

**THE ROLE OF NGOs IN ATTAINING UNIVERSAL PRIMARY
EDUCATION WITH A FOCUS ON READING, WRITING AND
NUMERACY: THE CASE OF ADA BERGA WOREDA
PRIMARY SCHOOLS.**

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This is to certify that the thesis prepared by Girma Gizaw, entitled The Role of NGOs in attaining universal primary education with the focus on: Reading, Writing and Numeracy at Ada Berga Woreda primary schools and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality

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Abbreviations

ABC	Assessment of Basic Competencies
AIDS	Acquired Immune Deficiency Syndrome
BEN	Basic Education Network
BRAC	Bangladesh Rural Advancement Committee
CIDA	Canadian International Development Agency
CMES	Center for Mass Education and Science
CRDA	Christian Relief and Development Aid
CSOs	Civil Society Organizations
DfID	Department for International Development
DPPC	Disaster Prevention and Preparedness Commission
EC	European Commission
EFA	Education for all
ESDP	Education Sector Development Program
FIVD	Friends in Village Development
GO	Governmental Organization
GPNG	Government of Papua New Guinea
HIV	Human Immune Virus
IDCJ	International Development Center of Japan
JICA	Japan International Cooperation Agency
KG	Kindergarten
MDG	Millennium development Goals
MfM	Menschen fur Menschen
MoFED	Ministry of Finance and Education Development
NGO	Nongovernmental Organization
NFPE	Non Formal Primary Education
OPEC	Oil Producing and Exporting Countries
PHRDP	Policy and Human Resource Development Project
SIDA	Swedish International Development Agency
SSA	Sub-Sahara Africa

UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
US	United States
WFP	World Food Program

ABSTRACT

The purpose of this study was to examine the role of NGOs in attaining universal primary education (UPE) with a focus on reading, writing and numeracy at Ada Berga Woreda Western Showa Zone of Oromia region. The study was carried out by examining NGOs roles in the universal primary education activities as compared to the schools supported by the government. Descriptive survey method was used to attain the objective of the study. Purposive sampling; stratified sampling and random sampling technique were employed to select respondents of the study. Students were selected using stratified sampling whereas, teachers, Woreda education head were selected using purposive sampling and random sampling was employed to select cluster supervisors. Quantitative data gathered from the students test achievement were analyzed using F-test one way ANOVA and t-test as well as qualitative data was analyzed with themes. As the results of the study revealed, NGOs role was significant and indicated their roles in universal primary education at the Adea Berga Woreda primary schools. Among the roles NGOs played at the Woreda were: schools construction and furnishing with the necessary equipment's ,train teachers and students, supported disadvantaged children, constructing latrine and clean water development for schools, support budget for teachers training and girls health training, trained community to promote girls education in particular and primary education in general, and trained Woreda education officials, supervisors ,director on teaching learning process and the school management. Based on the result of the study it was recommended that due to the significant role NGOs played government should create partnership for further interventions of the NGOs in the primary school to realize universal primary education.

CHAPTER1:

INTRODUCTION

1.1. Background of the study

Education is one of the major tools to bring development and enhances the well-being of human, because there is no development without education. Tarekegnas cited in (PHRDP, 1999) stated that, no country has scored sound economic growth without sound development in its education. The development of education is the base for better economic development of nations. In a knowledge-based world, education is the single best investment countries can make towards building prosperous, healthy and equitable societies (Education first Initiatives, 2012). Education is one of the best ways to achieve development. As a result many countries have given prior attention to address basic education for all their citizens and signed the millennium development goals declarations. As MoFED(2005: 9) stated at the Millennium Summit held in 2000 a commitment was made by more than 147 heads of state "...to a common set of principles and targets that would bring all peoples to a minimum acceptable standard of development by the year 2015". By the year 2015 all countries are expected to achieve the eight development goals of which universal primary education is second millennium goals to be achieved.

Millennium development goals are the goals set by the United Nations and many countries of the world commits to achieve on these development goals by 2015. According to UNDP (2004:3) declaration:

The United Nations Millennium Declaration that was the product of the Millennium Summit of September 2001 contained a number of goals and targets to be achieved by 2015 in such areas of eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowerment of women, reducing child and maternal mortality, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability, and developing a global partnership for development, which constitute the Millennium Development Goals.

As the declaration showed countries should strive to attain the eight goals of the millennium development goals among these achieving universal primary educations is the goal to be achieved by 2015.

Universalizing basic education mean the spreading of primary education to address every child and adult to meet learning needs. Universalizing basic education is one of the millennium development goals Ethiopia has been committed to attain by 2015. Ethiopia, as most of the rest parts of the world, has constitutional, legal or policy commitments encouraging primary education free, compulsory and universal (Firdissa ,2002).

Achieving universal basic education has its own target to attain by 2015. Bruns, Mingat and Rakotomalala (2003) stated “Achieve universal primary education,” with the specific target of ensuring that, “by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.”

Universalization of basic education is primarily the role of governments however; in this process some actors may be able to play supportive roles. As World Conference on Education for all held at Jomtien (1990:23) stated ...more advantaged nations are benefitting from the mobilization of nongovernment resources for primary education, while in low income countries, whose public budgets are already burdened in other ways, governments continue to assume the highest proportion of fiscal responsibility for educational services.

As the study showed the experience of Punjab (2010), the organizational structure among all the NGOs is similar as required by the Punjab Social Welfare Department for registration purposes and is working for the eradication of illiteracy and is trying to promote basic education, especially in female population. Schools supported by NGO have significant impact on the achievement of students result (Iqbal, 2009).

As Sukontamarn (2005) stated, being enrolled in an NGO school has positive and strongly significant effects on children’s test scores, as measured by Assessment of Basic Competencies (ABC) test.

As the Bangladesh Education sector review report (2003:22) stated:

NGOs have been able to show better results in primary education programs than government programs. Most of the NGO operated primary education programs

such as BRAC, CMES; FIVDB programs indicate better performance in school attendance, dropout, completion and even academic achievement in learning.

According to this report NGOs has played important role on basic education sector and students' academic achievements in Bangladesh.

In the process of universalizing basic education reading, writing and numeracy are basic subjects children are expected to learn at the primary school level as the compulsory subjects. As the Swedish International Development Cooperation Agency stated in EFA (2006 p.158) "Literacy is about learning to read and write (text and numbers) and also about reading, writing and counting to learn, and developing these skills and using them effectively for meeting basic needs." Reading writing and numeracy are subjects children learn and acquire knowledge in the basic education at primary schools. As the education for all (2005) report stated solid literacy skills are necessary for the enjoyment of reading and writing, and reading and writing are the means by which new learning is both acquired and communicated. Reading and writing is essential and the tool to acquire other subjects.

NGOs interventions have significant roles in supporting reading, writing and numeracy skills at the primary schools and improve student's achievement in this regard. In relation to thisBoye and Fielmua(2012: p 56) stated NGOs intervention in Ghana basic education student's achievements were improved and the journal sated, "at the KG level, it was observed that the identification and counting skills of pupils have improved. Similarly at the primary level teachers indicated that performance (the reading skills and counting ability of pupils) had improved." TNGOs contribution has significant roles in improving student's performance in reading, writing and numeracy.

Basic education refers to the education that individual children, youths and adults should learn at the primary level to achieve their learning needs. As it is stated in UNESCO (2000) report the term "basic refers to the competencies, knowledge, attitudes, values and motivations that are deemed necessary in order for people to become fully literate and to have developed the educational foundations for a lifelong learning journey. Basic education can make people fully literate and enable people to continue education. Still UNESCO, (2007:2) operational definition of basic education stated:

“Basic education is directed to the full development of the human personality. It develops the capability for comprehension and critical thinking, and it inculcates the respect for human rights and values, notably, human dignity, solidarity, tolerance, democratic citizenship and a sense of justice and equity.”

The purpose of primary education is to make individuals to equip the necessary knowledge which can help them survive in the society and be fully competent. Kerebih (2008) stated ,basic education “ is aimed at equipping individuals with knowledge, skills and attitudes that will enable them live meaningful and fulfilling lives; contribute to the development of the society and derive maximum social, economic and cultural benefits from the society; and discharge their civic obligations competently.” As the United Nation Department of Public Information (2010) stated, “by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Every child is expected to complete the primary education that will be the base for subsequent education to meet one of the millennium development goals.

Ada BergaWoreda is one of the Woreda of Western Showa Zone of Oromia regions. The Woreda has been working on the universal primary education with partners who are working on the education sector to realize universal primary education.

1.2. Statement of the Problem

Achieving universal primary education is not an easy task to the poorest countries like Ethiopia, a country heavily depending on foreign aid for different investments. However, Ethiopia has been diligently working on basic education in collaboration with partners to attain universal primary education (EFA) by 2015.As it is stated in the Education Sector Development Program IV (ESDP IV) 2010/2011 – 2014/2015 2003 EC – 2007 EC, free primary education was introduced with the adoption of the new Education and Training Policy in 1994 as a major strategy towards achieving the EFA goals. This major objective of this program is to provide free primary education to attain the universal primary education.

NGO sector has been playing key roles in addressing basic education in Ethiopia. Meskerem (2003) indicated “international & local NGOs are assisting the government in providing non-formal schooling, rehabilitation and refurbishing of old schools and adult non-formal education, in general.” This indicates that local and international NGOs take part to play role in providing

basic education expansion by assisting government. Collective effort for addressing the MDG is recognized and appraised by government too. According to the Civil Society Contribution towards Achieving the MDGs in the Gambia (2005), it is only through working together that the public, private sector and the NGO community can increase the effectiveness of the collective drive towards achieving the MDGs.

In the universalization of basic education government alone cannot address literacy and numeracy (reading, writing and arithmetic) at primary school rather initiated the partners to take part in universal education. As Smith, Stone, and Comings (2012:36) stated in the Field Study Report on Literacy Policy and Practice in Ethiopia:

USAID-supported Primary School Support Program (PSSP) and its Beginning Literacy Program for Malawi worked with communities to help increase children's exposure to text, simply and inexpensively (AIR, 2009b). For example, the PSSP taught teachers how to work with children to develop their own stories and homemade books, and worked with community members to support literacy fairs, reading clubs, and guest reader/storyteller programs.

As it can be seen NGOs are the better partner and innovative institutions in addressing the literacy program by increasing exposure of children in reading program. Mammo (2005) stated some large NGOs such as World Vision, Action Aid Ethiopia and the Ethiopian Evangelical Church Mekane Yesus are already serving a large group of children and adults with basic and literacy education some integrated with livelihoods. This demonstrates that many NGOs have playing significant role in the basic education and literacy program specifically literacy for children. Government's effort would not be realized in addressing literacy and numeracy goals unless other sectors like NGOs have taken the initiative to support government.

Therefore, the intention of this study is to identify role of NGOs in universal primary education in reading, writing and numeracy as compared to the government roles in some selected primary schools at Ada Berga Woreda.

1.3 Research Questions

The following are the research questions this research attempts to answer.

1. What are the contributions of NGOs to universal basic education in literacy and numeracy (reading, writing, and arithmetic)?
2. What differences have NGOs made in addressing literacy and numeracy?
3. Is there a difference between schools supported by NGOs and schools supported by government in reading, writing and numeracy achievements of primary school children?

1.4 Objectives of the study

The main objective of this study is to examine the role of NGO in universal basic education in numeracy, reading and writing. The specific objectives are to:

- Assess role of NGOs in promoting universal basic education.
- Assess contribution of NGOs in reading, writing and numeracy.
- Assess the difference between students who are learning in schools supported by NGOs and governmental schools in their achievement of literacy and numeracy.
- Suggest recommendations to the NGOs for further involvement in basic education in the areas: reading, writing and numeracy if NGOs have made difference due to their interventions and appraise and promote the partnership in education.

1.5 Significance of the study

In the first place, the study may reveal contributions of NGOs in universal primary education in literacy and numeracy. Thus, the educational authorities, policy makers and planners may base their decision on similar intervention in the attempt of addressing universal primary education. Second, it also helps the educational authorities at all level to know the contribution of partnership in addressing universal primary education and the area that needs attention in addressing universal primary education. Third, based on the findings of the study, the Woreda Education bureau and those NGOs working in the Woreda may strengthen their partnership in universal primary education and alleviate the challenges NGOs faced in universal primary education and encourage them for further cooperation and intervention. Finally, it is also believed that the findings of the study may serve as a reference for educational planners, decision makers, and implementers in the area of NGOs intervention in universal primary education.

1.6 Delimitations of the study

This study attempted to cover the role of NGOs in universal primary education in terms of reading, writing and numeracy at Adea Berga Woreda primary schools only. The research would have been more comprehensive if it had been carried out at the regional level or included other Woredas. However, it was delimited to the role of NGOs in universal primary education in reading, writing, and numeracy at the Adea Berga Woreda primary schools. Moreover, the study is delimited to the universal basic education at primary schools and not addressed the adult basic education. It would not be manageable if all these things were included in the study.

1.7 Limitations of the study

The study has its own limitation due to different reasons. Random sampling method was not used strictly because teachers were not willing to permit students to participate in the study. This may affect generalization of the study. However, the researcher tried to substitute these students with other students who have exactly the same characteristics.

1.8 Definitions of Terms

The following terms, Phrases or concepts are contextually defined as have been used in this thesis.

Literacy: refers to the ability to read and write with comprehension, as well as to make simple arithmetical calculations (numeracy).

Numeracy: refers to the ability to solve certain mathematical questions

Universal Primary Education: refers addressing at the primary school level from grade 1-4 first cycle and 5-8 second cycle

Woreda: Administrative Division lower than Zone, which is next to Region.

1.9 Organizations of the Study

The research report has five chapters. The first chapter of the study deals with introduction and other components of the research, statement of the research problem, research questions and objectives of the study. Chapter two presents the review of literature relevant to the study. The third chapter intended to deal with research method and research design of the study. Chapter

four interprets and analyzes the data and chapter five deals with summary of the major findings, conclusions and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Definitions of Basic education

Basic education has been defined by different institutions and individuals at different times. Firdissa (2002) defined that, basic education refers to education intended to meet basic learning needs of children. Basic education is an education that is provided for individuals to learn and enable them to meet their basic learning needs. According to the definition of World Education Forum held at Jomtien (1990:i x)

Basic education refers to education intended to meet basic learning needs; it includes instruction at the first or foundation level, on which subsequent learning can be based; it encompasses early childhood and primary (or elementary) education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into secondary education in some countries.

This definition encompasses the level that the basic education covers and it also states those who are expected to be addressed in the basic education programs. In addition UNESCO (2007) experts' definition basic education covers notions such as fundamental, elementary and primary/secondary education. It is guaranteed to everyone without any discrimination or exclusion based notably on gender, ethnicity, nationality or origin, social, economic or physical condition, language, religion, political or other opinion, or belonging to a minority. This definition indicates that the scope of basic education and those who are expected to benefit or should be addressed by the basic education. Basic education refers to satisfying learning –for-life needs and it includes knowledge, skills, values and attitudes (World education forum, 2000). Still, UNICEF (1992) defines basic education as the very minimum of knowledge, skill, attitudes and values that will enable individuals to operate with a reasonable expectation of success in their community or society.

2.2 Universalizing Basic Education

Universal primary education refers to the spread of basic education for all and it is one of the goals of the eight millennium development goals that are intended to be achieved by 2015.

Kukari (2012:9) stated that:

Universal basic education has been a focal point of GoPNG's development strategy before and after independence in 1975. This is due to its importance in the overall development of human personality and its positive impact to ensure quality of life. Thus, it has been given prominence as a development goal, and included in all development policies and plans to date.

Countries prioritize universal primary education because of its significance for the development objectives and its impact on the other development aspects of a country. UNESCO (2002) stated if all people have a right to education, and if the impact upon people's capabilities is intrinsically part of our understanding of development, it follows that the provision of a basic level of education for all people must be made universal. Gemeda (2008) defined universal primary education is education : education for all children that needs the beginning and completion of primary education from grade 1-8 for attaining UPE by the year 2015 in the appropriate age of schooling (7-14 years). Nambalirwa (2010) cited the Education Pre-Primary, primary and Post Primary) Acts 13 of 2008 and stated universal primary education means the state funded education program where tuition fees are paid by government and the principle of equitable access to conducive, quality, relevant and affordable education are emphasized for all children irrespective of gender, race and disability.

2.3 The Rationales for Universalizing Basic Education

There are various reasons to the Universalization of basic education today. Basic education has a direct and proven impact on poverty reduction and sustainable development. In relation to this and gender equality Desmond, Grieshop, and Subramaniam (2004), stated that education for rural people is crucial to achieving both the Education for All (EFA) goals, and the Millennium Development Goals (MDGs) of eradicating extreme poverty and hunger, ensuring universal primary education by 2015, promoting gender equity and ensuring environmental sustainability.

Different countries of the world have been exerted their effort address basic education because of its crucial purpose to ensure the sustainable development. Basic education is considered as the means to equip or enable people to be fruitful. Mingat (1998) stated the assumption behind the provision of basic education is to enable people to be more productive at work and at home. In addition, basic education perceived as the means to develop critical thinking. Runs, Mingat and Rakotomalala (2003), primary education develops the capacity to learn, to read and use math, to acquire information, and to think critically about that information. Many declarations ensure that education is considered as the human right.

Basic Education for All declarations was made by UNESCO and UN in 1959, 1966, 1981, 1990 and 1996 years and the declaration were Convention on the Elimination of All Forms of Discrimination against Women, Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs, accelerated efforts to meet the goals of Education for All set in 1990, promoted a holistic view of education consisting of four “pillars”: learning to know, learning to do, learning to be and learning to live together. These declarations were made at different times and countries were benefited from this declaration.

2.4 NGOs Operating and Contributing in Ethiopian Education Sector Development

As the partner of development NGOs has been played significant role in the education sector developments in Ethiopia. As it is stated in the report prepared for the CSO/NGO Task Force (2008), in an interview conducted in Adama/Nazret for the study, the head of the Social Affairs and Mobilization office stated that more than 5200 children were able to attend school through the support of NGOs and CSOs working in the town. This indicates that NGOs has shared the government role in improving the provision of basic education to children.

According to CRDA and DPPC (2004) information package on NGOS contribution the education program of Action Aid Ethiopia began in 1991 aiming at providing service to disadvantaged children and adults to access basic education with the main focus on out of school children. It can be conclude that NGOs have great contribution in education sector of the country. Still other NGOs also involved in the education sector development of the country and assist the government in the area that government is weak to address education.

In Ethiopia, Save focuses on supporting innovative approaches to education in areas where the government has not reached out (USAID, 2003). As it is discussed in the social assessment for the education sector, (2010) report, “with the assistance from the NGO, Mary Joy, Ethiopia, the school provides uniforms, all necessary stationery, counseling support and free education (exemptions from all payments - contributions, registration fees, or other fees) for street children. “As can be seen NGOs are supporting education in various ways by supporting material to address the disadvantaged and marginalized children. Befekadu (2001) stated that at present, in Ethiopia, NGOs such as Save the Children, Action Aid and private foundations like MfM have been providing support to the primary education sub-sector for construction, teaching-learning materials and school facilities. In addition to the NGOs role in education sector private foundations have been involved in the education sector of Ethiopia to support the spreading of basic education. Adem (2002) stated that, in addition to multilateral, regional and bilateral agencies, NGOs are contributing for the development and expansion of Ethiopian education. World Vision Ethiopia is one of the partners in Ethiopian education sector developments in different parts of the country since it has been changed its strategy from relief and emergency support towards sustainable development to enhance the child well-beings. Alemayehu (2000) stated that ...support of WVE in SNNPR, Sodo Zuria and Humbo districts of North Omo zone seem more favored areas for educational interventions since the inception of area development program by this NGO in 1991.

2.5 NGOs Contribution in Education Sector Development in Different Countries

Many local and international NGOs are operating in different countries across the world specifically most NGOs are operating in the third world countries by taking part in the development endeavor of the countries. Education is one of the sectors most NGOs are involved in to improve the education sector development and address education to different groups of the community. Imran (2010) cited Farooq (1994) stated voluntary organizations and non-governmental organizations (NGOs) can play an important role in the achievement of required targets of universalizing basic education. This shows NGOs has potential to contribute for the education sector development. UNESCO (1999) stated NGOs are supporting formal education by providing scholarship, teacher support, classroom construction, stationery support, scholarship for higher education for the children of poorest of the poor family. This also shows

the aspects of education NGOs are supporting. Fielumua (2012) mentioned the contribution of NGOs and stated, in sub-Saharan Africa, their contributions are particularly significant in supporting literacy, community schools, health education, early childhood care, skills training and other forms of learning, thus helping people to improve their living conditions. Different local and international NGOs have great share in education sector in most African countries particularly in Sub-Sahara-Africa.

This indicates that NGOs positively affect the education sector by contributing in a various ways. In some cases, NGOs may be the main provider of education, particularly where state willingness and/or capacity is weak, as in many conflict areas and 'fragile states' (Rose, 2007). NGOs have created many opportunities for most African countries to work on basic education and assist the government in education sectors and also international NGOs tried to create networking among the local NGOs in different countries among the countries:

Ethiopia: In Ethiopia, Save the Children and Pact took the lead in creating the Basic Education Network (BEN), a network of NGOs working in education (USAID, 2003). WVE accomplished on education areas at SNNPR, evidently, the NGO has reported that it has accomplished a task of renovation, up-grading and/or constructing some 26 primary schools (7 in Sodo Zuria and 19 in (Humbo) Alemayehu ,2002).As the basic education sector analysis report of Ethiopia (2012) stated Japan International Cooperation Agency (JICA) has provided various project-type and/or program-type interventions, including technical assistance, classroom construction, education equipment procurement etc., in line with the education sector program of the developing countries. As can be seen NGOs are playing great roles in the basic education of the country. The intervention of development partners in education is remedial to address the vulnerable and orphan children by supporting them to attend education where the government lack support for such children. Many efforts were made by NGOs to address children at the remote village and vulnerable one.

Kenya: Mahari (2007) stated that the government of Kenya in collaboration with GTZ the German based NGO has made access to education of children through the means of NFE and Alternative Approaches to BASIC education (AABE) in rural Kenya. Befekadu (2001) cited Archer and Cottingham (1995) stated, "International NGO like Action AID has been playing an important role in supporting education development in developing countries such as Bangladesh,

El Salvador, Uganda, etc. which is stressed on basic education in general and primary education in particular.” This indicates that NGOs are functioning in different countries in the primary education and the NGO support is encouraging to attain the millennium development goals. To ensure the millennium development goals of education the government of Kenya has been working with another various development partners or NGOs who are working on education sector

Sierra Leone: The government has developed and implemented the PRSP with a view to making progress regarding the international targets set out in EFA and MDGs and has stressed the need for this work to be conducted in a participatory manner that encourages the involvement of civil society including NGOs (the Government of Sierra Leone, 2005). As can be seen the intervention of development partners is significant to realize the education for all goals by motivating the partnership with civil society and NGOs.

Bangladesh: In Bangladesh many NGOs are operating on education sector and addressed primary education for many children. As the Bangladesh Education Sector Review Report No. 3 (2002) stated today, approximately 4 percent to 8 percent of the primary school aged children in Bangladesh receive non formal primary education (NFPE) in NGO programs. NGOs also have contributed to the development of supplementary reading materials for the primary school children. BRAC is a development nongovernmental organization operating at the school level.

Bangladesh is a very poor country that experiences great challenges in reaching the Millennium Development Goals in education and gender equality (by 1990 female literacy rates were about 22 percent, the enrollment rate was only 60 percent, and the average primary education completion rate was 20 percent). BRAC was founded in 1971 as a hunger relief organization evolving toward a development organization. BRAC's mission is to build the capacity of the rural poor (Bridsall, Levine and Ibrahim, 2005:9).

Tanzania: Government of Tanzania is one of the countries who was signed the millennium development goals and the government has been exerting effort to attain the education for all goals in partner with the NGOs and other stakeholders. As the GRIPS Development Forum Discussion Paper (2005) stated Department for International Development (DfID's) position is

that by providing direct budget support to the Ministry of Finance, it supports PRSP priority areas including basic education. Due to the NGOs support significant changes have been made in the enrollment rate in Tanzania and other African countries. As it is stated in www.cida.gc.ca CIDA has invested heavily in education in Mali and Tanzania. Thanks to the contribution of Canada and other donor countries, Mali's primary enrolment rate increased from 44 percent in 2002 to 73 percent in 2010; and in Tanzania, it increased from 77 percent in 2002 to almost 100 percent in 2010.

2.6 NGOs Impact on Basic Education (reading, writing and numeracy)

In addressing basic education to bring significant change and impact in literacy and numeracy governments share is greater in any country however, countries particularly developing countries failed to bring the intended impact on literacy and numeracy at primary schools due to various challenges. To bring the intended impact on literacy and numeracy at primary schools governments of different countries have been tried to work with actors such as NGOs and civil society organizations that have fill the gap to address literacy. According to the Bangladesh Education Sector Review Report No. 3(2002) Save the Children's research on Reading for Children indicates its impact is noteworthy. The pilot phase has produced good evidence of its impact and it has the potential to be replicated (Reading for Children, Save the Children USA, 2001). NGOs support of literacy in some countries changed the social life women. A longitudinal study with a similar focus carried out in Bolivia found that NGO-sponsored literacy programs had a significant positive impact on women's social and economic development (Burchfield and others 2002). Contribution of NGOs has significant impact in different life aspect on the economic development and social life. The Impact assessment of USAID's education program in Ethiopia 1994-2009 stated USAID has worked closely with the MOE, educational administrators, researchers, curriculum developers, teacher trainers, classroom instructors, and non-governmental organizations (NGOs), private sector companies, and communities, parents, and students throughout the country. As can be seen the USAID has been worked with individuals, institutions and non-governmental organizations by networking.

2.7 Millennium Development Goals

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

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

Many countries committed to attain these development goals to improve the life of their nation in different dimensions, among this achieving universal primary education is one of the goals that countries are expected to attain by 2015. On the Dakar, World Education Forum meeting (2000) countries declared that “we, the participants in the World Education Forum, commit ourselves to the achievement of education for all (EFA) goals and targets for every citizen and for every society.” Countries agreed and declared to work on education to address the education for their citizen. Education, and particularly primary education, is a goal in and of itself, but it is also a powerful driver of progress toward the other MDGs (World Bank, 2003). The United Nations’ Millennium Development Goal Two sets the target of giving all children access to a full course of primary schooling by the year 2015.

Regarding education goal two of the MDGs have its own objective to address by 2015 as the declaration indicated. The EFA goals (UNESCO 2000) have set an agenda for educational development in SSA that has been widely influential in shaping national plans and external assistance. The EFA goals are as follows:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality
6. Improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

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

- Achieve Universal Primary Education
 - Ensure that all boys and girls complete a full course of primary schooling
- Promote gender equality and empower women
 - Eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015 (UNDP, 2003)

2.8 Concept of Reading, Writing and Numeracy

Reading refers to the act to use text and making meaning from the text. In relation to this Ruddell (2002) reading comprehension is a complex mental process in which readers construct meaning from interaction with text based on prior knowledge with the information in text. Gillet, Temple and N.Crawford (2004) defined reading is first of all a language ability. Reading is one of the language skills. The parts of language arts are closely interconnected: reading and writing provide the means to receive and send written messages (Brainerd, Sobanski, Ricki Winegardner, 2002). Still others defined reading as the skill of creating meaning form the text. According to Johnson (2008) reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading and writing are the language skills. According to the World Conference on Education for All Meeting Basic Learning Needs held at Jomtien (1990: i x) definition:

Literacy refers to the ability to read and write with comprehension, as well as to make simple arithmetical calculations (numeracy); in an expanded sense, literacy may refer to a set of basic cognitive skills enabling one to obtain and process information in a meaningful manner (e.g., media literacy, science literacy, computer literacy)

The Basic Skills Agency (2001), stated literacy covers the ability to: speak, listen and respond, read and comprehend and write to communicate. Numeracy covers the ability to: understand and use mathematical information, calculate and manipulate mathematical information and interpret results and communicate mathematical information. The term numeracy refers to use numbers to solve problems quantitatively. Quinn (2011) defined as numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings.

UNESCO (1979) once defined literacy as: “The teaching or acquisition of reading, writing and numeracy skills to prepare persons ...”to be able to use those skills for the betterment of individuals and the community at large.

2.9 Goals of Literacy and Numeracy at Primary Schools

Across period the purpose of literacy was understood in many different ways and literacy has its own goals to attain at different countries. Basic education (literacy and numeracy) started in Ethiopia long ago in the Orthodox Church aimed to enable children to learn reading, writing and mathematics. According to Selase, et.al (2005: 33)

Primary education programs are designed on a unit or project basis to give students an overall basic education in reading, writing and mathematics, along with an elementary understanding of other subjects such as history, geography, natural science, social science, art, music and in some cases, religion.

As it is indicated reading, writing and mathematics used to solve problems and it helps for the mastery of other subjects. Children should develop the skill of reading, writing and mathematics to understand other subjects they are learning in the schools. Accordingly Bruns, Mingat and Rakotomalala, (2003) stated improve all aspects of the quality of education and ensure

excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills. According to different individuals and scholars numeracy serves various purposes. Numeracy for Knowledge ...deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions (Butcher et. al., 2002, p. 215).

2.10 Major challenges to universal primary education

Though there are progresses in the universal primary education yet there are a number of challenges to universalize primary education as it is intended for every people particularly in countries like Ethiopia a countries experienced poor economic development; a country where many illiterate society are living. Most developing nations particularly African countries has common challenges in addressing primary education for their society to achieve the education for all goals as it is intended to be.

Financial Problems: Amongst the major problem that challenged the universal primary education is financial problem. Ethiopia and other Sub-Sahara African countries are heavily depend on the foreign aid and NGOs to realize the universal primary education. In Ethiopia, Tanzania, and many other Sub-Saharan African countries, reaching the Goal will require very large increases in external aid, even with a doubling or tripling of domestic primary spending (Bridsall, Levine and Ibrahim, 2005). To reduce the financial burden from the poor and realize the equity of education the government of Ethiopia takes action on the abolishment of fee from education at primary levels.

Poverty is a main problem of Pakistan and the teachers confirm that parents do not send their children to schools because they think; child is more productive for them if he/she becomes an earning hand, even government is providing free education (Khan ,2010:7). The challenge in different countries hamper to universalize primary education as it is intended to attain the goal of education.

In the Dakar Frame work of Education for all (2000) investigated challenges were mentioned and the following are the major challenges of universal primary education:

The meaning of basic education: Many countries continue to face the challenges of defining the meaning, purpose and content of basic education in the context of a fast-moving world and of assessing learning outcomes and achievement.

Problem of strategy: Many governments and agencies have focused their efforts on the easy to reach and they have neglected those excluded from a basic education, whether for social, economic or geographic reasons.

The education of girls remains a major challenge: despite the international attention that it has received, 60 per cent of all children without access to primary education are girls.

Poor economy as challenges: South Asia and sub-Saharan Africa, where progress has been most difficult to achieve, clearly present a much deeper challenge than world averages imply and will require particular attention if the goals of Education for All are to be reached in each and every country.

Inclusive concept is reflected: Education for All must encompass not only primary education, but also early childhood education, literacy and life-skills programs .Using both formal and non-formal approaches, it must take account of the needs of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs.

Lack of priority for education among governments: Ensuring that Education for All is provided with adequate, equitable and sustainable resources is the foremost challenge. Many governments do not give education sufficient priority in their national budgets.

2.11 Contribution of NGOs in Literacy and Numeracy (reading, writing and arithmetic)

Different NGOs have been involved in literacy (reading and writing) and numeracy (arithmetic and practical mathematics) to attain the universal primary education of the millennium development goals and their contribution is significant. Save the Children has pioneered an intervention called Literacy Boost, which supports the development of reading skills in young children (Trudell, et al, 2012). NGOs are operating indifferent countries in literacy and numeracy. Iqbal (2010) in the research paper about the role of non-governmental organizations for the development of basic education in Pakistan stated the Government's and NGOs' programs in the field of literacy and basic education have provided benefits to about 0.2 million people on average per year. NGOs at different countries supporting the literacy programs and create opportunity for many children in basic education. As it is stated in The World Bank

(2001) Bangladesh Rural Advancement Committee BRAC began by providing basic literacy and numeracy to eight- to ten-year-olds in 22 villages, but the success of the endeavor led to a rapid increase in schools.

As it is indicated literacy has gotten attention by NGOs in different countries of the world today. Mammo (2005) stated that there are over 84 NGOs that is providing basic education and literacy currently. The trend is that more and more NGOs are realizing the pivotal role of basic education for poverty reduction and are taking education as a component of their development programs.

CHAPTER 3

METHOD OF THE STUDY

3.1 Research design

This chapter describes the research design, procedures, participants of the study, the type of instruments employed for this study, followed to collect data and data analysis methods used to administer the study. The purpose of this study is to assess the role of NGOs in universal primary education with the focus on reading, writing and numeracy at the Ada Berga Woreda primary schools. Survey research design was employed for this research. Both quantitative method and qualitative approach was used for data gathering for this particular study.

3.2 Participants

Teachers, students, school managers, Woreda education office heads and education cluster supervisors are the population considered for this study. Eight primary schools of Ada Berga Woreda of Western Showa Zone of Oromia region were selected for this research. Based on the objective of the study four schools supported by NGOs and four schools supported by government was selected using purposive sampling technique. Pilot test for reading, writing and mathematics administered at Enchini primary school. Sire Berga, Reji Mekoda, Gatira Nabe, and Bishan Dimo primary schools are schools supported and constructed by NGOs and Bubbisa, Maru Chabot, Ula Gora and Addis Ketema primary schools are schools supported and constructed by government and selected for this study. Out of 520 students of grade four in the selected schools, 320 students were selected using stratified sampling techniques. In the selected school's 213 were girls and 317 were boys and all are grade four students. 40 students from each school were selected to administer achievement test of reading, writing and math tests. Accordingly, medium learner students, slow learners and active learner students were selected using stratified sampling techniques based on their previous year achievement and current performance to administer pilot test and the final test. The students previous years achievement list was available at the wall of the classroom and teachers and researcher selected students using stratified sampling.

3.3 Instruments

Interview guiding questions, achievement tests, and observation checklist were the major instruments employed for this particular study. Achievement test was preferred to assess the difference between students in government school and students in the NGO school in reading, writing and mathematics achievement. Math test was prepared by AfanOromo language because Afan Oromo is the medium of instruction for the subject. 40 item questions were prepared for English and Math pilot test. 80 students from grade four were selected from two sections of Enchini primary school and pilot test was carried out.

Seven survey type interview guiding questions were prepared for teachers, school managers, Woreda education office heads and education cluster supervisors of Ada Berga Woreda. 14 teachers, one Woreda education supervisor's head, seven school directors and four Kebele cluster supervisors were interviewed. The interview was interpreted and presented descriptively. In addition, a checklist was prepared for the classroom observation and library observation with yes or no alternatives. The checklist was prepared to observe the classroom condition facility of schools constructed by NGOs and the classroom condition schools constructed and supported by the government. The library observation was to check the availability of the library with the necessary equipment. The overall purpose of the observation was to investigate contributions of NGOs in reading, writing and numeracy to realize universal primary education and this data could also substantiate data gathered using another instruments.

3.4 Procedures of Data collection

Validity and reliability of the instrument

Validity and reliability of the instrument is the major concern in the research process this is because the researches credibility is depend on the strength of the instrument employed to the research. The reliability of the test was established by the pilot or pretest that was administered. Using the SPSS the tests reliability was examined and the instruments credibility was established based on the result of the Cronbach's alpha. 708 and .808 for English and Math respectively. English and Math test prepared according to the content of grade four books. Moreover grade four English teachers and Math teachers have taken part on the preparation of the tests and commented on the tests prepared for pilot test. And the teachers checked both tests

with the expected objective of the reading, writing and arithmetic to be sure whether the test reflected the required skills and knowledge of the subject matter.

After the pilot study was carried out the instruments reliability was tested using the SPSS and based on the result of the tests Cronbach's alpha 25 items were selected from each subject for the final test and the final test for English and math were administered at eight primary schools of grade four students. Out of 520 of grade four students in the eight school's 320 students were selected for the final test reading, writing and mathematics. 40 students from each school were selected for this study using stratified sampling according to their achievement active learners, slow learners and medium learners. The reason to administer the test only four grade four students was most of the primary schools in the Woreda are up to grade four only as a result researcher couldn't select grade five and above.

Grade four English and Math teachers commented on the test and closely follow up the tests prepared. Teachers were also took part in the selection of students for the pilot test. Based on the pilot testing result 25 items selected were prepared for the final test. All the items of the test are multiple choices which include the objective of the lesson in both subjects. Reading test contain reading passage, comprehension and synonymous. Mathematics test contained multiplication, division, subtraction, decimals and conversions. Table of specification was prepared for both subjects before the pilot test was administered and the test was presented by the table of specification for comment. Picture of schools and libraries were taken during the observations. Observation was carried out at eight schools of the Woreda, 4 schools supported by NGOs and 4 schools supported by government.

3.5 Method of Data Analysis

Depending on the nature of the problem and the data collected, different statistical methods were employed in the study for data analysis and interpretation. Tests were used to examine if there is significant difference between students who are learning in NGO School and students who are attending in the school supported by the government in terms of reading, writing and arithmetical achievement. The tests were coded and entered to SPSS and statistically analyzed and independent t-test was computed. Using percentages, mean, standard deviations, Levene's t-test for equality of variances and levels of significances the data were analyzed, interpreted and

presented. The data obtained through interview were narrated to substantiate the test result and the observations made at schools. The observation data was interpreted and presented in table.

CHAPTER 4

DATA PRESENTATIONS AND ANALYSIS

In this chapter, data collected from different sources is presented and analysis and discussion is made across the collected data and the literature.

4.1 Characteristics of Respondents

The characteristics and background of respondents were examined in terms of sex, age, educational background and years of experiences. The data for this study was obtained from employees of Ada Berga Woreda education heads, supervisors, teachers, school principals and grade four students of the eight schools.

Table 1

Respondents by sex, age and service years

Demographic Characteristics Item

		Teachers		Students	
		No.	%	No.	%
<u>Sex</u>	Male	6	43	182	57
	Female	8	57	138	53
	Total	14	100	320	100
<u>Age</u>	22-25	4	29		
	26-30	6	43		
	31-40	4	29		
	Above 41				
	Total	14	100		
<u>Service years</u>	5 years and bellow	3	21		
	6-10 years	6	43		
	11-20 years	5	36		
	21 and above				
	Total	14	100		
<u>Educational Qualification</u>	12+TTI	2	14		
	Diploma	12	86		
	BA/BSC				
	MA/MSC				
	Total	14	100		

As indicated in Table 1, the distribution of sex, age, years of service (total and at present position) and academic qualification of the sample population are presented. As the above table shows 8 teachers are female and 6 of them are male teachers. 4 teachers are age between 22 and 25 years, 6 teachers are age between 26 and 30 years and the rest 4 teachers' age are between 31 and 40 years. Of all 12 teachers have Diploma and the rest two have 12 +TTI in qualification. Student respondent's characteristics were presented only in terms of sex.

Woreda education cluster supervisors are 4 in number; all respondents are male, three are between 31-40 years of age and the rest 1 supervisor is above 41 and 3 of them have BA degree and the rest one has Diploma in qualification. School directors are male, among these 2 of them are aged between 26-30, and the rest 5 of them are between (31 and 40) years of age. Regarding their service years and qualifications 5 directors were served between 6-10 years, and only 1 director has been served for five years and the rest 1 has been served over 12 years. 4 directors have BA degree and the rest 3 of them have Diploma in qualification. The data gathered from different sources analyzed and discussed here based on the research questions of this study.

4.2 Analysis of the students achievement test result of schools supported by NGOs and schools supported by government

Table 2

Mean difference in mathematics achievement between schools supported by NGOs and school supported by government

Schools	Students	Mean	Std. Deviation	T
School supported by NGOs	80	10.1375	3.73402	0.47
Schools supported by Government	80	9.8375	4.31202	

As it is indicated in table there was no significant difference in the scores for NGO schools students ($\bar{X}=10$, $\sigma = 4$) and government schools ($\bar{X} = 10$, $\sigma =4$) conditions; $t(158) =470$, $p = .639$. Even though the mean difference between NGO schools and schools supported by government shows no significant difference the interview respondents responded students who are attending in the NGOs school are better in math and English than students attending in the schools supported by the government. In contrast to this during interview Derebe cluster

education supervisor of Muger mentioned that students who are attending in the schools supported by NGOs are performing better than those students who are attending in the schools supported by the government in math subject.

Table 3

Mean difference in English test achievement of schools supported by NGOs and schools supported by government

	Students	Mean	Std. Deviation	T	P
School supported by NGOs	80	11.3625	5.61698	.158	.46
Schools supported by government	80	10.9500	5.80898		

As it is shown in the table there is no significant difference in the English scores between students of NGOs school and government schools. A *t*-test for independent samples revealed that there is no significant difference in English achievement between students attending in schools supported by NGOs and the students attending in government schools ($t(158) = .46, p > .05$). NGOs school students who participated in English achievement ($\bar{X} = 11.50, \sigma = 6.00$) reported there is not significantly different to students who attend English test of the government schools ($\bar{X} = 11.00, \sigma = 6.00$).

According to the *t*-test of English and Math achievement test of the students who were in the schools supported by the government and students who are in the NGOs school there was no significant difference were seen between them. However, the interview and the observation result showed different result from students test achievement. Tamirat education cluster supervisor mentioned that “students attending in the schools supported by NGO are better achiever in English test than students who are attending in the government schools as I observed in the schools under my supervision.”

4.3 Analysis of students achievement between schools supported by NGOs and schools supported by government

Table 4

Differences between Sire Berga , Reji Mekoda, GatiraNabe, and Bishan Dimo primary schools which are schools supported by NGOs in mathematics achievement

	Sum of Squares	Df	Mean Square	F
Between Groups	157.537	3	52.512	4.228
Within Groups	943.950	76	12.420	
Total	1101.488	79		

The calculated value F -value $F_{(3, 79)} = 4.228$ is greater than the critical value $F(3, 79, 0.05) 2.72$. The means of the four NGOs school are significantly different. There are differences in mathematics achievement among the NGO schools as the achievement test result shows ($F_{3, 79} = 4.228, p < .05$). Generally, there are differences in achievement between the four NGO schools in mathematics achievement. Teachers qualification, teachers years of experiences in teaching, teaching aids or reference books, skill training or on job trainings of teachers might be the cause for differences between students test achievement.

Table 5

Difference between Sire Berga , RejiMekoda, GatiraNabe, and BishanDimo primary schools which are schools supported by NGOs in English achievement test

	Sum of Squares	df	Mean Square	F
Between Groups	520.337	3	173.446	6.684
Within Groups	1972.150	76	25.446	
Total	2492.488	79		

The calculated value $F_{(3, 79)} = 6.684$ is greater than the critical value $F(3, 79, 0.05) = 2.72$. The means of the four NGOs school are significantly different. There are differences in English test result of the four NGO schools as the achievement test result was shown ($F_{3, 79} = 6.684, p < .05$). This implies that students attending in the schools supported by NGOs performing differently and there may be factors contributed for the difference among schools supported by the NGOs.

Table 6

Difference between Bubbisa, Maru Chabot, Ula Gora and Addis Ketema primary schools supported and constructed by government in Mathematics achievement test

	Sum of Squares	df	Mean Square	F
Between Groups	173.850	3	57.950	3.378
Within Groups	1303.700	76	17.154	
Total	1477.550	79		

The calculated value F -value $F_{(3, 79)} = 3.378$ is greater than the critical value $F_{(3, 79, 0.05)} = 2.72$. The means of the four government school are significantly different. There are differences in mathematics achievement test between the governments schools ($F_{(3, 79)} = 3.378, p < .05$). Student's achievement in English subject indicated that there are differences among schools supported by government and the same is true for math subject and difference were seen between schools in student's achievement. Teaching aids, teacher's qualification and commitment may be contributed to the difference between students achievement among the schools supported by the government.

Table 7

Difference between Bubbisa, Maru Chabot, Ula Gora and Addis Ketema primary schools supported and constructed by government in English achievement

	Sum of Squares	Df	Mean Square	F
Between Groups	332.850	3	110.950	3.758
Within Groups	2243.900	76	29.525	
Total	2576.750	79		

The calculated value F -value $F_{(3, 79)} = 3.758$ is greater than the critical value $F_{(3, 79, 0.05)} = 2.72$. The means of the four government's school are significantly different. There are differences in English test achievement between the government schools as the achievement test result shows

($F(3, 79) = 3.758, p < .05$). Accessibility of library materials reference books, teaching aids, teachers experience in teaching and their commitments for the profession could be the cause for the difference in student's achievement. In addition, teaching methods different teachers employed maybe varied from schools to school and could be the cause for the difference in achievement of the test.

4.4 Interview Analysis

4.4.1 NGOs roles in universal education in the Woreda

In the first question school directors were asked to mention NGOs contribution in the realization of universal primary education. Accordingly, school directors mentioned that in the universal primary education NGOs have played vital roles in constructing schools, upgraded the schools already opened by the government and support the school facilities such as books, tables & chairs for school classroom, train teachers, student's directors on the teaching learning and in general NGOs created conducive teaching learning environments. NGOs trained teachers improve their skill on teaching English, Mathematics and other subjects. They also responded NGOs in the Adea Berga Woreda supported students with school uniform, educational materials and monitoring student's school attendance to minimize dropouts and follow up and encouraged students World Vision Ada Berga Area Development is an example on monitoring children at school on the monthly basis. In relation to NGOs role Befekadu (2001) cited Archer and Cottingham, (1995: 6 – 12) stated, ...international NGO like ACTION AID has been playing an important role in supporting education development in developing countries such as Bangladesh, EI Salvador, Uganda, etc. which is stressed on basic education in general and primary education in particular.

As the Woreda Education Offices head, cluster supervisors responded NGOs have played critical roles in the realization of universal primary education. They said that NGOs like World Vision Ethiopia upgraded schools, constructed additional classrooms , provided clean water, constructed latrines for boys and girls, facilitated schools with the necessary education materials such as reference books, blackboards, stationeries and support girl students by providing training on health education in different Kebeles of the Woreda. Muger education cluster supervisor Dereb (22/3/2013) mentioned USAID supported sanitary pads for girls club at schools under his supervision and NGOs like World vision supported various teaching materials for primary

schools in the Woreda. As the result of the NGO support girl's enrolment in particular and children enrolment in general were improved. They also stated that NGOs provided trainings for teachers on the subject matters they are teaching and the teaching learning process in general. To encourage children to be enrolled NGOs have been supported educational materials such as uniform, exercise books and for some students were supported by nutrition and their family economy were strengthened by the inputs provided by NGOs. They also train community to improve awareness of the communities about education in general and the girl's education in particular. Alemayehu (2000:87) stated World Vision Ethiopia's interest in the education expansion in the SNNPR and indicates ...WVE became interested in school matters in its respective catchment areas generally and specially focusing on Sodo Zuria and Humbo. Dereb was also mentioned USAID's (EQPEP) Education Quality primary School program to improve reading and writing and numeracy the NGO supported teaching materials like computer, reference books and stationery for primary schools under his supervision.

4.4.2 Particular Areas of NGOs intervention in universal education

This question seeks to identify the specific areas of NGOs intervention in expansion of primary education in the Ada Berga Woreda. In the interview questions directed to the Woreda education head, education cluster supervisors, were mentioned the specific contributions of NGOs in the realization of universal primary education in the Woreda. Most of the respondents had similar understanding and observation in this regards and responded that NGOs specific contributions in the Woreda are constructing schools, upgrading the existing schools, support children from the poor economic background. They also mentioned that NGOs provided training; facilitate schools and the school library and support budgets for some schools and mobilize community to create further awareness on education in general and primary education in particular. Tamirat (16/03/2013) the one of the education cluster supervisor mentioned that NGOs and constructed additional blocks in the school, awarded best performing students, constructed latrines for boys and girls and provided clean water in the school. Regarding this Miller-Grandvaux, Wolf, Welmond and Yolande (2002:10) stated NGOs have not limited their education activities to service-delivery. They are also involved in lobbying and advocating for educational reform, working individually and through networks to participate in policy dialogue in many African countries.

This shows various effort NGOs has made in the universal education by working hand in hand with the concerned bodies. Fielmua and D.Boye also stated (2012:49) stated “NGOs also assist in creating or training school committees and/or parent-teacher associations (PTAs).” Teachers and directors also confirmed that NGOs specific contributions were what the Woreda education heads and supervisors responded. Teacher Atsed (13/03/2013) an English teacher mentioned that NGOs have played vital roles in the universal primary education by providing training for teachers to improve their capacity, providing teaching aids for math and English subjects in our school, provided clean water for students in the school and motivate girl students by supporting them.

4.4.3 Observed difference between schools supported by government and schools supported by the NGOs

In the interview questions presented to the Woreda education head, cluster supervisors, teachers and school directors were asked their observation on the difference between schools supported by NGOs and schools supported by the government. In this regard Bishan Dimo primary school English teacher Felekech (20/03/2013) mentioned that NGOs school condition is different from the government schools; schools constructed by the NGOs schools have better facility such as clean water and latrine for girls and boys, and girls’ enrollments rate was improved in the schools NGOs supported sanitary pad for girls. Regarding NGOs intervention in education sector and improvements made Sukontamarn (2005:38) stated:

Bangladesh is an important case study because the country is home to a large number of active NGOs and NGOs play an important role in the provision of primary education. Moreover, there has been a rapid increase in the enrollment rate of girls in recent years such that Bangladesh is now the only country in South Asia to have achieved gender equity in primary enrollment

Due to this students in the NGOs school are motivated to attend education than government schools. Diribi an English teacher at Sire Berga primary school responded (14/03/2013) that NGOs were supported school uniform, exercise books and cover medication expense for children who are from poor economic background. Students supported by the NGOs are monitored at school and at home to follow up students education statues and they mentioned World Vision Ethiopia Ada Berga Area Development Program child monitoring activities. Government

schools lack of all these facilities and support whereas schools supported by NGOs have better educational facility and constructed properly and created conducive teaching learning environment as compared to the schools supported by the government.

4.4.4 NGOs impact on literacy and numeracy

The Woreda education head, cluster supervisors, school directors and teachers were interviewed to express their opinion and belief whether NGOs significantly impacted on reading, writing and numeracy in the Woreda level and at the school level. Accordingly, Woreda Education head (Aruse) and the cluster supervisors responded that, NGOs have made significant difference on literacy, and numeracy by training teachers on literacy and numeracy, provided tutorial for girls and boys on math and English, supported books (reference books) on math and English subjects and other teaching aids, and awarded best performing students on reading, writing math and other subjects and also played a role in motivating government body for primary education expansion. Both history and contemporary experiences have shown how strong social movements (including trade and teacher unions, nongovernmental organizations, and other civil society organizations) have motivated governments to ensure universal primary education (Birdsall, N.,Levine,R., and Ibrahim,A. 2005:99)

Teachers and school directors confirmed that NGOs has been played various roles to create difference in the literacy and numeracy. As they responded NGOs like World Vision, USAID significantly contributed on education in general and literacy and numeracy in particular due to their education materials support for reading, writing and numeracy. They said that USAID and World Vision supported our schools with English and math teaching materials and due to this and other reference materials they have made difference. Regarding the NGO supports the Field Study Report on Literacy Policy and Practice in Ethiopia conducted by USAID (2012:37) reported an NGO, CODE-Ethiopia, is working on building libraries in schools and communities as well as providing supplementary reading materials to schools in local languages. They also believe that the current change we are observing on students' progress is the result of the NGOs support in some schools. As Tesfaye Guta Maru Chebot primary school director (18/03/2013) responded due to the intervention of NGOs in the primary school education by provided training for teachers, support teaching materials such as reference books of English and math students

enabled to improve their reading, writing and numeracy skill as compared to their previous performance.

4.4.5 NGOs Contributions in mobilization of school community to promote basic education

The interview question presented to the Woreda education head, cluster supervisors to explain contributions of NGOs in motivating school community, teachers and school administration. Thus, they responded that training for teachers and school directors on the teaching learning skills and on ICT, provided educational materials for schools and library and physical education materials to motivate students and teachers, rewarded best performing students, construct latrine for boys and girls and clean water, and support girl students by providing training on health. Tamirat the education cluster supervisor mentioned (16/3/2103) NGOs such as USAID support budget for schools and provided training for community to send their children to school.

As teachers and school directors responded, USAID supported girls school clubs of the primary schools by the receive council at any time on health and other issues and motivate girls to attend education regularly and minimized girls drop outs. Tujuui an English teacher at Gatira Nebe school mentioned (18/3/2013) trainings provided for teachers and rewarding best performing students, teaching aids supported to our schools motivated teachers for work. In relation to this the Impact Assessment of USAID's Education Program in Ethiopia 1994-2009 stated , USAID has had a substantial impact on equity through support for development of Girls Education Advisory Committees (GEAC) at schools, support grants for Orphans and Vulnerable Children (OVC) and other children at particular risk, incentive grants supporting PTAs and school-community partnerships and support for alternative education approaches in pastoralist and hard-to-reach areas (USAID 2010:12).

Both teachers at schools supported by the governments and NGOs school were also confirmed that NGOs, support of the teaching materials on the subjects such as English and Math motivated them to teach because books provided by USAID are attractive and prepared properly.

4.4.6 NGOs Weakness in universal primary education

To express their observation on the weakness of NGOs in the realization of universal education Woreda education heads and supervisors were interviewed and responded that NGOs coverage of primary school and other supports were limited to the accessible places and excluded schools

at the remote places. In this regard teachers and school directors supported what the Woreda education officials and cluster supervisors responded and forwarded NGOs lack monitoring of the input delivered to the school and community. Some teachers could not mention the weaknesses of the NGOs in realization of the universal primary education. An English teacher at Gatira Nebe primary school teacher Demitu (16/03/2013) responded that she cannot mention the weakness of NGOs in the universal primary education process.

4.4.7 Suggestion on NGOs impact to sustain its effort to attain MDG

In the interview presented to the Woreda education heads and cluster supervisors, they were asked to express their suggestions on NGOs roles in literacy and numeracy achievement to attain the millennium goals. They responded and proposed that NGOs role has significantly important to attain the millennium development because they have contributed a lot to improve education quality, impacted literacy and numeracy, increased the number of enrollments, encouraged girl's participation, expanded primary schools and the like and their innovation has contributed for literacy and numeracy. Woreda Education cluster supervisors Tamirat, Terefe and Derebe (16/3/2013)proposed that government and community should encourage NGOs roles in the literacy and numeracy and support their effort to attain the MDG because of various efforts NGOs made on the education sector in the Woreda. They also suggested that NGOs supported such as teaching aids, reference books, and constructed schools in the Woreda has sustainable impact on teaching and learning in general and literacy and numeracy in particular. The reason that makes the involvement of NGOs in the attempt of universalizing primary education 1) more resource can be mobilized if GONGO partnership is strengthened. And consequently accessibility and quality of basic education will be increased; 2) Both partners can share their expertise and employ them to serve the cause of EFA better, 3) The education system will have more diversified modes of delivery and hence will be more capable of meeting the basic educational needs of the society; 4) Some of the virtues of the innovative non formal basic education (such as cost- effectiveness, flexibility, high community participation) can be injected into the conventional school system to expand access and improve quality and efficiency, and vice versa; 5) NGOs will have a more favorable legal environment to run their programs (MOE, 2002:28).

To sum up, as the interviewee at different levels Woreda education head, education cluster supervisors, school director's teachers demonstrated NGOs have played significant roles in the Adea Berga Woreda primary schools in realizing the universal primary education in general and literacy and numeracy at primary schools in particular.

4.5 Analysis of school classrooms and library observation supported by NGOs and government

This part describes the data gathered using checklists on the school classrooms and library of school supported by NGOs and schools supported by the government is summarized in the following pattern.

• Schools supported by NGOs	Schools supported by the government
• Equipped with the necessary and appropriate teaching materials.	Few schools were equipped with teaching materials but most schools lack the necessary teaching material
• There were age appropriate sitting in all schools classrooms	There were age appropriate sittings but in some school classrooms there was no appropriate sitting.
• There is sufficient chairs and tables in most schools but some schools lack of sufficient chairs and tables in the classrooms	Most school lack sufficient desks and chairs in the classrooms
• According to the observation results the sitting were arranged in the manner appropriate for teaching and learning in almost all schools	As it was observed in most school classrooms the sitting were arranged appropriately for teaching and learning however in few classroom there is no space to arrange sittings appropriately.
• All school classrooms have movable chairs and desks for teaching and learning	All school classroom has movable chairs and desks for teaching and learning
• All schools constructed by NGOs have	Some schools have enough lighting in the classroom.

<p>enough lighting in the classrooms.</p>	
<ul style="list-style-type: none"> • In all school classrooms the desks are flexible and movable as it is needed for teaching and learning 	<p>As it was observed desks and chairs in the classrooms are movable as it is needed for teaching and learning</p>
<ul style="list-style-type: none"> • Most classrooms are organized and neat but some of the classrooms are not well organized 	<p>Most classrooms are not neat and organized except few school classrooms.</p>
<ul style="list-style-type: none"> • As it was observed all school constructed by NGOs roof is well made and clean. 	<p>Most classrooms roof is not well built and neat</p>
<ul style="list-style-type: none"> • It was observed that most students have sufficient English and math books 	<p>As it was seen most students have text books for English and Math</p>
<ul style="list-style-type: none"> • In most school classrooms number of students are manageable but in some school classrooms number of students are not manageable 	<p>In most school classrooms number of students are not manageable but in few schools classrooms number of students are manageable.</p>
<ul style="list-style-type: none"> • Teaching aid were observed in the classrooms in most observed school but in the few school classrooms there was no teaching aids 	<p>Teaching aid was found in the few school classrooms</p>
<ul style="list-style-type: none"> • All classroom constructed according to the standards for teaching and learning therefore all classrooms are appropriate for teaching and learning 	<p>Most school was not appropriate for teaching and learning because classrooms was not equipped with adequate materials and not constructed appropriately for the teaching and learning. But few schools are appropriate for teaching learning</p>
<ul style="list-style-type: none"> • It was observed that all school classroom constructed by the NGOs are safe to learn 	<p>Most school classrooms are not safe for teaching and learning because it was not properly constructed with the necessary construction materials.</p>

The summary of observation shows the interpretations of data gathered on classroom observation using the observation checklist. The observation results showed that schools constructed and facilitated by the NGOs are better than governments school this due to schools facility, proper lighting, teaching aids, neatness and the standard that schools constructed.

The data gathered by the library observation is presented as follows

Library observation of schools supported by NGOs

- As it was observed there are libraries in some schools supported by NGOs
- Most libraries are constructed appropriately
- Most libraries lack the adequate materials reference books, lighting, tables ,cahiers and shelves
- Two schools have enough materials however two schools have lack reference books
- Three libraries are neat and attractive but one library is not neat
- In the observed schools libraries materials in the library are accessible however in one school library material are not accessible that means students cannot borrow books
- In the observed schools there are books donated by the NGOs

Library observation of schools supported by government

- It was observed that only one library is constructed in one of the government schools
- Not constructed properly with the necessary construction materials
- As it was observed the library is not equipped with the necessary materials
- There is no sufficient reference books
- Books is not accessible and the libraries is not attractive and neat
- The material is not accessible and no sufficient books in the library
- In most schools there are books donated by the NGOs

<ul style="list-style-type: none"> • In all schools supported by the NGOs there are books supported by the government 	There are books donated by the government in all schools supported by the government
<ul style="list-style-type: none"> • There is no schedule for book borrowing and reading in two schools however there are schedule in two schools supported by the NGOs 	No schedule for book borrowing
<ul style="list-style-type: none"> • In the two observed schools there are electronic teaching aids supported by the USAID but two schools have no electronic teaching aids 	There is no electronic teaching aids in the observed library

As the summary of observation result revealed differences were seen in schools supported and constructed by the government and schools supported by NGOs in terms of library construction the NGO school library is better than the library constructed by the government, in terms of adequate reference books, neatness, accessibility of library books, NGOs library are better. The library constructed in the government schools lack sufficient reference books, lighting, accessibility of reference books

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was aimed at examining the role of NGOs in universal primary education in reading, writing, and numeracy to attain the millennium development goals at Ada Berga Woreda. To carry out this study eight primary schools were selected from the Woreda, 4 schools supported by NGOs and 4 schools supported by the government and to answer the basic questions raised for this research. Accordingly, the following basic questions were developed:

1. What are the contributions of NGOs to universal basic education in literacy and numeracy (reading, writing, and arithmetic)?
2. Is there any difference in contribution of NGOs in addressing literacy and numeracy?
3. Is there a difference between schools supported by NGOs and schools supported by government in reading, writing and numeracy achievements of primary school children?

Based on these basic questions, achievement tests administered, interview guiding questions, observation checklist were developed and data gathering was undertaken.

Data were gathered from 320 students of the primary schools using English and mathematics achievement tests, interviews carried out with 14 primary school teachers of NGO schools and governmental schools, four cluster supervisors' seven school directors and one Woreda Education head. School library and classroom observation conducted in eight primary schools; four schools supported by the NGOs and four schools supported by the governments. The data were presented, quantitatively and qualitatively and analyzed and discussed according to the research questions. This chapter, therefore, presents the summary of the major findings of the study and then concludes on the basis of these findings. Finally, likely recommendations have been provided.

5.1 SUMMARY OF THE MAJOR FINDINGS

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

1. As the English and Math achievement tests administered in schools supported by NGOs and schools supported by the government demonstrated, there was no significant difference between in student's achievement in reading, writing and mathematics results. The calculated mean demonstrated that there was no difference between schools supported by NGOs student's achievements and schools supported by the government in English and math test achievement. However, differences were seen among students achievement in the schools supported by the NGOs and schools supported by the government in the English and math test achievement.
2. It was found that NGOs such as WVE and USAID played significant roles in literacy and numeracy at Ada Berga Woreda primary schools by supporting schools in different ways: constructing schools and upgraded the existing school and equip school with better facilities, providing school materials reference books, teaching aids for English and mathematics to improve students (reading and writing) literacy and numeracy skills, supporting students of the poor economic backgrounds with school uniform to minimize school dropouts, constructing latrine for girls and boys.
3. It was also found that NGOs (WVE) and USAID provided training for teachers and school administration to capacitate teachers and improve their skill on literacy and numeracy. As the result of the skill trainings students were able to improve their performance in English and Mathematics.
4. The study indicated NGOs provided various supports at community level to strengthen the family economy to send their children to school. NGOs support children of the poor families and strengthen the family economy.
5. The study indicated girl students were encouraged to be enrolled due to the support and counseling of NGOs for girls on health issues. Girl's enrollments in particular and children enrollment in general improved due to NGOs role in education. Schools opened by World Vision Ethiopia Ada Berga Area Development were improved enrollment and motivated students to attend education because most schools are constructed at the nearest distance and have better facility.

6. The qualitative data revealed that to attain the millennium development goals of education NGOs roles and support is significant and encouraging due the contribution in the literacy and numeracy in the primary schools.

The study finding showed that NGOs facilitated the school libraries and supported educational materials which have significant impact on reading, writing. Almost all books found in the library are provided by NGOs World Vision and USAID are yet those NGOs which provided these materials.

As the study revealed the environment of schools supported by NGOs are better than schools supported and constructed by the government this is due to the facilities and the safe environment created for teaching and learning.

5.2 CONCLUSION

Based on the summary of the major findings of the study, the following conclusions were drawn: those NGOs working in the Adea Berga Woreda has made difference in literacy and numeracy and brought significant change on the universal primary education to attain the MDG. As the result of NGOs intervention in the primary schools in the Woreda students were motivated to attend school, teacher's motivated in teaching, disadvantaged children got a chance to attend school; girls were motivated to attend school due to the school safety and sanitary pads supported to girl students. The teaching materials supported by NGOs, the schools constructed, trainings provided for teachers, students, school managers, made difference on literacy and numeracy in the primary schools. These show areas that need interventions to improve literacy and numeracy at primary schools. NGOs intervention in monitoring children in the school and follow up of student's regular attendance of education and supports provided for the students from poor family economic situation were minimized school dropout. This indicates that children from poor economic background need support to attend school. Improvement of boys and girls enrolment was the result of NGOs intervention and contribution on the primary education. Conducive teaching and learning environment were created in the primary schools due to the neat school classrooms; facilities chairs tables, reference books, latrine constructed for boys and girls, school uniform support for students and educational material support, counseling on health for girl's students, on job trainings for teachers and school managers.

The differences made on the literacy and numeracy in the primary schools as the result of the NGOs intervention can help Woreda education officials to know the gap existed in the universalizing of primary schools to attain the millennium development goals. It can also indicate areas that need further intervention in universal primary education expansion. In addition to this governments could easily identify where support is needed in the universal primary education.

5.3 RECOMMENDATIONS

Based on the summary, conclusion and findings of the study on the role of NGOs such as World Vision Ethiopia, USAID played in the realizations of universal primary education in reading; writing and numeracy at Adea BergaWoreda primary schools the following recommendations are forwarded.

1. NGOs have brought significant impact to the primary education and contributed for the improvement of literacy and numeracy by constructing school, providing school materials, tables, chairs, reference books, on job training for teachers and school administration particularly training on literacy and numeracy. It would be worthwhile if the Woreda Education Bureau and cluster supervisors should closely work with NGOs on the education sector to realize the universalization of primary education by supporting NGOs effort
2. Woreda education heads, cluster supervisors and teachers should work together to enhance the universalization of primary education by working with those partners efficiently and effectively this is because NGOs have resource to provide for education and
3. Most government school library need improvement so it would be better if Woreda education office gives attention for alternative ways of getting budget to construct libraries in the primary schools to improve the reading skill and create opportunity for students to develop reading skills and improve arithmetical ability of students.
4. Woreda education officials would better encourage NGOs who are working on education and adopt NGOs experience and innovation to universalize primary education and impact primary education in a better way.

5. Strong and effective partnerships between Woreda education Heads, cluster supervisors school administration and development partners (domestic and international) should be created to help build a sustainable education progress. This could be created by closely working together and plan as per the policy and strategy but Woreda education office take the initiative.
6. Governments should strengthen the collaboration between NGOs and the school to strengthen NGOs support and efforts in the implementation of the education sector investment, to realize the universal primary education/basic education by 2015 in accordance with the Millennium Development Goals (MDGs).
7. NGOs and Woreda education office in partnership should closely monitor the change that have made due to trainings', school furniture's and other inputs supported by the NGOs and strengthen the school capacity and maintain if the materials are damaged in the school to ensure its sustainability or to be inherited by the next generations.
8. World Vision Ethiopia ADA Berga Area Development Program is the main actor and contributor in the Woreda primary education sector by investing in the education. WVE constructed schools in different Kebeles of the Woreda, constructed latrine for boys and girls in the school, support educational materials exercise book, school uniform, cover medication expense whenever children are sick, facilitated school library, and train teachers to improve teaching skill and monitoring children home to home and at school to follow up their regular attendance of school and minimize drop out. It would be good if community, Woreda education office and cluster education supervisors adopt this experience to bring meaningful change on education
9. Woreda education office should also create networking among community, NGOs and cluster supervisors to work together on primary education to support government efforts and properly utilize the partner's resources supported by NGOs.
10. It would be better if educational planners, decision makers and education officials know those partners who have best potential to support education sector and plan together to use the resource efficiently by having shared plan at Woreda level and Zonal levels ,this is because NGOs should plan in line with the policy and strategy of the government to attain the set education goals

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Appendices A: Final Math test for grade 4

BattalleeHerregaaKutaa 4^{ffa}

GaaffileeArmaanGadiifDeebiiSirriiTa'eFiladhuSararaIrrattiDeebiiBarraessi

1. $\frac{3}{8} + \frac{4}{8} =$ _____ ta'a.
A. $\frac{7}{8}$ B. $\frac{4}{7}$ C. $\frac{7}{16}$ D. $\frac{12}{8}$
2. _____ 3L+500ml=_____ ml.
A. 3000ml B. 5000ml C. 350ml D. 3500ml
3. _____ 3.61-2.94=_____ .
A. 0.94 B. 0.67 C. 1.33 D. 1.67
4. _____ Kanneenarmaangadiikeessaakamtufiraakshinootaawalgitaati?
A. $\frac{2}{3}$ fi $\frac{3}{2}$ B. $\frac{1}{3}$ fi $\frac{3}{9}$ C. $\frac{2}{4}$ fi $\frac{6}{8}$ D. $\frac{5}{2}$ fi $\frac{10}{6}$
5. _____ Firaakshinootaarmaangadiikeessaadhibbaffaan kami?
A. $\frac{2}{50}$ B. $\frac{75}{100}$ C. $\frac{25}{50}$ D. $\frac{3}{10}$
6. _____ Deesimaalii 37.25 keessattidijiitiiinmanadhibbaffaaagarsiisuisa kami?
A. 2 B. 3 C. 5 D. 7
7. 4200cm fi 200m meetiraattimeeqata'a?
A. 424m B. 460m C. 242m D. 224m
8. _____ 2t=_____ ku.
A. 20ku B. 80ku C. 200ku D. 2000ku
9. _____ 2L miliiliitriimeeqata'a?
A. 1000ml B. 2000ml C. 20, 000ml D. 10, 000ml
10. _____ Gatiinlukkuutokkoo 75 yoota'e, gatiinlukkuu 5 qarshiimeeqata'a?
A. 375 B. 300 C. 150 D. 80
11. _____ Yuuniitootasafaradheerinaarmaangadiikeessaakamtuyuuniitiiadaati?
A. Taakkuu B. meetrii C. heetoomeetirii D. saantiimeetirii
12. _____ Jaalanneemuccaisheewajjiin 70kg ulfaatti, mucaanisheeqofaatti 6000gm ulfaatte, hangijaalanneehagamii?

A.66kg

B.64kg

C.62kg

D.76kg

13. _____ Biliseenlakkoofsota 20 fi 30 walittiidaateedebeiiargateirratti 48 yoo ideate meeqaargatti?

A. 50 B. 68 C. 78 D. 98

14. _____ $0.15 + 0.6$ meeqata'a?

A. 0.75 B. 0.10 C. 1.10 D.1.11

15. _____ $320\text{ku} + 180\text{ku} =$ _____ ta'a.

A. 4000ku B. 400 ku C. 500ku D. 5,000ku

16. _____ $140\text{km} - 80,000\text{m} =$ _____

A. 50km B.40km C.70km D.60km

17. _____ Firaakshiniin $\frac{42}{100}$ garadeesimaaliittiyoojijjiiramukamta'a?

A. 4.2 B. 0.42 C. 0.042 D. 0.0042

18. _____ Waamsisaanlakkoofsa $\frac{5}{7}$ meeqa?

A. 2 B. 5 C. 7 D.12

19. _____ Deesimaaliin 0.08 garafirakhiniittiyoojijjiiramuisakamta'a?

A. $\frac{80}{100}$ B. $\frac{8}{10}$ C. $\frac{800}{100}$ D. $\frac{8}{100}$

20. _____ Hangibarataatokkoo 45,000gm

yoota'e, hangibarataakanaakiilogramiinmeeqata'a?

A. 500kg B.4500kg C.450kg D.4.5kg

21. _____ 5cm miliimeetriimeeqata'a?

A. 500mm B. 50mm C.5kg D. 0.5mm

22. _____ a, b fi c 'n lakkoofsotahundaakamiyyuuyoota'an, kamtusirriidha?

A. $a-b=b-a$ B. $a \times b=b \times a$ C. $(a-b)-c= a-(b-c)$ D. $a+b=axb$

23. _____ $6,524 \div 10$ keessattihafteenmeeqa?

A. 0 B. 2 C. 3 D. 4

24. _____ Qamadiinkuntaallitokkonamajahaafwalqixayoohirame, namatokkokanga'ufir aakshiniinyooibsamukamta'a?

A. $\frac{1}{6}$ B. $\frac{2}{6}$ C. $\frac{3}{6}$ D. $\frac{6}{6}$

25. _____ Yuuniitiindhangala'ootaxiqqoota'ansafaruuf nu gargaaru kami?

A. miliilitrii B. liitirii C. giraamii

D. miliigraamii

Appendix B: English test for grade four

I. For the following questions chose the correct answer and write on the blank line.

1. _____ grade are you in?

A. What B. How C. When D. Where

2. _____ tall are you?

A. When B. What C. How D. Where

3. The opposite of weak is _____

A. Old B. happy C. fat D. strong

4. How _____ is a liter of oil?

A. a lot of B. much C. many D. more

5. We can cut wood with a _____

A. needle B. broom C. saw D. brush

6. Elleni needs _____ egg. A. a B. an C. some D. is

7. The plural form of woman is _____

A. waman B. women C. men D. old

8. The plural form of sheep is _____

A. Sheeps B. sheep's C. shoop D. sheep

9. The _____ eat grass.

A. car B. house C. cow D. man

II. Read the paragraph properly and answer question 27-35. Give your answer by circling the letter of the correct answer

My name is ZinashEshet. My mother's name is Genet Chala. I am 10 years old. I was born in June 1988. I live in a village near to Inchini town. I live with my parents. I am in grade 4. My school name is Inchini Elementary School. I am a clever student. I have one brother and two sisters. We go to school together. Our house is near the school. AtoTadese is my teacher.

10. The paragraph is about _____
A. Abebba B. Chaltu C. Zinash D. Emebet
11. The mother of Zinash's name is _____
A. Hana B. Gelane C. Genet D. Birtukan
12. She is _____ students.
A. weak B. clever C. lazy D. sad
13. _____ were you born?
A. How B. What C. Where D. When
14. The opposite of fat is _____
A. short B. thin C. poor D. young
15. The opposite of happy is _____
A. fat B. thin C. sad D. young
16. How _____ people live in Ethiopia?
A. much B. many C. a lot of D. are
17. Saba need _____ Camera
A. some B. a C. an D. with
18. The plural form of foot is _____
A. feet B. foot C. foots D. sheep
19. Please _____ down students.
A. give B. can C. sit D. seat
20. There is a market _____ Saturday.
A. in B. on C. at D. by
21. Zinash was born in _____
A. September B. June C. July D. October
22. Zinash goes to school with her _____
A. friends B. mother C. father D. sister and brother
23. Who is the teacher of Zinash? _____
A. Eshete B. Challa C. Tadesse D. Genet
24. Zinash lives in _____
A. Berga B. Holeta C. Mugar D. Inchini

25. _____ is wearing red skirt?

- A. Whose B. Who C. Are D. With

Appendixes C-1: Observation check list for the school

School Name _____ Date _____

Classroom observation	Observation result	
	Yes	No
• Is the classroom equipped with appropriate and necessary teaching materials?		
• Is there age appropriate sitting in the classroom?		
• Is there sufficient desks and chair in the classroom?		
• Is the sitting arranged in the appropriate manner for teaching and learning?		
• Is the desks and chairs movable as it is needed for teaching		
• Does the classroom have enough lighting?		
• Are the tables and desks movable when it is needed for teaching learning such as group discussion?		
• Is the classroom organized and neat?		
• Is the roof well built?		
• Are there sufficient text books for teaching English and Math in the hand of students?		
• Does the number of student in a classroom manageable?		
• Is there observed teaching aid in the classroom?		
• Is the class size appropriate for teaching and learning?		
• Is the class safe to learn		

Appendixes C-2: Observation checklist for the library

Library observation	Yes	NO
1. Is there a library in the school?		
2. Is the library constructed appropriately?		
3. Is the library equipped with the necessary materials such as shelf, tables chairs, enough lighting etc.		
4. Are there sufficient reference books in the library for teachers and students?		
5. Are books and the library neat and attractive?		
6. Are the materials accessible?		
7. Are there books donated by NGOs for primary school?		
8. Are there books donated by the government?		
9. Is there a schedule for book borrowing and reading		
10. Are there electronic teaching aids in the library for teaching?		

Appendices D: An Interview guiding questions

Date_____

Name of interview_____

Postiotion / teacher, school management/cluster supervisor/ Woreda Education head

Interview questions

The purpose of this interview is to gather data on the role of NGOs in universal primary education in reading, writing and numeracy at Ada BergaWoreda schools. This interview questions were prepared for Woreda education office heads and supervisors, school managements and school teachers

1. What roles NGOs play in the realization of universal education in your Woreda/school?
2. What are the specific contributions of NGOs in the realization of universal primary education in your school/ Woreda?
3. What is your observation about the differences between schools supported by NGOs and schools supported by government in terms of achieving universal primary education in your Woreda/school?
4. Do you believe that NGOs have impacted differently on literacy (reading and writing) and numeracy (arithmetical) at primary school in your Woreda/school?

5. What are the contributions of NGOs in motivating school community teachers, school administrations at primary schools in your Woreda/school?
6. What are the weaknesses of NGOs in realization of universal primary education?
7. If NGOs have significantly contributed for the primary education in terms of reading, writing and numeracy do you propose that NGOs contribution has roles in this regard to attain millennium goals?

Appendix E-1: Instrument for Pilot test

Math Pilot Test for odd numbers and even numbers

Battallee Herregaa Kutaa 4^{ffa}

Gaaffilee Armaan Gadiif Deebii Sirrii Ta'e Filadhu.

1. Firaakshinoota armaangadii keessa akurnaffaan kami?
A. $\frac{1}{2}$ B. $\frac{5}{6}$ C. $\frac{7}{10}$ D. $\frac{56}{100}$
2. Kanneen armaangadii keessa kamtu firaakshinoota awalgitaati?
B. $\frac{2}{3}$ fi $\frac{3}{2}$ B. $\frac{1}{3}$ fi $\frac{3}{9}$ C. $\frac{2}{4}$ fi $\frac{6}{8}$ D. $\frac{5}{2}$ fi $\frac{10}{6}$
3. Deesimaalii 37.25 keessatti dijiitiin manadhibaffaa garsiisuisa kami?
B. 3 B. 7 C. 2 D. 5
4. $0.15 + 0.6$ meeqata'a?
B. 0.75 B. 1.10 C. 1.11 D. 0.10
5. $\frac{6}{7} - \frac{2}{7} =$ _____ ta'a.
A. $\frac{4}{7}$ B. $\frac{8}{7}$ C. 4 D. $\frac{4}{14}$
6. Firaakshiniin $\frac{42}{100}$ garadeesimaaliitti yoo jijjiiramukamta'a?
B. 4.2 B. 0.42 C. 0.042 D. 0.0042
7. Gatiinlukku tokkoo 75 yoota'e, gatiinlukku 5 qarshiimeeqata'a?
B. 375 B. 80 C. 150 D. 300
8. Deesimaaliin 0.08 garafirakhiniitti yoo jijjiiramuisakamta'a?
B. $\frac{80}{100}$ B. $\frac{8}{10}$ C. $\frac{800}{100}$ D. $\frac{8}{100}$

9. Biliseenlakkoofsota 20 fi 30 walittiidaateedeebiirgati 48 yoo ideate meeqaargatti?
 B. 50 B. 98 C. 78 D. 68
10. $\frac{3}{8} + \frac{4}{8} =$ _____ ta'a.
 B. $\frac{7}{8}$ B. $\frac{4}{7}$ C. $\frac{7}{16}$ D. $\frac{12}{8}$
11. a, b fi c 'n lakkoofsotahundaakamiyyuuyoota'an, kamtusirriidha?
 B. $a-b=b-a$ B. $a \times b=b \times a$ C. $(a-b)-c= a-(b-c)$ D. $a+b=ab$
12. Yuuniitootaarmaangadiikeesaakamtuyuuniitiisafaraadheerinaati?
 A. Mm B. mg C. kg D. ku
13. Yuunitootasafarahangaakeessaakamtuyuuniitiisafarahangaaisaxiqqoodha?
 A. Ku B. kg C. gm D. toonii
14. Hangibarataatokkoo 45,000gm yoota'e, hangibarataakanaakiilogramiinmeeqata'a?
 B. 500kg B. 450kg C. 4500kg D. 45kg
15. 4200cm fi 200m meetiraattimeeqata'a?
 B. 424M B. 242m C. 460m D. 224m
16. $320ku + 180ku =$ _____ ta'a.
 B. 4000ku B. 400 ku C. 500m D. 5,000ku
17. $140km - 80,000m =$ _____
 B. 50km B. 40km C. 70km D. 60km
18. Burtukaana 100 ijoollee 10f yooqoodnemeeqaisaangaha?
 A. 9 B. 10 C. 8 D. 11
19. $24 \times 12 =$ _____. A. 238 B. 36 C. 288 D. 248
20. $811 - 388 =$ _____. A. 533 B. 423 C. 503 D. 577
21. Lakkoofsota 374,342; 374,542; 352,173 fi 352,160 kessaainninxiqaan kami?
 374, 342 B. 352, 173 C. 374, 542 D. 352, 160
22. $3,841 + 5,000 =$ _____.
 A. 8,841 B. 8,800 C. 4341 D. 8,341
23. Lakkoofsa 4,387 keessakumootameeqatujira?
 A. 3 B. 4 C. 8 D. 7
24. Lakkoofsa 2,473 garamanadhibbaattiyoosiqsinuisakamta,a?
 A. 2,000 B. 2,470 C. 2,500 D. 2,400
25. $6,524 \div 10$ keessattihafteenmeeqa?

- B. 0 B. 2 C. 3 D. 4
26. Qamadiinkuntaallitokkonamajahaafwalqixayoohirame,namatokkokanga'ufiraakshiniinyo oibsamukamta'a?
- B. 1/6 B. 3/6 C.2/6 D.6/6
27. Firaakshinootaarmaangadiikeessaadhibbaffaan kami?
- B. 2/50 B.75/100 C. 25/50 D.3/10
28. Waamsisaanlakkoofsa 5/7 meeqa?
- B. 5 B. 7 C. 12 D.2
29. Deesimaalota 4.61, 4.16, 4.06 fi 4.60 keessaainniguddaan kami?
- A. 4.61 B. 4.60 C.4.16 D.4.06
30. $3.61-2.94=$ _____.
- B. 1.67 B.1.33 C.0.67 D.0.94
31. Yuuniitootasafaradheerinaaarmaangadiikeessaakamtuyuuniitiiadaati?
- B. Taakkuu B. meetrii C. heetoomeetirii D. saantiimeetrii
32. Hariiroo 1km=1000m jedhukeessattihirmaataanjijjiirraaisaaniimeeqa?
- A. 100 B.10 C.1,000 D.10,000
33. 5cm miliimeetriimeeqata'a?
- B. 50MM B. 0.5mm C.500mm D. 5mm
34. $2t=$ _____ku.
- B. 200ku B.20ku C.2000ku D.80ku
35. 10L_____1500ml jedhukeessattimallattoobakkadhuwwaagaleehima kana dhugoomsu kami? A. < B. > C. + D.=
36. Kanneenarmaabgadiikeessaakamtuyuuniitiiidhangala'oosafaruufgargaara?
- A. miliimeetirii B. miliigiraamiiC.miliiliitiriiD.deesiimeetirii
37. Yuuniitiidhangala'ootaxiqqoota'ansafaruuf nu gargaaru kami?
- A. miliiliitiriiB.liitiriiC.giraamii D. miliigraamii
- 38.2L miliiliitriimeeqata'a?
- A. 1000ml B.2000ml C.20, 000ml D.10, 000ml
39. $3L+500ml=$ _____

- A. 3000ml B.5000ml C.350ml D.3500ml

40. Jaalanneemuccaisheewajjiin 70kg ulfaatti,mucaanisheeqofaatti 6000gm ulfaatte,hangijaalanneehagamii?

- A.66kg B.64kg C.76kg D.62kg

Appendixes E-2: English test for grade four

III. For the following questions chose the correct answer and writ on the blank line

1. _____grade are you in?
A. What B. How C. When D. Where
2. _____were you born?
A. How B. What C. where D. When
3. _____tall are you?
A. When B. What C. How D. Where
4. _____were you born?
A. When B. What C. How D. With
5. The children want love and _____
A. Wear B. help C. go D.eat
6. They want to _____clean clothes.
A. Wear B. go C. eat D. help
7. They want to _____to school.
A. Go B. help C. wear D. eat
8. The opposite of fat is _____
A. Short B. thin C. poor D. young
9. The opposite of weak is _____
A. Old B. happy C. fat D. strong
10. The opposite of happy is _____
A. Fat B. thin C. sad D. young
11. How _____is a liter of oil?
A. A lot of B. much C. many D. more
12. How _____people live in Ethiopia?

- B. Much B. many C. a lot of D. are
13. _____ there any sugar?
A. Is B. Are C. Much D. many
14. We can sweep with a _____
A. Broom B. brush C. saw D. needle
15. We can cut wood with a _____
B. Needle B. broom C. saw D. brush
16. Saba need _____ Camera
B. Some B. a C. an D. with
17. Elleni needs _____ egg.
A. a B. an C. some D. is
18. Abeba needs _____ axe.
A. an B. a C. some D. are
19. The plural form of woman is _____
B. waman B. women C. men D. old
20. The plural form of foot is _____
B. Feet B. Foot C. Foots D. sheep
21. The plural form of sheep is _____
B. Sheeps B. sheep's C. shoop D. sheep
22. Please _____ down students.
B. Give B. Can C. Sit D. Seat
23. _____ the cows some grass.
B. Can B. give C. go D. sit
24. There is a market _____ Saturday.
B. in B. on C. at D. by
25. I _____ to buy a pencil.
A. Need B. want C. needs D. wants
26. The farmer _____ using a plough.
A. are B. is C. aren't D. isn't

Read the paragraph properly and answer question 27-35. Give your answer by circling the letter of the correct answer

My name is ZinashEshet. My mother's name is Genet Chala. I am 10 years old. I was born in June 1988. I live in a village near to Inchini town. I live with my parents. I am in grade 4. My school name is Inchini Elementary School. I am a clever student. I have one brother and two sisters. We go to school together. Our house is near the school. AtoTadesse is my teacher.

27. The paragraph is about_____
- A. Abebba B. Chaltu C. ZinashD.Emebet
28. Zinash is _____years old.
- A. 7 B.8 C.9 D. 10
29. The mother of Zinash's name is _____
- B. Hana B. Gelane C. Genet D. Birtukan
30. Zinash was born in _____
- B. September B. June C. July D. October
31. According to the passage Zinash lives with her_____
- A. parents B. grandmother C. grandfather D. sister
32. Zinash goes to school with her _____
- B. friends B. mother C. father D. sister and brother
33. She is _____students.
- B. weak B. clever C. lazy D. sad
34. Who is the teacher of Zinash? _____
- B. Eshete B. Challa C. Tadesse D. Genet
35. Zinash has _____sisters.
- A. three B. two C. four D. one
36. Zinash lives in _____
- B. BergaB.Holeta C. MugarD.Inchini
37. The butcher man sells _____
- A. Sugar cane B. meat C. Banana D. Orange
38. Flies walk _____dirty things.
- A. of B. at C. on D. from
39. Elephants _____in families
- A. Dig B. use C. live D. drink
40. _____is wearing red skirt?
- B. whose B. who C. are D. with

List of Tables

Table 1

Appendices G: *Respondents by sex, age and service years*

Demographic Characteristics Item
TeachersStudents

<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>Sex</u>	<u>Male</u>	<u>6</u>	<u>43</u>
	<u>Female</u>	<u>8</u>	<u>57</u>
	<u>Total</u>	<u>14</u>	<u>100</u>
<u>Age</u>	<u>22-25</u>	<u>4</u>	<u>29</u>
	<u>26-30</u>	<u>6</u>	<u>43</u>
	<u>31-40</u>	<u>4</u>	<u>29</u>
	<u>Above 41</u>		
	<u>Total</u>	<u>14</u>	<u>100</u>
<u>Service years</u>	<u>5 years and bellow</u>	<u>3</u>	<u>21</u>
	<u>6-10 years</u>	<u>6</u>	<u>43</u>
	<u>11-20 years</u>	<u>5</u>	<u>36</u>
	<u>21 and above</u>		
	<u>Total</u>	<u>14</u>	<u>100</u>
<u>Educational Qualification</u>	<u>12+TTI</u>	<u>2</u>	<u>14</u>
	<u>Diploma</u>	<u>12</u>	<u>86</u>
	<u>BA/BSC</u>		
	<u>MA/MSC</u>		
	<u>Total</u>	<u>14</u>	<u>100</u>

Table 2

Mean difference in mathematics achievement between NGOs school and school supported by government

N	Mean	Std. Deviation	t
80	10.1375	3.73402	0.47
80	9.8375	4.31202	

Table 3

English test result of students in schools supported by NGOs and schools supported by government

N	Mean	Std. Deviation	t	P
80	11.3625	5.61698	.158	.46
80	10.9500	5.80898		

Table 4

Differences between Sire Berga , RejiMekoda, GatiraNabe, and BishanDimo primary schools which are schools supported by NGOs in mathematics achievement

	Sum of Squares	Df	Mean Square	f
Between Groups	157.537	3	52.512	4.228
Within Groups	943.950	76	12.420	
Total	1101.488	79		

Table 5

Difference between Sire Berga , RejiMekoda, GatiraNabe, and BishanDimo primary schools which are schools supported by NGOs in English achievement test

	Sum of Squares	Df	Mean Square	F
Between Groups	520.337	3	173.446	6.684
Within Groups	1972.150	76	25.446	
Total	2492.488	79		

Table 6

Difference between Bubbisa, Maru Chabot, Ula Gora and Addis Ketema primary schools supported and constructed by government in Mathematics achievement test

	Sum of Squares	df	Mean Square	F
Between Groups	173.850	3	57.950	3.378
Within Groups	1303.700	76	17.154	
Total	1477.550	79		

Table 7

Difference between Bubbisa, Maru Chabot, Ula Gora and Addis Ketema primary schools supported and constructed by government in English achievement

	Sum of Squares	df	Mean Square	F
Between Groups	332.850	3	110.950	3.758
Within Groups	2243.900	76	29.525	
Total	2576.750	79		

Table 8

Reliability Statistics

Cronbach's Alpha	N of Items
.708	20

Reliability Statistics

Cronbach's Alpha	N of Items
.808	20

Schools library and classrooms constructed and facilitated by the NGO (WVE)



BishanDimo Primary school classroom and library constructed by World Vision Ethiopia



Reji primary school library and classroom constructed by NGO (WVE)

Schools library and classrooms constructed by the government



Ula Gora primary school library constructed by government



Bubisa primary school constructed by government