates of wastage impose enormous costs on education systems – and also on the individuals and societies that they serve." (UNESCO, 1998: 23). Failure to efficiently utilize resources because of repetition and dropout is a waste of the scarce resources which could be invested in other alternative undertakings. According to Eisemon (1997:20), the economic wastage caused by repetition and dropout may exceed a third of the total primary education expenditure, as a study suggested. Patrinos and Psacharopoulos (1992) also emphasized that not only cost and efficiency, but also the foregone earnings related to attending school, outcome and returns to schooling are affected. They further indicated that primary school repetition and dropout prevent the realization of UPE.

Repetition is said to cause more waste than dropout because repeaters:

- Reduce the intake capacity of schools preventing admission of other students (Haddad in Loxley 1987:63; UNESCO 1972:15) due to the fact that grade one is the entry to schooling and where most of the repetition occurs (Eicher 1984:120).
- Cause overcrowding of classrooms which increases school costs (UNESCO 1972:15),

- Cause the loss of investments and increase unit costs, and contribute to dropout (Haddad in Loxley 1987:63; UNESCO 1998:25; Alexander 1994:7; Hussien 2000:32)
- Affect equity of the education system as repetition is greatest among rural students and those of low socioeconomic standing (Haddad in Loxley 1987:63)
- Cause age heterogeneity which causes problems in the classroom in an attempt to accommodate children of various ages (Patrinos and Psacharopoulos 1992; Hussien 2000:32).

Repetition also affects self concept of the repeaters. Research findings indicate that repetition has a negative psychological effect such as low self-esteem, less positive attitude towards learning and distorted peer relations (Eicher 1984:114; Haddad in Loxley 1987:64; UNESCO 1998: 17 Alexander 1994:7; Hussien 2000:32).

On the other hand, dropping out reduces number of graduates, makes the pupil years used by dropouts partially or totally wasted (UNESCO 1998; Tanguiane as cited in Adane 1993) and lower lifetime earning (Alexander 1994:7). As dropping out mostly occurs in the first and second grades where pupils do not reach levels of permanent literacy and numeracy, such pupils frequently relapse into illiteracy and those in urban areas become vulnerable to street life, delinquency and crime (UNESCO 1998; Ayalew 1997:501; Darge 1997:535; Tirussew 2000:27; Samuel 1969:25).

This implies that repetition and dropout damage not only the economic but also the social standing of the society. Therefore, in addition to the education system, the overall social and economic status quo of the society, which affect and are affected by repetition and dropout, need to be assessed before solutions are sought for.

## **2.4 The Causes of Repetition and Dropout**

Children's learning, which contributes to students' staying in school and being promoted on time, is a function of school inputs and home/family characteristics that affect their teachability, according to Lockheed (1990:16). While health, nutrition and preschool experience and other related backgrounds belong to the out of school factors, curriculum, learning materials, instructional time and teaching methods are school related factors that have either positive or adverse effect on children's learning.

### ***2.4.1. In-School Factors***

In school factors are those factors prevalent in the school system that contribute to dropping out and repetition and most of which could be solved by measures taken in the education system.

#### ***Underachievement***

Repetition, which is perceived as a remedy for slow learners, is normally applied in Grade 1 with the belief that it helps pupils to get off to a good start in their education (UNESCO 1998:17). Grade repetition, which is caused by underachievement, and school dropout are positively associated as repeating a grade, particularly in the early grades, leads to further retention and ultimately to dropping out especially as the maximum number of repetitions per pupil is exceeded (Loxley 1987:63; Patrinos and Psacharopoulos 1992:1; Eicher 1984:113; Eisemon 1997:17; Lockheed 1991:5; UNESCO 1998:16).

#### ***Age Heterogeneity and Overcrowded Classrooms***

Just like repetition causes heterogeneity of the age composition of students and overcrowding in class, the reverse is true i.e. age heterogeneity and overcrowded classrooms highly affect the quality of education and cause grade repetition. Aggarwal 2004:84; Samuel 1969:14; Darge 1997:524; Habtamu 2002).

### ***Lack of School Places***

The problem of mismatched demand and supply of school places in developing countries, which is aggravated by the high level of repeaters, is one of the reasons for drop out or “push out” (Eicher 1984:119). Repetition is largely applied in the first two grades with the belief that it helps pupils to get off to a good start in their education (UNESCO 1998:17; Tekeste 1990:43). As grade one is the entry to primary schooling “It is the percentage of repeaters in the first grade which determines the number of additional places that could be made available” (Eicher 1984:120).

In many poor countries, where access to secondary education is determined by passing an end-of-primary-school examination, repeating the final primary grade is also widely practiced with the initiation of the student and/or parent and with the approval of school authorities (UNESCO 1998:17; Eisemon 1997: 15; Loxley 1987:63; Lockheed 1991:12). Thus, “A lack of places in the upper grades is more likely to cause dropout than would failure at taking examinations” (Loxley, 1987:63).

### ***Low Quality Instruction***

Quality of education is the function of the provision and effective use of educational inputs such as the curriculum, teachers, educational materials, school facilities and so on. In support of this idea, Lockheed (1991); Samuel (1969:14); Eisemon (1997); Patrinos and Psacharopoulos (1992) and Darge (1997:524) indicated that low provision and quality of such inputs contribute to high repetition rates.

### ***Poor Teachers***

If teachers are untrained, insufficiently trained, inexperienced, or unmotivated, they are most likely to provide poor teaching. Bad teaching, inability of teacher to use play techniques and arbitrary assessment of student performance are blamed to severely affect student learning and cause school wastage (Aggarwal

2004:84; Eisemon 1997; Davico in Patrinos and Psacharopoulos 1992; Samuel 1969:1; Darge 1997:524).

In addition to the above listed in-school factors, discrimination against students from disadvantaged backgrounds, language problems such the lack of bilingual education are mentioned as causes of school wastage (Patrinos and Psacharopoulos 1992; Darge 1997: 524).

The major responsibility of seeking solutions for such in-school factors that contribute much to repetition and drop-out is placed upon those who manage the education system of a country although solving them does not suffice unless the out of school socio-economic problems of students are also taken care of.

#### **2.4.2. Out of School Factors**

Out of school factors causing school dropout and repetition are those beyond the control of the school community. They are factors such as the socio-economic status of the family like the capability to provide the child with sufficient and proper nutrition, hygiene and preschool education, to cover the costs of schooling and health services and the opportunity cost of child labor. Many authors and researchers agree on the link between the following socio-economic factors and school wastage.

##### ***Poverty***

Poverty in general is inability to address the basic needs of human beings. (Hassen 2005:26) Poverty of the family is proved to be the most important determinant of a child's teachability and the root cause for the other factors in most literature. Lockheed (1990:33); stated that, children of poor families of all countries "are less apt to enroll in school and more apt to dropout than children of better-off families." Patrinos and Psacharopoulos (in Hassen 2005:28) also report that children of low-income families are more likely to

show poor academic performance and to dropout of school than the economically privileged ones.

The rate of early school leavers of low-income families, as a study in Brazil depicted, is 3 times more than those of higher income families (Hassen 2005:28). Daniel (2001); Eisemon (1997); Aggarwal (2004); Schiefelbein in Patrinos and Psacharopoulos (1992); Darge (1997:524) and Samuel (1969:25) also agree to the idea that poverty contributes the highest share for dropping out and repetition. For Patrinos and Psacharopoulos (1992), “----it is the poor who are more likely to enroll late, repeat grades and eventually dropout of school.”

### ***Direct Costs of Education***

It is a challenge for poor families to cover the direct costs of their children's education. Direct costs are expenses such as school fees, uniforms, school supplies, and transportation which forces parents not to send or to withdraw their children from school (Lockheed 1990:33; Eisemon 1997; Habtamu 2002).

### ***Indirect Cost of Education (Child Labor)***

The indirect costs are opportunity costs in the form of forgone household labor or earned income of children in school which cause parents to withdraw their children from school and forces children to repeat a grade because of unlearned lessons due to the need for child labor (Lockheed 1990:33; Patrinos and Psacharopoulos 1992; Aggarwal 2004; Samuel 1969:14; Darge 1997:524; Habtamu 2002). Child labor, a result of poverty and a major obstacle to achieving UPE and to reducing school wastage is most common in Africa, where 41 percent of 5 to 14 year old children are estimated to be working (UNESCO 1998:20).

### ***Health and Nutritional Status***

The capacity of children to learn is largely determined by their health and nutritional status which are associated with their cognitive development (Lockheed 1990:22). According to the findings of Yohannes (1997), dysentery, intestinal parasites, malaria, eye disease, dental problems and skin diseases are the most common diseases attacking school children which could be prevented by keeping personal hygiene and environmental sanitation. These diseases cause children's absenteeism, attrition and dropout from school and inability to listen, participate and comprehend the classroom activities.

As Lockheed (1991) asserted, nutritional status of children is positively related to grade attainment, attendance, achievement test scores, general intelligence, performance on selected cognitive tasks and concentration in the classroom. Current food intake and past nutritional history are the best predictors of cognitive scores. Children with more adequate diets achieve higher cognitive scores than those malnourished.

In general, as "Nutritional deficiencies and parasite infections --- impair both physical and cognitive development", (FRESH 2002), the child's health and nutritional status are confirmed to be among the major factors determining the probability of repetition and dropping out by Habtamu (2002); Eisemon (1997); Samuel (1969:14); Daniel (2001).

### ***Lack of Preschool Experience and Child Stimulation***

Preschool experience or exposure to learning materials before entering school, as research in both industrial and developing countries exhibits, has constructive effects that are often sustained for several years, Lockheed (1990:23); Eisemon (1997); Tirussew (2000:28); Darge (1997:524). According to UNESCO (1999), the availability of preschool classes reduces repetition rates and thus lowers average ages on any grade.

### ***Parents' Education Level***

Parents' education level is one of the factors that determine pupils' survival rate in school. Children of educated parents are more likely to enroll in school, get support at home for school work and to complete a given educational cycle (Hyde in Hassen 2005:29; Patrinos and Psacharopoulos 1992; UNESCO 1999). Children of parents with low educational level, however, have little or no facilities to read at home, no one to guide them in their studies and no time to attend to their studies because of excessive domestic work and negative attitude towards education (Aggarwal 2004:84; Samuel 1969:14).

### ***Delayed Enrolment***

Delayed enrolment is related to the opportunity cost of child labor, a lack of school places and malnutrition and is the root cause of overage children and age heterogeneity in the classroom (Patrinos and Psacharopoulos 1992).

### ***Learning Disabilities***

These happen when the holistic development of children which requires a secure, stimulated environment with opportunities to explore, question, experiment, play and symbolize is neglected. Cognitive and emotional maturity as well as psychosocial and cognitive skills are prerequisites for the acquisition of literacy and interpersonal skills, deficiency of which leads to low academic achievement and repetition (Tirussew 2000; Daniel 2001; Hassen 2005; Schiefelbein in Patrinos and Psacharopoulos 1992; Habtamu 2002).

Furthermore; ethnicity, gender inequality and remoteness are also said to cause wastage in education (Eisemon 1997).

The overall impact of these socio-economic problems hinders the effectiveness of the education system even if the quality of education provided in schools is improved. Therefore it is imperative to tackle both the in-school and out of

school factors that cause educational wastage, particularly repetition and dropping out.

## **2.5 The Magnitude of Repetition and Dropout**

Although understanding the magnitude and trend of the problem is a prerequisite to calling the attention of the concerned bodies and seeking solutions, official estimates often under report or over report the problem. The prevalent under-reporting in developing countries is due to government policies, school supervision and inspection practices which impose sanctions on high repetition (Eisemon 1997). For instance, in Costa Rica and Venezuela, teachers developed strategies to retain students while reporting zero repetition, although no more than half of the repetition rates were eliminated (Eisemon 1997:29).

The magnitude of educational wastage differs from region to region in the world based on the respective economic, cultural and social characteristics of the regions (UNESCO 1998). Such a disparity is also rampant among the Ethiopian regions (Darge 1997:524).

### **2.5.1 Wastage Worldwide**

While educational wastage is a worldwide problem, it is found to be severe in the less developed nations of the world, given regional variations. With regard to the financial cost of wastage in the less developed countries, in the first four grades, it is estimated to reach as much as 16% of public current expenditure on education (UNESCO 1998:25). The cost of repetition in Brazil is estimated to be equivalent to the contribution of the federal government to 1<sup>st</sup> level schooling (Patrinos and Psacharopoulos 1992). According to Lockheed (1990:11), below two thirds primary school completion and the highest repetition rates are found in the lowest-income countries and repetition rates are 2 to 5 times higher in low- and lower middle- income countries than in upper middle- and high-income countries.

Concerning the high rate of repetition in the first grade, “the percentage of repeaters in grade 1 exceeds the percentage of repeaters in all grades together”. Consequently, the age of pupils in grade one ranges from 5 to 8 in Latin America and 2 to 16 in Kenya (UNESCO 1998).

Therefore, it can be said that first grade pupils and the lowest income countries of the world are most vulnerable to educational wastage which impair the realization of UPE and economic development of countries respectively.

### **2.5.2. Wastage in Ethiopia**

In Ethiopia, according to the 2004/05 annual abstract, the primary education repetition and dropout rates of the 1996 E.C academic year were 3.73% and 14.37% respectively. Regarding grade one, 2.94% repetition rate and 22.35% dropout rate were reported. Table 2 below depicts the promotion, repetition and dropout rates of primary education in 1996 E.C.

**Table 2: Enrolment, promotion, repetition and dropout rates of primary schools of Ethiopia in 1996 E.C. by grade**

Grade	1	2	3	4	5	6	7	8	Total
<b>Enrolment 96</b>	2431933	1509933	1270002	1172315	996472	743816	712770	511342	9348583
<b>Enrolment 97</b>	3330301	1934434	1395374	1235258	1090161	864184	780618	594981	11225311
<b>Promotion rate</b>	0.7470	0.8600	0.8767	0.8378	0.8066	0.9049	0.7645	0.8299	0.8191
<b>Repetition rate</b>	0.0294	0.0222	0.0199	0.0501	0.0519	0.0300	0.0766	0.0601	0.0373
<b>Dropout rate</b>	0.2235	0.1178	0.1034	0.1121	0.1415	0.0652	0.1589	0.1099	0.1437

Regarding the survival rate to grade 5, it was 53.4% in 1996 E.C. and it was indicated that more than 45% of the pupils didn't continue in the second cycle of primary education within four years up to 1996 E.C. The grade 5 and 8

completion rates in 1997 E.C. were 57.4% and 34.3 % respectively. The age composition in grade one of the Ethiopian primary schools ranges from below 7 to more than 16 years.

### ***2.5.3 Wastage in Addis Ababa***

According to the 2004/05 regional annual abstract, the repetition rate at primary level (grade 1-8) was 6.9% in Addis Ababa in 1996 E.C. while it was 2.7% at the first cycle and 10.74 at the second cycle. The repetition rate was highest at grade 7 (16.2% for boys and 17.7% for girls) and lowest at grade 2 (0.6% for boys and 0.5% for girls). Due to the implementation of the automatic promotion policy, repetition rates in Addis Ababa are very minimal in the first cycle of primary education.

The figure of dropout rate in Addis Ababa, which is affected by the high inflow of pupils from other regions of the country, gives compensation to the number of real dropouts. As a result it is -0.3% at the primary level (grade 1-8), 1.9% at the first cycle (grade 1-4) and -2.3% at the second cycle of primary education (grade 4-8) in 1996 E.C.

## **2.6 Strategies of Reducing Repetition and Dropout**

The result of reduced repetition and dropout rates would be more students graduating at a lower input per pupil (Patrinos and Psacharopoulos 1992:3). While the removal of educational inefficiencies is necessary to ensure UPE and educational equality, the challenge educational planners face is how to reduce educational wastage without compromising the quality of the system (Loxley 1987:63). Various writers and researchers have forwarded recommendations as to how to reduce and thereby avoid educational wastage in the form of repetition and dropout.

To successfully reduce wastage, strategies should be multi-pronged, policies and investments should be tailored and targeted to specific populations and

circumstances and interventions should be formulated in a sectoral context (Eisemon 1997:46; Patrinos and Psacharopoulos 1992:18). Eisemon further emphasized that the impact of any of the remedial measures taken, unless supported with other related measures, is prone to be insufficient. While government policies to reduce repetition and dropout are “advocated for the more efficient use of educational resources” (Patrinos and Psacharopoulos 1992:3), it is critical that resources are concentrated on interventions that improve learning, are cost-effective, and can be widely implemented given the severe resource constraints poor countries face (Lockheed 1990:14).

### ***Automatic promotion***

This is a simple mechanism of reducing repetition which allows all pupils to get promoted to the next grade level regardless of their academic performance. The advocates of automatic promotion argue that the negative effects of repetition largely exceed the expected benefits (UNESCO 1998:39). In addition to increased national cost, repetition fails to significantly increase the repeater’s level of school achievement, affects the pupil’s self-esteem, makes his/her attitude toward learning less positive, and damages peer relations (Eicher 1984:114; Haddad in Loxley 1987:64; Alexander 1994:7).

On the other hand, opponents of automatic promotion hold that even though measures such as automatic promotion and revision of exam standards are in essence costless (Eicher 1984:119), this does not mean that an automatic promotion system would be free of waste. The points they raise are as follows.

- The practice ignores that learning occurs through repetition (Gomes-Neto and Hanushek in Patrinos and Psacharopoulos 1992:18) which gives slow learners an extra year to learn since not all children acquire knowledge and/or attitudes at the same rate (Loxley 1987:63). Patrinos and Psacharopoulos (1992:1) state that reduction of repetition and dropout are not ends by themselves and that “Regarding repetition, learning is the issue. If a student learns more

by repeating a grade, repetition is not a problem ---, except in terms of efficiency costs”.

- To promote the slow learners automatically, who clearly are not prepared, without devoting special attention to them during the school year sets them up for further failure (Eicher 1984:115) and affects the teaching learning process as teachers must instruct children with widely varying competencies (Alexander 1994:10).
- Automatic promotion is no solution for those who dropout because of economic and family problems and lack of places in higher grades (Eicher 1984:119; Eisemon 1997:20).
- The direct excess educational costs for teaching repeaters for an additional year is in actuality only a tiny proportion of the long-term costs to the student and to society (Alexander 1994:8).
- Repeating does not necessarily imply a negative judgment about students' abilities. For Haddad (in Eisemon 1997:30) such a notion is an unexamined fact extrapolated from the practice of developed countries. In Burundi, repetition was found to increase educational performance and academic success.
- Most automatically promoted children would lag even further behind in the upper grades while repeaters recover in the short term and are kept above where they would have been (Alexander 1994:229).
- Causes pupils to leave school with insufficient skills, which forces countries like Panama and Puerto Rico to abandon automatic promotion.

There is strong resistance among educators to automatic promotion which is sometimes aggravated by broken promises of resources for remedial measures (UNESCO 1998:39).

Others, however, argue that both automatic promotion and retention policies can not solve the problems of repeaters, by themselves. Those promoted to the

next grade without having mastered material and those who are held back for poor performance are less likely to succeed. In both cases, addressing the particular learning needs of each pupil by providing specific teaching interventions is a more effective approach (UNESCO 1998:39; Schwille and others in Adane 1993:33). It is recommended that prevention and early intervention be applied before learning deficits accumulate and evaluation of pupils' achievement be continuous for the purpose of detecting learning difficulties and taking remedial actions, not for selecting pupils for promotion (UNESCO 1998:39; Alexander 1994:232; Hussien 2000:42).

Without the support of such remedial actions, "automatic promotion may increase internal efficiency at the cost of reducing overall educational efficiency." (Schiefelbein and Wolff in Eisemon 1997:29).

### ***Improving Quality of Education***

As emphasized by UNESCO (1998; Habtamu 2002), when they lack motivation and fail to see the link between their education and their personal lives, which is a result of low quality curricula and teaching methods, pupils become vulnerable to academic failure and thereby to dropping out. The quality of instruction, thus, should be improved through improved curricula, training of teachers and reorganization of the school if learning is to be enhanced. The experience of rural Pakistan confirmed that investments that improve teacher quality and that increase student exposure to teachers are more effective than those that improve physical infrastructure and equipment (UNESCO 1998:32).

### ***Early Intervention and Preschool Education***

Stimulating home environment full of physical objects and learning materials enable children to consistently learn more quickly in school than children from more deprived backgrounds and preschool experience also provides sustained positive effects for several years by developing a positive self-image, making them resourceful and curious about learning, and responsible and caring

towards the world around them (Lockheed 1991:74; 1990:23; UNESCO 1998:35). However, many of the school repeaters are those “who come to school without cognitive and emotional maturity and who lack basic psychological and cognitive skills that are essential for the acquisition of literacy and interpersonal skills” (Tirussew 2000:31).

Well-designed early childhood development programmes, carried out by competent personnel with special training and aimed to awaken children’s interest in learning rather than to push them to early acquisition of formal academic skills, have proved to be effective in helping pupils from poor families to acquire some of the cultural attitudes and school-readiness skills that children from more wealthy families learn in their homes (UNESCO 1998:34). According to Hegarty and Klein and others (in Tirussew 2000:29), it is more pleasant, easier and economical to prevent difficulties early in life than correcting children’s behavior at a later age although it is possible to do so.

### ***Reducing the Direct and Indirect Costs of Education***

The direct costs of primary schooling (school fees, transportation, uniforms, and instructional materials) can reach 20% of a family’s income in some countries (Lockheed 1990:37).

Though primary education is “free” of any direct costs in many developing countries including Ethiopia, parents still make some financial contributions for books, school maintenance fund, sport fees etc. (Action Aid in Hassen 2005:30) the total costs of which is a burden on poor families.

Public policy-makers can reduce these direct costs borne by poor families through means such as reduction or elimination of school fees, provision of instructional materials and uniforms, subsidizing textbooks and transportation, providing essential school supplies and scholarships for pupils from very poor

families (UNESCO 1998:31; Lockheed 1990:36; Ayalew 1997:503; Hassen 2005:30; Eisemon 1997; Habtamu 2002).

After the launching of a massive educational investment program in the poorest region of Brazil with financial assistance from the World Bank, student learning is increased and repetition is reduced which resulted in significant cost savings, i.e. a \$1 per pupil per year investment in writing materials and textbooks reduced the total cost of producing a 4<sup>th</sup> grade student by \$4.03 (Lockheed 1990:44).

Adjusting the school calendar to accommodate seasonal demands for child labor, abolishing child labor, providing child care for younger siblings, and introducing labor-saving technologies are the recommended strategies to reduce indirect costs of education (Lockheed 1990:37; Myers, Amadio, Unicef in Eisemon 1997:39; Ayalew 1997:503; Habtamu 2002).

### ***Nutrition and Health Interventions***

Successful education programmes, in which children do well, require healthy, well-nourished and motivated students (UNESCO 1998:29; FRESH 2002). While physical and mental health and nutritional status are among the factors that determine children's teachability, children in developing countries, particularly of marginalized areas, are likely to be malnourished and vulnerable to many diseases (Lockheed 1990:22; Hassen 2005:32; UNICEF in Tadesse 2001:38). According to Daniel (2001:247), "It is not sound, pedagogically or otherwise, to teach a child who is not ready to learn simply because he/she is hungry. ----whatever the number of such children may be, it remains an educational issue and needs to be addressed."

Whereas such deficits must be corrected during the preschool years, it is possible to identify and correct the effect of short-term hunger and some health deficits during primary schools (Lockheed 1991:72).

Lockheed (1990:22); Eisemon (1997); UNESCO (1998); Aggarwal (2004); Habtamu (2002); FRESH (2004) agree that the following nutrition and health programs can increase children's school readiness.

- School feeding program such as mid-day meal and school breakfasts or snacks in alleviating short term hunger
- Supplements of iodine, iron and vitamin A to counteract micro nutritional deficiencies
- Community health and nutrition program
- De-worming to dealing with parasites.
- Hygiene education that prevent re-infection
- Clean water and sanitation facilities that prevent re-exposure
- Parent education program

The constructive effects of school feeding programmes in improving enrolment and attendance of students, reducing dropout rates and improving children's classroom behavior and learning capacity at school and improving community and parents school participation were demonstrated by Ethiopia's school feeding project launched in targeted drought prone areas with financial assistance from WFP (Damte 2001:54; UNESCO 1998:33)

Whereas a similar result was also shown in Burkina Faso, the interruption of a school feeding program in the Dominican Republic caused one fourth of the pupils to drop out of school. It was emphasized by UNESCO (1998:33) that "The positive effects of school feeding on education can be enhanced even further if it is combined with other health and nutrition interventions for school children, such as de-worming and micro-nutrient supplementation."

Cognizant of its worth the Ethiopian government has included Nutrition and health intervention among the sub-components of the food security strategy of Ethiopia which comprises children's immunization, diarrhea prevention,

nutrition education, family planning and better weaning foods, micro-nutrients and school feeding programs (MOFED 2002).

### ***Educational Support and Guidance Services***

According to UNESCO (1998:34), 10 percent of all pupils at school are estimated to have significant learning difficulties which may result from factors within the child and environmental factors such as poverty or lack of stimulation and school-related factors. Schools are expected to address the particular learning needs of such pupils who enter school poorly prepared by providing specific teaching interventions like remedial measures for chronic repeaters (UNESCO 1998:39; Alexander 1994:10). Eicher (1984:119) on his part stressed the need for costlier remedial measures such as better teaching aids, compensatory programs, and individualized instruction.

For Shiundu (in Tadesse 2001:37-38), the unique physiological and psychological setup of students, such as attitudes, abilities and disabilities, have considerable influence on the child's education. Thus teachers, with the help of other school personnel, should be able to identify students with problems and render counseling services to such students (Habtamu 2002:59). Psychological guidance services at the primary level are effective for eliminating or reducing grade repeating as they have proved their worth in countries where they are utilized such as in North Africa (Samuel 1969:14). Habtamu (2002:45) and Hussen (2000:37) also mentioned the need for launching counseling, adult and peer tutoring, follow-up, after school, weekend and summer school programmes. In addition to the school, children also need study support from their homes in terms of doing their home works and reducing the time spent in helping the family in household duties (UNESCO 1999:65; Habtamu 2002).

### ***Community based intervention***

Raising the awareness of the community about the relevance of education as well as increasing their involvement in the educational process urges parents to

send and keep their children in school and the single best predictor of children's academic performance is said to be the educational level of parents (UNESCO 1998:37; Lockheed 1990:37; Aggarwal 2004; Ayalew 1997:504; Darge 1997:535; Habtamu 2002; Hussen 2000:40). The effects of other interventions such as preschool education and nutritional and health can be magnified when the family is the focus of intervention (Eisemon 1997:37). Eisemon further asserted that "Intervention to 'educationally empower' parents and communities have also been shown to be effective in reducing repetition and dropout."

Improved cleanliness, punctuality and attendance and more nutritious food in the lunch-boxes of the children were the outcomes of increased parental awareness as noted by pre-school teachers in Trinidad and Tobago (UNESCO 1998:35). According to Myers (in Eisemon 1997:37) the effectiveness and impact of nutrition and child health interventions, be it in school age children or in early childhood, will be more sustainable when they are combined with parent and pre-school education.

Thus, public information campaigns to increase the awareness of the community about the economic and other benefits of education and to persuade parents to enroll and keep their children in school, to strengthen parent activity in the educational process such as training parent committee members and promoting literacy among parents are the recommended strategies to address the need for increased parent awareness and involvement (UNESCO 1998:37; Lockheed 1990:37; Eisemon 1997:40; Aggarwal 2004).

Generally speaking, educational planners need to take all the above discussed strategies into consideration and look for effective and efficient ways of putting them into effect in order to succeed in tackling the problems of grade repetition and school dropping out.

## **2.7 Who should do the intervention?**

Whereas dropout rates are often affected by the general state of a society – its level of economic and cultural development, distribution of social services and attitudes toward education - beyond the control of educators, repetition rates are a matter of educational policy and practice (UNESCO 1998:37). For Eisemon (1997:39), however, while most researchers on repetition and dropout recommended policy changes and government interventions; social, political and economic factors have often more important role to play in reducing both repetition and dropout than government educational policies and interventions do.

### ***Governmental Bodies***

Although they are basically beyond the control of educators, social and economic conditions that determine wastage may be influenced by government policies in areas such as transport, health services and labor laws. Besides, some of the school wastage factors such as health services that determine survival rate to Grade 5 can be readily addressed by education officials (UNESCO 1998:29). Yohannes (1997:99) also stressed that “Although health coverage of children is the primary responsibility of parents, schools also play an important role through the school health programs”.

With the aim of rapidly promoting repeaters to the higher level, the anti-wastage strategy of Brazil’s state of Sao Paulo consisted of creating accelerated classes of intensive study in small groups which targets schools with the biggest age-range per grade (UNESCO 1998:34).

Concerted government interventions such as improving the quality of schooling through teacher training and textbook distribution in Chile and Uruguay and adult literacy, mid-day meals, better school facilities, more textbooks, in-service teacher training, and greater community involvement in schooling in the Indian

state of Uttar Pradesh have been proved effective in reducing repetition (World Bank in Eisemon 1997:36).

But one may question the extent to which governments of less developed countries employ these multiple strategies given the scarce resources they have at hand. According to Lockheed (1991:2), the prevailing economic crisis particularly in the developing world jeopardizes the ability of many countries to preserve the present level and quality of their educational services.

### ***Non-governmental organizations***

As defined by Tarekegn (1999:13), “NGOs are any of those organizations which are voluntary, private, non-profit organizations; and whose principal aims are to alleviate poverty and suffering, promote the interests of the poor, based on their areas of function, scope, origin, and so on”.

According to DPPC (in Tarekegn 1999:13), NGOs in the Ethiopian context are humanitarian private organizations which participate in project activities, using their own resources, with a view to join in the government’s effort to eliminate poverty.

As primary education plays a prominent role in poverty alleviation, the support of NGOs for primary education is of paramount importance. In support of this view, Lockheed (1990:46) emphasized that international assistance is essential for developing countries because of the profound necessity for improved primary education and the significant costs involved. Habtamu (2002:58) and Daniel (2001:248) also recommended that NGOs could be encouraged to work with low income families in projects that deal with education and development of the communities.

The challenge of promoting health in and through schools can only be met by the education and health sectors in collaboration with local, national and

international organizations, funding sources and NGOs (Yohannes 1997:105). Similarly, nutritional interventions such as the WFP sponsored school feeding program (Damte 2001:54; UNESCO 1998:33) in Ethiopia should be encouraged. With regard to preschools, while targeted preschool programs, aimed at low income families have been particularly effective, publicly financed preschools for all children are not feasible in most developing countries. Therefore, privately owned, community and NGO supported preschools should be encouraged (Lockheed 1990:23; Daniel 2001:248). Lockheed (1990:6) suggested that donor agencies must increase the level of aid to primary education and respond with flexibility to unique country conditions in order to effectively support the sub-sector.

Thus, while the concerned governmental bodies such as educational planners from MoE to school level are expected to pioneer the struggle against educational wastage through formulating policies and executing the suggested intervention strategies, NGOs are also anticipated to join the governments' effort to tackle the causes of repetition and dropout.

Among the numerous local and international NGOs involved in relief and development activities in Ethiopia, especially in supporting the Education system, there exist Forum on Street Children-Ethiopia (FSCE), Save the Children and Compassion International. While FSCE is meant to represent the local NGOs that are contributing their own share in supporting the Ethiopian education system, Save the Children UK and Compassion International are representing the international NGOs, the latter being the focus of this study.

#### ***Forum on Street Children-Ethiopia (FSCE)***

FSCE is one of the local NGOs which are supporting the Ethiopian Education System. Since 1997, the organization has been providing Non-Formal Education to disadvantaged out of school urban children aged 7-14 in 5 cities of Ethiopia, i.e. Addis Ababa, Bahir Dar, Dessie, Nazareth and Dire Dawa.

According to FSCE (2004), the components of the education program of the organization are:

- Provision of Non-formal Basic Child Education (NFBCE) by using Appropriate, Cost-Effective Centers within the School System (ACCESS)
- Provision of tutorial and study support to low performing formal school children of low income families
- Formal school capacity building through the provision of trainings and materials in order to maintain integrity between formal schools and ACCESS centers
- Girls' Club Support in order to support female students be assertive.

Moreover Center Management Committee participates in the management of NFE centers in order to empower the community to handle the centers when projects phase out. The organization is also active in building the capacity of non-formal education facilitators, local government officials and members of the CMC through experience sharing, workshops and trainings. The organization is linking awareness creation with running educational projects to let the community see the importance of education to their children.

### ***Save the Children (U.K)***

SC-UK is one of the international NGOs operating in Ethiopia which is involved in the provision of Alternative Basic Education (ABE) in the Somali Region. Since 1995, the organization has been engaged in building the capacity of the Regional Education Bureau officials and unqualified formal school teachers. Since 2000, however, the organization further expanded its area of intervention and established 8 ABE centers in Jijiga Zone financed by a donor agency known as Comic Relief, SC-UK (2004).

The components of the project are:

- Teacher training which is used to upgrade community teachers
- Construction of low cost centers which are easier to maintain in order to minimize cost and ensure their sustainability
- Building the capacity of REB officials in order to enable them integrate ABE in their planning and supervision
- Community management through parent committees to enable the community own and manage ABE centers when centers are handed over to them
- Provisions of basic education materials to encourage parents send their children to school.

## **2.8 Compassion International**

This religious, non-profit and humanitarian NGO headquartered in USA, Colorado was founded by an American missionary who encountered war orphaned children while he was in the Republic of Korea for evangelical work in 1952. The organization in collaboration with its partner donors in several developed countries supports 738,831 children in 24 countries until December, 2006 with the mission of releasing children from economic, social and physical poverty and enabling them to become responsible and fulfilled adults (Compassion 1997:14). According to Compassion (1997):

- Sound development thinking involves addressing the holistic needs of children (physical, social and economic).
- Education which results in change of behavior is central to a child's long term development and thus compassion-supported programs will promote learning.
- Parents should be encouraged to take the responsibility of raising their children seriously and parental skills should be strengthened and thus compassion supports the role of the family.

- Child development programs should make sense in the culture and context in which they operate and therefore it encourages local inputs and allow local needs and priorities to determine program content.
- Being objects of development leads to dependency and thus effective development makes demands on children so that they learn to be proactive.

The program activities are classified into two main categories. *The core program activities* – child survival, early childhood development and learning for life – incorporate children from birth to adolescence into the one-on-one child sponsorship program. The program mainly operates with One-on-one child sponsorship with school age children less than 10 years old entry age to a planned 18 year old completion. “For those children in school, project staff will monitor each child’s progress and, if problems or needs are detected, see that the child receives special assistance to try to prevent failing or dropping out of school” (Compassion 1997:36). With regard to health, each sponsored child will be regularly screened for symptoms of ill health and if detected he/she will be treated or referred to an appropriate professional for assistance. Moreover, health education that focuses on problems common to the area will be provided. To ensure that each child receives individual attention, each project keeps each child’s school progress records, health records, notes from social worker visits and other relevant information.

It is further stated (Compassion, 1997) that *the supplementary program activities* seek to address the needs for latrines, water tanks, immunizations, de-worming, nutrition for malnourished children and their primary caregivers, sanitation, teaching materials and vocational training equipments, parent education (literacy, health, nutrition and sanitation education, mother-child health and infants mental stimulation training, parenting training and family planning) for parents and caregivers, non formal education for out of school children, etc.

## ***Compassion Ethiopia***

Compassion has been operating in Ethiopia since 1993 and has so far launched 236 projects incorporating 57,612 beneficiaries throughout the country. Of the 236 projects, 57 of them, supporting 14,000 of the beneficiary children are found in Addis Ababa. The following are the program activities being carried out in Ethiopia.

- Child development through sponsorship program (CDSP)
- Supplementary programs like clean water, latrine, parent training, environmental protection and skill trainings, awareness creation about children and women, resource center development and children's play ground
- Leadership development program (LDP) which started 2 years ago and incorporates 94 youths
- HIV/AIDS prevention and care activities for children and parents

In addition, two pilot programs, Child survival programs (CSP) and Orphaned and vulnerable children (OVC) program are underway. While the CSP addresses the needs of children from birth, the OVC program includes care reinforcement such as supplementary nutrition provision, Income Generation Activities (IGA), parent education and replacement care (compassion cottage).

In the course of promoting holistic child development, the projects' activities are centered around helping children's education by supporting them in their out of school necessities instead of direct provision of education.

## **CHAPTER III**

### **3. DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

Data pertaining to the study were collected from different groups using questionnaire, interview, Focus Group Discussion (FGD), observation and document analysis. Questionnaires were distributed to teachers of schools where the project beneficiary students attend their education. Among the 180 questionnaires distributed to 70 teachers of 11 primary schools, 153 (85%) of them were returned.

In order to gather data on the intervention strategies of the projects, each of the 5 sample project directors were interviewed and to crosscheck their responses 25 parents of beneficiary students (5 from each project including members of parent committees) were also interviewed and 9 Focus Group Discussions were held with the sample beneficiaries. On top of that, observations were made to identify the actual conditions of the physical facilities and the activities of the projects. Sample beneficiaries' personal files were also used to assess their academic status.

### 3.1 Characteristics of the Respondents

The characteristics of the respondent teachers, parents and sample students are as follows.

**Table 3: Respondent teachers' characteristics by schools**

Teachers' characteristics	Teachers by Schools											
	Addis A. No.1		A. Fasil & Tibeb E.		Y. Genet, M.Ber, Y. Terara, Abyot		Akaki M.		J.F. Kennedy, Agazian, Eth. Ermja		Total	
	No	%	No	%	No	&	No	&	No	&	No	&
No. of Teachers	9	12.85	13	18.57	13	18.57	17	24.28	18	25.71	70	100
<b>Position</b>												
Homeroom T (2 <sup>nd</sup> cycle)	5	13.90	7	19.40	8	22.22	6	16.66	10	27.77	36	51.42
Self-contained T	2	12.50	3	18.75	0	0	7	43.75	4	25.00	16	22.85
Subject T.	2	11.11	3	16.66	5	27.77	4	22.22	4	22.22	18	25.71
<b>Qualification</b>												
12 graduate	0	0	0	0	0	0	0	0	0	0	0	0
TPI graduate	3	16.66	4	22.22	0	0	5	27.77	6	33.33	18	25.71
Diploma	6	12.50	8	16.66	12	25.00	10	20.83	12	25.00	48	68.57
BA/BSc & above	0	0	1	25.00	1	25.00	2	50.00	0	0	4	5.71
<b>Experience</b>												
Below 5 years	2	12.50	3	18.75	2	12.50	3	18.75	6	37.50	16	22.85
6-10 years	3	15.00	1	5.00	5	25.00	6	30.00	5	25.00	20	28.57
11-15 years	0	0	4	23.52	4	23.52	6	35.29	3	17.64	17	24.28
16-20 years	2	20.00	3	30.00	1	10.00	2	20.00	2	20.00	10	14.28
Above 20 years	2	28.57	2	28.57	1	14.28	0	0	2	28.57	7	10.00

Of the 70 teachers, 9 (12.85%) of them are from Addis Ababa No. 1 school, 13 (18.57%) from Atse Fasil and Tibeb Edget Primary schools and another 13 (18.57%) are from Y. Genet, M. Ber, Yeka Terara and Abyot schools. The remaining 17(24.28 %) are from Akaki Mengist school and 18 (25.71%) are from J.F. Kennedy, Agazian and Ethiopia Ermija schools. The schools are grouped based on the presence of beneficiary students of a specific Compassion assisted project. With regard to the position of the teachers, 36(51.42%) of them are Homeroom teachers of 2<sup>nd</sup> cycle students while the remaining 16(22.85%) and 18(25.71) are self-contained classroom teachers and subject teachers respectively. The majority of the teachers are composed of Homeroom teachers and subject teachers as the majority (66.01)of the sample students are 2<sup>nd</sup> cycle (grade 5-8) students.

As to the qualification of the teachers, 18(25.71%), 48(68.57%) and 4(5.71%) of them are TTI graduates, Diploma and BA/BSc & above holders in that order. This reveals that the majority of the primary school teachers are diploma holders. Concerning the experience of the sample teachers, while 16(22.85%) of them have less than 5 years experience, 20(28.57%), 17(24.28%), 10(14.28%) and 7(10%) of them have 6-10 years, 11-15 years, 16-20 years & above 20 years teaching experience respectively.

**Table 4: Respondent parents' characteristics by projects**

Parents' characteristics		PARENTS BY PROJECTS					Total	
		Project 525	Project 300	Project 409	Project 751	Project 501	N	%
Sex	male	0	0	1	2	0	3	12.0
	female	5	5	4	3	5	22	88.0
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>100</b>
Religion	Orthodox	2	5	4	4	3	18	72.0
	Protestant	2	0	1	1	2	6	24.0
	Muslim	1	0	0	0	0	1	4.0
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>100</b>
Marital Status	single	0	0	0	0	0	0	0
	married	3	4	3	5	5	20	80.0
	divorced	2	1	0	0	0	3	12.0
	Widowed	0	0	2	0	0	2	8.0
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>100</b>
Educational level	illiterate	1	1	1	1	1	5	20.0
	Grade 1-4	1	0	0	1	1	3	12.0
	Grade 5-8	0	4	2	2	2	10	40.0
	Grade 9-12	3	0	2	0	1	6	24.0
	certificate	0	0	0	1	0	1	4.0
	Diploma & above	0	0	0	0	0	0	0
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>100</b>
Income	No income	1	0	1	0	0	2	8.0
	Below 300/month	4	5	4	5	5	23	92.0
	Above 300/month	0	0	0	0	0	0	0
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>100</b>

Of the 12% male and 88% female interviewed parents, 72% are Orthodox Christians, while 24% and 4% are protestant and muslim religion followers respectively. This is an indication of the selection criteria of beneficiaries which will be dealt with in the coming discussions. With regard to the marital status of the parents, 80% of them are married, 12% divorced and 8% are widowed. This shows that most of the beneficiaries have both of their parents or married guardians.

Concerning the educational level of the parents, 20% of them are illiterate, 12% attended grades 1-4 while the other 40%, 24% and 4% have attended grades 5-8, 9-12 and certificate programs in that order. This indicates that the majority of the beneficiaries come from uneducated or less educated parents of the society. As to their economic status, 8% of them have no income at all and 92% of them generate below 300 birr monthly income. Both figures portray that the beneficiaries are from the poorest segment of the society.

**Table 5: Sample students' characteristics by projects**

Students' characteristics		STUDENTS BY PROJECTS					Total	
		525	300	409	751	501	N	%
sex	Male	17	11	12	14	13	67	43.79
	Female	13	19	17	19	18	86	56.20
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>29</b>	<b>33</b>	<b>31</b>	<b>153</b>	<b>100.0</b>
Age	6-10	7	8	0	12	10	37	24.83
	11-15	23	8	18	21	13	83	55.70
	16-20	0	14	11	0	4	29	19.46
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>29</b>	<b>33</b>	<b>27</b>	<b>149</b>	<b>100.0</b>
Grade	1	0	4	0	0	5	9	5.88
	2	5	3	0	9	3	20	13.07
	3	5	0	0	5	1	11	7.19
	4	4	3	0	4	1	12	7.84
	1 <sup>st</sup> cycle total	14	10	0	18	10	52	33.98
	5	4	1	2	4	3	14	9.15
	6	4	7	8	6	0	25	16.34
	7	4	8	9	5	8	34	22.22
	8	4	4	10	0	10	28	18.30
	2 <sup>nd</sup> cycle total	16	20	29	15	21	101	66.01
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>29</b>	<b>33</b>	<b>31</b>	<b>153</b>	<b>100.0</b>

The 153 sample students are composed of 67(43.79%) male and 86(56.20%) female beneficiaries of the five projects. Of these, 37(24.83%) are 5-10 years old, 83(55.70%) are 11-15 years old and the remaining 29(19.46%) are 16-20 year old children. 9(5.88%) of the 153 students are 1<sup>st</sup> graders, 20(13.07%) are 2<sup>nd</sup> graders, 11(7.19%) 3<sup>rd</sup> graders and 12(7.84%) 4<sup>th</sup> graders. These 52 students make the proportion of the sample 1<sup>st</sup> cycle primary students 33.98%. The remaining 101(66.01%) of the sample students are in the 2<sup>nd</sup> cycle primary level, i.e. 14(9.15), 25(16.34%), 34(22.22%) and 28(18.30%) are 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders respectively. Most of the sample students are taken from the 2<sup>nd</sup> cycle primary level as the impact of project intervention on repetition can be visible where automatic promotion policy is not applied. This is due to the fact that automatic promotion is made functional in the first cycle of primary schools and, thus, students do not repeat grades with or without project intervention.

**Table 6: Sample students by project and school**

	Students by project and school											Total
	525	300		409				751	501			
	Addis Ababa	A. Fasil	Tibeb E.	Y. Genet	Abyot	M. Ber	Yeka T.	Akaki M.	J.F. Kennedy	Agazian	Eth. Ermja	
N	30	25	5	9	4	5	11	33	17	8	6	153
% within project	100.0	83.3	16.7	31.0	13.8	17.2	37.9	100.0	54.8	25.8	19.4	100.0
Total	30	30		29				33	31			153
% of total	19.6	19.6		19.0				21.6	20.3			100.0

All the 30 sample beneficiaries of project 525 are taken from Addis Ababa school, 30 sample students of project 300 from Atse Fasil and Tibeb Edget schools and 29 beneficiaries of project 409 from Yewetatoch Genet, Misrak Ber, Yeka Terara and Abyot Schools. In addition, the 33 beneficiaries of project 751 are taken from Akaki Mengist School and the 31 beneficiaries of project 501 are from J.F Kennedy, Agazian and Ethiopia Ermja schools.

## **3.2 Intervention Strategies of the Projects**

### ***Selection criteria***

As indicated earlier, Compassion assisted projects work on children of low socio economic status families. The projects work with the concerned local kebele officials, church representatives and parent committee members for selection of beneficiaries; which depicts that there is high community involvement with regard to selection of beneficiaries. The 5 sample project directors were asked as to what the selection criteria for project beneficiaries are. All of them replied that the beneficiaries are children of poor families with no or less than 300 Eth. Birr monthly income which is an indication that the beneficiaries of the projects are children of the lowest income families of the society. This was also confirmed by the kebele officials. Orphans are accepted as long as they have guardians as the projects work in collaboration with guardians and that they are not orphanages.

According to the project directors, the kebele officials and the parents of the beneficiaries, religion is not a criterion for selection. As indicated earlier 76% of the sample parents of this study are non-protestant believers i.e. Orthodox and Muslim religion followers. This portrays that the projects are benefiting the poor regardless of religious affiliation. The other feature of these projects is that all of them require their beneficiaries to attend their education whether or not they have attended school before or else they are departed from the projects. This shows that the projects are education oriented.

Children of ages 3-10 are eligible to get the chance of being project beneficiaries. However, 5-8 is the entry age of beneficiaries in projects 409 and 751, 4-8 in project 300 and 3-9 in project 501. This difference may be due to the presence or absence of the provision of preschool education while the extension of entry age to 8, 9 and 10 may reflect delayed school enrollment of beneficiaries which is one of the reasons for over agedness in the education system. The beneficiary students confirmed, during the Focus Group

Discussion, that some of them were enrolled in grade one when they were 8 or 9 while the official age for grade one enrollment is 7. On the other hand, there were some who were enrolled in grade one as early as 4 years old.

### ***Provision of preschool education***

One of the recommended strategies of reducing repetition and dropout rates is the provision of preschool education. Whereas projects 501 and 525 provide preschool education at their respective project sites, project 300 sends the children to the nearby public school for preschool education and project 751 sends them to private preschools but beneficiaries of project 409 do not attend preschool education. According to parents and the project beneficiaries, those who do not get the chance to formal preschools either attend traditional ones or directly go to primary schools without any preschool education.

### ***Coverage of the direct costs of education***

As one of the major factors for repetition and dropout is the inability of the poor to cover the direct costs of education, covering the costs of education of the poor by the government or other body is a highly recommended intervention strategy. According to the project directors and the confirmation of beneficiaries and parents, the projects under study cover all educational costs like school fee, uniform, stationary and others such as contribution for school construction, (100 birr per child at project 300), for instance.

### ***Reducing the effect of child labor***

Child labor is one of the critical problems contributing to educational wastage. In response to the question of what they do to prevent the effect of child labor on the students' education, the project directors responded that they teach parents to give their children time to study on monthly meetings in addition to the chance provided to the children to get more time to study and attend tutorial classes. Parents also confirm that they are taught by project workers to give their children time for education. However some of them indicated that

although they understand the effect of child labor, their economic burden and work load forces them to seek their children's labor. The sample beneficiaries also agree that they support their parents with household and income generating activities and some are even forced to be absent from school and tutorial classes provided by their respective projects.

### ***Nutritional support***

Malnutrition which is highly related to poverty is the main reason for grade repetition and school dropout affecting the educational motivation and performance of the child. Responding to the reaction of their projects to this problem, project directors, with the confirmation of sample parents and students, replied that nutritional support is provided to the beneficiaries on two or three monthly basis, i.e. 20-25 kg teff and oil. However, this food provision is rated insufficient by most of the sample parents and students when it is shared among the family members. Thus, while the parents recommend the food support to be increased, the teachers recommend feeding programs at project sites.

The provision of snacks (biscuits, tea and fruit) after school and breakfast on Saturdays is a unique feature of project 525 of the sample projects. In addition, special support is given to parents and children with health problems and with past history of malnourishment such as food and anti-HIV treatment, 150 birr/month for parents and 200 birr for underweight children at project 751 and job creating training for parents at project 501.

### ***Health services***

Health problem is also among the major causes of repetition and dropout. Regarding the projects' activities to prevent this problem, project directors responded that the children are given with health screening service twice a year and are beneficiaries of 100% medical service coverage in health centers whenever they feel sick. In addition to that, the projects provide their

beneficiaries with health education including HIV and Reproductive health (300), sanitation (personal and environmental) education and nutrition education together with the provision of sanitary materials. Project 751 is providing home based care and has formed health club. Those projects with KG students provide vaccination services to their beneficiaries. While some of the parents rated the health condition of their children low, the majority of them expressed their satisfaction with the health services their children benefit from.

### ***Working with parents***

Without the involvement of parents, intervention activities won't be able to attain their objectives. Concerning this issue, project directors responded that they provide nutrition, sanitation and health education to parents formally or informally on monthly meetings either by project workers or invited professionals as in project 751. Added to these, they replied that they raise the awareness of parents on the importance of education and how to raise children (project 300). However, some of the parents interviewed do not seem to benefit much from the parent education as they don't remember most of the contents of the education given to them. This may be due to their low level of awareness or the inadequacy of the education given. Parent literacy programs are applied in none of the projects under study. However, it should be noted that the educational level of parents is one of the determinants of the success of the child in his/her education.

On the other hand, the parents and the teachers suggested that the projects will be more effective if they economically empower parents of beneficiaries to be self sufficient, rather than being dependent on project support, by giving loans which allow them to create means of income, for instance. The teachers added that the parent education should be strengthened so that its impact is more visible on the children's life.

### ***Tutorial and study support***

The provision of remedial programs for low performers and homework and study support are of paramount importance for the learners. All the sample projects of this study are providing after school and summer tutorial classes for their beneficiaries. However, the provision depends on the availability of space and tutorial classrooms in the project sites. In projects 525 and 501, where there is sufficient space and classrooms in the compound, the tutorial programs are well performed and the children are observed enjoying the time they spend at project site. Although there is sufficient space in the compound of project 751, there is lack of classroom for the tutorial service. While this is the case, three month training on how to study was given to the students by psychologists and prizes are given to ranking students at this project. The award provision is practiced at project 501, too.

On the other hand, while the tutorial service is given in a very insufficient space in the compound of project 409, the lack of space and classrooms at project 300 forced them to use the nearby school for the tutorial service. Consequently, this makes the follow up of the program and the children's situation hard for the project workers as the students are out of their sight. A distinct feature of project 525 is that there exist small groups of 8 members each led by the project workers who provide study support and counseling service. In project 409, Non-formal education is given to students who are much below the expected level in their respective grades of the first cycle. Although majority of the parents are satisfied with the educational support to their children, some of them (at project 501) recommended that it should be given to the students in the lower primary level, too.

### ***Counseling service***

The provision of guidance and counseling services for students at the primary level has great impact on the success of the child's education as well as his/her psychological and behavioral make up. Regarding the presence of counseling

service in their project activities, project directors replied that the service is given in all the projects by any of the project workers and that they don't have professional counselors hired. In addition, while the small group practice serves a lot for this purpose at project 525, professionals are invited to give the service at project 300 and 501. The provision of counseling service added to the work load on project workers may affect the effectiveness of the service to the students.

### ***Educational follow up***

In response to the question of whether the projects contact the teachers of their beneficiaries in order to follow up their education, the project directors indicated that the enrollment of the students in many schools makes it hard for them to perform the task effectively. For instance the beneficiaries of project 409 are enrolled in 27 different schools. However, they try to do their best when a pressing need arises.

**Table 7: People who follow up the students' education**

Project	Educational follow up by								Total	%
	Parents	%	Project workers	%	No body	%	Both parents & project workers	%		
525	11	36.7	9	30.0	9	30.0	1	3.3	30	100
300	8	27.6	2	6.9	12	41.4	7	24.1	29	100
409	8	28.6	5	17.9	14	50.0	1	3.6	28	100
751	15	46.9	1	3.1	16	50.0	0	0	32	100
501	15	50.0	9	30.0	4	13.3	2	6.7	30	100
<b>Total</b>	<b>57</b>	<b>38.3</b>	<b>26</b>	<b>17.4</b>	<b>55</b>	<b>36.9</b>	<b>11</b>	<b>7.4</b>	<b>149</b>	<b>100</b>

According to the data obtained from the teachers, While 26 (17.4%), 11(7.4%) and 57(38.3%) of the 149 sample students are supervised by either the project workers alone, by both project workers and parents or by their parents; a considerable proportion of them, i.e. 55(36.9%) are supervised by nobody. It is

notable that the beneficiary children lack follow up service. Accordingly, the teachers recommended that the projects will be more effective if they work with the school community by frequently contacting the teachers, providing materials to the schools, hiring formal school teachers for the tutorial services they give and giving training to teachers in order to aware and initiate the school community to join them in the follow up and counseling services.

With regard to parent-project contact, all the project directors, students and their parents respond that parents and project workers meet monthly, when supplies are distributed and whenever necessary.

### ***Skill trainings***

In addition to the formal education, the children are given with life skill trainings such as computer, hair dressing, woodwork, electricity, videography, driving, KG teacher training, musical instruments, literature and art either at project compound, where facilities are available, or in training centers. This is with the view of releasing the children from dependency and empowering them with alternative means of self sufficiency especially for chronic grade repeaters and over aged children.

### ***Educational trips***

Educational trips are conducted in each sample project once a year and it is the most interesting time of the year for the children as expressed by the beneficiaries at the Focus Group Discussions.

### 3.3 Project Profile

During data gathering, observation was held in all project sites concerning the physical facilities of the project sites, availability of the necessary staff, and project activities.

Considerable differences in most of the project features have been witnessed by the data gathering team. Most of them are related to the availability of space and classrooms in the projects' compound. In sites where there is sufficient space, study and playing facilities, children spend their time studying and playing instead of spending their time in places where they are exposed to adapting harmful behaviors. Accordingly, while the beneficiaries of project 525 and 501 are observed spending time in the compounds with sufficient space, the children at project 300 are deprived of such benefits and are, according to the project director, exposed to the prevailing inconvenient environment for child development (chat chewing, shisha addiction and prostitution) of the Zebegna Sefer. Although tutorial classes and physical exercise trainings are provided in the nearby school, the absence of the project workers at the place allowed a considerable number of the students to escape from attending the classes.

**Table 8: Staff at the Project Site**

Personnel	Number of staff by project				
	525	300	409	751	501
Project director	1	1	1	1	1
Social worker	1	1	1	1	1
Health worker	1	1	1	1	1
Accountant	1	1	1	1	1
Counselor	-	-	-	-	-
Tutors	4	5	8	14	4
Librarian	2	-	-	-	-
Life skill trainers	3	-	-	-	-
<b>Total</b>	<b>13</b>	<b>9</b>	<b>12</b>	<b>18</b>	<b>8</b>

With regard to the number of staff of the projects, all are composed of four permanent staff i.e. a project director, a social worker, a health worker and an accountant. In addition, 4-14 part-time tutors give tutorial service to the students while project 525 has additional 2 librarians and 3 skill trainers and project 300 has a sport teacher. None of the projects have a hired professional counselor.

As to the ratio of tutors to total number of students, while 1 tutor is for 18 students at project 751, it is 1:31, 1:41, 1:51 and 1:74 in projects 409, 300, 501 and 525 in that order. High tutor-student ratio will possibly affect the quality of the tutorial service provided.

### **3.4 Community Based Activities**

#### ***Projects' participation in the community***

With regard to the presence of supplementary activities other than the case of project beneficiaries in the community such as in the school, directors of the sample projects mentioned the following.

Project 300

- Supporting the school with at least 20 beneficiaries with provision of water tanker

Project 409

- provision of books to schools
- environmental protection activities

Project 751

- seedling transplantation
- leveling football fields
- providing materials and HIV education

Project 501

- teaching materials provision to schools

**Table 9: Teachers' responses whether the projects participate in the school**

Responses	Respondents by schools in project areas										
	525	300		409				751	501		
	Addis A. No.1	A. Fasil	Tibeb E.	Y. Genet	M. Ber	Yeka T.	Abyot	Akaki M.	J.F. Kennedy	Agazian	Eth. Ermja
Yes	2	2	0	0	0	0	0	0	0	3	1
%	22.2	20.0	0	0	0	0	0	0	0	60.0	25.0
No	7	8	3	3	2	5	3	17	9	2	3
%	77.8	80.0	100	100	100	100	100	100	100	40.0	75.0
<b>Total</b>	<b>9</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>17</b>	<b>9</b>	<b>5</b>	<b>4</b>

Although the majority or all of the respondent teachers in each school except those in Agazian school 3(60%), responded that the projects don't participate in activities other than the case of project beneficiaries in the school, those who confirm the projects' participation mentioned activities like provision of books (project 501) and materials and construction of latrine (project 300) for instance. The kebele officials also responded that there are no supplementary activities in the community in which the projects are involved in and some even mentioned that they have proposed to work together but found no responses. This may be due to the low level and less visible participation of the projects, if any. Thus both the teachers and the kebele officials recommended that the projects should increase their level of participation in community affairs in order to enhance their effectiveness.

### ***The community's participation in project activities***

Raising the community's awareness and involvement is labeled to be an effective strategy as discussed earlier. The projects work with the parents of their beneficiaries by raising the awareness of parents about sanitation, health, nutrition, the importance of education and how to raise their children although these may also be done with less sufficient level.

Regarding the involvement of the community in project activities, project directors informed the researcher that the community, represented by kebele officials and project committee, which is composed of church leaders and

parent committee, participates in beneficiary recruitment activities. For other activities such as planning, implementation and evaluation, the projects work with the donor NGO and the project committee (e.g. parent committee's participation on pro-forma screening, purchase and distribution of supplies). The kebele officials also agree that they participate in the selection of beneficiaries but are not invited to participate in any other activities of the projects. Enhancing the overall community participation in project management activities, to the level of participation at beneficiary recruitment, will enable the projects to win the attention and support of the community in all their activities.

### ***The support of local authorities to project activities***

Governmental and non-governmental organizations need to work in collaboration to increase the impact of their individual efforts. Concerning the support of local authorities, all the project directors mentioned the prominent role of their respective kebeles in the recruitment process while provision of land area, auditing, provision of training and license renewal are mentioned by one or more of them. The support of the local authorities is rated medium on the average by the projects. Moreover, the projects are required to submit quarterly report to DPPC.

### **3.5 Sustainability of the Project Activities**

With regard to the sustainability of the project activities, project directors replied that their licenses are renewed every five years. No other way of ensuring the sustainability of the interventions has been mentioned by any of the project directors. However, as projects are time bound by nature, there must be a way of ensuring sustainability of the ongoing activities thought and acted upon earlier.

### **3.6 The Impact of Project Strategies**

To identify the extent to which the intervention strategies affected the children's life in terms of the socio economic conditions of the students as reflected by school characteristics, repetition and dropout rates and academic performance of the students, data were collected from teachers, parents and personal files of the students at the projects' offices.

#### ***Beneficiaries' school characteristics***

The teachers were asked to rate the school characteristics of each student in the questionnaires distributed and the frequency and mean of their responses are presented in the table below.

**Table 10: Mean and ANOVA result of the Characteristics of the students in school**

The characteristics of the students in school		VP	P	M	H	VH	N	Mean		F	Sig.
Attention	525	0	2	2	16	5	25	3.96	H	4.112	.004
	300	1	4	10	7	5	27	3.41	M		
	409	2	7	11	8	1	29	2.97	M		
	751	0	7	12	7	7	33	3.42	M		
	501	1	0	12	11	7	31	3.74	H		
	<b>Total</b>	<b>4</b>	<b>20</b>	<b>47</b>	<b>49</b>	<b>25</b>	<b>145</b>	<b>3.49</b>	<b>M</b>		
Class attendance	525	0	1	2	15	12	30	4.27	H	2.536	.043
	300	1	6	5	7	11	30	3.70	H		
	409	1	4	6	14	4	29	3.55	H		
	751	1	2	9	8	13	33	3.91	H		
	501	1	2	3	9	16	31	4.19	H		
	<b>Total</b>	<b>4</b>	<b>15</b>	<b>25</b>	<b>53</b>	<b>56</b>	<b>153</b>	<b>3.93</b>	<b>H</b>		
Educational performance	525	0	4	13	6	7	30	3.53	H	3.235	.014
	300	1	10	13	4	2	30	2.87	M		
	409	2	8	14	5	0	29	2.76	M		
	751	4	4	14	6	4	32	3.06	M		
	501	1	2	16	8	3	30	3.33	M		
	<b>Total</b>	<b>8</b>	<b>28</b>	<b>70</b>	<b>29</b>	<b>16</b>	<b>151</b>	<b>3.11</b>	<b>M</b>		
Class activity	525	0	8	9	6	7	30	3.40	M	3.378	.011
	300	2	8	11	2	6	29	3.07	M		
	409	5	10	10	4	0	29	2.45	P		
	751	4	9	11	7	2	33	2.82	M		
	501	1	6	14	6	4	31	3.19	M		
	<b>Total</b>	<b>12</b>	<b>41</b>	<b>55</b>	<b>25</b>	<b>19</b>	<b>152</b>	<b>2.99</b>	<b>M</b>		
Educational motivation	525	0	5	8	6	10	29	3.72	H	1.785	.135
	300	0	6	15	2	7	30	3.33	M		
	409	3	8	6	7	5	29	3.10	M		
	751	2	2	11	7	10	32	3.66	H		
	501	1	2	10	9	9	31	3.74	H		
	<b>Total</b>	<b>6</b>	<b>23</b>	<b>50</b>	<b>31</b>	<b>41</b>	<b>151</b>	<b>3.52</b>	<b>H</b>		
Cleanliness	525	0	3	7	10	10	30	3.90	H	2.462	.048
	300	0	3	12	9	6	30	3.60	H		
	409	0	0	14	12	3	29	3.62	H		
	751	2	3	11	9	7	32	3.50	H		
	501	0	0	6	14	10	30	4.13	H		
	<b>Total</b>	<b>2</b>	<b>9</b>	<b>50</b>	<b>54</b>	<b>36</b>	<b>151</b>	<b>3.75</b>	<b>H</b>		
Punctuality	525	0	2	2	13	13	30	4.23	H	2.292	.062
	300	1	6	7	7	9	30	3.57	H		
	409	0	1	8	17	3	29	3.76	H		
	751	1	2	6	8	14	31	4.03	H		
	501	2	1	4	6	18	31	4.19	H		
	<b>Total</b>	<b>4</b>	<b>12</b>	<b>27</b>	<b>51</b>	<b>57</b>	<b>151</b>	<b>3.96</b>	<b>H</b>		
Peer relations	525	0	2	3	10	15	30	4.27	H	1.344	.256
	300	0	2	7	16	5	30	3.80	H		
	409	0	1	11	9	8	29	3.83	H		
	751	1	3	4	12	13	33	4.00	H		
	501	0	0	9	10	12	31	4.10	H		
	<b>Total</b>	<b>1</b>	<b>8</b>	<b>34</b>	<b>57</b>	<b>53</b>	<b>153</b>	<b>4.00</b>	<b>H</b>		
Homework doing	525	0	4	6	9	9	28	3.82	H	2.105	.083
	300	1	6	13	5	5	30	3.23	M		
	409	1	7	12	8	1	29	3.03	M		
	751	5	3	6	13	5	32	3.31	M		
	501	0	7	9	7	8	31	3.52	H		
	<b>Total</b>	<b>7</b>	<b>27</b>	<b>46</b>	<b>42</b>	<b>28</b>	<b>150</b>	<b>3.38</b>	<b>M</b>		

N.B. VP= V. poor

P=Poor

M=Moderate

H=High

VH=V. high

0.5-1.49 =V. poor

1.5-2.49=Poor

2.5-3.49=Moderate

3.5-4.49=High

4.5-5.0=V. high

Although the project beneficiary students are, on the average, in moderate or high position in all the school characteristics, differences are also shown. The mean results of the students' characteristics in school at project level, as rated by the teachers, and the ANOVA result which shows if differences between and within groups are significant at 0.05 level of significance are shown in table 12 whereas the Post Hoc test, which depicts where the significant mean differences between projects lie, is presented in APPENDIX I. Accordingly:

- The mean difference between the projects in terms of the students' attention in the classroom is shown to be significant, (0.99) between projects 525 and 409 and (-0.78) between projects 409 and 501.
- With regard to class attendance and cleanliness, although no mean difference is shown between projects, the ANOVA results show that there is significant difference which may be a difference between individual students.
- The mean difference in academic performance and class activity are shown to be significant, i.e. (0.77) and (0.95) respectively between projects 525 and 409.
- Although the mean results show that there are differences between projects in terms of students' motivation and homework doing, the ANOVA and Post Hoc tests depict that the differences are not significant.

The teachers were asked to indicate whether they have observed one or more of the problems listed below in the sampled students and based on the frequency of the responses on each item, the problems are ranked in table 13 as follows.

**Table 11: Rank of problems observed in the students**

Observed Problems in the students	Students by project					Total	%	Rank
	Project 525	Project 300	Project 409	Project 751	Project 501			
Hunger	-	5	-	2	-	7	4.6	8
Health problem	-	1	1	7	1	10	6.5	7
Shortage of sanitary facilities	6	10	3	8	-	27	17.6	4
Being slow learner	10	13	13	11	10	57	37.3	2
Work load at home	1	3	3	9	1	17	11.1	5
Behavioral problem	10	9	8	5	1	33	21.6	3
Family problem	1	3	3	5	-	12	7.8	6
Lack of parental follow up	18	24	20	16	19	97	63.4	1

The most serious problem observed in 63% of the beneficiary students, according to the teachers, is lack of parental follow up while being slow learner and behavioral problems observed in 37.3 % and 21.6% of the children are ranked 2<sup>nd</sup> and 3<sup>rd</sup> problems respectively. While shortage of sanitary facilities and work load at home and family problem are ranked 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> respectively, health problem and hunger are the less observed problems in the students.

In addition to the above problems, teachers mentioned that problems like absenteeism, immaturity, over agedness, poverty, psychological problem and being underweight were observed in some of the students.

According to the teachers, the sample students in the sample projects get the following services as ranked on the basis of the frequencies of the teachers responses.

**Table 12: Rank of the out of school services the children get**

Out of school support	Students by project					Total	%	Rank
	525	300	409	751	501			
Nutritional	5	-	4	6	8	23	15.03	6
Health service	21	11	11	14	10	67	47.79	1
Sanitation	13	9	11	15	11	59	38.56	2
Counseling	7	1	7	13	9	37	24.18	5
Study support	17	11	5	13	11	57	37.25	3
Follow up	17	5	5	14	12	53	34.64	4

Accordingly, the health service the children get is ranked first while sanitation and study support are ranked 2<sup>nd</sup> and 3<sup>rd</sup> respectively. Follow up, counseling and nutritional support are thus ranked 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> in that order.

### ***Dropping out and repetition***

While trying to gather data on the very purpose of the study, dropout and repetition rates, the researcher faced difficulties getting sufficient data on these issues. As such data could be found documented as part of annual reports and database of the projects, most of them lack these data, particularly on school dropouts, in their filing system. Consequently, the data on the number of dropouts is given to the researcher verbally, except in project 409 where the practice of keeping such data is started recently, while the data on repeaters are collected from the personal files of sample beneficiaries only of the past two years. Even the personal files of beneficiaries can not give complete data on the academic status of beneficiaries. Figures of four or five years on dropouts and repeaters concerning all beneficiaries of the sample projects would have been more substantial for this study. Thus the discussion focuses on the obtained data alone.

**Table 13: Dropouts of the years 2004/05 and 2005/06 by project**

Year	Item	Dropouts in each project					Total
		300	409	501	525	751	
2004/05	Male	1	1	1	-	2	5
	Female	2	1	-	-	-	3
	Total	3	2	1	-	2	8
	% of total	37.5	25.0	12.5	-	25.0	100
	<b>% within project</b>	<b>1.4</b>	<b>0.8</b>	<b>0.5</b>	-	<b>0.8</b>	<b>0.7</b>
2005/06	Male	2	1	1	-	3	7
	Female	1	1	-	-	3	5
	Total	3	2	1	-	6	12
	% of total	25.0	16.7	8.3	-	50.0	100
	<b>% within project</b>	<b>1.4</b>	<b>0.8</b>	<b>0.5</b>	-	<b>2.4</b>	<b>1.0</b>

There were 8 (0.7% of the total 1200 beneficiaries) school dropouts within the sample projects in the year 2004/05, of which 37.5% were in project 300, 25% in project 409, another 25% in project 751 and the remaining 12.5% in project 501 while there were no school dropouts in project 525. Out of the total 8 dropouts of these projects, the majority (62.5%) of them were male which contradicts with the normal expectation that females make the largest proportion of repeaters. In 2005/06, the number of dropouts has increased by 50% from 8 (0.7%) to 12 (1%) of the total beneficiaries. However, the proportion of male dropouts was reduced to 58.3% while that of the female dropouts has increased from 37.5% to 41.7%. Half of the total dropouts of the academic year were in project 751 while the remaining 25%, 16.7% and 8.3% were in projects 300, 409 and 501 respectively whereas project 525 remained free of school drop out.

#### ***Reasons for dropping out***

The reasons for school dropouts of the project beneficiaries, as mentioned by the project workers, are leaving the area, distance between school and home, employment like shoe shining & being 'woyala' and jobs in Arab countries( for

the older female), early pregnancy, delinquency and imprisonment as well as health problems.

The data on repetition were taken from the sample beneficiaries only, as lack of time hinders the researcher to go through the personal files of all the 1200 beneficiaries of the 5 sample projects. On top of that the academic record of the students in their personal files is not complete in some of the projects. Out of the 153 sample students of this study, complete data were obtained about the promotion and repetition status of 99 students in the 2004/05 academic year and 116 students in 2005/06.

**Table 14: Repeaters of the years 2004/05 and 2005/06 by project**

Y E A R	Promotion and repetition by project					Total	
	Description	300	409	501	525		751
2 0 4 / 0 5	<b>Promotion</b>						
	Male	3	10	4	13	9	39
	Female	11	13	6	10	12	52
	Total	14	23	10	23	21	91
	% of total	15.4	25.3	11	25.3	23.1	91.9
	% within project	77.8	85.2	100	100	100	
	<b>Repetition</b>						
	Male	4	2	-	-	-	6
	Female	-	2	-	-	-	2
	Total	4	4	-	-	-	8
% of total	50.0	50.0	-	-	-	8.1	
% within project	22.2	14.8	-	-	-		
<b>G. total</b>	<b>18</b>	<b>27</b>	<b>10</b>	<b>23</b>	<b>21</b>	<b>99</b>	
2 0 5 / 0 6	<b>Promotion</b>						
	Male	5	8	4	17	10	44
	Female	12	11	7	13	17	60
	Total	17	19	11	30	27	104
	% of total	16.3	18.3	10.6	28.8	26.0	89.6
	% within project	70.8	79.2	100	100	100	
	<b>Repetition</b>						
	Male	5	2	-	-	-	7
	Female	2	3	-	-	-	5
	Total	7	5	-	-	-	12
% of total	58.3	41.7	-	-	-	10.4	
% within project	29.2	20.8	-	-	-		
<b>G. total</b>	<b>24</b>	<b>24</b>	<b>11</b>	<b>30</b>	<b>27</b>	<b>116</b>	

Of the 99 sample students with complete academic record, 91(91.9%) of them are promoted to the next grade while the remaining 8(8.1%) of them repeated grades. The majorities (75%) of those repeaters were male and the remaining 25% were female still contrary to the normal expectation. While 50% of the repeaters were beneficiaries of project 300, the other 50% were that of project 409.

As to the year 2005/06, out of 116 sample students, 12(10.4%) repeated grades while 104(89.6%) of them were promoted. The number of repeaters has also grown by 50% from 8 to 12 when compared to the previous year. Just as in the dropout rate, repetition rate of the male improved from 75% to 58.3% while that of the female has risen from 25% to 41.7%. This shows that while repetition and dropout rates among project beneficiaries are improving on the side of the male students, the trend in the case of the female is getting worse. Similar to drop outs, all repeaters of the sample students of this study are found in projects 300 and 409 comprising (58.3%) and (41.7%) of the repeaters respectively.

Out of the total sample students of the two projects, 22.2% of those in project 300 and 14.8% of those in project 409 repeated grades in 2004/05 while the number of repeaters in both projects increased to 29.2% and 20.8% respectively in the following 2005/06 academic year.

### ***Performance of beneficiaries compared to the standard***

According to the Addis Ababa Administration Education Bureau, the standard for academic performance of primary school students is as follows.

- 90-100%    Excellent
- 80-89%    Very good
- 60-79%    Satisfactory
- 50-59%    Poor
- Below 50% Failure

With the view of assessing the academic status of the sample students, their 4 semester results were compared with the standard, as presented in the tables below.

**Table 15: The academic status of the sample beneficiaries as per the standard**

Semester	Academic status of the students as per the standard						Total	
	Lower (failure & poor)		middle (satisfactory)		Upper (very good & excellent)			
	N	%	N	%	N	%	N	%
2004/05 1 <sup>st</sup> semester	33	33.0	47	47.0	20	20.0	100	100
2004/05 2 <sup>nd</sup> semester	31	31.3	52	52.5	16	16.2	99	100
2005/06 1 <sup>st</sup> semester	37	29.6	61	48.8	27	21.6	125	100
2005/06 2 <sup>nd</sup> semester	39	31.2	64	51.2	22	17.6	125	100

Of the total 100 students in 2004/05 1<sup>st</sup> semester, 33% were in the failure and poor category. While the majorities (47%) of them were in the satisfactory level, 20% were in the very good and excellent region. In the 2<sup>nd</sup> semester of the same academic year, whereas the proportion of the middle level has improved to 52.5%, both the lower and upper regions have been reduced to 31.3% and 16.2% respectively. No significant change was shown in both the first and second semesters of the year 2005/06 on the status of the children compared to the standard.

The trend of individual projects from semester to semester is shown in the table below.

**Table 16: Academic status of students by project and by semester**

Project	Academic status of the students as per the standard						Total	
	Lower (failure & poor)		middle (satisfactory)		Upper (very good & excellent)			
	N	%	N	%	N	%	N	%
<b>525</b>								
2004/05 1 <sup>st</sup> semester	4	17.3	13	56.5	6	26.1	23	100
2004/05 2 <sup>nd</sup> semester	3	13.0	13	56.5	7	30.4	23	100
2005/06 1 <sup>st</sup> semester	3	10.0	16	53.3	11	36.6	30	100
2005/06 2 <sup>nd</sup> semester	3	10.0	19	63.3	8	26.7	30	100
<b>300</b>								
2004/05 1 <sup>st</sup> semester	7	36.8	9	47.4	3	15.8	19	100
2004/05 2 <sup>nd</sup> semester	5	27.8	11	61.1	2	11.2	18	100
2005/06 1 <sup>st</sup> semester	11	47.8	9	39.1	3	13	23	100
2005/06 2 <sup>nd</sup> semester	14	60.8	6	26.1	3	13.0	23	100
<b>409</b>								
2004/05 1 <sup>st</sup> semester	12	44.4	13	48.1	2	7.4	27	100
2004/05 2 <sup>nd</sup> semester	15	55.6	10	37.0	2	7.4	27	100
2005/06 1 <sup>st</sup> semester	13	52.0	11	44.0	1	4.0	25	100
2005/06 2 <sup>nd</sup> semester	13	52.0	10	40.0	2	8.0	25	100
<b>751</b>								
2004/05 1 <sup>st</sup> semester	9	42.9	6	28.5	6	28.5	21	100
2004/05 2 <sup>nd</sup> semester	8	38.1	10	47.6	3	14.3	21	100
2005/06 1 <sup>st</sup> semester	6	22.2	13	48.1	8	29.6	27	100
2005/06 2 <sup>nd</sup> semester	5	18.5	17	63.0	5	18.5	27	100
<b>501</b>								
2004/05 1 <sup>st</sup> semester	1	10.0	6	60.0	3	30.0	10	100
2004/05 2 <sup>nd</sup> semester	0	0	8	80.0	2	20.0	10	100
2005/06 1 <sup>st</sup> semester	4	20.0	12	60.0	4	20.0	20	100
2005/06 2 <sup>nd</sup> semester	4	20.0	12	60.0	4	20.0	20	100

As illustrated above:

- The trend in project 525 is a reduction of the share of the lower level and a growth in the middle and upper levels.
- Although the academic performance of project 300s students has shown improvement from the first semester of 2004/05 to the second semester, it goes on deteriorating as the percentage of the lower level has grown to 47.8% and to 60.8% in the following two semesters.
- A large proportion of the beneficiaries of project 409 are shown in the lower level of the standard with no significant improvement in the middle and upper levels in any of the consecutive semesters.
- Project 751 is consistently improving from semester to semester.
- The great majority of project 501s beneficiaries are in the middle and upper category in all the 4 semesters. However, the very low (10) number of samples taken for project 501 in the year 2004/05 (as the majority of the samples were excluded because of incomplete academic record) makes the figure in the two semesters less dependable.

In order to clearly illustrate where the students of the projects are on the average, the mean academic result of each project in all the four semesters is presented in the table below.

**Table 17: Mean semester result of students in each project**

Project	2004/05 1 <sup>st</sup> semester result	2004/05 2 <sup>nd</sup> semester result	2005/06 1 <sup>st</sup> semester result	2005/06 2 <sup>nd</sup> semester result
<b>525</b>				
Mean	70.95	73.8565	73.3500	72.7600
N	23	23	30	30
Std. Deviation	13.12	13.0136	10.9133	9.0634
<b>300</b>				
Mean	62.39	64.9611	62.0261	60.8261
N	18	18	23	23
Std. Deviation	14.43	15.2912	15.1931	15.5935
<b>409</b>				
Mean	62.82	63.3704	60.7200	61.6200
N	27	27	25	25
Std. Deviation	10.13	9.2060	10.1528	11.2269
<b>751</b>				
Mean	66.37	67.1000	71.3852	70.2593
N	21	21	27	27
Std. Deviation	15.27	11.3476	11.8540	12.0763
<b>501</b>				
Mean	71.43	74.1300	68.5600	68.1985
N	10	10	20	20
Std. Deviation	12.78	9.6225	12.7745	11.2248
<b>Total</b>				
Mean	66.25	67.9737	67.5496	67.0662
N	99	99	125	125
Std. Deviation	13.36	12.4701	13.0306	12.6533

Whereas all the projects have shown improvements in the 2<sup>nd</sup> semester of the year 2004/05, the projects' mean semester results in both semesters of the year 2005/06 are reduced except that of project 751 in the 1<sup>st</sup> semester of 2005/06 and project 409 in the 2<sup>nd</sup> semester of the same year.

**Table 18: ANOVA summary of the difference between projects in semester results**

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>2004/05 1st semester - average result</b>	Between Groups	1362.651	4	340.663	1.986	.103
	Within Groups	16127.415	94	171.568		
	<b>Total</b>	<b>17490.066</b>	<b>98</b>			
<b>2004/05 2nd semester - average result</b>	Between Groups	1926.515	4	481.629	3.401	.012
	Within Groups	13312.937	94	141.627		
	<b>Total</b>	<b>15239.452</b>	<b>98</b>			
<b>2005/06 1st semester - average result</b>	Between Groups	3294.771	4	823.693	5.565	.000
	Within Groups	17760.081	120	148.001		
	<b>Total</b>	<b>21054.852</b>	<b>124</b>			
<b>2005/06 2nd semester - average result</b>	Between Groups	2910.629	4	727.657	5.154	.001
	Within Groups	16942.382	120	141.187		
	<b>Total</b>	<b>19853.012</b>	<b>124</b>			

To ensure whether the mean differences between projects are significant or not, the results were tested with ANOVA and significant differences were found between projects at 0.05 level in the 2<sup>nd</sup> semester of 2004/05 and in both semesters of 2005/06.

**Table 19: Post Hoc test comparing the mean difference between projects in each semester**

	(I) PROJECT	(J) PROJECT	Mean Difference (I-J)	Std. Error	Sig.	
2004/05 1 <sup>st</sup> semester result	525	300	8.56	4.12	.239	
		409	8.13	3.72	.193	
		751	4.59	3.95	.774	
		501	-.48	4.96	1.000	
	300	409	-.42	3.99	1.000	
		751	-3.97	4.21	.879	
		501	-9.04	5.17	.409	
	409	751	-3.55	3.81	.884	
		501	-8.61	4.85	.394	
	751	501	-5.06	5.03	.852	
	2004/05 2 <sup>nd</sup> semester result	525	300	8.8954	3.7451	.131
			409	10.4862(*)	3.3769	.021
751			6.7565	3.5919	.335	
501			-.2735	4.5078	1.000	
300		409	1.5907	3.6213	.992	
		751	-2.1389	3.8226	.980	
		501	-9.1689	4.6937	.297	
409		751	-3.7296	3.4626	.818	
		501	-10.7596	4.4055	.113	
751		501	-7.0300	4.5724	.541	
2005/06 1 <sup>st</sup> semester result		525	300	11.3239(*)	3.3717	.009
			409	12.6300(*)	3.2944	.002
	751		1.9648	3.2272	.973	
	501		4.7900	3.5119	.652	
	300	409	1.3061	3.5149	.996	
		751	-9.3591	3.4520	.058	
		501	-6.5339	3.7195	.404	
	409	751	-10.6652(*)	3.3766	.017	
		501	-7.8400	3.6497	.207	
	751	501	2.8252	3.5891	.934	
	2005/06 2 <sup>nd</sup> semester result	525	300	11.9339(*)	3.2931	.004
			409	11.1400(*)	3.2177	.007
751			2.5007	3.1520	.932	
501			4.5615	3.4301	.673	
300		409	-.7939	3.4331	.999	
		751	-9.4332(*)	3.3716	.046	
		501	-7.3724	3.6329	.258	
409		751	-8.6393	3.2980	.073	
		501	-6.5785	3.5647	.353	
751		501	2.0608	3.5055	.977	

- The mean difference is significant at the .05 level.

In order to identify where the significant differences are, Post Hoc Tests were conducted and significant mean differences were found between the following projects at 0.05 significance level:

- Between projects 525 and 409 in the 2<sup>nd</sup> semester of 2004/05
- Between projects 525 and 300 in the 1<sup>st</sup> semester of 2005/06
- Between projects 525 and 409 in the 1<sup>st</sup> semester of 2005/06
- Between projects 751 and 409 in the 1<sup>st</sup> semester of 2005/06
- Between projects 525 and 300 in the 2<sup>nd</sup> semester of 2005/06
- Between projects 525 and 409 in the 2<sup>nd</sup> semester of 2005/06
- Between projects 751 and 300 in the 2<sup>nd</sup> semester of 2005/06

Grade repetition and over agedness are highly related to each other as one causes the other and vice versa. The age distribution of the sample beneficiaries of the projects with respect to their grade levels, as obtained from the beneficiaries' personal files, is presented in APPENDIX II. The majority (68.5%) of the sample project beneficiaries is over aged for the grade levels they are enrolled in and most of them are found in grades 7, 8, 6 and 2. The remaining 14.8% and 16.8% of them are in the under age and official age (7 at grade 1) category respectively. The problem of over agedness is a common problem to all the projects as more than half of all the sample beneficiaries are over aged with the exception of project 501 with 48.1% over aged children.

**Table 20: Age range of sample beneficiary children in each grade level**

<b>Grade level</b>	<b>Official age to the grade level</b>	<b>Age range</b>
Grade 1	7 years old	5-10 years old
Grade 2	8 years old	7-11 years old
Grade 3	9 years old	8-11 years old
Grade 4	10 years old	10-12 years old
Grade 5	11 years old	10-16 years old
Grade 6	12 years old	10-19 years old
Grade 7	13 years old	10-19 years old
Grade 8	14 years old	12-18 years old

The above table portrays that the deviation from the official age (10-19) is highest at grade 6 and 7 while the official ages are 12 and 13 respectively. While age heterogeneity is shown in each of the grade levels, the range is very high in the 2<sup>nd</sup> cycle of primary education. This shows that the age heterogeneity created by delayed enrollment in the 1<sup>st</sup> grade is lifted up by grade repetition in the 2<sup>nd</sup> cycle where automatic promotion is not exercised.

The relationship between repetition and over agedness is substantially illustrated in projects 409 and 300 with 89.7% and 86.7% over aged children respectively (see APPENDIX II) and where high repetition rates are shown.

### **3.7 Attitude of the Community towards the Projects**

With the intention of assessing the attitude of the community towards the role of the projects in reducing repetition and dropout rates of primary schools, teachers and parents of the sample students were asked to respond by a rating scale and thus the mean results of their responses are presented below.

**Table 21: The role of the projects in reducing repetition and dropout rates of primary schools as rated by teachers and parents of beneficiaries**

Projects	Respondents	The role of the projects in reducing repetition and dropout rates of primary schools										Total	Mean
		VH		H		M		L		VL			
		No	%	No	%	No	%	No	%	No	%		
300	Teachers	3	23.1	4	30.7	3	23.1	3	23.1	-	-	13	3.53
	Parents	5	100	-	-	-	-	-	-	-	-	5	5.00
409	Teachers	1	7.7	7	53.8	3	23.1	-	-	2	15.4	13	3.38
	Parents	5	100	-	-	-	-	-	-	-	-	5	5.00
501	Teachers	7	38.9	7	38.9	4	22.2	-	-	-	-	18	4.16
	Parents	5	100	-	-	-	-	-	-	-	-	5	5.00
525	Teachers	3	33.3	4	44.4	2	22.2	-	-	-	-	9	4.11
	Parents	1	25.0	3	75.0	-	-	-	-	-	-	4	4.25
751	Teachers	6	35.3	5	29.4	2	11.8	2	11.8	2	11.8	17	3.64
	Parents	4	80	1	20	-	-	-	-	-	-	5	4.80
Total	Teachers	20	28.6	27	38.6	14	20.0	5	7.1	4	5.7	70	3.77
	Parents	20	84.0	4	16.0	0	0	0	0	0	0	24	4.83

N.B. VH=V. high

H=High

M=Medium

L=Low

V.L=V. Low

The role of Compassion assisted projects in reducing repetition and dropout rates, according to the mean responses of the teachers and the parents, is high and very high respectively.

To find out whether the attitude difference between the two groups of respondents is significant or not, t-test was used and the obtained t value (-4.547) was found to be highly significant at 0.05 significance level, i.e. (0.000). This implies that there is a significant attitude difference towards the role of the projects between the teachers and the parents, i.e. more credit is given to the role of Compassion assisted projects in reducing dropout and repetition rates by the parents than the teachers.

The attitude difference between the teachers and parents of the beneficiaries may arise from the following reasons.

- The teachers are independent respondents while the parents are indirect beneficiaries of the project
- The teachers may or may not have sufficient awareness of the project activities while parents are closer to project activities through their children and as the projects work in collaboration with parents

In addition to the teachers and the parents of beneficiaries, the kebele officials near to the project areas rated the role of the projects to reducing repetition and dropout rates low. This may be due to the fact that they are not sufficiently aware of the projects' activities.

The teachers were also asked whether they agree that the practice of Compassion projects should be followed by other governmental and non-governmental organizations. The frequency and percentage of their responses are presented as follows.

**Table 22: Teachers responses on whether they agree that the experience of the projects should be followed by other GOs and NGOs**

Responses	Respondents by schools in project areas											
	525		300		409		751		501		Total	
	Addis Ababa No.1		Atse F. & Tibebe E		Y. Genet, M. Ber, Yeka T. & Abyot		Akaki Mengist		J.F. Kennedy, Agazian & Eth. Ermja			
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	5	12.8	4	10.3	5	12.8	11	28.2	14	35.9	39	55.7
Disagree	0	0	0	0	0	0	0	0	0	0	0	0
With modifications	4	12.9	9	29.0	8	25.8	6	19.4	4	12.9	31	44.3
<b>Total</b>	<b>9</b>	<b>12.9</b>	<b>13</b>	<b>18.6</b>	<b>13</b>	<b>18.6</b>	<b>17</b>	<b>24.3</b>	<b>18</b>	<b>25.7</b>	<b>70</b>	<b>100</b>

More than half of the teachers (55.7%) responded that they agree that the practice of Compassion assisted projects should be followed by other GOs and NGOs while the remaining 44.3% responded that they agree if modifications are made. This is an indication that although a considerable proportion of the teachers believe that there are things to be improved, the projects' experiences are worthy of being recognized. The kebele officials also agree that if the projects make some modifications their experiences should be followed.

### **3.8 Strengths, Weaknesses and Challenges of the Projects**

With the view of identifying the strengths, weaknesses and challenges of the projects, data were collected from the project directors, teachers and parents of the beneficiaries, students by using interviews, questionnaires and Focus Group Discussions and from the observations conducted and the findings are presented below.

### **Strengths of the projects**

- The sufficient provision of health services, sanitary materials, clothing and coverage of educational costs
- The education centered intervention strategy followed by the projects
- The provision of educational access to the less privileged
- Reducing the probability of school dropout and repetition
- Relieving the children from low self esteem which could affect their educational motivation and peer relations
- The provision of tutorial service and safe place to spend time and improved educational performance
- The provision of nutritional support although it may be insufficient
- Unreserved effort to help the students be self sufficient by using skill trainings as an alternative
- Holding beneficiaries at project site by attracting them through the snack provision. (project 525)
- The provision of RH education (project 300)
- Award for good performance
- Taking the social, economic and educational needs of the children into consideration
- Participation in the provision of education on HIV in the community(751)
- Empowering parents by giving loan and training (hair dressing & food preparation) (751).

### **Weaknesses of the projects**

- Low level of follow up of the education of the students and whether supplies are properly used
- Low level of counseling services and the consequent inability to improve the beneficiaries' behavioral problems
- The provision of tutorial service by less competent tutors
- Insufficient food provision
- Reluctance to work with the kebeles

- Low level of community involvement in project activities
- Low level of participation in the community

### **Challenges to the projects' activities**

In response to the listed weaknesses of their projects, the project directors mentioned the following obstacles to their activities:

- Insufficient fund for the purposes of participating in the community, for hiring a trained counselor and additional staff for strengthening the follow up service
- The dispersed distribution of beneficiary children in many schools which makes contacting teachers very hard
- The sharing of food supplements within family members which is the cause of insufficient food support
- the effect of environmental and familial influence on the children's educational motivation and behavioral setup causing delinquency, Shisha & Chat addiction, prostitution and early pregnancy
- Lack of space in the compound and in the office to keep beneficiaries attended
- The effect of families' economic burden like seeking their children's labor (shoe shining, car washing, being woyalas and employment in Arab countries) and using children as means of income
- lack of follow up from parents and guardians,
- the change of the shifting system which caused boredom at tutorial classes added to the low and varying promotion policy which discourages hard work

## CHAPTER IV

### 4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Summary of Findings

The major findings of the study which were presented in the previous chapter are summarized in this chapter as follows.

##### *4.1.1 Major Findings on the Intervention Strategies Followed by the Projects*

- Children of 3-10 years old who belong to poor families with no or less than 300 birr monthly income, living within a radius of 3-4 km of the project site are recruited as the beneficiaries of the projects. Those in the early childhood age are given preschool education at the project site, in private or public schools in most of the projects.
- All the direct costs of education are covered by the projects. In order to reduce the effect of child labor on the children's education, parents are taught by project workers about the need to give their children study time. Moreover, students are given time for study at project sites where there is enough space.
- All projects provide food supplements to the beneficiaries. With regard to health services, students are given 100% health service coverage. Besides, health education is given to both the students and their parents including sanitation and nutrition education and sufficient sanitary materials are provided to the beneficiaries.
- All projects provide tutorial service to their beneficiaries.
- Although there is no hired professional counselor in any of the projects, the project workers themselves are giving counseling service to their beneficiaries.
- In addition to the above intervention strategies, the projects provide skill trainings for chronic repeaters and over aged students as an alternative to formal education.

- With regard to the projects' participation in the community, although some of the projects participate in provision of materials to schools and HIV education to the community, it is labeled to be very low by teachers, kebele officials and the project workers themselves.
- Concerning the communities' involvement in project activities, it was disclosed that while the kebeles participate in recruitment of project beneficiaries alone, the project committees which are composed of church leaders and parent committee, participate both in the recruitment of beneficiaries and implementation of some project activities.
- No means of ensuring the sustainability of the projects has been mentioned by the project directors except the renewal of license every five years.

#### ***4.1.2. Major Findings Concerning the Impact of the Intervention***

- The project beneficiary children have high level of attendance, motivation, cleanliness, punctuality and peer relations, while they are moderate with regard to attention in classroom, academic performance, class activity and doing homework.
- The children get health service, sanitary materials provision and study support better than follow up, counseling and nutritional support and the most observed problems in the children are lack of follow up, being slow learner and behavioral problems.
- Of the total beneficiaries of the sample projects, 0.66% and 1% dropped out of school in 2004/05 and 2005/06 academic years respectively. Of the total sample students, 8.1% and 10.4% of those in 2004/05 and 2005/06 respectively have repeated grades.
- With regard to the status of project beneficiaries compared to the standard set by the Regional Education Bureau in the four semesters of 2004/05 and 2005/06, 29.6%-33% of the children were in the lower (failure and poor) category of the standard while 47%-52.5% and 16.2%-

21.6% of them were in the middle (satisfactory) and upper (very good and excellent) category respectively.

#### **4.1.3. Attitude of the Community**

- The role of the projects in reducing dropout and repetition rates of primary schools is high for the teachers while it is very high for the parents of beneficiaries and low to the kebele officials. None of the teachers disagree to the idea that the experience of the projects should be followed by other GOs and NGOs while 55.7% of them agree and 44.3% of them agree if modifications are made.

#### **4.1.4. Strengths, Weaknesses and Challenges of the Projects**

- According to the findings of the study, the projects are performing well in the provision of health and tutorial services as well as sanitary materials and in reducing dropout and repetition rates, while their food provision, follow up and counseling services, level of participation in the community and involving the community in project activities are low.
- The major challenges to project activities, according to the project directors are lack of sufficient staff to effectively provide the follow up and counseling services, lack of fund to participate in the community and to hire additional staff, lack of facilities at project sites, the difficulty to effectively follow the students who are enrolled in many schools, the inevitable sharing of food supplements within large family members, family and environmental influence on the students' behavior, the need for child labor and lack of family follow up.

#### **4.1.5. Major Differences between Projects**

##### ***Differences in implementing intervention strategies***

Most of the differences in the implementation process are related to the presence or absence of physical facilities which greatly affect project activities such as the availability of space and classrooms at the project site.

- ET501 and ET525 have sufficient space and classrooms at project site in which students play and study, while ET751 has sufficient space with lack of classroom. ET409 has insufficient classroom facility with lack of space whereas ET300 lacks both facilities and uses the nearby school for tutorial and physical exercises which greatly affects the follow up activity.
- Project 525 makes use of small groups of 8 members each led by project staff for strengthened counseling service and study support, has a well furnished library and attracts beneficiaries to spend time at project site with the provision of snacks in weekdays and breakfast on Saturdays.
- Project 300 is working hard in raising the children's awareness on Reproductive Health and that of the parents on how to raise children, provides counseling service by invited professionals and supports the school it uses for tutorial service with material provision
- Project 409 is providing Non-formal education to students with very poor performance in the first cycle.
- Project 751 provided the children a 3 months training on how to study, participates in the community through HIV education provision, empowers parents by giving loan and training(hair dressing & food preparation)and awards ranking students
- Project 501 provides schools with educational materials, awards ranking students and provides counseling service by invited professionals,

***Differences in the impact of intervention on students***

- While no school dropout is reported by project 525, there were 3 (1.44%), 2 (0.82%), 2 (0.81%) and 1 (0.48%) dropouts in projects 300, 409, 751 and 501 in 2004/05 in that order. In the year 2005/06, the number of dropouts was 3 (1.44%) in ET300, 2 (0.82%) in ET409, 6 (2.41%) in ET751, 1 (0.48%) in ET 501 and none in ET525.
- Whereas there were no repeaters among sample students of projects 525, 751 and 501 in both 2004/05 and 2005/06 academic years, 22.2% of those in ET300 and 14.8% of those in ET409 have repeated grades in

2004/05 and 29.2% of those in ET300 and 20.8% in ET409 were repeaters in 2005/06.

## **4.2 Conclusions**

Based on the findings of the study, the following conclusions could be drawn.

The major education based strategies followed by the projects in supporting children of poor families are provision of access to preschool education, coverage of educational costs, provision of nutritional support, health services and tutorial support together with counseling and follow up services as well as parent education. As the results of the study reveal, it can be conclude that the projects are performing very well in terms of covering the direct costs of education, provision of health services and addressing the clothing and sanitary needs of their beneficiaries while the nutritional support, follow up and counseling activities are not performed as effectively as could be. The most frequently observed problems in the students are lack of follow up and counseling services caused by lack of sufficient work force and professional counselor and the dispersed enrolment of beneficiaries in many schools.

The findings of the study show significant differences among projects in terms of project facilities and the impact of their interventions. The projects lack uniformity with regard to the availability of facilities as they are using the available church compound and the sites are not prepared for this purpose. In projects where the children are provided preschool education, a conducive environment for tutorial service and having fun, the impact is much higher than in projects which lack one or more of these. These differences are observable in school characteristics, academic performance, drop-out and repetition rates of students. Thus it can be concluded that the projects' activities and the impact on the children highly depend on the presence of project facilities such as sufficient tutorial classrooms and space in the compound.

With regard to the impacts of the projects' intervention within the past two years, the highest dropout and repetition rates were 1% and 10.4% respectively, although there were projects free of dropout and repetition. As the projects are supporting children of poor families who are the most vulnerable to repetition and dropout, both the rates are higher than that of the figures in Addis Ababa i.e. -0.3% drop-out rate which is distorted by inflow of migrants to the city and 6.9% repetition rate of the year 1996 E.C. Moreover, the repetition rate goes up to 29.2% in projects where the intervention strategies are affected by various factors within the projects. On the other hand, both the rates are highly reduced or avoided in most of the projects. Therefore it is safe to conclude that the dropout and repetition rates are highly reduced or avoided in projects where the necessary project facilities are availed while they are still rampant in those which lack the facilities. When compared to the standard set by the Addis Ababa Education Bureau, the project beneficiaries are, on the average, in the middle (satisfactory) category in terms of academic performance. Thus it can be concluded that the impact of project activities on students' academic performance is medium.

The attitude of the community towards the role of the projects in reducing dropout and repetition rates highly differs among teachers, parents and local authorities. The parents who are the indirect beneficiaries of the projects and who are knowledgeable of the projects' activities have very high attitude. On the other hand, while the local authorities have a low attitude to the projects, the teachers who have better awareness of the projects' activities through their students have high attitude. Thus it can be concluded that the attitude difference is attributable to the level of awareness of the respondents of the projects' activities.

### **4.3 Recommendations**

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

- The long-term effect of preschool education on children's education is very high and the findings of this study confirm this. However, preschool education is not uniformly given in all the projects. So access to preschool education in schools that fulfill the requirements of early childhood programs should be given by all the projects.
- The availability of the necessary project facilities is proved to be a very crucial factor in the success of the projects. In order to resolve the problem of lack of facilities, which is related to the presence or absence of sufficient space at project site, land area should be obtained from the local governmental bodies and the necessary facilities such as sufficient tutorial classrooms and playing facilities should be made available.
- In order to attract the students to spend their time studying and playing at project site, rather than exposed to harmful behaviors outside, the projects should employ other mechanisms in addition to availing physical facilities such as the snack and breakfast provision practice of ET525. The provision of food supplement to the family may be replaced by feeding programs at project site as the teachers recommended.
- The dispersed school enrollment, lack of sufficient workforce and of professional counselor are the bottlenecks for effective follow up and counseling service. In order to facilitate the provision of these very essential services, the children should be enrolled in one or two schools and a professional counselor could be hired at least one for a cluster of projects.
- Participatory approach to project management helps to create a sense of ownership and to capacitate the participants in handling community based activities, to raise the awareness of the community and to bring about change of behavior within the community. However the

community's involvement in the projects' activities is found to be very low. Thus the community's participation in project activities should be enhanced and various groups of the community such as women and youth associations and 'Idirs' should be involved. Each project, on its part, has to arrange different forums in order to draw the attention of various stakeholders towards the vision of the project.

- The sustainability of the activities started by the projects should be thought about and acted upon so that they are not terminated if the projects cease to exist and that the activities are replicated by the local community. Thus, the projects should take the experience of other NGOs such as building the capacity of the local community, represented by Center Management Committee (CMC) through trainings, workshops and involving them in project activities and eventually handing the projects over to the community.
- Although the projects are performing well in a number of their activity areas, the utmost attainment of their objectives is hindered by various restrictive factors; some of which are related to lack of fund. Thus the projects should find other way of getting fund for such purposes such as income generating activities by participating beneficiaries who take skill trainings and parents, for instance. This may also serve for empowering parents economically.
- Empowering the parents economically and educationally will have a sustainable effect on the children's life. Thus helping parents to be economically self sufficient by providing loans and skill trainings and strengthening the parent education including adult literacy programs may be used by the projects.
- The availability of the necessary data helps an organization to understand where it is presently and to plan where it wants to reach. However the information system of some projects is found to be poor. Thus improving the information system of the projects in terms of filing

and documentation will avail essential data for the planning, implementation and evaluation processes of the projects.

- Working with governmental and non-governmental organizations helps to share experiences, to avoid duplication of effort and to support each other. The projects, however, are less active in this regard. Thus, it will be better if they work with the kebeles and the school community as well as with similar NGOs that are engaged in comparable activities. Moreover, projects will be more effective if they share experience among themselves.
- Educational planners should take the option of including the strategies followed by Compassion and other similar projects into consideration in addressing the problems of dropouts and repeaters. Moreover, the local authorities should support the projects in providing land area which will improve the performance of projects with lack of space for their activities.
- More in depth and extensive studies should be conducted by interested researchers in order to expose the impact of out of school intervention on children with various socio-economic problems.

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# APPENDICES

## APPENDIX I

### Post Hoc tests comparing mean difference between projects

	(I) PROJECT	(J) PROJECT	Mean Difference (I-J)	Std. Error	Sig.	
Attention	Project 525	Project 300	.55	.27	.251	
		Project 409	.99(*)	.27	.002	
		Project 751	.54	.26	.237	
		Project 501	.22	.26	.922	
	Project 300	Project 409	.44	.26	.443	
		Project 751	-1.68E-02	.25	1.000	
		Project 501	-.33	.26	.693	
	Project 409	Project 751	-.46	.25	.351	
		Project 501	-.78(*)	.25	.018	
	Project 751	Project 501	-.32	.25	.694	
	Attendance	Project 525	Project 300	.57	.27	.229
			Project 409	.71	.27	.070
Project 751			.36	.27	.664	
Project 501			7.31E-02	.27	.999	
Project 300		Project 409	.15	.27	.983	
		Project 751	-.21	.27	.935	
		Project 501	-.49	.27	.359	
Project 409		Project 751	-.36	.27	.672	
		Project 501	-.64	.27	.128	
Project 751		Project 501	-.28	.26	.818	
Performance		Project 525	Project 300	.67	.25	.062
			Project 409	.77(*)	.25	.019
	Project 751		.47	.25	.317	
	Project 501		.20	.25	.932	
	Project 300	Project 409	.11	.25	.993	
		Project 751	-.20	.25	.934	
		Project 501	-.47	.25	.343	
	Project 409	Project 751	-.30	.25	.742	
		Project 501	-.57	.25	.157	
	Project 751	Project 501	-.27	.25	.810	
	Activity	Project 525	Project 300	.33	.28	.769
			Project 409	.95(*)	.28	.007
Project 751			.58	.27	.211	
Project 501			.21	.28	.947	
Project 300		Project 409	.62	.29	.190	
		Project 751	.25	.28	.895	
		Project 501	-.12	.28	.992	
Project 409		Project 751	-.37	.28	.669	
		Project 501	-.75	.28	.061	
Project 751		Project 501	-.38	.27	.641	
Educational Motivation		Project 525	Project 300	.39	.30	.686
			Project 409	.62	.30	.238
	Project 751		6.79E-02	.29	.999	
	Project 501		-1.78E-02	.30	1.000	
	Project 300	Project 409	.23	.30	.939	
		Project 751	-.32	.29	.803	
		Project 501	-.41	.29	.634	
	Project 409	Project 751	-.55	.29	.329	
		Project 501	-.64	.30	.198	
	Project 751	Project 501	-8.57E-02	.29	.998	

Cleanliness	Project 525	Project 300	.30	.24	.710	
		Project 409	.28	.24	.767	
		Project 751	.40	.23	.421	
		Project 501	-.23	.24	.861	
	Project 300	Project 409	-2.07E-02	.24	1.000	
		Project 751	.10	.23	.993	
		Project 501	-.53	.24	.159	
	Project 409	Project 751	.12	.23	.986	
	Project 751	Project 501	-.51	.24	.198	
	Punctuality	Project 525	Project 501	-.63	.23	.051
Project 300			.67	.27	.094	
Project 409			.47	.27	.401	
Project 751			.20	.27	.943	
Project 501			3.98E-02	.27	1.000	
Project 300		Project 409	-.19	.27	.955	
		Project 751	-.47	.27	.404	
		Project 501	-.63	.27	.128	
Project 409		Project 751	-.27	.27	.847	
		Project 501	-.43	.27	.485	
Project 751		Project 501	-.16	.26	.973	
Peer relations		Project 525	Project 300	.47	.24	.277
			Project 409	.44	.24	.347
			Project 751	.27	.23	.776
	Project 501		.17	.23	.951	
	Project 300	Project 409	-2.76E-02	.24	1.000	
		Project 751	-.20	.23	.909	
		Project 501	-.30	.23	.711	
	Project 409	Project 751	-.17	.23	.947	
		Project 501	-.27	.24	.785	
	Project 751	Project 501	-9.68E-02	.23	.993	
Doing homework	Project 525	Project 300	.59	.29	.254	
		Project 409	.79	.29	.056	
		Project 751	.51	.29	.385	
		Project 501	.31	.29	.827	
	Project 300	Project 409	.20	.29	.958	
		Project 751	-7.92E-02	.28	.999	
		Project 501	-.28	.28	.856	
	Project 409	Project 751	-.28	.28	.864	
		Project 501	-.48	.29	.442	
	Project 751	Project 501	-.20	.28	.949	

\* The mean difference is significant at the .05 level.

## APPENDIX II

**Age distribution of sample project beneficiaries by grade level and project**

Project	Age within grade level		Grade level							Total	% of total	
			1	2	3	4	5	6	7			8
525	Under	N							2	4	6	20.0
		%							33.3%	66.7%	100.0%	
	Official	N					1	4	2		7	23.3
		%					14.3%	57.1%	28.6%		100.0%	
	Over	N		5	5	4	3				17	56.7
		%		29.4%	29.4%	23.5%	17.6%				100.0%	
Total	N		5	5	4	4	4	4	4	30	100.0	
	%		16.7%	16.7%	13.3%	13.3%	13.3%	13.3%	13.3%	100.0%		
300	Under	N	1	1							2	6.7
		%	50.0%	50.0%							100.0%	
	Official	N	2								2	6.7
		%	100.0%								100.0%	
	Over	N	1	2		3	1	7	8	4	26	86.7
		%	3.8%	7.7%		11.5%	3.8%	26.9%	30.8%	15.4%	100.0%	
Total	N	4	3		3	1	7	8	4	30	100.0	
	%	13.3%	10.0%		10.0%	3.3%	23.3%	26.7%	13.3%	100.0%		
409	Under	N										
		%										
	Official	N					1		2		3	10.3
		%					33.3%		66.7%		100.0%	
	Over	N					1	8	7	10	26	89.7
		%					3.8%	30.8%	26.9%	38.5%	100.0%	
Total	N					2	8	9	10	29	100.0	
	%					6.9%	27.6%	31.0%	34.5%	100.0%		
751	Under	N						2	4	6	18.2	
		%						33.3%	66.7%	100.0%		
	Official	N			2		2	3			7	21.2
		%			28.6%		28.6%	42.9%			100.0%	
	Over	N		9	3	4	2	1	1		20	60.6
		%		45.0%	15.0%	20.0%	10.0%	5.0%	5.0%		100.0%	
Total	N		9	5	4	4	6	5		33	100.0	
	%		27.3%	15.2%	12.1%	12.1%	18.2%	15.2%		100.0%		

<b>501</b>	<b>Under</b>	<b>N</b>	1	3	1		2		1		8	29.6
		<b>%</b>	12.5%	37.5%	12.5%		25.0%		12.5%		100.0%	
	<b>Official</b>	<b>N</b>	1			1			1	3	6	22.2
		<b>%</b>	16.7%			16.7%			16.7%	50.0%	100.0%	
	<b>Over</b>	<b>N</b>	2						6	5	13	48.1
		<b>%</b>	15.4%						46.2%	38.5%	100.0%	
<b>Total</b>	<b>N</b>	4	3	1	1	2		8	8	27	100.0	
	<b>%</b>	14.8%	11.1%	3.7%	3.7%	7.4%		29.6%	29.6%	100.0%		
<b>Total</b>	<b>Under</b>	<b>N</b>	2	4	1		2	2	7	4	22	14.8
		<b>%</b>	9.1%	18.2%	4.5%		9.1%	9.1%	31.8%	18.2%	100.0%	
	<b>Official</b>	<b>N</b>	3		2	1	4	7	5	3	25	16.8
		<b>%</b>	12.0%		8.0%	4.0%	16.0%	28.0%	20.0%	12.0%	100.0%	
	<b>Over</b>	<b>N</b>	3	16	8	11	7	16	22	19	102	68.5
		<b>%</b>	2.9%	15.7%	7.8%	10.8%	6.9%	15.7%	21.6%	18.6%	100.0%	
<b>G. Total</b>	<b>N</b>	8	20	11	12	13	25	34	26	149	100.0	
	<b>%</b>	5.4%	13.4%	7.4%	8.1%	8.7%	16.8%	22.8%	17.4%	100.0%		

## APPENDIX III

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be completed by homeroom or self-contained teachers of primary schools in which project beneficiaries are enrolled in

Dear teacher,

The purpose of this questionnaire is to gather information about the condition of Compassion assisted project beneficiaries in your school, the findings of which will be valuable resources in enriching the research findings on the role of Compassion assisted projects in reducing repetition and dropout rates of primary schools of Addis Ababa. As the findings of the study will be used for academic purposes and for influencing governmental policies and NGO strategies your complete and genuine responses will be of paramount importance. So you are kindly requested to take your time and fill out this questionnaire carefully.

### Note

- ✓ It is not necessary to write your name
  - ✓ Please be informed that the information you give will be kept confidential
- Thank you for your cooperation

### Instructions

- ✓ Put '✓' mark in the provided space for multiple choice and rated questions
- ✓ For questions with blank spaces, please write precise and genuine responses

### **PART I – Personal**

1. School name \_\_\_\_\_
2. Position of teacher  
 Homeroom teacher                       Self contained teacher  
 Subject teacher
3. Qualification  
 BA/BSC                                       Diploma                                       Certificate  
 12 grade graduate
4. Field of study \_\_\_\_\_
5. The grade level you teach in \_\_\_\_\_
6. Experience  
 Below 5 years                       5-10 years                                       11-15 years  
 16-20 years                       Above 20 years
7. How many beneficiaries of compassion assisted projects do you teach?  
\_\_\_\_\_

## PART II – Individual Student School Characteristics

8. Please rate the condition of the child in school (1-5) as follows

1=very poor  
4=high

2=poor  
5=very high

3=medium

Student code \_\_\_\_\_

Condition of the student	Rating scale					Remark
	1	2	3	4	5	
Attention in classroom						
Class attendance						
Educational performance						
Class activity						
Educational motivation						
Cleanliness						
Punctuality						
Peer relations						
Homework doing						

9. If you rate any of the above 1-2, have you seen any of the following problems in the student?

- |  |   |
|--|---|
| <input type="checkbox"/> Hunger                          | <input type="checkbox"/> Health problem     |
| <input type="checkbox"/> Shortage of sanitary facilities | <input type="checkbox"/> Being slow learner |
| <input type="checkbox"/> Work load at home               | <input type="checkbox"/> Mental retardation |
| <input type="checkbox"/> Behavioral problem              | <input type="checkbox"/> Family problem     |
| <input type="checkbox"/> Lack of parental follow up      |   |
| <input type="checkbox"/> Others, please specify _____    |   |

10. Who follows up the education of the student?

- Parents  
Project employees  
Other, please specify \_\_\_\_\_  
No one

11. Do you think the child gets enough support out of the school?

- |  |   |
|--|---|
| <input type="checkbox"/> Nutritional   | <input type="checkbox"/> Health service |
| <input type="checkbox"/> Sanitation    | <input type="checkbox"/> Counseling     |
| <input type="checkbox"/> Study support | <input type="checkbox"/> Follow up      |

**PART III – Additional Information**

12. Is the project involved in any activity in the school other than the case of project sponsored children? If yes, state below.

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13. In your opinion, the role of this project intervention in reducing the probability of grade repetition and school drop out of the beneficiaries is:

Very High

High

Moderate

Low

Very low

Undecided

14. What do you think are the strengths of the project?

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15. What do you think are the weaknesses of the project?

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16. Do you think the experience of the project should be followed by other governmental and non-governmental organizations?

Yes

No

With modifications

17. What do you recommend should be done so that the project is best implemented?

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18. Please state below if you have anything more to say.

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## APPENDIX IV

### Interview questions for project directors

1. How many children are the beneficiaries of your project? \_\_\_\_\_
2. Is the project designed by taking the specific social, economic, cultural and educational needs of the children into consideration?
4. On what basis do you select your target beneficiaries?  
Religion    Socioeconomic status    Others
5. At what age do you enroll your beneficiaries in the project?
6. From where do you recruit the beneficiaries?
7. Who participates in the selection of beneficiaries?
8. Do you work in collaboration with governmental bodies?
9. Do you provide access to preschool education for your beneficiaries?  
If yes, in what type of preschool?
10. Which direct costs of education does the project cover?
11. What activities do you perform to reduce the influence of the need for child labor on the children's education?
12. the effect of malnourishment?
13. What do you do to prevent the effect of past malnutrition?
14. What do you do to avoid the effect of health problems on the children?
15. What parent education and training programs does the project have?
16. What educational support is provided to the children?
17. Does the project have any contact with the children's teachers? How often?
18. Do you provide guidance and counseling services to the children?  
If yes, have you got a professional who provides the service?
19. Does the project site have enough space to accomplish all project activities?
20. Is there a mechanism to involve the local authorities and parents of beneficiaries in planning, implementing and evaluating project activities?
21. Do you give any skill trainings for your beneficiaries?
22. Does the project have any kind of intervention mechanism in the school?
23. What is done by the project in order to make the activities started by the project sustainable and replicable?
24. What support do you get from the governmental bodies in the project area?
25. What are your challenges in your project activities?
26. What do you think are the strengths of your project?
27. What do you think are the weaknesses of your project?
28. What do you recommend to improve the shortcomings of the project?

## APPENDIX V

### Interview questions for parents

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Religion \_\_\_\_\_
4. Marital status  
 Single     Married     Divorced     Widowed
5. Educational level  
 Illiterate     1-4     5-8     9-12     Certificate  
 Diploma     Degree     Other, please specify, \_\_\_\_\_
6. Occupation \_\_\_\_\_
7. Monthly Income \_\_\_\_\_
8. Do your children get access to preschool education?
9. If yes, what type of preschool do they attend?  
 Governmental     Traditional     Private
10. Who covered the costs of the preschool education? \_\_\_\_\_
11. At what age does your child join the project?
12. At what age does your child enroll in grade one?
13. Which direct costs of your child's education are covered by the project?
14. Are these costs fully and sufficiently covered?
15. Does your child get nutritional support from the project?
16. If yes, to what extent is it sufficient?  
 More than sufficient     Sufficient  
 Insufficient     Very low
17. Does your child get health services? If yes, how often?
18. Does your child receive any disease prevention service by the project?  
If yes, in what form?
19. Is your child provided with any support in his/her education at the project? If yes, in what way?
20. How much time does your child spend at project site?  
In the weekdays \_\_\_\_\_ At the weekend \_\_\_\_\_
21. How much time does your child spend engaged in household or income generating activities?
22. Is your child provided with guidance and counseling services at the project? If yes, who provides the service?
23. How often do you contact your child's teachers and project workers?
24. Have you received any education and training by the project?  
If yes, what were the contents?
25. Do you participate in any of the project activities?
26. To what extent do you think the project is helpful to your child's education?  
 Very high     High     Moderate  
 Low     Very low
27. What are the strengths of this project?
28. What are the weaknesses of the project?
29. What changes or improvements do you recommend?

## APPENDIX VI

### Interview Questions for Kebele officials

1. Position \_\_\_\_\_
2. Experience at current position \_\_\_\_\_
3. What is the kebele's role in facilitating the project activities?
4. What are the selection criteria of compassion assisted projects in your kebele?
5. Do you think the project is designed by taking the specific social, economic, cultural and educational needs of your beneficiaries into account? How?
6. Does the community participate in project activities?
7. Does the project work in collaboration with the kebele?
8. In your opinion, the role of this project intervention in reducing the probability of grade repetition and dropping out of school of the beneficiaries is:  

<input type="checkbox"/> Very High	<input type="checkbox"/> High	<input type="checkbox"/> Moderate
<input type="checkbox"/> Low	<input type="checkbox"/> Very low	
9. Is the project involved in any activity in the community other than the case of project sponsored children?
10. What do you think are the strengths of the project?
11. What do you think are the weaknesses of the project?
12. What do you recommend should be done so that the project is best implemented?

## APPENDIX VII

### Focus Group Discussion (FGD) questions for students

1. Do you get access to preschool education? If yes, what kind of preschool have you attended?
2. Who covered the cost?
3. At what age do you join the project?
4. At what age do you enroll in grade one?
5. Which direct costs of your education are covered by the project?
6. Are these costs fully and sufficiently covered?
7. Do you get nutritional support from the project?  
If yes, to what extent is it sufficient?
8. Do you get health services? If yes, how often?
9. Do you receive any disease prevention service by the project?  
If yes, in what form?
10. Are you provided with any support that can improve your educational performance? If yes, in what way?
11. How much time do you spend at project site?  
(In the weekdays) Playing \_\_\_\_\_ studying \_\_\_\_\_  
(At the weekend) Playing \_\_\_\_\_ studying \_\_\_\_\_
12. In which household or income generating activities do you assist your parents?  
Household work \_\_\_\_\_  
Income generating activities \_\_\_\_\_
13. Are you provided with guidance and counseling services at the project? If yes, who provides the service?
14. Does anyone contact your teachers concerning your education?  
If yes, who and how often?
15. How often do your parents and project employees meet?
16. What recreational facilities are there at the project site for you?  
Play ground \_\_\_\_\_ Football field \_\_\_\_\_  
Enough space to play \_\_\_\_\_ Others, please specify \_\_\_\_\_
17. Are there any educational and recreational trips facilitated to you?  
If yes, how often? \_\_\_\_\_
18. Are there any skill trainings provided to you?  
If yes, what kind of skill training
19. To what extent do you think the project is helpful to you?
20. Are there any things you want to be changed or improved?

## APPENDIX VIII

### Observation Checklist

#### Checklist I – Physical Condition of the Project Site

1= not available                  2=insufficient                  3=sufficient

Project site facilities	Condition			Remark
	1	2	3	
Tutorial classroom				
Desks, tables, chairs blackboard, duster				
Stationary materials (pen, pencil, ex. book)				
Text book				
Teaching aids				
Play ground				
Football field				
Space in the compound				
Library facilities				
Latrines				
Cleanliness of the site				
First aid facilities				
Staff office				
Office facilities				
Skill training facilities				

#### Checklist II – Staff at the Project Site

Employees	Number	Remark
Project director		
Social worker		
Health worker		
Accountant		
Counselor		
Tutors		
Librarian		



## DECLARATION

I here by declare that this thesis is my original work and that all sources of information used for the thesis have been fully acknowledged.

Name: Fitsum Assefa

Signature: 

Date: 16/08/07

Addis Ababa University