

THE CONTRIBUTION OF DEVELOPMENT PARTNERS IN THE IMPLEMENTATION OF THE ETHIOPIAN EDUCATION SECTOR DEVELOPMENT PROGRAMS (ESDPs)

A THESIS SUBMITTED TO THE COLLEGE OF BUSINESS AND ECONOMICS DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ART IN PUBLIC MANAGEMENT AND POLICY (MPMP)

By: - DEMSEW KASSA TLAHUN

ADVISOR: - SHUMEY BERHIE (PhD)

Addis Ababa University

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Addis Ababa, Ethiopia

Declaration

I declare that THE CONTRIBUTION OF DEVELOPMENT PARTNERS IN THE IMPLEMENTATION OF THE ETHIOPIAN EDUCATION SECTOR DEVELOPMENT PROGRAMS (ESDPs) is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

_____ _____

Signature Date

Addis Ababa University

College of business and economics

This is to certify that the thesis prepared by Demsew Kassa, entitled THE CONTRIBUTION OF DEVELOPMENT PARTNERS IN THE IMPLEMENTATION OF THE ETHIOPIAN EDUCATION SECTOR DEVELOPMENT PROGRAMS (ESDPs) submitted in partial fulfillment of the requirements for the Degree of Master of Arts in public management and policy complies with the regulations of the University and meets the accepted standards with respect to originality and quality

Thesis Advisor _____Signature_____ Date _____

Signed by the Examining Committee:

Thesis Advisor _____Signature_____ Date _____

Examiner (Internal) _____Signature _____ Date _____

Examiner (External) _____Signature _____ Date _____

Chair of Department or Graduate Program Coordinator

_____Signature_____ Date _____

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Abbreviations

CIDA	Canadian International Development Agency
CRDA	Christian Relief and Development Aid
CSOs	Civil Society Organizations
DfID	Department for International Development
EFA	Education for all
ESDP	Education Sector Development Program
MDG	Millennium Development Goals
MoFED	Ministry of Finance and Education Development
NGO	Nongovernmental Organization
SIDA	Swedish International Development Agency Sub-Sahara Africa
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization,
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
WFP	World Food Program
WB	the World Bank
DPs	development partners
GoE	the government of Ethiopia
MoE	the ministry of education

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Abstract

The purpose of this study was to examine the contribution of DPs in the implementation of the Ethiopian education sector development programs (ESDP) with a special focus on primary education. This study employed descriptive survey method. Purposive sampling technique was used to select respondents of the study. Data gathered from the respondents were analyzed using SPSS frequency distribution table. As the results of the study revealed, DPs' contribution was significant in implementing the primary education programs in Ethiopia. They played important roles in schools construction and furnishing with the necessary equipment's, constructing latrine and clean water development for schools, train teachers and students, supported disadvantaged children, support budget for teachers training and girls health training, trained community to promote girls education in particular and primary education in general. Under each ESDP, DPs helped the GoE to give special attention for education sector especially for primary education and also the DPs were improved enrollment and motivated students to attend education because most schools are constructed at the nearest distance and have a better facility.

And finally, it was recommended that the Ministry of Education has to closely work with development partners in the education sector to realize the universalization of primary education by supporting NGOs' effort and the government should also attempt to promote development programs that could improve the livelihood of parents.

Chapter One: Introduction

1.1 Background of the study

Per the classifications of the federal budget, Ethiopia's highest government spending goes to the education sector followed by the health and agricultural sector interchangeably. This implies that the government of Ethiopia gives special attention to the education sector.

Education is one of the best social development sectors to bring development and enhances the well-being of human because there is no development without education and no country has scored sound economic growth without sound development in its education Girma (2013).

As a study conducted by Dessalegn and Yoseph 2008 stated that Development Partners working in Education Sector have increased through time. And their contributions to the improvement of Educational Access, Quality and Efficiency are fundamental." This kind of recognition of the part played by Development Partners in the progress made in the education sector is commonly made by the ministry of education and the government.

The current Ethiopian government is involving NGOs and foreign assistance in its education and training policy and it has considered the involvement of NGOs as one of its strategies to increase the access of education to citizens, to improve the quality education, and to ensure equity (Ayelew, 2008). As a result, now there are many multilateral and bilateral donors and NGOs engaged in the provision of education in different regional states of the country.

As World Conference on Education for all held at Jomtien (1990:23) stated …more advantaged nations are benefitting from the mobilization of nongovernment resources for primary education, while in low-income countries, whose public budgets are already burdened in other ways, governments continue to assume the highest proportion of fiscal responsibility for educational services.

Mammo (2005) stated some large NGOs such as World Vision, Action Aid Ethiopia and the Ethiopian Evangelical Church MekaneYesus are already serving a large group of children and adults with basic and literacy education some integrated with livelihoods.

Donor partners are playing a catalytic role in the broader aid effectiveness agenda by promoting mechanisms of mutual accountability, emphasizing government-owned processes and promoting alignment of development assistance to country needs (The World Bank 2008). NGOs' interventions have significant roles in supporting primary educations, accessibility, quality and equity of the primary schools and improve student's achievement in this regard.

According to Teshome (2006) stated that The willingness or readiness of many donors and the speed at which procedures and processes of donors are harmonized and aligned with government preferences and procedures is sometimes limiting effective implementation of the education program at different levels and also Donors of education have legitimate interests in ensuring the proper use of their funds and accountability to their home constituencies and Government recognizes that aid agencies are constrained by their own organizational mandates and by the concerns of home constituencies. However, lack of harmonization or alignment brings an additional burden to the already stretched capacity at local levels and results in a very high cost of project aid that is disbursed outside regular government channels and government processes/procedures.

According to DFID, an effective aid partnership should be based on a shared commitment to three objectives: reducing poverty and achieving the MDGs; respecting human rights and other international obligations; and strengthening financial management and accountability, and reducing the risks of funds being misused through weak administration or corruption *OECD/DAC (2006)*.

Therefor in the universalization of basic education government alone cannot address primary school rather initiate the partners to take part in universal education and the researcher believes that the involvement of development partners in the implementation of social development especially in the education sector is very crucial in order to attain accessibility, quality, equity and relevance of primary education.

1.2. Statement of the Problem

The Education Sector Development Program (ESDP) is one of the interventions with remarkable achievements form development partners and the implementation has begun in 1997/8 which is ESDP I has been implemented from (1997/8-2002), followed by ESDP II (2002/3-2004/5), ESDP III has spanned from (2005-2011 ESDP IV has spanned from 2011-2015 and paved the way to ESDP V which is currently underway facing 2020 as the timeframe for accomplishment (Birhanu 2017). ESDP is a comprehensive intervention package initiated and owned by the government of Ethiopia and has mobilized national and international efforts to boost the performance in terms of enrolments at all levels especially in the primary education sub-sector (FDRE MoE 2006).

A research conducted by Girma (2013) tried to correlate the role of NGOs with the attainment of universal primary education by his title called the role of NGOs in attaining universal primary education with a focus on reading, writing and numeracy: the case of *Ada Berga* woreda primary schools. But there is highly the method gap there under the limitation of the study the researcher writes about the unwillingness of teachers to participate students in the study and chapter three of the method part students are listed as a participant.

General Education Quality Improvement Package (GEQIP) is another notable initiative adopted in 2008 to remedy the severe problem of quality lingering around primary and secondary education in the country (Birhanu Moges 2017) and The World Bank, UNICEF and other donors contribute to the General Education Quality Improvement Program (GEQIP) which targets basic education systems being implemented in all regions.

As a major strategy towards achieving the EFA goals, free primary education was introduced with the adoption of the new Education and Training Policy in 1994 and the high direct cost of education to parents is a reason why poor children do not enter school or drop out early. Where schools/Woredas/regions decide to levy fees in the form of community contribution, they will need to put in place arrangements to ensure that no child is excluded from school because of the inability to pay (MoE, 2003).

The country's education is guided by a series of ESD programs and its major focus is on increasing access and coverage of primary education, reducing the gender gap and improving quality (Ayalew (2005). The main thrust of ESDP was to improve quality, relevance, and equity and expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls and to this end, the country was committed to realizing universal primary education by 2015 (Ayalew ,2005).

According to the Ministry of Education (FDRE MoE 2006), the main report stated that ESDP I, remarkable improvements have been registered to narrow the gender gap and both urban-rural and regional disparities. The gender gap in the apparent intake rates has been significantly reduced from 47.5 percentage points in 1996/97 to 11.9 percentage points in 2004/05.

According to a study conducted by Berhanu S & Mellese B (2010), stated that the framework of the 1994 Education and Training Policy, and the 20-year education sector indicative plan, the Government of Ethiopia launched the first five-year Education Sector Development Programme (ESDP I) in 1997/98, followed by ESDP II in 2002/03 and ESDP III in 2005/06. ESDPs I and II concluded in 2001/02 and 2004/05, respectively, with remarkable success in expanding access to primary education and primary school enrolment was boosted from 3.7 million in 1999 to 8.1 million in 2000/01, and grew to 13.5 million in 2005/06.

The evaluation of ESDP III has indicated an increase in the number of primary schools during its implementation period (20005/06—2009/10) from 19,412 in 2005/06 to 26,951 in 2009/10. The ESDP IV addresses the need to design specific strategies to reach the millions of out- of- school children in the pastoralist regions and disadvantaged communities (MoE, 2011) after ESDP IV faith out The education sector plan 2016-2020 which is ESDP V focuses on addressing the four main challenges in Ethiopia's education system: increasing access, ensuring equity, improving quality, and improving management (MOE, 2015).

GEQIP has contributed significantly to improved provision of education inputs and setting up strong systems, most notably, school inspection, that provide a solid platform for accelerating improvements in sector outcomes and to support the Government in making this critical shift, development partners will adopt results-based financing in a proposed Program for Results (The World Bank, 2017).

The Global Partnership for Education works closely with partner developing countries to help them develop and implement quality education sector program. ESDP has attracted the interest of a large number of donors, several which are actively supporting the education sector in Ethiopia (The World Bank 1998) and also many scholars have conducted studies related to the contribution of development partners in the implementation of the education sector development program both at the national and international levels.

Even if the education sector takes the highest share of government spending there is no scientifically documented research and it is not well-studied area and also methodological gap is there like the sample frame and sample size determination is not clear, the quantitative data are not presented in easily understandable way. Therefore, this study intends to identify the contribution of development partners in the implementation of ESDP.

3.1 Research Questions

1. How do the development partners participate in the implementation of the ESDP in Ethiopia?
2. What is the status of ESDP implementation in Ethiopia?
3. How effective development partners are in the implementation of development cooperation?
4. What are the major challenges affecting development partners in the implementation of the ESDP?

1.4 Objective

1.4.1 General Objective

The general objective of the study will be to assess the contribution of development partners in the implementation of the Ethiopian education sector development program;

1.4.2 Specific objective

The study will have the following specific objectives under the general objective.

- To analyze the areas of partnership look like;
- To investigate the real practice of the contribution of development partners in the implementation of the ESDP;
- To identify factors that affect development partners not to participate effectively in the implementation of the ESDP.
- To indicate possible recommendations that could help policymakers, development partners, and other stakeholders in implementation Ethiopian primary education policy.

1.5 Significance of the Study

The researcher believed that the result of the assessment will help the implementer of the ESDP program, the development partners, the ministry of education and other education stakeholders (including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors and state representatives).

On the other hand, it is very important to strengthen the contribution of development partners in the implementation of the Ethiopian education sector development.

1.6 Scope of the Study

The study has focused on the contribution of development partners in the implementation of the Ethiopian education sector development program from the 1990s Ec., which means from the inception of ESDP I with a special focus on the primary education program.

The target groups of this research are the top, middle and technical levels of management in the ministry of education and development partner's top management officials.

These target groups are the source of data or information about the contribution of development partners in the implementation of the Ethiopian education sector development program.

1.7 Limitation of the Study

The study faced challenges that could limit the quality of the study. Some of them could be the unwillingness of some respondents to give information, the researcher's little experience in the study, lack of time and finance. COVID-19 was the big challenge that is why 10 questionnaires lost out of sixty. So, in order to minimize those limitations, the researcher used many mechanisms like creating the awareness on the respondents to get accurate information and even if 10 questionnaires lost due to the pandemic the researcher finished the study by the remaining 50 questionnaires by excluding the lost one.

1.8 Structure of the Study

The research is organized and consists of four chapters; the first chapter is devoted to the introduction of the whole contents of the research paper. In the second chapter, related work to the topic will be reviewed under the title of the literature review. The third chapter focused on the research methodology. The fourth chapter presents the collected data and analysis of the findings. The last chapter focused on the conclusion; make recommendations for the future and summary.

1.9 Ethical Considerations

All information, which has been collected from the respondents, has treated with confidentiality without disclosure of the respondents' identity. Moreover, no information has been modified or changed, hence information was presented as collected and all the pieces of literature collected for this study has appreciated in the reference list.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introductions

To make a proper assessment of any subject matter, it is crucial to have a look at a conceptual aspect and previous related literature of the study. As such this chapter reflects on the conceptual framework and related literature of the subject matter-contribution of development partners in the ESDP implementation will be described. Hence, the international experience of development partners and donor-funded programs supporting education services in Africa will be discussed. And finally, this chapter will give us a very clear understanding of the empirical review.

2.2 Paris declaration

The Paris Declaration is the outcome of the 2005 Paris High-Level Forum on Aid Effectiveness. In the Declaration 60 partner countries, 30 donor countries, and 30 development agencies, including the World Bank, committed to specific actions to further country ownership, harmonization, alignment, managing for development results, and mutual accountability for the use of aid. The Declaration reflects the development community's determination to increase the effectiveness of aid and achieve lasting development results (OECD, 2006).

Since the Paris Declaration on aid effectiveness (2005), there is growing recognition and evidence that development efforts need to be guided by the leadership of the countries receiving development support. Countries' leadership in establishing and defining their own results frameworks, and attached monitoring and evaluation systems are a fundamental aspect of the principles of country ownership and results orientation (UNDP, 2016)

Countries receiving aid has endorsed Paris Declaration on Aid Effectives in 2005 and agreed to strengthen their national systems and donors agreed to use them to the maximum extent possible.

The Paris Declaration (2005) committed development partners to disbursing funds "in a timely and predictable fashion according to agreed schedules" (OECD, 2005) Donors Committed to provide indicative commitments of aid over a multiyear framework and disburse aid in a timely and predictable fashion. In the Paris Declaration (PD) and the Accra Agenda for Action (AAA)

donors and recipients of aid have committed to reduce the fragmentation of aid. Accra Agenda for Action says "the effectiveness of aid is reduced when there are too many duplicating initiatives, especially at country and sector levels. We will reduce the fragmentation of aid by improving the complementarity of donors" efforts and the division of labor among donors, including through improved allocation of resources within sectors, within countries, and across countries." Aid Fragmentation refers to too little aid from too many donors. Aid fragmentation can negatively impact the aid effectiveness of development cooperation.

A sector is considered to be highly fragmented if it receives assistance from a large number of donors who have a large number of projects of (small) financial size.

The Declaration is important to the World Bank because its implementation will help increase the impact aid has on reducing poverty, raising economic growth, building capacity, and attaining the MDGs. Responsibility for implementation rests with management and staff at all levels and encourages countries to take leadership in coordinating development assistance among line ministries and donor agencies (UNESCO, 2000).

2.3 Millennium Development Goals

Millennium Development goals are the development goals set by the United Nation that countries agreed to achieve by 2015. Accordingly, the eight MDGs are:

…to eradicate extreme poverty and hunger, to achieve universal primary education, to promote gender equality and empower women, to reduce child mortality, to improve maternal health, to combat HIV/AIDS and malaria and other diseases, to ensure environmental sustainability, and to develop a global partnership for development (United Nations, 2008:7).

Many countries committed to attain these development goals to improve the life of their nation in different dimensions, among this achieving universal primary education is one of the goals that countries are expected to attain by 2015. On the Dakar, World Education Forum meeting (2000) countries declared that "we, the participants in the World Education Forum, commit ourselves to the achievement of education for all (EFA) goals and targets for every citizen and every society." Countries agreed and declared to work on education to address education for their citizen. Education, and particularly primary education, is a goal in and of itself, but it is also a powerful

driver of progress toward the other MDGs (World Bank, 2003). The United Nations‟ Millennium Development Goal Two sets the target of giving all children access to a full course of primary schooling by the year 2015. Regarding education goal two of the MDGs have their own objective to address by 2015 as the declaration indicated. The EFA goals (UNESCO 2000) have set an agenda for educational development in SSA that has been widely influential in shaping national plans and external assistance. The EFA goals are as follows:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality.

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls‟ full and equal access to and achievement in basic education of good quality.

6. Improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Two of the goals are the major goals that the member state of the United Nations is expected to attain. By 2015 all the United Nation Member states initiated to fulfill two of the major education goals to attain the millennium development goals: These are

- Achieve Universal Primary Education - Ensure that all boys and girls complete a full course of primary schooling

- ❖ Promote gender equality and empower women - Eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015 (UNDP, 2003)

2.4 National development planning policies and processes

National development strategy Also known as a national development plan in some partner countries, a national development strategy is an overarching, strategic and whole-of-government development planning tool that covers a specific time period, often four to eight years. A high-quality strategy sets out strategic priorities that have been developed through an inclusive consultative process and are linked to implementation resources (e.g. a medium-term expenditure framework linked to annual budgets). When designed through a participatory, whole-of-society approach, the strategy represents a country's shared aspirations for development and provides a road map for achieving these aspirations. A country-owned and country-led development strategy that sets out development priorities are foundational to development partner alignment and reduced fragmentation and duplication of development efforts (OECD, 2006).

Country-owned results framework (CRF) According to UNESCO 2003 report stated that the CRF defines development results and monitoring and evaluation systems to track progress towards these results. At a minimum, a CRF includes agreed objectives and results in indicators (i.e. output, outcome and/or impact). This framework also sets targets to measure progress in achieving the objectives defined in the government's planning documents. Further, a CRF provides a foundation for implementing national development strategies and priorities, and it reinforces accountability and the results focus on the overall development effort.

Sector strategy is a strategic planning tool, typically at ministry level that covers a single thematic area (e.g. health or education) over a specific time period. Development results that are not covered in an integrated, whole-of-government CRF are often found in sector strategies. A sector strategy allows for greater detail on a given theme or sector, each of which can have a unique subset of stakeholders and coordination mechanisms. A sector strategy enables these stakeholders to rally around a common vision that is tied to the national development strategy (CRDA, 2004).

Subnational strategy is a strategic planning tool produced by a subnational government (e.g. provincial or local level) that covers a specific period and typically contains results indicators. A subnational strategy allows for a greater focus on subnational and local priorities and issues. It also enables subnational regions to align with national strategies and to identify and track their contribution to the national development strategy (Ayalew, 2005).

2.5 The role of NGOs and how they participate in the development

According to Campbell (1992: 12), the Ethiopia history of the political economy determines the type of relationship between state and NGOs. Since the emergence of the long-lived religious-affiliated missionaries and the 1984 drought and famine, NGOs have been involved in different activities and programs in Ethiopia. It is after 1984 that the international community's direct and indirect assistance expand in different sectors. Since then, relations between NGOs and the state have passed different periods.

The first major period is characterized by strict state control and hostile environments. The hostility was reflected in the expulsion of humanitarian NGOs, a prohibition from challenging government policy and giving an option to operate through state structures at the local level (Campbell, 1996: 14). The growing involvement of NGOs in responding to development problems has precipitated a rapid increase in literature on NGOs as a topic for study.

Since the 1980s, NGOs have emerged as major actors in the international development scene. An opportunity has evolved in which NGOs are expected to play a substantial role on behalf of the state. NGOs, therefore, provide local services such as credits, information, technology transfer, healthcare, education, water supplies, and improved natural resources management, and protection. This has given them the chance to gain experience and credibility in promoting sustainable local development. In many Third World countries where government assistance is not forthcoming, or the services provided by the market are too expensive, they become basic services providers to the poor Fenta (2007:42).

There are many reports about the roles of NGOs in providing goods and services to poor communities from formal institutions. There are also increasing examples of NGOs working in partnerships with the government to scale up their outreach, particularly in the education and health sectors. After the establishment of the Federal Democratic Republic of Ethiopia, the

services provided by civil society institutions have somehow expanded as the liberal political and economic environment has been put in place the willingness and the desire to incorporate NGO projects into national development objectives has been observed.

NGOs not only help the marginalized poor have access to services but also with decision-making processes. Accordingly, they are considered as important actors that facilitate the global trend of shifting power from the public sector to the community through the provision of opportunities for self-development and awareness Fenta (2007).

In recent years, non-governmental organizations have been increasingly transformed from the traditional form of relief assistance to partnerships with government institutions and communities to bring societal benefits and to reduce poverty (Ibid).

According to Meheret (N.D), in his unpublished teaching material, NGOs, both local and international, are effective actors for social, political, and economic transformation. They act as promoters of human development, enhancers of capacity, and advocates of the people. The major outputs of NGOs in Ethiopia are in the areas of food security, health and water, education, capacity building, physical infrastructures and emergency operations (CRDA, 2004: iii).

With the increasing involvement of NGOs in the development of the country, their role and areas of interventions are also changed from time to time. Thus, NGOs were increasingly involved in development endeavors. This change in emphasis was influenced by national as well as international factors. Internally, the need to address the root causes of poverty has become increasingly apparent. Internationally, the need to do away with poverty in the shortest possible span of time was also another important factor (Ibid: 1).

Tegegne(1994: 13)argues that it would appear strange to talk of third world development without mentioning NGOs. With the increasing involvement of NGOs into the development arena, they earned recognition and support from the public, rich governments and donor agencies around the world and hence, they become important actors in the development processes of the third world.

He added that NGOs in their attempt to play an active part, especially in the alleviation of rural poverty, they adopted various development paradigms; they get their activities running at the grass root levels, channeled voluntary and official aid to the poor countries of the third world.

There are two opposing beliefs regarding the role of NGOs in development (Tegegne1994:16). The first is the optimists' belief that considers the roles of NGOs in poverty alleviation as second to none. And if there are some problems in the realization of NGO objectives, they are surmountable; and if there are mistakes, they can be corrected. The other belief is skeptics that take NGOs as lacking the effectiveness in grassroots development, unable to deliver the goods and find them uncertain and sometimes confused about what they are doing. They do not seem to be satisfied with the achievements of NGOs in development.

The role of donors in ESDP is to participate in the coordination of the policy dialogue and to provide technical assistance in the implementation process, mostly in primary education, focusing on curriculum and staff development, and teacher training (Michael Wondemu 2017)

Development partners now this time are participating in many development sectors of Ethiopia like health, education, and transportation, social welfare, and so on through financial and technical assistance.

2.6 Development partner Contributions in the Education Sector

The voluntary sector has been engaged in diverse activities in the education sector for quite a long time. During the current decade, the emphasis of the organizations engaged in the education sector has been broad to help the country meet the MDG goals of primary education for all and to bring about a much greater measure of equity and quality in education. They have given particular attention to and invested in access to education by girl-children and improving the opportunities of such children to continue with their education. This has meant programs to protect female students from a variety of hazards and risks they face such as abductions, early marriage, sexual abuse, etc.

The following presents the main areas of investment and support provided by CSOs/NGOs in the education sector: Construction, expansion and renovation of pre-schools, primary and secondary schools, technical and vocational training institutions, facilities for teachers, libraries, sanitation facilities, and school administration offices Provision of needed materials and supplies to school systems. These include furniture and school desks, classroom equipment, teaching aids, and sports equipment and facilities managing regular, specialized and technical and vocational

schools. Several NGOs also run special schools for children with disabilities or special needs. Establishing and managing non-formal, or alternative educational institutions and systems.

A paper prepared by the Education Bureau for the fourth workshop organized by the GONGO Forum of SNNPR in September 2007 states that the number of "NGO partners working on the Education Sector has increased through time. And their contributions to the improvement of Educational Access, Quality and Efficiency are fundamental." This kind of recognition of the part played by CSOs/NGOs in the progress made in the education sector is commonly made by other Regional and woreda officials.

In an interview conducted in Adama/Nazret for this study, the head of the Social Affairs and Mobilization office stated that more than 5,200 children were able to attend school through the support of NGOs and CSOs working in the town. Without this kind of support, these children would have ended up as vagrants and street children. According to the EC mapping study, there are over 300 regular schools run by NGOs providing education to more than 100,000 children throughout the country. Moreover, some of the vocational schools set up by NGOs have produced qualified and competent technicians and skilled craftsmen, employable skills that are sorely needed in the country. The recent urban youth program introduced by the government, in which the young and unemployed are given skill training and organized into cooperatives, is a replication of the idea piloted by the voluntary sector.

2.7 Development partners Innovative Schemes in the Education Sector

According to the WB report (2017), while the financial and material support provided to the educational effort of the country has had a positive outcome, the lasting effect of NGO contributions will, in the long run, be measured in their innovative approaches to non-formal education. NGOs have introduced and piloted non-formal or alternate education approaches to meet the needs of children who cannot attend regular schools because of their marginalized life conditions, due to poverty, or because the schools are too distant from their homes. The population of children in this condition in the country is quite large and if the nation is to meet the goals of universal primary education, these children's educational needs have to be met.

The World Bank report (2008) stated that a good number of NGOs have set up alternate and specialized education centers throughout the country precisely for this purpose. These centers are

located in most cases close to the children's community and have adopted a flexible teaching and learning environment based on the needs of the children and their parents. In some cases, and where poverty is the main cause of preventing children from attending school, there are programs of income generation for the parents of the children. There has also been an attempt to introduce a school-feeding program in some areas to address the problems of poverty and insufficient food for children going to school. Such schemes help not only to keep children in school (and reduce the drop-out rate) but also relieve the children from the pressures of income-earning to help the family. In some cases, the marginalized communities are provided with basic services, particularly access to water which removes the burden of fetching water for girl-children so that they can attend school. Students who attend these alternative schools are subsequently integrated into the regular school system with the approval of the officials of the local public system.

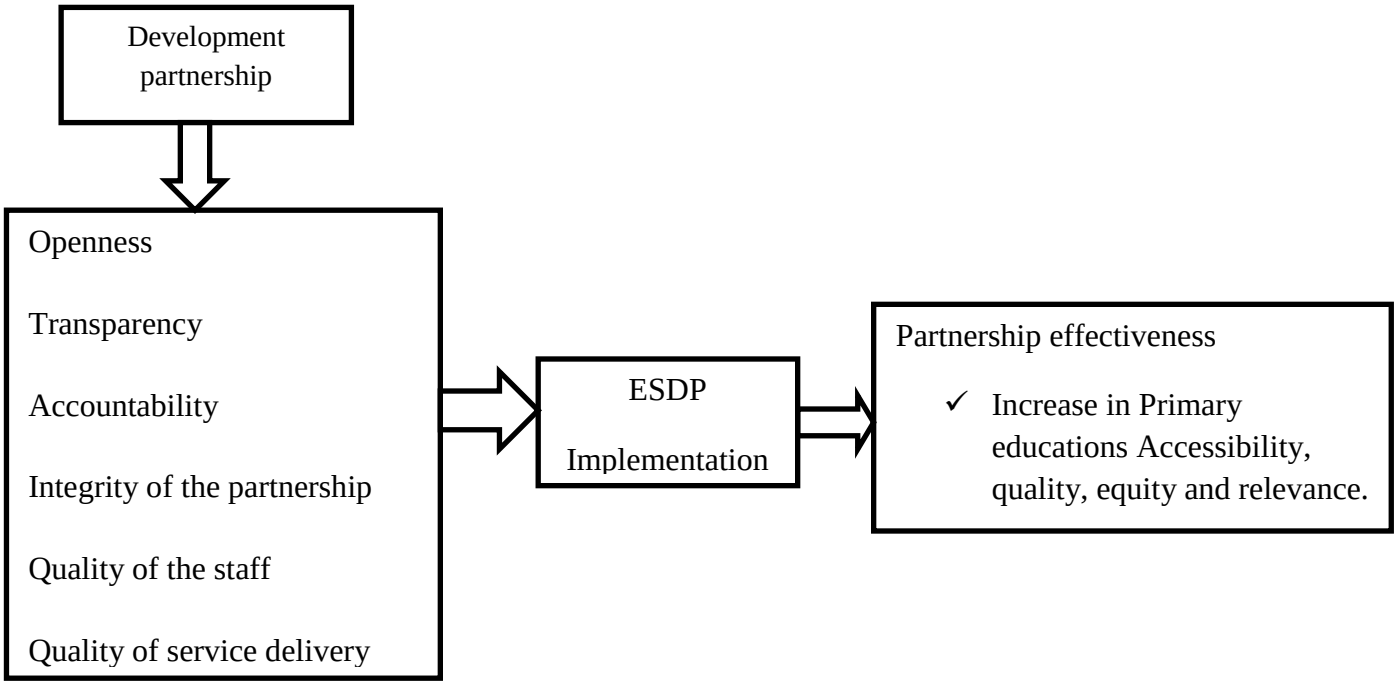
2.8 The EPRDF Education and Training Policy

Three years after EPRDF seized power, Ethiopia introduced the Education and Training Policy (ETP) in 1994. This was the third education policy in the country since 1945. The ETP played a pivotal role in creating opportunities for the private sector to make its own inputs into the education sector. Following the initiation of this policy, the MOE managed to mobilize external support through bilateral or multilateral agreements to improve the education sector. The Ethiopian Government has given due attention to early childhood care and education in the ETP.

The Education and Training Policy of 1994 emanates from a national study conducted to identify the constraints to universal education in Ethiopia. This study pointed to access, equity, efficiency and relevance/quality as the four challenges to be solved.

2.9 Conceptual framework

The conceptual framework of the study will present the assumption of the researcher may think it may affect the implementation of ESDP.



Source: the conceptual framework of this study developed by the researcher

The above framework show that if there is successful execution of openness, transparency, accountability, integrity of the partnership, quality of the staff, and quality of service deliver there will be successful implementation of ESDP and the same time the partnership will be effective.

Openness: - openness according to the development partnership means lack of restriction to find the information about the partnership.

Transparency: - transparency is an openness of governmental functioning and regarded as an essential ingredient of democracy and the right to information as fundamental democratic right.

Transparency and the right to information tends to remove unnecessary secrecy surrounding the decision making process in the government and there by helps to improve the quality of decision making in public policy and administration Litvack (1998).

Accountability: - Accountability is giving an account of action of public officials to inform about and explain what they are doing. The objective of accountability is controlling the abuse of bureaucratic power and discretion as well as an assurance that performance will be in accordance with standards and quality (Mohit 2008).

Integrity of the partnership- integrity of the partnership is the integration between partners and partnership for common goals and common result. It is the alignment of different programs to succeed together.

Quality of the staff-quality of the staff measured in terms of the employee's willingness, motivation to work, commitment, ability on their job, and academic qualification of the employee.

Quality of service delivery- it is all about the process of delivering the service, the quality of the services which are going to delivered, it is measured based on their service year.

CHAPTER THREE

RESEARCH METHODOLOGY

3. Introduction

As discussed in chapter one the study attempts to analyze the contribution of development partners in the implementation of the Ethiopia education sector development program. This chapter also describes the research process, gives an explanation of procedures, methodological reasons and finally describes how the data was analyzed. The first section of this chapter has discussed the research design. The second section is about the data sources of the study and how primary and secondary sources were analyzed. The third section gear towards data collection methods then after population, sampling method and the sample size was followed. Finally, the method of data analysis has discussed in detail.

3.1 Research Design

The descriptive research design was employed for this study whose purpose is to describe and show the contribution of DPs in the implementation of the Ethiopian ESDPs. Beside this the reason to use this method is to describe the overall issues which are investigated. Because the study focus is finding facts and interpreting the reality. It describes what the reality is and what actually exists. And also both quantitative method and qualitative approach was used for data gathering for this particular study.

3.2 Data sources

The researcher used both primary and secondary sources of data to conduct this study. The primary source of data collection involves the use of questioners and interviews from some selected respondents. The primary source was collected from development partners and Ministry of Education experts. The secondary sources of this study were review of literatures, Quantitative evidence which could include enrolment rate causes of dropout and other issues related to the study from the country's annual report. Review the external environment government policy documents, official report and publication, laws, book, workshop proceedings, research reports and journal articles, etc…

3.3 Data Collection methods

Questionnaire was the major data collection instrument for the study, comprising both close and open-ended questions. Depending on the type of question items, choice and rating could be used in the closed-ended questions. The questionnaire was originally prepared in the English version. The English language questionnaire was administered for development partners and government education officials.

3.4 Population, sampling method and sample size

The target population of the study was some selected development partners and ministry of education. The sampling frame was a list of development partners that are participating in the implementation of ESDP. It was a complete list of development partners the researcher wants to study. To select sample respondents from the total study population, the purposive sampling method was applied because it paves the way to an individual selects the sample based on his or her judgment about some appropriate characteristics required of the sample members.

3.5 Methods of Data Analysis

Depending on the nature of the problem and the data collected, different statistical methods were employed in the study for data analysis and interpretation. The tests were coded and entered into SPSS and statistically analyzed.

The researcher employed both qualitative and quantitative methods of data analysis. Accordingly, descriptive statistics used to describe the data with the help of tables, and charts. The qualitative data obtained through key informant interviews and personal observations were carefully analyzed to substantiate and cross-check the quantitative data. The researcher used the qualitative method of analysis as it is suitable for the subjective responses of the selected sample respondents.

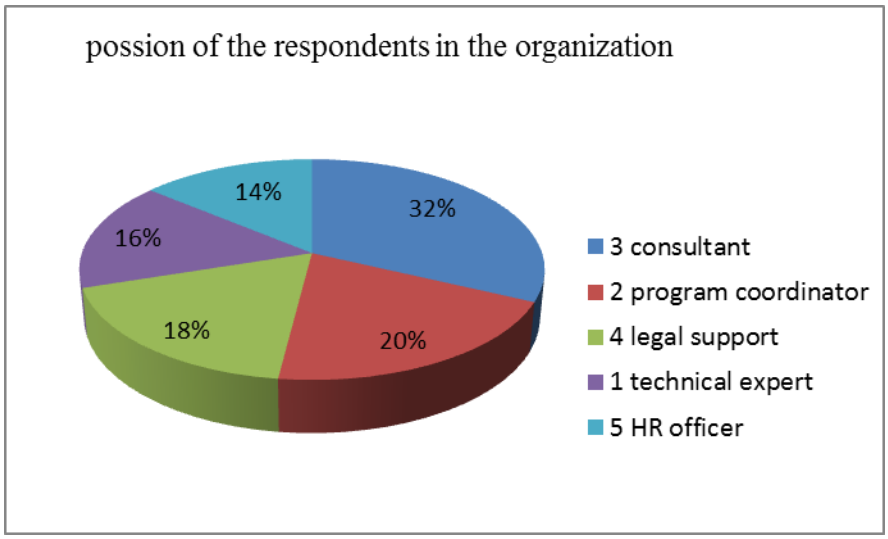
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4. INTRODUCTION

In this chapter, data collected from different sources are presented and analysis and discussions are made across the collected data and the literature. For this purpose, the researcher has been distributed 60(sixty) questionnaires because of COVID-19 the researcher unable to find 10 questionnaires which have been distributed before the pandemic for different organizations. However, the researcher collected the remaining 50 questionnaires.

4.1 position of the respondents in the organization

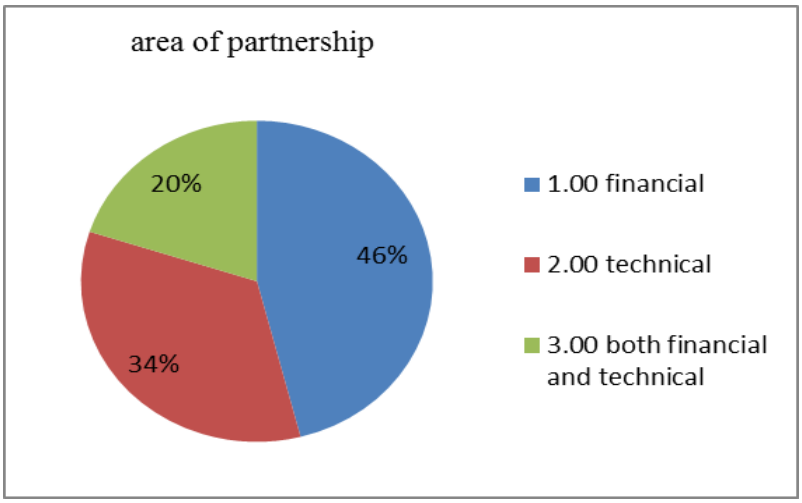


As shown in the chart, most of the respondents are consultant which cover the largest part (32%) followed by program coordinator (20%), legal support officer (18%), technical expert (16%) and HR officer (14%). This shows that the participants of the study are the truly concerned body.

The consultants are most of the time temporarily hired in a contractual basis and they provide expert advice in particular areas professionally. Program coordinators cover the second largest portion in this study and they Supervise and monitor the Program activities to ensure that result areas. Program coordinators specifically oversee the implementation of the Program and effectively manage the Program. The legal support division plays a key role in the partnership for the programs or Aid modalities to be conformity with the law.

4.2 Area of Partnership in the ESDP

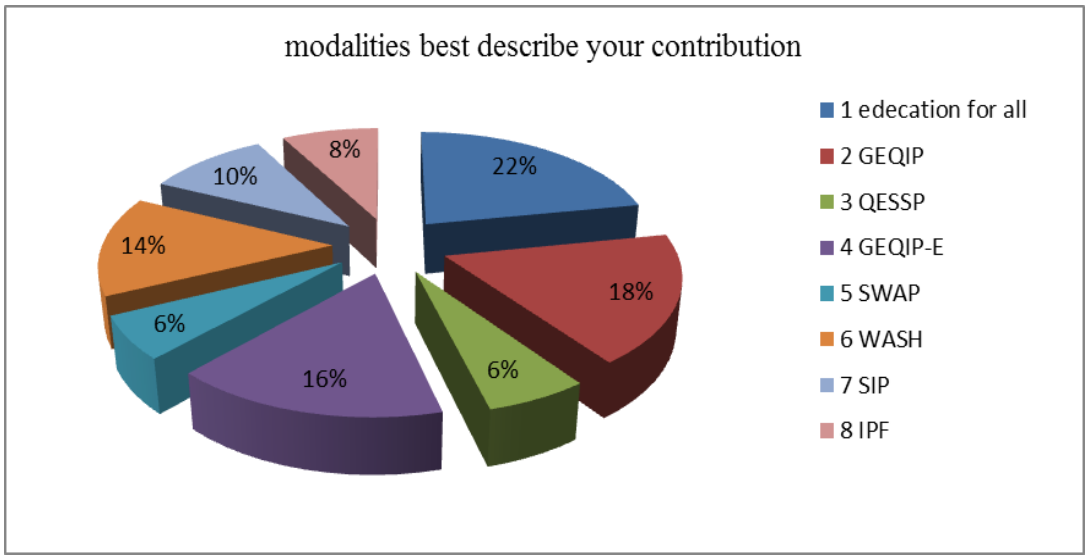
Education is one of the sectors most NGOs are involved in to improve the education sector development and address education to different groups of the community. The partnership is for the successful implementation of the ESDP. Under each ESDP there are many modalities, those modalities work together for common result which is ESDP implementation. All modalities have their own engagement in the partnership it could be financial, technical, or both financial and technical.



The above chart shows that most of the development partnership falls under financial partnership followed by technical and both financial and technical partnership being a partner with development partner through a financial partnership is so good but if the partnership could be both financial and technical it could be very good because if the partnership is both financial and technical the development partners and the government could achieve the development easily they have finance they have a technical expert they want nothing to succeed. The respondents who are under consultant group could be grouped in one and more areas of the partnership and the other positions too.

4.2.1 Modalities in the ESDP

The Education Sector Development Program (ESDP) is an expenditure program that translates the Government's far-reaching policy and strategy into action. The objective of the first five-year phase of ESDP was to improve the overall educational attainment of the population, while achieving greater social equity. Its longer-term objective is to achieve universal basic education by 2015.



Education for all takes the highest share of partnership modalities but this doesn't mean a development partner who participates in education for all will never join in GEQIP or SWAP they may participate in more than one modality.

The GEQIP is being implemented at the federal, regional and woreda levels, and coordinated by the MOE in close coordination with the regional and woreda governments. At the federal, the Planning and Policy Analysis Department will coordinate the implementation of the GEQIP, reporting directly to the State Minister for General Education, with inputs from relevant departments and institutions. GEQIP-E proposes to support phases V and VI of the Government of Ethiopia's Education Sector Development Program (ESDP) which serves as the framework for educational development in Ethiopia in line with the GTP II. According to the ESDP II report stated that through its Education Sector Development Programs, the Country takes a sector-wide and integrated approach to the development of education rather than compartmentalizing its goals, strategies and plans for different subsectors of education. Therefore, EFA goals are treated

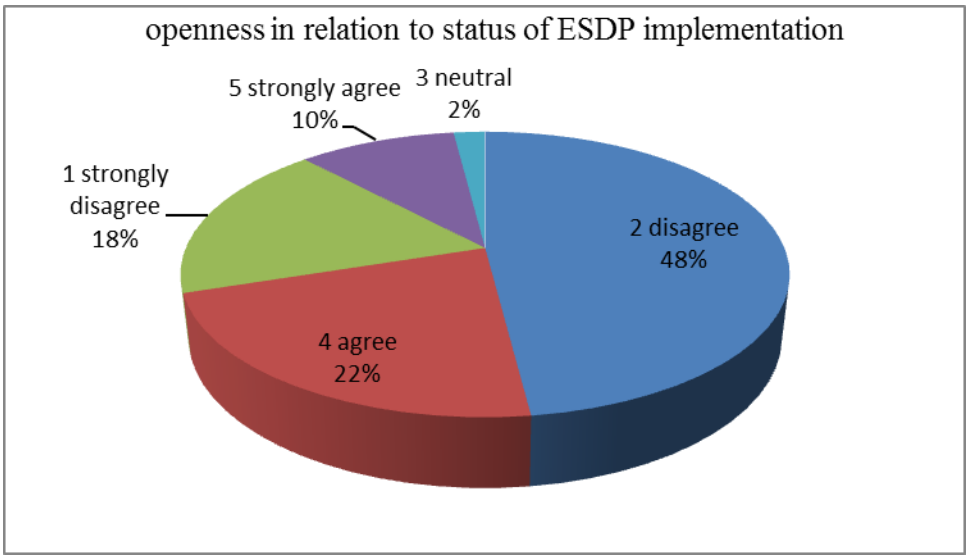
within ESDP II in an integrated manner, through a sector-wide approach.The Quality Education Strategic Support Programme (QESSP), through its interventions, aimed to bring about systemic change within the Ethiopian education system.

According to Getachew & association (2012), the purpose of operation and maintenance services of school WASH facilities is, therefore, to improve the performance; efficiency, effectiveness and sustainability of water supply and sanitation services and it targets school communities; students, teachers and administration staffs and support their day to-day-activities on how to manage school facilities and enable and secure safe and adequate water supply, hygiene and sanitation services on a sustainable basis and the objectives of the school improvement program (SIP) component are to: (i) improve the capacity of schools to prioritize needs and develop a school improvement plan; (ii) enhance school and community participation in resource utilization decisions and resource generation; (iii) improve the government's capacity to deliver specified amounts of schools grants at the wordea level and (iv) improve the learning environment by providing sufficient resources to schools.

4.3 status of ESDP implementation

Engagement should be a process that is adequately planned, appropriately timed and well-communicated; systemically engages diverse stakeholders in a way that builds trust among participants; and achieves a level of coherence between the views of stakeholders and the national development strategy eventually adopted (UNDP, 2016).

Openness

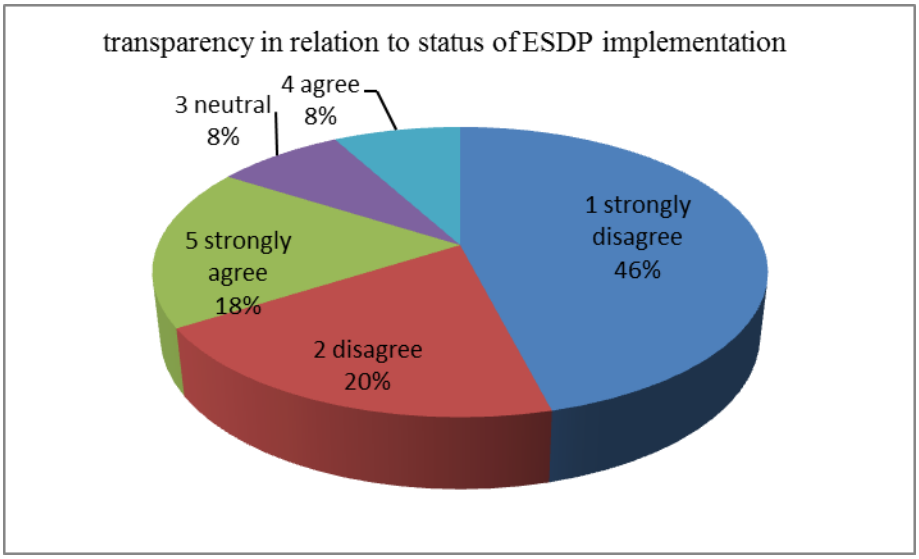


As the chart shows us 48% of the respondents response are disagree about the openness of the partnership in relation to the status of ESDP implementation this implied that there is a problem of openness in the partnership.

Openness, trust and mutual respect, as well as recognition of these different and complementary roles of different stakeholders, are equally crucial to ensuring that all stakeholders are willing and able to work together. While Global Partnership monitoring has a focus on the engagement of civil society and the private sector, the full diversity of stakeholders play critical roles in achieving sustainable development at the country level, but they must be engaged in a meaningful way to have an impact.

Transparency

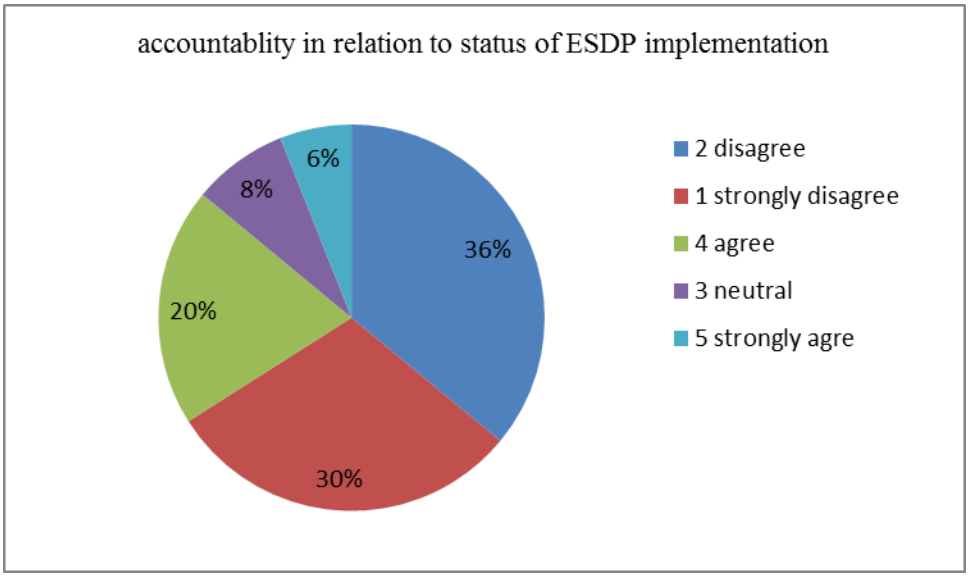
In relation to transparency 46% of the respondents are strongly disagree, 20% of the respondents are disagree, 18% of the respondents are strongly disagree, and the rest agree and neutral covers 8% each. As most of the respondents fall under strongly disagree and disagree the information is not clearly available for those who is affected by the programs or modalities.



Transparent information is critical to track progress and enhancing accountability and can be used to inform regular assessments that track country-level targets for effective development co-operation and link resources to results.

Transparency is the decisions which are taken and their enforcements are done in a manner that follows rules and regulations. It is also means that information is freely available and directly accessible to those who will be affected by such decision and their enforcement. It also means that enough information is provided in easily understandable forms and media. But as the above chart shows us there is a lack of transparency in the partnership.

Accountability



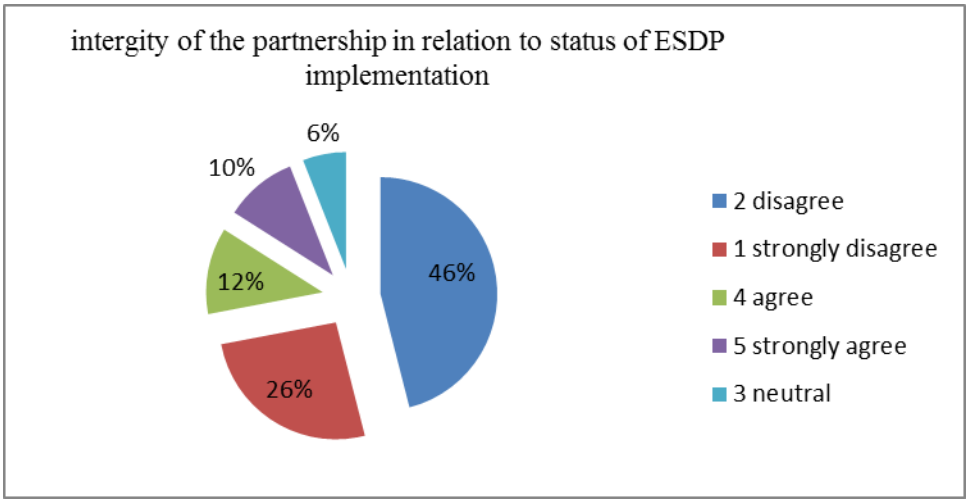
As a chart shows us 36% of the respondents are disagree to the accountability in relation to the status of ESDP implementation followed by 30% strongly disagree so this implies that there is a problem of accountability as the most mart of the respondent shows. Accountability should be key requirement of the partnership.

A shift in mutual accountability is taking place. Country contexts that rely heavily on official development partners tend to have quality mutual accountability mechanisms in place for development co-operation, while partner countries that are less dependent on DPs move to other, more holistic accountability structures. This shift also has important implications for the Global Partnership's future monitoring efforts.

According to CázarezGrageda, 2018 the ambition of the 2030 Agenda has ignited a shift from a whole-of-government to a whole-of-society approach to development. Partner country governments are leading development efforts, complemented by support from an increasingly diverse set of development partners. With a wider variety of development financing also available and a wider range of stakeholders engaged in development activities, many partner countries are rethinking and adapting traditional mutual accountability mechanisms to be more inclusive.

Integrity of the partnership

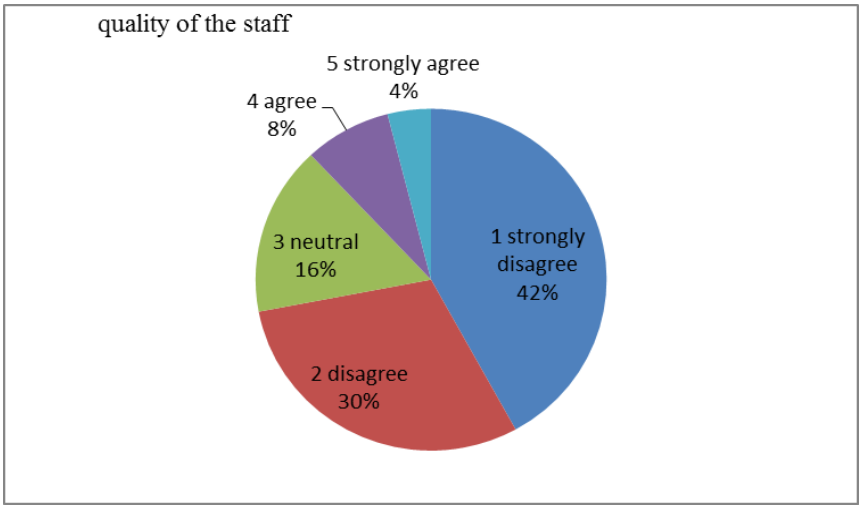
Integrity of the partnership means working together for common purpose, for common values means that it is the integrity between development partners and the ministry of education or the government.



As the above chart shows us the respondent's response for the integrity of the partnership lack correlation between the partner country and the development partners. Because the most portion of the respondents are disagree and strongly disagree about integrity of the partnership. To realize the ambitions of the 2030 Agenda, meaningful participation from all stakeholders is vital. While multi-stakeholder engagement has long been recognized as important to development, the Sustainable Development Goals (SDGs) require that countries move from a whole-of-government to a whole-of-society approach (CázarezGrageda, 2018). Governments have a unique responsibility to lead development. But their efforts cannot be successful without the inclusive and equitable participation of all actors. Recognizing this, the 2030 Agenda calls for collective action by the whole of society to implement long-lasting development solutions. National and subnational governments, parliaments, civil society organizations, the private sector, foundations, trade unions, communities, and individuals each have different and complementary roles to play in the collective pursuit of sustainable development. Inclusive engagement is essential in all aspects of the development process, beginning with planning and continuing through implementing and monitoring national development strategies.

Quality of the staff

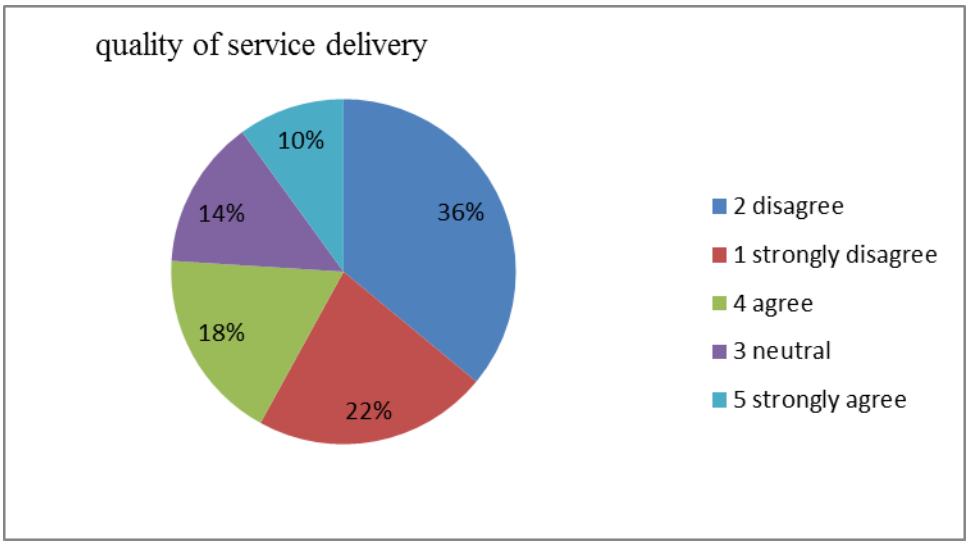
Quality of the staff measured in terms of responsibility, courtesy, honesty, good communication, and academic qualification of the employees.



Here is a very surprising result especially in MoE many staff members don't know what their job is for which job they assigned is as I observed. The quality of staff can strongly affect the implementation of ESDP. According to the respondents quality of the staff has been the big challenge for the implementation of the education sector development programs.

Quality of service delivery

Quality of service delivery is a very essential requirement in the partnership.



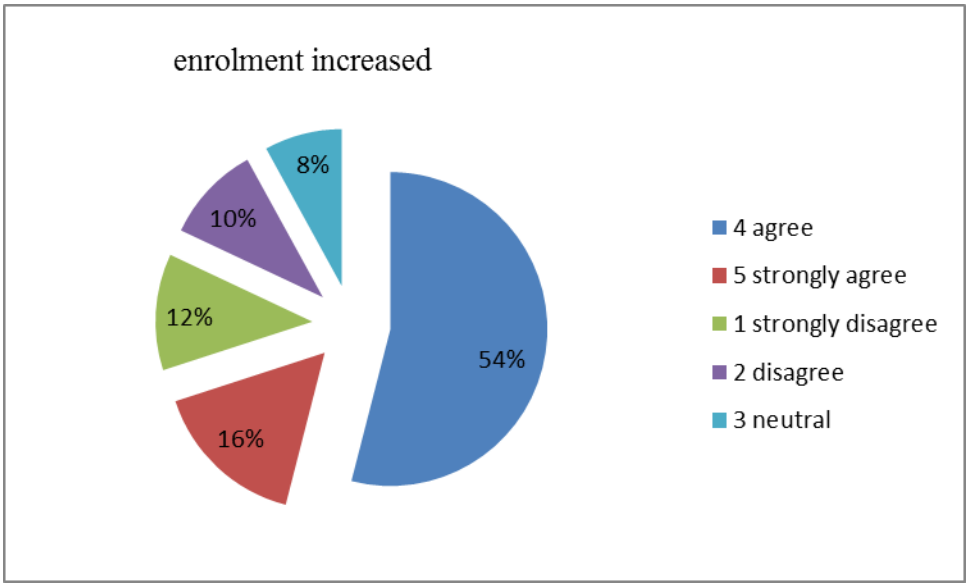
Under Service delivery, the status of ESDP implementation lacks systematic arrangement of activities this needs optimum use of resources in order to meet expectations of service users and other stakeholders.

Here is one point there is a big difference between the quality of service delivery and quality of service, so the latter is the means for satisfaction and retention of a customer. The service that is going to deliver to the public should be a qualified example school which will not crack after a month of its first-year anniversary.

4.4 PARTNERSHIP EFFECTIVENESS

To strengthen country ownership, governments must do more to ensure meaningful and inclusive participation in planning and tracking of development efforts. In designing national development strategies, partner country governments consult a broad range of national stakeholders.

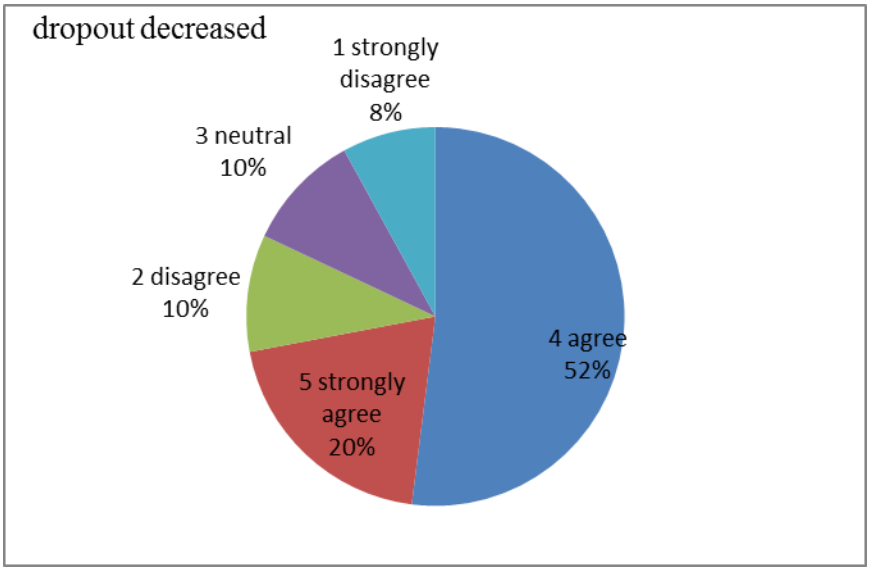
Enrollment increased



Enrolment is one of the indicators for measuring the progressive realization of the right to free and compulsory primary education. The increase from year-to-year of the rate of enrolment is indicative of the fact that the government is doing its level best to ensure the accessibility of free and compulsory education for citizens. More than a decade after launching the New Education and Training policy, the Ethiopian government has made a lot of progress in making sure that primary education is accessible to all school-age children.

The UNESCO Global Monitoring Report (GMR) released in 2008, which tracks global progress in meeting international education commitments, also declared that Ethiopia, along with Burkina Faso and India is making dramatic gains towards gender parity at the primary school enrolment.

Dropout decreased

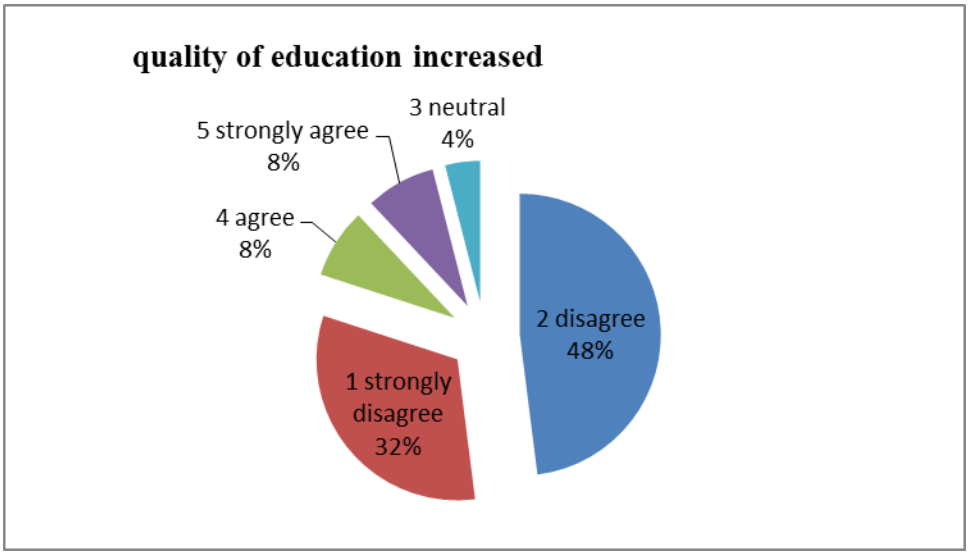


Because of the improvement in accessibility of primary school after the inception of ESDP I the dropout rate decreased. And also Ethiopia has the statistics on “readmits” that drop out during the school year and return to the same grade in the next school year. Therefore, the repetition rates are lower when compared with other countries, as these “readmits” are not counted as repeaters, while at the same time, the dropout rates rise, according to the MOE (MOE, 2011a). The number of repeaters and readmits of grade 1 was the highest at 336,477, followed by grade 2 at 219,321 and grade 8 at 212,900 (MOE, 2011a). Regarding the dropout rates by grade, the rate of grade 8 was the highest at 12.3%. Especially, the rate of girls was 15%, which was significantly higher than that of boys of 9.9%. The rates were also high in grades 1, 5 and 7, which are consistent with the grades with low promotion rates and high repetition rates (MOE, 2011a)

The dropout rates had been improving since 2002/03 when the rate marked the peak of 19.2%, but it increased to 18.6% again in 2008/09. Comparing boys and girls, the dropout rates of boys were higher in many years, but in 2008/09 the rate of girls exceeded that of boys (MOE, 2005, 2010c, 2011). Regarding the improvement of repetition and dropout rates, the MOE set the target to improve them to 1.0% by 2014 (including primary education) (MOE, 2010a).

Quality of education increased

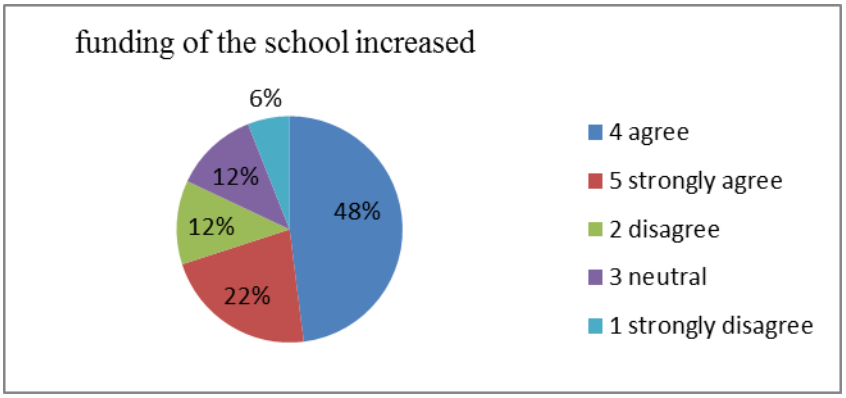
Quality indicators: include qualified teachers, students/textbook ratio, and student-teacher ratio and school facilities.



Based on the quality indicators it lacks quality, when ESDP began there were not enough teachers, enough textbooks for students and school facilities. Deterioration in the quality of education and poor attractiveness of schools are pointed out. And to solve this problem the development partners and the government together find a solution for each to solve teachers shortage dropout students of grade 10 and above become a teacher, for a text book making GEQIP the good solution and did it and for school facility many modalities were introduced like WASH, SIP, and IPF. Despite noted achievements in access to education, challenges in the quality of education remain. There is also high dropout rates and low competition rate. With the significant loss of investment from repetition, every extra year that it takes for the completion of a cycle means the inefficient use of resources. Besides, there should be adequate education facilities and supply of inputs including qualified teachers, teaching materials, laboratories and lab chemicals and provision and utilization of ICT facilities.

Funding of the school increased

The national education system is financed through domestic funds from the state budget, external funds received from bilateral and multilateral donors, private sector investments and household contributions.



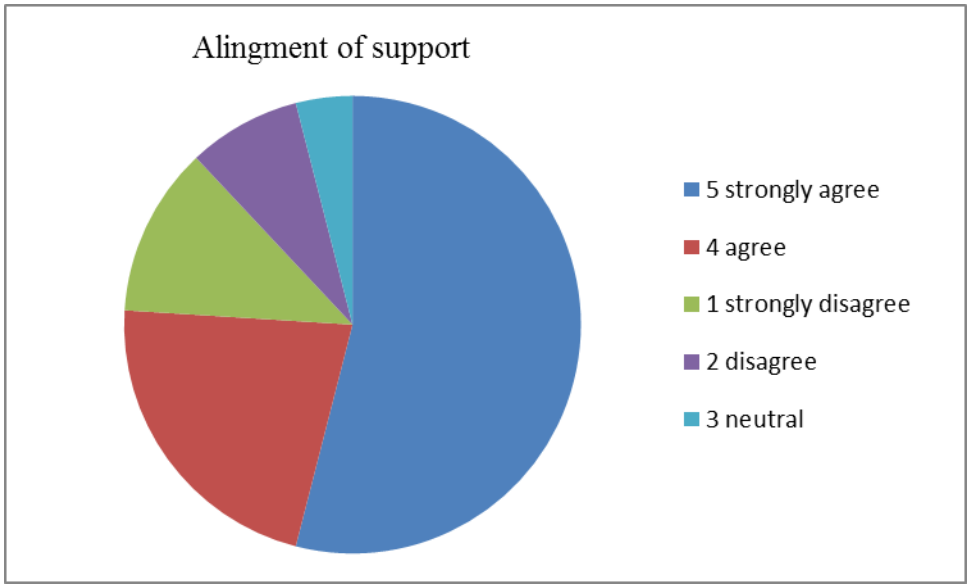
Analyzing how much of the national resource is allocated to the promotional and provision of education is a major means of measuring the extent to which the Ethiopian government has committed itself to education in general and primary education in particular.

Therefore, an important part of this study is also showing the trend of the education budget in general and primary education in particular in order to show the current resource allocation and utilization practices. As most of the ESDPs and GEQIPs report show that there is highly the increase in funding for the school from the government and the development partners.

4.5 CHALLENGES OF THE PARTNERSHIP

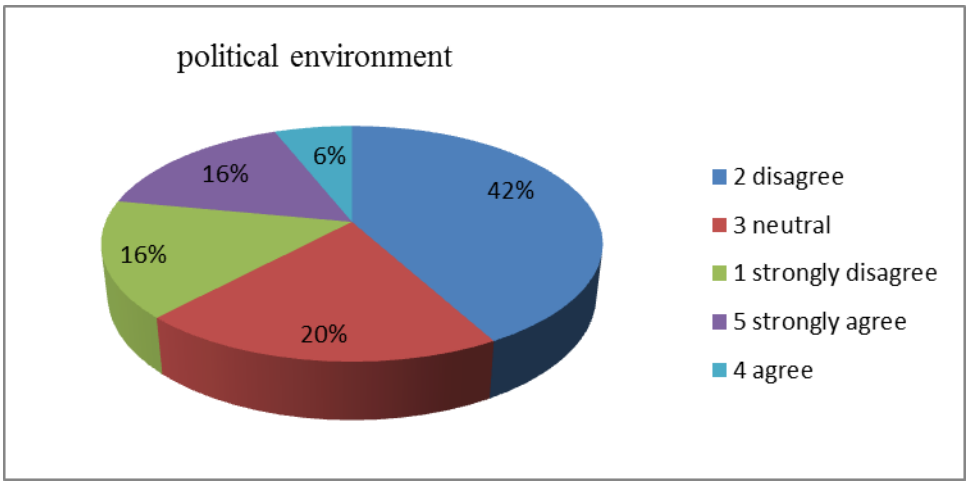
Though there are progresses in the primary education yet there are a number of challenges to universalize primary education as well as development partnership. The partnership demands commitment and consistency, a partnership needs fairness, partnership demands creativity, needs alignment of support for common values, goals and result. Partnership demands safe political environment, community support, joint effort between the partnerships. And also partnership requires implementation capacity of the government.

Alignment of support



Alignment is critical to coherent national development planning, enabling sectors and effectively contribute to development efforts and work towards common objectives. The alignment of sector strategies is strong, with these aligning with the national development strategy in 81% of partner countries. Subnational strategies are also well aligned, with 2018 Monitoring Round data showing alignment with the national development strategy in 76% of partner countries. In some countries, such alignment is required by law.

Political environment

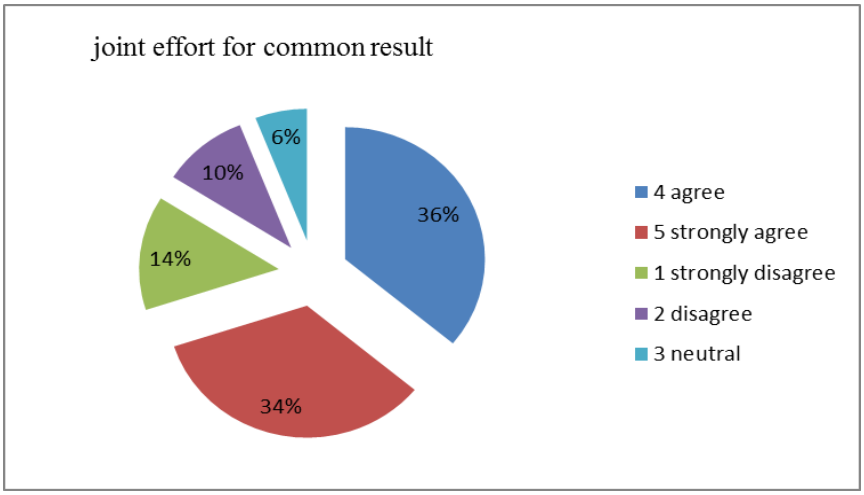


As the chart shows us 42% of the respondents are disagree about the availability of safe political environment followed by 20% neutral and 16% strongly disagree. This implied that the political environment lack conduciveness for development partners to engage to the programs that they are supporting. 20% neutrality means their fear for the politics to give the information.

The political environment should have to be conducive for development partners to exercise freely and the partnership registration must be flexible. While governments are responsible for creating an enabling environment conducive to maximizing the contributions to the development of all parts of society, civil society and the private sector also must focus on building their capacity and effectiveness – including how they organize among themselves – to ensure they are engaging constructively with the government.

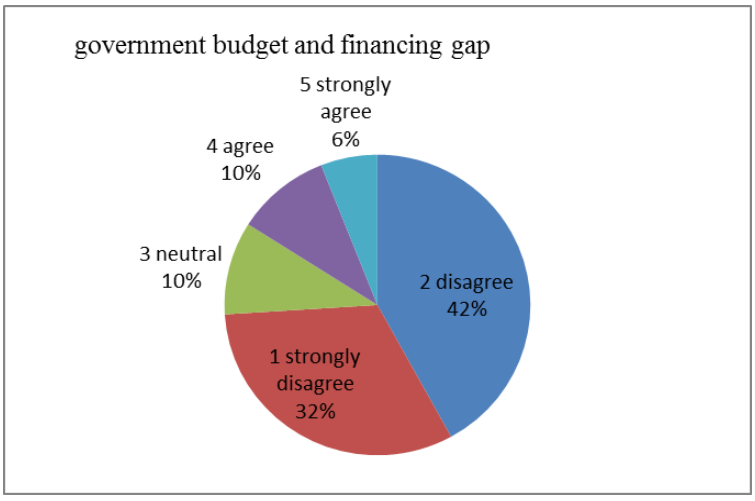
Joint effort for a common result

The joint effort for common result is necessary. Beside the alignment of support with the national program is there, joint effort between development partners, the government and the community should have to implement.



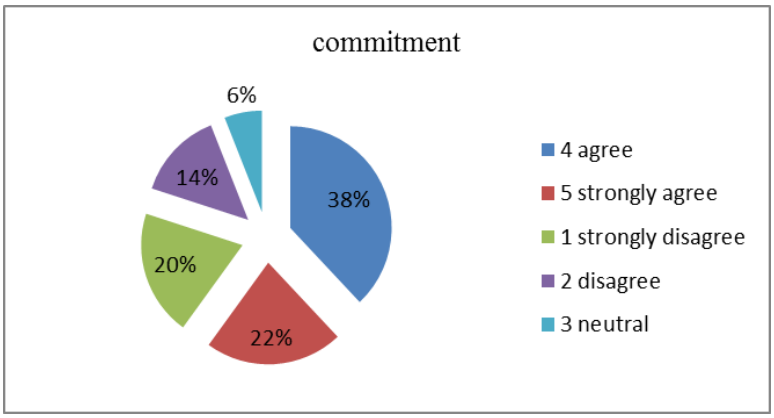
This means there is a problem of a joint effort for common results as most of the respondents agree on. The ministries of education, the government of Ethiopia, the development partners and other social development sectors have to work together for a common result

Government budget and financing gap



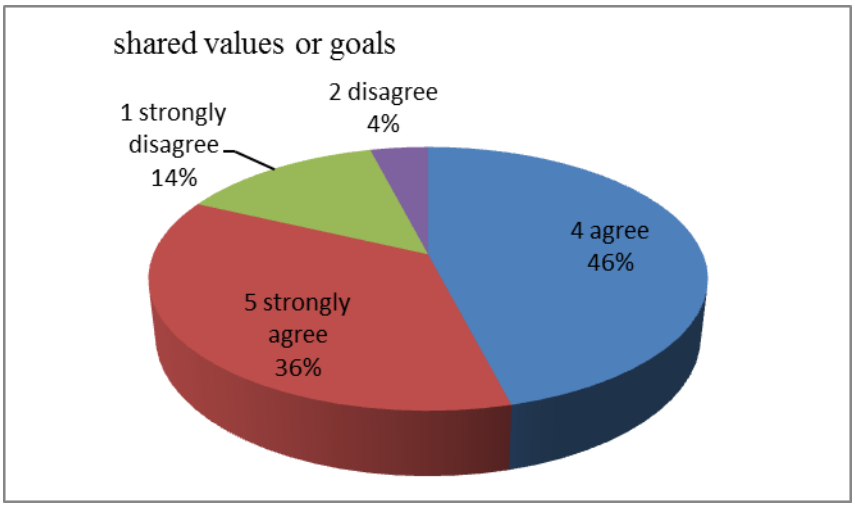
In public education finance, the proportion of the federal government is almost 50%, whereas the share of the regional governments is approximately 25% and that of the woreda governments is approximately 25%. Looking at the budget by sub-sector, primary education shared the highest proportion of ETB 3,026 million (51.3%) in the total educational budget of ETB 5,903 million (Million Birr at constant 2003/04 price) in 2007/08 (DFID, 2010)

Problem of Commitment



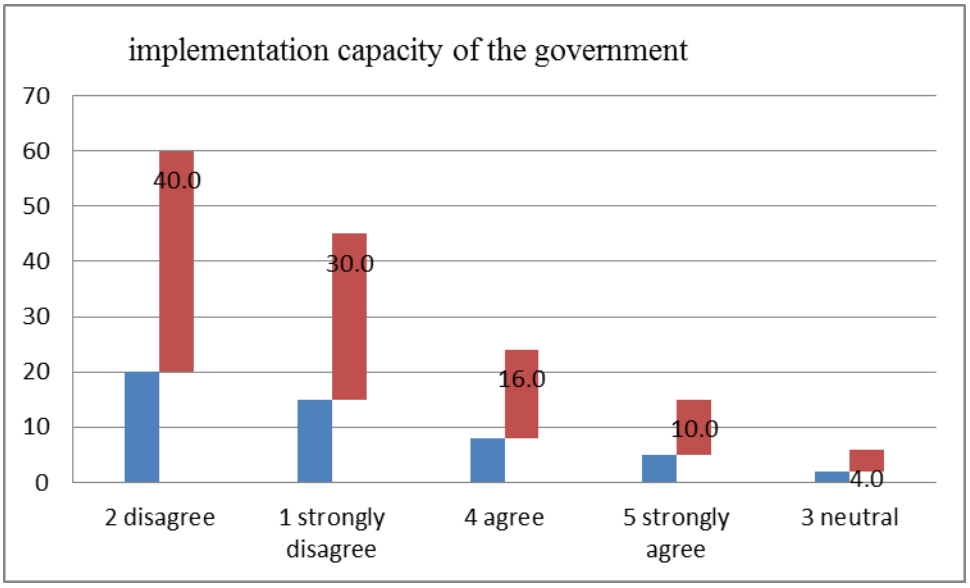
As the above chart shows us 38% of the respondents agree by the absence of commitment in the partnership followed by 22% strongly agree after the partnership agreement signed either the government or the development partners forget about their agreement and the programs too. Partnerships reflect a lack of clarity on specific commitments or targets for effective development co-operation with these diverse actors.

Shared values or goals



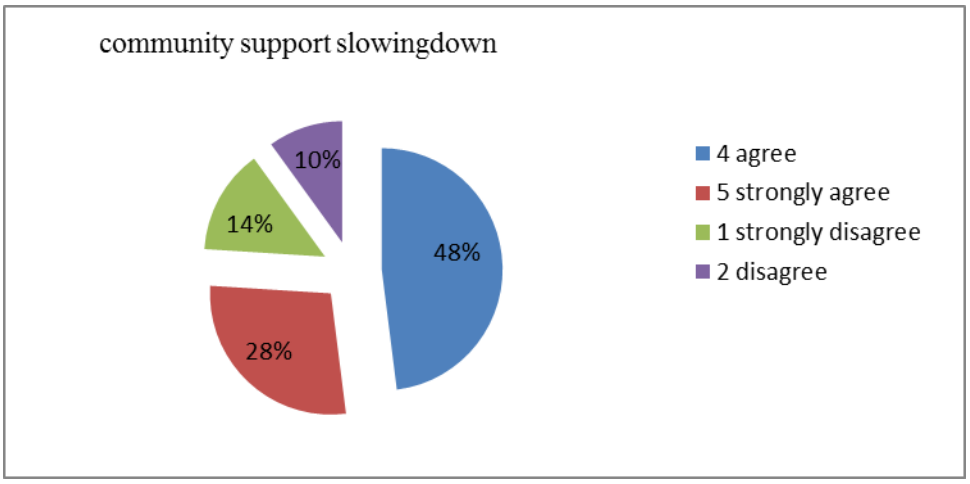
Shared values or goals mean managing and implementing Aid in a way that focus on the desired results. So as the above chart shows DPs and the GoEs lack coordination for their shared values and goals. The development partners have their own values and the ministry of education and the government has also their own values and goals. Even if many successes have been registered since the inception of ESDP there were a problem of having shared values and goals. If the government and the development partners have common values and goals they could be more successful.

Implementation capacity of the government



There was slow implementation capacity of the government. This indicates a notable disconnect between planning and implementation of strategies in these contexts and signals that in fragile contexts, which often receive capacity support to establish national development strategies, equal attention should be paid to strengthening capacities for implementing the strategies, including the statistical capacity to track implementation.

Community support slowing down



As the above chart indicates 48% of the respondents replied agree for the community support slowing down. This means the community support is becoming slowing down because of the partnerships weak look to the community. The community may need school but the DPs and the government give them road it's the big reason for the slowdown of the community support.

However community support is the central agenda to ensure citizens ownership for sustaining development. Citizens' participates in the form of expressing their demands, aspirations, engaging in the process of formulation of policy and strategy, planning, monitoring and evaluation too. Both ESDP I and II underline the important role of the local community in education including cost and manpower sharing in construction and maintenance of school infrastructure and school environment. All governmental educational officers, and many teachers, underlined the importance of working closely with the local community.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was aimed at examining the contribution of DPs in the implementation of the Ethiopian ESDPs with a special focus on primary education. To carry out this study ministry of education and different development partners were selected to answer the basic questions raised for this research. Accordingly, the following basic questions were developed:

1. How do the development partners participate in the implementation of the ESDP?
2. What is the status of ESDP implementation in Ethiopia?
3. How effective development partners are in the implementation of development cooperation?
4. What are the major challenges affecting development partners in the implementation of ESDP?

Based on these basic questions, guiding questions, observation was developed and data gathering was undertaken.

Data were gathered from 50 employees of the MoE and DPs and the data were presented, quantitatively and qualitatively and analyzed and discussed according to the research questions. This chapter, therefore, presents the summary of the major findings of the study and then concludes based on these findings. Finally, likely recommendations have been provided.

5.1 SUMMARY OF THE MAJOR FINDINGS

The following major findings were obtained from the different sources of the data collected using different instruments used for this study.

1. It was found that DPs played significant roles in primary schools by supporting schools in different ways: constructing schools and upgrade the existing school and equip the school with better facilities, providing school materials reference books, supporting students of the poor economic backgrounds with school uniform to minimize school dropouts, constructing latrine for girls and boys.

2. The qualitative data revealed that to attain the millennium development goals of education DPs roles and support is significant and encouraging due to the contribution in the primary schools.
3. The study indicated girl students were encouraged to be enrolled due to the support and counseling of NGOs for girls on health issues. Girl's enrollments in particular and children enrollment in general improved due to NGOs' role in education. Schools opened by World Vision Ethiopia (I was a fruit of it) and other DPs were improved enrollment and motivated students to attend education because most schools are constructed at the nearest distance and have a better facility.
4. As we know the geography of our country Ethiopia is not conducive to easily address the accessibility of education so that sectorial integration should be there example the education sectors have to work with health and road construction sectors.

As the study revealed the contribution of DPs was very awesome and interesting for the development of primary education in Ethiopia in many ways. Under each ESDP there were so many modalities that could help primary education and at the same time, the DPs help the GoE to give special attention to the education sector especially primary education.

5.2 CONCLUSION

Based on the summary of the major findings of the study, the following conclusions were drawn:

Those NGOs working in ESDP implementation have made a difference and brought significant change in the universal primary education to attain the MDG. As the result of NGOs intervention in primary schools, students were motivated to attend school, teacher's motivated in teaching, disadvantaged children got a chance to attend school; girls were motivated to attend school due to the school safety and sanitary pads supported to girl students. The teaching materials supported by NGOs, the schools constructed, training provided for teachers, students, school mangers, made difference primary schools. NGOs intervention in monitoring children in the school and follow up of student's regular attendance of education and supports provided for the students from the poor family economic situation were minimized school dropout. This indicates that children from poor economic backgrounds need support to attend school. Improvement of

boys' and girl's enrolment was the result of NGOs' intervention and contribution on the primary education. Conducive teaching and learning environment were created in the primary schools due to the neat school classrooms; facilities chairs tables, reference books, latrine constructed for boys and girls, school uniform support for students and educational material support, counseling on health for girls students, on-job training for teachers and school managers.

It can also indicate areas that need further intervention in primary education expansion. In addition to this governments could easily identify where support is needed in primary education.

5.3 RECOMMENDATIONS

Based on the summary, conclusion and findings of the study on the contributions of development partners in the implementation of ESDPs especially in the realizations of primary education in Ethiopia; the following recommendations are forwarded.

- The research and analysis conducted in this study identified the significant improvement of access to primary education induced by policies set forth by the government of Ethiopia; there are still children who cannot have access to education opportunities. The internal efficiency remains low and there is a big concern in the quality of education.
- NGOs have brought significant impact to primary education by constructing a school, providing a school material, tables, chairs, and reference books. It would be worthwhile if the ministry of Education closely works with development partners in the education sector to realize the universalization of primary education by supporting NGOs' effort.
- It would be better if educational planners, decision-makers and education officials know those partners who have the best potential to support the education sector and plan together to use the resource efficiently by having shared plans, common goals, and common values. this is because development partners should plan in line with the policy and strategy of the government to attain the set education goals
- The government should consider the fact that families in very poor economic conditions may find it difficult to pay for any education-related costs including uniforms, stationeries, transport, etc. the development partners are helping the students from a poor family by giving school uniform and other school materials. So, the government by working hand in hand with international development partners including UNESCO,

UNICEF, UNDP, and other like-minded organizations, must address the above challenge and find a means of incentives to help them change their decision more and more. The government should also attempt to promote development programs that could improve the livelihood of parents.

- According to this study both the development partners and the MoE employees are a consultant and according to their organizational culture consultants hire for a fixed period of time (they are not permanent) so in order to boost the development, it is better if they use permanent employees.

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Appendix

Addis Ababa University

College of Business and Economics

Questionnaire to be filled by respondents

Dear Respondent,

My Name is Demsew Kassa. For the partial fulfillment of the requirements for the degree of Masters of Art in Public Management and Policy (MPMP), I am doing my thesis on "THE CONTRIBUTION OF DEVELOPMENT PARTNERS IN THE IMPLEMENTATION OF THE ETHIOPIAN EDUCATION SECTOR DEVELOPMENT PROGRAM (ESDP)". As the study scope focus primarily on the Ministry of Education, I am inviting you to participate in this research to complete the attached survey.

This questionnaire is intended to gather information about "the contribution of development partners in the implementation of the Ethiopian education sector development program (ESDP)". I can assure you that any information that you provide in this questionnaire will be kept confidential and only be used for academic purposes.

Your genuine response is highly valuable and very supportive for the study and there are no identified risks from participation in the survey. Participation is completely voluntarily. It will take you approximately 15-20 minutes of your time to complete filling this questionnaire. Please answer all questions as truthfully and objectively as possible and return the questionnaires promptly to me. If you do not find the answers that fit exactly, please mark the one that comes closest.

Thank you in advance for your kind cooperation and precious time.

Sincerely,

Demsew kassa

Cell phone: +251- 921953292

Email:demsewkassa869@gmail.com

Section I: - Respondents personal information

1. Identification particulars:

1.1. Your possession in the organization _____

Section II: - area of partnership

2. Which one of the following best describes your area of partnership?

1) financial
2) Technical
3) Both financial and technical

3. Which modalities best describes your contribution(you can circle more than one)

1) Education For All (EFA)
2) General Education Quality Improvement Program (GEQIP)
3) The Quality Education Strategic Support Programme (QESSP)
4) General Education Quality Improvement Programme Equity (GEQIP-**E**)
5) Sector Wide Approach (SWAP)
6) Water, Sanitation and Hygiene (WASH)
7) School Improvement Programme (SIP)
8) Investment project financing (IPF)
9) Other……..

Section III: - Status of ESDP Implementation

4. How do you rate your development partnership with respect to the following variables that could show to what extent you are engaged in line with ESDP implementation?

No.	Variables	strongly agree	Agree	Neutral	disagree	strongly disagree
		5	4	3	2	1
4.1	Openness					
4.2	Transparency					
4.3	Accountability					
4.4	Integrity of the partnership					
4.5	Quality of the staff					
4.6	Quality of service delivery					

Section IV: - partnership effectiveness

5. How do you rate the level of your contribution effectiveness in the partnership with ministry of education?

R.no	Outputs of contribution	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
		5	4	3	2	1
1	Enrolments increased					
2	Dropouts decreased					
3	Quality of education increased					
4	Funding for school increased					

Section V: - Challenges of the partnership

6. Major challenges perceived by development partnership

No	Assumed Major challenges	strongly agree	Agree	Neutral	Disagree	Strongly disagree
		5	4	3	2	1
1	Alignment of supports					
2	Political environment					
3	Joint effort for common result					
4	Government budget and financing gap					
5	Commitment					
6	Shared values/ goals					
7	Implementation capacity of the government					
8	Community support slowing down					