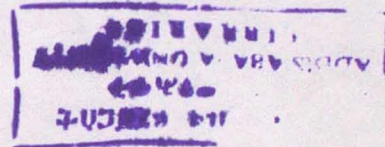


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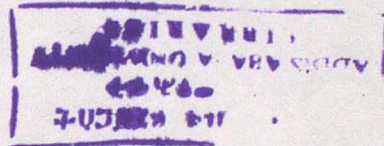


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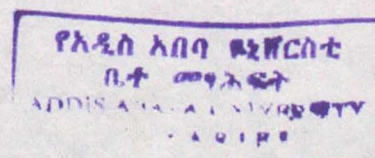
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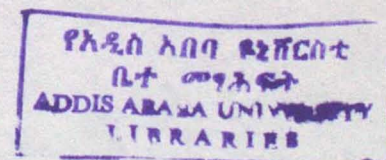


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IN ILLUBABOR ZONE**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
IN EDUCATIONAL ADMINISTRATION**



**BY
BEFEKADU REDATE**

JUNE, 2001

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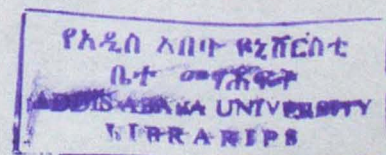
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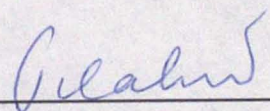
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**This thesis has been submitted for examination
with my approval as University advisor**

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Date of Approval: 30 May 2001

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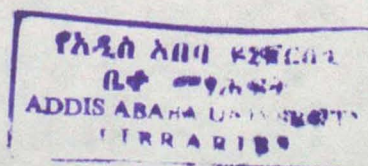
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BEFEKADU REDATE



ABSTRACT

The main objective of this study was to investigate the contribution of MfM Foundation in increasing access to primary education in Illubabor Zone. To conduct this study, a descriptive survey was employed. For this purpose samples were taken from 6 primary schools that were supported by MfM in 6 Weredas. The research study involved four categories of sample population: teachers, students, school principals, Zone Education Department, and Wereda Education Officials and MfM Office officials. Questionnaire, interview and personal observation were the main instruments used to collect the data. Besides to support the study, documents and reports in the MfM Office and Zone Education Department were consulted. Data analysis was made by using statistical tools such as percentage and t-test to identify whether there are differences and agreements in the judgment of the respondents regarding the questions posed on the activities performed by MfM education project.

The results of the findings revealed that MfM has provided support to primary education in three major areas; construction of new schools, renovation and expansion of the existing ones. It was found that the community was involved in the education project carried out by MfM by contributing money, site selection for the schools constructed and in the protection of the projects during and after its foundation.

In addition to this, it was observed from the findings that support provided to primary education in Illubabor by MfM, alleviated the problems of about 11.4 per cent of the children's of the community to get schools near to their villages, chairs and desks and school facilities. On the other hand, it was found out that the major complaint of the community about the out come of the project was, most of the schools constructed, and renovated by MfM do not have fence. Finally, based on the major findings and conclusions drawn, the following major recommendations were for warded to meet the problem under the study.

1. The contribution of MfM in supporting primary education in Illubabor since 1985 is commendable and the people of Illubabor in general and the community around the schools supported by MfM in particular are really grateful. However, the assistance offered by MfM was mainly to the primary schools around MfM's development project areas in certain Weredas. It would be worthwhile if the remaining Weredas in Zone will be included in the MfM education project so that better enrolment might be observed.
2. The major community needs for primary education were addressed in the Weredas where MfM has provided support for primary education in the Zone. Besides children's participation rate was increased showing a positive result. But, the schools constructed need renovation from time to time, and with the increasing number of enrolment, additional classrooms and chairs and writing desks are required. To fulfill these educational requirements, expecting always support from MfM is not everlasting solution. Therefore, the schools, Wereda Education Offices, the community, the Zone Education Department and Oromia Education Bureau together should make a concerted effort in creating income generating activities, increasing community involvement, providing with financial and other school materials and facilities before things go worst.
3. The construction of schools should be based on school mapping, and their sustainability should be included in the written agreement signed between MfM and Zone Education Department.



Acronyms

APNET	African Publishers Network
CIDA	Canadian International Development Agency
CSA	Central Statistical Authority
ESDP	Educational Sector Development Programme
MfM	Menschen fur Mesnschen
MOE	Ministry of Education
NGOs	Non Governmental Organizations
OEB	Oromia Education Bureau
OECD	Organization of Economic Cooperation for Development
PHRD	Policy on Human Resource Development
SIDA	Swedish International Development Authority
TGE	Transitional Government of Ethiopia
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
WEP	World Food Programme

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CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background to the Problem

The development of any country can be viewed in economic, social and political terms. All these are interrelated and very important for national development of a country. As part of the socio-economic development, education is a powerful instrument to national development. In the words of Crabbe in APNET (1999:2) and Agarwal (1977:3) "education offers an appropriate means of acquiring the knowledge, supporting the values and attitudes, and creating the necessary skills for self-reliant development". This entails that, in order to advance national development, countries should strive, as one means, for the expansion and improvement of education, especially primary education that is the foundation of all. That was why many developing countries gave due attention for the expansion of education in the 1960s.

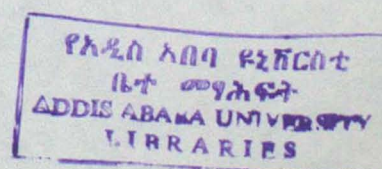
According to UNESCO (1990:7) considerable progress was made in education between 1960 and 1980 in developing countries, in which parents and children shared the view that education would improve their living conditions, and pressed hard for access to schooling. During these decades, primary school enrolment increased by 106 per cent. On average the proportion of children of primary school age who are enrolled in school was 20 to 30 per cent higher in the 1980s than in the 1960s. The substantial increase in the number of children in schools has meant a huge investment in new school buildings, number of teachers and teaching materials. Thus, between 1960 and 1985, the number of teachers increased, and

more than 1.3 million new primary schools were built, representing an increase of 280 per cent. Of course many of these buildings are poorly equipped (UNESCO, 1990: 10-14).

UNESCO (1990: 32-33) states that, " the combined data on enrolment trends and expenditure confirm that, countries at different levels of development are facing very different education problems. Rapid growth in the school-age population of the world's poorest countries and an increase in average expenditure per pupil enrolled create a dilemma." It elaborated further that most African countries have tried to deal with this dilemma by reducing real spending per pupil at all levels. Others have simply not kept up with population, with the unfortunate consequences of large numbers of children out of school, and increasing imbalance between urban and rural areas.

To improve and expand a country's education, adequate human, material and financial resources are highly required. Of these, financial resources play a vital role. The problem of finance has forced developing countries to the search for additional sources of financing education, one of which is external aid.

External aid includes donations and loans at low interest and with long repayment periods, which are granted by funding sources with a view to supporting the development of recipient countries. The source of such aid may be from the state (bilateral aid), or an international organization or community of states (multilateral aid) such as UNESCO, UNICEF, UNITED NATION Development Program, and World Bank, or a private group, foundations or other non-government organizations (Magnen, 1991: 86-87).



The International NGOs financial assistance to the developing countries including Ethiopia is related to development in general and education in particular became significant since 1980s. In providing financial assistance these NGOs differ their emphasis. Accordingly, Magnen (1991: 91-102) pointed out that in the last two decades there has been rapid growth in the number of international NGOs and different development agencies, and contribute particularly in educational projects by providing equipment, salary supplements, technical assistance in the form of experts or training of personnel in the sector, and participating in establishment or enlarge existing institutions or to build new schools, etc. On the other hand, Hall (1986: 12) writes that there are a number of NGOs whose work is related directly or indirectly with primary education at grass root level. There are also NGOs which are backed-up by governments or agencies at international level that take the responsibility of carrying out primary education as a component of development work in order to enhance the economic and social conditions of the poor. In providing financial assistance to education, international agencies gave more emphasis to secondary and tertiary education, in the 1980s. According to World Bank (1990:46) "during 1980s, out of all bilateral and multilateral aid to development, in which 9.2 percent of all aid was allocated to education, more than 95 per cent of the assistance was directed to secondary and tertiary level of education, while primary education remained generally neglected". But, the deep need for improved primary education in developing countries and the substantial cost involved, point to the need for increased international assistance. Therefore, international agencies and NGOs reviewed their policy of providing aid to education in the developing countries, and improved the financial assistance provided to primary education from less than 5 per cent in the 1980s to about 5 per cent at present (UNESCO, 1990).

From the above paragraphs, one can understand that NGOs' contribution in the developing countries to support education in general and primary education in particular is clear. This is true for primary education in Ethiopia.

Many non-profit non-government organizations and private individuals and foundations have been providing financial assistance to education in different Regions and Zones of Ethiopia. Among these, is Menschen fur Menschen foundation which has been financed a primary education project in Illubabor Zone. The contribution however has not been examined to date. This research attempts to study the contribution of MfM in increasing access to primary education.

1.2. Statement of the Problem

For education to play a vital role in Ethiopia's development, improvement in the education system in general and primary education sub-sector in particular has a paramount value. But, enrollment in the primary school was very low in Ethiopia before 1991 G.C. In relation to this, MOE (1999: 1) stipulated that " Ethiopia had the lowest primary school enrollment ratio in the world, with 30 per cent of school age children enrolled, less than half the average for sub Saharan Africa in 1991 G.C." It further explained that, from 1991 -1995 G.C, however, with good management and a shift of a public expenditure from defense to the social sectors and infrastructure by the transitional government, the percentage of primary school age children enrolled in school has begun to increase.

In Ethiopia, the number of primary schools (1-8) grew from 9, 847 in the year 1988 E.C., to 11,051 in the year 1991 E.C. Enrolment increased from 3,787,919 to 5,702,233 for the same

year. In the year 1992 E.C., the number of primary schools (1-8) reached 11,490 showing an increase of 3.8% per cent, and enrolment reached 6,462,503 showing an increase of 11.8 per cent from the year 1991 E.C. (MOE, 2000). According to MOE (2000:4) "the gross enrolment ratio for both cycles of primary education (1-8) at national level was 51 per cent". This means that 49 percent of the school age children are still out of schools. The increase observed in the number of schools and enrolment from 1988 E.C. to 1992 E.C. was due to great emphasis given by the central and regional government to expand and improve primary education.

However, as indicated by Ayalew (2000: 103 - 104), "despite the increased effort made by the government to expand primary education, the provision of education at this level is very low". He goes on saying that this small size education has never been evenly distributed among regions, sexes, and rural and urban areas. Although the government has tried to improve the situation, very low participation rate of school- age children at the primary level is one of the problems that the education system in Ethiopia faced. Besides expanding access to particularly primary education is one among the challenges facing the system? All regions and Zones in Ethiopia have problems of educational access to primary education at present. This is particularly seen in Illubabor Zone.

Illubabor is one of the Zones of Oromia Region found in Southwestern part and have a population of approximately 847 thousand and forty eight (Central Statistical Authority, 1996: 308). The gross enrolment ratio for the primary level is 45% for rural and 185% for urban Illubabor. The number of primary schools found in Illubabor is 45 in the urban and 306 in the rural (Oromia Education Bureau, 1999: 4-38).

The Education Statistics of Oromia Education Bureau (1999) shows that there is great difference between rural and urban primary school enrolment ratio. The rural enrolment ratio for primary school is low by more than 100 percent compared to that of urban. This shows that the serious problem of education and unequal distribution of educational opportunity between rural and urban children in the Zone.

To overcome the problems of educational access and equity in distribution in the Zone, with limited national budget of the government has become difficult. To alleviate these difficulties, MfM foundation has been operating in financing education project in Illubabor since 1977 E.C..

1.3. Purpose of the Study

The purpose of this study is to investigate the contribution of MfM in increasing access to primary education in Illubabor Zone. Thus, in the study, the researcher looks at the schools constructed by MfM, their location school materials and facilities, teaching aids and materials, and furniture and equipment. Accordingly, to meet the objectives of the study, the following basic questions are to answered.

1. Does MfM Construct the Primary Schools based on school mapping?
2. Has MfM education project reduced the inequalities in enrolment between rural and urban children? Boys and girls ?
3. Has MfM supplied the schools constructed with sufficient teaching-learning materials, facilities, and furniture and equipment?
4. What percent has MfM contributed to the Regional participation rate?

1.4 Significance of the Study

The study thus, is significant for the following reasons.

1. The study may encourage higher authorities, educational policy makers and planners, educational leaders and officers, to give due attention to improving the intervention with NGOS in the Provision of support to primary education
2. The study enriches the literature pertinent to education project and help in providing additional information and document base for researchers in the future.
3. The study may help MfM and other NGOS that support primary education, to evaluate and improve their activities.

1.5. Delimitation of the Study

The study is delimited to Illubabor Zone. The delimitation has been made because most of MfM education projects are found in this Zone and have been in operation for fifteen years. The study is also delimited to twenty-four primary schools in the Zone that are supported by MfM from 1985- 2000.

1.6. Limitations of the Study

The most serious limitation to the study was lack of sufficient literature on MfM's development projects in Ethiopia, particularly concerning education, which forced the researcher to depend mainly on documents and reports on education projects in the MfM office and Zone Education Department.

Lack of transportation to some rural schools was another limitation that obliged the researcher to go on foot.

The above-mentioned problems hindered the researcher to collect the data and make the analysis within the planned time frame, and submitting the first draft copy of the study to the advisor on time.

1.7. Research Design and Methodology

For the purpose of this study, a descriptive method of research was employed on the assumption that it could help to reveal the existing situation of the contribution of MfM in supporting primary education in Illubabor.

1.7.1. Population and Sampling Techniques

There are twenty-four primary schools that are supported by MfM in Illubabor. Accordingly, out of the twenty-four primary schools, 6 (25 per cent) were selected. The selection was made using simple random sampling from 6 weredas and purposive sampling procedure was used to select the weredas because most of the schools are found in these weredas.

The sample schools that were considered as the subjects of the study are presented in the table below.

Sample Primary Schools by Level and Wereda.

No.	Schools	Level	Location (Wereda)
1	Abune Petros Primary School	1-8	Mettu
2	Dupa Primary School	1-8	Darimu
3	Goma Primary School	1-8	Alu-Bure
4	Guji Primary School	1-4	Chora
5	Kochi Primary School	1-4	Alle-Diduu
6	Yayu Primary School	1-8	Yayu-Urumu

The subjects of the study comprises four groups of respondents:

1. Students
2. Teachers
3. Educational Officials (School principals, Wereda and Zone Education Offices Officials), and project managers in the MfM Office at Zone.
4. Focus groups in the Community around the sample schools.

Accordingly, for student and teacher respondents, simple random sampling technique was used and to ensure the representation, 10 percent of the students, and 30 percent of the teachers were included in the sample. Purposive sampling technique was employed to select focus groups to get the opinion of the community around the sample schools, in a way possible to obtain the required information. Accordingly, 5 people from each sample weredas were taken, and a total of 30 people were selected. Finally, all school principals, Wereda and

Zone Education offices officials, and project managers in the MfM office at Zone were included in the study because of their manageable size.

1.7.2. Data Gathering Tools And Procedures

The data for the study is obtained from primary and secondary sources. In primary sources, documents and reports in the MfM office at Zone, Zone Education Department and the sample schools were consulted. On the secondary sources, relevant books, educational abstracts and journals on educational access, educational expenditure and projects, and international NGOs and other NGOs experiences in developing countries were consulted to support the study as a basis. Two sets of questionnaires for teachers and students of grade 5-8 with two types of question items (both closed and open ended) were used in this study. The questionnaires were drafted using the insights gained from the review of related literature. It was prepared in English and translated in to Afan Oromo and administered to teachers and students in the sample schools. (See annex 2).

To obtain additional information and evidence for the study, structured interview schedule was prepared and conducted with those in charge of Zone Education Department, MfM's office at Zone, Wereda Education offices, and principals in the sample schools. Unstructured interview was employed for students of grade 1-4, to get their opinion since it is difficult for them to fill in the questionnaire and give relevant information. Besides focus group discussion was conducted with a total of 30 people (5 people each from the community around the sample schools).

The questionnaire and interview schedules were reviewed by experts in order to identify vague and ambiguous items, and to test for language clarity and relevance of question items. In addition, they were tried out in three of the sample primary schools in Illubabor Zone. The questionnaire was distributed among 353 teachers and students in the six sample schools. Accordingly, a total of 353 respondents: 49 teachers and 304 students filled in and returned the questionnaire prepared for this study and a return rate of 100 percent was achieved.

1.7.3. Data Analysis

The types of data analysis used in this survey study were quantitative and qualitative in nature. Quantitative data analysis was used for those observations that readily lend themselves to numerical representations. Whereas qualitative data analysis was employed for data such as notes from observations and unstructured interviews, tend to be less easily summarized in numerical form. In analyzing the findings of this study, percentage, and t-test were used so as to identify significant difference and agreement of the respondents on the contribution of MfM in primary education project supported.

1.7.4. Variables Included in the Study

In this study primary education project is the independent variables and the dependent variable are access to basic education and the contribution of MfM in increasing access to primary education.

1.8. Definition of Terms

The following relevant terms are used through out this study and their operational meanings are given here under.

- Accessibility: is that proportion of the children who have got access to schooling and the total population of the official school admission age (Tegegn, 1996: 3)
- Development is a process by which societies change so that they are able to meet the basic needs of their population, in the long term and is based largely on indigenous resources and values (CIDA, 1986:8).
- NGOs : are private, professionally staffed, non-membership and intermediary development organization; found on the basis of a commitment to an alternative, more democratized and inclusive development; and created on the ground that "popular organizations were too weak or too repressed" to carry forward alternative development strategies (Bebbington, 1997). In this study, the term NGO is used for private foundation.
- Outcomes: The effect or result of the activities and outputs (World Bank, 2000).
- Participatory Approach: are designs, procedures and methods of planning, implementation and evaluation that are built upon the

active involvement of the would-be beneficiaries of programmes and projects (Bhola, 1992: 303).

Primary School: in this study primary school refers to schools having grade 1-4 , 1-6 and 1-8 in MfM education project.

Project: a set of investment and other planned activities aimed at achieving specific objectives within a pre-determined time frame and budget (Magnen, 1991: 14).

Resources: in the context of education - are the vital inputs in terms of materials, human and financial needed to effectively conduct instructional activities at all levels of the education system (Mbamba, 1992: 152).

1.9. Organization of the Study

This study has four chapters. Chapter one deals with the problem and its approach which embodies, background to the problem, statement of the problem, significance of the study, delimitation of the study, limitation of the study, research design and methodology, population and sampling techniques, data gathering tools and procedures, variables included in the study, definition of terms used, and organization of the study. Chapter two focuses on the review of related literature. The third chapter treats the presentation and analysis of the findings. The last chapter deals with the summary, conclusions and recommendations of the study.

CHAPTER TWO

Review of the Related Literature

2.1. An Overview of Primary Education in Developing Countries

In pre-modern societies, there were schools and institutions, like Bible schools, Koranic schools, etc., for the socialization and education of the young. In the life of modern state, going to school as the prime means of acquiring education has become almost every where a familiar and necessary part of growing up and playing an active role in the society.

However, the school as a formal institution for acquiring specific and universally valuable skills at base, functional literacy and numeric got an acceptance in most parts of the world in the twentieth century. The global expansion of schools and schooling has reached its height within the last thirty years. In the developing countries, the main period of the expansion occurred in the second half of the twentieth century, particularly in the three decades after Second World War (Gould, 1993; Woodill, Bernhard and Prochner, 1992).

Between 1960 and 1980, primary school enrolment increased by 106 percent. On average the proportion of school age children who were enrolled in school was 20 to 30 percent higher in the 1980_s than in the 1960_s. The increase in the number of children resulted in new school buildings required teaching-learning materials and trained teachers that required a huge investment. But, many of these buildings are poorly equipped (UNESCO, 1990, Colclough, 1996).

UNESCO (1990:29-38) wrote that "since 1980, however, average annual rates of growth in primary enrolment dropped dramatically". It further elaborated that while some countries managed to increase enrolment rates in the 1980s, many poor countries are still far from universal primary education, and some are even slipping backwards. According to UNESCO'S explanation, poverty, disparities between urban and rural areas, boys and girls, and different religious or ethnic groups, all help to determine the rates of educational participation in developing countries. As observed by UNESCO from studies in different developing countries, because of the extent of regional and other disparities, on average, in all developing countries, 25 percent of all school - aged children and 40 percent of girls are not in school (UNESCO, 1990: 29-38). This shows that a large number of children in all developing countries have very low access to schooling, and do not able to get equal educational opportunity to particularly primary education which is one of the basic children's right.

There is a strong belief that all children are born equal and should have equal access not only to the knowledge and culture of their own people, but to the knowledge and culture of all people and that they should group as equal citizens of their country as well as the world as a whole. But, as one can understand from the foregoing paragraphs and from what different writers pointed out concerning children's enrolment, million of children, especially in the developing countries are still unable to exercise the right to education.

As indicated by UNESCO (1979: 78) "the major barriers that hindered the child's right to education in the developing countries include: social, economic and family environment which tend to create inequalities of access to education". According to UNESCO'S elaboration, from the economic perspective, poverty prevents the government from setting up

a sufficient number of schools providing education of high standard. It also makes it impossible for families to pay school fees, the cost of books and school materials. This is a great problem for the families as well as the government in developing countries to provide education to children.

Most education in the developing countries is provided by the state as a direct charge on government expenditure. Inevitably, poor countries will spend less in absolute terms on education. As estimated by UNDP in Gould (1993: 51) "in 1991, the education expenditure amounts to 3.7 percent of GNP for the developing countries taken as a whole. The average expenditure for Sub-Saharan Africa is 3.8 percent of GNP". This showed that government expenditure on education in developing countries was low.

From the social and family context, even when schooling is completely free of charges, families do not send their children to school when their work contributes to the family income. Besides since many of the parents are illiterate, they do not provide their children with a background conducive to schooling. In general, every child is born to a family whose social, economic and cultural conditions exercise a strong influence on his development and largely determine his physical, intellectual and emotional growth. Therefore, the social, economic and cultural variations are reflected in the provision and utilization of education facilities. In relation to this, UNES'CO (1979: 78) asserted that "from the studies on utilization of educational facilities in a given community, for example, variations in family background have a serious effect on children's access to education". From this, it is possible to assume that, in such a condition it is very difficult for children to get even basic education, which is the initial instrument for learning.

Basic education for all is, the first priority of the international community today. Most governments can make great efforts to achieve the target of basic education for all. Thus, dramatic progress in primary enrolment ratios in most countries were consequences of priority given to primary education, and the allocation of large share of budgets for the purpose in the 1980s. However, temporary decline in economic prosperity and budget cuts reduced the resources available for primary education, where stagnation and even decline in enrolment ratios were observed (UNESCO, 1990: 115). The decline in enrolment was more serious in girls than boys in the developing countries.

Although the access of girls to primary education has improved since 1970, there is still gap between female and male enrolment, which has not diminished in all developing countries. Thus, the education of girls must become government's policy priority (UNESCO, 1990: 105, Mancini, 1995: 5). The problem of girls access to primary education in particular and that of children in general in the developing countries became serious, and requires the support of the international community. Hence, due consideration was given in the World Education Forum to strengthen Universal Primary Education.

As stated on Educaid (2000), the World Education Forum convened by UNESCO, UNICEF, the World Bank, the UNDP and UNFPA in Dakar has reviewed the agreement of Jomtien Conference on Education For All (EFA) in Thailand, concerning the goal of basic education for all children and adults by the year 2000. Accordingly, the Forum noted that, although significant progress has been made in many countries, in the year 2000, more than 113 million children still have no access to primary education with gender discrimination continues to permeate education systems. It suggested that accelerated progress is necessary particularly in

Sub-Saharan Africa. Thus, the participants at Dakar committed themselves to ensure that all children get a free and compulsory primary education of good quality. Above all, they also seek to achieve a 50 percent improvement for women, and obtain gender equality in education by the year 2015. Moreover, the participants suggested that, all states shall develop national plans of actions by 2002 at the latest, and a global initiative will develop the strategies and mobilize the resources needed to provide effective support to national efforts. They also emphasize that if developing countries demonstrate the necessary political will to achieve the goals, the international community will guarantee the necessary allocation of resources.

To sum up, from the literature on primary education in developing countries, one can understand that though the enrolment rate increased rapidly in the years between 1970_s and 1980_s, it showed a decline since 1980. Despite the efforts made by developing countries to provide primary education to their citizens, millions of children at present still do not get access to education. Besides the educational disparities between urban and rural, and boys and girls continues to be a pervasive phenomenon in most developing countries.

In addition, due to the economic crisis and budget constraint, developing countries allocate a very small share of their budget for the primary education sub-sector. Therefore, with these hosts of problems at hand, increasing primary school enrolment and ensuring equal educational opportunity to all is a difficult exercise for developing countries.

To improve the current condition of primary education and increase access for the large number of boys and girls who do not get the opportunity, developing countries must give priority and due consideration to primary education. To fulfill this purpose, governments of

these countries should devote themselves by coordinating efforts, mobilizing the available human, financial and material resources and creating strong co-operation with private sectors, NGOs and international community.

2.2. Primary Education in Ethiopia

2.2.1. Background

The history of education in Ethiopia dates back to the 4th century A.D. when traditional church education was provided with the only church schools in the country (Teshome, 1979). Following the conversion of large number of people from Christianity to Islam in the 16th century A.D., Islamic system of education was developed and the teaching of Quran was started (Teshome, 1979).

In the words of Teshome (1979: 12) "though the church and muslim schools are criticized for the traditional methods of teaching that stress the memorization of the church and muslim literature, they have played the vital role of providing literacy to many children".

Modern primary education in Ethiopia started in 1908 when Emperor Menelik II opened the first government primary school in Addis Ababa. This marked a significant event in the history of modern education in the country (Ayalew, 2000: 95). A short time after the opening of the first school, in the prewar period, Menelik himself opened three more schools in the provinces. Although the regional governors started opening schools, the development of the schools was very slow (Gebreselassie in Ayalew, 2000: 95). Besides due to the influence of the clergy, the few schools established never aroused the attention of the people and interest of the youth (Teshome, 1979: 31). With the Italian occupation of the country in 1935, the existing schools were closed and all the educational materials were damaged.

Besides the few pre-war educated youngsters were cruelly killed. Upon the time of liberation in 1941, there were no schools, no teachers and no educational materials in the country. Moreover, shortage of educational personnel was the major problem that the country faced during this time. To address the manpower need of the country, the Ministry of Education was established in 1942. A board of education formed in each region to promote expansion. Furthermore, to assist government efforts, private and voluntary organizations were encouraged to open schools (Ayalew, 2000:96). As pointed out by MOE (1984) cited in Ayalew (2000:96) by the end of the decade in 1950 there were 540 schools of all types.

In 1951, a five year plan was prepared to offer wider educational opportunity, but only little was achieved because due consideration was given to producing educated personnel in order to address the manpower need of the country. In 1974 when the revolution was broke out, only 15.3% of the school age children were attending primary schools in the country (Ayalew, 2000: 96).

When the Provisional Military Administrative Council (PMAC) seized power in 1974, it took a number of measures concerning education. Accordingly, on December 20th, 1974, it formally announced that citizens get free and basic education. Henceforth, the Ministry of Education readjusted its priorities and goals towards the provision of universal primary education, improvement of inequalities in access, considerable increase in the participation of girls and women in the education programmed, introduction of new curriculum, and new content for education which will be more relevant to the needs of the population.

Based on the above-mentioned objectives and goals, considerable expansion of schools and enrolment were seen between 1974 and 1984 (Ayalew, 2000:97). Thus, " as indicated by Ayalew (2000:97) the number of primary schools was increased from 2, 759 in 1974 to 7, 096 in 1984. The number of primary school students had also grown from 859, 831 in 1974 to 2, 497, 114 in 1984. Besides the number of primary teachers increased from 18, 644 in 1974 to 46, 622 in 1984". Ayalew goes on saying that after the mid 1980s, however, enrolment decreased at the primary level. The decreases in enrolment in the 1984/85 are partly the consequence of the draught and the population movements. The decrease in enrolment in the late 1980s is mainly because of economic and political reasons connected with the war that was going in the country. From this one can understand that improvement in primary enrolment; number of schools and teachers was seen during the military government regime in the years between 1974 and 1984. But enrolment at primary declined after the Mid 1980s up to the downfall of the regime.

Following the downfall of the Military government and the coming to power of the then Transitional Government of Ethiopia in May 1991, a New Education and Training Policy was declared in April 1994. Thus, a change in structure, curriculum and management has been made and now the Education policy is on use through out the country (Ayalew in Fellner, 2000: 97-102).

2.2.2 Current Status of Educational Provision

Enrolment in primary level (1-8) has reached 5, 702, 233 for the years between 1988 and 1991 E.C., out of which 2, 157, 910 were girls. In 1992 E.C., there were about 12, 683, 585 primary school age population between the ages seven and fourteen, of which 6, 462, 503

were enrolled in both cycles of the primary education (grade 1-8). The gross enrolment ratio at national level is 51%. When it is seen in terms of sex, the gross enrolment ratio is 60.9% for boys and 40.7% for girls. In comparison with the 1991 E.C. enrolment, the national growth rate is higher by 5% in 1992 E.C., while the primary school age population has grown by 1.9% for the same year. At national level, the average growth rate for the last (1988-1992 E.C.) is 14.3%. Besides the number of primary schools (grade 1-8) increased from 11,051 in the years between 1988 and 1991 E.C., to 11,490 for the year 1992 E.C. with average annual growth rate of 3.9% (MOE, 2000: 4-6).

Concerning urban-rural disparity in enrolment, rural areas accounted 68% of primary enrolment whereas urban areas accounted only 32% in 1992 E.C. As to the proportion of girls and boys enrolment in urban-rural primary schools, 45% of girls and 55% of boys were enrolled in urban primary schools while 36% of girls and 64% of boys were enrolled in rural primary schools for the same year (MOE, 2000: 8).

The gender disparity index (the ratio of female to male enrolment ratio) presented by MOE shows that in 1992 E.C., the GPI is 0.7 at national level, which indicates that girls participation is lower than boys. This is true for all regions except Addis Ababa which is positive in this respect. The GPI for Oromia, Somali and SNNPR is 0.5 which points out the largest disparity between male and female enrolment (MOE, 2000: 7-8).

From the foregoing paragraphs, we can understand that, though enrolment in primary and the number of primary schools showed an increase over the 1995 - 2000, there are still 6, 221,

082, or 49% of primary school age children between the ages seven and fourteen who have no access to education at the end of the 1992 E.C. school year.

2.2.3. Financing Primary Education

In Ethiopia, the total budget allocated to the education sector in general was increased from 1.383 billion Birr in 1988 E.C. to 2.304 billion Birr in 1992 E.C. showing significant increase within five years. Out of the total education budget, 60 percent was allocated for primary education in 1992 E.C. (MOE, 1999: 11, 2000: 16),

However, as indicated by Kuma (1996:IV) "the allocation of budget for primary education at regional level varies from region to region. This means that after the budget was allocated to each region nationally, some regions allocated on average, others allocated below or above average of the budget allocated at national level". He further explained that, the budget allocation per enrolled student in primary school is high in some regions and low in others. The explanation for this variation in budget allocation is regions which have highest percentage of enrolment, spend much of their total budget on recurrent costs while those with a small student population spend more on capital infra-structure . Most of the budget allocated on recurrent costs is not used to improve the teaching learning activities, but used for salaries. In relation to this MOE (1999: 12) writes that "regions spend 70% of their annual recurrent budget on salaries". This shows that though the large share of education budget is allocated to primary education, it cannot be considered high when compared with the size of enrolment and teachers serving at primary level.

Although the central government has increased education budget in general and that of primary education in particular over the last five years, and tried to increase access, especially with the aim of providing equal educational opportunity for rural and urban primary school age boys and girls, it is impossible to meet the objective of providing equal educational opportunity to its citizens due to inadequate public fund.

Moreover, as it is observed from the application of the first five-year program of ESDP (1997/8 - 2001/2) in which primary education is given priority, it is difficult to implement the ESDP program. This is because, with the increasing number of school age population, new school construction with its corresponding facilities will increase every year. This is a challenge to the government, which requires an increase in public finance. Therefore, additional support from donors is needed to achieve the purpose (MOE, 1999: 11). Thus, the central government got support for the ESDP programme from multilateral and bilateral agencies, and international NGOs. Accordingly, to assist the efforts being made by the Ethiopian government, multilateral agencies like: UNDP, UNESCO, UNICEF, WFP and AfDB, and bilateral agencies like: USAID, DfID and SIDA have been providing support to the ESDP programme at national as well as regional levels (MOE, 1999: 26-31). In a similar way, countries such as German, Ireland, Finland and Japan have been assisting the ESDP programme (MOE, 1999: 26-31).

In addition to the agencies mentioned above, MfM foundation has been offering support in financing education projects in some Zones of Ethiopia such as: Merabete, Harar, Maichew in general and primary education project in Illubabor in particular (MfM, 1996).

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2.2.4. Major Problems and Challenges

Even though new schools are built and more children are enrolled, the primary education sub-sector has immense problems. These include: while enrolment has increased, the participation rate of school aged children is still low; there is great rural-urban disparity in enrolment which indicates the prevailing inequalities of access to education; the enrolment ratio of girls are very low than boys in rural-urban and primary level in general, which shows the low access girls have to education (MOE, 2000: 4-8).

From the above paragraphs, one can understand that alleviating the major problems and challenges facing the primary education sub-sector and thereby promoting educational opportunity for children of the age cohort, require high commitment of the Federal and regional governments in creating coordination among different sectors of the population, and involving private sectors and internal and external welfare organizations to provide support for the primary sector.

2.3. Primary Education in Illubabor Zone

2.3.1 Educational Provision in Pre and Post-Revolution Periods (1966-1974 E.C.)

Even though a compiled data that provides full information on primary education in the pre-revolution period is not available, it is important to start with the partially available data of 1966 E.C.. This helps us to see the general picture and status of primary education in the pre-revolution periods.



When the revolution was started in the country in 1966 E.C., there were only 69 primary schools (1-6) in Illubabor. The total number of students enrolled was 24,867. However, since the inception of the 1966 E.C. revolution, rapid expansion of schools was took place in the former region of Illubabor (REGIONAL EDUCATION OFFICE, 1976: 33).

In the post-revolution period (1966-1974 E.C.), the number of primary schools grew from 69 in the year 1966 E.C. to 238. Enrolment increased from 24,867 to 98, 107 which showed a 294% growth. Out of the total enrolment, the number of girls enrolled was 36,891 which indicates a 38% of girls participation rate for the period. From these years on wards enrolment continued to increase significantly. Accordingly, between the years 1980 and 1986 E.C. there were 210, 781 (69.4%) boys and 139, 367 (30.6%) girls enrolled in 310 primary schools (grade 1-6) of urban and rural Illubabor (Zonal Education Office, 1987 E.C.).

2.3.2. Current Status of Educational Provision

In the years between 1987 and 1990 E.C., there were 68027 boys (66.8%) and 33811 (33.2%) girls enrolled in 347 primary schools (grade (1-6) of urban and rural Illubabor. In 1991 E.C., there were 119, 417 students who enrolled in 351 primary schools (grade 1-8) for both rural and urban areas. The gross enrolment ratio was 45% for rural and 185% for urban. Regarding the proportion of girls and boys at primary level, it was 42% for girls and 77% for boys. The ratio of girls to boys in urban enrolment was 217% for boys and 152% for girls while rural enrolment was 61% for boys and 29% for girls. The gross enrolment ratio for the Zone was 59% (Oromia Education Bureau, 1999: 4-36).

In 1992 E.C., the gross enrolment ratio was 63% for boys and 36% for girls in rural, and 251% for boys and 170% for girls in urban Illubabor. The gross enrolment ratio for the Zone was 65%, (Oromia Education Bureau, 2000). From the above paragraph, one can understand that although enrolment increased and the gross enrolment ratio for the Zone grew by 6% from the 1991 E.C. enrolment, there is great difference between rural and urban enrolment. The rural gross enrolment ratio for boys and girls was very low compared with the urban enrolment. This indicates that the very low rural children participation in primary education.

Furthermore, there is high gender disparity in enrolment. The proportion of girls was below average for urban enrolment, rural enrolment and at primary level in general. This shows that by all comparison, girls participation in primary education in Illubabor is very low, and it is more serious, especially for rural areas.

2.3.3. Factors Affecting Children's Access to Education

Various factors hinder children's access to education. The major ones are discussed below.

2.3.3.1. School Location

Distribution of schools must be closely tied to the concentration of the population. Where there is a mismatch at the aggregate scale, disparities will become apparent through comparison of enrolment rates. Some schools may be not appropriately located so that some children live too far from a school or there may be not sufficient places available within an area even though children live near a school. This is due to lack of school mapping while schools are constructed, which is the major problem of children's access to education in most

developing countries including Ethiopia (Gould, 1993). Similar problem is encountered children at primary level in Illubabor.

In addition, Gould (1993) wrote that "a case study conducted in some developing countries on the nature of distance for schools, there is an over whelming general picture of a sharp distance between settlement distribution and the location of schools in most developing countries which requires that range of a school to be established based on a planning criterion or school mapping". This is true also for Ethiopia in general and Illubabor in particular.

In Ethiopia in general and Illubabor Zone in particular, the limited number and location of primary schools is a problem for many children who must travel 5-10km (one way) each day to reach these schools. This is a major concern of security problem, especially for smaller children and girls, which hindered them from getting access to education (MOE, 1999:2). Moreover, long distances and long journey times raise the opportunity cost of not sending a child to school by parents. This means that where children make a regular and substantial contribution to the every day activities of the household such as: fetching water, cooking, looking after cattle, weeding or other economic activities, the time spent in school and going to school be weighed against these, and the benefits of not sending children to school may be sufficiently high to persuade children and their parents (Gould, 1993: 98-99).

From the above explanation, one can argue convincingly that sufficient number of schools should be available relatively and located properly in such a way that they can serve well the children for whom they are intended. This is in order to create the shortest possible distance between schools and the children's homes, and to enable them get sufficient places in the

schools near to their living areas. Besides the proper allocation of schools provides solution to those parents and children who prefer working household activities than the time spent in school and going to school as a result of long distance.

2.3.3.2. School Facilities

In addition to buildings, schools need to be supplied with the necessary facilities such as water, latrines, libraries, pedagogical centers, etc. in order to provide full services for children. The availability and appropriate location of school facilities are essential, particularly for primary level of education where physical proximity is a major factor determining enrolment (World Bank in Gould, 1993: 95). School facilities are instruments to arouse interest in students and absence of these facilities has negative impact on children's access to education.

In Ethiopia, Illubabor is included, concerning school facilities, such as: water, latrines, clinic, libraries and pedagogical centers, the data collected from schools by MOE (2000: 17) revealed that "in 1992 E.C., except the pedagogical centers, most of the primary schools do not attract students". This shows that lack of these facilities has adverse effect that likely affect children's attendance and enrolment.

2.3.3.3. Family Income and Educational Background

Income level of the family is one of the main determinants of children's access to education. For high-level income families, it is possible to provide their children with sufficient food, the necessary books, learning materials, clothes, and pay school fees, so that they can send them to school without doubt. But, for low-income families especially the poor ones in the developing countries including Ethiopia, in general and that of Illubabor in particular, it is

difficult to pay school fees to their children and provide them with adequate food. Even when education is free, the costs of clothes, books and other learning materials also may put financial burdens on families, which forced them not to send their children to school. Besides poor families who have many children are obliged to send one or two of them to school within their difficulties and the chance of the remaining children may be helping their parents working household activities (Mulate and Zewdie, 1996: 8, MOE, 1999: 2).

Educational background of the family is an important factor for children's access to education. Educated parents are more likely to educate their children and thus send them to school than uneducated ones in developed countries (Mulate and Zewdie, 1996: 8).

In developing countries including Ethiopia, since many of the parents are illiterate, they do not appreciate much the education of their children and therefore, they do not send them to school. Moreover, being illiterate, parents are unable to provide their children with a conducive background to schooling (UNESCO, 1979: 79).

The foregoing paragraphs assert that children's school enrolment is highly influenced by the income level and educational background of the family. Children's from high income and good educational background family have high opportunity for education whereas children's from low income and poor educational background family have low opportunity for education. This is particularly the case for low participation rate of rural children in Illubabor.

2.3.3.4. Cultural Factors

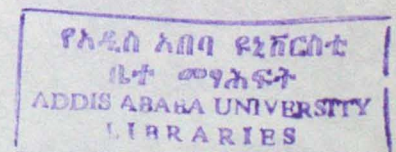
Cultural factors mainly affect girls access to education. In many developing countries including Ethiopia, girls are expected to contribute to child care or household tasks rather than to go to school. Besides many poor families consider the education of girls as a low priority, compared to the education of sons, which is regarded as an investment for security in old age. Early marriage, child bearing responsibility, and unwillingness of families to permit girls to travel are socio-cultural factors that cannot be easily removed, and thus prevent girls from going to school (UNESCO in Mulate and Zewdie, 1996; MOE, 1999 and Ayalew, 2000).

Further more, in some parts of Ethiopia, early marriage has equal negative effect on boys and girls. A study was conducted by Anbesu and Junge (1988) as cited in Mulate and Zewdie (1996: 15), to examine factors influencing primary school participation and performance in Dar Awraja, Gojjam. The study revealed that, out of the ten percent of school age children between the ages seven and sixteen that were enrolled in Bahirdar primary schools, nearly 15 percent of boys and 18 percent of girls were promised for marriage, married or divorced. By grade four, nearly a fifth of the girls were engaged, married or divorced with the proportion increasing to one third by grade six. From this one can conclude that the tradition of early marriage is a major factor influencing parents' decision to send a child to school. This is one of the problems that girls in rural Illubabor has in education.

2.4. NGOs and Development

2.4.1. Development

Development is a main concern of all societies irrespective of whether they are rich or poor. But, all societies differ in the areas of their needs and objectives for development. Hence, the



term development is a broad concept and has different meaning for different societies. As Forjalla (1993: 2) wrote:

Development, unfortunately, is a fairly elusive or ambiguous concept that assumes different meanings depending on the context in which it is used. Common to all, however, is the implication of highly valued or positive change in a specific direction.

CIDA (1986:8) defined development as "a process by which societies change so that they able to meet the basic needs of their population, in the long term and is based largely on indigenous resources and values". The definition depicts that development is a continuous process of transformation of societies using their natural resources and values to a great extent, which enabled them to fulfill the basic needs of their people in the long period of time.

According to Rogers in (1986: 121) development is defined as:

Widely participatory process of directed social change... intended to bring about both social and material advancement (including greater equality, freedom and other valued qualities) for the majority of the people through their gaining greater control over their environment.

This asserts that development is an intended social change process aimed at bringing social and material progress, through large participation of users, and thereby ensuring most of the people to have equal chance to be considered, right and other respected general excellence.

Punnett (1995: 112) defines "development as meeting the needs of people and improving society".

Though the above mentioned authors defined development in different way using different context, their similarity rests on the intended change directed towards the improvement of the society by fulfilling the social and material needs of the people.

Development is a vital issue for the people of the developing countries, since they encounter major problems in the living conditions of the society. Lack of advancement in technology, low level of economy and human resources development are the major development problems of these countries. The majority of people in these countries, do not even get the basic necessities for life. Besides there are great inequalities among the population in their living standards. Further more, poverty remains to be present and perceived every where in most developing countries. Malnutrition, unsafe housing, insufficient access to basic health and education facilities, in secured and worse paid jobs are the conditions of life of very large proportions of people in low-income countries (OECD, 1988: 50). Therefore, these host of problems together with the continuing substantial increase in the number of population have strong impact on the whole development process, so that it is difficult to bring about definite improvement for the people in most developing countries. As a result, these countries required strong financial and technical support to carry on development programmes.

To assist development programmes in the developing countries including Ethiopia, NGOs have been participating in the development process since 1980s. International NGOs or funding agencies such as World Bank, UN agencies and other NGOs such as charitable and private foundations played an important role regarding development programmes, in providing great support in the form of finance, technical assistance investment in economic projects, agriculture and community development projects, water and power development

projects, human resources development projects, health and education (OECD, 1988: 156-158).

These agencies do not only assist these countries for broad-based sustainable and equitable development, but they also specified development assistance priorities for the year 1990s . According to the agencies, among the central requirements which call for new and more determined emphasis in the orientation of development assistance programmes, education is given high regards in the developing countries, not only for its contribution to improved quality life, but is also indispensable for long-term development (OECD, 1988: 53-54).

Though, NGOs made great contribution in enhancing development programmes in the developing countries since 1980s , there are arguments for and against by different writers concerning the assistance provided by them. One view holds that foreign aid is not necessary and beneficial to developing countries. It sees foreign aid as harmful to the interest of the majority of the population of the developing countries. This view as depicted by Magnen (1991: 89) derives from the dependency theory of international economic relations, according to which the developed economies find it in their interest to perpetuate or even create the under development of the poor nations.

Hancock (1995) in Taddelle Hagos (1996:20) states that the ugly reality is that most poor people in most poor countries most of the time never receive or even make contact with aid in any tangible shape or form; whether it is present or absent; increased or decreased, are thus issues that are simply irrelevant to the ways, in which they conduct their daily lives. He further argues that the multi-billion dollar financial flows involved have been shaken up

through the procurement of over priced and irrelevant goods that must be bought in the donor countries, filtered again in the deep pockets of hundreds of thousands of foreign experts and aid agency staff, skimmed of by dishonest commission agents, and stolen by corrupt ministers and presidents, there is really very little left to go around.

The second view holds that foreign aid is necessary and essential ingredient in the development process. Phillips (1973:45) wrote that "foreign aid is required only at those points when it is necessary to supplement the national effort by providing resources which cannot be made available domestically."

In a way of summary, although some writers believe that foreign aid is harmful for developing countries development, and some others believe that it is useful, some writers like Phillips (1973), and Magnen (1991:91) argued that foreign aid will be not a guarantee for success full development of developing countries without a national effort. Thus, foreign aid has to be a means of helping countries attain good economic performance through appropriate self help by mobilizing their resources.

2.4.2 NGOs and their Type

The term NGO has various meanings and can be used in a limited or larger sense depending on set of circumstances. They comprise a general impressive series of different organizations with varying degrees in terms of their aim, outlook and range of activities (Gary, 1996: 15). In

relation to this, Tegegne (1994:6) wrote that one of the difficulties about NGOS for academics is providing a standard scientific definition." Therefore, there are many definitions for the term NGO given by different writers, but none of the definitions are exactly alike and universally accepted. However, for common understanding of the term, it is important to see some of the following definitions.

According to Carroll in Howes (1997: 821) NGOs are professionally staffed, non-governmental agencies, which seek to aid constituencies external to themselves, and are not directly accountable to their intended beneficiaries. In the words of Bebbington (1997: 1756) NGOs are private, professionally staffed, non-membership and intermediary development organization; found on the basis of a commitment to an alternative, more democratized and inclusive development; and created on the ground that "popular organizations were too weak or too repressed" to carry forward alternative development strategies.

For Webb et.al. (1995: 8) NGOs are non-profitable entities that provide services to members or client groups; they include grassroots organization such as community groups, religious organizations, associations, cooperatives, and private development organizations.

From the above given definitions, one can realize that NGOs are organizations that are non-governmental, non-profitable organizations, private development organizations, that willingly aim at helping the efforts of members of groups, people or countries to promote their development activities.

NGOs perform different activities related to development as they vary from one another in terms of the scope, areas of interest and limit of works to be done. As a result, they are of different types. According to Padron (1987: 70) there are various types of NGOs just to mention a few: professional association, research institutions, religious institutions, political parties, international and indigenous agencies, and private foundations.

It is evident that there is a large range of different NGOs, operating in different countries of the world and internationally across nations, depending on different circumstances. In general, based on the explanation given above, one can clearly see that NGOs play a vital role in development programs of different countries, especially in the low income developing countries. One of these NGOs which is the focus of this study, MfM foundation is placed in the class of private foundations.

Moser (1993: 193) has recognized three types of NGOs in terms of their:

1. Institutional location - local, national, and international levels.
2. Organizational Composition: Donor Organizations - those of international nature involved in donating, and service providing organizations - national NGOs involved in providing services to those at grassroots level.
3. Activities - NGOs those involved in health and education, environment, emergency, relief, research, and in development as a whole.

2.4.3 The Role of NGOs in Promoting Educational Development in Developing Countries

For education to develop, developing countries devoted large share of their resources to increase enrolment ratios, with an increasing share going to higher education and improvement was seen in education development in the year 1960, and 1970, (OECD, 1988: 101). However educational development slowed in many developing countries by the mid 1980, because of resource scarcities and population growth. As a result, many developing countries faced the problems of access and equity, particularly at primary education level in which large number of children were out of school and great differences in enrolment were seen between rural and urban, and girls and boys. Hence, to improve these conditions, particularly at primary education level, developing countries turn their face to donor agencies and other NGOs for support. With the aim of supporting educational development in the developing countries, Ethiopia is included funding agencies such as the World Bank, SIDA, UN agencies such as UNESCO, UNDP, UNICEF, USAID, and other NGOs such as charitable and private foundations have made support starting from 1980s up to the present. But primary education sector remained generally neglected (World Bank, 1990: 46).

Moreover, the majority of aid to primary education was not allocated to those inputs that have been found to be most effective. Between 1981 and 1986, low-income countries received 33 percent of all international aid to primary education. However, for all recipient countries, only 4.8 percent of the total aid went to pedagogical inputs such as textbooks and instructional materials, while 30 percent of the total aid spent on infrastructure (buildings, furniture and equipment). The remaining amount was spent on teachers training, administrative staff and curriculum reforms (World Bank, 1990: 46).

Therefore, the small share of foreign aid, which was allocated to primary education, and insufficient public financing of primary education could not help to bring significant development to the sector. At present, improving primary education in developing countries, and the substantial cost involved, point to the need for increased international assistance. Above all, the current challenges facing educational development and the necessity to build strong sustainable, and good quality primary education suggest that past patterns of donor aid may no longer be appropriate. Thus, to effectively support primary education development in the 1990s, donor agencies will need to increase allocations to primary education, for quality improvement and in some low income countries, for equitable quantitative expansion (World Bank, 1990: 46-47). In addition, in addition, 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 (Archer and Cottingham, 1995: 6 - 12).

At present, in Ethiopia, NGOs Such as Save the Children, ACTION AID and private foundation like MfM have been providing support to the primary education sub-sector for school construction, teaching-learning materials and school facilities.

2.4.4 The Management of Education Projects Financed by NGOs in Developing Countries

Many authors have defined the term project, and each has defined it from their own point of view, and field of activity. For common understanding of the term, some of the definitions given by different writers are presented below.

According to Magnen (1991: 14) a project is defined as "a set of investment and other planned activities aimed at achieving specific objectives within a pre-determined time-frame and budget". To Craig and Jassim (1995: 4) "a project is any activity with a defined scope or requirements, time and budget". In the words of Martino in Hira (1994: 1) a project is defined as:

Any task which has definable beginning and a definable end, and requires expenditure of one or more resources in each of the separate, but interrelated and inter-dependent activities, which must be accomplished to achieve the objectives for which the task or project was instituted.

From the above definitions, one can understand that a project is a complete sequence of tasks that has a definite start and finish, and identifiable goal and entity within a specified time and budget.

Lock (1996: 3-6) grouped the objectives of any project under the following three headings:

1. Performance and quality: the end result of the project must fit for the purpose for which it was intended. The specification must be satisfied.
2. Budget: the project must be completed without exceeding the authorized expenditure. It should be obvious that for projects that are not direct profit motive such as charitable works too, even in the absence of a profit motive, proper attention to cost budgets and financial management remains essential.

4. Completion time: actual progress has to match or better planned progress. All significant stages of the project must take place no later than their specified dates, to result in total completion or before the planned finish date.

Concerning project, all the definitions given by different writers indicate that the outcome of any project must be suitable to the goals for which it was planned, within the determined budget and time frame. This requires proper management of a project.

The aim of project management is to predict the dangers and problems that likely to happen and to plan, organize and control activities so that the project is completed as successfully as possible in spite of all the risks. The process begins before any resources are committed, and must continue until all work is finished (Lock, 1996: 3). According to Hira (1994: 1) "the management of education projects is a team work, the co-ordination and communication within the team and with the environment is essential for the efficient accomplishment of the project objectives". He further elaborated that the task of managing the activities of education projects comprises of careful planning, effective direction and smooth coordination, through a sound organizational structure.

Furthermore, project management requires the identification of the requirements of the work task, arrangement of the required resources and facilities, control of the performance of the work, so that it is accomplished most economically and in the clearly stated period of time. Hence, the full participation of the principal target, the community, in the process of decision-making, planning and implementation is essential (Hira, 1994: 1).

In developing countries, funding agencies or different NGOs and private foundations finance education projects. The conditions in which these funding agencies or NGOs provide finance, however, vary from donor to donor (Magnen, 1991: 86). Most of the assistance is provided in the form of capital and technical support. Capital assistance means building and equipment. The technical assistance takes two forms: one form of this is sending advisers, trainers and administrators to the developing countries, and the other form is taking students and trainees from developing countries (human resource development) (Thorp and Hurst cited in Tadele Hagos, 1996: 18). The support provided by donor agencies and NGOs to the education projects in developing countries is in relation to the donor agencies and NGOs areas of interest.

According to Hall and Hallak Cited in Tarekegn Haileselassie (1999: 44) "there are a number of NGOs whose work is related directly or indirectly with primary education at grass root level in developing countries". The writers elaborated further that, there are also NGOs whose sources of financial support are from international agencies or other welfare organizations that carryout primary education projects in developing countries. In Ethiopia there are also agencies like UNDP, UNESCO, UNICEF, USAID, SIDA (MOE, 1999) and private foundations like MfM (MfM, 1996), which have been financing primary education projects that mainly include: constructing, furnishing and equipping of primary schools.

The management of educational project related to construction needs high expertise knowledge and formal management of budgets and time (Lock, 1994: 5). However, since developing countries lack manpower with high expertise in the field of project management and had weak coordinating and management staff, technical assistance tended to be operated

and directed by donors (OECD, 1988: 32). As a result, in most developing countries, the impact of technical assistance has been inadequate for the buildings to sustain. Besides in some developing countries, donor costs for technical assistance are comparable to the wage bill of the whole civil service and even developing country support for technical assistance projects becomes a significant percentage of the budget. Hence, developing countries are not getting full value of the assistance provided. Moreover, this kind of technical assistance would not help developing countries personnel to reach the stage where they can operate without outside help (OECD, 1988: 32). Thus, education projects financed by different agencies or NGOs face different problems that have negative impact to achieve the objective intended.

2.4.4.1 Common Problems of Education Projects

International Perspective

As pointed out by Lock (1994: 56) "a successful project is one which has been finished on time, within its cost budget and technical or performance standard which satisfies the end user". He further elaborated that provided that quality standards and design are satisfactory, it is a fairly safe assumption that education projects that finished on time are likely to meet their objectives, and projects that finished late overrun their budgets and cause other problems and do not attain their goals According to lock's explanation, projects differ in their objectives, amount of budgets invested, level of activities carried out and level of efficiency and effectiveness of project management concerned. Therefore, varied problems may prevail at different stages of the project cycle, which are very difficulty to pinpoint all. However, the major difficulties encountered at the stages of project formulation and project implementation are summarized hereunder.

According to Hira (1994: 7) the common problems of project formulation are:

1. *Lack of statistical data: large amount of information about the resources, services, space for school plant, skills, activity durations and costs, etc. is required for formulating education projects. In most of the cases sufficient information is not available and this becomes a big handicap in project formulation.*
2. *Lack of Reliability of Available Information: this is another factor, which contributes to the difficulties of project formulation. This is due to the causal attitude adopted in recording the data, when a project is being implemented and due to lack of skills available for collecting, updating and analyzing the information.*
3. *Delay in Setting Project Management: one avoidable mistake, which many times committed, is the delay in setting up the project management. The organization structure of the project is generally created when the project either becomes operational or its implementation is near completion. The management set up during the formulation and implementation stages is generally viewed as a wasteful expenditure.*
4. *Lack of Analytical Skills: collection of information, preparation of checklists for project formulation and careful and thorough examination of technical and economic feasibility reports, required specialized analytical skills, which are not readily available. The scrutiny and evaluation of a project in most cases is*

limited to checking the compilation of the government rules and regulations, and thus many times end up as a routine clerical exercise.

5. *Hesitation in the Acceptance of Management Techniques: though the attitude of top management towards the scientific methods of management has changed a lot, still in some cases the conventional managements are reluctant to appreciate the effectiveness of quantitative management techniques, and this sometimes creates problems in the project formulation.*

6. *Difficulties in Cost Estimation: the estimation of project cost involves a lot of effort in collecting and analyzing cost data for a wide variety of resources and for numerous activities of the project. Cost of materials vary over time, while the time and effort required for the project activities also depend upon a large number of factors and vary from situation to situation. The delays during project implementation also add to the project cost. Thus the project cost has to revise many times during the investment phase, which upsets the allocation of funds.*

From the explanation given on common problems at project formulation stage, one can realize that a mistake in one specific part of project formulation can ruin the whole project. The implementation and operational mistakes can be avoided as well as corrected, but there is no remedy for the mistakes made at the time of project formulation.

Fisher and others (1996: 217) wrote "most problems that clearly presented and perceived every where at the project implementation stage are those resulting from inefficient project management that hindered to run all the projects". In relation to this, Baum and Tolbert (1985: 373), and Magnen (1991: 114-115) wrote "managerial or institutional problems, such as lack of coordination of work, working staff, and lack of supervision and follow-up, particularly encountered in educational projects, are often the root cause of implementation delays and cost overruns". According to the writers explanation, managerial or institutional problems also resulted in many problems such as: the procurement of poor quality of equipment and materials, technical defects in design, errors in installation, and inappropriateness of imported equipment and materials to local conditions or inappropriate technology that does not fit to a particular situation of the locality.

In relation to the problems of coordination during implementation, Good and Chamberlin (1996) in Tarekegn Haileselassie (1999: 55) pointed out that "NGOs working at the grass root level have demonstrated a remarkable inability to coordinate their activities and virtually no improvement was noted over the years, particularly to avoid duplication of efforts".

In general, delays in project implementation, cost overruns, reduction in the range of the project, and postponed implementation of institutional reform are the major difficulties occur at the implementation stage of projects (Baum and Tolbert, 1985: 371-373).

To conclude this part, all projects share one common characteristic - the projection of ideas and activities into new endeavors. However, all projects have elements of risk and uncertainty, in which the events and tasks leading to completion can never be foretold with

absolute accuracy. For some projects, it is very complex and for others, even the possibility of successful completion might be in serious doubt. Different challenging problems may arise at all stages of the project cycle. Therefore, to minimize the problems of risk and uncertainty, good project formulation, design and implementation, which are the result of effective management, have great importance for the success of projects. Thus, to attain success in education projects, among other things, competent management that can recognize its problems, identify their causes and then make good decisions about them, and which is ready at all times to manage risk and uncertainty is highly required. In Ethiopian context, the major sources of financing education projects in particular and development projects in general are government, households or local community contributions and external loans and assistance. To use these resources to what is essential for the people, competent management is highly required (Kuma, 1996:V). Development projects financed by NGOs need careful attention and follow-up for their proper management so as to achieve successful result. Among these NGOs that assist development program in line with the government policy is MfM.

2.5. MfM and Its Contribution to Development in Ethiopia

2.5.1. Historical Background of MfM's Development Project

Historically, MfM foundation started the operation of development projects in Ethiopia, in 1981/1982 G.C., with the aim of enabling an independent, free development of people in the country. The first project was planned in a modest and down-to-earth manner, namely the settlement of 2,100 refugees in four villages in the Erer Valley. This project has developed into a well-organized aid organization highly respected in Ethiopia and mainly active in three large project areas in the Erer Valley. Besides in 1985/86 G.C., another development project has been operational in the western part of the country, in Illubabor Zone, which covered a

total area of 35,000 sq. km. Moreover, after six years of interruptions caused by civil war, another integrated agricultural development project has been operated in the Merabete district, north of the capital of Addis Ababa since 1992 G.C. (MfM, 1996).

Furthermore, MfM has been starting the construction of a regional hospital in the city of Maichew in 1996, which will provide medical care for a population of 500,000. The construction of this hospital has been carried on with a local NGO - Tigray Development Association. MfM has also a plan to start a hospital project in the town of Bedele in the western part of the country, Illubabor Zone together with Oromia Development Association in the future (MfM, 1996).

However, in 1996, the farmers handed over the Original Erer Valley project to independent administration, and MfM began to focus on the development of the infrastructure in the surrounding villages. The work of MfM in all project areas starts out by ensuring the provision of water, the dynamic conservation of the soil (erosion control), and reforestation. At the moment the basic pre-conditions of food production are promised, MfM has caused similar actions to begin in the hygienic, medical, social and educational areas. This includes: hand dug wells, spring developments, nurseries, health posts, clinics, health centers and hospitals, schools, children's and youth's facilities, training facilities for farmers, and the crafts men (MfM, 1996).

In addition to the above-mentioned activities, to improve the conditions of the female population, MfM has providing education on two programs - hygienic consultation and family planning. These programs are being conducted as helping actions in all projects.

2.5.2 The Role of MfM in Education in Ethiopia

The attempts that have been made in the past few years to promote educational development in Ethiopia, are not equivalent to the rapid growth rate of the population. As pointed out in the MfM brochure of 1996, "in most countries, there is simply not enough money for schools and teachers. While in industrial countries, there are some 23 teachers for 1000 pupils, this figure is less than 10 in countries like Ethiopia". It is further noted that the discrimination of the female population is extremely marked in the educational sphere. While half of the men in Ethiopia are able to read and write, this applies to hardly one fifth of the women. This is because, girls are often obliged to contribute to the family's income at an early age therefore, they are rarely sent to school (MfM, 1996).

Ways of finding answers to low educational opportunities can be started mainly in providing the stipulated financial means to develop the school and education sector. To do so, the international communities should make changes in the development cooperation policy and increase the amount of support offered to the education budget in the developing countries.

Alterations in the budgets of the developing countries, Ethiopia is included, will be important to an equal degree with successful completion of the target that has been pursued by the United Nations for years - to have the industrial countries invest at any rate 0.7% of their gross national product in development cooperation. However, many countries are far from achieving even this least amount (MfM, 1996). In Ethiopia, in line with the education policy of the government and based on the communities requests, MfM has started providing support to the education sector in general and primary education in particular since 1985 G.C.

Thus, in order to improve the problem of low educational opportunity of the people in Ethiopia, in all its project areas, MfM concentrates on the renovation, expansion and new school buildings and training facilities, encompassing the supplying of existing facilities with furniture and teaching aids. Moreover, providing teachers and students with the most essential books, exercise books and writing utensils, so that the foundation of all learning is created. Especially, MfM's collaborators are frequently encouraging school education. Hence, the number of girls sent to school has to be increased excitingly. Furthermore, MfM has constructed and equipped training centers for craftsmen. For that reason, education projects that have been operated by MfM include: a total of 61 newly built and renovated/expanded primary and secondary schools, and 3 training centers (MfM, 1996).

As stated in the MfM's brochure of 1996, and the 2000 education document in the MfM main office in connection with the teaching and learning materials provided for teachers and students, in 36 newly built and 22 renovated/expanded schools, some one million children have got better access particularly to primary education with better health and survival during the last fifteen years. Among the support provided to the education sector in Ethiopia by MfM, primary education project in Illubabor Zone was included.

Although MfM has started the support of primary education in Illubabor in 1985, its significant contribution was seen after the Transitional Government of Ethiopia came to power in 1991. Accordingly, in line with the New Education and Training Policy of the Ethiopian Government of 1994 and in support of the Oromia Regional State Education Sector Development Programme of 1997/98 - 2001/02, MfM has intervened to support primary

education in Illubabor, with the objective of new school construction, renovation and expansion of the existing schools.

As indicated on the project report of 1995 and 1998, and the 1999 plan of action and budget for education institutional support for the Zone, 16 lower primary schools (1 - 4) were newly constructed with a budget cost of 9,916,768 Birr, 2 lower primary schools (1 - 4) were renovated and additional classrooms were built with a budget cost of 1,994,680 Birr, 4 higher primary schools (1 - 8) were expanded and new classrooms were constructed with a budget cost of 1,953,600 Birr, and 2 lower primary schools (1 - 6) were renovated, expanded and upgraded to higher primary schools (1 - 8) with a budget cost of 3,678,900 Birr. Although the number of furniture and equipment and their corresponding budget cost were not stated, according to the report all the newly constructed, renovated and expanded schools were supplied with sufficient furniture and equipment and school facilities. Thus, MfM has invested a total of 17,543,948 Birr for the new construction, renovation and expansion of schools. In carrying out these activities, MfM has signed a written agreement with the Zone Education Department. The terms of reference for the agreement was that MfM has performed the activities requested by the community with the community participation of 10 per cent of the proposed project budget. Though MfM provides maintenance services for the schools constructed, there is no written agreement between MfM and Zone Education Department concerning the sustainability of schools constructed. Besides, there is no written document, which explain in detail the context of MfM's work in Ethiopia how it works with the zone education unit and how it enters into the community.

From the preceding discussion on the role of MfM in education in Ethiopia in general and primary education in Illubabor in particular, one can realize that MfM has played an important role that contributed to enhance the development of education in the country. Particularly, it helped children in Illubabor to get access to primary education by constructing new schools, renovating and expanding the existing schools, and supplying furniture and equipment, and school facilities with a large amount of budget invested. As a result, it provided educational opportunity for many primary school children in the Zone.

2.6 Lessons to be learnt

1. In most of the development and NGOs aid provided to the developing countries including Ethiopia the majority of the experts who work in the technical field come from foreign countries in the form of technical assistance. As a result, large share of the aid budget is allocated for this purpose and the aid recipient countries get little benefit from the support given. Besides the use of foreign experts cannot help the developing countries to develop skills in the field and able to operate by their own personnel without the help of outsiders (OECD, 1988: 32). But MfM engages European experts for special tasks, only if it is absolutely necessary. In connection with this, MfM (1996) noted "out of MfM's total collaborators of 538 in Ethiopia, only 9 of them are European. At present time, only 9 fulltime and 6 part-time employees are working in three offices in Germany, Austria and Switzerland". It further elaborated that, in organizing and carrying out events and campaigns for MfM, the above mentioned more than 500 unpaid volunteers, who are organized as working groups, assist employees. It is in this way that MfM has organized maximum possible aid for the people of Ethiopia with extraordinarily low administrative expenditure of

7% of revenues on the average. Therefore, this shows that, it is possible to achieve the desired result successfully and contribute in promoting development in one country, by allocating small share of the aid budget to small number of employees (538) while the large share being used for the intended projects. Above all, hiring the majority of recipient country's personnel working in the projects is increasing job opportunity for the workers on one hand, and helping them to develop skills to reach the stage where they can operate projects on their own without foreign assistance on the other. This is an important lesson to be learnt by international aid agencies and other NGOs.

2. MfM does not restrict its work only to a certain activities, but it is trying to carry out development projects that include nearly every thing and have as much as possible sustainability, for the benefit of the people of Ethiopia. So that many benefactors in Europe who are attracted by these good deeds and interested in the success of development projects in the country, continued to provide aid for the people of Ethiopia. Moreover, MfM has obtained the charity seal of DZI, which signalizes to potential contributors that the relevant organization can be trusted and that their donations are being used in accordance with the advertised purpose, correctly and economically. Thus, other NGOs can learn best from MfM foundation (MfM, 1996).

3. In all its development projects, MfM required the involvement of the beneficiaries in the activities, either in the form of manual labor or contribution of small amount of money. The main objective of MfM in participating people in this way has two major advantages for the people. The first advantage is, to enable people learn to do. Secondly, if the users participate in the project activities, in terms of money or manual

labor, they feel that the project as their own and give due consideration for its wise use and protection (MfM, 1996). Therefore, this is a good lesson for other NGOs.

4. Last but not least is, all development projects run by MfM have continuous follow-up, just from the start-up period of the projects until the implementation period, and even when the projects are completed and on use. In this MfM is a good example for other NGOs.



CHAPTER THREE

DATA ANALYSIS, INTERPRETATION, AND DISCUSSION

In chapter two, we have discussed theories and lessons of experience concerning educational access to primary education in developing countries, the role of funding agencies and other NGOs in financing primary education, and way of their intervention in developing countries including Ethiopia. The contributions of Menschen fur Menschen to development, and its role in education in Ethiopia in general and in supporting primary education in Illubabor in particular are also discussed. The discussion centered on the analysis of the relative contribution and performance of MfM in terms of providing the necessary support to primary education project. This is tested in this chapter using both primary and secondary data.

Primary data has been collected using questionnaires prepared for this purpose, structured and unstructured interviews, and direct observation of six primary schools (1 - 4) and (1 - 8) by the researcher. In addition to this, secondary sources of data, mainly reports and documents of MfM and Zone Education Department, have been used.

3.1. General Characteristics of the Respondents

Questionnaires were distributed to a total of 353 respondents, 49 teachers and 304 students, and a response rate of 100 per cent was achieved.

Table 1. General Information on Teacher Respondents

I T E M	Teachers	
	No	%
Sex:		
Male	35	71.40
Female	14	28.60
Total	49	100.00
Age:		
20 - 25 Years	7	14.30
26 - 30 Years	8	16.30
31 - 35 Years	16	32.70
36 - 40 Years	15	30.60
41 - 50 Years	2	4.10
51 and above Years	1	2.00
Total	49	100.00
Current Educational Level:		
Below grade 12	0	0.00
Grade 12	0	0.00
12 + TTI	44	89.80
Diploma	5	10.20
Total	49	100.00
Service:		
1 - 5 Years	3	6.10
6 - 10 Years	9	18.30
11 - 15 Years	16	32.70
16 - 20 Years	14	28.60
21 years and over	7	14.30
Total	49	100.00

Concerning the sex of the respondents, Table 1 shows that thirty-five (71.40 per cent) are males, and fourteen (28.60 per cent) are females.

Although the finding showed the dominance of males among the teaching staff in the sample schools, when compared with the total number of primary school teachers in the Zone in which out of the 3340 teachers, 2549 (76.3 per cent) were males and only 791 (23.7 per cent) were females in 1992 E.C., the dominance of males in the teaching staff of primary schools is

not unique only to the sample schools under study. As to the educational level of the respondents, forty-four (89.80 percent) are 12+TTI whereas only five (10.20 percent) of the respondents have diploma. This indicates that, in the sample schools, diploma holders are rare. This is less than the established guidelines for the 5-8 level, which is stated in the New Education and Training Policy of 1994, that in Ethiopia, for the second cycle (5-8) grade level, all teachers should be diploma holders.

From table 1, the responses which inquired into the number of years of service of the respondents, it was found that sixteen (32.70 percent) of teachers have served from eleven to fifteen years, and fourteen (28.60 percent) served for sixteen to twenty years respectively. This depicts that in the sample schools, majority of the teaching staff have stayed for long years in the sample schools and they might be efficient in providing reliable information about the schools.

Table 2. General Information on Student Respondents

I T E M	Students	
	No	%
Sex:		
• Male	174	57.20
• Female	130	42.80
Total	304	100.00
Age:		
• Below 10 Years	0	0.00
• 10-14 Years	178	58.60
• 14-18 Years	115	37.80
• 20 and above Years	11	3.60
Total	304	100.00
Grade Level		
Grade 5	57	18.80
Grade 6	68	22.30
Grade 7	85	28.00
Grade 8	94	30.90
Total	304	100.00
Educational Level of Your parent		
Grade 1 - 6	40	13.20
Grade 7 - 11	26	8.50
Grade 12 and above	50	16.50
Illiterate	188	61.80
Total	304	100.00

Regarding the sex of student respondents, Table 2 showed that, one-hundred-seventy-four (57.20 percent) are males, and one-hundred-thirty (42.80 percent) are females. The education document of Zone Education Department pointed out that in 1992 E.C., out of the 132626 total number of enrolment in the Zone primary schools, 62.2 per cent and 37.8 per cent were boys and girls respectively. As can be seen from the finding, though the girl's enrolment in the sample primary schools was below average, in comparison with the girls' total enrolment in the Zone, the participation of girls in primary education in the sample schools was relatively promising

As to the age of the respondents, table 2 indicates that, one hundred-seventy-eight (58.60 percents) are between the ages of ten and fourteen, and one hundred-fifteen (37.80 percent)

are between the ages of fourteen and eighteen and eleven(3.60%) are twenty and over years old. This implies that majority of the students in the sample schools are in the age of childhood.

Concerning grade level of the respondents, table 2 depicts that ninety-four (30.90 percent) of the students are grade eight, and eighty-five (28.00 percent) are grade seven. This showed that, majority of the respondents are from grade seven and eight. So that they can able to give information about their schools.

With regards to the educational level of the parents of the respondents, one-hundred-eighty-eight (61.80 per cent) are illiterate, fifty (16.50 per cent) are grade twelve and above, and forty (13.20 per cent) are grade 1-6 respectively. This revealed that the majority of the respondents parents are unable to read and write.

In the literature it is indicated by UNESCO (1979) that in developing countries, Ethiopia is included, illiterate parents are unable to provide their children with a conducive background to schooling. Besides being illiterate parents do not understand the benefit of education and so that they do not appreciate the education of their children. In relation to this, in items 16 and 17 of Table 7, students were asked whether their parents provide them with a conducive background to schooling and understand the benefit of education or not. Accordingly, more than 50 per cent of the students reacted negatively to both items. This depicted that parents in the sample schools do not provide their children with the necessary advise for schooling and encourage them to learn due to illiteracy.

Table 3. Sample Results Concerning the Intervention of MfM in Supporting Primary Schools

Serial No.	I T E M	Teacher Respondents	
		No.	%
1	What kind of support does MfM provide for your school?		
	a. Offer financial assistance	8	5.80
	b. Offer technical assistance	10	7.20
	c. Construct new schools	33	23.90
	d. Renovate and expande schools	28	20.30
	e. Supply instructional materials	20	14.50
	f. Supply furniture and equipment	39	28.30
	Total	138	100.00
2	How does MfM channel its assistance to primary education project in the school you teach?		
	a. Through Zone Education Department	27	38.60
	b. Through wereda Education Office	12	17.10
	c. Through MfM itself	29	41.40
	d. Other means	2	2.90
	Total	70	100.00
3	Has MfM conducted need assessment before embarking the education project in Illubabor Zone		
	a. Yes	28	57.10
	b. No	4	8.20
	c. I do not know	17	34.70
	Total	49	100.00
4	If your response to question 3 is yes, how was it conducted?	15	34.10
	a. Based on the project proposal presented by local community		
	b. MfM itself assessed the needs of the local community	13	29.60
	c. It was assessed by MfM and Zone Education Department	6	13.60
	d. It was assessed by MfM, Zone Education Department, and Wereda Administrative Council	10	22.70
	e. Other ways	0	0.00
	Total	44	100.00
5	Do you think that MfM's education project addressed the major educational needs of the community for primary education in your kebele?		
	a. Yes	24	49.00
	b. No	25	51.00
	Total	49	100.00

N.B. For question 1,2 and 4 of table 3 respondents were given more than one answer to choose.

Regarding item 1 of Table 3, the kind of support MfM provides for the school, thirty-nine (28.30 per cent) of the teachers replied furniture and equipment, thirty-three (23.90 per cent) answered construction of new schools, twenty-eight (20.30 per cent) of the teachers responded renovation/expansion of schools, and twenty (14.50 per cent) reported instructional materials. From the responses given, we can understand that, majority of the respondents responded that MfM's support to primary education includes: providing furniture and equipment to the schools, construction of new schools, and renovation/expansion of schools. In addition to the responses provided by the respondents, the document and reports in the Zone Education Department, and MfM Office revealed this fact. .

Concerning question 2 of table 3, to how MfM channels its assistance to primary education project, twenty-seven (38.60 percent) of the respondents replied that the assistance provided by MfM is channeled through Zone Education Department and twenty-nine (41.40 percent) of the respondents answered that the assistance provided by MfM is channeled through MfM itself. This depicted that the assistance provided to primary education is channeled through MfM itself. In addition to the responses of majority of the respondents, the interview conducted with the managers of Zone Education Department and MfM office indicated that all the assistances provided by MfM is channeled through MfM itself with the details reported to the Zone Education Department.

As to question 3 of table 3, about whether need assessment has been conducted or not by MfM before embarking the education project in Illubabor Zone, twenty-eight (57.10 percent) of teachers responded "yes", and four (8.20 percent) of the teachers answered "no", and seventeen (34.70 percent) of the teachers replied that they do not know. This asserted that

need assessment has been conducted before starting the education project in Illubabor Zone. The interview conducted with the managers of Zone Education Department, Wereda Education Offices, and MfM office revealed this fact. But those respondents, who replied no, might be those teachers who do not pay attention to the project carried out, and those who gave I do not know response might be new comers to the sample schools.

However, though, the responses of the majority of the respondents and the interview made with the officials of Zone Education Department, Wereda Education Office and MfM Office indicated that the need assessment has been done, the schools constructed by MfM was not based on school mapping, so that the future growth in enrollment in relation to the size of the schools constructed and furniture and equipment available was not given due consideration. According to the data obtained from the sample schools and Zone Education Department, in all the schools constructed by MfM, enrolment continued to increase every year, but the size of the schools and classrooms did not increase. Besides the sitting chairs and writing desks that were provided to the schools are not sufficient to match with the increasing number of enrolment every year. This will create great problems for children's learning in the future.

Concerning question 4 of table 3 that refers to how the need assessment was conducted, fifteen (34.10 per cent) of the teachers that were the majority replied that the need assessment was conducted based on the project proposal presented by the local community. As the majority of the respondents' response showed, and the interview made with Zone Education Department, Wereda Education Office, and the school principals pointed out, the need assessment was carried out based on the proposal presented by the local community. Besides the interview conducted with the Manager of MfM office at Zone, and the representative of

MfM's education project in the Zone Education Department revealed that the project proposal presented by the community get acceptance after the Zone Education project committee has discussed on the matter and approved by the chairman of MfM foundation.

Regarding question 5 of table 3 that refers to the opinion of the respondents on whether the major educational needs of the community for primary education in their respective kebele were addressed or not by MfM's education project, twenty-four (49.00 per cent) of the respondents gave "yes" answer, and twenty-five (51.00 per cent) of the respondents answered "no". The response given by the respondents for yes and no are almost similar. But in open-ended question presented for those gave no answer, the respondents were asked to mention their reasons. Majority of them have mentioned that, although MfM has constructed new schools, renovated the existing schools, and supplied the schools with furniture and equipment, the existing classrooms and sitting chairs and writing desks are not sufficient for the increasing number of children who enrolled to schools every year. So, according to the respondents' view, it is difficult to argue that the needs of the community for primary education were addressed. On the other hand, in the interview conducted with Zone Education Department, and Wereda Education Officials, the interviewees responded that with the support provided by MfM for the primary education, children of the community in the urban as well as rural areas got the chance for education. Thus, according to respondents, MfM's education project has addressed the major needs of the community for primary education in the respected kebeles. Besides the focus group discussion conducted with the members of the community also revealed this fact.

As stated by Zone Education Department in the plan of action and budget of education institutional support sent to MfM office in 1997 and 1998, which was based on the community requests, the major problems of education in general and primary education in particular in Illubabor were lack of school buildings, shortage of classrooms, desks/benches and tables, lack of teaching materials, and lack of maintenance budget for schools, specially those constructed from wood and mud-plastered walls. These problems were alleviated by MfM's education project.

Table 4. Results Concerning Primary Education Projects Carried out by MfM

Serial No.	ITEM	Teacher Respondents	
		No.	%
1	Site selection for the school construction was made by:		
	a. MfM, the community, Zone Education Department, and Wereda administrative council	32	65.30
	b. MfM and Zone Education Department	10	20.40
	c. MfM alone	2	4.10
	d. Others	5	10.20
	Total	49	100.00
2	Did beneficiaries (parents, pupils, general public) have any participation in the primary education project carried out by MfM in you kebele?		
	a. Yes	40	81.60
	b. No	9	18.40
	Total	49	100.00
3	If your response to question 2 is yes, in which area were the beneficiaries involved?		
	a. In the planning of education project	4	2.82
	b. In the selection of sites for school construction	37	26.06
	c. In the project formulation	5	3.52
	d. By contributing money for the education project	48	33.80
	e. In the protection of the project during and after its foundation	48	33.80
	Total	142	100.00
4	What significant improvements have been observed concerning renovation of the existing school after MfM education project has been operational in the school?		
	a. Renovation of the existing classrooms	40	25.00
	b. Additional classrooms were built	40	25.00
	c. Sufficient furniture and equipment were provided	40	25.00
	d. Teaching-learning materials were supplied	40	25.00
	e. School facilities were fulfilled	-	-
	Total	160	100.00
5	What significant improvements have been observed concerning the new school constructed by MfM?		
	a. Sufficient classrooms were built	9	20.00
	b. Sufficient furniture and equipment were provided	9	20.00
	c. Adequate teaching-learning materials were supplied	9	20.00
	d. Adequate school facilities were fulfilled	9	20.00
	e. Children's school enrolment was increased	9	20.00
	Total	45	100.00

N.B. For question 3, respondents are asked to give more than one answer, if any

Continuation of table 4

6	Are there complaints made by the community about the outcome of primary education project in your kebele?		
	a. Yes	30	61.20
	b. No	19	38.80
	c. I do not know	0	0.00
Total		49	100.00
7	From your experience, do the different activities done by MfM in the primary education project contradict with the community's expectation?		
	a. Yes	11	22.45
	b. No	38	77.55
Total		49	100.00
8	If your answer to question 7 is yes, indicate the difference from the following:		
	a. Inappropriate technology used	-	-
	b. the project is not financially feasible	-	-
	c. The school is located in in-appropriate place	6	54.55
	d. Not involving community participation in project planning, formulation and selection	5	45.45
Total		11	100.00

N.B. 1. For question 4, only teachers in the renovated schools were asked to give response. For question 5, only teachers in the newly constructed schools were asked to give response.

2. For both question 4 and 5, respondents were asked to give more than one answer, if any

With regard to item 1 of table 4, thirty-two (65.30) percent of the respondents who are the majority, replied that site selection for the school construction was jointly made by MfM, the community, Zone Education Department, and Wereda Administrative Council. The interview made with Zone Education Department, and MfM office officials also depicted that site selection for the school construction was made by the education project committee, which composed of members from the community, representatives of MfM, Zone Education Department, and Wereda Administrative Council of the respective kebele. As to item 2 of table 4, forty (81.60 percent) of the respondents answered "yes". This shows the primary education project carried out by MfM was participatory. However, the site selection made by the committee was not based on school mapping. Although the schools were constructed in places where they are most needed by the community, the site selection committee did not

take in to account the increase in enrolment in the future with the size of the schools constructed and availability of sitting chairs and writing desks. So that, at present, with great increase in enrolment every year the new schools constructed are unable to accommodate the new entrants due to the mismatch in the existing number of classrooms, sitting chairs and writing desks with the number of enrolment.

Regarding question 3 of table 4, forty-eight (33.80) percent of the respondents replied that the project beneficiaries were involved in the education project carried out by MfM, by contributing money for the education project and in the protection of the project during and after its foundation, and thirty-seven (26.06 percent) of the respondents answered that the project beneficiaries were involved in the selection of sites for school construction. This implies that project beneficiaries have involvement in the education projects carried out by MfM in three important areas: site selection, contributing money for the education project, and protection of the project during and after its foundation.

Concerning item 4 of table 4, forty of the respondents answered that the improvements they observed in relation to the renovation of existing school after MfM education project became practical were: renovation of the existing classrooms additionally built classrooms, the provision of sufficient furniture and equipment and supply of teaching-learning materials. All the respondents in the renovated and expanded sample schools observed in a similar way the improvements made in the renovated and expanded schools.

As to item 5 of table 4, 9 of the teachers replied that the significant improvements they have observed in the newly constructed schools are: the schools were built at possible distance near

to children's homes, the sufficient classrooms constructed, sufficient furniture and equipment provided, the fulfillment of adequate school facilities, and the increase of children's school enrolment. All the teachers in the newly constructed sample schools answered in a similar way what they have observed there. In addition to the response given by teachers the observation made to six sample schools by the researcher revealed this fact. This implies that MfM has done similar activities in all schools constructed.

In relation to item 6 of table 4, thirty (61.20 percent) of the respondents replied that there are complaints made by the community about the outcome of primary education project in their kebele, and only nineteen (38.80 percent) of the respondents answered that there are no complaints by the community about the outcome of primary education project. Those respondents, who reported that there are community complaints, were asked in open-ended question to mention the major complaints of the community concerning the outcome of primary education project in their kebele. Accordingly, majority of them have mentioned: the schools renovated and expanded and the newly constructed schools do not have fence, hence they are exposed to destruction by cattle and lack protection. In addition, the schools constructed were not based on school mapping and due attention was not given to future increase in enrolment. Since the number of children who enrolled in the existing schools increased from year to year the existing classrooms are not sufficient to accommodate them, so that the community needs the construction of more classrooms and the supply of additional furniture and equipment.

Regarding question 7 of table 4, eleven (22.45 percent) replied that the different activities done by MfM contradict with the community expectations, and thirty-eight (77.55 percent) of

the respondents who were the majority answered that answered that the different activities done by MfM do not contradict with the community expectation. Similar responses were obtained through the interview made with the heads of zone education department Wereda education offices and manager of MfM office, and focused group discussion conducted with thirty people within the community around the sample schools.

Concerning question 8 of table 4, from the respondents who responded there were different activities done by MfM that contradict with the community expectation six (54.55 percent) answered that the difference is the location of the school inappropriate place, and five (45.45 percent) replied that lack of community involvement in project planning, formulation and selection. But the interview conducted with Zone Education Department, Wereda Education Offices and MfM officials depicted that education project committee did site selection of the school constructed that composed of members from the community in the respective kebeles, hence the schools located could not be at different place from the community expectation. In addition, the community was involved in project planning formulation and selection through its representative in MfM education project committee at Zone. Moreover, the interview also revealed that MfM's primary education project is participatory, so that it involves the community participation.

The difference in opinion among the respondents might be lack of understanding of the relationship between MfM and the community in carrying out the educational activities and the way the community involved in planning, formulation and selection of education project. Since the educational activities done by MfM were based upon the requests of the community,

and the community was involved in the activities in one way or another, there were no different activities done by MfM that contradict with the community's expectation.

Table 5. Factors Relating to Students' Learning

Serial No.	I T E M	Student Respondents	
		No.	%
1	Sources of payment for your exercise books, pen and pencils?		
	a. Parents	223	73.40
	b. Yourself	81	26.60
	c. MfM	0	0.00
	d. Others	0	0.00
Totale		304	100.00
2	Are there problems that affect your learning due to lack of money?		
	a. Yes	114	37.50
	b. No	190	62.50
Total		304	100.00
3	Distance of the school from your home is almost:		
	a. less than one kilometer	48	15.80
	b. 1 - 2 Kilometers	82	27.00
	c. 3 - 4 Kilometers	112	36.80
	d. 5 - 6 Kilometers	32	10.50
	e. 7 and above Kilometers	30	9.90
Total		304	100.00
4	Are there factors that hinder you from going to school?		
	a. Yes	114	37.50
	b. No	190	62.50
Total		304	100.00

Regarding item 1 of table 5, two-hundred-twenty-three (73.40 per cent of the respondents replied that parent pays for their exercise books, pen and pencils, and eighty-one (26.60 percent) of the respondents answered that they pay for their exercise books, pen and pencils themselves. This indicated that parents cover the costs of learning materials for the majority of the students.

As to item 2 of table 5, one-hundred-fourteen (37.50 per cent) of the respondents responded that there are problems that affect their learning due to lack of money and majority of the respondents one-hundred-ninety (62.50 Per cent) reported that there are no problems that affect their learning due to lack of money. For those respondents who answered that there are problems that affect their learning, in open-ended question, they are asked to specify the

major problems. Accordingly, majority of them mentioned: lack of learning materials, such as, exercise books, pen, pencils, lack of money to pay for clothes. This implied that although the percent of the respondents who replied the existence of problems due to lack of money, is less, some students have the problems of learning due to lack of learning materials and clothes.

In relation to question 3 of table 5, one-hundred-twelve (36.80 per cent) of the respondents answered that the distance of the school from their home is almost 3 to 4 kilometers, and eighty-two (27.00 per cent) of the respondents replied that the distance of the school from their home is almost 1 to 2 kilometers. The responses of majority of the respondents indicated that there is the shortest possible distance between the sample schools and the children's home

With regard to question 4 of table 5, one hundred and ninety (62.50 per cent) of the respondents answered that there are no factors that hinder them from going to school, and one hundred fourteen (37.50 per cent) of the respondents replied that there are factors that hinder them from going to school. For the respondents who answered that there are factors that hinder them from going to school, question was posed in the open-ended item to specify the major factors that hindered them from going to school. Accordingly, majority of the respondents mentioned; working for the family in the farm, household works such as child bearing, fetching water, cattle raring, and lack of clothes, learning materials. This depicted that although the number of the respondents who answered that there were problems that hindered them from going to school is less, there are students who hindered from going to school by the factors stated above.

Like most of the children of the poor families in Ethiopia, children of the poor families in Illubabor do not go to school due to lack of money to buy clothes and learning materials. Besides these children are needed by their parents to contribute to the family income by working in the farm and performing household activities such as child bearing, fetching water and cattle rearing, so that they do not get the chance to go to school. These problems affect children's access to education in the Zone. In the literature in support of this idea, Mulate and Zewdie (1996) and MOE (1999) wrote that in developing countries including Ethiopia, the costs of clothes, books and other learning materials also may put financial burdens on families which forced them not to send their children to school. The writers further noted that since children of poor families can make great contribution to family income or home production at much lower age, they are not encouraged to go to school by their parents.

Table 6. Concerning MfM's Support Provided to Primary Education

Serial No.	I T E M	Student Respondents	
		No.	%
1	What improvement have you observed in the school regarding renovation/expansion of school by MfM?		
	a. Renovation of the existing school	246	19.81
	b. Additional new classrooms were built	246	19.81
	c. Teaching-learning materials were supplied	182	14.65
	d. Furniture and equipment were given	239	19.24
	e. Children's enrolment was increased	329	26.49
Total		1242	100.00

N.B. 1. Question 1 of table 6 is to be answered by students in the schools renovated and expanded by MfM. Respondents were allowed to give more than one answer.

Concerning question 1 of table 6, two-hundred-fourty-six respondents replied that the improvements they observed in the schools are renovation of the existing schools and additionally built classrooms, two-hundred-thirty-nine of the students answered the provision of furniture and equipment, three-hundred-twenty-nine of the students responded that children's enrolment was increased, and one-hundred-eighty-two of the respondents answered teaching-learning materials were supplied. This depicted that improvements are seen in the renovated/expanded sample schools in relation to the renovation of the existing classrooms, the additionally constructed classrooms, the provision of furniture and equipment, and the increase in children's enrolment. The response given to the teaching-learning materials was low compared to the other activities done by MfM. As the researcher understood from the observation made in the sample schools, from the teaching-learning materials, MfM has provided only blackboards and financial support for materials in the pedagogical center.

TABLE 7. SAMPLE RESULTS REGARDING FACTORS ENHANCING CHILDREN ACCESS TO EDUCATION.

ITEM	RESPONDENTS																						TOAL	
	TEACHERS										STUDENTS													
	RATING SCALES										RATING SCALES													
	5		4		3		2		1		TOTAL		5		4		3		2		1			
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	7	14.29	12	24.49	13	26.53	7	14.29	10	20.40	49	100.00	38	12.50	90	29.61	21	6.91	82	26.97	73	24.01	304	100.00
2	24	48.98	14	28.57	7	14.29	2	4.08	49	100.00	48	15.79	81	26.64	16	5.26	98	32.24	61	20.07	304	100.00	304	100.00
3	36	73.47	11	22.45	1	2.04	1	2.04	0	0.00	49	100.00	90	29.61	160	52.63	7	2.30	11	3.62	36	11.84	304	100.00
4	5	10.20	10	20.40	7	14.30	2	4.08	25	51.02	49	100.00	9	2.96	94	30.92	130	42.76	15	4.94	56	18.42	304	100.00
5	15	30.61	12	24.49	8	16.33	3	6.12	11	22.45	49	100.00	185	60.86	107	35.20	6	1.97	1	0.33	5	1.64	304	100.00
6	16	32.65	14	28.57	9	18.37	2	4.08	8	16.33	49	100.00	186	61.18	107	35.20	4	1.32	3	0.98	4	1.32	304	100.00
7	1	2.04	2	4.08	4	8.16	13	26.53	29	59.19	49	100.00	1	0.33	1	0.33	25	8.22	114	37.50	163	53.62	304	100.00
8	10	20.41	13	26.53	13	26.53	9	18.37	4	8.16	49	100.00	86	28.29	120	39.47	20	6.58	41	13.49	37	12.17	304	100.00
9	8	16.33	8	16.33	17	34.69	5	10.20	11	22.45	49	100.00	27	8.88	196	64.74	24	7.90	24	7.90	33	10.85	304	100.00
10	14	28.57	21	42.86	11	22.45	2	4.08	1	2.04	49	100.00	180	59.21	103	33.88	10	3.29	8	2.63	3	0.99	304	100.00
11	8	16.33	20	40.82	11	22.45	6	12.24	4	8.16	49	100.00	52	17.11	183	60.20	54	17.76	9	2.96	6	1.97	304	100.00
12	14	28.57	16	32.65	8	16.33	8	16.33	3	6.12	49	100.00	124	40.79	143	47.04	21	6.91	9	2.96	7	2.30	304	100.00
13	24	48.98	20	40.82	3	6.12	0	0.00	2	4.08	49	100.00	207	68.09	89	29.28	6	1.97	1	0.33	1	0.33	304	100.00
14	10	20.41	18	36.74	15	30.61	4	8.16	2	4.08	49	100.00	-	-	-	-	-	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-	-	-	-	-	-	73	24.01	184	60.52	41	13.49	3	0.99	3	0.99	304	100.00
16	-	-	-	-	-	-	-	-	-	-	-	-	57	18.75	70	23.02	11	3.62	77	25.33	89	29.28	304	100.00
17	-	-	-	-	-	-	-	-	-	-	-	-	59	19.41	70	23.03	13	4.28	88	28.94	74	24.34	304	100.00

KEY:

1. Sufficient classrooms are available
2. There are adequate sitting chair and writing desks
3. There are sufficient blackboards in the school
4. There is adequate water supply in the school
5. There are sufficient toilets for girls
6. There are enough latrines for boys
7. There is room for library in the school
8. There is well organized pedagogical center
9. There is adequate play ground/sport field
10. Children got more access to education in your kebele
11. Rural children got equal access to education with urban children in your kebele
12. Girls got equal access to education with boys in your kebele
13. Enrolment in primary school increase more than the enrolment before the intervention of MfM
14. There is the shortest possible distance between the school and the children's homes
15. The burdens of your parent to pay for your education costs are minimized due to the support provided by MfM
16. Your parents provides you with a background conducive to schooling
17. Your parent understands the benefits of education

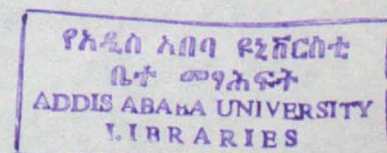
In item 1 of Table 7, teacher and student respondents were asked the degree of their agreement concerning the availability of sufficient classrooms. Accordingly, thirteen (26.53 per cent) of the teachers' rate undecided, and twelve (24.49 per cent) of the teachers indicated agreed about availability of sufficient classrooms. While ninety (20.61 per cent) of students agreed about availability of sufficient classrooms, and eighty-two (26.97 per cent) of the students disagreed about availability of sufficient classrooms. The result of the responses revealed that majority of the teachers were replied the option undecided while majority of the students agreed about availability of sufficient classrooms. From the evidence collected and the observation made in the sample schools, student-section ratio is 66 to 1 on average. The t-test of significance was computed to examine the relationship between the responses of the two groups. The result of the t-test revealed that the mean responses for all the teachers were 2.98 whereas the mean responses for all the students were 2.80. The difference in mean responses was 0.18, which indicated that there was difference in the responses of the two groups. (For further information, please refer annex 1). This indicated that teachers were significant in their responses, but classrooms are not critical problems that hinder the learning of children in the schools.

As to item 2 of table 7, the teacher and student respondents were asked their view concerning the availability of adequate sitting chairs and writing desks. Accordingly, twenty-four (48.98 per cent) of teachers reported that they strongly agreed about availability of sitting chairs and writing desks. Whereas ninety-eight (32.24 per cent) of the students answered that they disagreed about availability of adequate sitting chairs and writing desks, and eighty-one (26.64 per cent) of the students replied that they agreed about availability of adequate sitting chairs and writing desks. The result of the responses showed that more than seventy-seven

percent of the teachers and twenty-six percent of students agreed about availability of adequate sitting chairs and writing desks. In addition, the observation made in the sample schools and the evidence obtained from the documents of the sample schools revealed that, student-desk ratio is 3 to 1 on average. This is normal ratio in most of the schools in the Zone as well as Ethiopia.

The t-test of significance was computed to examine the relationship between the responses of all teachers and students of the two groups. The t-test result showed that the mean responses were 4.14 for all teachers, and 2.86 for all students. The difference in mean response was 1.28. (see annex 1). The t-test result reinforces the sufficient availability of sitting chairs and writing desks.

In relation to item 3 of table 7, thirty-six (73.47 per cent) of teacher respondents reported that they strongly agreed about sufficient availability of blackboards in the school and eleven (22.45 per cent) of teachers replied that they agreed about sufficient availability of blackboards in the school. While ninety (29.61 per cent) of the students answered that they strongly agreed and one hundred sixty (52.63 per cent) of the students replied that they agreed about sufficient availability of blackboards in the school. The result of the responses of both teachers and students depicted that there are sufficient blackboards in the sample schools. The t-test of significance was computed to examine the relationship between the responses of all teachers and students of the two groups. Accordingly, the mean responses were 4.67 for all teachers and 3.84 for all students. The difference in mean responses was 0.83 that indicated there was difference in response between the two groups, and the t-test result confirms the availability of sufficient blackboards in the schools.



With regard to question 4 of table 7, twenty-five (51.02 per cent) of the teachers strongly disagreed the adequacy of water supply in the school and only 5 (10.20 per cent) of the teachers strongly agreed and 5 (10.20 per cent) of the teachers agreed about the adequacy of water supply in the school. Whereas ninety four (30.92 per cent) of the students were agreed, and one hundred thirty (42.76 per cent) of the students indicated undecided. The results of the responses showed that majority of the teachers disagreed, and majority of the students indicated undecided about the adequacy of water supply in the school. This asserted that there is no adequate water supply for the schools. However, as observed by the researcher during the visit made to the sample schools, and the responses obtained from the interview conducted with school principals and Wereda Education Office Officials, revealed, in all sample schools, MfM does not provide water supply individually, but it provided water supply for the community around most of the sample schools. The t-test of significance was computed to examine the relationship between the responses of all teachers and students of the two groups. The mean responses were 2.35 for the teachers and 2.94 for the students. The difference in mean responses was 0.59. The t-test result confirms the problem of water supply in the schools.

Regarding item 5 of table 7, fifteen (30.61 per cent) of the teachers strongly agreed and twelve (24.49 per cent) of the teachers agreed about the availability of sufficient toilets for girls. While one hundred eighty five (60.86 per cent) of the students strongly agreed and one-hundred-seven (35.20 per cent) of the students agreed about availability of sufficient toilet for girls. This depicted that there are sufficient toilets for girls in all sample schools. The observation made by the researcher and the t-test result also reinforces this truth.

As to item 6 of table 7, Sixteen (32.65 per cent) of the teachers were strongly agreed and fourteen (28.57 per cent) of the teachers agreed about the availability of enough latrines for boys. Whereas one-hundred-eighty-six (61.18 per cent) of the students were strongly agreed and one-hundred-seven (35.20 per cent) were agreed about availability of enough latrines for boys. This asserted that there are enough latrines for boys in all sample schools. This was also seen in its good side during the observation made to the sample schools.

In relation to item 7 of table 7, twenty-nine (59.19 per cent) of the teachers strongly disagreed and thirteen (26.53 per cent) of the teachers disagreed with availability of room for library. While one-hundred-fourteen (37.50 per cent) of the students and one-hundred-sixty-three (53.62 per cent) of the students strongly disagreed with availability of room for library. This showed that in almost all sample schools there is no room for library. The response obtained from the interview conducted with the school principals showed that MfM as such did not construct separate room for library purpose. The t-test result showed that the mean responses was 1.63 for all teachers and 1.56 for the students. The difference in mean responses was 0.07, that pointed out lack of room for library is a significant problem in the schools.

For question 8 of table 7, thirteen (26.53 per cent) of the teachers agreed and ten (20.41 per cent) of the teachers strongly agreed with availability of well-organized pedagogical center. While eighty-six (28.29 per cent) of the students strongly agreed and one-hundred-twenty (39.47 per cent) agreed with availability of well organized pedagogical center. According to the responses of the majority of teachers and students, in all sample schools there is well-organized pedagogical center. In addition, the interview conducted with Wereda Education Offices Officials, Zone Education Department manager, and the school principals, showed that MfM gave due consideration to the schools pedagogical centers and has provided enough

money for all primary schools supported by it to strengthen the pedagogical center. The t-test result also reinforces this.

Concerning item 9 of table 7, seventeen (34.69 per cent) of the teachers responded undecided and eight (16.33 per cent) of the teachers strongly agreed, and eight (16.33 per cent) of the teachers agreed with adequacy of play ground/sport field. Whereas one-hundred-ninety-six (64.47 per cent), and twenty-seven (8.88 per cent) of the students agreed, and strongly agreed respectively about adequacy of play ground/sport field. From the responses given, majority of the teachers indicated undecided while majority of the students agreed with the adequacy of play ground/sport field. From the observation made by the researcher and the interview conducted with the school principals, there is adequate playground in most of the sample schools. However, the teachers pointed out undecided about the adequacy of play ground due to the play grounds in most of the sample schools are not smooth and well made for the purpose, so that they are not suitable for the children. The t-test of significance was computed to examine the relationship between the responses of all teachers and students. Accordingly, the mean was 2.94 for the teachers, and 3.53 for the students. The difference in mean responses was 0.59. Students were significant in their response, which indicate play ground/sport field is not significant problems in the schools.

In relation to item 10 of table 7, twenty-one (42.86 per cent) of the teachers were agreed and fourteen (28.57 per cent) of the teachers strongly agreed that more children got access to primary education in their kebele. While hundred-eight (59.21 per cent), and one-hundred-three (33.88 per cent) of the students were strongly agreed, and agreed that more children got access to primary education in their kebele. This showed that more children in the kebeles of

the sample schools got the chance to learn primary education. In addition, the interview conducted with the managers of Zone Education Department, Wereda Education Officer and the school principals confirmed this condition.

As to item 11 of table 7, twenty (40.82 per cent), and eight (16.33 per cent) of the teachers agreed, and strongly agreed that rural children got equal access to education with urban children in their kebeles, while fifty-two (17.11 per cent), and one-hundred-eighty-three (60.20 per cent) of the students strongly agreed, and agreed that rural children got equal access to education with urban children in their kebeles. More than fifty percent and seventy-five percent of teachers and students agreed that rural children got equal access to education with urban children in their kebeles. This showed that rural children got equal chance to learn primary education with urban children in the kebeles of all sample schools. When we refer to the primary school enrolment in the Zone for the year 1992 E.C., the rural enrolment for both boys and girls were even greater than urban enrolment (see annex 10).

In relation to question 12 of table 7, fourteen (28.57 per cent), and sixteen (32.65 per cent) of the teachers strongly agreed, and agreed respectively that girls got equal access to education with boys in their kebeles. Whereas one-hundred-twenty-four (40.79 per cent), and one-hundred-forty-three (47.04 per cent) of the students strongly agreed, and agreed that girls got equal access to education with boys in their kebeles. This depicted that more girls got equal chance to learn primary education with boys in all kebeles of the sample schools. The evidence obtained through the interview conducted with the Heads of Zone Education Department, Wereda Education offices and school principals reinforces this.

For item 13 of table 7, twenty-four (48.98 per cent), and twenty (40.82 per cent) of the teachers strongly agreed, and agreed about the increase of enrolment in primary school more than the enrolment before the intervention of MfM. While two-hundred-seven (68.09 per cent), and eighty-nine (29.28 per cent) of the students strongly agreed, and agreed about the increase of enrolment in primary school more than the enrolment before the intervention of MfM. The interview conducted with Zone Education Department and Wereda Education Officials and the school principals also revealed this fact.

Concerning question 14 of table 7, ten (20.41 per cent), and eighteen (36.74 per cent) of teachers strongly agreed, and agreed respectively that there is the shortest possible distance between the school and the children's homes, The majority responses of the teachers depicted that there is the shortest possible distance between the school and the children's homes. In the question directed to the students, this is confirmed by the majority response of the students.

With regard to item 15 of table 1, seventy-three (24.01 per cent), and one-hundred-eighty-four (60.52 per cent) of the students strongly agreed, and agreed that the burdens of their parents to pay for their education costs are minimized due to the support provided by MfM. The responses of more than eighty per cent of the students showed that the burdens of parents to pay for the education costs of their children are minimized due to the support offered to primary education by MfM. Besides the focus group discussion conducted with 30 people among the community around the sample schools reinforced this condition.

In relation to item 16 of table 7, seventy-seven (25.33 per cent), and eighty-nine (29.28 per cent) of the students disagreed, and strongly disagreed with the provision of a background

conducive to schooling by their parents. This implied that majority of children's in the sample schools do not get advise from their parents that help them for schooling. This is because as explained in the literature in chapter two, and as the responses of the majority of the students pointed out the educational background of their parents, illiterate parents do not provide their children with background conducive to schooling.

As to question 17 of table 7, eighty-eight (28.94 per cent), and seventy-four (24.34 per cent of) the students disagreed, and strongly disagreed with the understanding of their parents the benefit of education. This asserted that majority of the children's parents in the sample schools do not understand the benefits of education. This is due to the majority of the children's parents are illiterate.

In the interview question prepared for the managers of Zone Education Department, Wereda Education Offices, and school principals, they were asked the specific activities accomplished by MfM in relation to primary Education in Illubabor. Accordingly, they responded that the specific activities accomplished by MfM in relation to primary education were: renovation and expansion of the existing schools, new school construction, the provision of teaching-learning material, such as blackboard, furniture, and equipment and the fulfillment of school facilities, such as latrines, toilets, and store. In the activities done by Mfm, the community participated by contributing money, planning with its representatives, and in the projection of the schools and school materials.

✓ The interview question directed to the manager of Zone Education Department, was concerning the mechanisms they used to know whether the objective of MfM education

project is implemented according to the education policy of Oromia or not. The manager responded that MfM has performed its activities based on the education policy of Oromia in which the agreement is signed between MfM and the Zone Education Department and the accomplishment of the education project is reported to the Zone Education Department, and project activities are observed by the Zone Education Department, from the time the activities started until the finishing date of the activities.

In relation to the question presented to Zone Education Department, and MfM's office managers to give their opinion whether MfM Education project is successful or not in addressing the major needs of the community for primary education in the Zone, if their answer to this is yes, they were asked to indicate the significant change they observed. Accordingly, they responded that MfM education project was successful in addressing the major needs of the community for primary education. They pointed out that the significant change they observed, is for about 11.4 per cent of primary school children new schools were constructed, the existing schools were renovated and expanded, furniture and equipment were provided so that these children got the chance to learn.

The other interview question presented to the managers of Zone Education Department and MfM office was, whether the schools constructed by MfM based on school mapping or not. The responses of the managers were pointed out that the construction of the schools was based on school mapping. According to the managers, this is in order to make the shortest possible distance between the schools constructed and the children's homes. According to the managers responses, making a thorough study of the area by the project experts and MfM's education project committee of the Zone did this.

The manager of Zone Education Department was interviewed to explain the specific contribution of MfM in increasing children's participation rate in primary education in the Zone. According to the response of the manager, the specific contribution of MfM for the children's participation rate at primary level for the Zone was 11.4 per cent of the total participation rate of primary education in the Zone. This is supported by the evidence obtained from the education document of 1992 E.C. in the Zone that showed the total number of primary school enrolment in the Zone and the total number of children enrolled in the schools supported by MfM. (For further information, please refer to annex 10 and 13). According to the Educational Statistics of Oromia Education Bkureau of 1992 E.C., the total primary Enrolment of boys and girls in the region for the year 1992 E.C. was 2341195. Based on this, the specific contribution of MfM to the region participation rate was 0.65 per cent. (for further information, please see annex 12.

CHAPTER FOUR

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

→ The purpose of this study was to investigate the contribution of Menschen fur Menschen foundation in increasing access to primary education. It evaluated the schools constructed, the appropriateness of the schools location, the availability of sufficient school materials, teaching aids and materials, furniture and equipment, and sufficient classrooms and school facilities. It also looked at the criteria used by MfM to give priority in carrying on primary education project in a certain area, the participation of the community in the education project; how the need assessment of the community concerning primary education has been conducted, and by whom, the fulfillment of the major needs of the community for primary education. Finally, it assessed the specific contribution of MfM to the Zone and regional participation rate of primary education in per cent. This final chapter summarizes the major findings and draws conclusions and recommendations based on the major findings.

4.1. SUMMARY

In this study, the descriptive method was employed. To collect the necessary data, questionnaire, interview, and observation of schools were used as an instrument for the study. Besides to support the study, documents and reports in the MfM office and Zone Education Department were consulted. The subjects for this study were selected using simple random and purposive sampling procedures. Based on this, the research study involved four categories of sample population; primary school teachers, students, school principals, Zone

Education Department, Wereda Education Offices, and MfM office managers, focused group within the community around the sample schools. The study was carried out in six primary schools both (1-4) and (1-8) that were supported by MfM in Illubabor Zone.

1. According to the findings of the study, the support provided by MfM include the following :

<u>Activities Preformed</u>	<u>No</u>	<u>Cost in Birr</u>
New School buildings(1-4) with 4 classrooms each	16	9,916,768.00
Renovation of Schools(1-4) With new construction of 4 class room each	2	1,994,680.00
Expansion of Schools(1-8) With new construction of 8 Class rooms each	4	1,953,600.00
Renovation, expansion and Upgrading of Schools(1-6) To higher primary (1-8) with new construction of 8 classrooms each	2	3,678,900.00
Total	24	17,543,948.00

Although the value and number of furniture and equipment were not separately identified, according to the reports and documents in the MfM office and Zone Education Department of 1995 - 1998, all schools constructed, renovated, expanded and upgraded were supplied with sufficient furniture and equipment, and school facilities such as toilets and latrines for girls and boys and stores.

2. MfM itself channeled the support provided by MfM for the primary education project, with the details reported to the Zone Education Department.
3. MfM has conducted the need assessment before embarking the education project. The need assessment was conducted based on the proposal presented by the local community to the MfM office at Zone. The assessment was done by MfM education project committee at Zone that composed of representatives of the Community, Zone Education Department, and Wereda Administrative Councils of the respective kebeles.
4. Majority of the teachers and students in the sample schools believe that the education project carried out by MfM addressed the major needs of the community for primary education. According to the findings, Zone Education Department, Wereda Education offices managers, school principals and the community around the sample schools shared the views of the teacher and student respondents.
5. Site selection for the schools constructed was done by MfM education project committee at the Zone. This was supported by the professional advise given from the project experts in the MfM office. Though the schools are located where they were most needed by the community, and there is the shortest possible distance (1 - 4 kilometers) between the schools and the majority of the children's homes, the schools constructed were not based on school mapping. MfM education project committee and the project experts in the MfM office did not give emphasis to the future increase in enrolment in relation to the size of the schools constructed and number of furniture and equipment available.

6. The beneficiaries were participated in the MfM primary education project. It was found that the beneficiaries involved in the MfM primary education project carried out, in site selection, contributing money to the education project, and in the protection of the project during and after its foundation.

7. Improvement in renovation of the existing classrooms, the construction of additional classrooms, the availability of sufficient furniture and equipment, teaching-learning materials, and school facilities, such as toilets, latrines for girls and boys, and stores was observed after MfM education project has been in operation in the schools renovated. The findings also revealed that improvement in the availability of sufficient classrooms, furniture and equipment, the fulfillment of school facilities, such as toilets, latrines for girls and boys and stores observed in the newly constructed sample schools. So that due to the fulfillment of sufficient furniture and equipment, teaching materials and school facilities, in the newly constructed and renovated schools, enrolment increased that constituted 11.4 per cent of the total primary school enrolment in the Zone for the year 1992 E.C.

8. There was complaint made by the community about the out come of primary education project in the kebeles of the sample schools. The major complaint according to the findings was majority of the newly constructed schools, renovated and expanded schools do not have fence. Due to this reason the schools are exposed to different destructions and it is difficult for the community to protect them.

9. Majority of the students (63.80 percent) travel 1 to 4 Kilometers (one way) to schools. Hence, there is the shortest possible distance between the schools and the children's homes.
10. Majority of the teachers disagreed the adequacy of water supply in the sample schools, and majority of the students indicated undecided on the adequacy of water supply in the sample schools. The results of the interview conducted with the school principals and the observation made showed that MfM did not provide water supply separately for the sample schools. But it provided water supply for the community around most of the sample schools, so that the schools used from the water supply provided to the community. That was why difference in opinion between the teachers and students was observed.
11. It was found that there is no room for library in all the sample schools. The play ground/sport field is not smooth and suitable for children in most of the sample schools.
12. The result of the study pointed out that more rural children got equal access to primary education with urban children in all kebeles of the sample schools. The findings also indicated that girls got equal access to primary education with boys in the kebeles of all sample schools. It was found that the number of enrolment increased after the intervention of MfM more than before.

13. The interview conducted with the manager of Zone Education Department showed that MfM has performed its project activities based on the education policy of the Oromia region, in which agreement is signed between MfM and Zone Education Department. The mechanisms used by Zone Education Department to know the implementation of MfM education project according to the education policy of Oromia Region Education Breau, were through observation of the project activities and the report of project accomplishment made in every quarter of a year to the Zone Education Department by MfM. It was found from the study that MfM provides maintenance services for the schools constructed, but there is no written agreement between MfM and Zone Education Department concerning the sustainability of the schools constructed.
14. The education document of the Zone and the interview conducted with the manager of the Zone Education Department revealed that the specific contribution of MfM in increasing children's participation rate of primary education up to 1992 E.C. was 11.4 per cent of the total participation rate of the Zone. This further resulted in an increase in the enrolment ratio of the region by 0.65 per cent.

4.2. CONCLUSIONS

Based on the summary of the major findings, the following constitute the conclusions.

1. The support provided by MfM education project was channeled by MfM itself. The plan for the education project was prepared and the necessary budget was allocated for the purpose by MfM project office together with the Zone Education Department.

Therefore, as the result of the study showed the budget was used properly for the intended objectives and for the successful results of the project.

2. MfM has conducted the need assessment before embarking the education project. Based on the proposal presented by the local community to the MfM office, the assessment was done by MfM education project committee at Zone and the of representatives of the community and Wereda administrative council of the respective kebles, and Zone Education Department. Therefore, education project carried out by MfM was participatory. This properly addressed the needs of the community.
3. Most of the problems of about 11.4 per cent children's such as, the problems of getting schools near to their village, chairs and writing desks, teaching-learning materials and school facilities were alleviated by MfM. So that these children got the chance of learning in conducive school atmosphere. From this it can be generalized that education project carried out by MfM met the major needs of the community for primary education.
4. Site selection for the schools constructed was done by MfM education project committee and the project experts in the MfM office. Although, the schools are located where they were most needed by the community, and there is the shortest possible distance (1-4 Kilometers) between the schools and the majority of the children's homes, the schools constructed were not based on school mapping. Therefore, at present, due to the increase in enrolment every year, the schools are in a state of

incapacity to absorb new entrants with the existing number of classrooms, chairs and writing desks.

5. The major complaint of the community about the out come of the primary education project carried out by MfM was, most of the newly constructed and renovated schools do not have fence. Therefore, the schools are exposed to hazards.
6. MfM has built sufficient classrooms, toilets, latrines, provided adequate sitting chairs and writing desks, blackboards, and well organized pedagogical centers. As a result significant improvement was seen in the schools, and more children were attracted to schooling and enrolment increased more than before the intervention.
7. There was no written agreement between MfM and Zone Education Department, Concerning the sustainability of the schools constructed: As a result, the sustainability of the schools is in question.

4.3. RECOMMENDATIONS

In view of the findings of the study and conclusions drawn, the following recommendations have been forwarded.

1. MfM has brought significant improvement to primary education in Illubabor Zone after its intervention, by providing considerable amount of financial and material support to the sector. The contribution of MfM in supporting primary education in Illubabor since 1985 is commendable and the people of Illubabor in general and the

community around the schools supported by MfM in particular are really grateful. However, the assistance offered by MfM was mainly to the primary schools around MfM's development project areas in certain Weredas. It would be worthwhile if the remaining Weredas in the Zone will be included in the MfM education project so that better enrolment might be observed.

2. The major community needs for primary education were addressed in the Weredas where MfM has provided support for primary education in the Zone. The efforts of the Zone Education Department to provide primary education for the majority of children were supported by MfM. Besides children's participation rate increased showing a positive result. But, the schools constructed need renovation from time to time, and with the increasing number of enrolment, additional classrooms and chairs and writing desks are required. To fulfill these educational requirements, expecting always support from MfM is not everlasting solution. Therefore, if the schools, Wereda Education Offices, the community, the Zone Education Department and Oromia Education Bureau together should make a concerted effort in creating income generating activities, increasing community involvement, providing with finance and other school materials and facilities before things go worst.
3. Most of the newly constructed and renovated schools by MfM do not have fence. Moreover, the communities around the schools do not have the financial capacity to put strong fence around the schools. Since MfM has spent large amount of money for the construction and renovation of schools, to protect the schools from hazards, it would be advisable if MfM put fence around the schools.

4. There should be clearly written agreement between Zone Education Department and MfM concerning the sustainability of the schools constructed.
5. In few primary schools that were supported by MfM, cash crops of different types were planted on about 3 to 4 hectares of land in order to make the schools financially self-sufficient. It would be good if this mechanism will also be applied in other primary schools, by a coordinated effort of the schools, Wereda Education offices and Zone Education Department.
6. The construction of schools should be based on school mapping

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T-Test

Annex 1.

Group Statistics

	GROUPCOD	N	Mean	Std. Deviation	Std. Error Mean
Q1_1	Sdudent	304	2.80	1.41	8.09E-02
	Teachers	49	2.98	1.35	.19
Q1_2	Sdudent	304	2.86	1.42	8.15E-02
	Teachers	49	4.14	1.08	.15
Q1_3	Sdudent	304	3.84	1.23	7.04E-02
	Teachers	49	4.67	.63	8.93E-02
Q111213	Sdudent	304	3.13	1.18	6.74E-02
	Teachers	49	3.94	.85	.12
Q2_1	Sdudent	304	2.94	1.10	6.29E-02
	Teachers	49	2.35	1.52	.22
Q2_2	Sdudent	304	4.53	.71	4.08E-02
	Teachers	49	3.35	1.54	.22
Q2_3	Sdudent	304	4.54	.70	4.03E-02
	Teachers	49	3.57	1.41	.20
Q2_5	Sdudent	304	1.56	.69	3.94E-02
	Teachers	49	1.63	.95	.14
Q2_6	Sdudent	304	3.58	1.35	7.73E-02
	Teachers	49	3.33	1.23	.18
Q2_7	Sdudent	304	3.53	1.11	6.39E-02
	Teachers	49	2.94	1.36	.19
Q2_3	Sdudent	304	3.57	.64	3.65E-02
	Teachers	49	2.94	1.01	.14
Q3_1	Sdudent	304	4.48	.77	4.42E-02
	Teachers	49	3.92	.93	.13
Q3_2	Sdudent	304	3.87	.81	4.65E-02
	Teachers	49	3.45	1.16	.17
Q3_3	Sdudent	304	4.21	.87	5.00E-02
	Teachers	49	3.61	1.24	.18
Q3_4	Sdudent	304	4.65	.55	3.17E-02
	Teachers	49	4.31	.92	.13
Q3	Sdudent	304	4.45	.68	3.92E-02
	Teachers	49	3.98	.85	.12
GRANDMEAN	Sdudent	304	3.66	.51	2.95E-02
	Teachers	49	3.49	.74	.11

Annex 2.

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

QUESTIONNAIRE TO BE FILLED
BY PRIMARY SCHOOL TEACHERS
IN ILLUBABOR

PURPOSE

The main objective of this questionnaire is to collect first hand information for the study on "The contribution of M&M in Increasing Access to Primary Education in Illubabor Zone". Your cooperation in providing pertinent and reliable information is expected to have a paramount value for the study. So, please fill out the questionnaire completely and honestly.

N.B- No need to write your name.

Thank you in advance
For your time and concern

Annex 2A

PART ONE: GENERAL INFORMATION

INSTRUCTION

- a. Please put an "X" mark on the space provided for your answers to the multiple choice items.
- b. Please give short answers on the space provided for the open ended questions.

1. Place: Zone _____ Woreda _____

Village/Town _____

2. Name of the School _____

3. Career Position _____

4. Age _____ Years

5. Sex: Male _____ Female _____

6. Current Educational Level:

a. Below grade twelve _____

b. Grade twelve _____

c. 12 + TTI _____

d. Diploma _____

7. Service year _____

PART TWO: TYPES OF INTERVENTION, NEED ASSESSMENT, AND COMMUNITY INVOLVEMENT IN THE INTERVENTION.

INSTRUCTION

- a. For the following questions, please indicate your answers by putting an "X" mark in the space provided.
- b. For the open ended questions, please give your answers briefly on the space provided.

ANNEX 2B

1. What kind of support does MfM provided for the school? (You may give more than one answer, if only)
 - a. Financial assistance _____
 - b. Technical assistance _____
 - c. Construction of new schools _____
 - d. Renovation expansion of schools _____
 - e. Instruction materials _____
 - f. Furniture and equipment _____
 - g. Others, please specify _____
2. How does MfM channel its assistance to primary education project in the school you teach (more than one answer is possible, if any).
 - a. Through Zone Education Department _____
 - b. Through Wereda Education Office _____
 - c. Through MfM itself _____
 - d. Other means, please mention the means _____
3. If your response to question 3 is yes, how was it conducted?
 - a. Yes _____
 - b. No _____
 - c. I do not know _____
4. If your response to question 3 is yes, how was it conducted?
 - a. Based on the project proposal presented by local community

 - b. MfM itself assessed the needs of the local community

 - c. It was assessed by MfM and Zone Education Department

 - d. It was assessed by MfM, Zone education Department and Wereda administrative council _____
 - e. Other ways (if any) _____

Annex 2c

5. Do you think that MfM'S education project addressed the major educational needs of the community for primary education in your kebele?

a. Yes _____ b. No _____

6. If your answer to question 5 is no, please state the reasons briefly.

7. Site selection for the school construction was made by:

a. MfM, the community, Zone Education Department, and Wereda administrative council _____

b. MfM and Zone Education Department _____

c. MfM alone _____

d. Others (if any) _____

8. Did local community (beneficiaries) have any participation in the primary education project carried out by MfM in your kebele?

a. Yes _____ b. No _____

9. If your response to question 8 is yes, in which area do the beneficiaries have involved? (more than one answer is possible)

a. In the planning of education project _____

b. In the selection of sites for school construction _____

c. In the project formulation _____

d. By contributing money for the education project _____

e. In the protection of the project during and after its foundation

Annex 2D

10. What significant improvement have been observed concerning the renovation/expansion of the existing school after MfM education project has been operational in the school? (More than one answer is possible, if any)
- a. Renovation of the existing classrooms _____
 - b. Additional classrooms were built _____
 - c. Sufficient furniture and equipment were provide

 - d. Teaching-learning materials were supplied _____
 - e. School facilities were fulfilled _____
11. What significant improvement have been observed concerning the new school constructed by MfM? (More than one answer is possible)
- a. Sufficient classrooms were built _____
 - b. Sufficient furniture and equipment were provided

 - c. Adequate teaching-learning materials were supplied

 - d. Adequate school facilities were fulfilled _____
 - e. Children's school enrolment was increased _____
12. Are there complaints made by the community about the outcome of primary education project in your kebele?
- a. Yes _____
 - b. No _____
 - c. I do not know _____
13. If your response to question 12 is yes, what are the major complaints? Please mention them in order of their seriousness.
- _____
- _____
- _____

Annex 2 E

14. From your experience, do the different activities done by MfM in the primary education project contradict with the community's expectation?
a. Yes _____ b. No _____
15. If your answer to question 14 is Yes, indicate the difference from the following:
a. In appropriate technology used _____
b. Financial infeasibility of the project _____
c. The school is located in inappropriate place _____
d. Not involving community participation in project planning, project formulation and selection _____
16. What do you comment about the contribution of MfM in increasing access to primary education in Illubabor?

PART THREE:

INSTRUCTION

a. For the following questions, please indicate your answers for the fulfillment of the factors that enhance children's access to education according to their degree of availability by placing an "X" mark in the column that corresponds to the following rating scales: strongly agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly disagree = 1

Annex 2 F

1	Concerning the Availability of Classrooms, furniture and equipment, and Teaching-Learning materials in the school	Rating Scales				
		5	4	3	2	1
1.1	Sufficient classrooms are available					
1.2	There are adequate sitting chairs and writing desks for the school children					
1.3	There are sufficient blackboards in the school					
2.	Regarding the Availability of School Facilities					
2.1	There is adequate water supply in the school					
2.2	There are sufficient toilets for girls					
2.3	There are enough latrines for boys					
2.4	There is room for library in the school					
2.5	There is well organized pedagogical center					
2.6	There is adequate play ground/sport field in the school					
3.	Concerning Children's Access to Education					
3.1	Children got more access to education in your kebele					
3.2	Rural children got equal access to education with Urban children in your kebele					
3.3	Girls got equal access to education with boys					
3.4	Enrollment in primary school increase more than the enrolment before the intervention of MfM					
3.5	There is the shortest possible distance between the school and the children's homes					

Annex 3.

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

QUESTIONNAIRE TO BE FILLED
BY PRIMARY SCHOOL STUDENTS
IN ILLUBABOR

PURPOSE

The main objective of this questionnaire is to collect first hand information for the study on "The contribution of MfM in Increasing Access to Primary Education in Illubabor Zone". Your cooperation in providing pertinent and reliable information is expected to have a paramount value for the study. There fore, please fill out the questionnaire completely and honestly.

N.B No need to write your name

Thank you in advance for
Your time and concern

PART ONE: GENERAL INFORMATION

INSTRUCTION

- a. Please put an "X" mark on the space provided for your answers given in multiple choice form.
- b. Please give short answers on the space provided for the open ended questions.

- 1. Place: Zone _____ Woreda _____
Village/ Town _____
- 2. Name of the school _____
- 3. Age _____ Years.
- 4. Sex: Male _____ Female _____
- 5. Grade Level _____
- 6. Educational Level of your parent:
 - a. Grade 1-6 _____
 - b. Grade 7-11 _____
 - c. Grade 12 and above _____
 - d. Illiterate _____

PART TWO:

INSTRUCTION

- a. For the following questions, please indicate your answers by putting an "X" mark on the space provided.
- b. For the open ended questions, please give short answers on the space provided.

I. Factors Relating to Students' Learning.

- 1. Who pays for your exercise books, pen and pencils?
 - a. Parent _____
 - b. Yourself _____

Annex 3B.

- c. MfM _____
- d. Others _____
2. Are there problems that affect your learning due to lack of money?
- a. Yes _____ b. No _____
3. If your answer to question 2 is yes, what are the problems? Please mention them.
- a. _____
- b. _____
- c. _____
4. The distance of the school from your home is almost:
- a. Below one Kilometer _____
- b. 1-2 Kilometers _____
- c. 3-4 Kilometers _____
- d. 5-6 Kilometers _____
- e. 7 and above kilometers _____
5. Are there factors that hinder you from going to school?
- a. Yes _____ b. No _____
6. If your response to question 5 is yes, what are the factors? Please mention them.
- a. _____
- b. _____
- c. _____
- d. _____

II. Concerning MfM's Support Provided to Primary Education.

1. What improvement have you observed in the school regarding renovation/ expansion of school by MfM? (More than one answer is possible, if any).
 - a. renovation of the existing school only _____
 - b. additional new classrooms were built _____
 - c. Teaching-learning materials were supplied _____
 - d. Furniture and equipment were given _____
 - e. Children's enrolment was increased _____

PART THREE: Questions Related to the Availability of Teaching-Learning materials, Classrooms, School facilities, and Furniture and Equipment.

INSTRUCTION

- a. Please put an "X" mark in the column that corresponds to the following rating scales: Strongly agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly disagree = 1.

Annex 3 D.

1	Regarding Availability of Classrooms, Furniture and Equipment, and Teaching-Learning Materials Provided by MfM	Rating Scales				
		5	4	3	2	1
1.1	There are sufficient classrooms in the school					
1.2	There are adequate sitting chairs and writing desks for the school children					
1.3	There are sufficient blackboards in the school					
2.	Regarding the Availability of school facilities					
2.1	There is adequate water supply in the school					
2.2	There are sufficient toilets for girls					
2.3	There are enough latrines for boys					
2.4	There is room for library in the school					
2.5	There is well organized pedagogical center					
2.6	There is sufficient play ground/ sport field in the school					
3.	Concerning children's Access to education					
3.1	More children got access to education in your kebele					
3.2	Rural children got equal access to education with urban children in your kebele					
3.3	Girls got equal chance to learn with boys in your kebele					
3.4	Enrolment in primary school increase more than the enrolment before the intervention of MfM					
4.	Regarding education cost and parents attitude Towards the education of their children					
4.1	The burdens of your parent to pay for your education costs are minimized due to the support provided by MfM					
4.2	Your parent provides you with a background conducive to schooling					
4.3	Your parent understands the benefits of education					

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DEPARTMENT OF EDUCATIONAL ADMINISTRATION

INTERVIEW QUESTIONS FOR
PROJECT MANAGER IN THE MfM
OFFICE AT ILLUBABOR

Name of the Organization the interviewee

works in _____

Career position _____

Place (town/City) _____

1. What are the major components of MfM's support to primary education in the Zone?
2. What is MfM's Criteria to provide support?
3. Where the schools constructed by MfM based on school mapping/school location planning?
4. How does MfM channel its assistance to schools?
5. Do you think that MfM primary education project has helped in reducing differences in enrolment between Urban and rural children in the Zone?
6. Do you think that MfM primary education project has helped in reducing differences in enrolment between boys and girls in the Zone?

ADDIS ABABA UNIVERSITY
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INTERVIEW QUESTIONS
FOR THE MANAGER OF ZONE
EDUCATION DEPARTMENT
IN ILLUBABOR

Name of the education department

the interview works in _____

Career position _____

Place (Town/City) _____

1. Does MfM have criteria to give primary education project priorities to its beneficiaries? If yes, what are the criteria?
2. What strategies are used by your organization to mobilize the community in supporting primary education project carried out by MfM?
3. What mechanism do the Zone Education Department used to know whether the objective of MfM education project is implemented according to the education policy of Oromiya?
4. Do you think that MfM education project is successful in addressing the needs of the community for primary education in the area?

Annex 5.A.

5. What specific activities are accomplished by MfM in relation to primary education in the Zone?
6. How many more children got access to primary education through the opportunity provided for them by MfM assistance?
7. Do you think that the assistance offered to primary education by MfM relatively reduced differences in enrolment between rural and urban in your locality?
8. Do you think that the assistance provided to primary education relatively reduced differences in enrolment between boys and girls in your locality?
9. Were there major community complaints regarding renovation, expansion and the construction of new schools? What are the main complaints? What measures were taken by your organization to solve the problems?
10. What is the specific contribution of MfM in increasing children's participation rate in the Zone?
11. What do you comment regarding MfM's support for primary education in the Zone?

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INTERVIEW QUESTIONS
FOR THE MANAGEMENT WEREDA
EDUCATION OFFICES IN
ILLUBABOR

Name of the Education Office the

Interview works in _____

Career Position _____

Place (town/city) _____

1. Does MfM have criteria to give primary education project priorities to its beneficiaries? If yes, what are the criteria?
2. What strategies are used by your office to mobilize the community in supporting primary education project carries out by MfM?
3. What mechanisms do the Wereda Education Office used to know whether the objective of MfM education project is implemented according to the Oromia education policy or not?
4. Do you think that MfM education project is successful in addressing the needs of the community for primary education in the Wereda?

Annex 6 A.

5. What specific activities are accomplished by M&M in relation to primary education in the Wereda?
6. How many more children got access to primary education through the opportunity provided for them by MfM assistance?
7. Do you think that the assistance offered to primary education by MfM relatively reduced differences in enrolment between rural and urban in your Wereda?
8. Do you think that the assistance provided to primary education relatively reduced differences in enrolment between boys and girls in your Wereda?
9. Were there major community complaints regarding renovation, expansion and the construction of new school? What are the main complaints? What measures were taken by your office to solve the problems?
10. What is the specific contribution of MfM in increasing children's participation rate in the Wereda?
11. What do you comment regarding MfM's support for primary education in the Zone?

Annex 7

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

INTERVIEW QUESTIONS
FOR PRIMARY SCHOOL
PRINCIPALS IN ILLUBABOR ZONE

Name of the school the interview

works in _____

Career Position _____

Place (town/City) _____

1. When did MfM start renovation of school, expansion of school, and construction of new school?
2. What major activities are performed in the school by MfM?
3. To what extent do you think, educational project carried out by MfM is successful in meeting the educational needs of children in your kebele?
4. Is there significant change in enrolment in the school in comparison with the enrolment before and after the intervention of MfM?
5. Do you think that more rural boys and girls got access to education due to the assistance provided by MfM?
6. Do you think that the school location is at a proper place to serve rural and urban children?

Annex 7A.

7. In your opinion, is the difference between girls and boys in enrolment narrowed after the support to the school has been provided by MfM?
 - a. Very high
 - b. High
 - c. Medium
 - d. Low
 - e. Very low
8. In your opinion, to what degree the difference between Urban and rural children in enrolment reduced after the support to the school has been provided by M&M?
 - a. Very high
 - b. High
 - c. Medium
 - d. Low
 - e. Very low
9. Are there sufficient classrooms in the school?
10. Are there sufficient furniture and equipment in the school?
11. Are there adequate teaching-learning materials in the school?
12. Is there adequate water supply in the school?
13. Are there sufficient toilets and latrines for girls and boys in the school?
14. In what way your school has been participating in the MfM's education project?
15. How did MfM channel its support to the school?
16. What are the forms of assistance provided by MfM to the school?
17. Do you have any other comments regarding the support provided to the school by MfM?

Annex 8.

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DEPARTMENT OF EDUCATIONAL ADMINISTRATION

SCHOOL FACILITIES
CHECKING LIST

Name of the School _____

No	FACILITIES	AVAILABLE			NOT AVAILABLE		
		MfM	Comm.	Govt.	MfM	Comm.	Govt.
1	Water Supply						
2	Toilets						
3	Latrines						
4	Clinic						
5	Library						
6	Pedagogical Centers						
7	Play ground/sport field						
8	School Clubs						
9	Book Store						
10	Mini Media						

Annex 9.

ADDIS ABABA UNIVERSITY
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FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

CHECK LIST REGARDING CLASSROOMS, TEXTBOOKS,
SECTIONS, DESKS, TEACHERS AND STUDENTS

1. Name of the School _____
2. The year in which the School was established _____
3. Total number of Teachers _____
4. Total number of Students _____
5. Total number of Classrooms _____
6. Student-Section Ratio on average _____
7. Student-Desk, Ratio on average _____
8. Student-Textbook Ratio on average _____
9. Student-Teacher Ratio _____

ANNEX 9A

Data of Six Sample Primary Schools Concerning Number of Teachers, Students, Classrooms Sections, Desks and Textbooks, in 1993 E.C.

No	Name of the School	Number of Teachers			Number of Students			Total Number of classrooms	Student Section Ratio	Student Desk Ratio	Student Textbook Ratio	Student Teacher Ratio	Remark
		Male	Female	Total	Boys	Girls	Total						
1	Abune Petros Primary School (1-8)	36	22	58	1141	875	2016	16	1: 80	1:3	1:6	1:35	2 shift
2	Dupa Primary School (1-8)	22	12	34	1356	987	2343	34	1:75	1:5	1:7	1:70	2 shift
3	Kochi Primary School (1-4)	3	1	4	123	62	185	4	1:50	1:3	1:7	1:46	1 shift
4	Goma Primary School (1-8)	9	3	12	340	217	557	10	1:46	1:3	1:5	1:46	1 shift
5	Gujii Primary School (1-4)	10	2	12	314	254	568	4	1:76	1:3	1:4	1:48	2 shift
6	Yayu Primary School (1-8)	31	12	43	1091	671	1762	16	1:76	1:3	1:7	1:60	2 shift
	Total	111	52	163	4365	3066	7431						

N.B. Total number of students (5-8) is 3040.

ANNEX 10
PRIMARY SCHOOL ENROLMENT
FROM 1987-1992 E.C IN ILLUBABOR ZONE

Year	Primary School (1-6) Enrolment						
	Urban		Rural		Urban & Rural		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys & Girls
1987 E.C	10388	8348	33734	12274	44122	20622	64744
1988 E.C	10718	8606	40567	15382	51285	23988	75273
1989 E.C	11349	8891	48005	18762	59354	27653	87007
1990 E.C	20495	14545	53146	23031	73641	37576	111217
	Primary School (1-8) Enrolment						
1991 E.C	22385	15521	54705	26806	77090	42327	119417
1992 E.C	24529	17323	57949	32825	82478	50148	132626
Total	99864	73234	288106	129080	387970	202314	590284

Source: Illubabor Zone Education Department

ANNEX 11
NUMBER OF PRIMARY SCHOOLS
FROM 1987-1992 E.C., IN ILLUBABOR ZONE

Year	Primary School (1-6)		
	Urban	Rural	Urban & Rural Total
1987 E.C	-	-	311
1988 E.C	-	-	326
1989 E.C	-	-	338
1990 E.C	-	-	347
Primary School (1-8)			
1991 E.C	45	306	351
1992 E.C	49	310	359

Source: Illubabor Zone Education Department.

ANNEX 12
TOTAL PRIMARY SCHOOL (1-8)
ENROLMENT IN OROMIA REGION
FOR THE 1992 E.C. ACADEMIC YEAR

Boy	Girls	Total
1530614	810581	2341195

Annex 13

List of Names of MFEM New constructed, Renovated & Expanded Schools In Illubabor Zone
1992 E.C data

No.	Name of Schools	Number of Students			Woreda	Remark
		Male	Female	Total		
1	Kochi Lower Primary School	75	81	156	Ale-Didu	New Construction with teacher's residence
2	Gore high School	989	627	1616	Ale-Didu ✓	Renovation and New Construction
3	Supe Higher primary School	760	533	1293	Alge-Sachi	Expansion With New Construction
4	Boggo and Chacha Lower Primary School	221	214	435	Alge -Sachi ✓	New Construction
5	Algee High School	472	148	620	Alge -Sachi	Renovation, new constructio & Expansion
6	Sacho Lower Primary School	190	138	328	Bedele Dabo ✓	New Construction
7	Guji " " "	346	231	577	Chora ✓	New Construction
8	Boto Lower primary School	476	334	810	Darimu ✓	New Construction
9	Daariimuu high School	331	75	406	Darimu ✓	New Construction
10	Addosa-Gurii Lower Primary School	72	23	95	Dega Meko ✓	New Construction
11	Yekka Guji Lower Primary School	128	56	184	Didessa ✓	New Construction
12	Kotera Lower Primary School	72	38	110	Didessa ✓	New Construction
13	Dembi high School	181	138	319	Didessa	Expansion
14	Koba Kalla Lower Primary School	176	101	277	Gechi ✓	New Construction
15	Hawete Lower Primary School	147	65	212	Habu-Bure	New Construction
16	Bure High School	335	162	497	Habu-Bure ✓	New Construction & Renovation
17	Hiri Lower primary School	231	200	431	Mettu ✓	New Construction
18	Kollode Lower Primary School	84	67	151	Mettu ✓	New Construction
19	Seddo Lower Primary School	177	193	370	Mettu ✓	New Construction & Renovation
20	Bekke Lower Primary School	139	91	230	Mettu ✓	New Construction & Renovation
21	Abune Petros Higher Primary School	976	838	1814	Mettu	Expansion
22	Qidus Gabriel Higher Primary School	1137	1133	2270	Mettu	Renovation, Expansion & Up grading
23	Mettu high school	1329	861	2190	Mettu	Expansion and Renovation
24	Loko Soyaama Lower Primary School	207	166	373	Yayu-Hurumu ✓	New Construction
25	Anto and Chancho Lower Primary School	101	87	188	Yayu-Hurumu	New Construction
26	Beddesa Lower primary School	127	78	205	Yayu-Hurumu	New Construction with teacher's residence
27	Eleno Higher Primary School	517	274	791	Yayu-Hurumu	New Construction & Expansion
28	Yayo High School	332	210	542	Yayu-Hurumu	New Construction & Renovation
29	Hurumu High School	287	171	458	Yayu-Hurumu	New Construction & Expansion
30	Yaayyoo Higher Primary School	828	732	1560	Yayu-Hurumu	New Construction & Expansion
31	Hurumu Higher Primary School	780	663	1443	Yayu-Hurumu	New Construction & Expansion
32	Qaamee & Wato Lower Primary School	484	291	775	Alge Sachi	New Construction
	Total	12707	9037	21744		

N.B! Two of the Lower Primary Schools had been included in the