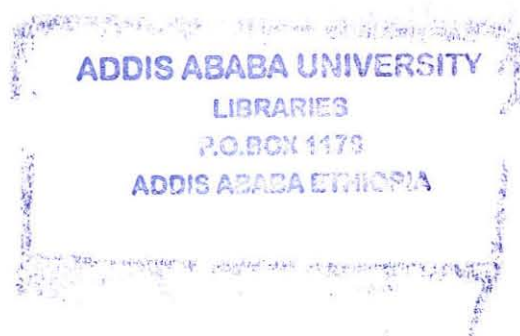


**AN ASSESSMENT OF NGOS' LED BASIC PRIMARY EDUCATION
PROJECTS IMPLEMENTATION IN PASTORALIST AREAS OF OROMIA:
THE CASE OF BORENA ZONE**

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**JUNE 2010
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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List of Abbreviations and Acronyms

ABE: Alternative Basic Education
ABEK: Alternative Basic Education for Karamoja
AFD: Action for Development
ANOVA: Analysis of Variance
BRAC: Bangladesh Rural Advancement Committee
BZAO: Borena Zone Administration Office
BZEO: Borena Zone Education Office
CMC: Center Management Committee
CSA: Central Statistics Agency
EFA: Education for All
ESDP: Education Sector Development Program
FTI: Fast-Track Initiative
GER: Gross Enrolment Rate
KETB: Kebele Education and Training Board
K-S: Kolmogorov - Smirnov
MDG: Millennium Development Goals
MoE: Ministry of Education
MoFED: Ministry of Finance and Economic Development
NER: Net Enrolment Rate
NGO: Non – Governmental Organization
NMFA: Netherlands Ministry of Foreign Affairs
OBoFED: Oromia Bureau of Finance and Economic Development
OEB: Oromia Education Bureau
OPADC: Oromia Pastoralist Area Development Commission
OPO: Oromia President Office
PCAE: Pastoralist Concern Association Ethiopia
SFL: School for Life
TGE: Transitional Government of Ethiopia
UNESCO: United Nations Educational, Scientific and Cultural Organization
UPE: Universal Primary Education
USAID: United States Agency for International Development

Abstract

The purpose of this study was to assess the implementation and sustainability of basic primary education projects fully run in pastoralist Borena. The specific objectives of the study were to assess the aspects and extent of NGOs' involvement in educational provision to pastoralists, discover how NGOs' plan for project implementation, find out the extent of their contribution to local educational development, out surface mechanisms in place for the implementation and sustainability of projects, and to take in challenges so as to forward alternative solutions. The research method employed was descriptive survey to collect data from 108 respondents who were 20 education experts at zone and woreda level, 20 NGOs' staff, 20 facilitators, 48 students, KETB and CMC members, and parents using tools such as questionnaires, interview, focus group discussion, document analysis and checklists. Accordingly, pilot test was made; data were collected, analyzed and reported. Analysis of data was undertaken using tabulation, percentile distribution, mean and standard deviation, Independent t test, one way ANOVA, one sample Kolmogorov-Simrnov Z test, Mann-Whitney U test and rank order. The finding of the study pointed out that NGOs' intervention in pastoralist areas had been achieved insignificant outputs. Specifically, their capacity to generate own source of fund and to run projects as planned; their aspects and extent of involvement; cooperation and communication with local government bodies, other NGOs', and beneficiaries; contribution to local education development; and the use of mechanisms to implement and sustain projects remained low. These difficulties impeded the success and excellence of the project implementation and sustainability. Subsequently, it was concluded that the implementation and sustainability of pastoralist basic primary education projects led by NGOs' was noticed to be low. Thus, it was recommended that national and regional government should prepare fertile ground and pave the way for NGOs to be highly involved in pastoralist education; pastoralist education forum should be established at regional, zonal, woreda and kebele level; beneficiaries must be involved in planning, monitoring, and evaluating project implementation; Alternative Primary Education (APE) delivery approach need to be devised; and NGOs' ought to improve their aspects and extent of involvement in educational provision as well as the use of different viable and locally responsive strategies like the flexible and varying education delivery models, time table; use locally available resources; and enhancing local initiatives and creativity that could contribute a lot to ensure the success of basic primary education project implementation and sustainability in pastoralist areas.

CHAPTER ONE

The Problem and Its Setting

This section of the study deals with the problem and its setting. It covers background of the study, statement of the problem, objectives, significance, delimitation, limitations of the study followed by operational definition of key terms and organization of the study as described in upcoming subparts.

1.1. Background of the Study

Oromia, the largest regional government in the Federal Democratic Republic of Ethiopia, was founded on the basis of proclamation number 7/1992 which allowed the establishment of self regional governments in the country (TGE, 1992). Though located in tropical zone, it is characterized by variation in altitude and climate. Its major climate types are warm temperate and tropical rainy in high land areas and arid and semiarid in lowland areas. It is blessed with minerals, natural and historical attractions such as Gold, Sof Oumer Cave and Aba Jifar palace respectively. Major economic activities of the region are agriculture, industry and services whereby each constitutes 62%, 14%, and 24% respectively (OPO, 2008). Regarding its population, according to the 2007 population and housing census, it was about 27,158,471, and accounts for 36.7% of the country's population (CSA, 2007). Currently, the region is divided in to eighteen administrative zones, 301 woredas (anas), and 6,587 Kebeles (gandas) (OPO, 2009). Above all, the primary education coverage of the region in 2008/09 was reached 97% (OEB, 2009).

Borena, one of the eighteen administrative zones of Oromia, is located in southern part of the region and share boundary with Guji Zone, Somali Region, Southern Nations Nationalities and Peoples Region (SNNPR), and Kenya. It has the total land area of 48,426.6 km² whereby 73% is occupied by pastoralists (OPADC, 2008). The zone has 199 kebeles organized in to thirteen woredas among which ten are pastoralists and three are sedentary agriculturalist areas. Its population is estimated to be 1.2 million. The dominant cultural heritages prevail in the zone are the "Gada" cultural administration system and the "Waaqeffannaa" (Monotheism) belief system (BZAO, 2009). Finally, it has ten pre primary schools, 266 primary formal schools, 165 ABE centers, and 96 satellite (feeder) schools that allowed the zone to have the enrolment of 149, 342 students in 2008/09 (BZEO, 2009; OEB, 2009).

Nowadays, it is broadly deemed that education is a key tool to enhance socio-economic development of a nation. To this end, it is worthily mentioned in the preamble of World Declaration on Education for All, that it is a fundamental right of all people who could guarantee their self reliant development. Article III, V, and VII, of the declaration states that in providing education for all, disparities should be removed; specifically, with regard to pastoralists through variety of delivery systems (MDGs, 2000; UNESCO, 1994). However, in most developing nations, resource available from the central and regional as well as local governments' sources of funds and personnel needed for all aspects of education is low. For this reason, the resort for resource can take the form of parental and community contribution, expanding private schools, income generation by schools, development assistance, and appealing to non-governmental organizations to participate in the establishment and management of schools (Kelly, 1991). On top of this, it is presumed that strong partnership between governmental and non-governmental organizations should be at the heart to realize MDG's target of universalizing primary education by 2015 (MDG, 2000).

In line with this, it is believed that a project approach is useful for specificity, timeliness, improvement of investment and its utilization, policy implementation and the attainment of successful development through greater participation of stakeholders in its preparation and implementation (Vedled, 2001; Custworth and Franks, 1999; Forojalla, 1993; Huberman, 1977). Indeed, successful implementation of educational projects requires proper selection of unit to realize it, careful preparation, technical design and techniques to manage, political commitment and support of beneficiaries; other wise, investment of resources remain vain (Chandra, 2002; Baum and Tolbert, 1985).

Evidently, education projects led by NGOs' are not usually successful because NGOs' have many drawbacks from their very nature. The challenges include resource and agenda dependence, lack of accountability and verifiable public perception, and pitiable capacity of human resource to manage their activities. Moreover, they are centralistic, elitist, free floating, and fragmented in their nature unless well orchestrated (Medvedeva, 2009; Howell, 2007; Shihata, 2000). Kelly (1991) also states that in non-governmental organizations, there is imbalance between resource utilization for providing education for community and subsidy of personal needs.

Above all, education project implementation by non-governmental organizations is affected by multifaceted problems related to the institutional and implementation capacity of the agencies, limited financial and managerial expertise required to run it (World Bank, 1996). In short, nongovernmental organizations' led project implementation is affected by various internal and external factors which have bearing impact on its accomplishment and sustainability.

In Ethiopia, to get out of the inefficiencies and the failures of the weakest education system of the country prior to 1991 and to give special emphasis for those who have been deprived of educational opportunities, Federal Democratic Republic of Ethiopia's Government formulated new Education and Training Policy; in light of which, education sector strategy was formulated and elucidated that provision of quality basic education can not be attained by governmental effort alone. Therefore, the participation of NGOs' in educational provision became undeniable (MoE, 2002). In view of this, the country is striving to make quality primary education accessible to all school age children by 2015 with increased involvement of different stakeholders; explicitly, community, private investors, and NGOs. In this luminosity, it was intended to take affirmative actions to ensure pastoral and agro-pastoral community participation in education and development (TGE, 1994). Similarly, Plan for Accelerated and Sustained Development to End Poverty (PASDEP), states that pastoralist areas are under impecunious development and need working to steer up the participation of different actors of development as essential to improve their livelihood and education because the country's development policies and strategies are geared towards ending poverty through registering rapid development (MoFED, 2006).

To be successful in envisioned prospects of education, consecutive education sector development programs were formulated and implemented at national and regional level. The first two programs were already completed and the third one is under execution. In ESDP III, it is indicated that the major challenges of education system of the country are lower access and quality of education as a result of increased enrolments, shortage of qualified teachers to the required position and ill harmonization of donor and government efforts to execute the implementation of programs and projects. In fact, it was apprehended that the efforts made by private sector and NGOs were appreciated and needed to expand through their active involvement, ownership, and commitment to achieve MDG. On top of this, it was disclosed that the education sector development

program can not be realized without building adequate implementation capacity of actors at different levels of the system. Not only this, it was also uncovered that the financial, material, and human resources provided by the government alone can not suffice the attainment of Universal Primary Education (UPE) targets of 2015. Hence, NGOs involvement in educational provision was significantly figured out (MoE, 2005). However, NGOs' involvement in educational provision and their contribution to pastoralists' educational development in the country has been observed not satisfactory and lose reliability towards their authenticity, accountability and transparency (Wartenberg and Mayrhofer, 2002).

Accordingly, one can recognize that there is prevailing public dissatisfaction against educational projects implemented by non-governmental organizations. This could be due to their imbalanced allocation of resources, ill implementation capacity and the use of weak mechanisms to keep the projects going after backing phased out. As a result, dependency on external support becomes vicious and pastoralist education development would be in danger. Hence, conducting a study on their performance in pastoralist areas is essential. Thus, this study was aimed to assess non-governmental organizations' led basic primary education projects implementation in Borena administrative zone of Oromia region. In short, it attempted to identify the aspects and extent of NGOs' involvement in educational provision, how of their planning for implementation, their contribution to local educational development, project sustainability mechanisms in place by them, and bottlenecks hampered them while running the projects.

1.2. Statement of the Problem

In order to attain country's education sector development objectives, Ethiopia's national government and Oromia Regional Government called for increased participation of NGOs' in educational provision (TGE, 1994; OEB, 2005). Consequently, a large number of non-governmental organizations came to play a role in educational provision and financing but their attempts were not unblemished (MoE, 2005). In light of this, it was depicted that donor financed projects in general and education projects in particular were poorly implemented in Oromia (OBoFED, 2002). Non-governmental organizations' led primary education projects implementation in Oromia; predominantly, in pastoralist Borena has been quite feeble which is reflected in lower gross enrollment rate (72% in 2001 Ethiopian academic year) of the zone (OEB, 2009). This was below regional as well as national average and partly due to their lesser contribution to the zone's education development.

In pastoralist Borena, a number of non-governmental organizations has been engaged in development efforts and educational provision (OPADC, 2009) with numerous problems such as ailing community participation in planning, implementing and monitoring projects; low understanding about pastoralists' behavior; laid up use of indigenous strategies and solutions to perceived problems, and absence of cost-recovery approach which make local people poorly appreciate the effort of NGOs. Subsequently, dependence on NGOs has been developed and brought about the risk of losing the chance for project sustainability (Befekadu, 2006; Tadese, 2006). These challenges need intervention that necessitates such a study to further dig out the conditions and pave the way for better implementation and sustainability of the projects.

Some studies conducted on NGOs' effort to expand educational opportunities in Afar and Oromia National Regional Governments depicted that there were challenges related to NGOs' internal capacity and external socioeconomic conditions to implement education projects (Abdulaziz, 2009; Fasil, 2009; Henock, 2009; Mekibib, 2009; Mohammed, 2009; Tefera, 2001). However, the studies did not pleasingly convey the contribution of NGOs led basic primary education projects to educational development in their areas of study and could not come up with any mechanism to sustain the outcomes of such efforts in pastoralist areas. Moreover, they only surfaced little or nothing on how to work on and sustain the results of educational projects fully led by NGOs. Most of them paid more attention to bilateral or multilateral organizations' supported projects than NGOs' led projects or without specificity. Thus, this study is unique in a way that it entirely focused on the assessment of basic primary education projects' implementation fully led by NGOs' in pastoralist areas.

In sum, this study aimed on the assessment of implementation and mechanisms to sustain NGOs' led basic primary education projects in pastoralist areas deeply than its predecessors. In other words, it is a breakthrough and reassessment of the familiar questions about NGOs' involvement in educational provision using project approach. Above all, the researcher was motivated to undertake the study due to his agro-pastoralist family background, his professional experience of the education sector activities in pastoralist areas, and observed lower performance of NGOs' in pastoralist areas. In short, this study was designed to assess NGOs' led basic primary education projects implementation, mechanisms to sustain them, and their sustainability based on the following basic research questions.

- i. To what extent and in what aspects NGOs are involved in the provision of basic primary education in pastoralist areas?
- ii. How NGOs' led basic primary educational projects are planned for implementation?
- iii. To what extent NGOs' led basic primary education projects contributed to educational development of the pastoralist areas?
- iv. What are the mechanisms in place to sustain NGOs' led basic primary education projects in pastoralist areas?
- v. What are the major challenges in the implementation and sustainability of basic primary education projects in pastoralist areas?

1.3. Objectives of the Study

1.3.1. General Objective

The major objective of this study was to assess the implementation and sustainability of NGOs' led basic primary education projects in pastoralist Borena.

1.3.2. Specific Objectives

Based on major objective's vantage point, the specific objectives of the study were:

- i. to assess the aspects of education provision in which NGOs' are involved,
- ii. to assess the extent to which NGOs' are involved in the provision of basic primary education to pastoralist areas,
- iii. to assess how NGOs' plan for their educational projects implementation,
- iv. to assess the extent of NGOs' led education projects contribution to educational development in pastoralist Borena,
- v. to find out mechanisms used by NGOs' to sustain educational projects,
- vi. to find out major challenges that affect educational projects implementation and sustainability in pastoralist areas, and
- vii. to forward possible solutions for the challenges identified.

Though there is no one agreed definition of a project, the afore-mentioned arguments of authorities on it could allow one to see that project is a temporary endeavor, having a defined beginning and end, undertaken to meet unique goals and objectives that could bring about beneficial change or added value. One can observe that project is an effort that has the process of planning, organizing and managing resources to bring about the successful completion of specific goals and objectives. Subsequently, it is possible to view education project as a discrete undertaking that has a specific time frame, finite objectives, cost and action for the attainment of most wanted educational output.

Historical Development of Project

Lock (2007) claims that project approach has been practiced since early civilization. Until 1900, civil engineering projects were generally managed by creative architects and engineers themselves, among those for example Vitruvius in first century Before Christ, Christopher Wren (1632–1723), Thomas Telford (1757-1834) and Isambard Kingdom Brunel (1806–1859). Project approach was developed from several fields of application including construction, engineering, and defense activity (Cleland and Gareis, 2006). The two forefathers of the modern project approach were Henry Gantt, called the father of planning and control techniques, who is famous for his use of the Gantt chart as a project management tool; and Henri Fayol for his creation of the basic management functions which form the foundation of the body of knowledge associated with project and program management (Kwak, 2005; Witzel, 2003; Stevesn, 2002).

Prior to 1950s, projects were managed on an ad hoc basis; specially, to curb the effects of natural disasters and war using mostly Gantt Charts, and informal techniques and tools. During that time, two project-scheduling models: the "Critical Path Method" (CPM) and the "Program Evaluation and Review Technique" (PERT) were developed. Since 1950s Project management became recognized as a distinct discipline arising from the management discipline and project-scheduling models were being developed, technology for project cost estimating, cost management, and engineering economics were evolved. Later on, associations and institutions that work on project approach were emerged and expanded globally. Certainly, it was in 1950s that organizations started to systematically apply project management tools and techniques to complex projects (Kousholt, 2007).

Looking at the evolution of education projects, as used by the World Bank, Magnen (1991) identified three phases. First, in nineteen sixties, education projects were subjected to strict criteria; that is, it should be connected to the economic development need of the countries. Projects of that period were limited to construction and provision of equipments of school infrastructures to secondary and post secondary education levels without improvement in quality and effectiveness of education. Next, in nineteen seventies, education projects took in all types and level of education due to the social orientation of the period. Accordingly, greater prominence was given to literacy, basic primary education, selective development of the ensuing levels of education and training, improving effectiveness and quality of education as well as equalization of educational opportunity. Finally, since 1980's, depending upon the experience availed from previous periods, education projects tend increasingly to cover not only physical and intellectual funds but also part of the recurring costs of miscellaneous facets of education system.

In light of this, one can comprehend that project approach is as old as human civilization and evolved from multiple of disciplines. However, modern techniques of using the project approach in large and complex settings has developed recently and adapted to various fields whereby it could help to achieve a number of goals desired by the organizations. For instance, in education set up project approach lend a hand in construction and other aspects of the system to meet the educational demand prevailing in the area.

Importance of Project

Baum and Tolbert (1985) assert that projects generally help to rationalize the implementation of development policies by providing logical framework and sequence within which data can be compiled and analyzed, investment priorities might be established to address policy issues. Moreover, it enables to make immediate decision to solve problems and promote better coordination and cooperation through timely communication. Winson and Lindblom cited in Birhanu (1999) aver that it is appropriate to use project when the task is complicated, new and difficult to be handled, involves several organizations or units and demands cooperation, cost intensive and requires special follow up, to be done within a definite period of time, limited, specified, needs broad and active participation.

As one can glance from the above arguments, the reason to use projects in education is multifaceted; specifically, the use of project is important when the task to be done is large, costly, and complex and requires involvement of parties and initiatives, urgent, need to be done independently, and completed in short time span. Besides, when the task is new, specific community's or party's participation is required and when there are forcing circumstances to do so, it is imperative to use projects. In education system, projects could rally round to solve problems related to access, equity, quality, and efficiency of education as designed by developmental education policy, for implementation in a given setting using the availed specific premises.

Why Project for Pastoralist Areas?

One of the underprivileged areas that need the concern of NGOs' is the pastoralist area which is differently perceived by various authors. Carr-Hill (2002) identified pastoralists as nomadic pastoralist, agro-pastoralist, and transhumant pastoralist; mainly live and drive most of their food source or income from raising domestic livestock by moving from place to place for search of pasture and water, promote opportunistic crop farming integrated in to their livestock husbandry practices living in semi-permanent settlements, and have permanent home area and move more or less regular route respectively. Markakis (1993) argues that pastoralism is a mode of production that depends on the natural forage in the arid or semi-arid areas while pastoralists are a group of people with primarily practice of pastoral way of life for their lively hood. Further more, these authorities claim that pastoralist areas need specific type of intervention that fits to their way of life because centralized policies and development strategies may not fit to their condition. Hence, both authors commend that intervention by using project approach is usually fit to pastoralists' situation, if the project is responsive to local demand, participatory, and sustainable.

In light of this, it is possible to view that development effort can not be fruit full without the involvement of NGOs' as support providers for those areas which are underserved due to ill financial and technical capacity of governments to do so. Pastoralists, which are characterized by mobility, needs development strategies that fit to their way of life whereby those developed by central governments may not robust to them; thus, NGOs' are the right alternatives to promote pastoral development in general and educational development in particular to attain internationally agreed and nationally set developmental goals.

In general, regarding the overview of project approach, one can summarize the following major points. First, the concept of project is defined differently by a number of authorities; however, it is worth to observe that project is an entity with specific resources, premises and time frame to attain the planned objective. Second, although project approach is as old as human civilization, it is well developed and adopted to complex settings having its own theoretical framework recently. Regarding its importance, project approach can be used when the task to be done is new, complex, large, costly, and need cooperation and coordination. Finally, the realization of global and national educational development goals; mainly, in pastoralist areas remain an illusion unless NGOs' are involved and well orchestrated in harmony with their governmental counterparts.

2.2. Planning for Education Project Implementation

This subpart of the chapter ascribes about planning for project implementation. It discusses about project cycle and involvement of NGOs in education project implementation.

2.2.1. Project Cycle

Project is usually divided into logically consecutive stages. Although there is no lucid demarcation among the cycles, the most widely used cycles in education projects are project identification, project preparation, project appraisal and project implementation, monitoring and evaluation. The detailed description of each stage is presented under.

To begin with, project identification is the stage at which a project with high priority for national or local overall and educational development is precisely selected and followed by definition of its objectives, strategy and major features. Priority is given to projects that are well justified, have clear and consistent objectives respond to the recognized demand in conformity with the country's education development policy and plans (Magnen, 1991). Next, project preparation is concerned with a detailed study of every aspect of the project and preparation of executing plan to ensure reasonable feasibility and to avoid delay respectively. It studies the technical, institutional, socio-political, economic and financial aspects that could have an effect on project success and detailed presentation of investment items with their costs as well as recurrent expenditure generated by the project (Harrison, 1992; Magnen, 1991).

The other is project appraisal, the cycle that aims at ensuring whether the project is justified and feasible. It verifies that the project has been sufficiently prepared for implementation to start immediately after the approval of the project. Although this stage ends in negotiation and agreement as per project's objectives, design, content and mode of financing, it uses priority, feasibility, and efficiency criteria to appraise educational projects. Priority criteria are used to foretaste whether project's objectives are clear, consistent, responsive, defined, important, and justified in line with national development and education policies. Feasibility criteria are applicable in project design and implementation strategies to diagnose the educational, socio-political, administrative, institutional and financial feasibility of the project whilst efficiency criteria are used to see how cost is minimized and resource utilization is maximal and efficient (Magnen, 1991; Brown, 2002).

Indeed, educational feasibility attempts to see the depth of elaboration of a strategy for educational improvement, sustainability in local context, specificity of project in qualitative terms and number of students, teachers and other premises in quantitative terms. Technical feasibility, used to see physical materials to be produced while socio-political feasibility deals with social and political acceptability of the project through prior sensitization and information of the interested parties. Administrative feasibility concerned with administrative capacity and modality compatibility including project's time table against prevailing legislation and procedures. Like wise, institutional feasibility aims at making sure that the project is designed in a way that the institutions established and the changes introduced are sustainable. Finally, financial feasibility looks in to capital and operating cost estimation whether it is over or under estimated (McLachlan, 1996; Magnen, 1991).

Thus, one can utter that project appraisal can function as a means to check whether a project is in a priority area for the nation's development, feasible in terms of sector's policy, socio-political and administrative context, affordability in financial premises to be used effectively and efficiently so that success and sustainability could be ensured or not. If a given education project is not in the priority area, not feasible and affordable in a given setting, it is better not to invest on it. Thus, any body concerned with the project should attest that the project going to be implemented is well appraised and accepted by interested actors and beneficiaries.

The last stage is project implementation phase which includes implementation, monitoring and evaluation. Implementation regards to take action on premises provided for the project while monitoring and evaluation stick to detect difficulties and suggest ways to solve them (Shihita, 2000; Vedled, 2001). Project implementation requires careful planning of the activities and consensual agreement with the beneficiaries. To this end, Magnen (1991) states that designing educational projects end up by compromise to get balance between political urgency and technical cautiousness because the beneficiaries should not be against the project objectives; rather, provide potential support. Hence, it is advisable to sort out who does what? When and in what order? What skill and resources needed? And think of how to overcome constraints and risks because one reason why projects fail is poor organization and absence of responsible body for their success and failures (McLachlan, 1996).

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

In sum, understanding project cycle is learning how to get projects done because it is about deciding what to do? How and when to do? Doing the job and look through progresses to spot whether things go right or not. If things go wrong, make them corrected before deficiencies happen. Thus, developing and going through out the project cyclically allows effective and efficient management to reap the benefits within time scale and costs provided.

2.2.2. Involvement of NGOs' in Education Projects

Providing educational opportunities to its citizens is the mandate of national government; however, government alone can not provide equal opportunity to all segments of society due to scarce resources and geo-social factors; specifically, in marginalized pastoral communities. Hence, the involvement of NGOs and private sector in educational provision is of paramount important. In light of this, this sub-section illustrates the rational, aspects, and extent of NGOs involvement in education project activities.

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

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

Similarly, Rose (2007) states that to realize internationally agreed EFA goals and UPE in 2015, in light of 1948's United Nations Declaration of Human Rights, UNESCO's regional conferences of 1960's and the Millennium Development Goals (MDG), greater attention is paid to donors and non-governmental providers of education. In view of this, it is observed that many countries rely on NGOs to reach those who have difficulties in gaining access to formal education system. Besides, it is believed that NGOs could come up with innovative approaches that might be scaled up and sustainable in basic education provision. In addition, NGOs could serve as a channel through which external financing might flow in to basic primary education because funds flow through international NGOs that work with local partners at grass root level in support of different aspects of basic education (NMFA, 2003; Archer, 1994). However, the state needs to play a role in supporting basic education provision in situations where it is not the direct provider to maintain its legitimacy (Colenso, 2005; Hannum and Buchmann, 2005).

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

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

In windup, potential reasons for NGOs involvement in educational provision could be summarized in to three major areas. One, inability of governments' education system to respond satisfactorily to the potential demand of different vulnerable groups; next, the need to attain globally agreed educational targets; they could serve as a means of financial relocation from external sources. Hence, there are sufficient rationales and room for NGOs involvement in educational provision. Concerning the aspects and extent of NGOs' involvement in educational provision, one can grasp that variation across nations and locales. They can be involved in both physical and technical aspects of education system at different levels of governmental structure and sectors of the society whilst their extent of involvement varies from low in some sceneries and high in other milieus. In short, internationally, nationally, and locally set education targets can not be meet unless different approaches and efforts of actors are considered and coordinated.

2.3. Contribution of NGOs to Educational Development

Non-Governmental organizations can make greater contribution to educational development in particular and community development in general through addressing local problems, increasing access and equity and by improving quality and efficiency of education service delivery to the society. To this end, this section discusses the role of NGOs' in supporting educational provision.

Addressing Local Problems

NGOs could play vital role in addressing local problems using different approaches. They deal with community problems either by direct intervention or community empowerment to overcome the problem. Majority of them are involved in programs like capacity building, family planning and disease control and prevention, environmental protection and management, gender and development, children support services, tourism, food and water provisions. Their participation in such activities contributes a lot to avoid specific problem and to assist community (Kurian, 1988). On top of this, they might be involved in provision of quality education, health services and support for agricultural productivity (Ellerman, 2002). In short, one can sense that NGOs' usually go deep in to evading locality specific problems and play pivotal role in upholding development endeavor.

Increasing Access and Equity

Education is a fundamental human right, an essential means for diversification in the long term and lends a hand to empower pastoralists to have a say in the policies and institutions that affect them. Educational participation among pastoralists is lower than national average in some countries whereby they account for significant proportion of out of school children and gender parity. Research and discussion on increasing pastoralists' access to education continues apace but give an impression of taking place in isolation to discussion of general pastoralist development, livelihoods and natural resource issues. There is little sense of building a body of innovative and feasible practice to curtail such a situation (Morton, 2008).

At the same time, it is widely believed that basic education is essential to transmit the necessary knowledge, skill and attitude required to improve way of life, to cultivate individual's potentialities, creativity and critical mind for effective and efficient participation in community services (Kanu, 1996). To achieve UPE, constructing more schools using local resources and additional support from non-governmental providers is decisive to increase access and equity; for instance, in Karamoja NGOs provided educational opportunity for 80% of school age population of the area (NMFA, 2003). Similarly, BRAC, one of the largest international NGOs, in its non-formal primary education program provides education to poor, rural, disadvantaged children in different countries. It has been established 37,500 primary schools, 24,750 pre primary schools enrolling nearly 3 million children where by 65% of them were girls (Maksud and Rasul, 2006).

In a nut shell, one can have an impression that NGOs could increase access and equity of educational opportunities by providing education and by supporting community and governmental initiatives. Moreover, they could increase access to education via basic primary education provision for those who have less chance and disadvantaged to attain school. In other words, to avoid geographic and gender disparities, it is necessary that NGOs should play great role in increasing access and equity of educational services. Further more, they can use different innovative approaches to reach the marginalized and hard to reach segment of the society so as to increase educational opportunities. In fact, although unequal educational opportunities within countries based on gender, socio-economic status, ethnic background and geographic region prevail, NGOs could play significant role in increasing access and equity.

Improving Quality and Efficiency

The problem of quality and efficiency of education deals with the flow of students through the system with a minimum of waste and the quality of learning achieved within the classroom as well as outcomes observed in the world of work. Wastage in the flow of students is manifested quantitatively in dropouts and repetition, while the quality of learning is determined by the inputs and outputs of the education system (Kurian, 1988). In pastoralist areas quality and efficiency of education is affected by scarcity of textbooks, teachers, stationeries, absence of latrines for girls and the like. Such a situation could pave a way for NGOs intervention to improve the quality and efficiency of education through their contribution (Akyeampong, 2004).

To mention one example, BRAC, the largest NGO in the world and based in Bangladesh, provides one room schools for children with acceptable number (33) of students and one teacher by providing core subjects like mathematics, social studies and English, supplemented by extra-curricular activities. It also provides reading materials and community libraries equipped with computers. This effort was successful in bringing about higher participation in educational activities and reduction of dropouts to below 5% whereby it contributed a lot in improving quality and efficiency of education (Maksud and Rasul, 2006).

In sum, one can insinuate that if every non-governmental organization is committed to the betterment of the society; there is no reason why they could not improve quality and efficiency of the education system. Moreover, if they involved in curbing within school problems and societal factors that affect quality and efficiency of education, they can bring about greater improvement and achievement to the system. Concisely, NGOs' could contribute a lot in improving the internal and external efficiency through assistance and provision of quality basic primary education desired to attain UPE by 2015.

2.4. Experience of Some Developing Countries in NGOs' Led Education Projects

This sub-unit discusses the experience of three developing countries; Bangladesh from Asia, Ghana and Uganda from Africa. Looking in the experience of other countries is helpful because it enables to see the way they undertook their education projects, the strategies they used to heighten educational development, familiarize with challenges they faced and learn from how they overcome them. The lesson learned from their experience, best practices, project implementation strategies used and challenges faced by NGOs there are treated below.

2.4.1. Experience of Bangladesh, Ghana, and Uganda

Bangladesh, Ghana and Uganda are selected as an example due to the success of NGOs in educational provision and contribution to development of their pastoralist communities. Accordingly, the cases of mobile boat school in Bangladesh, School for Life (SFL) Program in Ghana and Alternative Basic Education for Karamoja in Uganda are presented here.

Bangladesh: the Case of BRAC and Mobile Boat Schools

To begin with, BRAC, an NGO founded by Fazel Hassan Abed in 1972, had a lot of experience in educational provision for underserved portion of the society; distinctively, women and children. It provides services related to micro-financing, education and health. Since it is 80% self funded, it could reach nine countries and 110 million people in the world. It has a good experience in organizing, understanding the need of the poor by piloting, refining and scaling up practical ways and empowering them to become active agents of change. On top of this, it sets up one-room school for children aged eight to fourteen to have primary education using single teacher, to increase gender equity and reduce dropout rate to the minimum (less than 5%) level (Maksud and Rasul, 2006).

With regard to mobile boat school, there is an instructive example of innovative provision of education to nomadic groups (Kartil and Dyer, 2009). Its approach was developed by Grambangla Unnayan committee to serve the Bede nomadic water gypsies community. It has its root in Participatory Action Research (PAR) which was used to initiate a need based development program that was able to identify a range of life long, gender differentiated learning needs among the Bede and aimed in the first instance to set up mobile boat school.

These schools used government curricula materials to promote their access to the formal school curriculum while educating children on the boat and envisage children spending two months in a government school during the time of community convergence. Although the teachers move with students, they lacked experience of teaching in such a mobile school. However, donors and government see it workable and started to support it. Consequently, majority of Bede could get access to education (Maksud and Rasul, 2006).

In summary, the experience of NGOs from Bangladesh portrays that, if any NGO might be able to generate its own income and come up with scalable practice of educational provision, it is possible to provide sustainable educational opportunities to those who are hard to reach. Hence, it is worthwhile and logical to have own source of fund and to develop innovative approach that could be applicable for any NGO and enlargement of educational stipulation by governments'.

Ghana: The Case of School for Life (SFL) Program

Northern Ghana presents an interesting case of the limitation of the conventional school system in reaching underserved and deprived population with basic education due to the peculiar nature of its demographic characteristics and socio-economic challenges confront the area. Bulk of NGOs tried to promote the spirit of self-help efforts among poor rural people using strategies that encourage community participation and ownership of basic education projects. One of such self help initiatives was the SFL basic education initiation as described here.

Akyeampong (2004) pointed out that the launch of SFL was started in 1995 as a joint cooperation between northern Ghanaian communities based organizations and Ghanaian and Danish Development activists. The SFL initiative appeared to be operating with a philosophy that perceives to make local participation and ownership an important ingredient in sustaining the program. It had the vision of helping formal education system to achieve and sustain increase in functional literacy and in the quality and equitable access to relevant basic education, as a means to address the problems of poverty and under development in northern Ghana. The program aimed at children aged between 8 and 14, half would be female by adopting a skill based curriculum and mainstream them in to formal school system.

Consequently, text books were contextualized; program design and material developments remained indigenous paving the way for strong local management representation operating from its head office. Its organizational set up mirrors that of local government to transfer its human and organizational capacity to the local public education system. To ensure community level participation, commitment and ownership, SFL program used animation meeting with communities, make community express its interest and willingness to contribute by agreement, make program not to interfere household and economic activities, negotiate on time table for school, provide all teaching and learning materials, and avoid the use of uniform to pupils to attend schools. On top of this, communities are responsible to nominate a volunteer facilitator from their locality under go training, compensate facilitators in cash, food stuff or labor, and set up committee responsible for ensuring that the facilitator is supported sufficiently and the school building is maintained.

An important element of the program was the community graduation ceremonies which are organized to show case of children's ability to read, write, and solve problems in order to motivate community participation and commitment. Its significant effect was the enrolment of 36, 044 where by 22,090 and 41% girls and 51% boys mainstreamed in to formal school; however, dropout was 3105 and 11,000 could not able to access formal school. As a result, communities took initiatives to build formal schools in their vicinity to sustain the benefits of the program.

In a nut shell, it is apparent to take for granted that the school for life (SFL) program had scored full marks for initiating a basic education program that takes into account local characteristics of pastoral communities to achieve results that seem to motivate self-help efforts at the grass root level. In view of this, it was clearly stated that provision of additional fund from local level government is essential to sustain the benefits gained through the intervention of NGOs.

Uganda: The Case of Alternative Basic Education for Karamoja

In Uganda, parallel to the expansion of primary schooling, the provision of alternative forms of basic education has received attention from some external partners through project mechanisms. These alternative programs had been evaluated as very successful with high unit cost and created a bulge that resulted in pressure on secondary schools and called for support beyond basic education.

ABEK: Alternative Basic Education for Karamoja launched as a special program in 1997 by Ministry of Education and Sport (MoES) with support from Redd Barna (the Norwegian save the children NGO) and United Nations Integrated Children Emergency Fund (UNICEF). It targets children in the pastoral, semi-nomadic communities of Karamoja in north east Uganda which had lower literacy rate of 31% in 1999. ABEK compressed the five years primary schooling to a three years cycle, offered with a very flexible schedule to accommodate the pastoralist life style. The content of standard curriculum was adjusted based on a participatory need assessment carried out in the targeted communities, thus, locally relevant life skills such as health, sanitation, home management and the like were included. Consequently, the participation rate increased to 80% in 2002. This effort helped Uganda's success in basic education in the area of access at the expense of quality (NMFA, 2003).

As concluding remark, the role played by NGOs in Uganda to increase access to education in pastoralist karamoja was significant and impressive. However, it was achieved at the expense of quality. Hence, it is a reminder for educational providers that expanding educational services should not be with compromised quality.

2.4.2. Lessons learned and Strategies Used

Here, the lesson gained, best practice observed and scalable strategies are treated.

Lesson Obtained

A project can be sustainable, if it could provide an acceptable amount of benefits to the target group during a sufficiently long period after the donor's financial and technical assistance ceases. The best experience can be learned from SFL initiatives in northern Ghana where NGOs made an attempt to prop up the spirit of self-help efforts among pastoralists using strategies that encourage community participation and ownership of the basic education program. After phase out of NGOs projects, community took the initiatives to own and sustain the program. Local government also provided funds to support the initiatives of the community; as a result, tremendous change in enrolment and completion were observed. Above all, since the community was the managing partner of the program even at the top level of the project, it was not difficult for them to run the program alone (Akyeampong, 2004).

Similarly, from the experience of Karamoja in Uganda one can learn that adopting curricula to the local context is a key to promote enrolment of the target groups. The increased enrolment of students at lower level put pressure on government to expand the next higher level of education; particularly, secondary education. However, the bad experience from there was the deterioration of quality due to over increased number of pupils (NMFA, 2003). With regard to mobile boat schools, they used government curricula materials to promote their access to the formal school curriculum while educating children on the boat, and envisage children spending two months in public school. When BRAC started such effort in Bangladesh the government and other actors were not with them but as soon as they observe the result both government and other NGOs adopted the approach in to their policy in a way to promote educational provision for water Gypsies (Maksud and Rasul, 2006).

Best Practices

From the experience of Bangladesh, Ghana and Uganda one can view the following best practices.

- ✦ NGOs come up with such innovative ideas like boat school in Bangladesh that could be adopted to the public and non-public actors' education system.
- ✦ Boosting the spirit of self help and building sense of ownership which had an effect on project sustainability is the best practice from Ghana.
- ✦ Adopting curriculum of basic education to local context has the ability to out spurt school population like in Karamoja.

If these best practices might be adapted to a given context, similar out come could be obtained.

Strategies Used

In order to plan for sustainable projects, it is important to set out results and activities that should be continued after most external aid has come to an end. Moreover, formulating pertinent questions concerning each sustainability factors and scrutinizing the project purpose, results, activities, and assumptions in light of the question to rethink or add on them are crucial factors. To this effect, in order to ensure sustainability of a project, certain strategies were in place by Bangladesh, Ghana, and Uganda. These were

strengthening the school and community relation, developing a spirit of team work, and enhancing local initiatives and creativity (Wartenberg and Mayrhofer, 2002), strengthening school committee (Popoola, 2009), empower pastoralists to have a say in the policies and institutions that affect them (Morton, 2008) and the like. For sustainability to be achieved there is the need for a concerted working relationship between the aid program providers and local government institutions, mainstreaming basic education to higher level of education without conflicting with the socio-cultural and economic activities of the pastoralists (Akyeampong, 2004). Designing flexible education policy and deliver gender equitable education by motivating and meeting pastoralists' expectations, use locally recruited teachers, flexible school calendar and negotiation on time table are also the workable strategies (Rose, 2007) because experience in the non-formal sector indicates that interventions that are community based and respond to the context of mobility patterns can work better (Oxfam, 2005).

Frankly speaking, for self help efforts at local community level to be sustained, aid assisting programs need to demonstrate sufficient success in order to motivate deep commitment and spirit of ownership (Akyeampong, 2004). What's more, scaling up is important but requires leadership, sustained local involvement, careful planning from the out set and availability of information system (Destefano, J., A. Hartwell, J. Benbow, and A. Schuh Moore, 2006). Concurrently, one can perceive that BRAC always strives to find practical and scalable approaches from which NGOs in developing countries can learn a lot on how to generate own fund and able to provide sustainable educational opportunities to the marginalized part of the community. However, expanding education at the cost of quality might endanger the future of an individual student and the society at the large. Thus, education project implementers in a given pastoral setting would better use an approach that best fit to the given scenery.

In general, it is paramount important to clutch that such experience in designing project with community, to include them in management, involving local level governmental actors in the process of NGOs' provision of basic education, having own source of fund, adopt strategies which are more responsive to the demand of pastoralist communities, if used to implement educational projects, it is more likely that the obtained results would be sustainable in the future without external support.

2.4.3 Challenges in Project Implementation

Education project implementation and sustainability in pastoralist areas can be affected by a range of administrative, socio-economic, and political factors. Based on the experiences of Bangladesh, Ghana, and Uganda; this subsection deals with them as depicted under.

Administrative Factors

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

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

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

Socio-economic Factors

Education project implementation in pastoralist areas is affected by many socio-economic condition of the locality. Such factors include acute poverty, direct and opportunity cost of education, lower population density, and dependency on child labor and pastoralist mobility. On top, shortage of qualified teachers and absenteeism due to harsh living condition leads to dysfunction of the schools. Moreover, the way pastoralists are presented in the curriculum, their historical neglects affect education projects implemented there (Bishop, 2003; Hedges, 2003). Further more, domestic violence, early marriage, male dominance in decision making, limited access to technology and credits (Oxfam, 2005), and limited resources for investing on education sector (PCAE, 2000) have an impact on implementation and sustainability.

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

Political Factors

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

2.5. NGOs' Education Intervention in Pastoralist Ethiopia

This subpart gives emphasis to NGOs' intervention in providing education for pastoralists in Ethiopia as well as in Oromia region with particular reference to Borena Zone.

2.5.1. The National Context

NGOs, which are voluntary organizations, established with the commitment to help disadvantaged sectors of society could be categorized as indigenous and international, secular or religious, or classified by sectors as health, education, agriculture and the like. In Ethiopia, although they are not developed in terms of diversity, size and capacity, there are 2,305 NGOs registered by Ministry of Justice as of 2007 and majority of them entertain in to human development in the areas of health, education, and agriculture, targeting on poor, peasants, children, women and vulnerable groups as per PASDEP (Dessalegn,R.,Akalewold, B., and Yoseph, E. (2008).). This is potential complement for national education development goal through undertaking educational projects.

Hogg (1997) states that the relationship between pastoralists and the central government in Ethiopia has been ambivalent and even hostile because the center has been saw them as primitive, troublesome and uncivilized whilst they see the centre as alien and unrepresentative of their interest. Majority of schools in the country were not serving pastoralists well. They were usually located in provincial towns or population centers and not responsive to pastoralist's situation (USAID, 2008). MoE (1995) declares that there were disparity in education of boys and girls, between rural and urban and among zones, woredas and ethnicities. Hence, as of 1994, the government developed a new education and training policy which gives due emphasis to every segment of the nation (TGE, 1994).

To make the policy's objective reality three consecutive ESDP's were developed and the first two have been completed while the third one is under execution (MoE, 2005). In the policy and ESDPs', more attention has been paid to non-governmental organizations' provision of education. In other words, since the education sector in general and basic education in particular was characterized by lower access and inefficiency, attempts were made by government and non-governmental organizations to hold back such challenges via the development of new education and training policy, ESDPs (TGE, 1994; MoE, 2005), and multiple projects assisted and led by local and international agencies have been mushroomed the country (Wartenberg and Mayrhofer, 2007).

Accordingly, numerous NGOs such as Oxfam, Save the Children United Kingdom, Pact, and Pastoral Forum on Ethiopia, PCAE, and Pastoral Research and Development association, Goal Ethiopia, Action for Development came in to being in supporting pastoral education (USAID, 2008). This was realized because ESDPs encourage a wide and integrated approach to the development of education rather than compartmentalizing its goals, strategies, and plans for different sub-sectors and beneficiaries (USAID, 2007). Ethiopia's experience of alternative service delivery by NGOs became incorporated in to national planning is illustrative of Sub-Saharan Africa (Rose, 2007). Like in other developing countries, in Ethiopia, NGOs have been broadly engaged in helping the country to meet the MDG goals, and to bring about equity and quality of education. Their main areas of involvement are construction, expansion and renovation of preschool, primary and secondary schools, technical and vocational training institutions' facilities; libraries, sanitation facilities and school administration offices; and provision of teachers (Dessalenge et al, 2008). Consequently, the enrolment in pastoralist areas like Somali and Afar has been increasing (MoE, 2008).

Conversely, implementation of educational projects by NGOs in pastoralist areas is affected by multifaceted problems: absence of basic infrastructure, low implementation capacity of communities and local administrations, lack of proper understanding of project approach and rush to compete for resources, ill integration of NGOs effort in local (woreda) development plan, poor monitoring and supervision at woreda level and absence of clear roles and responsibilities of stakeholders at various level (Assefa, 2009). Moreover, little involvement of pastoralists' in policy making, frequent transfer of personnel, implementation of centrally developed programs, lack of teachers from pastoralists, feeling of threat and rejection of teachers by local population, and not systematized teachers training for pastoralists have a bearing impact on educational provision for them (USAID, 2008). On top of this, distance, lack of role models, sexual harassment, excessive work load at home, early marriage, irrelevant curriculum, economic problems, rigid school rules, unfriendly environment, and girls' lack of assertiveness affected girls participation in education (MoE, 1995). Hence, the involvement of NGOs' in educational provision is unquestionable.

2.5.2. The Context in Oromia

In Oromia, pastoralists are found in 33 woredas of six administrative zones and widely distributed in eastern, southern and rift valley areas of the region. In these locales about 37 international and local NGOs are providing services in the areas of child survival and development, area development program, water development, vulnerability reduction, emergency reduction and drought preparedness, pastoralist livelihood, health, livestock, education, orphan development, forest, and sexual reproductive health. They undertake their activities in integrated approach for the betterment of the pastoralists' except that they pay more attention to the areas of their priority. Some of them are Care Ethiopia, Goal Ethiopia, and International Committee for Development of Peoples, Action for Development and the like. Since they have problems like poor communication and coordination with other actors at local level, they make duplication of efforts in some woredas and thus couldn't perform to a satisfactory level (OPO, 2008; OPADC, 2009).

In Borena Zone multiple of NGOs have been working on development activities using integrated approach. Although most of them work on different aspects of education, Goal Ethiopia from international NGOs and Action for Development among local NGOs more concentrate on basic primary education provision in the zone but due to administrative, socio-economic and political challenges facing them they couldn't attain the level expected of them. In other words, they have a lot of challenges that affect theme in implementing sustainable basic primary educational projects. Hence, the search for remedy is indisputable.

CHAPTER THREE

Research Methodology

This part of the study converses about research method, source of data, sampling and sampling techniques, instruments and procedures of data collection, and methods of data analysis.

3.1. Research Method

The purpose of this study was to assess the implementation and sustainability of NGOs' led basic primary education projects in pastoralist Borena; hence, descriptive survey research method was employed. This method was used because it provides a quantitative description of trends and opinions of a population by studying a sample of that population. It can be used in different forms depending up on the scope, nature, and purpose of the problem under investigation. The information gathered may be concerning a large number of related factors or may be confined to a few selected items (Koul, 1996). On top of this it is useful in the development of data gathering instruments and tools like checklists, questionnaire and rating scale. Hence, it was appropriate to use descriptive survey for this study.

3.2. Sources of Data

Both primary and secondary sources of data were used for this study as described under.

Primary Data Sources

Primary data were collected from zone and woreda level education office experts, non-governmental organizations' staff at project site and coordinating offices, Centers' Management Committee of Alternative Basic Education (ABE), Kebele Education and Training Board members, facilitators and students of ABE centers.

Secondary Data Sources

Secondary data were collected from annual statistical abstracts and reports from MoE, OEB, BZEO, Woreda Education Offices and ABE centers.

3.3. Sampling and Sampling Techniques

Borena zone, one of the eighteen administrative zones and the largest zone among six pastoral zones of Oromia, was selected for study because it has ten pastoralist woredas which account for 30.3% of the total (33) pastoralist woredas of the region. Since the pastoralist woredas in Borena zone are similar in terms of geographic, socio-economic and cultural settings, the study was delimited to three of them which were selected using simple random sampling technique-lottery method so that each could have equal chance to be selected. The sampled woredas were Dirre, Yabello, and Teltelle.

In the sampled woredas, there were two NGO's running projects on basic primary education. Accordingly, Goal Ethiopia and Action for Development were selected using availability sampling which is the convenient method when sample to be selected is the only available entity (Koul, 1996). Of course, they were the only NGOs' which were available and operating entirely on basic primary education provision in sampled woredas. The identified NGOs were running basic primary education projects at 27 project sites whereby 5 were in Dirre, 7 in Yabello and 17 in Teltelle. Among these, 10(37.04) project sites (ABE-Centers); 3 from Dirre, 3 from Yabello and 4 from Teltelle were selected using simple random-fishbowl draw technique so as to give them equal chance for selection.

i Randomization could give equal probability of selection to individuals in their respective category while purposive sampling is important to include the most relevant respondents in the study (Singh, 2007). In light of this, due to their familiarity with educational activities, among 8 zonal and 20 woreda level education experts 5(62.5%) and 15 (75%) of them were selected using simple random sampling-lottery technique respectively. At both levels, respondents were selected from two work processes; namely, educational supervision and technical support provision work process and educational statistics section. Similarly, from 15 goal Ethiopia Borena project unit members 11 (73.3%), from 12 AFD staff 9(75%), among 30 facilitators 20(66.6%), and from 600 students 56 (9.4%) were selected using simple random sampling-fishbowl draw technique.

Likewise, from 40 Center Management Committee (CMC) 16(37.5%); among 40 Kebele Education and Training Board (KETB) members 12 (30%) were selected purposively due to their direct relationship with education projects. Finally, since they are similar in nature and have concern in education for their children 20 parents of the students were selected using availability sampling. In short, a total of 164 respondents were selected as a sample for the study.

3.4. Instruments of Data Collection

Instruments to collect data may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of certain type of evidence or information; hence, using complementary tools is important for triangulation (Cohen and Manion, 1996). In this study interview and focus group discussion were used in triangulation with questionnaires while checklist and document analysis were triangulated with questionnaires, interview and focus group discussion through prepared facts' observation list and cross check with available data.

Questionnaire

In this study, four categories of open and close ended questionnaires that have six sections each were used. On top of the total 121 close ended questions on NGOs' extent and aspects of involvement, planning for project implementation, contribution to local educational development, mechanisms to sustain and challenges of educational projects open ended questions were prepared in English and translated in to Afan Oromo. Finally, 90, 85, 39 close ended items were administered to 20 education experts, 20 facilitators, and 56 students respectively. Of course, 121 English version questionnaires were administered to 20 NGOs' staff.

Interview

In due course of the study, since they were few in number and specialized in a given task unstructured individual interviews were employed to 4 educational experts and 4 NGOs staff on extent and aspects of NGOs involvement in educational provision and plan for implementation of basic education projects, its contribution to local educational development, challenges of its implementation as well as mechanisms to sustain their outcomes.

Focus Group Discussion

For the purpose of this study, guiding questions for focus group discussion were prepared to collect information from 20 parents of students', 16 CMC members and 12 Kebele Education Board members on planning for project implementation, its contribution to local development, its challenges and mechanisms to sustain its result. The discussions were conducted in the morning time of February 2010 which was convenient for participants, at three different sites; namely, Gayo, Surupa, and Chabi. Photo camera and Tape Recorder were used to save data for analysis in the study. Accordingly, the availed participants were contributed valuable information to the study.

Checklist

Checklist is a prepared list of items which are thought by the researcher as supportive to the problem being studied. Accordingly, it was used in this study to observe the condition of school environment, classroom environment, and records kept in the centers as well as offices.

Document Analysis

Document analysis is a means to get secondary or recorded data. Thus, this tool was used to collect data from reports and annual abstracts and other related sources so as to get valid and reliable data.

3.5. Procedures of Data Collection

In order to gather data from the field, the tools developed to collect information were tested, corrected and then administered to respondents to get valid, relevant and reliable evidences to the study. The instruments to gather data were pilot tested for validity and reliability because it could give first chance for the researcher to comment on sustainability and clarity of the questionnaire. Accordingly, the designed questionnaires were pilot tested by administering them to purposively selected 14 respondents (6 students, 4 facilitators, 2 NGOs staff, and 2 educational experts) after giving them orientation about it, in Hara wayu which was out of the sampled project sites in Yabello Woreda.

To foretaste the content validity of the questionnaires, to check whether they could be able to cover what they were expected to test or not as stated by Mantzopoulos (1995), three copies were distributed to the education experts at regional level and they saw that the questionnaires were valid to be administered. Regarding interview and focus group discussion questions, the discussion was held with 2 educational experts and 2 NGOs staff, and 3 CMC members, 3 KETB members, and 4 parents. Consequently, it was observed that the guiding questions were relevant and valid.

To notice the reliability of the instruments, as stated by Sarantakos (1998), Cronbach alpha test model of internal consistency based on the average inter-item correlation and Split-half model tests which are used to examine the correlation between the parts were applied. The result of Cronbach alpha was 0.949 for educational experts, facilitators and NGOs staff but 0.541 for students. Although $\alpha > 0.50$ is acceptable; in comparison, the result for students was lower than the other groups and necessitated for change. Thus, sequences of some questions were corrected, vague sentences were restated, and number of items was reduced to avoid confusions. On top of this, major modification made on questionnaires for students was rejection of questions on aspects of NGOs involvement except for educational provision and construction, planning for project implementation, political and administrative challenges for project implementation in pastoralist areas. Of course, the correlation among parts was observed acceptable by its split-half test result of 0.975; hence; no major change was made to the sequence of the parts of the instruments. In short, questionnaires were prepared for data collection; pilot tested and administered to 116 sampled respondents. However, only 108 questionnaires were returned and used for data analysis.

3.6. Methods of Data Analysis

Data analysis is studying the organized material in order to discover inherent as well as new facts. Analysis requires alert and flexible open-mind. To this effect, quantitative and qualitative data collected through instruments were analyzed as ascribed herein. To begin with, personal background data collected through questionnaires about respondents characteristics were tallied and tabulated in frequency and percentage.

In order to analyze the main data on NGOs' led project implementation, both descriptive and inferential statistics were applied. To describe the location and variability among the observed scores mean and standard deviations were used respectively. The mean values were interpreted based on the classification of five points Likert scale rating interval in to very low (0.50-1.49), low (1.50-2.49), average (2.50-3.49), high (3.50-4.49), and very high (> 4.50) for interval level data and low (0.50-2.49), average (2.50-3.49), and high (>3.50) for ordinal level data vis-à-vis with qualitative data collected and inferential statistic results obtained. To infer conclusion from data parametric and non parametric tests were utilized for analysis. Among parametric tests, independent t-test was used by assuming normality and equality of variance using "Levene's Test for Equality of Variances" to see the significant difference between two independent groups while one way ANOVA was used to see the significance of difference on Likert scale ratings among respondents of three or four independent groups using Tukey Honestly Significant Difference (HSD) test for assumption of normality and equality of variance.

On the other hand, Likert scale data were changed in to ordinal level for the sake of simplicity in analysis using non parametric tests. Kolmogorov-Smirnov Z one sample test was applied to analyze single group sample data by comparing the observed ordinal data result against K-S Z test distribution to see it's goodness-of-fit for normality. Besides, Mann-Whitney U test was implemented to analyze ordinal data from two independent groups. Further more, ranking was used to differentiate serious challenges affecting project implementation and success in the area under study. Above all, the data used in this study were analyzed by using Statistical Package for Social Science (SPSS) 17.0 statistical software.

Qualitative data collected through interview and focus group discussion were narrated in relation to their counter quantitative data while data collected through checklists were summarized and narrated wherever needed. Finally, data from documents were treated at their proper points in the report.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter is concerned with presentation and analysis of data in two major sub sections. The first section treats characteristics of the respondents; that is, their sex, age, education, service, status, and training condition. The second one deals with the analysis and interpretation of main data on NGOs' led basic primary education projects implementation in the area under study.

4.1. Characteristics of the Respondents

In order to get valid, relevant and reliable data, various categories of respondents were involved in the study. The respondents can be viewed as office based respondents which include Zone and Woreda level government education experts and NGOs' staff and ABE centers' based respondents that encompassed facilitators and students. Among 116 questionnaires distributed to the respondents 108 (93.1) were returned to the researcher. Individual unstructured interviews were also conducted with education experts and NGOs' staff at Zonal and Woreda level. Similarly, to collect qualitative data focus group discussions were held with 12 Kebele Education and Training Board Committee members, 16 Center Management Committee members, and 20 parents of the students. Interviewees and focus group discussion participants bluntly provided the required information without hesitation due to the trusts build through the encouragement of the researcher. The detailed characteristics respondents' were dealt using number and percentage distribution in the upcoming table.

Table 1 below depicted that 77 (71.3%) of respondents were males while 31(28.7%) were females. Among female respondents majority (25) of them were students because their involvement at office based level was low (10%) whilst in the centers there were many female students who were involved in the study. Regarding the age characteristics, 39.8, 8.5, 13, 13, and 10.2 % of them were in the age range of 15-19, 20-24, 25-29, 30-34, and 35-39 respectively. Concerning their education level, it was portrayed that significant portion 48 (44.4%) of respondents were at primary level, 20 (18.5%), 24 (22.2%), 15 (13.9%) were secondary school, diploma and first degree graduates respectively. It was also shown that majority 33 (55%) of respondents were served on current position for 1-5 years whilst 18 (30%) of them served for 6-10 years. The remaining portion was sparsely distributed above ten years of services.

Table 1: Respondents' Distribution by Characteristics (Sex, Age, Education Level, Service Year, and Training)

Characteristics of Respondents		Status								Total	
		Education		NGO staff		Facilitators		Students			
		N	%	N	%	N	%	N	%	N	%
Sex	Male	18	90	18	90	18	90	23	47.9	77	71.3
	Female	2	10	2	10	2	10	25	52.1	31	28.7
Total		20	100	20	100	20	100	48	100	108	100
Age	15-19							43	89.6	43	39.8
	20-24	2	10	3	15	12	60	3	6.3	20	18.5
	25-29	3	15	4	20	6	30	1	2.1	14	13
	30-34	5	25	6	30	2	10	1	2.1	14	13
	35-39	7	35	4	20					11	10.2
	40-45	2	10	2	10					4	3.7
	46 & above	1	5	1	5					2	1.9
Total		20	100	20	100	20	100	48	100	108	100
Education level	1-8							48	100	48	44.4
	9-12					20	100			20	18.5
	TTI	1	5							1	0.9
	Diploma	12	60	12	60					24	22.2
	BA. Degree	7	35	8	40					15	13.9
Total		20	100	20	100	20	100	48	100	108	100
Service in year	1-5	5	25	13	65	15	75			33	55
	6-10	8	40	6	30	4	20			18	30
	11-15	3	15	1	5	1	5			5	8.3
	16-20	3	15							3	5
	21 & above	1	5							1	1.7
Total		20	100	20	100	20	100			60	100
Training	Received	4	20	8	40	20	100			32	53.3
	Not Received	16	80	12	60					28	46.7
Total		20	100	20	100	20	100			60	100

N= Number of respondents (in all consecutive tables)

Concerning their training condition, significant amount 32 (53.3%) of respondents received training relevant to their current status to be fruitful in their position. As they indicated in open ended items, they received training on project management, community mobilization, facilitation of ABE centers and classroom management for adult learners. Particularly, facilitators received training on how to localize curriculum, how to prepare teaching aid and materials from local supplies, and how to contextualize the delivery of lesson to the learners. This becomes visible to share multifaceted similarities with Ghana's experience of School for Life (SFL) basic education project provision approach (Akyeampong, 2004). Finally, respondents' distribution by status was indicated that 48 (44.4%) of them were students whereas education experts, NGO staff, and facilitators together constituted for 60 (55.6%) of them.

In sum, in line with questionnaires, unstructured individual interviews had been conducted with education experts and NGOs staff. Further more, qualitative data were collected from KETB and CMC members and parents through focus group discussion to enrich the limitations of quantitative data collection instruments as well as for triangulation. Some of the participants of focus group discussion are depicted below in figure 1. Generally, respondents were relevant to the study because they had exposure to educational project activities in their scenery; hence, they could provide valuable data to the questions forwarded to them in order to address basic research questions raised.

Figure 1: Participants of Focus Group Discussion in Teltelle District



4.2. Presentation, Analysis and Interpretation of Data on NGOs' Led Basic Primary Education Projects

This subdivision of the chapter deals with the presentation, analysis and interpretation of data collected to address basic research questions of the study. It constitutes five subparts that discuss the aspects and extent of NGOs involvement in educational activities, their contribution to local educational development, how they plan for project implementation, strategies in place to sustain projects' outcome, and challenges faced them in due course of the process of implementation and sustainability of the project as subscribed below.

4.2.1. Aspects and Extent of NGOs' Involvement in Basic Primary Education

The involvement of NGOs' in basic primary education provision is essential to secure rapid socio-economic development in general and educational development in particular. Out surfacing the aspects and extent of their involvement in educational supply in pastoralist areas is crucial for policy makers, planners and decision makers at different levels. To this end, the researcher aimed to assess their intervention in the areas of advocacy, educational provision, construction, financial support, capacity building and integrated development as replied by the respondents. Quantitative data collected through questionnaires were treated using ANOVA, Mann-Whitney U test, and Kolmogorov Simrnov Z test. Besides, qualitative data gathered through interview, focus group discussion, checklist and document analysis were used for analysis and interpreted accordingly in a way that reflects the respondents' view on their involvement.

Table 2 below depicted the extent of NGOs' involvement in financial support and capacity building. They can be involved in financial support using different means to enhance educational development in a given area. This could be done through grant aid to local government, paying teachers' salary, financing community schools, and financing lower income family students. Such an effort is plausible to strengthen the provision of quality basic education to disadvantaged groups of the nations (Rose, 2007). However, the performance of NGOs' vary from country to country and organization to organization, depending up on their source of fund; that is, whether they have own source, national source or international sources (Maksud and Rasul, 2006).

Table 2: Respondents View on NGOs' Involvement in Different Aspects Development

N ^o	Aspects of Involvement	Education experts N=20		NGO staff N=20		Facilitators N=20		Average Mean	F-ratio
		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S		
1	Financial support through grant aid to local government	1.50	.894	2.95	1.31	1.60	.598	2.05	11.92*
2	Payment of teachers salaries	4.38	.719	4.55	.516	4.30	.733	4.41	.756
3	Financing community schools	1.75	.775	3.80	.894	2.70	1.12	2.82	20.70*
4	Financing lower income family students	1.50	.894	2.50	1.05	1.60	.598	1.89	7.695*
Capacity Building									
1	Training of education experts and managers	1.81	.911	3.55	1.05	1.60	.598	2.36	29.45*
2	Training of teachers	2.13	.719	4.55	.605	3.55	1.09	3.50	36.84*
3	Training of education committee members	2.13	.719	3.65	.671	2.80	1.05	2.91	14.87*
Advocacy		N=16		N=20				Mann-Whitney U- value	
1	Advocacy to put pressure on government	2.25	1.23	3.40	.883			2.82	73*
2	Dialogue with other NGOs'	2.31	1.25	4.35	.587			3.33	30.5*
3	Dialogue with government	1.75	1.06	3.75	.716			2.75	28.5*
4	Dialogue with community	2.88	1.36	3.75	.910			3.31	100
Integrated Development				N=20				Kolmogorov-Smirnov Z Value	
1	Health service provision			2.90	1.41				.429*
2	Agriculture development support provision			3.00	1.12				.551*
3	Livelihood development support			3.25	1.07				.758*

$\bar{X}$ = Mean value and **S** = Standard Deviation Value for all consecutive tables; * **significant at alpha= 0.05**

Critical F table value= 3.170, Degree of freedom= 2 between groups and 57 within groups;

M-W U Critical table value = 98; K-S Z Critical table value= 0.29.

Regarding to NGOs' involvement in providing support in grant aid, education experts and facilitators viewed it as low whilst NGOs' staff viewed it average. Concerning financing of community schools and lower income family students, experts and facilitators rated them low but NGOs' staff rated them high and average respectively. It is also disclosed that more variation in response is observed among NGOs' staff and facilitators than experts. The one way ANOVA test result depicted that there is statistically significant difference among the three groups of respondents on issues related to grant aid, financing community schools and students but there is no such difference for payment of teachers' salary. Difference in rating might be happened due to the difference in keenness among the groups in which experts and facilitators view it lower while NGOs' staff views their contribution as better in relation to their counterparts. In an interview made with experts and NGOs' staff, respondents mentioned that the salary payment was only for facilitators not for formal school teachers. Focus group discussion conducted with KETB, CMC, and parents pin pointed that there is no such financial support provided to their schools or students except the payment for facilitators' monthly salary. However, some voluntary individuals support children from poor families by their own initiative which is not part of NGOs' support.

One can fairly presume that NGOs' in the area under study were not highly involved in providing financial support for local government, schools and students; rather, they pay only facilitators' salary. This might be due to the absence of their own source of fund or modesty to serve the interest of external fund providers. This is in contrast to some NGOs' like BRAC which has own source of fund to run their projects and provide financial support to the public schools in their area of function (Maksud and Rasul, 2006). Hence, their contribution to local education development, specifically to quality basic primary education provision remained barely audible; thus, in the area under study the desire to achieve education for all might be lingered poor.

NGOs' could capacitate local actors through training and other means to boost local initiatives. The actors to be capacitated include education managers and experts, teachers and committees expected to work for education. If the capacity of these educational stakeholders improved, the chance for success and sustainability of education projects could be higher. This may also contribute a lot to the actualization of education target of the nation (Akyeampong, 2004). Such effort have been achieved a remarkable dramatic success in Ghana.

Table 2 above discussed the extent of NGOs' involvement in capacity building in the area under study. It presented the mean, standard deviation, and F-ratio of respondents rating on their view against the extent of NGOs' involvement in the provision of training for education managers, experts, teachers and committee members so as to capacitate them to own and sustain the output of the education projects. The endeavor made by NGOs' to provide training for education experts and managers viewed low by experts and facilitators whereas NGOs' staff saw it high with more variability in their responses. Training of teachers was seen as low by experts, very high by NGOs' staff high by facilitators. Training of education committee rated low and average by experts and facilitators but NGOs' staff rated it high. Here, more deviation is observed among facilitators and NGOs' staff. This variation in mean score might be due to the fact that NGOs' staff members think that their organizations have provided the best of what they can offer whereas experts and facilitators presume that NGOs' were not providing the extent of training expected from them. The one way ANOVA made portrayed that there is statistically significant difference among the response of all groups on the issues related to involvement in capacity building.

Interview conducted with experts pointed out that NGOs' were providing training for facilitators on short term bases, not as such well structured and to the level of primary schools teachers in public system. Regarding the training of committees, they mentioned that education committees are becoming "Jotony", a hand wheeling machine to play with small ball that never gives the ball back unless it receives ten Ethiopian cents. Correspondingly, the education committees were being cultured to get high per-diem for their participation in NGOs' meetings and begin to slowly responding to public meetings on education; as a result, they developed dependency on NGOs'. On the other hand, participants of interview from NGOs' side worthily mentioned that they are providing sufficient training to facilitators and consensus reaching meetings to education managers, experts, and committees.

Consequently, one can carefully wrap up that NGOs' involvement in capacity building through training to local education managers, experts and committees was low. This is contrary to what SFL in Ghana has done to build capacity through training and skill transfer by working together with local government incumbents (Akeayampong, 2004). As a result, the projects run by NGOs' might not be sustainable after phase out due to lack of capacity to own and run them at local level. This could also have a depressing brunt on increasing educational provision to the deprived pastoral areas.

One aspect in which NGOs could be involved is advocacy to put pressure on government to improve the provision of education for disadvantaged portion of the society. Their advocacy could include dialogue with government, NGOs' and beneficiaries. Such an effort has a tremendous effect on improving the supply and quality of education; mainly, to the estranged sector of the society (Sayed and Soudien, 2003). Its condition in Borena Zone is presented in the table above. It presented the mean, standard deviation, and Mann-Whitney U test value depicting the rating scores of respondents and the significance of difference in their view on extent of NGOs' involvement in advocacy.

Education experts viewed NGOs' involvement in advocacy to put pressure on government, dialogue with other NGOs' and beneficiaries as low and average respectively. On the other hand, NGOs' staff viewed these factors as average; the view for dialogue with other NGOs' was high respectively. The view on dialogue with government was low for education experts and high for the second group. Further more, it was observed that the scores of education experts were more dispersed than their NGOs' counter parts. Evidently, Mann-Whitney U test for significance revealed that there is statistically significant difference between education experts and NGOs' staff on advocacy, dialogue with government, and other NGOs' but not for dialogue with beneficiaries. This difference might be happened due to the lack of experience and exposure to work with NGOs' led education projects or NGOs' were not advocating their activities to education offices at zonal and woreda level. This might have a bearing effect on ownership and sustainability of the projects by local level administration.

In line with this, interview made with education experts disclosed that NGOs' worked in some kebeles and improved the awareness of community on the importance of education than advocating and dialoguing with other partners. On the other hand, the interviewees from NGOs' argued that they have been undertaking dialogue with other NGOs', woreda and kebele level government officials, and beneficiaries. Besides, they uncovered that the newly ratified civic associations' code limited them to undertake open advocacy. To the view of the researcher, since this is not the case for developmental NGOs', the reality might be that NGOs' were not working in close cooperation with local level education offices.

Subsequent focus group discussion conducted with Kebele Education and Training Boards, Center Management Committee, and parents out surfaced that NGOs' were working in close cooperation with them and enable them to understand the necessity of learning for themselves and their kids. As a result, community's awareness and demand to education has risen than before. Document analysis made in NGOs' office showed that there were some applications from neighboring villages.

Analysis made above implies that, though NGOs' were working closely with community, they lacked cooperation and communication with zone and woreda level education offices. This might be contrary to the argument of Rose (2007) who states that in order to make education projects' result continuous and long lasting NGOs' and other aid providers should work in closer cooperation with local level government administration bodies; otherwise, their effort remain futile. Observably, NGOs' in the area under study concentrated on the attainment of the articulated project objectives at the limited pre-identified project sites than working for overall educational development of the localities. Hence, it is safe to deduce that their advocacy effort remained low to put pressure on government so that it could provide quality basic primary education to pastoralists. Consequently, the endeavor to attain universal primary education for all by year 2015 may remain out of reach in the area under study.

Integrated development program is one area in which NGOs' usually involved to support local development. They involved in health service provision, agricultural and livelihood development support provision so as to boost socio-economic improvement in the area. Table 2 above depicted that the mean scores for the NGOs' involvement in health, agriculture, and lively hood development support were average; however, there was much variation among their responses. Similarly, Kolmogorov-Simrnov Z test out surfaced that the responses given by the respondents were not normally distributed. As indicated in open ended questions, NGOs' were also involved in women empowerment through technical training on traditional materials and family planning. Thus, it seems that the sampled NGOs' were less involved in integrated development programs; rather, heavily concentrated on provision of ABE only. Such partial effort for development may not bring about holistic developmental progress in the area. This is in opposition to the achievements of some developmental NGOs' which were involved in to integrated development approach widely and simultaneously with their educational provision efforts (kartil and Dyer, 2009).

Table 3: Respondents' View on NGOs' involvement in Educational Provision

N ^o	Aspects of Involvement	Education experts N=20		NGO staff N=20		Facilitators N=20		Students N=48		Average Mean	F-ratio
	Educational provision	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S		
1	Provision of alternative basic education	3.81	1.04	4.20	.83	4.15	.745	4.06	.826	4.06	.708
2	Provision of education for girls	3.50	1.31	4.15	.74	3.50	.688	4.06	.826	3.89	3.575*
3	Plan for local education development	2.00	.966	3.10	.71	2.10	.912	2.69	1.22	2.56	4.751*
4	Provision of adult literacy program	2.25	.931	3.45	.75	3.30	1.03	2.69	1.22	2.88	5.207*
5	Provision of text book and school facilities, and educational materials	2.56	1.20	3.85	.67	4.00	1.07	4.06	.826	3.79	11.43*
6	Innovate locally suitable approaches to expand education	1.50	.894	1.80	.76	1.85	.813	1.71	.825	1.72	.612
	Construction										
1	Construction of additional classrooms	2.88	1.20	3.95	.88	3.90	.852	3.10	1.41	3.37	4.569*
2	Construction of school administration offices	1.75	.775	1.75	.78	3.90	.852	3.10	1.41	2.80	17.31*
3	Constructing and equipping libraries	1.75	.775	3.10	1.1	3.90	.852	3.10	1.41	3.05	9.554*
4	Constructing and equipping sanitation facilities	4.40	.719	4.30	.71	3.90	.852	4.10	.826	4.12	13.05*
5	Construction of ABE centers	4.38	.719	4.25	.71	3.90	.852	4.06	.826	4.11	13.31*

* Significant at alpha= 0.05, Degree of freedom= 3 between groups and 104 within groups, Critical F table value= 2.700.

Table 3 above presented the mean, standard deviation, and F-ratio for one way ANOVA test to show the views of respondents on NGOs' involvement in educational provision and construction. It depicted that the mean score on provision of ABE, provision of education for girls by all categories of respondents was observed high. Dispersion of values is more among experts than other groups. Involvement in planning for local educational development was rated low by education experts and facilitators while students and NGOs' staff rated it average. Provision of adult literacy program is rated low by education experts but average, by students, NGOs' staff and facilitators; with more deviation among facilitators and students. Involvement in the supply of text book, school facilities and education materials rated average by education experts and high by NGOs' staff, facilitators and students. All respondents rated involvement of NGOs' in bringing up innovative approaches low and very low. This portrays that there is mean score difference and deviation among the four groups of respondents on NGOs' involvement in educational provision.

Analysis of F-ratio for one way ANOVA disclosed that there is no statistically significant difference in opinion of respondents on the rating for involvement in provision of ABE and innovation for educational expansion. However, there is statistically significant difference among the opinion of respondents on the involvement in girls' education, planning for educational development, adult literacy, and provision of text book, school facilities and educational materials. This might be due to not easily recognizable small scale operations of NGOs' in sparsely distributed geographic areas. The interview undertaken with education experts and NGOs' staff pointed out that NGOs' were involved in provision of alternative basic education and subsequent supply of text books, facilities and educational materials to the centers. As a result of such efforts, girls' participation increased in ABE centers.

Interviewees out surfaced that NGOs' started involvement in adult functional literacy but no satisfactory result was observed. Evidently, both groups worthily mentioned that NGOs' planning for local development and innovation was insignificant in relation to the development need of the localities. Focus group discussion held with KETB, CMC, and parents illuminated that though NGOs' were bringing them with educational opportunities in some selected sites but NGOs' over all capacity and willingness to go beyond their predefined project target was minimal. Document analysis conducted uncovered that the ABE centers led by NGOs' in 2008/09 were 71 (43.03%) of ABE centers in the zone. An attempt was made to observe some innovations using checklists, nothing was found.

In light of the mean scores, ANOVA, interview, and focus group discussion results of respondents, one can notice that NGOs' were involved in ABE provision supplemented by books, facilities and educational materials; hence, girls' participation was significantly improved in the centers. To the contrary, their involvement in planning for local educational development, provision of adult literacy program and innovation was remained averse. The endeavor made by BRAC in Bangladesh was by far different from this, it had been involved in different aspects of educational provision contributing significantly to the localities using innovative approaches specific to the environs (Colenso, 2005). In short, this dictates that NGOs' involvement in educational provision was characterized by short term initiative and couldn't make its fruit to be long lasting. Thus, their provision of quality basic primary education to pastoralists might be impeded somewhere than supporting the attainment of international and national educational targets.

NGOs' can be involved in construction of class rooms, schools, libraries, offices, ABE centers' and sanitation facilities (Maksud and Rasul, 2006; NMFA, 2003). Their involvement in construction aspect is complementary to public educational provision. Hence, NGOs' participation in different aspects of construction for educational provision is undeniable. In light of this, their extent of involvement in the area under study was presented in table 3 above. It described the extent to which NGOs' were involved in different aspects of construction. Regarding construction of additional classrooms education experts and students rated it average whilst NGOs' staff and facilitators rated it high with more deviation among education experts and student respondents. The view of respondents for their involvement in construction of school administration offices and equipping libraries was low as rated by experts but average as rated by NGOs' staff, and students but high for facilitators with more variability across their responses. The construction and equipping of sanitation facilities and ABE centers was rated average by all respondents with lower dispersion. This depicts that there were differences of mean rating scores of respondents on NGOs' involvement in different aspects of construction. The analysis made using one way ANOVA test exposed that there is statistically significant difference among the respondents rating on the NGOs' involvement in construction aspects. This variation might be due to how education experts, NGOs' staff, facilitators and students view NGOs' level of involvement in construction.

According to the interview made with education experts, NGOs' have been more involved in constructing ABE centers and sanitation facilities for those centers. They are hardly involved in constructing additional classroom, school administration offices and libraries for conventional formal schools. Interviewees from NGOs' side also agreed with the idea of education experts but they uncover that NGOs' were also involved in constructing community reading room or mini libraries in women resource centers. For instance, figure 2 and 3 below depict the mini library and mini media service in Dubluk resource center while figure 4 depicts the one in Yabello. This mini library was equipped by different reference books and materials comprising of both academic and general knowledge collections which are helpful to improve students' academic performance.

Figure 2: Women Resource Center in Dirre District-Dublik Village Constructed by AFD



Figure 3: Mini Library (Left) and Mini media (Right) in Women Resource Center at Dubluk



Figure 4: Women Resource Center in Yabello District Constructed by AFD



On top of this, observations on classroom and ABE centers environment conducted using checklists revealed that there were very limited sanitation services in ABE centers, less sufficient classroom size and tables, chairs, water provision, shelters for students, playing ground in few centers; however, in some centers it is difficult to get all these facilities. Above all, shelter for facilitators was not observed.

In a nut shell, one can wind up that NGOs' were more concentrated on running construction activities defined in their project and not involved in providing supplementary /complementary/ construction activities in conventional formal public schools. This confirms that as opposed to Alternative Basic Education for Karamoja (ABEK) in Uganda which was highly collaborative with local stakeholders' for construction (NMFA, 2003), they were not well integrated into local public education service delivery rather move alone to consume the fund. Thus, it is safe to infer that NGOs' effort to be involved in various construction aspects was stiff, sparingly distributed and contributed less to local education development and national /international/ basic primary education targets deemed to be attained.

4.2.2. Planning for NGOs' Led Basic Primary Education Projects Implementation

Implementation of a project requires prior implementation plan to harness the process towards the desired objective. Implementation of project is the stage at which the pre-defined premises are put in to practice in order to reach the entailed end. In educational settings implementation of project requires its own planning and involvement of interest groups in the process. The process might include preparation, planning, implementation

and stakeholders' involvement to heighten the result and its continuity (Magnen, 1991). To this end, data on its condition in the area under study is treated in table 4 below where the respondents rated their view against the NGOs' led projects implementation. The mean and standard deviation were worked out and the condition of difference in their views is treated using One Way ANOVA, independent t, and Kolmogorov Simrnov tests.

Stakeholders' involvement in project implementation process is decisive to achieve the desired end by orchestrating the effort of different actors. If a given entity responsible to implement the project can not intertwine and harness the inputs from different groups, the likely hood of the project to be accepted and run might be hampered. In educational settings it is essential to involve public and non-governmental as well as community based institutions in to project process (Magnen, 1991). Table 4 below exposed the mean, standard deviation and F-ratio of stakeholders' involvement in project implementation as rated by respondents. Community involvement in project initiation and planning was rated low by education experts but rated high by NGOs' staff and facilitators. Community involvement in project implementation is rated average by education experts and high and very high by NGOs' staff and facilitators. Involvement of community in project monitoring and evaluation as well as resource mobilization rated average by experts and high by NGOs' staff and facilitators. Local government participation in project implementation was rated low by experts, high by NGOs' staff, and low by facilitators; cooperation with other NGOs' rated high by NGOs' staff and facilitators and average by experts.

At the same time, one way ANOVA test made on a given areas of stakeholders' involvement revealed that there is statistically significant difference among the responses provided by the respondents on the issues related to involvement in project initiation, planning, implementation, monitoring and evaluation, resource mobilization, government and other NGOs' participation. It seems that though NGOs' were assuming that they were involving every stakeholder, the outsiders are realizing that NGOs' were not involving stakeholders to satisfactory level. Focus group discussion participants disclosed that they participate in meeting called by NGOs' and discuss with them not on what and when to do but on how to do and about some contributions from the community. This implies that their involvement is limited to some areas of the project than involved in the whole process. The attempt to see minutes of meeting using checklists was stayed unsuccessful.

Table 4: Respondents' View on NGOs' Planning for Project Implementation

N ^o	Activity	Education experts N=20		NGO staff N=20		Facilitators N=20		Average Mean	Test Value
		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S		
Stakeholders Involvement									
1	Community involvement in project initiation	2.25	1.18	4.40	.503	4.00	1.026	3.64	26.07*
2	Community involvement in project planning	1.81	.981	3.50	.513	3.70	.801	3.09	30.92*
3	Community involvement in project implementation	3.63	.957	4.30	.657	4.25	.639	4.09	4.331*
4	Community involvement in project monitoring and evaluation	2.56	.892	4.45	.510	3.75	.851	3.66	27.60*
5	Community involvement in project resource mobilization	3.63	.957	4.45	.510	3.55	1.099	3.89	6.176*
6	Local government participation in different phases of the project	1.75	1.00	4.45	.510	2.45	1.099	2.96	45.11*
7	Cooperating with other NGOs	3.63	.957	4.45	.510	2.95	1.146	3.68	13.69*
Preparation and Planning									Independent t
1	Consultation with community			4.50	.60	2.50	.946	3.50	7.958*
2	Problem identification			3.65	.813	3.85	.745	3.75	.811
3	Setting priorities			4.05	.759	3.35	1.089	3.7	2.358*
4	Reaching consensus with community			4.25	.786	3.80	.696	4.02	1.917
Implementation									K-S Z Value
1	Define skills and resources needed			3.95	1.09				.926*
2	Define who, what, when to do?			3.85	.745				.954*
3	Define responsible body for project success or failure			3.25	.967				.798*
4	Assumptions and risks presumed			3.55	.686				1.394*
5	Action plan formulation			4.20	.616				1.3218
6	Establish project office			4.15	.875				1.068*
7	Mobilize available resources from NGOs'			3.75	1.02				.792*
8	Mobilize locally available resources			2.85	.875				.996*
9	Start and finish project as planned			3.15	1.08				.572*
10	Make adjustments in case of failure			3.50	1.05				.637*

* Significant at alpha= 0.05, Degree of freedom= 2 between groups and 57 within groups, Critical table F value= 3.170-(F-ratio); Degree of freedom (t) = 38, Critical table t value= 2.0211; K-S critical table value= 0.29,

Remarkably, it is not unsafe to deduce that NGOs' in the area under study that work on education projects have been not involving stakeholders to the satisfactory level, which disagree with Magnen (1991) who argues for more involvement of beneficiaries. As a result, the fruits their project bear may remain vain devoid of sustainability after they phased out. In short, the effort to have sustainable quality basic primary education provision to pastoralist areas to achieve educational development goals resides behind.

Next, preparation for planning and planning process by itself requires prior consideration. It is the primary task that has to be undertaken in order to consult with beneficiaries, identify problems, setting priorities and reaching consensus to take action on inputs availed for the project. Magnen (1991), in support of this issue argues that planning for education projects require technical viability and support of the beneficiaries; otherwise, its effort lingers ineffective. Table 4 above presented the condition of preparation and planning for project implementation in the area under study. The mean rating for consultation with community by NGOs' staff is very high but average for facilitators who had more deviation in their opinion. The mean rating score for problem identification was high for NGOs' staff and facilitators with low level of variation. Setting priority was rated high by NGOs' staff, and average by facilitators. Similarly, reaching consensus with community is rated high by NGOs' staff and facilitators. Certainly, it was observed that more dispersion of responses was among facilitators.

The independent t-test for significance shown that, there was statistically significant difference between NGOs' staff and the facilitators view on the issues related to consultation with community and setting priorities. However, there is no such difference for issues related to problem identification and reaching consensus with community. It seems that NGOs' staff and facilitators have similar view on the process of undertaking problem identification and consensus reaching with community but not for consultation and prioritization. Besides, observation undertaken using checklist illustrated that there is project plan document in NGOs' office but not handled in easily manageable way.

In short, one can fairly seize that NGOs' identify problems and prioritize them with less consultation with community and bring it to the knowledge of the people when they became ready to implement the project only to get consensus and support of the beneficiaries. Divergent to this fact, Magnen (1991) supports the involvement of beneficiaries in every aspect of education projects development and implementation, if sustainability has to be sure. Thus, stakeholders' involvement in project planning has been observed low.

With regard to project implementation, it demands clear definition of resources required, time table, activities, responsibilities, coordinating unit, mobilization, actions and adjustments in case of failure. If these factors can not be satisfied the implementation process is in jeopardy (Hildebrand, 2000). The analysis made on these aspects depicted that definition of skills and resources needed, who? What? When to do? And assumptions for risk rated average. Defining responsibility, action plan formulation and establishing project office, Mobilization of resource from NGOs' side rated high. The beginning and ending of projects and adjustment to failure rated average with more standard variability unlike the previous factors. Subsequently, Kolmogorov-Simrnov Z test made out surfaced that the observed scores were not normally distributed as expected from its table distribution. Moreover, the checklist made to see some documents portrayed that though there is clear structure of project, there is no clear timely performance report, definition of role and responsibilities of stakeholders, transparent financial utilization report and student records updated through time.

Therefore, it is safe to sum up that although NGOs' define resources, activities and time required to implement the project, they were not mobilizing local resources adequately and failing to identify and assigning a body who is responsible for project success and failure. Consequently, sustainability of their project is in danger and can not provide the expected educational out put as intended from the beginning. Some authorities argue that mere definition of work on paper can not pledge better implementation of project; hence, mobilizing resources from beneficiaries' side and making them responsible for success and failure of projects is paramount important (Hildebrand, 2000). However, the finding observed in Borena is divergent to this fact.

4.2.3. NGOs' Led Projects Contribution to Local Education Development

NGOs' led basic primary education projects could contribute a lot to local education development by increasing access, equity, quality and efficiency of the system. Their input to the system is helpful to achieve UPE and over all development in general. Certainly, wellbeing of human beings can be maximized but to a greater extent depends on the degree of education he or she received. Hence, NGOs' involvement in education is of paramount important to reach out nationally /globally/ targeted educational goals (Kanu, 1996). The detailed situation in the area under study is presented in the up coming tables where respondents rated their view on the extent of NGOs' contribution to access, equity, quality and efficiency of education. The significance of difference among their views was treated using F-ratio tests and interpreted in collision with qualitative data.

Table 5: Respondents View on NGOs' Contribution to Access and Equity

N ^o	Areas of Contribution	Education experts N=20		NGO staff N=20		Facilitators N=20		Average Mean	Test Value
		$\bar{X}$	s	$\bar{X}$	s	$\bar{X}$	s		
Access and Equity									F-ratio
1	Intake Rate increased	2.69	1.07	4.45	.510	3.25	.786	3.52	23.168*
2	Number of schools increased	1.75	1.00	4.45	.510	2.45	.999	2.96	49.750*
3	Gross Enrolment Rate increased	2.69	1.07	4.45	.510	3.80	.696	3.71	23.357*
4	Girls' Net In take Rate	2.70	1.06	4.55	.510	3.85	.696	3.75	23.036*
5	Fair distribution of resources	2.70	1.07	4.65	.515	3.80	.676	3.81	23.172*
6	Enrollment gap between gender reduced	2.72	1.07	4.71	.514	3.85	.696	3.78	22.998*
7	Fair distribution of projects among Kebles'	1.75	1.00	4.45	.510	2.45	.999	2.96	49.750*
8	Inaccessible areas reached	1.72	1.00	4.40	.519	2.35	.995	2.92	49.940*

* Significant at alpha= 0.05, Degree of freedom= 2 between groups and 57 within groups, Critical table value=3.170.

Access and equity are the major indicators that illuminate the extent of educational provision in terms of coverage and enrolment. They can be more explained in intake rate, enrolment rate, gender gap, and gap between geographic areas (MOE, 2005). Table 5 above presented the mean, standard deviation and the F-ratio for one way ANOVA test on respondents' opinion against NGOs' contribution to improve access and equity of education in Borena Zone. According to the view of experts NGOs' contribution to intake rate, GER, girls NER, fair distribution of resources, and gender parity was rated average, but they rated contribution of increment in number of schools, distribution of resources and reaching remote areas as low. This might be because NGOs' were not working according to the expectation of public sector. On the other hand, NGOs' staff rated their contribution to intake rate, increasing number of schools, GER, girls' NER, fair distribution of resources and projects, gender parity reduction and reaching far areas as high. Such higher rating could be due to the fact that NGOs' presume their contribution as higher in relation to the worst infrastructural development, climatic and mobility there.

Facilitators rated contribution to intake rate, GER, girls NER, distribution of resources, reducing gender gap as high but rated contribution to increment in number of schools, distribution of projects among Kebeles and reaching distant areas average. Though NGOs' were working well in the area where they were functioning, they fail to cover wider areas expected to be covered. In line with this, F-ratio for one way ANOVA test showed that there is statistically significant difference among the mean scores of the respondents on the contribution of NGOs' to access and equity as rated by using the indicators specified in the table. This difference is likely to be observed as a result of opinion difference among respondents towards contribution made.

Interview made with experts and NGOs' staff uncovered that, NGOs' were working satisfactorily at the centers where they were intervening but couldn't go beyond that to make significant contribution. This was due to the thinly available financial resources for them and even less number of NGOs functioning in the area. Similarly, participants of focus group discussion witnessed that NGOs' gave them the chance to get access to education and increasing the number of girls involved but fail to expand such opportunities to the neighboring kebeles and villages. Document analyses made revealed that majority of the NGOs' projects were concentrated in the areas at the range of 15-35 Km away from woreda's capital town. Hence, they were not involved in reaching remotest areas. In sum, it is not unfair to wrap up that vis-à-vis with ABEK (NMFA, 2003) NGOs' in Borena Zone were undertaking fragmented, short time initiated educational provision effort which could not bring about significant effect on the zonal education development. Consequently, the zone remained far below regional and national averages in every aspect of access and equity. Their involvement needs a sort of fine tuning based on empirical evidences in the zone.

Table 6 below depicted the trends of primary education (1-8) access and equity of Borena zone and sampled woredas by comparing it with national and regional average using academic year of 2004/05 as base year and look through the annual changes observed over the consecutive three years. Comparison with region and national average was made to see where the zone in relation to regional and national education development. At the same time, contribution of NGOs' to the zonal education development is treated. From the table, one can glimpse that the net enrolment absolute gap of 24.5 and 26.2 in 2004/05 increased to 27.4 and 29.0 for Borena Zone against the national and regional average at 4% annual growth rate. This implies that the NER in the zone was growing at the rate less than the national (4.97) and regional (4.93) annual growth rate.

Table 6: Trends of Access and Equity of Primary Education (2004/05-2007/08)

Nº	Academic Year	Access/ Equity/	Ethiopia	Oromia	Borena (Zone)		Woredas		
					Actual	NGOs	Yabello	Dirre	Teltelle
1	2004/05 (Base Year)	Net Enrolment Rate	68.5	70.2	44	0.75	49.2	43.1	41.5
		Gross Enrolment Rate	79.8	85.4	56	3.1	57.9	48.3	47.1
		Girls Net Enrolment Rate	63.6	66.3	35	0.5	34	30	29.8
		Gender Parity Index	0.81	0.74	0.59	0.3	0.60	0.53	0.49
2	2005/06	Net Enrolment Rate	77.5	71.9	48.4	1.5	52.3	46.2	45.9
		Gross Enrolment Rate	91.3	88.3	61.4	5	63.4	56.7	55.1
		Girls Net Enrolment Rate	73.2	68.4	40.9	0.58	39.2	35.1	32.6
		Gender Parity Index	0.84	0.78	0.65	0.25	0.66	0.58	0.56
3	2006/07	Net Enrolment Rate	79.1	72	50	1.49	54.6	48.5	47.9
		Gross Enrolment Rate	91.7	90	63	4.9	65	60.1	58.2
		Girls Net Enrolment Rate	75.5	68.4	44	0.41	45	39	37.1
		Gender Parity Index	0.87	0.84	0.65	0.36	0.69	0.59	0.58
4	2007/08	Net Enrolment Rate	83.4	85	56	1.38	58	52.4	51.8
		Gross Enrolment Rate	95.6	95.1	72	3.9	73	65.8	63.4
		Girls Net Enrolment Rate	80.7	81	50	0.41	51	45	42
		Gender Parity Index	0.90	0.85	0.71	0.37	0.72	0.65	0.63

Sources: - Educational Statistics Annual Abstracts of 2005, 2006, 2007, and 2008 (MOE)
 -Educational Statistics Annual Abstracts of 2005, 2006, 2007, and 2008 (OEB)
 -Educational Annual Report of 2005, 2006, 2007, and 2008 (BZEO)

Concerning gross enrolment ratio, the gap observed in 2004/05 was 23.8 and 29.4 was reduced to 23.6 and 23.1 in 2007/08 between the zone and national as well as regional average respectively. Girls NER and Gender parity index (GPI) trends shown slight difference in gap where by girls NER was increased for national level but reduced against regional level average; of course in both cases GPI shown reduction.

In short, it is safe to conclude that the wider gap between the zonal and regional as well as national enrolment rate is the sufficient reason for NGOs' to provide basic primary education in pastoralist areas of Borena; however, their contribution was insignificant and couldn't bring appreciable change in the educational provision performance of the zone. In light of this, when one compares their performance with that of ABEK which covered 80% of enrolments in Karamoja (NMFA, 2003), their achievement was negligent and hard to be seen. Hence, it might be improbable to attain the internationally agreed MDG goals to universalize basic primary education in the area under study. The following figures present these trends in line graphs and bar charts.

Figure 5 below depicted that the NER trend in Borena zone was absolutely far below the national and regional average. Regarding the rates for woredas, Yabello was above Zonal average whilst Dirre and Teltelle were below it. This shows that NGOs' contribution to NER at zone and woreda level was found to be low

Figure 5: Line Graph of Primary Education Net Enrollment Rates

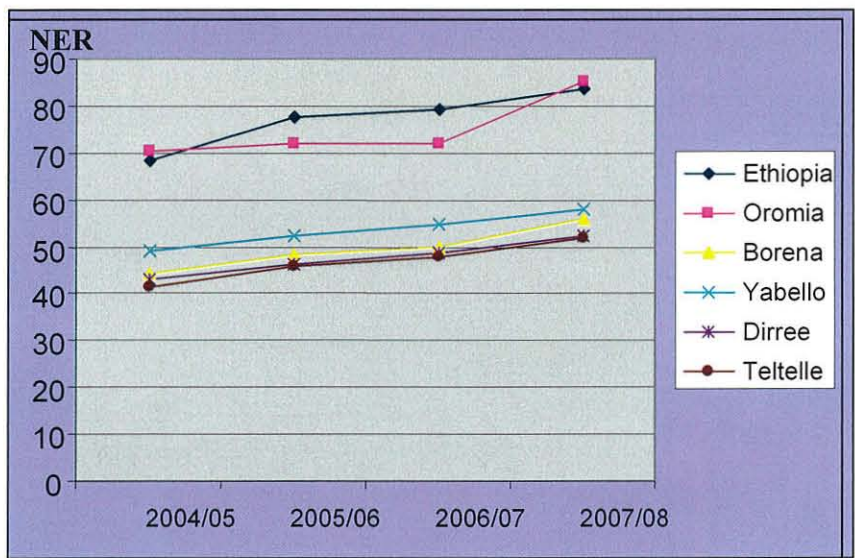


Figure 6: Line Graph of Primary Education Gross Enrollment Rates

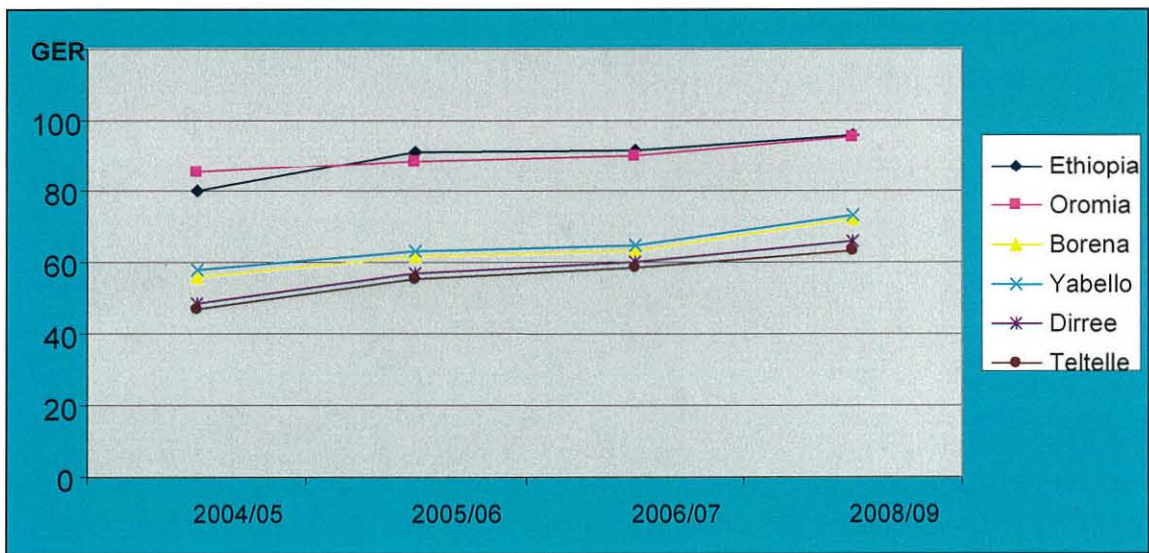


Figure 6 above illustrated that there was wider gap between the zone under study and regional and national average for the gross enrolment rate. The rate for sampled districts shown that they were below the zonal average except for Yabello which had a bit higher performance than the zone but remained far below the regional average as well as the national level.

Figure 7: Line Graph of Primary Education Girls' Net Enrollment Rates

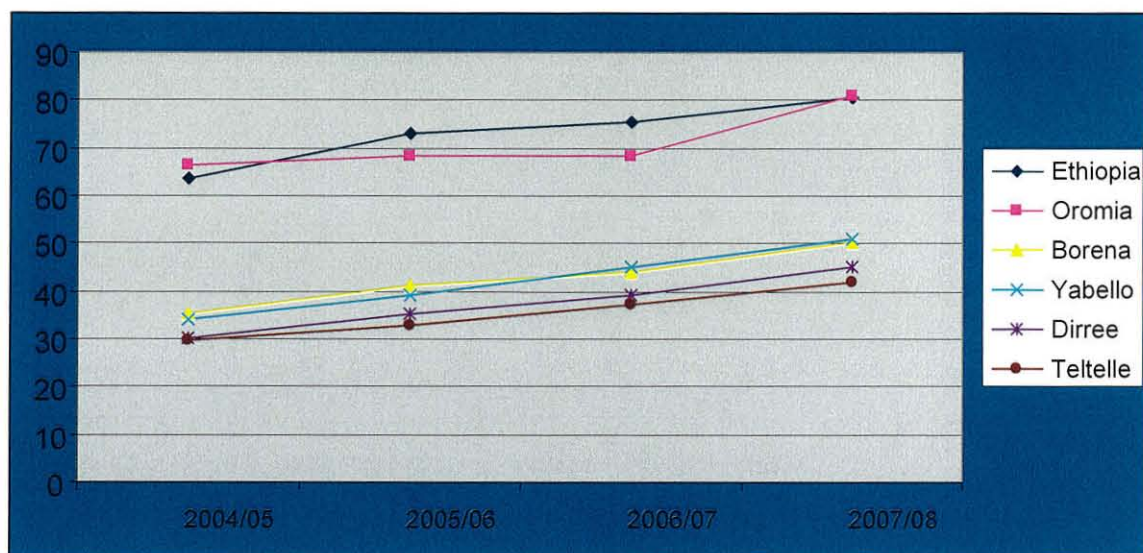


Figure 7 above described the trend for girls NER where the zone was far below the national and Oromia's average. Similarly, the districts achievements were below the zone until 2006/07 when Yabello exceeded the zone.

Figure 8: Line Graph of Primary Education Gender Parity Index (GPI)

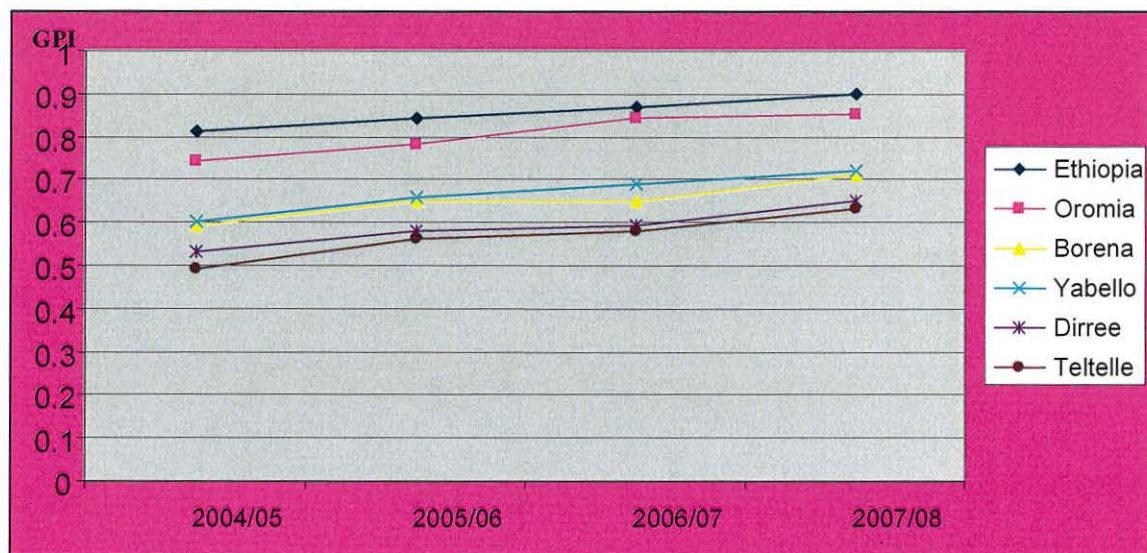


Figure 8 above presented the condition of gender parity index and communicates a message similar to its previous counter parts. It clearly portrayed that the Zone under consideration was absolutely below the national and regional levels achievements. Districts have similar trends with that of GER and NER treated above.

Figure 9: Bar Chart of Primary Education Annual Average Growth Rate and NGOs' Contribution

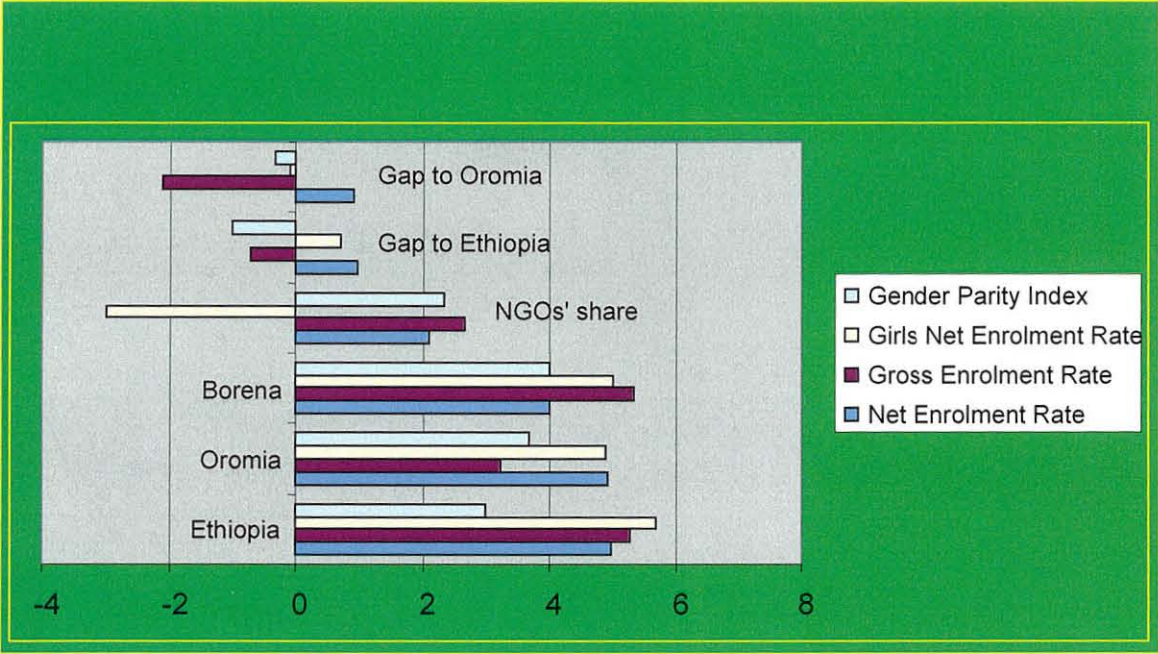


Figure 9 above depicted the trend of annual average growth rates of the national, regional and zonal NER, GER, girls' NER, and GPI for time period of study under consideration. It reflected that the growth trend among the three levels was more or less have similar trend and even in some instances the gap to GER and GPI is negative which means the zonal average exceeds its counter parts. Above all, one can easily pin point that the contribution of NGOs' were insignificant; specially, their contribution for girls NER had been reduced from their initial contribution level.

The other area in which NGOs could contribute is to improve the quality and efficiency of education. Quality and efficiency of education is concerned with what is undergoing in the system and its output to the environment. It deals with the dropout rates, the repetition rates, qualification of teachers, teacher/students ratios, student/section ratio as well as provision of text books for the students (Kurian, 1988). These aspects of quality and efficiency of education in the area under study are treated under. Accordingly, table 7 below described the mean, standard deviation, and F-ratio of one way ANOVA test results as replied by respondents. Education experts' rated contribution to teacher/student ratio improvement, student section ratio, and reduction of dropout rate, dropout rate for girls reduced, reduction of repetition and completion rated low. They rated contribution to the improvement of student text book ratio, students/ teacher ratio, and learning achievement high while there is deviation among them.

Table 7: Respondents View on NGOs' Contribution to Quality and Efficiency

N ^o	Areas of Contribution	Education experts N=20		NGO staff N=20		Facilitators N=20		Students N=48		Average Mean	F-ratio
		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S		
1	Qualified teachers number improved	2.13	1.08	4.45	.51	2.45	.999	3.52	1.30	3.29	17.64*
2	Student /text book ratio improved	3.31	.946	4.45	.51	3.80	.696	3.52	1.30	3.71	4.700*
3	Student /teacher ratio improved	3.41	.946	4.45	.51	3.84	.686	3.62	1.30	3.72	4.603*
4	Learning achievements improved	3.36	.946	4.65	.51	3.70	.696	3.63	1.30	3.77	4.690*
5	Student /section ratio Improved	2.13	1.08	4.45	.51	3.80	.696	3.58	1.25	3.56	15.38*
6	Dropout rate reduced	2.46	1.00	4.55	.51	3.85	.666	3.58	1.26	3.56	14.29*
7	Drop out rate for girls reduced	1.85	1.00	4.46	.51	3.84	.696	3.56	1.25	3.54	21.82*
8	Repetition rate reduced	1.75	1.00	4.45	.51	3.80	.696	3.58	1.25	3.51	20.28*
9	Completion rate improved	1.56	1.11	4.45	.51	3.75	.696	3.58	1.25	3.56	20.78*

Significant at alpha= 0.05, Degree of freedom= 3 between groups and 104 within groups, Critical table value= 2.700.

NGOs' staff rated NGOs contribution to every aspect of quality and efficiency under consideration high and very high. In the same way, facilitators rated all considered aspects as high except for qualification of teacher which they rated it low. Above all, students rated each factor high. This difference in mean score among the groups portrays that there is opinion difference among them. The test for one way ANOVA pin pointed that there is statistically significant difference among the scores of education experts, NGOs' staff, facilitators and students on the issues related to improving quality and efficiency of education. This difference could be attributed to public education performance which serves as reference for education experts, NGOs' small scale projects performance serve as reference for their staff, and the facilitators and students knowledge about the demand and supply of education in their vicinity. According to the interview made with experts, NGOs' contribution to quality and efficiency of formal conventional schools was non existent but better in the ABE centers they were running. The interviewees from NGOs' side uncovered that they have limited capacity to go beyond their predefined project sites. Hence, they couldn't contribute more to formal schools and community education at large.

Participants of focus group discussion also out surfaced that their mobility and hardship way of life is a thing that make them not to retain their students at school up to the end. Analysis of available documents of students' records conducted revealed that there was high student drop out rate during the dry season when forage and water for cattle is not an easy to get. Thus, it is not unsafe to conclude that due to the limited capacity of NGOs' and pastoral mobility and hardship way of life in the area, NGOs' couldn't contribute significantly to the educational development of the pastoral community. When compared to ABEK (NMFA, 2003), such thinly and weakly loomed way of working obliged NGOs' to contribute a very little amount for the attainment of quality basic primary education provision target set for 2015.

Table 8: Trends of Quality and Efficiency of Primary Education (2004/05-2007/08)

N ^o	Academic Year	Quality and Efficiency Aspects	Ethio pia	Oro mia	Bore na	Yabe llo	Dirre	Teltelle
1	2004/05	Qualified teachers (1-4)	97.1	97.3	88.7	85.1	84.5	79.9
		Student /text book ratio	N.A.	1.83	1.98	1.87	2	2.1
		Student /teacher ratio	66	78	80	75	70	72
		Student section ratio	69	77	78	79	76	75
		Dropout rate	11.8	14.7	21.2	22.1	23.5	24.2
		Repetition rate	3.8	3.8	8.5	8.4	9	9.3
2	2005/06	Qualified teachers (1-4)	97.6	98.6	94.7	95	93	85
		Student /text book ratio	N.A.	1	1	1.5	1.7	1.8
		Student /teacher ratio	62	68	73	74	75	75
		Student section ratio	69	64	72	73	74	74
		Dropout rate	12.4	13.2	19.4	20.6	22.8	23
		Repetition rate	6.1	7.2	8.6	9.1	10.5	11
3	2006/07	Qualified teachers	97.7	69	70	75	74	75
		Student /text book ratio	1.5	1	1	1	1.2	1.4
		Student /teacher ratio	59	62	70	71	73	72
		Student section ratio	69	63	69	70	74	73
		Dropout rate	11.6	11.8	19.3	18.2	19.6	20
		Repetition rate	6.2	5.8	7.1	6.5	7.9	8
4	2007/08	Qualified teachers	98.3	77	76	77	76	75
		Student /text book ratio	N.A.	N.A.	1	1.1	1.2	1.2
		Student /teacher ratio	57	61	68	70	71	72
		Student section ratio	N.A.	65	72	69	71	70
		Dropout rate	N.A.	N.A.	16.7	17.1	17.5	18
		Repetition rate	N.A.	N.A.	6.3	6.1	6.5	7

N.A. Data Not Available

Sources: - Educational Statistics Annual Abstracts of 2005, 2006, 2007, and 2008 (MOE)

-Educational Statistics Annual Abstracts of 2005, 2006, 2007, and 2008 (OEB)

-Educational Annual Report of 2005, 2006, 2007, and 2008 (BZEO)

Table 8 above presented the quality and efficiency trend of primary education in Borena by comparing it with the regional and national performances so as to presume the whole picture of the zone against them. It can be easily viewed that the performance of zone on teacher qualification, students/ teacher and students section ratio, dropout rate and repetition rate is lower than the national and regional achievements; of course, it has made improvements in every aspects over time period under consideration. Similarly, achievement in sampled pastoralists' woredas was below the zone's performance and it signifies that NGOs' contribution in the improvement of quality and efficiency of education was low. The observed gaps could serve as a stepping stone to intervene in educational provision in pastoralist areas by local or international NGOs'.

Table 9: Trends of Financing Primary Education (2004/05-2007/08)

Administrative Level		Budget Item	Academic Year				Annual Average Growth (%)
			2004/05	2005/06	2006/07	2007/08	
Ethiopia (in million Birr)	Capital Budget	1740.08	2084.21	2734.72	2752.14	19.38	
	Recurrent Budget	2898.81	3906.35	4897.33	6620.76	42.79	
	Cost per student	405.20	444.58	544.60	610.98	16.92	
Oromia (in million Birr)	Capital Budget	44.07	31.65	61.88	138.51	71.71	
	Recurrent Budget	819.94	1123.85	1447.88	1862.90	42.39	
	Cost per student	189.42	239.11	295.87	361.14	30.12	
Borena Zone	Government (in Birr)	Capital Budget	1,689,067	2,101,210	2,928,137	3,741,024	40.49
		Recurrent Budget	10,582,619	13,625,072	18,275,720	23,007,622	39.13
		Cost per student	127.12	148.90	168.38	207.35	21.03
	NGOs' (in Birr)	Capital Budget	350,000	415,000	502,000	615,000	58.78
		Recurrent Budget	801,000	954,000	987,000	1,418,406	59.02
		Cost per student	602.51	667.79	758.24	845.60	46.78
Woredas	Yabelo (in Birr)	Capital Budget	315,279	401,347	574,982	789,567	83.47
		Recurrent Budget	2,123,675	2,578,875	2,989,678	3,502,123	54.9
		Cost per student	98.09	108.85	131.97	157.95	53.67
	Dirre (in Birr)	Capital Budget	324,456	372,628	487,986	675,278	69.37
		Recurrent Budget	1,802,314	1,627,459	1,973,679	2,153,449	39.82
		Cost per student	97.72	110.10	125.56	148.78	50.75
	Teltelle (in Birr)	Capital Budget	124,354	203,459	395,628	552,781	148.1
		Recurrent Budget	995,987	1,457,672	1,678,324	1,998,712	66.89
		Cost per student	99.10	112.50	127.72	147.01	49.4

Sources: - Educational Statistics Annual Abstracts of 2005, 2006, 2007, and 2008 (MOE)
 -Educational Statistics Annual Abstracts of 2005, 2006, 2007, and 2008 (OEB)
 -Educational Annual Report of 2005, 2006, 2007, and 2008 (BZEO)

Table 9 above inscribed the status of budget allocation at national, regional, zonal and woreda level from government treasury and NGOs' budget at the zone level. As it can be seen from the table the rate at which public budget allocation grows in the zone was slightly lower than the rate of the region but moderately greater than the national one on capital budget and costs per students. Comparison with that of NGOs' portrayed that the trend of budget allocation development is similar with that of government except that cost per was more expensive. The trend at woreda level depicted that the annual growth rate usually exceeded the zonal level; this might be due to more emphasis given to pastoralist areas since 2005 (MoE, 2005). Document analysis and interview conducted with NGOs' staff revealed that due to turnover and move from place to place owing to the absence of permanent office place there was lose of records and reports at field project units but not the central offices. One can comprehend that, though NGOs' financing of education in the area and time frame under consideration had been showed improvement, their overall contribution to educational development in pastoralist areas remained insignificant.

4.2.4. Strategies to Sustain Education Projects

Sustainability of education projects usually depend up on the extent of using phase out strategy, technically and financially viable strategies, and local empowerment. If strategies that could be locally responsive to pastoralists are used to implement education projects, the results would be more likely to be continuous. In fact, this could create commitment and ownership of the project by the community as well as other local stakeholders (Destefano et al, 2006). The following tables deal with the views of respondents on the specified aspects of the sustainability strategies. The opinion of respondents are organized by mean, standard deviation, F-ratio, Mann Whitney U, and Kolmogorov Simrnov (K-S) Z test statistic for significant difference; based on these and qualitative data collected, analysis and interpretation were undertaken.

Table 10 below deals with respondents view on NGOs' use of technically and financially viable strategies and phase out strategy. To begin with, technical viability of the strategies in educational settings is concerned with how the education provided is mainstreamed to the next higher level, absence or less conflict with socio-economic condition of the area, the use of flexible delivery models and time table approach, and deliver gender equitable education so that the community would be interested in to the project and own it for grant by it self (NMFA, 2003). In other words, it is about making beneficiaries to accept and support the project in excelling success and sustainability.

Table 10: Respondents View on the Use of Viable Sustainability Strategies

N ^o	Type of Strategy	Education experts N=20		NGO staff N=20		Facilitators N=20		Students N=48		Average Mean	Test Value
	Technical Viability	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S		F-ratio
1	Mainstreaming basic education to next higher level of education	3.38	.619	4.00	.72	3.60	.75	3.77	.73	3.72	11.74*
2	Avoid conflict with socio-cultural and economic activities of pastoralists	3.00	1.03	4.40	.59	3.30	1.1	3.96	.98	3.78	8.492*
3	Use flexible and varying education delivery models, time table, and school calendar	3.00	1.03	4.20	.76	3.30	1.1	3.81	1.0	3.67	5.536*
4	Deliver gender equitable education	1.75	1.00	3.65	.67	2.20	1.3	3.04	1.1	2.81	2.505
	Financial Viability	N=16		N=20						Mann Whitney U	
1	Use locally available resources	1.75	1.00	2.20	.83						111
2	Secure budget from government	1.75	1.00	2.95	.75						58*
3	Promote community financing	1.75	1.00	3.15	.74						48*
	Phase Out			N=20							
1	Development of phasing out strategy plan			4.30	.57						1.463*
2	Identify activities to be sustained			3.10	.85						.826*
3	Communicate it to the community			2.35	.87						.758*
4	Put the strategy in to effect			4.05	.88						.996*

* Significant at alpha= 0.05; Critical F table value= 2.700, Degree of freedom= 3 between groups and 104 within group; /M-W-U Critical table value = 98, K-S Z critical table value= 0.29.

The table presented that education experts rated mainstreaming basic education to the next higher level, avoidance of conflict with socio-economic activities and the use of flexible delivery and calendar approach as average and provision of gender equitable education low. NGOs' staff, facilitators, and students rated these factors high and except that facilitators rated gender equitable education as. F-ratio for one way ANOVA test indicated that there is statistically significant difference among the respondents on the issues related to mainstreaming, avoiding conflict and flexibility but not for gender equitable education delivery which was rated a grand mean of 2.81. This might be

attributed to the difference in opinion between education experts and other sorts of respondents; evidently, the possible reason for absence of significant difference on equitability might be that education experts and other respondents think that the trend in NGOs' ABE project sites and formal schools have common features. It seems that NGOs' were not using technically viable strategies satisfactorily. Interview made with education experts and NGOs' staff out surfaced that students who had the opportunity to attend the next higher level of education in the nearby, usually continued to study but those who do not have such a proximity or socio-economic challenges to attend regular class at day time all over the year remained out of school. Participants of focus group discussion were also shared the same view and asked for flexible delivery of second cycle primary education to their children so that they could catch up with the demanded educational competence of the time. In short, it is not erroneous to infer that though NGOs' were using technically viable strategies, they can not ensure the continuity of educational provision after the completion of three cycled basic primary education through ABE system. Hence, the attempt to universalize primary education may continue to be a mere dream unless remedial measures are taken by the government.

Next, financially viable strategies are important to sustain education projects; if not, all the investments made on the project remain ruined without bearing uncapped fruit to the expected beneficiaries. Such strategies usually include the use of locally available resources, secure budget from government, and promotion of community financing (NMFA, 2003). Education experts rated the use of locally available resources, securing budget from government and promotion of community financing low whereas NGOs' staff rated them low and medium respectively. More thinning out was observed among education experts. In the same way Mann-Whitney U-test value showed that there is statistically significant difference between the mean scores of the experts and NGOs' staff on promotion of public and community financing of education but for issues related to the use of locally availed resources, there is no significant statistical difference between them. Focus group discussion participants disclosed that NGOs' sometimes request them to contribute in labor or in kind but never asked them to finance education by themselves. As a result, they became dependent on NGOs' provision and financing of education. Thus, it is out of harm's way to squeeze out that unlike ABEK in Uganda (NMFA, 2003); NGOs' in the zone under consideration were not satisfactorily using financially viable strategies to sustain basic education projects in pastoralist areas. Hence, the sustainability of these projects might be in danger.

The other one is phase out strategy, which is used by NGOs' to handover the project to the beneficiaries so that it can be sustainable (Akyeampong, 2004). It requires a plan of activities to be sustained and communication with beneficiaries to put it in to effect. Table 10 above presented that NGOs' staff rated the development of phasing out strategy plan high, identification of activities to be sustained average, communicating it to the community low and its implementation as high. There is also dispersion among them on the issues raised. The Kolmogorov-Simrnov Z test result shown that the sample population for mean scores distribution was not normally distributed. This may be caused by their variation in understanding of this factor.

This implies that NGOs functioning in the area understudy prepare phasing out strategy and fail to communicate it to the beneficiaries before to put it in to practice. Not only that, they were not satisfactorily conveyed it to their staff so as to empower them in its understanding and make essential support to the community to sustain the projects. In other words, the knowledge of phasing out was limited to the management level that has less contact with the beneficiaries. In short, as opposed to North Ghana's SFL program which conveyed with beneficiaries its phasing out strategy from early beginning of the project (Akeayampong, 2004); NGOs in Borena Zone were not properly implementing their phase out strategy.

Local empowerment, one of the major strategies to sustain education projects by creating strong link between the school and community, initiating team spirit, creativity, ownership sense, capacity of beneficiaries, motivation, and showing successes could designate a lot to have long lasting project out put (Wartenberg and Mayrhofer, 2007). Table 11 below portrayed the mean, standard deviation, and F-ratio of one way ANOVA test of rating by respondents on NGOs' use of local empowerment strategies. Education experts rated the use of strengthening school community relations, spirit of team work and initiation of creativity low, empowering pastoralist to reflect as high, use of locally recruited teachers very high, community involvement in leadership, ownership, motivation and demonstration of success as average.

Table 11: Respondents View on the Use of Local Empowerment Strategy

N ^o	Type of Strategy	Education experts N=20		NGO staff N=20		Facilitators N=20		Average Mean	F-ratio
Local Empowerment		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S		
1	Strengthening school and community relation	1.75	1.00	3.35	1.34	3.75	.910	3.04	15.676*
2	Developing a spirit of team work	1.75	1.00	2.75	1.07	2.10	.852	2.23	4.945*
3	Enhancing local initiatives and creativity	1.75	1.00	2.65	1.13	2.55	1.14	2.36	3.434*
4	Empower pastoralists	3.38	.619	4.00	.858	4.10	.718	3.86	4.759*
5	Use locally recruited teachers	4.56	.512	4.45	.510	4.35	.489	4.45	.792
6	Community involvement in leadership	3.00	1.03	3.55	.945	2.55	1.14	3.04	4.590*
7	Create spirit of ownership in the community	3.00	1.03	3.95	.945	3.75	.910	3.61	4.711*
8	Motivate deep commitment of the community	3.00	1.03	4.20	.768	3.75	.910	3.70	2.042
9	Demonstrate sufficient success	3.00	1.03	2.30	.923	2.55	1.14	2.59	7.953*

*Significant at alpha= 0.05, Degree of freedom= 2 between groups and 53 within groups, Critical table value= 3.170.

NGOs' staff rated the use of strong school and community relation developing spirit of teamwork average, use local initiatives and creativity low, empowering pastoralist to reflect on policies, community involvement in leadership and ownership high, the use of locally recruited teachers and motivation very high and demonstration of success average. Facilitators did in the same way with NGOs' staff. F-ratio for one way ANOVA test indicated that there is statistically significant difference among the mean scores of respondents on the strategies like strengthening school and community relation, developing spirit of team work, enhancing local initiatives and creativity, pastoral empowerment to reflect, community involvement in leadership and ownership, and demonstration of success. However, there is no such significant difference on the use of locally recruited teachers, motivation and deep commitment of the community. The difference might be observed due to difference in acuity of respondents on the use of local empowerment strategies by NGOs'.

Focus group discussion members also mentioned that the use of locally recruited teachers motivated them to be committed to increase their participation in education. Contrary to the experience of Northern Ghana's SFL that empower localities to own the project (Akeayampong, 2004), NGOs' in Borena did not empower the community in such a way that they could own and lead the projects by themselves. Now, it is not in danger to windup that the use of local empowerment strategies by NGOs' was observed to be low. Subsequently, the community might remain at the back to own and run the projects after aid provision would be phased out. Thus, illiteracy may remain dominant for long in the area under consideration.

4.2.5. Challenges of Education Projects Implementation and Sustainability

Education projects implementation can be affected by myriad of factors which can be categorized as administrative, social, economic, school based and political factors. These factors influence not only the process to put investment into practice but also affect the way how the beneficiaries could continue to benefit from the project after grant aid provision phased out (Grandvaux and Yoder, 2002). Respondents view on the degree of seriousness of the factors is organized in to mean, standard deviation, average mean, and test statistic in collide with qualitative data for analysis and interpretation.

First, political factors are related to the extent to which the interested groups accepted and supported the project at the spot. If the degree of acceptance and support is weak there is strong challenge to run and sustain the project (Magnen, 1991). Table 12 below presented the mean, standard deviation and F-ratio for one way ANOVA test for respondents rating on political factors affecting education projects. The average mean rate by respondents on the listed factors indicate that support of beneficiaries and government authorities, involvement of community in the project and pastoral promotion are not serious problems of the area. F-ratio value for one way ANOVA portrayed that there is statistically significant difference among respondents on support from government and pastoral promotion. NGOs' staff rated these two factors very high while others not. The rank order depicted that less promotion of pastoralists, weak support from local government and beneficiaries were observed as the top three problems in political support regards. In conclusion, it is possible to state that problems related to acceptance and support of education projects led by NGOs' in pastoralist areas of Oromia; particularly, in Borena zone were insignificant and be of the same mind with Magnen (1991) who argues for political support.

Table 12: Respondents View on Political and Administrative Challenges

N ^o	Type of Challenges	Education experts N=20		NGO staff N=20		Facilitators N=20		Average Mean	Rank	Test Value
Political		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S			F-ratio
1	Weak support from beneficiaries to the project	1.81	.834	2.20	1.00	2.55	1.14	2.21	3	2.350
2	Weak support from local government authorities	1.81	.834	4.20	.696	2.55	1.14	2.93	2	32.76*
3	Less involvement of community in project activities	1.81	.834	2.00	.858	2.55	1.14	2.14	4	2.935
4	less promotion of pastoralist	1.91	.834	4.28	.696	2.75	1.14	2.95	1	31.56*
Administrative										K-S Z
1	Lack of secured access to funding from own or domestic source			3.60	1.31				4	.697*
2	Small scale operation			3.55	1.23				5	.584*
3	Slowness towards joint and collaborative activities			2.15	.875				11	.541*
4	Short term initiatives by NGOs			3.89	.875				2	.943*
5	Inability to remain independent			2.70	1.08				7	.441*
6	Frustration of being ignored by community			2.65	1.08				8	.482*
7	Inefficiency in project planning administration			2.30	.979				10	.450*
8	Financial mismanagement			3.85	1.13				3	.954*
9	Using less appropriate technologies			3.30	1.30				6	.713*
10	Ignoring socio-cultural values of the society			2.35	1.04				9	.427*
11	Absence of provision for risk			3.95	.759				1	1.098*

* Significant at alpha= 0.05; Critical F table value=3.170, Degree of freedom= 2 between groups and 57 within groups. K-S critical table value= 0.29.

Next, administrative factors that affect project success include lack of secured access to funding, insignificant level and short time operation, reluctance to joint and collaborative activities, dependency, frustration of being ignored by community, inefficiency in planning and administration, financial mismanagement, use less appropriate technologies, ignoring socio-cultural values of the society, and absence of provision for risk (World Bank, 2003).

Table 12 above presented the administrative factors that affect education projects as rated by NGOs' staff respondents culminated in to mean, standard deviation, and Kolmogorov-Simrnov Z test. The K-S Z test showed that the distribution of the population was not normally distributed; besides, it is illustrated that there was the existence of variability among their scores for rating. This could be due to the difference in perception of respondents about the momentum of the problem. With regard to their mean rating score distribution, they rated unsecured access to funding, small scale operation, short term initiatives, financial mismanagement, use less appropriate technology and absence of provision for risks as high. The respondents rated slowness for collaboration, dependency, frustration of out casting, inefficiency in planning, and ignoring norms and values of the community as low. This situation agrees with what World Bank identified and needs NGOs' to take care of it. According to the rank order observed, it is plausible to wrap up that administrative factors; specifically, poor risk and financial management, short term and small scale operation, and absence of own /national/ source of fund are the major challenges that were affecting education projects in the area under study.

Table 13 below depicted the degree of social challenges that affect education project implementation as rated by respondents and calculated in to mean, standard deviation and F-ratio for one way ANOVA test. Accordingly, the average rating of education experts, NGOs' staff, facilitators, and students on extreme hunger and draught, lower population density, pastoralist mobility and limited infrastructural development in the area were high and very high. The rating on historical neglects, domestic violence, early marriage, and male dominance in decision making were rated low with moderate dispersion among them. The F-ratio for one way ANOVA test exposed that there is no statistically significant difference among respondents on social factors except for on historical neglects and domestic violence. This difference could be due to the difference in the insight of respondents. Participants of interview and focus group discussion disclosed that the historical neglect in the regime of previous governments affected them at that time and even now made them to be at the tail of the current development opportunities. Evidently, though there was domestic violence in the area, it is not as such a major factor that affects the process of education.

In short, social factors are the prevailing conditions in the community that affect the implementation and sustainability of education project. It includes drought, the population settlement, mobility, and home based factors and the like (Oxfam, 2005).

Table 13: Respondents View on Socioeconomic and School Based Challenges

N ^o	Type of Challenge	Education experts N=20		NGO staff N=20		Facilitators N=20		Students N=48		Average Mean	Rank	F-ratio
Social Factors		$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S			
1	Extreme hunger and drought	4.56	.512	4.10	.91	4.25	.550	4.31	.701	4.30	2	1.340
2	Lower population density	4.06	.772	3.95	.68	4.25	.550	4.10	.664	4.09	4	.689
3	Pastoralist mobility	4.56	.512	4.30	.73	4.25	.550	4.38	.599	4.37	1	.899
4	Historical neglects of pastoralists	4.06	.772	2.05	1.3	4.20	.696	3.37	1.42	3.38	5	12.41*
5	Domestic violence on women	1.81	.834	4.05	.68	2.55	1.14	2.87	1.32	2.87	6	12.32*
6	Early marriage	1.81	.834	2.00	.85	2.55	1.14	2.08	.987	2.11	8	1.95
7	Male dominance in decision making	1.81	.834	2.10	.85	2.55	1.14	2.07	.987	2.12	7	1.59
8	Limited access to infrastructure	4.25	.683	4.20	.69	4.20	.696	4.25	.622	4.23	3	.048
Economic Factors												
1	Direct cost of education	4.13	.719	4.05	.759	4.25	.550	4.15	.668	4.15	2	.301
2	Opportunity cost of education	4.25	.683	4.25	.716	4.20	.696	4.27	.630	4.25	1	.052
3	Dependence on child labor	1.81	.750	4.00	.72	4.20	.696	3.42	1.27	3.44	4	18.92*
4	Limited resource to invest on education	4.06	.772	2.00	.85	4.20	.696	3.35	1.29	3.36	3	17.35*
School Based Factors												
1	Shortage of qualified teachers	1.81	.834	2.90	1.5	4.20	.696	3.00	1.46	3.03	2	10.17*
2	Absenteeism of students	4.06	1.06	3.85	.74	4.25	.550	4.06	.802	4.06	1	.841
3	Ways pastoralists are presented in the curricula	1.81	.750	1.85	.81	2.55	1.14	2.02	.960	2.06	3	2.518

* Significant at alpha= 0.05, Degree of freedom= 3 between groups and 104 within groups, Critical table value= 2.700).

Based on ranking observed, one can fairly deduce that mobility, draught and hunger, lower level of infrastructure availed and low population density in the area were the major social factors that affected education projects. Unless such challenges would be systematically treated the effort to universalize primary education may no be attained.

Economic factors are related to the cost incurred by parents and demand on child labor as well as the availability of more fund to be invested on education. These could be the major hindrances for education projects (PCAE, 2000). Table 13 dealt with the mean, standard deviation and F-ratio for one way ANOVA test on respondents rating on economic factors affecting education projects. The mean scores for rating by respondents out surfaced that the direct and opportunity cost of education, dependence on child labor and limited resource to invest on education were all the major economic related problems affecting education projects implementation and sustainability in the area under study. F-ratio for one way ANOVA depicted that there is statistically significant difference among respondents on child labor dependency and limitation in resource. This difference might be caused by the views on how much the parents are dependent on their child labor and the extent to which the family or the public has to invest on education provision in the area. In short, based on the rank order opportunity and direct costs of education, limitation in resource, and dependence on child labor were the major challenges observed there.

Finally, school based factors are those factors which are existed in the education system or specifically found in the school themselves. It may be related to qualification of teachers, absenteeism, and how the curriculum treated pastoralists (Bishop, 2003). Table 13 above presented the mean, standard deviation and F-ratio of rating by respondents on school based factors. The average mean score for shortage of teachers, absenteeism of students and pastoralist treatments in the curricula were average, high, and low respectively. Since there were moderate deviations among respondents the F-ratio of one way ANOVA test depicted that there is statistically significant difference among the respondents on qualification of teachers whereby facilitators and students thought that it was serious problem. This might be due to their demand for more training or highly trained teachers respectively. As never opposed to Bishop (2003) and ranks observed, it is safe to wind up that absenteeism is the major school based challenge that was affecting education project implementation and sustainability in the area under study.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This chapter deals with the summary of major findings of the study, conclusion drawn from the findings and recommendations forwarded to mitigate the problems discovered in due course of the study.

5.1. Summary

Nowadays, it is widely believed that the provision of education for all can not be attained by the effort of national governments alone. Hence, the involvement of multi-national and local non-government organizations as well as that of community is significantly advised to reach out the disadvantaged partition of the society. To this end, the purpose of this study was to assess the implementation and sustainability of NGOs' led basic primary education projects in pastoralist Borena.

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

- i. to assess the aspects of education in which NGOs are involved,
- ii. to assess the extent to which NGOs are involved in provision of basic primary education in pastoralist areas,
- iii. to assess how NGOs' plan for their educational projects implementation,
- iv. to assess the extent of NGOs' led basic primary education projects contribution to educational development in pastoralist Borena,
- v. to find out mechanisms used by NGOs to sustain educational projects in pastoralist areas,
- vi. to find out major challenges that affect educational projects implementation and sustainability in pastoralist areas, and
- vii. to forward possible alternative solutions for the challenges observed.

In order to attain the above mentioned objectives of the study, the following basic research questions were raised.

- i. To what extent and in what aspects NGOs are involved in the provision of basic primary education in pastoralist areas?
- ii. How NGOs' led basic primary educational projects are planned for implementation?
- iii. To what extent NGOs' led basic primary education projects contributed to educational development of the pastoralist areas?
- iv. What are the mechanisms in place to sustain NGOs' led basic primary education projects in pastoralist areas?
- v. What are the major challenges in the implementation and sustainability of basic primary education projects in pastoralist areas?

This research report contains five major sections in which the problem and its approach; review of related literature; research method used; analysis made, and the summative part are treated. In due course of the study, descriptive survey research method was employed to collect detailed description of existing phenomena about NGOs' led primary education projects implementation and sustainability in pastoralist Borena. The tools used to collect data were questionnaires, unstructured individual interview, focus group discussion, checklist, and document analysis from various sources. Thus, primary data were collected from 20 zonal and woreda level office education experts, 20 non-governmental organizations' staff at project site and coordinating offices, 20 facilitators, and 48 students of ABE centers. Secondary data were collected from annual statistical abstracts and reports from MoE, OEB, BZEO, Woreda Education Offices and ABE centers. Moreover, Centers' Management Committee of ABE centers', Kebele Education and Training Board members, and parents were the subject of the study by participating in focus group discussion.

After pilot testing was conducted, 116 questionnaires were distributed to the respondents at Zone, woreda and ABE centers' level; however, only 108 (93.1%) were returned to the researcher. Quantitative data collected through questionnaires were tallied, tabulated, analyzed using percent, mean, standard deviation, independent t test, one way ANOVA, Mann-Whitney U test and Kolmogorov-Simrnov Z test. Finally, though absence of reliable database and reluctance of respondents were the major challenges faced in the process of the research, the study could out surface the problem and ease the way for action by decision makers, planners, and policy makers at various levels. The detailed description of the major findings is presented here under.

5.1.1. Respondents' Characteristics

Understanding characteristics of respondents is essential to cognize that whether the data obtained were from reliable sources or not. If they are fit to give reliable and valid data, the outcome of the study could be trust worth, otherwise, the whole investment of time, finance, energy and other resources would be remain vain. The study depicted that all (100%) respondents: education experts, NGOs' staff, facilitators, and students have direct involvement in education activities. Significant numbers (71.3%) of them were males while females account only 28.7% of them. Majority (63%) of them were from ABE centers whereby respondents could have sufficient knowledge of facts about what is going on at the grass root level.

On top of this, all (100%) respondents have the proper educational level to respond appropriately to the questionnaires. More than 55% of them have working experience of more than one year at their current status; moreover, majority (53%) of them received training that could make them competent to the positions. Thus, they can provide invaluable information to answer basic research questions through rating on the questionnaires and providing realistic insight through open ended questions as well as interview and focus group discussion.

5.1.2. Aspects and Extent of NGOs' Involvement in Education

NGOs' usually involved in advocacy, education provision, construction, financial support, capacity building and integrated development program. Their extent of involvement in these aspects as depicted by the study is treated her below.

- i. Advocacy is one means of enhancing local education development by dialoguing with different stakeholders. In the zone under study, education experts rated it low (2.31) while NGOs' staff rated it high (3.75). The interview, focus group discussion, and document analysis made revealed that, the extent of NGOs' involvement in advocating education was low except that they were increasing the awareness of community nearby to their projects. In short, the advocacy activities being undertaken by NGOs' was low to put pressure on government and other stakeholders' provision of quality basic primary education for pastoralists.
- ii. Educational provision by NGOs' could include the supply of ABE, adult literacy program, educational facilities and materials, girls' education, and bringing out innovative approaches to expand educational opportunities. Respondents

agree that NGOs' involvement in the provision of ABE was high (4.06) and innovation was low (1.72). NGOs' provision of girls' education, school facilities, and adult literacy was rated average (2.88) in their ABE centers but remain short time initiative and small scale operation in general.

- iii. Construction is one of the aspects through which NGOs' could contribute a lot for the attainment of education's developmental goals. The mean value rated indicated that education experts rated it low (1.75) than other groups of respondents. Since the interview undertaken identified that NGOs' involvement in construction out of their ABE and resource centers was negligent, their involvement in supporting formal schools in construction areas remained low and thinly distributed. However, their involvement in construction of ABE was rated high (4.11).
- iv. With regard to NGOs' involvement in financial support, the mean rate observed for this aspect was low (2.05). Their major deficit was lack of own or national source of fund and remain dependent on foreign support. Hence, their involvement in financial support stayed low.
- v. Capacity building is one way of transferring capacity to be absorbed by the stakeholders. NGOs' are expected to build the capacity of education managers, experts, teachers, and committees. Education experts rated involvement in capacity building low (2.13) while others rated it high (3.65). Interviews made shown that there was no structured training provided by NGOs'. Consequently, their effort to build the capacity of local education stakeholders was limited and insignificant.
- vi. In line with education provision, NGOs' could be involved in integrated development programs in the areas of health, agriculture and livelihood. The observed mean values shown that NGOs' involvement was average (3.00) whilst open-ended items uncovered that they were also involved in women empowerment. In short, they were involved in integrated development program in small scale operation on short time basis.

5.1.3. Planning for Project Implementation

Project implementation demands careful preparation, planning, definition of resources to practice the decisions and involvement of interest groups at different stages of the process.

- i. Preparation for planning and planning the project are the primary tasks that have to be undertaken before implementation. Preparation and planning were rated high (4.09) whilst NGOs' attempt to reach consensus with community and problem identification were rated average (2.96). However, there were no consultative meetings with community to identify the problem. It was observed, that the level of NGOs' involvement of stakeholders in preparation and planning was low.
- ii. Project implementation is the step at which every investment is changed in to practice towards the desired end. The mean rating (3.85) indicated that NGOs' had made good attempt on definition of skills, resources and other premises but the checklist undertaken to cross check the existence of these factors portrayed that they were weak in doing so. Moreover, they were not using locally available resources satisfactorily; hence, their effort to implement the project remained low.
- iii. Stakeholders' involvement is a key area in project implementation to ensure success and sustainability. The observed mean rating was average (2.96) but community and local government involvement in project planning rated low (1.81) by educators. On top of this, focus group discussion conducted revealed that community involved in NGOs' meeting for the sake of participation in meeting and contribution of some physical or labor resources. Thus, beneficiaries and local governments' involvement in project implementation was viewed low.

5.1.4. NGOs' Projects Contribution to Local Education Development

Education development is concerned with increasing access, equity, quality, and efficiency of the system. Besides, if financial provision acquired, it could play pivotal role in achieving these targets.

- i. Improvement of access and quality are the major areas where NGOs' could contribute too much. However, the study pin pointed that the gross enrolment rate in Borena zone (72%) was far below regional (97%) and national average (96%). Education experts presume that NGOs' contribution was average (2.69) but NGOs' staff thought it was high (4.45). The interview made also identified that NGOs' were working on average or beyond in their ABE centers but could not expand to the neighboring areas to make more contribution; thus, their projects contribution to local education development was not significant.

- ii. Quality and efficiency of education is concerned with what is happening to the inputs in the system and what is happening in the environment as a result of the output of the education system. The mean rating showed that NGOs' contribution to local education development in Borena was high (3.72). The interview made discovered that NGOs' were contributing only through their ABE centers not through supporting formal public schools. Hence, their contribution for quality and efficiency of education in the zone was better in ABE centers.
- iii. Concerning NGOs' financial contribution the study uncovered that their budget was less to make significant contribution to local education development; obviously, it was more expensive (Birr 845.60) than the public system (Birr 207.35).

5.1.5. Mechanisms in Place for Implementation and Sustainability of Projects

Project implementation and sustainability demands appropriate, responsive and viable strategies to maintain its success and sustainability of service provision for the beneficiaries whom it was intended.

- i. One of the strategies for education projects implementation and sustainability is phasing out strategy which is concerned with development of its own plan, identifying activities to be sustained, communication, and to put it in to effect. The mean score showed that its development was high (4.30) while its communication was low (2.35). The respondents confirmed that though there is phasing out strategy that would be implemented at the end; NGOs' failed to communicate it to the beneficiaries.
- ii. Technically viable strategies are used to make the system compatible to each other and satisfy the demand of the clients. The mean rate for them indicated there use was high (3.72) but the interview made pin pointed that most of the students who completed the three cycled ABE program could not continue to attend the next higher level due to the absence of such a delivery system at the next higher level. Hence, the effort of NGOs' was limited to ABE system level and could not go beyond that.
- iii. Financially viable strategies are paramount important to secure sustainability of education projects. One of such strategies, securing finance from government and community was rated low (1.75) by education experts but average (310).

The use of locally available resources was rated low (2.20). In short, their use of financially viable strategies was observed not satisfactory.

- iv. Local empowerment strategy is a key to project success; however, the respondents viewed its use by NGOs' as average and above (2.59-4.45) but they agree on the use of locally recruited teachers as a means to motivate community. In other words, NGOs' attempt to empower community to own and sustain projects was in a better state.

5.1.6. Challenges of Education Projects Implementation

The success of education project could be affected by administrative, social, economic and political factors that hinder the effort of its implementation and sustainability.

- i. Administrative factors are related to the capacity of NGOs' to generate funds and run the projects. In brief, unsecured access to fund, small scale operation, short term initiatives, dependency, financial mismanagement, use less appropriate technologies' and absence of provision for risks were rated above average (>2.50) and observed as major administrative challenges influencing NGOs' operation.
- ii. Socio-economic factors include the climatic and demographic situation, schooling and economic conditions in the area under consideration. The study out surfaced the socio- economic and school based factors which affect project success were drought, lower population density, pastoral mobility, lower supply of infrastructure, direct cost and opportunity cost of education, use of child labor and absenteeism from school as rated high (>3.50) by the respondents.
- iii. Political factors determine the success of projects by influencing the degree of acceptance and support of the project by beneficiaries and other interest groups. The mean rating (2.21) depicted that political support factors were not the serious challenges in the area under the study. However, weak support from local government and less promotion of pastoralist way of life was rated moderate (2.93 and 2.95) respectively.

5.2. Conclusion

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

The findings of the study out crusted that NGOs' were involved in provision of alternative basic education in small scale and short time based condition which was low in relation to the educational demand in the area. Besides, they have ill capacity to plan and implement the projects by involving the stakeholders. Furthermore, their use of technically, financially, and locally viable strategies to implement and sustain the projects was found low. Subsequently, their contribution to local education development, success and sustainability of basic primary education projects led by them remained low. Their effort was challenged by their weak administrative capacity and socio-economic as well as school based problems prevailing in the area under consideration. Thus, one can conclude that NGOs' led basic primary education projects implementation in pastoralist Borena zone was poor with frail sustainability and could not significantly contributed to the educational development goals of the zone.

5.3. Recommendations

It is widely believed that provision of education is the mandate and function of the government. However, governments in many developing countries can not do this for all its citizens due to their limited capacity of finance and other priorities to be addressed. As a result, the intervention of local and international NGOs' in education provision became indispensable, broadly practiced, and accomplished significant results in different countries. The study pointed out that the involvement and practice of local and international NGOs' in educational provision in the area under study was low. Explicitly speaking, NGOs' may not improve their contribution to educational developments of pastoralist areas unless their weak interventions are reasonably treated for progress. Therefore, more cooperation, communication and coordination of efforts are expected from them in concerted manner so as to heighten their degree of excellence in project implementation and sustainability; other wise, failure is at hand. In order to excel the orchestrated and interwoven approaches to mitigate challenges; the commitment, support and pressure of government at every echelon is an essential remedy. To this end, based on the analysis of data, summary of major findings and conclusions drawn the following recommendations are forwarded.

1. NGOs' should diversify the aspects of their involvement in education beyond running ABE. In order to support public conventional schools and bulge out their financial capacity, they have to raise and secure their own or different sources of fund. On top of this, they must cooperate with other interest groups to increase their extent of involvement and contribution to educational development in pastoralist areas. The area they have to give more emphasis ought to be advocacy, construction, financial support, educational provision beyond basic education, capacity building, and involvement in integrated development programs.
2. The national government of Ethiopia and the regional government of Oromia should create good ground through more political support and building essential infrastructures like roads, telephone services, and electric power supply in pastoralist area so that multinational and indigenous NGOs' would interested to go to pastoralist areas and improve their involvement in primary education provision that contribute more to the realization of UPE by 2015.

3. National, regional, zonal, and woreda and kebele level education and administrative officials and NGOs dialogue forum on pastoralist education provision should be established and conducted quarterly at each level through the coordination of education bureau /offices/ and pastoralist area development commission. The content of the dialogue could be the improvement of access, equity, quality and efficiency of education in pastoralist areas. To come up with joint action plan with clear definition of resources required responsible unit for pastoralist education should be established in OEB, OPADC and in their zonal replicas. Accordingly, NGOs' should prepare and implement their project plan in collaboration with this forum so that they could contribute significantly to pastoralist education development. Above all, the zonal, woreda, and kebele level government bodies and local communities should be involved in planning, implementing, monitoring and evaluation of NGOs' led primary education projects so as to enlarge their success and sustainability.
4. If universal primary education has to be attained in pastoralist areas, Oromia Regional Education Bureau should design, prepare, introduce, and support the implementation of curriculum for Alternative Primary Education (APE) delivery mode as extension of ABE to the second cycle (5-8) level of primary education.
5. NGOs' should use locally responsive strategies to make their projects successful and sustainable. Accordingly; they should have and communicate their phase out strategy to communities, their staff, local government, and other local level stakeholders. On top, they ought to use technically and financially viable strategies and local empowerment to secure project sustainability. These include developing a spirit of team work; enhancing local initiatives and creativity ; empower pastoralists; use locally recruited teachers; community involvement in leadership; create spirit of ownership in the community; motivate deep commitment of the community; strengthening school and community relation; use locally available resources; avoid conflict with socio-cultural and economic activities of pastoralists; use flexible and varying education delivery models, time table, and school calendar; deliver gender equitable education; and mainstreaming basic education to next higher level of education. Furthermore, they should build the capacity of their staff at local level to increase the success of project implementation and sustainability. Hence, NGOs' have to provide training on project coordination and communication to their field coordinating units in pastoralist areas.

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Appendix A

Addis Ababa University

College of Education

Department of Educational Planning and Management

Questionnaire to be filled by Zone and District Level Educational Experts

General Direction

Non-Governmental organizations play a pivotal role in providing education for disadvantaged and vulnerable segments of the society. This study attempts to assess the condition of NGOs led basic primary education projects implementation in Oromia by looking thoroughly into the case of Borena Zone.

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

Note that:-

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

Thank you!

Part I. Personal Background Information

1. Name of your Organization _____
2. Current status _____
3. District _____
4. Sex _____
5. Age _____
6. Educational level
TTI ☐
Diploma ☐
B.A. degree ☐
M.A. degree ☐
7. Year of service on current position in the organization _____
8. Relevant short term training received on current position _____

Part II. Aspects and Extent of NGOs Involvement in Basic Primary Education Provision

The aspects and the extent to which NGOS involved in the provision of basic primary education are presented below. Please, put your opinion to the extent of their involvement in a given aspects. (Whereby the numbers provided in the table indicates: 1= Very low, 2= Low, 3=Average, 4= High and 5=Very high).

No	Aspects of Involvement	Extent of Involvement				
		1	2	3	4	5
1	Advocacy					
1.1	Advocacy to put pressure on government					
1.2	Dialogue with government					
1.3	Dialogue with NGOs					
1.4	Dialogue with community/beneficiaries					
2	Educational Provision					
2.1	Provision of alternative basic education					
2.2	Provision of education for girls					
2.3	Plan for local education development					
2.4	Provision of adult literacy program					
2.5	Provision of text book and school facilities, and educational materials					
2.6	Innovate locally suitable approaches to expand education					
3	Construction					
3.1	Construction of additional classrooms					
3.2	Construction of school administration offices					
3.3	Constructing and equipping libraries					
3.4	Constructing and equipping sanitation facilities					
3.5	Construction of ABE centers					
4	Financial Support					
4.1	Financial support through grant aid to local government					
4.2	Payment of teachers salaries					
4.3	Financing community schools					
4.4	Financing lower income family students					
5	Capacity Building					
5.1	Training for education experts and managers					
5.2	Training for teachers					
5.3	Training for education committee members					

What are other aspects in which NGOs are involved in providing basic primary education in your zone/ district? _____

Part III. Planning of NGOs' Led Basic Primary Education Projects Implementation

In your opinion to what extent the planning of NGOs' led educational projects are prepared and implemented? Put your opinion to the extent of involvement of stakeholders in a given aspects of planning activities. (Whereby the numbers provided in the table indicates: 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high).

No	involvement of stakeholders in project planning implementation	Extent of Involvement				
		1	2	3	4	5
1	Community involvement in project initiation					
2	Community involvement in project planning					
3	Community involvement in project implementation					
4	Community involvement in project monitoring and evaluation					
5	Community involvement in project resource mobilization					
6	Local government participation in different phases of the project					
7	Cooperating with other NGOS					

If you have additional opinion, please put it here. _____

Part IV. NGOS Led Basic Primary Education Projects Contribution to Local Educational Development

In your opinion, to what extent NGOs' led basic primary education projects contribute to local educational development? Please, put your opinion on the extent of their contribution as 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high.

No	Educational development /contribution/ indicators	Extent of contribution				
		1	2	3	4	5
1	Increasing access					
1.1	Intake Rate increased					
1.2	Number of schools increased					
1.3	Gross Enrolment Rate increased					
2	Increasing equity					
2.1	Girls' Net In take Rate					
2.2	Fair distribution of resources					
2.3	Enrollment gap between gender reduced					
2.4	Fair distribution of projects among Kebles'					
2.5	Inaccessible areas reached					
3	Improving Quality					
3.1	Qualified teachers number improved					
3.2	Student /text book ratio improved					
3.3	Student /teacher ratio improved					
3.4	Learning achievements improved					
4	Increasing Efficiency					
4.1	Student section ratio Improved					
4.2	Dropout rate reduced					
4.3	Drop out rate for girls reduced					
4.4	Repetition rate reduced					
4.5	completion rate improved					

In your opinion to what extent educational projects implementation contribute to the improvement of community's life (health, skill to solve problems, environment protection and etc)? _____

Part V. Strategies to Sustain Education Projects

Some strategies to sustain educational projects in pastoralist areas are proposed here under. In your opinion to what extent these strategies are in place by NGOs? (Whereby 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high).

No	Strategies	Extent of Use				
		1	2	3	4	5
1	Technically Viable Strategies					
1.1	Mainstreaming basic education to next higher level of education					
1.2	Avoid conflict with socio-cultural and economic activities of pastoralists					
1.3	Use flexible and varying education delivery models, time table, and school calendar					
1.4	Deliver gender equitable education					
2	Financially Viable Strategies					
2.1	Use locally available resources					
2.2	Secure budget from government for sustainability					
2.3	Promote community financing of education					
3	Local Empowerment Strategies					
3.1	Strengthening school and community relation					
3.2	Developing a spirit of team work					
3.3	Enhancing local initiatives and creativity					
3.4	Empower pastoralists to have a say on policies and projects					
3.5	Use locally recruited teachers					
3.6	Community involvement in leadership					
3.7	Create spirit of ownership in the community					
3.8	Motivate deep commitment of the community					
3.9	Demonstrate sufficient success					

If there are strategies in place and used by NGOs, please list out them _____

Part VI. Challenges of NGOs' Led Education Project Implementation

The challenges of basic education projects implementation in pastoralist areas that are related to socio-economic and political factors are listed below. Please indicate your opinion about the extent to which the stated factor is a challenge for the implementation of education projects. (Where 1= not serious, 2= less serious, 3= serious, 4= highly serious, and 5= extremely serious.

No	Factors	Extent of Seriousness				
		1	2	3	4	5
1	Socio-economic Factors					
1.1	Extreme hunger and drought					
1.2	Direct cost of education					
1.3	Opportunity cost of education					
1.4	Lower population density					
1.5	Dependence on child labor					
1.6	Pastoralist mobility					
1.7	Shortage of qualified teachers					
1.8	Absenteeism of students					
1.9	Historical neglects of pastoralists					
1.10	Ways pastoralists are presented in the curricula					
1.11	Domestic violence on women					
1.12	Early marriage					
1.13	Male dominance in decision making					
1.14	Limited access to infrastructure (technologies)					
1.15	Limited resource to invest on education					
2	Political Factors					
2.1	Weak support from beneficiaries to the project					
2.2	Weak support from local government authorities					
2.3	Less involvement of community in project activities					
2.4	less promotion of pastoralist in education					

Please list other factors which affected education projects implementation in your district / zone _____

Appendix B

Addis Ababa University

College of Education

Department of Educational Planning and Management

Questionnaire to be filled by NGOs' Staff

General Direction

Non-Governmental organizations play a pivotal role in providing education for disadvantaged and vulnerable segment of the society. This study attempts to assess the condition of NGOs led basic primary education projects implementation in Oromia by looking thoroughly into the case of Borena Zone.

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

Note that:-

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

Thank you!

Part I. Personal Background Information

1. Name of your Organization _____
2. Current status _____
3. District _____
4. Project sight _____
5. Sex _____
6. Age _____
7. Educational level
Certificate ☐
Diploma ☐
B.A. degree ☐
M.A. degree ☐
8. Year of service on current position in the organization _____
9. Relevant short term training received on current position _____

Part II. Aspects and Extent of NGOs Involvement in Basic Primary Education Provision

The aspects and the extent to which NGOS involved in the provision of basic primary education are presented below. Please, put your opinion to the extent of their involvement in a given aspects. (Whereby the numbers provided in the table indicates: 1= Very low, 2= Low, 3=Average, 4= High and 5=Very high).

No	Aspects of Involvement	Extent of Involvement				
		1	2	3	4	5
1	Advocacy					
1.1	Advocacy to put pressure on government					
1.2	Dialogue with government					
1.3	Dialogue with NGOs					
1.4	Dialogue with community/beneficiaries					
2	Educational Provision					
2.1	Provision of alternative basic education					
2.2	Provision of education for girls					
2.3	Plan for local education development					
2.4	Provision of adult literacy program					
2.5	Provide text book and school facilities, and educational materials					
2.6	Innovate locally suitable approaches to expand education					
3	Construction					
3.1	Construction of additional classrooms					
3.2	Construction of school administration offices					
3.3	Constructing and equipping libraries					
3.4	Constructing and equipping sanitation facilities					
3.5	Construction of ABE centers					
4	Financial Support					
4.1	Financial support through grant aid to government					
4.2	Payment of teachers salaries					
4.3	Financing community schools					
4.4	Financing lower income family students					
5	Capacity Building					
5.1	Training of education experts and managers					
5.2	Training of teachers					
5.3	Training of education committee members					
6	Integrated Development Program					
6.1	Health service provision					
6.2	Agriculture development support provision					
6.3	Livelihood development support					

What are other aspects in which NGOs are involved in providing basic primary education in your zone/ district? _____

Part III. Planning of NGOs' Led Basic Primary Education Projects Implementation

In your opinion to what extent the planning of NGOs' led educational projects are prepared and implemented? Put your opinion to the extent of planning, involvement of stakeholders and implementation in a given aspects of planning activities. (Whereby the numbers provided in the table indicates: 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high).

No	Planning for project implementation	Extent				
		1	2	3	4	5
1	Preparation and Planning					
1.1	Consultation with community					
1.2	Problem identification					
1.3	Setting priorities					
1.4	Reaching consensus with community					
2	Project implementation					
2.1	Define skills and resources needed					
2.2	Define who, what, when to do?					
2.3	Define responsible body for project success or failure					
2.4	Assumptions and risks presumed					
2.5	Action plan formulation					
2.6	Establish project office					
2.7	Mobilize available resources from NGOs' side					
2.8	Mobilize locally available resources					
2.9	Start and finish project as planned					
2.10	Make adjustments in case of failure					
3	Stakeholders involvement					
3.1	Community involvement in project initiation					
3.2	Community involvement in project planning					
3.3	Community involvement in project implementation					
3.4	Community involvement in project monitoring and evaluation					
3.5	Community involvement in project resource mobilization					
3.6	Local government participation in different phases of the project					
3.7	Cooperating with other NGOS					

If you have additional opinion, please put it here. _____

Part IV. NGOS Led Basic Primary Education Projects Contribution to Local Educational Development

In your opinion, to what extent NGOs' led basic primary education projects contribute to local educational development? Please, put your opinion on the extent of their contribution as 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high.

No	Educational development /contribution/ indicators	Extent of contribution				
		1	2	3	4	5
1	Increasing access					
1.1	Intake Rate increased					
1.2	Number of schools increased					
1.3	Gross Enrolment Rate increased					
2	Increasing equity					
2.1	Girls' Net In take Rate					
2.2	Fair distribution of resources					
2.3	Enrollment gap between gender reduced					
2.4	Fair distribution of projects among Kebles'					
2.5	Inaccessible areas reached					
3	Improving Quality					
3.1	Qualified teachers number improved					
3.2	Student /text book ratio improved					
3.3	Student /teacher ratio improved					
3.4	Learning achievements improved					
4	Increasing Efficiency					
4.1	Student section ratio Improved					
4.2	Dropout rate reduced					
4.3	Drop out rate for girls reduced					
4.4	Repetition rate reduced					
4.5	completion rate improved					

In your opinion to what extent educational projects implementation contribute to the improvement of community's life (health, skill to solve problems, environment protection and etc)? _____

Part V. Strategies to Sustain Education Projects

Some strategies to sustain educational projects in pastoralist areas are proposed here under. In your opinion to what extent these strategies are in place by NGOs? (Whereby 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high).

No	Strategies	Extent				
		1	2	3	4	5
1	Phasing Out Strategies					
1.1	Development of phasing out strategy plan					
1.2	Identify activities to be sustained					
1.3	Communicate it to the community					
1.4	Put the strategy in to effect					
2	Technically Viable Strategies					
2.1	Mainstreaming basic education to next higher level of education					
2.2	Avoid conflict with socio-cultural and economic activities of pastoralists					
2.3	Use flexible and varying education delivery models, time table, and school calendar					
2.4	Deliver gender equitable education					
3	Financially Viable Strategies					
3.1	Use locally available resources					
3.2	Secure budget from government for sustainability					
3.3	Promote community financing of education					
4	Local Empowerment Strategies					
4.1	Strengthening school and community relation					
4.2	Developing a spirit of team work					
4.3	Enhancing local initiatives and creativity					
4.4	Empower pastoralists to have a say on policies and projects					
4.5	Use locally recruited teachers					
4.6	Community involvement in leadership					
4.7	Create spirit of ownership in the community					
4.8	Motivate deep commitment of the community					
4.9	Demonstrate sufficient success					

If there are strategies in place and used by NGOs, please list out them. _____

Part VI. Challenges of NGOs' Led Education Project Implementation

The challenges of basic education projects implementation in pastoralist areas that are related to administrative, socio-economic and political factors are listed below. Please indicate the extent to which the stated factor is a challenge for the implementation of education projects. (Where 1= not serious, 2= less serious, 3= serious, 4= highly serious, and 5= extremely serious.

No	Factors	Extent of Seriousness				
		1	2	3	4	5
1	Administrative Factors					
1.1	Lack of secured access to funding from own or domestic source					
1.2	Small scale operation					
1.3	Slowness towards joint and collaborative activities					
1.4	Short term initiatives by NGOs					
1.5	Inability to remain independent					
1.6	Frustration of being ignored by community					
1.7	Inefficiency in project planning administration					
1.8	Financial mismanagement					
1.9	Using less appropriate technologies					
1.10	Ignoring socio-cultural values of the society					
1.11	Absence of provision for risk					
2	Socio-economic Factors					
2.1	Extreme hunger and drought					
2.2	Direct cost of education					
2.3	Opportunity cost of education					
2.4	Lower population density					
2.5	Dependence on child labor					
2.6	Pastoralist mobility					
2.7	Shortage of qualified teachers					
2.8	Absenteeism of students					
2.9	Historical neglects of pastoralists					
2.10	Ways pastoralists are presented in the curricula					
2.11	Domestic violence on women					
2.12	Early marriage					
2.13	Male dominance in decision making					
2.14	Limited access to infrastructure (technologies)					
2.15	Limited resource to invest on education					
3	Political Factors					
3.1	Weak support from beneficiaries to the project					
3.2	Weak support from local government authorities					
3.3	Less involvement of community in project activities					
3.4	less promotion of pastoralist in education					

Please list other factors which affected education projects implementation in your district / zone _____

Appendix C

Addis Ababa University

College of Education

Department of Educational Planning and Management

Questionnaire to be filled by Facilitators

General Direction

Non-Governmental organizations play a pivotal role in providing education for disadvantaged and vulnerable segment of the society. This study attempts to assess the condition of NGOs led basic primary education projects implementation in Oromia by looking thoroughly into the case of Borena Zone.

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

Note that:-

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

Thank you!

Part I. Personal Background Information

- 1. Name of your center/school/ _____
- 2. Current status _____
- 3. District _____
- 4. Sex _____
- 5. Age _____
- 6. Educational level
 - 10th/12th or below ☐
 - TTI ☐
 - Diploma ☐
- 7. Year of service on current position _____
- 8. Relevant short term training received on current position _____

Part II. Aspects and Extent of NGOs Involvement in Basic Primary Education Provision

The aspects and the extent to which NGOS involved in the provision of basic primary education are presented below. Please, put your opinion to the extent of their involvement in a given aspects. (Whereby the numbers provided in the table indicates: 1= Very low, 2= Low, 3=Average, 4= High and 5=Very high).

No	Aspects of Involvement	Extent of Involvement				
		1	2	3	4	5
1	Educational Provision					
1.1	Provision of alternative basic education					
1.2	Provision of education for girls					
1.3	Plan for local education development					
1.4	Provision of adult literacy program					
1.5	Provision of text book and school facilities, and educational materials					
1.6	Innovate locally suitable approaches to expand education					
2	Construction					
2.1	Construction of additional classrooms					
2.2	Construction of school administration offices					
2.3	Constructing and equipping libraries					
2.4	Constructing and equipping sanitation facilities					
2.5	Construction of ABE centers					
3	Financial Support					
3.1	Financial support through grant aid to local government					
3.2	Payment of teachers salaries					
3.3	Financing community schools					
3.4	Financing lower income family students					
4	Capacity Building					
4.1	Training for education experts and managers					
4.2	Training for teachers					
4.3	Training for education committee members					

What are other aspects in which NGOs are involved in providing basic primary education in your zone/ district? _____

Part III. Planning of NGOs' Led Basic Primary Education Projects Implementation

In your opinion to what extent the planning of NGOs' led educational projects are prepared and implemented? Put your opinion to the extent of planning, and involvement of stakeholders in a given aspects of planning activities. (Whereby the numbers provided in the table indicates: 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high).

No	Planning for project implementation	Extent				
		1	2	3	4	5
1	Preparation and Planning					
1.1	Consultation with community					
1.2	Problem identification					
1.3	Setting priorities					
1.4	Reaching consensus with community					
2	Stakeholders involvement					
2.1	Community involvement in project initiation					
2.2	Community involvement in project planning					
2.3	Community involvement in project implementation					
2.4	Community involvement in project monitoring and evaluation					
2.5	Community involvement in project resource mobilization					
2.6	Local government participation in different phases of the project					
2.7	Cooperating with other NGOS					

If you have additional opinion, please put it here. _____

Part IV. NGOS Led Basic Primary Education Projects Contribution to Local Educational Development

In your opinion, to what extent NGOs' led basic primary education projects contribute to local educational development? Please, put your opinion on the extent of their contribution as 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high.

No	Educational development /contribution/ indicators	Extent of contribution				
		1	2	3	4	5
1	Increasing access					
1.1	Intake Rate increased					
1.2	Number of schools increased					
1.3	Gross Enrolment Rate increased					
2	Increasing equity					
2.1	Girls' Net In take Rate increased					
2.2	Fair distribution of resources					
2.3	Enrollment gap between gender reduced					
2.4	Fair distribution of projects among Kebles'					
2.5	Inaccessible areas reached					
3	Improving Quality					
3.1	Qualified teachers number improved					
3.2	Student /text book ratio improved					
3.3	Student /teacher ratio improved					
3.4	Learning achievements improved					
4	Increasing Efficiency					
4.1	Student section ratio Improved					
4.2	Dropout rate reduced					
4.3	Drop out rate for girls reduced					
4.4	Repetition rate reduced					
4.5	completion rate improved					

In your opinion to what extent educational projects implementation contribute to the improvement of community's life (health, skill to solve problems, environment protection and etc)? _____

Part V. Strategies to Sustain Education Projects

Some strategies to sustain educational projects in pastoralist areas are proposed here under. In your opinion to what extent these strategies are in placed by NGOs? (Whereby 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high).

No	Strategies	Extent of Use				
		1	2	3	4	5
1	Technically Viable strategies					
1	Mainstreaming basic education to next higher level of education					
2	Avoid conflict with socio-cultural and economic activities of pastoralists					
3	Use flexible and varying education delivery models, time table, and school calendar					
4	Deliver gender equitable education					
2	Local Empowerment strategies					
1	Strengthening school and community relation					
2	Developing a spirit of team work					
3	Enhancing local initiatives and creativity					
4	Empower pastoralists to have a say on policies and projects					
5	Use locally recruited teachers					
6	Community involvement in leadership					
7	Create spirit of ownership in the community					
8	Motivate deep commitment of the community					
9	Demonstrate sufficient success					

If there are strategies in place and used by NGOs, please list out them. _____

Part VI. Challenges of NGOs' Led Education Project Implementation

The challenges of basic education projects implementation in pastoralist areas that are related to administrative, socio-economic and political factors are listed below. Please indicate the extent to which the stated factor is a challenge for the implementation of education projects. (Where 1= not serious, 2= less serious, 3= serious, 4= highly serious, and 5= extremely serious.

No	Factors	Extent of Seriousness				
		1	2	3	4	5
1	Socio-economic Factors					
2.1	Extreme hunger and drought					
2.2	Direct cost of education					
2.3	Opportunity cost of education					
2.4	Lower population density					
2.5	Dependence on child labor					
2.6	Pastoralist mobility					
2.7	Shortage of qualified teachers					
2.8	Absenteeism of students					
2.9	Historical neglects of pastoralists					
2.10	Ways pastoralists are presented in the curricula					
2.11	Domestic violence on women					
2.12	Early marriage					
2.13	Male dominance in decision making					
2.14	Limited access to infrastructure (technologies)					
2.15	Limited resource to invest on education					
2	Political Factors					
2.1	Weak support from beneficiaries to the project					
2.2	Weak support from local government authorities					
2.3	Less involvement of community in project activities					
2.4	less promotion of pastoralist in education					

Please list other factors which affected education projects implementation in your district / zone _____

Appendix D

Addis Ababa University

College of Education

Department of Educational Planning and Management

Questionnaire to be filled by Students

General Direction

Non-Governmental organizations play a pivotal role in providing education for disadvantaged and vulnerable segment of the society. This study attempts to assess the condition of NGOs led basic primary education projects implementation in Oromia by looking thoroughly into the case of Borena Zone.

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

Note that:-

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

Thank you!

Part I. Personal Background Information

- 1. Name of your center /school _____
- 2. District _____
- 3. Sex _____
- 4. Age _____

Part II. Aspects and Extent of NGOs Involvement in Basic Primary Education Provision

The aspects and the extent to which NGOS involved in the provision of basic primary education are presented below. Please, put your opinion to the extent of their involvement in a given aspects. (Whereby the numbers provided in the table indicates: 1= Very low, 2= Low, 3=Average, 4= High and 5=Very high).

No	Aspects of Involvement	Extent of				
		1	2	3	4	5
1	Educational Provision					
1.1	Provision of alternative basic education					
1.2	Provision of education for girls					
1.3	Plan for local education development					
1.4	Provision of adult literally program					
1.5	Provision of text book and school facilities, and educational materials					
1.6	Innovate locally suitable approaches to expand education					
2	Construction					
2.1	Construction of additional classrooms					
2.2	Construction of school administration offices					
2.3	Constructing and equipping libraries					
2.4	Constructing and equipping sanitation facilities					
2.5	Construction of ABE centers					

What are other aspects in which NGOs are involved in providing basic primary education in your zone/ district? _____

If you have other opinion, please put it here. _____

Part III. NGOS Led Basic Primary Education Projects Contribution to Local Educational Development

In your opinion, to what extent NGOs' led basic primary education projects contribute to local educational development? Please, put your opinion on the extent of their contribution as 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high.

No	Educational development /contribution/ indicators	Extent of contribution				
		1	2	3	4	5
1	Student section ratio Improved					
2	Dropout rate reduced					
3	Drop out rate for girls reduced					
4	Repetition rate reduced					
5	completion rate improved					

In your opinion to what extent educational projects implementation contribute to the improvement of community's life (health, skill to solve problems, environment protection and etc)? _____

Part IV. Strategies to Sustain Education Projects

Some strategies to sustain educational projects in pastoralist areas are proposed here under. In your opinion to what extent these strategies are in placed by NGOs? (Whereby 1= Very low, 2= Low, 3= Average, 4= High and 5= Very high).

No	Strategies	Extent of Use				
		1	2	3	4	5
1	Technically Viable Strategies					
1	Mainstreaming basic education to next higher level of education					
2	Avoid conflict with socio-cultural and economic activities of pastoralists					
3	Use flexible and varying education delivery models, time table, and school calendar					
4	Deliver gender equitable education					

If there are strategies in place and used by NGOs, please list out them. _____

Part V. Challenges of NGOs' Led Education Project Implementation

The challenges of basic education projects implementation in pastoralist areas that are related to administrative, socio-economic and political factors are listed below. Please indicate the extent to which the stated factor is a challenge for the implementation of education projects. (Where 1= not serious, 2= less serious, 3= serious, 4= highly serious, and 5= extremely serious.

No	Socio-economic Factors	Extent of Seriousness				
		1	2	3	4	5
1	Extreme hunger and drought					
2	Direct cost of education					
3	Opportunity cost of education					
4	Lower population density					
5	Dependence on child labor					
6	Pastoralist mobility					
7	Shortage of qualified teachers					
8	Absenteeism of students					
9	Historical neglects of pastoralists					
10	Ways pastoralists are presented in the curricula					
11	Domestic violence on women					
12	Early marriage					
13	Male dominance in decision making					
14	Limited access to infrastructure (technologies)					
15	Limited resource to invest on education					

Please list other factors which affected education projects implementation in your district / zone _____

Appendix E

Addis Ababa University

College of Education

Department of Educational Planning and Management

Guiding Questions for Interview with Zone and District Education Experts and NGOs' Staff

1. How is the trend of NGOs provision of education in your zone/ district? Why?
2. How much does NGOs go far in to hard to reach areas of the community to provide basic primary education?
3. How often and in what aspect of education does NGOs dialogue with government, community and other stakeholders in your vicinity?
4. Does NGOs brought about any creative and innovative approaches that help to improve educational provision to the community? How much it is significant to the community?
5. Do the schools and class rooms or other facilities constructed by NGOs are friendly to the students, specially, for girls? How?
6. Do you think that NGOs project team and community have strong mutual relationship?
7. What is your expectation about the involvements of NGOs in basic primary education provision in your locality?
8. What do you recommend to the challenges faced by NGOs while implementing educational projects led by them?

Thank You!

Nº	Academic Year	Budget Item	Ethiopia (in million Birr)	Oromia (in million Birr)	Borena	
					Government (in Birr)	NGOs' (in Birr)
1	2004/05	Capital Budget				
		Recurrent Budget				
		Cost per student				
2	2005/06	Capital Budget				
		Recurrent Budget				
		Cost per student				
3	2006/07	Capital Budget				
		Recurrent Budget				
		Cost per student				
4	2007/08	Capital Budget				
		Recurrent Budget				
		Cost per student				
5	Annual Average Growth	Capital Budget				
		Recurrent Budget				
		Cost per student				

Appendix I

Detailed Ratings by Respondents

Aspects and Extent of NGOs Involvement in Basic Primary Education Provision

No	Aspects of Involvement	Extent of Involvement					Total
		1	2	3	4	5	
1	Advocacy						
1.1	Advocacy to put pressure on government	6	6	13	8	3	36
1.2	Dialogue with government	10	1	12	10	3	36
1.3	Dialogue with NGOs	7	5	4	11	9	36
1.4	Dialogue with community/beneficiaries	5	7	7	10	7	36
2	Educational Provision						
2.1	Provision of alternative basic education	0	5	19	46	38	108
2.2	Provision of education for girls	1	6	28	42	31	108
2.3	Plan for local education development	22	27	38	17	4	108
2.4	Provision of adult literacy program	14	25	37	24	8	108
2.5	Provision of text book and school facilities, and educational materials	7	9	20	46	26	108
2.6	Innovate locally suitable approaches to	52	37	15	4	0	108
3	Construction						
3.1	Construction of additional classrooms	13	14	29	30	22	108
3.2	Construction of school administration offices	31	20	23	20	14	108
3.3	Constructing and equipping libraries	24	17	25	26	16	108
3.4	Constructing and equipping sanitation facilities	1	2	19	47	39	108
3.5	Construction of ABE centers	0	3	19	47	39	108
4	Financial Support						
4.1	Financial support through grant aid to local government	26	17	8	6	3	60
4.2	Payment of teachers salaries	0	0	5	25	30	60
4.3	Financing community schools	15	10	19	10	6	60
4.4	Financing lower income family students	26	19	10	5	0	60
5	Capacity Building						
5.1	Training of education experts and managers	20	19	11	5	5	60
5.2	Training of teachers	8	10	12	14	16	60
5.3	Training of education committee members	9	14	21	13	3	60
6	Integrated Development Program						
6.1	Health service provision	5	2	6	4	3	20
6.2	Agriculture development support provision	2	4	8	4	2	20
6.3	Livelihood development support	1	3	9	4	3	20

Planning of NGOs' Led Basic Primary Education Projects Implementation

No	Planning for project implementation	Extent					Total
		1	2	3	4	5	
1	Preparation and Planning						
1.1	Consultation with community	3	7	8	11	11	40
1.2	Problem identification	0	1	15	17	7	40
1.3	Setting priorities	1	3	12	15	9	40
1.4	Reaching consensus with community	0	1	8	20	11	40
2	Project implementation						
2.1	Define skills and resources needed	1	1	3	8	7	20
2.2	Define who, what, when to do?	0	1	4	12	3	20
2.3	Define responsible body for project success or failure	1	3	7	8	1	20
2.4	Assumptions and risks presumed	0	0	11	7	2	20
2.5	Action plan formulation	0	0	2	12	6	20
2.6	Establish project office	0	1	3	8	8	20
2.7	Mobilize available resources from NGOs' side	0	2	7	5	6	20
2.8	Mobilize locally available resources	0	9	5	6	0	20
2.9	Start and finish project as planned	1	5	6	6	2	20
2.10	Make adjustments in case of failure	0	4	6	6	4	20
3	Stakeholders involvement						
3.1	Community involvement in project initiation	6	8	7	24	15	60
3.2	Community involvement in project planning	12	5	20	20	3	60
3.3	Community involvement in project implementation	0	2	9	31	18	60
3.4	Community involvement in project monitoring and evaluation	2	6	18	21	13	60
3.5	Community involvement in project resource mobilization	1	4	11	28	16	60
3.6	Local government participation in different phases of the project	18	8	9	16	9	60
3.7	Cooperating with other NGOS	3	5	12	27	13	60

NGOS Led Basic Primary Education Projects Contribution to Local Educational Development

No	Educational development /contribution/ indicators	Extent of contribution					Total
		1	2	3	4	5	
1	Increasing access						
1.1	Intake Rate increased	3	6	20	21	10	60
1.2	Number of schools increased	17	9	10	15	9	60
1.3	Gross Enrolment Rate increased	3	3	17	25	12	60
2	Increasing equity						
2.1	Girls' Net In take Rate	3	3	17	25	12	60
2.2	Fair distribution of resources	3	4	16	26	11	60
2.3	Enrollment gap between gender reduced	3	5	15	23	14	60
2.4	Fair distribution of projects among Kebles'	17	9	10	15	9	60
2.5	Inaccessible areas reached	16	10	10	14	10	60
3	Improving Quality						
3.1	Qualified teachers number improved	17	16	18	37	20	108
3.2	Student /text book ratio improved	7	9	21	44	27	108
3.3	Student /teacher ratio improved	7	9	21	44	27	108
3.4	Learning achievements improved	7	9	21	44	27	108
4	Increasing Efficiency						
4.1	Student section ratio Improved	12	10	18	44	24	108
4.2	Dropout rate reduced	12	10	18	44	24	108
4.3	Drop out rate for girls reduced	19	7	17	41	24	108
4.4	Repetition rate reduced	19	7	17	41	24	108
4.5	completion rate improved	19	7	17	41	24	108

Strategies to Sustain Education Projects

No	Strategies	Extent of Use					Total
		1	2	3	4	5	
1	Phasing Out Strategies						
1.1	Development of phasing out strategy plan	0	0	1	12	7	20
1.2	Identify activities to be sustained	0	5	9	5	1	20
1.3	Communicate them to the community	3	9	6	2	0	20
1.4	Put the strategy in to effect	0	1	4	8	7	20
2	Technically Viable Strategies						
2.1	Mainstreaming basic education to next higher level of education	0	3	39	51	15	108
2.2	Avoid conflict with socio-cultural and economic activities of pastoralists	3	14	22	40	29	108
2.3	Use flexible and varying education delivery models, time table, and school calendar	3	14	32	34	25	108
2.4	Deliver gender equitable education	31	9	34	28	6	108
3	Financially Viable Strategies						
3.1	Use locally available resources	17	8	9	2	0	36
3.2	Secure budget from government for sustainability	13	9	8	6	0	36
3.3	Promote community financing of education	13	7	8	8	0	36
4	Local Empowerment Strategies						
4.1	Strengthening school and community relation	15	9	12	15	9	60
4.2	Developing a spirit of team work	20	19	14	6	1	60
4.3	Enhancing local initiatives and creativity	20	16	14	8	2	60
4.4	Empower pastoralists to have a say on policies and projects	0	2	18	28	12	60
4.5	Use locally recruited teachers	0	0	35	25	0	60
4.6	Community involvement in leadership	1	9	19	19	12	60
4.7	Create spirit of ownership in the community	5	14	23	12	6	60
4.8	Motivate deep commitment of the community	1	7	20	18	14	60
4.9	Demonstrate sufficient success	8	23	17	10	2	60

Challenges of NGOs' Led Education Project Implementation

No	Factors	Extent of Seriousness					Total
1	Administrative Factors						
1.1	Lack of secured access to funding from own or domestic source	2	2	4	6	6	20
1.2	Small scale operation	5	5	5	4	1	20
1.3	Slowness towards joint and collaborative activities	5	8	6	1	0	20
1.4	Short term initiatives by NGOs	0	1	6	8	5	20
1.5	Inability to remain independent	3	5	8	3	1	20
1.6	Frustration of being ignored by community	3	6	7	3	1	20
1.7	Inefficiency in project planning administration	5	6	7	2	0	20
1.8	Financial mismanagement	1	2	2	9	6	20
1.9	Using less appropriate technologies	3	1	7	5	4	20
1.10	Ignoring socio-cultural values of the society	5	6	6	3	0	20
1.11	Absence of provision for risk	0	0	6	9	5	20
2	Socio-economic Factors						
2.1	Extreme hunger and drought	0	4	3	58	43	108
2.2	Direct cost of education	0	0	17	58	33	108
2.3	Opportunity cost of education	0	1	10	58	39	108
2.4	Lower population density	0	0	21	60	27	108
2.5	Dependence on child labor	14	17	16	42	19	108
2.6	Pastoralist mobility	0	0	7	54	47	108
2.7	Shortage of qualified teachers	24	23	12	32	17	108
2.8	Absenteeism of students	2	2	13	62	29	108
2.9	Historical neglects of pastoralists	18	15	10	42	23	108
2.10	Ways pastoralists are presented in the curricula	38	41	25	3	1	108
2.11	Domestic violence on women	22	23	27	25	11	108
2.12	Early marriage	34	41	27	5	1	108
2.13	Male dominance in decision making	35	40	20	12	1	108
2.14	Limited access to infrastructure (technologies)	0	1	10	60	37	108
2.15	Limited resource to invest on education	12	19	18	40	19	108
3	Political Factors						
3.1	Weak support from beneficiaries to the project	17	19	18	5	1	60
3.2	Weak support from local government authorities	11	13	15	13	8	60
3.3	Less involvement of community in project activities	17	22	16	4	1	60
3.4	less promotion of pastoralist in education	12	12	16	12	1	60

Appendix J: Sampling Frame

1. Sampling Frame for Pastoral Districts in Borena Zone

S. No	Name of Pastoralist Districts	Sampled districts
1	Yabello	✓
2	Dhaas	
3	Dilloo	
4	Dirre	✓
5	Dugda Dawa	
6	Arero	
7	Teltelle	✓
8	Miyo	
9	Moyale	
10	Malka Soda	
Total	10	3 (30%)

2. Sampling Frame for Project Sites in Sampled Districts

S.No	District	Projects Sites	Sampled project	NGO	
				Goal Ethiopia	AFD
1	Dirre	1. Higo	✓		✓
		2. Gayo (a)			✓
		3. Gayo (b)	✓		✓
		4. Erder (a)			✓
		5. Erder (b)	✓		
2	Yabello	1. Did Yabello		✓	
		2. Surupa	✓	✓	
		3. Harawayu		✓	
		4. Utallo	✓	✓	
		5. Areri		✓	
		6. Yabello	✓	✓	
		7. Elewave		✓	
3	Teltelle	1. Kulcha (2)	✓	✓	
		2. Kalo (2)		✓	
		3. Chabi (2)	✓	✓	
		4. Gendile (2)		✓	
		5. Mekanisa (2)		✓	
		6. Dibe gaya (2)		✓	
		7. Saba (2)		✓	
		8. Hado		✓	
		9. Billa (2)			
	Total	27	10(37.04		

3. Sampling Frame for Respondents from Sampled Project Sites

S.No	Position/Category/	Total No.	Sample No	Sample (%)
1	Zone education experts	8	5	62.5
2	Woeda education experts	20	15	75
3	Goal Ethiopia-Borena project	15	11	73.3
4	Action for Development Project	12	9	75
6	Facilitators	30	20	66.6
7	Students	600	56	9.4
8	Kebele education board members	40	12	30
	Center Management committee members	40	16	37.5
9	Parents	=====	20	

Appendix K: Afan Oromo Version of Questionnaires

Yunivarsitii Finfinnee

Kolleejjii Barnootaa

Muummee Karooraa fi Bulchiinsa Barnootaa

Gaafannoowwan Garee Ogeeyyii Barnootaa, Hojjatoota Dhaabbilee Mitmootummaa, Barsiisotaa fi Barattootaa Iddattoo Ta'aniin Deeb'an

Qajeelfama Gooroo

Dhaabbileen mitmootummaa qaamota hawaasaa sababa adda addaatiin miidhamoo ta'aniif barnoota dhiheessuu keessatti gaahee guddaa taphatu. Qu'annaan kun kan itti xiyyeeffatu, Naannoo Oromiyaatti, haala hojjiirra oolmaa pirojektoota barnoota bu'uuraa sadarkaa 1^{ffa} Giodina Booranaa fudhachuun qorachuudha.

Milkaa'inni qu'annaa kanaa amanamummaan, haqummaa fi yeroon gaafannoowwaniif deebii kennuu keessanni irratti kan hundaa'eedha. Kanaafuu, gaafannoowwaniif deebii kennuudhaan akka tumstan kabajaan isin gaafadha.

Hubachiisa:-

1. Maqaa keessan barreessuun hinbarbaachisu,
2. Deebii kennitaniif mallattoowwan kanneen “√” “X” gaffilee bakka banaa filannootiif qophaa'erratti akkasumaas yaada dabalataa qabdan bakka banaa isiniif qophaa'erratti barreessa.
3. Deebiin isin kennitan iccitiidhaan kan qabamuu fi xiinxala ragaalee qu'annicha argannoo qorannichaa irra ga'uuf oolu qofaaf kan itti fayyadamamu ta'uu mirkaneeffadha.

Galatoomaa!

Kutaa I. Odeeffannoo Haala Dhunfaa

- 1. Maqaa mana hojii keessanii_____
- 2. Gita hojii irra jirtan_____
- 3. Aanaa_____
- 4. Bakka hojii (Wirtuu)_ _____
- 5. Saala_____
- 6. Umrii_____
- 7. Sadarkaa Barnootaa

Sadarkaa Tokkoffaa ☐

Sartafikeeta ☐

Diplooma ☐

B.A. digirii ☐

M.A. digirii ☐

- 8. Dhaabbatichatti gita hojii ammaa irra jirtanitti waggaa meeqa hojjatan _____
- 9. Leenjii kallatiidhaan gita hojii irra jirtaniin walqabatu fudhatan yoo jiraate _____

Kutaa II. Kallattiiwwanii fi Hanga Dhaabbileen Mitmootummaa Dhiheessa Barnoota Bu'uurawaa Sadarkaa Tokkoffaarratti Hirmaatanii

Kallattiiwwanii fi hanga dhaabbileen mitmootummaa dhiheessa barnoota bu'uurawaa sadarkaa tokkoffaarratti hirmaatanii armaan gaditti dhihaatera. Haaluma kanaan isiniis, yaada keessan hangam akka isaan kallattiiwwan kaa'amanitti hirmaachaa akka jiran kaa'a. (Lakkofsoonni guca keessaatti argaman kan agarsiisan: 1= Baay'ee gad-aanaa, 2= Gad-aanaa, 3=Giddu-galeessa, 4= Olaanaa fi 5=Daran olaanaa.

T.L	Kallattiiwwan Hirmaannaa	Hanga Hirmaannaa				
		1	2	3	4	5
1	Madaqsuu fi Marii					
1.1	Mootummaa irratti dhiibbaa taasisuuf madaqsuu					
1.2	Mootummaa wajjiin mar'achuu					
1.3	Dhaabbilee mitmootummaa waliin mar'achuu					
1.4	Hawaasa/Fayyadamtoota waliin mar'achuu					
2	Tajaajila Barnoota Dhiheessuu					
2.1	Barnoota bu'uurawaa daa'imaanii dhiheessuu					
2.2	Shammarraaniif barnoota dhiheessuu					
2.3	Dagaagina barnoota naannoo sanaatiif karoorsuu					
2.4	Barnoota bu'uuraa ga'eesotaa dhiheessuu					
2.5	Kitaabilee, meeshaalee manabarnootaa fi hojii barnootaf oolan dhiheessuu .					
2.6	Barnoota babali'suuf malleewwan naannichatti haaraa ta'an kalaquu					
3	Ijaarsa					
3.1	Daree dabalataa ijaaruu					
3.2	Kutaa bulchiinsa mana barnootaa ijaaruu					
3.3	Mannen kitaabaa ijaaruu fi cimsuu					
3.4	Manneen qulqulinaa ijaaruu fi cimsuu					
3.5	Wirtuulee barnoota bu'uuraa ijaaruu					
4	Deeggarsa Maallaqaa					
4.1	Qaamota mootummaa sadarkaa gadjalaatti argaman maallaqaan deeggaruu					
4.2	Mindaa barsiisotaa kafaluu					
4.3	Manneen barnootaa hawaasaa maallaqaan deeggaruu					
4.4	Barattoota maatii harka qalleeyyii deeggaruu					
5	Ijaarsa Dandeettii					
5.1	Hoogganttootaa fi ogeeyyii barnootaa leenjisu					
5.2	Barsiisota leenjisu					
5.3	Missensota koree barnootaa leenjisu					
6	Sagantaa Misoomaa Walithidhamaa					
6.1	Dhiheessa tajaajila fayyaa					
6.2	Dhiheessaa deeggarsa misooma qonnaa					
6.3	Deeggarsa misooma fooya'iinsa galii maatii					

Kallaattiiwwan biroo dhaabbileen mitmootummaa dhiheessa barnoota bu'uurarratti godina/aanaa keessanitti itti hirmaatan yoo jiraate ibsi _____

Kutaa III. Haala Qophii fi Karoora Hojiirra Olmaa Pirojektoota Barnoota Bu'uuraa Dhaabbilee Mitmootummaatiin Geeggeeffamanii

Akka ilaalcha keessaniitti qophii fi karoorarri hojiirra oolmaa pirojektoota barnoota bu'uuraa dhaabbilee mitmootummaatiin geeggeeffamanii hangam takka raawwaatamaa jira? Yaada keessan qophii karooraa, hirmaannaa gahee qabaattotaa, fi hojiirraoolmaa haala kallattiwwan eeramaniin laadhu. (Lakkofsoonni guca keessaatti argaman kan agarsiisan: 1= Baay'ee gad-aanaa, 2= Gad-aanaa, 3=Giddu-galeessa, 4= Olaanaa fi 5= Daran olaanaa.

T.L	Pirojektii Hojiirra oolchuudhaaf karoorsuu	Hanga				
		1	2	3	4	5
1	Qophii fi Karoora					
1.1	Hawaasa waliin mar'achuu					
1.2	Rakkolee calaluu					
1.3	Tartiiba qabsiisuu					
1.4	Hawaasa waliin waliigalteerra ga'uu					
2	Pirojektii Hojiirra Oolchuu					
2.1	Ogummaa fi leecalloo barbaachisu ifa godhuu					
2.2	Eeny, maal, yomi akka hojjatu ifa godhuu					
2.3	Milkaa'inaa fi kufaatii pirojektichaatiif qaama itti gaafatamu ifa godhuu.					
2.4	Tilmaamaa fi rakkoo mudachuu danda'an ibsuu					
2.5	Sagantaa hojii qopheessuu					
2.6	Waajjira pirojektichaa hundeessuu					
2.7	Qabeenya karaa dhaabbilee mitmootummaatiin jiru gurmeessuu fi sochoosuu					
2.8	Qabeenya naannotti argamu gurmeessuu fi sochoosuu					
2.9	Haala karoorfameen jalqabuu fi xumuruu					
2.10	Rakkoon yoo mudatee tarkaanfii sirreessaa fudhachuu					
3	Hirmaannaa Qooda Qabaattootaa					
3.1	Hirmaannaa hawaasaa jalqabbii pirojektiirratti					
3.2	Hirmaannaa hawaasaa karoora pirojektiirratti					
3.3	Hirmaannaa hawaasaa hojiirra oolmaa pirojektiirratti					
3.4	Hirmaannaa hawaasaa hordoffii fi to'annaa pirojektiirratti					
3.5	Hirmaannaa hawaasaa gurmaa'ina leecalloo pirojektiirratti					
3.6	Hirmaannaa qaamota mootummaa sadarkaa adda addaa pirojekiticharratti					
3.7	Dhaabbilee mitmootummaa biro waliin tumsuu					

Yaada dabalaa yoo qabaatanni armaan gaditti barreessa.

**Kutaa IV. Gumaacha Pirojeektoonni Barnoota Bu'uuraa Dhaabbilee
Mitmootummaatiin Geggeeffaman Guddina Barnoota Naannichaatiif
Taasisan**

Akka ilaalcha keessaniitti, projeektoonni barnoota bu'uuraa dhaabbilee mitmootummaatiin geggeeffaman guddina barnoota naannoo keessaniif gumaacha hangam taasisan? Yaada keessan asii gaditti kaa'a. (Lakkofsoonni guca keessaatti argaman kan agarsiisan: 1= Baay'ee gad-aanaa, 2= Gad-aanaa, 3=Giddu-galeessa, 4= Olaanaa fi 5=Daran olaanaa.

No	Agarsiiftota Guddina Barnootaa	Hanga Gumaachaa				
		1	2	3	4	5
1	Dhiheessa Dabaluu					
1.1	Simannaa Barattoota Haaraa Dabale					
1.2	Baay'ina manneen barnootaa dabale					
1.3	Hirmaannaa Dilboo dabale					
2	Walqixxummaa Facaatii Dabaluu					
2.1	Hirmaannaa qulqulluu shamarraanii					
2.2	Facaatii walqixxaataa leecalloo					
2.3	Garaagarummaa saalaa xiqqaate					
2.4	Facaatii walqixxaataa pirojektootaa gandaan					
2.5	Iddoowwan fagoo barnootaan dhaqabuu					
3	Qulqulina Fooyyeessuu					
3.1	Baay'inni barsiisota leenjii gahaa qabanii dabale					
3.2	Reeshoo barataa fi kitaabaa fooyy'ae					
3.3	Reeshoo barataa fi barsiisaa fooyya'e					
3.4	Raawwii barnootaa fooya'e					
4	Ga'umsa Dabaluu					
4.1	Reeshoo barataa fi daree fooyya'e					
4.2	Harca'ina xiqqaate					
4.3	Harca'inni shamarraanii xiqqaate					
4.4	Kufaatiin barattootaa xiqqaate					
4.5	Haalli xumura barnootaa fooyya'era					

Akkaa ilaalcha keessaniitti hojiirra oolmaan pirojektoota barnoota bu'uuraa haala fayyaa, rakkoo furuu fi naannoo eeguu irratti gumaacha qaba jettanii yaaddu? Haala akkamitiin? _____

Kutaa VI. Dhimoota Hojiirra Oolmaa Pirojektoota Barnoota Bu'uuraa Dhaabbilee Mitmootummaan Geggeeffamanii Danqan

The challenges of basic education projects implementation in pastoralist areas that are related to administrative, socio-economic and political factors are listed below. Please indicate the extent to which the stated factor is a challenge for the implementation of education projects. (Lakkofsoonni guca keessaatti argaman kan agarsiisan: 1= Baay'ee gad-aanaa, 2= Gad-aanaa, 3=Giddu-galeessa, 4= Olaanaa fi 5=Daran olaanaa.

T.L	Dhimoota Bulchiinsaa	Hanga Ciminaa				
		1	2	3	4	5
1.1	Madda maallaqaa ofii yokaan biyya keessaa dhabuu					
1.2	Hojiilee xixxiqaa qofa raawwachuu					
1.3	Waligargaarsaa fi walittihidhamuun hojjachuuf si'oomna dhabuu					
1.4	Hojii yeroo gabaabaa dhaabbilee mitmootummaatiin raawwataman					
1.5	Of danda'anii dhaabbachuu dadhabuu					
1.6	Hawaasni nu simatu jedhanii sodachuu					
1.7	Pirojektii karoorsuu fi hogganuurratti hanqinni jiraachh isaa					
1.8	Maallaqa sirritti bulchuu dhabuu					
1.9	Teknooloojii wal hingitnetti fayyadamuu					
1.10	Haala aadaa hawaasaa hubachuu dhabuu					
1.11	Ofeegannoo yeroo rakkoo dhabuu					
2	Dhimoota Hawaas-Dinagdee					
2.1	Hongee fi rooba dhabuu					
2.2	Baasii kallattiidhaan barnootaaf ba'u					
2.3	Bu'aa sababa barnootaatiin yeroodhaaf dhabamu					
2.4	Ummanni walirraa fagaatee qubachuu isaa					
2.5	Humna daa'imaanitti fayyadamaa ta'uu					
2.6	Godaansi horsiisee bultootaa					
2.7	Barsiisota leenjii gahaa qaban dhabuu					
2.8	Haftaa barattootaa					
2.9	Dhiibbaa kana dura horsiisee bulaarra ga'aa ture					
2.10	Haala horsiisee bultoonni barnoota keessatti ittiin dhihaatan					
2.11	Dhiibbaa mana keessatti dubartootarra gahu					
2.12	Umrii malee h=fuudhuu fi heerumuu					
2.13	Murtii kennuurratti olaantummaan dhiiraa jiraachuu					
2.14	Misoomni bu'uuraa mijataa ta'uu dhabuu					
2.15	Hanqina leecalloo barnoota babal'isuudhaaf ta'uu					
3	Dhimoota Siyaasawaa					
3.1	Deeggarsi fayyadamtootaa xiqqaachuu					
3.2	Deeggarsi qaamota mootummaa xiqqaachuu					
3.3	Hirmaannaan hawaasaa xiqqaachuu					
3.4	Horsiisee bultummaan barnoota keessatti sirritti ibsamuu dhabuu					

Sababoonni gara biro Godina/Aanaa keessan keessatti hojiirra oolmaa pirojektoota barnoota bu'uuraa danqan yoo jiraataneeraa. _____

Appendix L

List of NGOs' Projects in Pastoralist Areas of Oromia

Nº	Type of Organization	Type of Project	District
1	International NGOs'		
1	Chrstian Children's Fund Ethiopia	Child Survival and Development	Fantalle, Boset
2	SCF USA	Child Survival and Development	Liban
3	International Rescue Committee	Child Survival and Development, water Development, Pastoral Livelihood Enhancement	Boke, Mi'eso
4	SOS Enfants Ethiopia	Child Survival and Development	Mi'eso
5	World Vision	Area /water/ Development Program, Health, Livestock	Boset, Dirre
6	The Lutheran World Federation	Area Development Program	Chinaksen
7	Farm Africa	Area Development Program	Manna
8	Care Ethiopia	Water Development/ Vulnerability reduction, Emergency and Drought Preparednes, Eliminate Bride Price, Early Marriage	Miyo, Dirre, Yabello, Teltelle, Moyale, Arero
9	International Rescue Committee for Development of People	Water Development	Teltelle, Arero, Dirree
10	Comitato Internazionale Per Leo Svilo UppoDeipopuli (CSIP)	Water Development, Educatio	Teltelle, Arero, Yabello, Liban,
11	Cooperaazion internazionale	Vulnerability reduction, Emergency and Drought Preparednes	Liban
12	SOS Sahel Ethiopia	Vulnerability reduction, Emergency and Drought Preparednes, Pastoral Livelihood Enhancement	Liban, Arero, Yabello
13	International Medical Corps	Vulnerability reduction, Emergency and Drought Preparednes	Miyo, Dirre, Teltelle, Arero
14	Care International Ethipia	Pastoral Livelihood Enhancement	Miyo, Dirre, Yabello, Teltelle, Moyale, Dhas
15	Goal Ethiopia	Pastoral Livelihood Enhancement	Yabello, Teltelle
16	Panos Limited Association	Pastoral Livelihood Enhancement	Yabello, Teltelle
17	Lay Volunteers International Association	Pastoral Livelihood Enhancement	Moyale
18	Save the Children	Pastoral Livelihood Enhancement	Liban, Arero, Moyale

Nº	Name of Organization	Type of Project	District
19	Volunteers in Overseas	Pastoral Livelihood Enhancement	Dirre, Yabello, Teltelle, Moyale
20	Meclin Ethiopia	Health	Raayitu, Sawena
21	Save the Children Federation Inc	Livestock	Arero, Dhas, Moyale, Liban
22	Society International Missionaries	Livestock	Dirree, Miyo
23	African Muslim Agency	Orphan Development	Yabello
24	WWF Ethiopia	National Park (Fores)	Manna
2	Local NGOs'		
1	Guddina Tumsa	Water Development, Livelihood Security and Drought Mitigation	Fantalle
2	Liban Pastoralist Development	Water Development, Livestock Production	Liban
3	Action For Development	Water Development, Livelihood security and Drought Mitigation, Community Development, Livestock Production, Sexual Reproductive Health, Pastoralist Livelihood and Good Governance	Dirree, Miyo, Arero, D/Dawa, Melka Soda, Yabello, Wadara
4	Evangelical Church Mekane Yesus	Water Development, Livelihood security and Drought Mitigation, Community Development, Sexual Reproductive Health	Moyale, D/Dawa, Yabello, Dirre, Miyo, Arero, Madda Walabu, Raayitu, Sawena
5	Lay Volunteers International Association	Livelihood security and Drought Mitigation	Moyale, D/Dawa, Yabello, Dirre, Miyo, Arero
6	Agency For Cooperation	Livelihood security and Drought Mitigation	Dirree, teltelle
7	One Euro Ethiopia	Education	Boset
8	Mega Vision Development Association	Education	Dirre
9	Dubaf Yelimat Mahibar	Economic Diversification	Liban
10	Gayo Pastoralist Development	Community Development, Livestock Production	Yabello, Dillo
11	Rift Valley Children and Women	Community Development	Lega Hidha
12	Association for Nation-Wide Action for Prevention and Protection Against Child Abuse and Neglect / ANPPCAN /	Child Protection and Prevention Trafficking	Moyale
13	Community Initiatives Facilitation and Assistance Ethiopia	Pastoralist Livelihood and Good Governance	Dirre, Miyo, Moyale, Yabello, Arero, and Teltelle
14	Berhane Wangel Baptist Church	Students Hostel	Yabello

Source: OPADC, 2009

Appendix M

Oromia National Regional State, Its Zones and Ethiopia



Source: www.oromiyagov.org