

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management



The Contribution of World Vision Ethiopia in Improving the Quality of
Primary Education in Gulelie, Kolfe Keraniyo and Lideta Sub Cities of
Addis Ababa

By
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June, 2014
Addis Ababa

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A Thesis Presented to the School of Graduate Studies
Addis Ababa University

In Partial Fulfillment of the Requirements for the Degree of Master of
Arts in Educational Leadership and Management

June, 2014

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ABSTRACT

It is not known how and to what extent the intervention and support of World Vision Ethiopia improve quality of primary education at Gulelie, Kolfe Keraniyo and Lideta sub cities of Addis Ababa. The main objective of this study was therefore, to assess the contribution of world vision Ethiopia to the improvement of educational quality in primary schools in Addis Ababa. To understand the level of educational support by WVE and its positive impact on quality of education and students' achievement, five basic research questions were developed. For this study, a descriptive survey method was employed. Three Sub Cities (Gulelie, Kolfe Keraniyo and Lideta) were purposefully taken as a study area since WVE is working there. Six primary schools and nine woreda education offices were taken using simple random sampling technique from among 18 schools and 11 woreda education offices respectively. Questionnaire, semi structured face- to- face interview and document review were used as a data collection protocol. From a total of 300 teachers, 18 primary school principals, 11 woreda education office managers, and 3 WVE education program coordinators, 115(38.3%) teachers, 6(33.3%) school principals, 9(81.8%) woreda education office educational personnel, and 3(100%) education program coordinators were involved as a study participants. Statistical techniques such as standard deviation, mean, frequency and percentage were used to analyze the data. The information obtained through open-ended questionnaires, the interviews and document review were qualitatively analyzed to supplement the quantitative data. The findings of the study revealed that there were no significant contributions made by WVE to schools and students that can qualitatively improve the student's performance and quality of education. However, WVE's contribution regarding student's behavior, school facilities, and enhancement of Teachers and school leaders was found insignificant. Activities to improve classroom management of teachers, improving the students' reading skills, improvement of students' behavior and class room attendance, and enhancement of the leadership skills of school principals are the major gaps at schools which need support from WVE. And finally, the study result revealed that there were no problems that might block WVE not to contribute for schools and the presence of positive attitude from respondents towards the supports made from WVE. In conclusion, participation of WVE for the support of students, improvement of school facilities, enhancement of teachers' and principals' capacity, identification and solving of school problems, and reacting for the needs raised by schools to improve educational quality are very low.

ACKNOWLEDGEMENTS

First of all, thanks to my almighty God for giving me strength to complete my study. Then I would like to present my heartfelt gratitude to my adviser Dr. Abdulazia Hussien for his valuable professional assistance for the completion of this thesis. I am also thankful to Ato Tadesse Tidu, Ato Begashaw Awulachew, Ato Tesfazgy Mekonen, Ato Yonas Yosef and Ato Getinet Simeneh who invested their valuable time and energy for assisting me in writing and data analysis. I am also grateful to w/t Woinitu Mulu, W/t Abinet Assefa, W/o Alemtsehay Ferede, Ato Getu Minaye, Ato Mussie Tesfaw, Ato Dejene Leta, and Ato Befekadu Bekele for all moral and material support.

TABLE OF CONTENTS

	Page
ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS	iii
LIST OF TABLES.....	iv
ABBREVIATIONS	v
CHAPTER ONE: INTRODUCTION	1
1.1. Back ground of the study	1
1.2. Statement of the Problem	3
1.3. Research Questions	5
1.4. Objectives of the study	6
1.4.1. General Objectives	6
1.4.2. Specific objectives	6
1.5. Significance of the study	7
1.6. Delimitation of the study	7
1.7. Limitation of the study	8
1.8. Definition of operational Terms	8
1.9. Organization of the study	9
CHAPTER TWO: - REVIEW OF RELATED LITERATURE	10
2.1. The Notion of General Education	10
2.2. Basic Education	13

2.3. The Right to Education	14
2.4. The Jometin Declaration and Dakar Frame work for Action	15
2.5. The Concept of Quality Education and Its Definition.....	18
2.5.1. Dimensions of Educational Quality.....	22
2.5.2. Education Quality Indicators	25
2.5.3. Purposes of Educational Quality.....	28
2.5.4. Factors Affecting Educational Quality.....	30
2.5.5. Alternative Strategies for Improving Educational Quality.....	31
2.6. Educational Quality Improvement Programs	32
2.7. Educational Quality Improvement Programs in Ethiopia	33
2.7.1. Educational Quality Problems in Addis Ababa.....	35
1. Capacity Building Activities	36
2. Improving School Facilities	38
3. Psychological Makeup of Students	38
4. Solving Educational Problems by Researches.....	39
CHAPTER THREE:- RESEARCH DESIGN AND METHODOLOGY	40
3.1. Research Method	40
3.2. Sources of Data	40
3.3. Sampling Techniques	41
3.4. Data collecting Instruments	42
3.5. Methods of Data Analysis	44

CHAPTER FOUR:- PRESENTATION, ANALYSIS AND INTERPRETATION.....45

4.1. Characteristics of Respondents.....45

4.2. The Support of WVE to Enhance the Students’ Result and Behavior47

4.3. Contribution of WVE to improve School Facilities50

4.4. Capacity Building Activities54

4.5 Areas of Supports where WVE can Work at Schools55

4.6. Problems Encountered by WVE during the Effort of Supporting Schools.....57

CHAPTER FIVE: - SUMMARY, CONCLUSION AND RECOMMENDATIONS59

5.1. Summary and Major Findings of the study59

 5.1.1. Summary59

 5.1.2. Major Findings60

5.2. Conclusions62

5.3. Recommendations64

References

Annexes

Annex A - Questionnaires

Annex B - Interview Questions

LIST OF TABLES

	PAGES
Table 1. Population and sampling size of the study	41
Table 2. Back ground of respondents	45
Table 3. Responses about the support of WVE to enhance the students' result	47
Table 4. Responses Regarding Activities of WVE on students' Misbehavior	49
Table 5. Responses Regarding the contribution of WVE to improve school facilities	51
Table 6. Responses Regarding Material and furniture support from WVE	52
Table 7. Responses Regarding the financial support to schools from WVE	53
Table 8. Responses regarding the capacity building activities for teachers and principals.....	54
Table 9. Responses Regarding the areas of supports in which WVE can work for schools	56
Table 10. Responses regarding the problems that WVE encountered during its effort to support schools.....	57

ACCROMYMS

The following abbreviations are used in this study

AERA	American Educational Research Association
CGAAEB	City Government of Addis Ababa Education Bureau
CPD	Continuous Professional Development
DFID	Department for International Development
EDA	Emanuel Development Association
EdQual	Educational Quality
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GDP	Gross Domestic Product
GEQIP	General Education Quality Improvement Program
GNP	Gross National Product
GTP	Growth and Transformation Plan
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IEPA	Institute for Educational planning and Administration
MDGs	Millennium Development Goals
MoE	Ministry of Education
NBI	National Business Initiative
NCERT	National Council of Educational Research and Training

NGO	Non-Governmental Organization
NLA	National Learning Assessment
SPSS	Statistical Package for Social Sciences
SIDA	Swedish International Development Agency
TGE	Transitional Government of Ethiopia
TLMs	Teaching Learning Materials
TTIs	Teacher Training Institutions
TQM	Total Quality Management
WEO	Woreda Education Office
WVE	World Vision Ethiopia

CHAPTER ONE

INTRODUCTION

This part of the study includes background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and definitions of key terms.

1.1. Back ground of the Study

Educational quality can be expressed by several indicators as, teachers' qualification, student-text book ratio, class size, teacher-students ratio, inputs, the learning - teaching process and output of the system. The study in Ghana, Institute for Educational Planning & Administration IEPA, (2005) indicates that quality education is now crucial in Africa's strategic plans towards catching up with the developed world.

Quality education nowadays is considered as a right for children. In other words, children have a right to get quality education (UNICEF, 2000). In line with this, the EFA global monitoring report of UNESCO (2006), by stressing the importance of quality education, noted that a child denied the right to a quality primary education is deprived not only as a child, he/she is also handicapped for life- unable to cope up with situations requiring reading, writing and arithmetic- unless given better access to educational opportunities in life as a youth or adult. There are also other universal declarations in relation to children right to education like the Dakar framework for Action (2000), and Millennium Development Goals (2000). As stated by World Bank (2009, as cited in Alem, 2011), primary education, as the gateway to higher levels of education, must be the first priority and the foundation of secondary and higher educations.

On the other hand, if we provide our children the opportunity to learn the theoretical aspect of education only, they may pass only exams and complete certain educational levels or they may drop out of the system. But if we show them how to learn, what to learn, when to learn and why

to learn then, they will develop knowledge and technical skills to create new knowledge and skills to the next generation in turn. Otherwise, completion of certain poor quality educational level and graduation of individuals with diplomas and degrees by themselves does not guarantee whether the graduates have appropriate knowledge and technical skills balanced with the respective educational level.

In relation to educational quality, the UNESCO's (2004) report on educational quality, put that many countries mix the following approaches in their visions of quality, with one approach or another dominating as policy evolves: 1) a humanist approach which focuses on students' construction of knowledge, active learning and social action; 2) a behaviorist approach which assumes that students must be led by incremental steps to specific, pre-defined ends; 3) a critical approach which focus on understanding and correcting inequities; and 4) an indigenous approach which rejects mainstream education imported from the centers of power.

In this regard the Ethiopian Government has tried a lot to provide education for all citizens in formal and non formal education programs. Provision of educational access to citizens has been achieved and improved. But educational quality is still a daunting challenge. As an important strategy the government has designed two recent programs particularly to give special focus to quality. These are the Education Sector Development program, ESDP-IV, MoE (2010) and General Education Quality Improvement Programs, GEQIP, MoE (2008). The major objective of these plans is the improvement of educational quality and enhancement of the students' academic achievement and behavior.

It is impossible to bring educational quality by the government's wing alone; instead it requires active, meaningful and continuous participation of the whole community, civil society, donor agencies and other stakeholders. According to MoE (2005), the mission of education sector and participation of stakeholders is "to extend quality and relevant primary education to all school-age children and expand standardized education and training programs at all levels to bring about rapid and sustainable development with increased involvement of different stakeholders (community, private investors, NGOs, etc)" pp.8. Accordingly, several NGOs and private

organizations are involved in the promotion of primary quality education and development of communities throughout the regions of Ethiopia including Addis Ababa.

Regarding the roles and functions of NGOs, Streeten (1997, as cited in Kamla-Raj, 2010) describes that they are good at reaching and mobilizing the poor and remote communities. They also help to empower poor people to gain control of their lives and work with and strengthen local institutions. He further noted that NGOs carry out projects at lower cost and more efficiently than the government agencies and promote sustainable development. The role of NGOs is further explained and three major tasks are identified as, service delivery (relief, welfare, basic skills), educational provision (basic skills and often critical analysis of social environments), and public policy advocacy (Stromquist (2002).

World Vision is one of those international NGOs working in different sectors for the wellbeing and development of the world including Ethiopia. This NGO has country office in Addis Ababa and branch offices in three sub cities of Addis Ababa. The main target of this research is, therefore, to find out the main roles and contributions that world vision Ethiopia is playing towards promoting the quality of primary education in Gulelie, Kolfe Keraniyo and Lideta sub cities of Addis Ababa.

1.2. Statement of the Problem

Development at all levels requires participation of both national and international NGOs, private organizations, associations, government organizations and the whole community. Education is the basic tool for development. Cognizant of this, Ethiopian government has put particular emphasis on education with the firm belief that the long-term development of the country rests upon the expansion and provision of quality education (MoE, 2005). Our education system has problems regarding quality, relevance, access, and equity. Even though it is tried a lot to minimize those educational problems nationally, there are still critical and challenging problems in the educational quality.

In relation to educational quality problems, the Link Ethiopia (2011) describes that overcrowding, lack of teaching resources; inadequate teachers' training and high teacher / pupil ratio are challenges of our educational quality. Those points are also the major problems of education in Addis Ababa. Although there are several indications for the improvement of educational quality at a national level, there is a problem of quality in the primary education of Addis Ababa. A simple indicator for this is the achievement of grade 8 students average pass marks of Addis Ababa compared to four regions (Amhara, Tigray, Oromia and SNNPR) and Dire Dawa city administration in the last two years (2012 and 2013). That is, compared to other regions (Oromia=94.4%, Tigray=86% and 87.4%, Amhara=80.1% and 82.1%, SNNPR=65.6% and 67.5%, and DireDawa=63.9%, Addis Ababa city Administration with relatively better infrastructure and a number of NGOs working on education, its grade 8 students academic achievement was found lower 67.1% and 65.9% in 2012 and 2013 respectively (MoE, 2012, 2013). Therefore, this is considered as a gap that needs to be assessed by this study.

When we look at the second and third national learning assessments of grades four and eight carried out in the whole country in 2004 and 2008, the assessment scores of grade eight students in Addis Ababa were 35.94% in 2004 and 34% in 2008 (CGAAEB,2011). This means, the achievement or the scores of grade 8 students of Addis Ababa in the second and third national learning assessments were far less than the minimum requirement of 50% to pass from one grade level to the next according to the Ethiopian Education and Training policy (TGE, 1994).

In terms of primary school facilities in Addis Ababa, which is the capital city of the country and Africa and the host of several national, continental and international organizations, there are schools which do not have libraries, pedagogical centers, clinics, access to water, and ICT centers. As indicated in three consecutive Annual Educational Abstracts of the Federal Ministry of Education of Ethiopia, MoE, (2011, 2012, 2013), 10% of the schools in 2011, 17.5% of schools in 2012, and 6.9% of schools in 2013 did not have libraries, while 22.5% schools in 2011, 27.7% schools in 2012, and 24.8% schools in 2013 in Addis Ababa did not have pedagogical centers. Similarly, 30 schools out of 728 in 2011 and 57 schools out of 770 in 2012 did not have water access, and 15.8% in 2011 and 17.5% schools in 2012 did not have school clinics (MoE, 2011, 2012, 2013). It is clear that lack of proper school facilities and inputs have

solid impacts on the educational quality and students' achievement. In this study, the researcher has tried to show the contribution of WVE to schools regarding the construction of libraries, laboratories, pedagogical centers, ICT centers, latrines, school fence, and installation of drinking water, and donation of furniture and equipment to improve school facilities. This was also another gap that was not covered by the previous studies and planned to be filled by this study.

Similarly, when we look the qualifications of primary school teachers of first and second cycles in 2011 and 2012, only 43.1% in 2011 and 76.9% in 2012 of the first cycle primary school teachers had the necessary qualification. On the other hand, only 48.6% and 85% of the second cycle primary school teachers in 2011 and 2012 respectively had the necessary qualification for the level. Still the percentage of qualified primary school teachers in 2013 was only 81.8% (MoE, 2013). This also shows that most of the teachers teaching in primary schools of Addis Ababa have qualification gaps and need continuous professional capacity building trainings. Therefore the researcher of this study tried to investigate what WVE is doing regarding the capacity building activities for teachers and principals to support the educational quality improvement program.

On the other hand, researches conducted on the contribution of NGOs for promotion of quality primary education in Addis Ababa is very limited. What the NGOs are doing to promote quality education, how they are working with primary schools and the type of support they provide were issues that initiated the student researcher. This study was, therefore, triggered to assess the contribution of WVE in addressing these educational problems in Addis Ababa City administration.

1.3. Research Questions

Since the primary aim of this study was to investigate the level of involvement of NGOs particularly World Vision Ethiopia, on the promotion of quality primary education in Addis Ababa, the researcher focused on the following basic questions;-

1. To what extent does WVE is contributing to enhance the students' result?

2. Is there any kind of contribution of WVE in strengthening primary school facilities in Gulelie, Kolfe Keraniyo and Lideta subcities?
3. To what extent WVE is building teachers' and school leaders' capacity?
4. What are the possible areas of supports that WVE can work for schools?
5. What major problems are encountered by WVE in its efforts to the contribution of educational quality improvement activities in Addis Ababa's primary education?

1.4. Objectives of the Study

General Objective

The overall aim of the study was to assess the extent to which the 'World Vision Ethiopia' as a stakeholder contributes for the promotion of quality primary education in Addis Ababa.

Specific Objectives

The specific objectives of the study includes:-

- To assess the level of contribution of WVE to improve students' results and their behavior.
- To identify what WVE is working towards the strengthening of school facilities (laboratories, libraries, pedagogical centers, Latrines, Water access, and ICT centers to improve educational quality).
- To assess the extent of WVE's contribution on the capacity building activities for teachers and school leaders.
- To identify gaps at schools which could be covered by WVE to improve the quality of primary education?
- To identify the major problems on the quality of primary education in Addis Ababa.

1.5. Significance of the Study

The major significances of this study are:-

- This study may help WVE to recognize the challenges and gaps for intervention at primary schools and make their contributions according to the immediate needs in order to improve educational quality in Addis Ababa.
- The study may help schools to identify their major gaps that could be covered by NGOs or any other funding agencies to improve the quality of education they provide.
- The study may create a means of communication between WVE and schools to work cooperatively as partners for the improvement of educational quality in Addis Ababa.
- The study may help the policy makers and higher officials recognize the support and contributions made by NGOS like WVE to the improvement of educational quality.
- Finally, the study will contribute additional information on the existing findings which could serve as a reference for others who want to pursue further study on the issue.

1.6. Delimitation of the Study

Educational quality has no limited boundary. There are several international and national nongovernmental organizations working in different areas of community development. Unfortunately the researcher cannot cover physically all those NGOs and their contributions on the promotion of quality of primary education in Addis Ababa due to time and finance constraints. It was not be manageable also if other NGOs were included in the study. World Vision is one of those international nongovernmental organizations which work in different humanitarian activities like education, health, life skill trainings, and other community development areas.

World Vision Ethiopia (WVE) is an international Christian humanitarian organization working in partnership with 107 World Vision National Offices throughout the world. Its involvement in Ethiopia dates back to 1971 when the organization gave relief assistance to the Neur tribe's men in the southern Sudan and Meskoku tribes of Gode area of the Ogaden (WVE, 2012). WVE was officially registered and established on March 3, 1975. One of these offices is found in Ethiopia

and works in regional states including Addis Ababa city Administration. In Addis Ababa it works in three sub cities of different development areas including education and health programs.

Therefore, the researcher was limited to study only about the contributions of World Vision Ethiopia in the promotion of quality of primary education in those three sub cities of Addis Ababa (Gulelie, Kolfe Keraniyo and Lideta). The result of the study was generalized only to the World Vision Ethiopia's contribution on Addis Ababa's primary education not other NGOs.

1.7. Limitations of the study

While the student researcher was trying to study, he encountered several problems. The major ones were shortage of time, financial deficiency, and lack of commitment and willingness of respondents. Even though most of the respondents were positive and participative, there were some respondents who were not diligent and willing to fill questionnaires and participate in interview carefully and responsively. Even there were many respondents that did not fill and return the questionnaires. This had a lot of impact on my study to get reliable data and information on the issue.

1.8. Operational Definition of Key Terms

Educational Leadership: is a process of leading and directing of the educational institutions.

Nongovernmental Organizations: - are professionally-staffed organizations aiming at contributing to the reduction of human suffering and to the development of poor countries Streeten (1997, as cited in Kamla-Raj, 2010).

Primary Education: is an educational level starting from grade one by the official school aged children and that leads to secondary education.

Professional Development: is an activity or process that helps to update and improve the profession of individuals.

Quality Education: UNICEF: recognizes five dimensions of quality: the learners, the environments, content, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation (UNICEF 2000).

1.9. Organization of the study

The body of this research is organized in five chapters. The first chapter deals with Background of the study, Statement of the problem, Basic research questions, Objectives, Significance, Delimitation, and Limitations of the study. The second and third chapters deal with review of related literature and research design and methodology respectively. The fourth chapter of the study presents the analysis and interpretation of data. The last chapter deals with findings, conclusions and recommendations of the study.

CHAPTER TWO

REVEIEW OF RELATED LITERATURE

This part of the study contains descriptions and explanations given by different authors and researchers obtained from different documents and research findings of several studies. This review of literature contains about the general notion of education, Basic education, the right to education, the Jometin declarations and Dakar framework for Action, the conceptual definitions of educational quality, dimensions of educational quality, indicators of educational quality, purposes of quality education, factors affecting educational quality, alternative strategies for improvement of educational quality, educational quality improvement programs in Ethiopia, educational quality problems in Addis Ababa and activities done by NGOs for the improvement of educational quality.

2.1. The General Notion of Education

Hirst and Peters (1970:19, as cited in Edqual, 2006) describes education as “the development of desirable qualities in people.” Education is one of the most important tools for development. It is very important not only being source of knowledge and skills but also being source of highly trained and skilled man power for other sectors which in turn make their contributions for societal and national development. When any type of creativity, innovation and production of new services and new products in kind exists in the world, one can surely speak about those innovations, products and services that their source is directly or indirectly from education. It could be formal, non formal or informal forms of education. Education has several advantages for society in addition to the production of elites and new innovations. Whenever the people get education there will be improvement of living standards, improvement in health and nutrition, reduction of crime, development of democracy, fairness of justice, conservation of natural and manmade resources, fast growth of creativity and innovations, knowledge sharing, knowledge of how to use and implement new technologies, etc.

In relation to the relationship of education and development, Schultz in Tekeste (2006), by the research undertaken in USA showed a direct link between investment in education and increase in income both at the individual and at the collective level. Tekeste further explains the argument of Schultz that up to 50% of the rise in earnings in USA could be explained by the returns on educational investment. Schultz further explains that education was essentially the acquisition of relevant knowledge and skills that enables those who acquire it to organize their lives in a qualitatively superior manner. Finally Tekeste argued that the understanding of investment in education could be directly related with development only when what is taught is appropriate and relevant.

The role of education for individuals and society at large is also explained by several studies. Taddele (1999:1, as cited in Adem, 2002) for instance, identified some of the roles of education as; Providing the preparation and training of skilled human resources to manage capital, technology and service, Facilitating the generation and advancement of knowledge in pure and applied fields by means of trained personnel; and Performing a consciousness raising function with respect to the use of energy, population control and environmental protection.

Adem further explained the role of education in relation to women in his study as stated by World Bank (2008) educating women increases their income earning capacity, improve their productive health, lowers infant and child mortality and benefit both current and future generation. The World Bank paper also stresses that “investing in human capital is therefore crucial for economic growth, poverty reduction and environmental protection”. The importance of education is still expressed by several authors and leaders. For example Nelson Mandela said “education is the most powerful weapon we can use to change the world (EDA, 2011). Improved education changes lives and transforms communities, empowering people to reach their potential, and shape their own future (Link Ethiopia, 2012). The link Ethiopia Annual Report further explains the golden saying from Kofi Annan, “Education is the premise of progress, in every society, in every family “.This tells us that Education is the key for alleviating poverty and brings national development.

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The importance of investment in education as a determinant of economic growth and education is also found to be associated with various non economic benefits. Angela (2000, as cited in Nicholas and Robinson, 2012) says “that all agree that the single most important key to development and to poverty alleviation is education”. Also, as expressed by UNICEF (2011, as cited in Alem, 2011) a sustainable end to world poverty as well as the path to peace and security requires that citizens in every country of the world are empowered to make positive choices and provide education for themselves and their families.

The Education and Training policy of Ethiopia (TGE, 1994) put the general objectives and the main expressive indicators of the importance of education for individual, societal and national development as; develop the physical and mental potential and the problem-solving capacity of individuals, bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education and , bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.

Our country, Ethiopia, is striving for the realization of various national development plans i.e. rural and agricultural development, urban and industrial development, the building of democracy and other targets included in the Growth and Transformation Plan by the help of education. It is believed that education would contribute to the government’s effort of eradicating poverty and achieving its objectives of placing the country among middle level income countries with in 15 years ESDP IV (MoE, 2010). The 2009/10 Green paper by Science and Technology Ministry in ESDP IV also states that “to see Ethiopia become a country where a democratic rule, good governance and social justice reign upon the involvement and free will of its peoples, and once extracting itself from poverty becomes a middle income economy “as recognized by a per capita income of 1000 USD by 2025”. This could be true only through education especially working strongly on the quality of primary education since it is the base of any other educational levels.

2.2. Basic Education

Basic education as defined by UNESCO (1995:2) is “ the very minimum of knowledge, skills, attitudes and values that will enable individuals to operate with a reasonable expectations of success in their community or society. An education provided at the primary level especially in grades of 1-4 is considered as the base of any education that will take place in the future life of individuals. That is why the first cycle level of primary education is said to be basic education.

Basic education has always been an important concern for society and the government. This is because universal literacy and the success of secondary and post secondary education depend on how extensive and efficient the basic education system of a country is (Nicholas and Robinson, 2012). Nicholas and Robinson also explained that child education is fundamental in sustaining democracies, improving health, increasing per capita income, and conserving environmental resources of nations. Hence education is not viewed an end in itself but a productive investment. As a result, Basic education is viewed as a service that must be provided to the populace irrespective of affordability. As Yoseph (2009) presents basic education;

In a process of learning, education, starting from the most basic type of learning, as Warren (1993) clearly put it, may be seen from two points of views: societal and individual points of views. Firstly, as society seeks to perpetuate itself by handing on its cultural acquisitions to the next generations, education takes a meaning in the process of social transmission of the past accumulated knowledge through generations. Therefore understanding of the past being with acquaintance of basic education. Secondly, as education also seeks to bring about growth and development within the individual, basic education in this regard also seen as the initial point where the individual begins to-- bring about cognitive growth and development, use the knowledge acquired in achieving his/her aims, organize his/her acquired habits of action according to his/her physical and social environments.

Basic education, as the name indicates, is an education of young children which will serve them for the next educational level. For instance, we all learned basic numeracy, reading and writing skills in the basic education level and now applying in several complex ideas and calculations in

our life. In relation to this Bishop (1994) explains basic education as the acquisition of a specified level of knowledge, ability, aptitudes and an awareness of social realities of the individual to make use of the main sources of knowledge offered for the society. This tells us that all basic skills, attitudes and knowledge that we get in our initial life through basic education is the sources of future life where specific and general knowledge will be derived. In addition to reading, writing and basic mathematical operations, our children begin social life and communication in the primary school level which can be considered as part and parcel of basic education.

But the quality and standard of learning materials, learning environments, and the way of learning of basic education provided in pre-primary and primary level determines the competency and educational achievement of individuals in the future. Delors Report (1996, as cited in UNESCO, 2010c) argued that the aims of education need to balance and integrate several tensions such as the tension between the global and the local, between the universal and the individual, between tradition and modernity, between long-term and short-term considerations, between competition and cooperation, between the spiritual and the material, between the existing curriculum and important new areas of knowledge.

Therefore, as described above, education that we provide to our children should transform them with the realities of individual, society and the globe from traditional way of life and knowledge to scientific knowledge. The curriculum that we follow should also be more inclusive and lead to a worldwide knowledge and acceptance step by step starting from the very beginning context.

2.3. The Right to Education

Education is considered as one of the rights of every child in every country of the world. Alem (2011) presents the 1948 UN universal declaration of human right which articulates that: “everyone has the right to education; education shall be free at least in the elementary and fundamental stages”. It is a fundamental human right and is essential for realizing other human rights. It empowers people by helping them to acquire skills, knowledge, values and attitudes that are critical to secure their basic socio-economic needs and enable the sustainable

development of their societies (UNESCO, 2013b). The document also describes that failure to adequately educate students can be seen as a violation of the right to education as it limits economic development and locks countries into cycles of low growth rates, limited employment opportunities and weak social cohesion.

The Universal Declaration of Human Rights, Article 26 (1948), the Convention against Discrimination in Education (1960), the International Convention on Elimination of All Forms of Racial Discrimination (1965), the Convention on Elimination of All Forms of Discrimination against Women (1979) and the Convention of the Rights of the Child (1989) are some of the international agreements related to education in addition to the EFA and MDGs (UNESCO, 2010b).

Therefore Basic education is the basic human right and we should respect by providing quality basic education for our citizens especially for school age children that will be assets for the future of our country.

2.4. The Jomtien Declaration and Dakar Framework for Action

The world conference on education for all in Jomtien, Thailand in 1990 selected two significant themes (UNESCO, 2011c): a focus on the education of children (and adults) in poor countries across several educational goals, and cross cutting effort to promote the quality of learning in education, not just counting who was or was not in school. These agreements and goals on education for all internationally again reinforced in a more detail way and six broader goals were set in Dakar, Senegal in 2000.

The Dakar frame work for action on education for all (EFA) conference adopted by governments from 164 countries in Senegal 2000 and set six broader goals and a number of specific targets to meet by 2015. Thus, the Dakar forum emphasized the need to improve all aspects of quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills (Dakar Framework for Action, Article 7, World Education Forum, 2000, as cited in IEPA, 2005 p: 8). The framework was given the subtitle” Education for

All: meeting our collective commitments.” The six goals of EFA as presented in UNESCO (2011c) and EI (2008) are:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and Adults are met through equitable access to appropriate learning and life skills.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to (and achievement in) basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, in numeracy and essential skills.

By a way of summary, the Dakar Framework of Action has created more fertile ground than ever to make basic education accessible to all at the national and international levels. Following the Dakar framework, several improvements regarding education and other areas of development have been done.

Following this, eight Millennium Development Goals have been set by UN in 2000 as a Millennium Declaration to be achieved by 2015 throughout the world which was a milestone in international cooperation, inspiring development efforts that have improved the lives of hundreds and millions of people around the world UN (2010). This document also explained the millennium development goals to represent human needs and basic rights that every individual

around the world should be able to enjoy –freedom from extreme poverty and hunger; quality education, productive and decent employment, good health and shelters; the right to women to give birth without risking their lives; and a world where environmental sustainability is a priority, and women and men live in equality.

Those goals are:

Goal 1. Eradicate extreme poverty and hunger

Goal 2. Achieve universal primary education

Goal 3. Promote gender equality and empower women

Goal 4. Reduce child mortality

Goal 5. Improve maternal health

Goal 6. Combat HIV/AIDS, malaria and other diseases

Goal 7. Ensure environmental sustainability

Goal 8. Develop a global partnership for development. (Source: UN, 2010: 2013: 6).

Among these goals, two of the MDGs are directly related to education, namely Goal 2 of achieving universal primary education and Goal 3 of promoting gender equality and empower women as it concerns the elimination of gender disparity in primary and secondary education at all levels (MoFED, 2005). As the UN (2010) states these millennium development goals and targets are interrelated and should be seen as a whole. They represent a partnership between the developed countries and developing countries” to create an environment at the national and global levels alike which is conducive to development and the elimination of poverty.”

The UN (2013) report explains that prospects achieving universal primary education are promising but the quality of education is still low, contributing to the low competition rates, high repetition rates and low functional literacy. The report also describes that the appreciable levels of literacy in Africa do not reveal the quality of skills acquired. Indeed, primary school graduates often lack the requisite numeracy and literacy skills due to the low quality of education

they receive. The report also explains the presence of far more children than expected in low and lower middle income countries completing primary education without becoming literate (Ndem, 2011, as cited in UNESCO, 2013v1). Different countries show different level of performance among those goals. For example by MDG 2, nine best performer countries are mentioned but Ethiopia is not there as the document shows.

2.5. The concept of Quality Education and its Definition

A large body of literature has recently been developed concerning quality in educational settings, but “quality” is one of the most difficult concepts to define in the social sciences and education. Thus there is no commonly agreed and accepted definition of this concept (Becket Brooks, 2008:2; Houston, 2007:3; Eagle& Brennan, 2007:47; Barrow& Lau, 2006:1; as cited in UNESCO, 2013V1).

Quality education is a dynamic concept that changes and evolves with time as well as in the social, economic, and environmental contexts of place. Although there is no single definition of ‘quality’, most attempts to define it incorporate two fundamental perspectives. First, cognitive development is a primary objective education, with the effectiveness of education measured against its success in achieving this objective. Second, education must promote creative and emotional development, supporting the objectives of peace, citizenship and security, fostering equality and passing global and local cultural values down to future generations (UNESCO, 2010a).

Even though it is difficult to define quality, different authors defined it differently and summarized here under.

Oakland (2003:4, as cited in Solomon, 2012) describes quality as the fitness for purpose, the ability of a product or service to continue meeting the requirements of the stakeholders and also as dependant on current and future stakeholders. Deming, in Solomon, 2012), who is considered

as the “father of quality,” defines quality in more practical terms as “a predictable degree of variation for adopted standards and dependability at low cost.” He also adds that quality is customer and market focused.

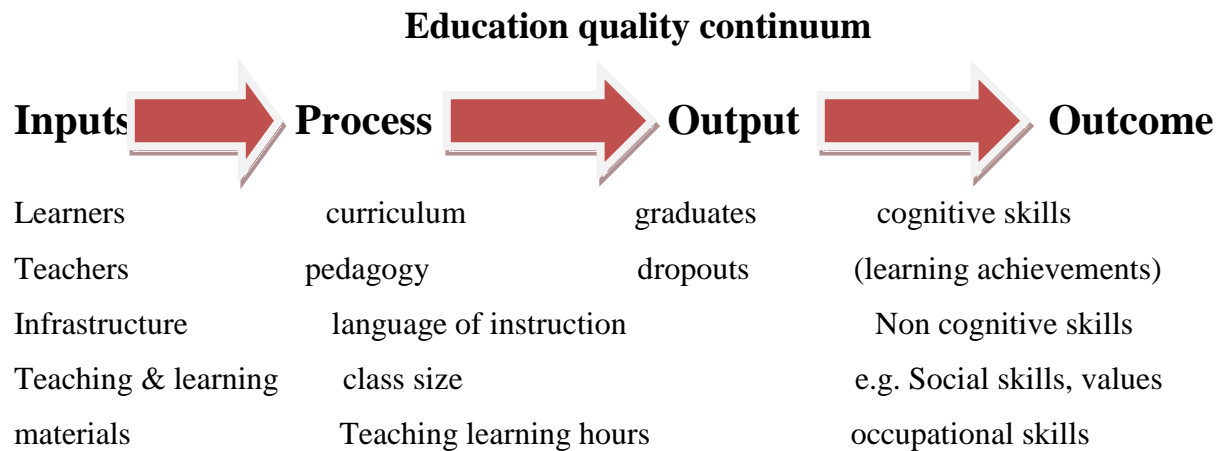
Harvey and Green (1993, as cited in Mulu, 2012) also identified five discrete but interrelated ways of thinking about quality as follows. Those are:

- 1. Quality as exceptional:** this notion is related to the traditional and elitist academic view that perceives quality as something special, and distinctive. In educational terms it epitomizes excellence, high level performance, passing a minimum set of standards unattainable by most.
- 2. Quality as Perfection:** quality is perceived as a consistent or flawless outcome. It focuses on the specifications of process. It is also culminated by the interrelated ideas of zero defects and getting things right first time. This view is based on the assumption that if consistency can be achieved then quality would be attained as a matter of course.
- 3. Quality as fitness for purpose:** conformity with institutional missions as well as capacity to fulfilling customer’s requirement is the principal perspective underlying this. This is sometimes called the producer definition of quality or the procedural concept of quality (Edward, 2002), and (Edqual, 2006).
- 4. Quality as Value for Money:** this view perceives quality in terms of return on investment or expenditure. This view embodies efficiency, effectiveness and accountability. It focuses on how the inputs are efficiently used by the process in a manner that they produce the desired outputs.
- 5. Quality as Transformation:** refers to the classic notion that views quality in terms of change of the learner from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students or the development of new knowledge through the learning process. Mulu further explains the presence of emerging argument in the literature on the view of quality as culture. According to him, this view recognizes the importance of the organizational view of quality as a process of transformation, where each entity is concerned with and acknowledges the importance of quality.

Defining quality as a single concept is difficult because it is complex by its nature and has several meanings for different people at a time and different meanings for the same person at different times. That is why different scholars defined the concept differently and being difficult to give universal definition. One can understand and give expressions about the quality of education at a time and may give another description on the same issue in another time due to several reasons and personal interests. Considering the multifaceted nature of quality, Adams (1993:12-13, as cited in Solomon, 2012) identifies the characteristics of quality on the basis of the different meanings it has for different individuals. Harvey and Green (1993:3, and Giertz, 2000:297, as cited in Solomon, 2012) also indicate that quality is relative in two senses: the context and period in which quality is defined, resulting in different understandings by different people. Due to different interests and priorities, the same individual may have different conceptualizations of 'quality' according to the context (Becket & Brooks, 2008:2, as cited in UNESCO, 2013a). Supporting this, Watty (2005:121, cited in Solomon, 2012) comments that when defining quality, different stakeholders' views must be taken into consideration. In addition, O'Neill and Palmer (2004:40, as cited in Solomon, 2012) contend that quality should be defined by customers.

After reviewing several articles, Jackson, Helms and Ahmed (2011:392, and Owlia, 2010, cited in Solomon, 2012) conclude that educational quality is a multi dimensional and is understood and defined differently by different people. Therefore, it is difficult to define this term using only one indicator or dimension. In this regard Becket and Brooks (2008:42, in Solomon, 2012) also explain that quality is at the center of any educational system. It helps to determine the contents of the curricula, how well students learn and what advantages they derive from their education (Solomon, 2012). Again UNICEF (2000) describes that definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenge. New research ranging from multinational research to action research at the classroom level contributes to this redefinition. At the heart of education for all agenda is a commitment not only to increase access to education, but also to provide high quality education. In recent years, the quality of education has increasingly been approached from the lens of learning outcomes, including literacy, numeracy, critical thinking skills, occupational

skills, responsible citizenship, etc. They can be grouped broadly in to cognitive and non-cognitive skills including social outcomes (UNESCO, 2013a).



(Source: IEPA, 2005 p: 10, and UNESCO, 2013 volume 1: p-30)

In order to provide quality education as UNESCO puts in the above education quality continuum, we should work hard on inputs and the process then we can have better outputs and outcomes as we desire. We should work on the attitudes of both learners and teachers, school facilities such as infrastructures and teaching learning materials as the major inputs of schooling, and empower the teachers' teaching methodology to make the teaching learning process fertile then we can produce fruitful and creative graduates of primary education having developed cognitive and non cognitive skills.

Sustained progress in education quality depends on making sure that all schools have sufficient teachers, that the teachers are properly trained and supported and that they are motivated (UNESCO, 2011a). When teachers are well trained and have technical skills they can be motivated and effective in teaching and supporting students with several problems so that students will be empowered and achieve better result. As UNESCO (2013b) states access to education is not sufficient but the quality of learning is also crucial. While enrolling children and achieving adequate numbers of school places and teachers is crucial, it is just the start of the process. The quality of what is learnt and how it is learnt is of great importance.

2.5.1. Dimensions of Education Quality

Quality learning as explained by UNESCO (2013v1) encompasses process through which people acquire the breadth and depth of knowledge, skills and attitudes necessary to fully engage in their communities, express their ideas and talents and contribute positively to their society. UNICEF (2000) describes five dimensions of quality in education system: Learners, learning environments, content, process, and outcomes. Each of them is described as follows.

1. Learners: should be healthy, well- nourished and ready to participate and learn, and supported in learning by their families and community. This dimension explains that the quality of children's life before beginning formal education greatly influences the kind of learners they can be. The health, early childhood experiences and home support affects the children's future life (UNICEF, 2000). The good health, nutrition, regular attendance, and family support for learning are the basic issues for the learners' dimension to be effective. As presented in UNESCO (2013v1) report, extensive recent international researches suggest that to achieve quality learning which is valuable in today's world, learners must be: Active physically and mentally, collaborative with teachers and other learners, and Self-directed with a clear sense of choice and purpose.

2. Learning Environments: environments that are healthy, safe, and protective and gender sensitive, and provide adequate resources and facilities are required in order to have quality education system. Learning environments have great impact directly on student's achievements. According to UNICEF (2000), learning environments may contain physical, psychosocial and service delivery elements. The presence of well organized and conducive school facilities is directly related to the students' physical, cognitive and psychosocial development.

Several studies done in different countries on this issue reveal this. For instance, a study done in Latin America which includes 50,000 students in grades three and four found that children whose schools lack classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, 2000, as cited in UNICEF, 2000). The class room is a microcosm of the world

outside where children learn their values, attitudes, skills and knowledge. This class room experience can be transformative and, therefore, is the place of greatest opportunity and where the greatest failure in quality learning is currently taking place (UNESCO, 2013d). Quality learning materials serve as a backbone for the teaching learning process to be productive. No quality learning without quality materials (UNESCO, 2013d).

4. **Contents:** relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention, and peace should be included. Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals in to measurable objectives should provide the starting points for the development and implementation of curriculum (UNICEF, 2000, cited in UNESCO, 2013c). The contents should be Student centered, non discriminatory, standard based curriculum structures, local and national contents and help students to develop literacy, numeracy, and life skills of the learners.

4. Processes: where by trained teachers use child-centered teaching approaches in well- managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.

UNESCO (2013b) also identified the three learning practices which accelerate learning for least additional costs; pupils drawing on teachers' constructive, formative feedback, pupils using meta-cognition and self regulation strategies and pupils engaging in peer tutoring and/or peer assisted learning.

The way how learners learn in the classroom affects the results and overall development of learners including the psychological, social and mental developments. In relation to this, UNESCO (2013b) identified the values of learning and teaching strategies in classrooms for the full developments of pupils which include: activeness, collaboration and self direction of learners; helpfulness of the teacher's on learning strategy; relevance of the curricula; relevance and accessibility of textbooks; promotion and usefulness of technological aids; learning experiences of different social/ethnic/gender groups within a class; effectiveness of ongoing site

based teacher professional development; and ensuring a good match between teachers and communities.

5. **Outcomes:** these encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. The learning outcomes may contain cognitive skills (learning achievements), non cognitive skills (such as social skills, values) and occupational skills (UNESCO, 2013a).

The TQM framework of NCERT (2006:1, as cited in Robin, 2008) identified eight dimensions of educational quality: School infrastructural facilities, school management and community support, school and classroom environment, curriculum and teaching learning materials (TLMs), teacher and teacher preparation, classroom practices and processes, opportunity time (teaching-learning time), learners' assessment, and monitoring and supervision. According to UNESCO (2013a), there is a clear relationship between provision of quality learning and nation's democratic stability; between learning and an individual's orientation towards legal behavior and good citizenship; and between a good classroom climate and civic behavior. There is also a clear link between good quality learning in schools and levels of employment, as inadequate learning leaves young people unprepared for the world of work.

Lockheed and Verspoor (1991:40-41, as cited in EdQual, 2006) also identified four basic elements of effective schooling as: Orderly school environment; Academic emphasis, with high expectations for student learning; Instructional leadership, i.e. the quality of head teachers; and acquisition, distribution and use of material inputs. These points are directly related to strengthen the five dimensions of quality education presented above by.

Quality education framework is a four- fold principle or has four pillars of learning as stated by Jacques (1996, as cited in IEPA, 2005), Delors et al. (1996, cited in EdQual, 2006), and UNESCO (2010a) states four major pillars of education as;

Learning to know – Acknowledging that quality learning provides opportunities for learners to build their own knowledge daily combining indigenous and external element.

Learning to do: opportunities for learners to apply what they learn

Learning to live together: developing in learner's attitudes free from discrimination, where all have equal opportunities to develop themselves, their families and their communities

Learning to develop skills: emphasis on skills required for developing individuals' full potential.

As we have seen above and described by several authors, education should basically help the learners to develop basic knowledge, social life skills, and creativity. Otherwise it will be difficult to contribute for societal and national development efforts and even to lead personal life.

2.5.2. Educational Quality Indicators

Van den Berghe (1997, as cited in IEPA, 2005) defined quality indicators of education as performance indicators that refer to a quality characteristic or objective, thus alluding to the broad context of performance evaluation in which the learners operate. Educational indicators are major areas to make an overall analysis of an education system. In our examination of the quality of primary education, the key indicators are with the area of the inputs, process, and of products in which inputs influence process and process in turn influence outcomes (IEPA 2005).

Inputs: finance and human resource are the major inputs of education system which include a broad range of factors such as schools, student characteristics and household/ community characteristics. Under school, curriculum content, text book and learning materials, teachers' qualifications, training moral and commitment, adequate facilities and parent/ community support. And student related characteristics include aptitude, ability, perseverance/ commitment, nutrition and health, school readiness, and gender. Whereas house hold / community

characteristic includes parental attitudes, household income, community economic and labor market conditions, cultural and religious factors.

Process: are indicators of a system efficiency which includes school climate and teaching and learning. School climate contain factors such as strong leadership, high expectations, positive teacher attitudes, safe and gender sensitive environments, incentives for good results, and flexibility and autonomy. Teaching learning includes sufficient learning time, active teaching methods, integrated systems for assessment and feedback, appropriate class size, appropriate use of languages.

Outcomes: there are three aspects of outcomes. Achievement; i.e. what the student really learns, Attainment; i.e. the number of students that actually meet the standards by passing examinations and acquiring formal qualifications, and standards; i.e. the outcomes sought by society.

Educational indicators help to guide the overall process of the education system. UNESCO, (2011a) identifies six possible uses of educational indicators and summarized as follows;

1. Informing policy: indicators are one important way that policy makers determine whether educational funds are well spent or not.

2. Monitoring standards and creating new ones: most countries have a set of educational goals or targets embedded in curricular design. These goals and targets are monitored and based on educational indicators. To the extent that national systems seek to change standards and curricula, indicators form an important basis for doing so.

3. Identifying correlations of learning: indicators are essential tools for determining the level of achievement and for understanding of the relationships between key factors.

4. Promoting accountability: stakeholders such as government, community, schools, teachers, parents, or students are collectively or separately accountable for learning achievements. Therefore those accountabilities are expressed and decentralized by a means of indicators.

5. Increasing public Awareness: to the extent that indicators can be understood by the public, and disseminated by the media, learning measures are one way to establish outcomes in the minds of these potential consumers. These educational indicators are units which help to understand the education system as a whole.

6. Informing Political Debates: the presence of indicators and learning results allow for discussions of the practical results of any interventions in education. Learning indicators play key roles in such debates. They can also help to identify who may be accountable for improving learning.

Hawes and Stephens (1990, as cited in EdQual, 2006) proposed three strands of educational quality. Those are: efficiency in meeting set goals, relevance to human and environmental needs and conditions, and something more in relation to the pursuit of excellence and human betterment. The ‘something more’ is explained as “that extra quality of inventiveness, stimulation, excitement, concern for others or happiness which is found but found rarely, in schools and Teachers” (Hawes and Stephens, 1990, cited in EdQual, 2006).

Accordingly, quality indicators are among the groups of educational indicators. CGAAEB (2011) and MOE (2012, 2013), identifies educational quality indicators as pupil teacher ratios, pupil section ratios, teacher’s qualifications, student textbook ratios, learning assessment achievements, and national examinations results. In primary schools, the standard ratio of both pupil-teacher ratio and pupil-section ratio is 1:50. In relation to examination results and promotion standard of students, the Education and Training Policy of Ethiopia states that, in order to- get promoted from one level to the next, students will be required to have a minimum of fifty percent achievement ETP, (MoE,1994a).

Another indicator of educational quality is teachers' qualification. Previously the qualification of most teachers teaching in primary schools was certificate from TTIs. But now the required qualification level of primary school teachers has been increased from a one year certificate course to a three year diploma course after grade 10 as stated in ESDP IV. Additional Teachers' Professional Development Programs are also under process to improve the professional qualification of teachers. Induction programs for new beginner teachers and Continuing Professional Development (CPD) for senior teachers was introduced in most schools, employing weekly sessions, drawing on either school based, cluster or district-level expertise (ESDP IV). Since students are expected to score better and learn in a good condition, student text book ratios of both primary and secondary schools should be one to one as the education policy states.

2.5.3. Purposes of educational quality

As the Dakar frame work for action, 2000 puts "Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills". Providing of quality education for citizens is multi purposeful for citizens themselves, for the societal benefits, and for the whole country. A good quality education carries personal and social benefits: better health, lower fertility, and lower exposure to HIV/AIDS, higher personal income, stronger national growth (UNESCO, 2005, as stated in EdQual, 2006).

Regarding the provision of quality education and its purpose, there are several studies which reveal major advantages and targets on multi dimensional development of the globe. African Journal of Education and Technology, Volume 1 Number 3, Dienye (2011), states that quality education is the hub around which societal development revolves. The cycle of poverty, ignorance and disease can only be broken through a relevant quality education that addresses the needs of the society (Dienye, 2011).

As EdQual (2006) presented;

The long-term goal in education is nothing less than to ensure everyone completes a basic education of adequate quality, acquires foundation skills—literacy, numeracy, reasoning and social skills such as teamwork—and has further opportunities to learn

advanced skills throughout life, in a range of post-basic education settings. (Human Development Network, 2002:431).

The overall concept of quality education may be summarized as cost-efficient in producing academic achievement, as indicated by students having a high probability of completing the primary cycle without repetition (Lockheed and Verspoor, 1991:40-41, as cited in EdQual, 2006). Edward(2002) also puts four quality imperatives of education as follows:

The moral imperative

The customers and clients of the education service (students, parents and the community) deserve the best possible quality of education. This is the moral high ground in education and one of the few areas of educational discussion where there is little dissent. It is the duty of educational professionals and administrators to have an overriding concern to provide the very best possible educational opportunities. As John West-Burnham has put it, 'it is difficult to conceptualize a situation where anything less than total quality is perceived as being appropriate or acceptable for the education of children'.

The professional imperative

Closely linked to the moral imperative is the professional imperative. Professionalism implies a commitment to the needs of students and an obligation to meet their needs by employing the most appropriate pedagogic practices. Educators have a professional duty to improve the quality of education and this, of course, places a considerable burden on teachers and administrators to ensure that both classroom practice and the management of the institution are operating to the highest possible standards.

The competitive imperative

Competition is a reality in the world of education. Falling enrolments can lead to staff redundancies and ultimately the viability of the institution can be under threat. Educationalists can meet the challenge of competition by working to improve the quality of their service and of their curriculum delivery mechanisms. The importance of TQM to survival is that it is a customer-driven process, focusing on the needs of clients and providing mechanisms to respond to their needs and wants. Competition requires strategies that clearly differentiate institutions from their competitors. Quality may sometimes be the only differentiating factor for an institution. Focusing on the needs of the customer, which is at the heart of quality, is one of the most effective means of facing the competition and surviving.

The accountability imperative

Schools and colleges are part of their communities and as such they must meet the political demands for education to be more accountable and publicly demonstrate the high standards. TQM supports the accountability imperative by promoting objective and measurable outcomes of the educational process and provides mechanisms for quality improvement. Quality improvement becomes increasingly important as institutions achieve greater control over their own affairs. Greater freedom has to be matched by greater accountability. Institutions have to demonstrate that they are able to deliver what is required of them.

In summary, the importance of education is very wide and directly coined to the development of individuals and society at large. Its importance is mainly related with the moral development, professional development, enhancement of competition among individuals and countries, and identification of accountabilities for individuals, organizations, society and government for students' achievement and societal and national development as a whole.

2.5.4. Factors Affecting Educational Quality

UNESCO (2005, as cited in EdQual, 2006) identified four variables influencing the processes of teaching and learning:

Learner characteristics – what learners bring to the learning experience can influence the quality of learning. Thus characteristics such as: previous learning experience, socio-economic background, place of residence, health, cultural and religious background, is important determinants of quality learning.

Context – societal values and attitudes, economic status, national policies for education provide an influential context for education.

Inputs – the success of teaching/learning is influenced by the availability of material and human resources. The management of these resources is also important in determining the quality of education provided.

Outcomes – often expressed in terms of measurable learning objectives through test and examination performance. Proxies for learner achievement such as economic gains from employment are sometimes used.

There are several factors which affects educational quality directly or indirectly. Most commonly known factors that have larger share on the improvement or failority of educational quality includes : learners, teachers, school environments, the teaching learning process, content, parents' support, community support, market demand of graduates and wrong use of technology.

The Global Monitoring Report (2005) also framed five major factors affecting educational quality as context, learners' characteristics, inputs, teaching learning and out comes (UNESCO, 2013 V1). Educational quality mainly depends on the presence or absence of basic inputs, which may include human and non human resource, good teaching learning process, and the outcomes of the whole process. As described above, the context shows the teaching learning environment, inputs represent the learners, teachers, finance, supporting staff, text books, and etc... out puts and outcomes follow the teaching learning process.

2.5.5. Alternative strategies for Improving Educational Quality

In order to improve educational quality there must be some important activities to be done by every stake holder. UNESCO(2013a) put six recommendations to ensure quality education and presented as follows:-

1. Transform classrooms and diversify learning sites: invest in changing stagnant environments where students receive information passively into active environments where students direct their own learning in collaboration with teachers, peers, the curriculum, learning resources and the local community.

2. Improve teachers' working conditions and provide them with ongoing support and training both locally and centrally, so that they can effectively lead student-centered learning. Systematic program of school-based professional support and development must be implemented comprehensively.

3. Revise school curricula to reflect the skills, knowledge, attitudes, and values, relevant for the well-being and valuable employment of all groups in the 21st century.

4. Provide engaging learning materials in the classroom that reflect relevant skills, knowledge, attitudes, and values and that facilitate students' self-directed, active learning. Technological resources need to be encouraged to keep pace with their increasing use in other areas of life.

5. Expand learning outcomes to include competencies and skills that go beyond basic reading and math, and reflect local values, needs and expectations for education.

6. Increase global investment in education by governments, aid donors and private corporations.

In order to bring educational quality and produce psychologically and mentally matured individuals from the education system we need to work primary activities. There are several tasks and roles expected from different stakeholders for the improvement of educational quality. In relation to this Edward (2002) identifies important points as a source of quality in education in his book entitled "Total quality management in Education". Those points are: Outstanding Teachers, high moral values, excellent examination results, the support of parents, business and the local community, plentiful resources, the application of the latest technology, strong and purposeful leadership, the care and concern for pupils and students, and a well balanced and challenging curriculum.

2.6. Education Quality Improvement Programs

Education quality improvement programs are becoming serious cases these days in different countries. Actually the education quality problem in one country is completely different from that of another country especially that of Africa and in America or in Europe. In some countries like ours, educational quality is for how to use and implement technologies of others and adapting those inventions to our environment. That of other countries like in America and in Europe or Asia, educational quality is for finding new ways and new technologies to live in planets other than the earth, creating new scientific findings and others. For instance Canada, Cuba, Finland and the Republic of Korea have achieved high standards of education quality (UNESCO, 2005). Seven other countries Bangladesh, Brazil, Chile, Egypt, Senegal, South Africa and Sri Lanka have demonstrated strong commitment to EFA. All are developing

countries that have been successful in expanding access to primary education as discussed in (UNESCO, 2005).

Different countries use different programs for the improvement of educational quality. For instance in south Africa, there is a partnership to seek ways of improving the quality of schooling which includes – schools, government, the business sector and non-governmental organizations (NGOs) involved in school development programs (NBI, 2010). NBI is A voluntary membership-based organization comprising some 130 companies launched a partnership with the Department of Education at provincial level called the Education Quality Improvement Partnership (EQUIP) Program. The explicit goal is to create a partnership between business and government to improve the quality of schooling in underperforming schools in poor socio-economic environments (NBI, 2010).

In general educational quality improvement task is very vast and comprehensive. Therefore it needs active participation of the whole community, private organizations, NGOs, Government, parents, students, teachers, schools, and all stakeholders.

2.7. Educational Quality Improvement Programs in Ethiopia

Ethiopia's traditional education is known by its church education with its own script which is very elaborated and complex. Even though the development of modern education in Ethiopia is at an early stage, it is not in such a way as such expected and established its high quality standards. But there are improvements that show the quality of education in Ethiopia is under the major changes. Encouraging tasks are done in comparison to the issue in previous.

Strategic objectives and goals of education in the country are set in various proclamations of the government. Those documents include: The Education and Training policy ETP (1994), the constitution of the Federal Democratic Republic of Ethiopia of 1995, the education sector strategy of 1994, the education sector development programs I-IV particularly ESDP IV, the general education quality improvement programs I and II, and the growth and transformational plan of the country all discuss about the necessity of educational quality for individual national

developments. All these documents are developed to improve the educational quality throughout the country.

The ministry of education has put several roles and duties of the education sector and institutions as a whole in order to improve educational quality starting from the MoE down to schools and parents. This is also described by different Authors and educational organizations. For example, MoE has the power to formulate the country's educational policies and strategies and upon approval, follow up and supervise their implementation. The education sector strategy MoE (1994b) puts seven strategic issues of education focusing the following major areas as; Curriculum change in line with educational objectives and to make education more relevant to the community; the expansion of primary education as well as vocational and technical education and training; restructuring the organization and administration of the education system in education system in accordance with the devolution of power to the regional states; human resource development; improving the quality of education throughout the system; supporting the research on curriculum development, teaching methods and evaluation techniques; and an increase in public spending for education.

Under the framework of the third ESDP, Ethiopia agreed to implement the General Education Quality Improvement Program (GEQIP) which includes six interrelated programs by the support of International Bilateral Organizations. Those programs are: Teachers Development program, School improvement Program, Curriculum improvement Program, Civics and Ethical Education Program, Information communication Technology program, and Management and Administration Program. Among these programs except civics and Ethical Education Program and Information Communication Technology, the other four programs are supported by international development partners through pooled funding such as DFID, the Netherlands, Italian Development Cooperation, and Finland and SIDA (MoE, 2008). USAID and UNICEF are also supporters of the program. These programs are started to be implemented because our education has problems related to quality. The ESDP -IV is prepared for the particular focus of educational quality. The second GEQIP has launched also to be implemented throughout the country.

2.7.1. Educational Quality Problems in Addis Ababa

Ethiopia has nine self governing regions and two city administrative councils. Each one of these organs has the power to establish its own Education Bureau. Therefore Addis Ababa city Administration is one of the city Administrations that leads the education system in the city. Recruitment of qualified teachers, identification of training needs and provision of trainings for teachers and school leaders, provision of text books and educational materials, supervision and administration of regional and national examinations are some of the major roles that are played by the Addis Ababa Regional Education Bureau. That of the zonal level education offices have roles of facilitating the implementation of plans and programs, supervision and evaluating the maintenance of educational standards, supervising the implementation of curriculum, ensuring that in-service training is given to teachers and educational personnel, facilitating the distribution of text books and educational materials on time, and ensuring that the examinations are conducted as scheduled.

Again woreda education offices have also their roles in the administration of education in the woreda. Implementation of plans and programs at the school level, supervising schools and working with teachers to maintain the educational standards, inspection of the implementation of curriculum at school level, distribution of text books and educational materials to schools on time, checking the preparation of students for exams and administration of examinations are some of the major tasks at the woreda level (UNESCO, 2010a). These are all shared activities to be done together and separately in order to improve the educational quality at the regional level and enhance students' performance.

The ultimate goal of primary education is to offer basic and general education to pupils in order to prepare them for further general education and training (UNESCO, 2010a). The school systems in Addis Ababa are working under this general principle and for the betterment of educational quality. Education quality works should be lied on; learners, learning environments, contents, process and outcomes (UNICEF, 2000).

In order to improve the educational quality and upgrade the students' performance, a lot of educational activities should be done. The NLA MoE, (2007) of Ethiopia noted that the key factors attributed to low student achievement included: poor school organization and management, inadequate teacher training on subject mastery and pedagogic skills, inadequate school facilities, and insufficient curricular and instructional materials (Kelleghan et al, 2009, as cited in Meredith, 2012). Educational areas that should be stressed to do a lot are, capacity building activities for teachers and school leaders, improving school facilities, building the psychological makeup of the learners, strengthening the community mobilization, supporting schools in action researches for problem solving strategies, and technological transferring and knowledge sharing programs are some of the most common and useful strategies that we should do collaboratively with NGOs like WVE.

i. Capacity Building Activities for Teachers and School leaders by NGOs

OECD (2006) defines capacity development as “the process whereby people, organization and society as a whole unleash, strengthen, create, adapt and maintain capacity over time”. Similarly, UNESCO (2011a) describes capacity development as a process of four complementary dimensions; Improving the skills and performance of individuals, Improving organizational performance through rethinking the mandate, structure and internal management of the organizational units within which individual officers work , Improving the public administration to which these units belong through a reflection on public service management , and Improving the social, economic, and political context with in which officers work and with which education system develop by limiting the constraints and strengthening the incentives within the external environment.

Bell and Stevenson (2006, as cited in Justine et al., 2010) describes that physical capital is produced when raw materials are converted into saleable goods. Human capital is produced when people acquire desired skills and/or knowledge. Therefore, it is better for government and stakeholders to work hard on the capacity building areas of the education work force, i.e. teachers and school leaders because human capital formation of teachers and school leaders has greater impact on the improvement of educational quality.

NGOs can support the improvement of educational quality through provision of trainings on several valuable issues for teachers and other school personnel and financial support to schools. Capacity building trainings for teachers in educational issues help them to improve the process of teaching and learning which has direct role in the improvement of educational quality in turn. Because the most important activity, the teaching learning process which take place between the teacher and students with in the class room needs different skills and continuous professional developments. What goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality (UNESCO 2004, p. 152).

NGOs can also provide school leaders with several capacity building trainings to help them to develop their management skills and leadership qualities. There are skill gaps among most school leaders in issues such as financial management, project planning and management, planning techniques, conflict resolution mechanisms, handling mechanisms of misbehaving students, instructional leadership, etc. As a study by Robinson, Lloyd, and Rowe (2008) conducted a Meta analysis of studies on the relationship between school leadership and student outcomes and concluded that the average effect of instructional leadership practices such as for teachers is 3 to 4 times that of transformational leadership practices, such as sharing an inspirational vision (AERA, 2010). This shows that school leaders are highly expected to help teachers in every activity of teaching learning process being an instructional resource in order to make students effective in their educational performance.

Teachers will give knowledge and skills to their students only when they have enough skills and knowledge on different teaching-learning methods and technological usages. So when we work strongly and meaningfully on the capacity building activities for teachers and school leaders it is directly related to the teaching learning activity and valuable to enhance students' results and improve educational quality which will lead to individual, societal and national developments.

ii. School Facilities and NGOs

As known, school facilities are among the most important inputs for the better teaching learning process to take place smoothly. When we say school facilities we mean that school laboratories, pedagogical centers, Information communication technology centers, libraries, reference books, different chemicals and teaching aids, computers, school playing grounds, water access, latrines for males and females, dining hall, and others. All those have direct contact with better teaching learning and students' achievement. UNICEF (2000) states that, learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. The UNICEF document also put that the quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure.

iii. Psychological Makeup of students

Psychological readiness among learners is quite important for better achievement. Most students are with different psychosocial problems, some are with parental problems, some others are without parents, some others lost at least one of their parents, and still others are supporting themselves by their own. For instance, due to this difference, students come up with different physiological and psychological makeup and as a result of these students attending the same class are considered to have difference in personality such as physical, mental, intellectual, moral & motivational factors that in turn have a contribution to educational wastage at different levels (UNESCO, 1970, as cited in Alem, 2011).

In order to build the students' moral and personality to learn effectively NGOs and other school community in collaboration with schools need to support those students by providing different life skill trainings and counseling services so that they can be strong and systematic when they face different problems.

iv. Solving Educational Problems Using Researches

Schools should be supported to solve educational problems related to inputs, the teaching learning process, students' behavior, and other important issues which really require researches. This could be effective if they are supported by NGOs and other stakeholders which have access to financial and other resources and experiences on different research works. Action researches are very important tools to clean up such school related problems. But there are several problems in schools which de motivates teachers not to participate in researches. According to Mckerman (1996:44, as cited in Daniel, 2010) lack of time, lack of resources and school organizational features are some of those problems related to schools. So if teachers are supported by eliminating such de motivating factors and provided with research skills trainings it would be possible at least to do researches on basic educational issues and solve major school problems related to it.

In general, in order to solve major educational problems, it is quite important to participate all the stakeholders in our surrounding such as private organizations, NGOs, government organizations, students themselves, teachers, parents, schools and the community at large. If we do so, problems in relation with educational quality would be shared and solved step by step. Enhancement of students' results is directly related to the teachers' qualification and teaching skills, the leadership skills and qualities of school leaders, and school facilities. This is described and supported by several authors and educational organizations. Therefore participation of able NGOs like World Vision Ethiopia on educational quality improvement activities is very important because there are several tasks that could be done by such organizations in order to support government and the people especially students which are at the center of the process.

Educational quality is a multi faceted concept which has different meanings for the same person across a period and different meanings for different people. When we say educational quality problems in our country is different from educational quality problems in other developed countries like USA and European countries since their problem is related to how they can use planets other than the earth suitable for life which is quite different from our case.

CHAPTER THREE

Research Design and Methodology

3.1. The Research Method

The research design employed in this study was descriptive survey. This design was selected because it enables to obtain the right data on the current situation of the contributions made by WVE to promote quality primary education as applied to woreda education offices, principals, and teachers to identify major areas that should be improved and covered by NGOs in promoting the quality of primary education. Both qualitative and quantitative research (mixed approach) was employed in the study.

3.2. Sources of Data

Both primary and secondary data sources were used. This helped the researcher to get relevant data related to the issue from relevant sources. Primary sources were WVE education program coordinators, WEOH, Principals, and Teachers. Secondary data was obtained from documents of MOE, UNESCO, UNICEF, reference books and studies on education and NGOs.

In this study, four groups of respondents were directly involved as a primary source of information. 3(100%) education program coordinators from WVE, 9(81.8%) woreda education office heads, 6(33.3%) school principals and 115(38.3%) teachers from schools where WVE was working totally 133(39.9%) respondents were selected to be part of the study. Among the selected respondents 2(66.6%) of the interviewees were participated. Nine (100%) woreda education office experts and heads, six(100 %) primary school principals and 106(92.2%) teachers filled the questionnaires and returned. 9(7.8%) questionnaires were not returned and 1 interviewee did not participate. In general, among 133 respondents, 123(92.5%) of them participated and relevant data about the contribution of WVE in promoting the quality of primary education in Addis Ababa were obtained from those respondents and used for the study.

3.3. Sampling Techniques

There are ten sub cities, 116 woredas and 745 primary schools (education statistics annual abstract, MoE 2013) in Addis Ababa City Administration. Among these, WVE works only in three sub cities which include 11 woredas and 18 schools. Therefore, in order to increase the reliability of data, the researcher took the available three WVE offices that coordinate their education program in these three sub cities. Again, the researcher selected sample woreda education offices and schools using simple random selection technique. That is, nine (81.8%) woreda education offices out of 11, and six (33.3%) primary schools out of 18 were selected as sample schools and WEO. The researcher used a simple random selection method to select sample woredas and schools because this method gives an equal chance of selection for each woreda and school.

Table 1. Population and the Sampling size of the study

No	Sources	Population selected	Samples Taken	Samples in %	Participated samples	Sampling techniques	Data gathering instrument
1	WVE education program coordinators in 3 sub cities	3	3	100	2	Available	Interview
2	Woreda education office heads	11	9	81.8	9	Simple random	Questionnaires
3	Schools Principals Teachers	18 300	6 115	33.3 38.3	6 106	Simple random	Questionnaires Questionnaires
	Total	333	133	39.9%	123(92.5%)		

3.4. Data Collection Instruments

Questionnaires and semi structured interviews were the instruments used to collect the necessary information from primary data sources. Document review was employed to secure data from secondary sources (reports, plans, policy documents, etc). The researcher used questionnaires of both open and close ended type for teachers, principals and woreda education office heads because it helps to get more detailed qualitative and quantitative data on several issues. Those respondents were selected because they are working closely with WVE and relatively know the work of WVE at schools better. Semi structured interview was used for WVE education program coordinators because they are few in number. Document analysis was also used as an additional data collecting tool.

Questionnaire

Questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze (Wilson and McLean, 1994). As mentioned above, a questionnaire containing 28 self developed questions was prepared to be filled by teachers, principals and woreda education offices. The content of those 28 questions included respondents personal and professional background, their views about the WVE's contribution for primary education quality specifically for the enhancement of students' result, for the improvement of students' behavior, for capacity development of teachers and principals, for the improvement of school facilities, about the activities and gaps at schools to be done by NGOs like WVE, and about the problems encountered by WVE during its contribution effort. For further information the questionnaire is attached as annex- A at the end of this research paper.

Interviews

Interviews as described by (Louis et al. 2005), enable participants - be they interviewers or interviewees- to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. Therefore the student researcher used semi structured interview to collect the views and opinions of three interviewees. 8 semi structured

questions were developed and organized for interview based on the research questions of the study. Its purpose was to triangulate the data obtained by questionnaires about what WVE is doing a contribution for quality improvement of primary education in Addis Ababa. For further information, a copy of interview questions is attached as annex- B at the end of this paper.

Pilot Test

In order to test the strength of questionnaires, the researcher undertook pilot test for questionnaires and all the necessary amendments such as reorganization of questions along research questions, eliminating of unnecessary questions, and eliminating of grammatical errors were made. The pilot test was held in one primary school in one of the sample woredas in Gulelie sub city which was not included in the sample. Based on the data collected, the validity and reliability of the tools were analyzed and necessary modifications were made.

Validity of the Instruments

Research instruments can be validated using experts judgments and /or statistical procedures (Best and Khan, 2003; Koul, 2006). Therefore, this research tools were validated by experts' evaluations and suggestions for contents of the questionnaires. The experts who commented on questionnaires were two experts, one with MA degree in social work and Anthropology and the other with MA degree in EDPM. All the necessary comments given by those experts including edition of spelling errors, re-shaping of questions based on basic research questions, and reorganization of tables using likert scales were included and used to modify the instruments accordingly.

Reliability of the Questionnaires

Reliability of the items had been checked before the distribution of questionnaires and was analyzed by using Crombach alpha test. Then the computed result of questionnaire items was found to be 0.871. Therefore, the pilot test result revealed that the calculated value aimed to test the reliability of the instrument was found to be relevant to measure what was intended to measure, because reliability calculated value above 0.60 is considered to be reliable instrument.

3.5. Methods of Data Analysis

Respondents were organized by age, qualification, work experiences, and working status and their response were organized along the basic questions. The data collected by questionnaires and interview were organized in tables and analyzed in narrative form through statements and paragraphs supported by the statistical result means, percentages and frequencies. SPSS software was used for quantitative data analysis. Triangulation of ideas was there in order to make the data collected from those four groups of respondents more reliable.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the findings of the study and their interpretations. It is divided in to two parts where the first part deals with characteristics of respondents while the second part presents analysis of responses from teachers, principals, woreda Education Office Heads and WVE Education Program Coordinators.

4.1. Characteristics of Respondents

A total of 130 questionnaires were distributed to 115 primary school teachers who were teaching in primary schools (grades 1 to 8), 6 primary school principals, and 9 woreda Education Office Educational Personnel. Out of these, 106 copies of questionnaire from teachers, 6 from principals and 9 from WEO were filled and returned.

Table 2. Background of Teachers, Principals, and Woreda Education Office Heads by Sex, Work Experience, Educational Level and Marital Status

BACK GROUND		RESPONDENTS						TOTAL	
		TEACHERS		PRINCIPALS		WEO			
		NO	%	NO	%	NO	%	NO	%
Sex	Male	67	63.2	4	66.7	7	77.8	78	64.5
	Female	39	36.8	2	33.3	2	22.2	43	35.5
	Total	106	100	6	100	9	100	121	100
Educational Level	Diploma	53	50	2	33.3	3	33.3	58	47.9
	Degree	50	47.2	4	66.7	6	66.7	60	49.6
	Masters	3	2.8	-	-	-	-	3	2.5
	Total	106	100	6	100	9	100	121	100
Service in years	1-5	36	34	-	-	2	22.2	38	31.4
	6-10	39	36.7	2	33.3	4	44.4	45	37.2
	11-15	7	6.6	3	50	1	11.1	11	9.1
	16-20	6	5.7	1	16.7	2	22.2	9	7.4
	21 and above	18	17	-	-	-	-	18	14.9
Marital status	Married	46	43.4	2	33.3	4	44.4	52	43
	Unmarried	58	54.7	4	66.7	5	55.5	67	55.4
	Divorced	2	1.9	-	-	-	-	2	1.7
	Other	-	-	-	--	-	-	-	-
Age	20-25	28	26.4	-	-	-	-	28	23.1
	26-30	38	35.9	3	50	6	66.7	47	38.8
	31 and above	40	37.7	3	50	3	33.3	46	38

As shown in the above table, majority of the respondents, 67(63.2%) of the teachers, 4(66.7%) of the principals and 7(77.8%) of the woreda education office heads and experts, which constitutes 78(64.5%) of the total samples were males. The remaining 39 (36.8%) of the teachers, 2(33.3%) of the principals, and 2(22.2%) of woreda education office heads and experts were females that constitutes 43(35.5%) of the total samples. The administration of tools was done randomly but as one can see the data most of the respondents were males.

In terms of educational levels, 60(49.6%) were first degree holders and 58(47.9%) were diploma holders. Diploma and First degree holders constitute about 97.5% of the total respondents. Only 3(2.8%) of the teachers or 2.5% of the total samples were MA holders. According to the new guideline on human resource recruitment and development (MoE, 2002), the minimum educational requirement for primary level teachers is diploma (10+3 /12+2) while primary school principals need to have at least a first degree. Hence, all teachers teaching in the selected primary schools have the required level of qualification.

With respect to work experience of the respondents, 45(37.5%) of the total respondents have work experience that ranges between 6 - 10 years, 38 (31.4%) have more than 10 years work experience, and 38 (31.4%) have less than five years experience. Most of the respondents, 83(68.6%) of the respondents have more than five years working experience in teaching, principalship and education expert. This means, majority of respondents may have the necessary acquaintance about the major problems encountered in bringing about quality education in their respective schools.

Similarly, 93(76.9%) of the total respondents were above the age of 26 years and only 28(23.1%) are below 25. Here we can say that the majority of the respondents were relatively matured enough to recognize all the ups and downs of life and working conditions.

About the marital status of the respondents, the majority 67(55.4%) of the respondents are unmarried and the remaining 52 (43%) are married.

4.2. The Support of WVE to Enhance the Students' Result and Behavior

In order to identify the type of support WVE provides for schools, seven items were presented for rating by the respondents using five scales (very high, high, medium, low and very low). The following table summarizes the ratings and the mean values for each item.

Table 3. Responses about the support of WVE to enhance the students result

NO.	ITEMS	RESPONDENTS						TOTAL	
		TEACHERS		PRINCIPALS		WEO		M	SD
		M	SD	M	SD	M	SD		
1	Provision of stationery materials to students from poor family and orphans	3.1	1.4	2.2	1.17	3.22	1.79	3.02	1.46
2	Provision of financial support for students from the poor family and orphans	2.47	1.35	1.67	0.82	2.00	1.41	2.4	1.34
3	Provision of tutorial program for those students who score lower than the average/expected result	1.95	1.22	1.83	0.98	2.22	1.64	1.97	1.24
4	Provision of reference books and other supportive materials for students	2.2	1.5	1.33	0.52	2.67	1.8	2.2	1.5
5	Giving incentives for well performing students	2.1	1.35	1.5	0.84	2.67	1.5	2.12	1.35
6	Provision of financial support for parents who have no income in order to reduce students' tension	2.04	1.26	1.7	0.52	1.56	0.73	2.0	1.2
7	Provision of material support (support in kind) for parents who have no income in order to reduce students' tension	2.00	1.26	1.8	0.75	1.96	1.2	1.96	1.2
	Aggregate mean	2.27	1.33	1.72	0.8	2.33	1.44	2.24	1.33

Cut points: '>3.50=high; 2.50-3.49= Moderate; <2.49=low'.

List of Possible areas of which WVE is supporting to students to enhance their results were presented to the respondents arranged in seven items. As can be seen from the above table with the exception of item number 1 (provision of stationery materials which was rated medium with

mean value of 3.02), all items (provision of financial support, tutorial program, reference materials, incentives, and material support) were rated “low” with mean values that range from 1.96 – 2.4. In relation to this, interview was also conducted with WVE education program coordinators. Accordingly, one of the coordinators said that the magnitude of provision of tutorial support, stationery materials and reference books for students is relatively medium. But the interviewee indicated that there is no financial support directly given for schools.

According to the respondents WVE is providing stationery materials to students who are coming from poor families and orphans. But it is in a moderate way and still it needs to be more intensified especially supporting of those orphans and students from poor parents who cannot cover stationery materials of their children. Overall, there are activities done for students and school communities but the response from the majority of respondents (aggregate mean value of 2.24) show that the support provided by WVE was not to the level expected by the participants and it is insignificant.

Respondents were also asked whether their students have benefited from the WVE’s support to schools or not using open ended questions. Their response shows that most of their students were not benefited and improved their academic performances since the support was very low but some other respondents said that students were benefited moderately since WVE was providing some reference books and built students’ latrine.

Regarding the students’ misbehavior at schools, eight items were presented for rating by the respondents using five scales (very high, high, medium, low and very low). The following table summarizes the ratings and the mean values for each item.

Table 4. Responses regarding Activities of WVE on Students Misbehavior

N o.	Items	RESPONDENTS						TOTAL	
		TEACHERS		PRINCIPALS		WEO		M	SD
		M	SD	M	SD	M	SD		
1	It gives motivating incentives for students showing good manners and best scoring	0.13	0.34	0.00	0.00	0.22	0.44	0.13	0.34
2	It gives life skill trainings for students	0.25	0.43	0.33	0.52	0.44	0.53	0.26	0.44
3	It conducts action researches on students misbehavior and present to the school community	0.1	0.27	0.00	0.00	0.00	0.00	0.26	0.44
4	It gives trainings on students behavior and related problems for parents and other stakeholders	0.14	0.35	0.5	0.55	0.22	0.44	0.17	0.37
5	It holds discussion on students academic performance and behavior with parents	0.13	0.34	0.00	0.00	0.00	0.00	0.12	0.32
6	It gives trainings on parenting styles and related issues for parents	0.18	0.39	0.00	0.00	0.33	0.5	0.18	0.38
7	It provides financial support for poor families unable to support their students	0.36	0.48	0.33	0.52	0.44	0.53	0.36	0.48
8	It provides material support for poor families unable to support their students	0.07	0.25	0.00	0.00	0.22	0.44	0.1	0.26
	Aggregate Mean	0.17	0.36	0.15	0.20	0.23	0.36	0.20	0.38

Cut points: '>3.50= High; 2.50-3.49= Moderate; <2.49=Low'.

Respondents were also asked about the activities related to student's misbehavior done by WVE because personality and behavior are linked with educational performance. Provision of motivating incentives (rated mean value of 0.13), life skill developing trainings (rated mean value of 0.26), action researches (rated mean value of 0.26), discussions with parents (rated mean value of 0.12), provision of trainings on parenting styles for parents (rated mean value of 0.18), financial support for parents (rated mean value of 0.36), and material support for parents to reduce students' tension (rated mean value of 0.1) are all very far below the expectation of respondents. Interviewees also expressed their views on their work regarding students' misbehavior is below average. They put the possible areas planned to work strongly on activities

which are directly related to the academic issues of students such as provision of motivating incentives for best scoring students, provision of life skill trainings which help them develop deferent performance and behavior related skills, conducting action researches which can help to understand the family background and behavior related problems of students, provision of deferent psychological trainings for parents and students themselves on issues such as parenting styles and good behavior development mechanisms , attitudinal changes, etc, conducting of discussions with parents about the educational performance and behavior of students, and provision of trainings for parents on job creation and different home management issues.

The cumulative response shows that almost there are no activities (aggregate mean value of 0.20) done actively and effectively on the development of students' good behavior and over all personality.

4.3. Contribution of WVE to improve School Facilities

The other main issue that was presented for respondents was about school facilities. Regarding this , 12 items (construction of ICT, library, laboratory, pedagogical center, latrines, staff rooms, stores, school fence, class rooms and installation of drinking water) were presented for rating using five scales (very high, high, medium, low and very low) and the mean and standard deviation of each item and the aggregate mean are summarized in the following table.

Table 5. Responses regarding the Contribution of WVE to improve School Facilities

No	ITEMS	RESPONDENTS						Total	
		TEACHERS		PRINCIPALS		W E O		M	SD
		M	SD	M	SD	M	SD		
1	Construction of ICT center	1.61	0.962	1.3	0.816	1.00	0.500	1.55	0.939
2	Construction of Library	1.94	1.292	1.8	1.602	2.00	1.732	1.94	1.330
3	Construction of Pedagogical Center	1.7	0.948	1.2	0.408	1.22	0.441	1.64	0.913
4	Construction of Laboratory	1.8	1.143	1.2	0.408	1.56	1.014	1.72	1.112
5	Construction of Girls latrine	2.45	1.339	2.8	1.329	1.67	1.118	2.41	1.333
6	Construction of Boys latrine	2.32	1.261	2.2	0.983	1.44	1.014	2.25	1.247
7	Construction of Staff latrine	1.64	0.997	1.2	0.408	1.67	1.323	1.62	1.002
8	Construction of store	1.5	0.819	1.2	0.408	1.00	0.000	1.42	0.783
9	Construction of staff room	1.62	1.018	1.2	0.408	1.00	0.000	1.55	0.974
10	Construction of school fence	1.7	1.112	1.2	0.408	1.00	0.000	1.55	0.974
11	Construction of class rooms	1.59	0.974	1.00	0.000	1.11	0.333	1.59	1.062
12	Installation of drinking water/Tap water/ facilities	1.75	1.178	1.2	0.408	1.00	0.000	1.67	1.128
	Aggregate mean	1.80	1.09	1.46	0.63	1.30	0.62	1.74	1.07

Cut points: '>3.50=High; 2.50-3.49= Moderate; <2.49=low '.

As we can see from the above table, respondents were asked about the roles played by WVE to support in improving school facilities since the presence of safe and secured learning environments have great share on the improvement or failority of student’s academic performance. The response shows that there were activities done by WVE in schools to improve school facilities but the level of contribution is totally low (aggregate mean value of 1.74). Relatively WVE is good at construction of latrines for male and female students (rated mean value of 2.25 and 2.41 respectively). It seems better but it is still low. As the rated mean values of the responses for other items shows the supports made by WVE to schools such as construction of ICT rooms, Libraries, Laboratories, pedagogical centers, class rooms, latrines, stores, staff rooms, school fence and installation of drinking water which have direct impacts on the improvement of educational quality was low (with the rated mean value range from 1.42 – 2.41).

Therefore, the improvement of school facilities and creation of conducive learning environments should not be left only for schools and the government alone. But it needs the active participation of the community and able stake holders like NGOs.

Again, in order to know the level of contribution of WVE in material and furniture support for schools, nine items (reference materials, ICT related materials, teaching aids, laboratory equipment and chemicals, office furniture, class room furniture, recreational materials, and library furniture) were presented for respondents to rate using five scales from very high to very low. The following table summarizes.

Table 6. Responses regarding Material and Furniture Support from WVE

No.	ITEMS	Respondents						Total	
		Teachers		Principals		WEO		M	SD
		M	SD	M	SD	M	SD		
1	Reference materials	3.47	1.416	3.67	0.816	3.44	1.130	3.48	1.367
2	ICT materials (computers, printers, etc)	1.76	1.151	1.00	0.000	0.22	1.658	1.77	1.182
3	Instructional materials/ teaching aids	2.09	1.183	1.67	0.816	2.33	1.225	2.09	1.169
4	Lab. Equipment	2.03	1.283	1.67	1.033	1.89	1.167	2.00	1.258
5	Lab. Chemicals	1.60	1.066	1.50	0.837	1.44	0.882	1.59	1.038
6	Office furniture	2.57	1.574	2.17	0.987	2.33	1.732	2.53	1.555
7	Classroom furniture (desks, table, backboard, etc)	2.06	1.210	1.00	0.000	2.44	1.810	2.03	1.251
8	Recreation facilities (table tennis & other indoor games)	2.25	1.426	1.33	0.816	2.00	1.732	2.18	1.432
9	Library furniture (shelves, tables, etc)	2.59	1.523	2.17	1.472	2.11	1.764	2.54	1.533
	Aggregate mean	2.27	1.31	1.80	0.75	2.02	13.1	2.25	1.31

Cut points: '>3.50= High; 2.50-3.49= Moderate; <2.49=Low'.

Materials and furniture are the main components of school facilities and inputs to support student's educational achievement. So that respondents were asked about the contributions of WVE in fulfilling the educational materials and furniture for schools. The response shows that the support of WVE in provision of reference materials is at a moderate level (M=3.48) which is good but not strong enough. Similarly provision of library and office furniture is also

considerable (M=2.54 and M=2.53) respectively. The rest areas of supports such as provision of ICT materials, teaching aids, laboratory equipment and chemicals, and class room furniture are still low (with a rated mean value that ranges from 1.59 – 2.18). In a general, term the overall support of WVE regarding school facilities is low (with an aggregate mean value of 2.25). Educational quality improvement is mainly based on inputs and process to produce a better output. For this reason most of our schools need support regarding the inputs and process development mechanisms to qualify to produce a better output.

The other main issue that was presented for respondents was about the financial support from WVE for different activities of schools. For this, six items were prepared and presented for rating using the five scales from very high to very low. It is summarized as follows in the table below.

Table 7. Responses Regarding the Financial support to Schools from WVE

No.	ITEMS	Respondents						Total	
		TEACHERS		PRINCIPALS		WEO		M	SD
		M	SD	M	SD	M	SD		
1	For Training of teachers on specific subject areas	0.33	0.473	0.50	0.548	0.56	0.527	0.36	0.481
2	For Training of lab. technicians	0.08	0.265	0.00	0.000	0.00	0.000	0.07	0.25
3	For Training on of teachers pedagogical know how	0.25	0.438	0.17	0.408	0.44	0.527	0.26	0.443
4	For Training of librarians	0.05	0.213	0.00	0.000	0.00	0.000	0.04	0.200
5	For Training of support staff	0.07	0.250	0.17	0.408	0.00	0.000	0.07	0.250
6	For Procurement of materials and furniture	0.16	0.369	0.00	0.000	0.22	0.441	0.16	0.365
	Aggregate mean value			0.14	0.23	0.25	1.495	0.16	0.33

Cut points: '>3.50=High; 2.50-3.49= Moderate; <2.49=Low'.

Respondents were asked about whether WVE supports schools in finance for different activities such as trainings of teachers and supporting staff, procurement of furniture etc. or not. The majority of respondents responded that there is no financial support of schools for those

mentioned activities (the aggregated mean value of 0.16). Therefore the contribution of WVE in financial support of schools for basic activities such as training of teachers on specific subject areas, training of laboratory technicians, training of teachers in production and usage of pedagogical materials, training of librarians, training of other supporting staff and procurement of materials and furniture is low.

4.4. Capacity Building Activities

For the purpose of identifying the level of trainings provided for teachers and school principals by WVE, seven items were presented for respondents for rating using the five scales from very high to very low. The main points were about the presence of trainings, the type of training topics such as pedagogical issues, life skills, conflict management, leadership and management, health program packages, and about the adequacy of the trainings provided. It is summarized by the table below.

Table 8. Responses Regarding the Capacity Building Activities from WVE for Teachers and Principals

No.	Items	Respondents						TOTAL	
		TEACHERS		PRINCIPALS		WEO		M	SD
		M	SD	M	SD	M	SD		
1	Did you get any Training related to your job organized by WVE?	0.61	0.489	0.17	0.408	0.56	0.527	0.59	0.494
2	About Pedagogical usage (teaching methods, test construction, continuous assessment, instructional planning, classroom mgt, etc)?	0.47	0.502	0.17	0.408	0.33	0.500	0.45	0.499
3	Life skill training	0.30	0.461	0.00	0.000	0.33	0.500	0.29	0.455
4	Conflict management	0.08	0.280	0.00	0.000	0.00	0.000	0.07	0.267
5	Leadership & management (financial management, reporting, project mgt, etc)?	0.06	0.232	0.00	0.000	0.11	0.333	0.06	0.234
6	Health programs and packages (sanitation & personal hygiene, uses of health related facilities, etc)	0.09	0.294	0.00	0.000	0.11	0.333	0.09	0.289
7	What do you say about the adequacy of trainings?	1.36	0.605	1.17	0.408	1.44	0.527	1.36	0.590
	Aggregate mean value	0.42	0.41	0.22	0.17	0.41	0.39	0.42	0.40

Cut points: '>3.50=High; 2.50-3.49= Moderate; <2.49=Low' . .

One of the major problems of schools to improve the quality of education and produce psychologically and academically shaped students is lack of continuous professional development trainings for teachers and principals. As the educational statistical annual abstracts of MOE (2011, 2012, and 2013) states there are teachers teaching in primary schools of both cycles without fulfilling the minimum qualification for the level. Therefore they need continuous capacity building trainings to fill this gap. So that, respondent teachers and principals were asked whether they had get trainings of any type related to their job or not and they responded that the presence of training is low (Teachers, $M=0.61$, principals $M= 0.17$ and WEO, $M= 0.56$ with the average mean of $M =0.59$). This shows as that there were no trainings provided for teachers and principals by WVE. Even some possible topics of trainings such as life skill trainings, conflict management, and health related issues were presented for those respondents if they had had the chance. But the response was negligible.

4.5. Areas of Supports where WVE can Work at Schools

Respondents were also asked about the areas of supports where WVE can work for schools. In this regard 10 items were presented for ratings using the five scales from very high to very low. The detail is summarized using the following table.

Table 9. Responses Regarding the Areas of supports in which WVE can work for schools

NO.	ITEMS	RESPONDENTS						TOTAL	
		TEACHERS		PRINCIPALS		WEO		M	SD
		M	SD	M	SD	M	SD		
1	support in students' academic achievement	3.13	1.204	3.50	1.225	3.33	1.414	3.17	1.213
2	support in students' personal hygiene and sanitation	3.42	1.056	3.33	0.516	3.56	0.726	3.42	1.014
3	Improving in students' reading habits	3.50	1.026	3.33	0.816	3.89	0.928	3.52	1.009
4	Improving the students' behavior	3.42	1.407	3.17	1.722	3.78	1.202	3.43	1.401
5	improving the students' class attendance	3.29	1.331	3.67	1.366	3.33	1.323	3.31	1.323
6	Improvements in students' use of latrines	2.40	1.378	2.00	1.549	2.33	1.658	2.37	1.397
7	Decrease violence against female students	3.94	1.111	4.00	1.095	4.22	0.972	3.97	1.075
8	Increase efficiency of school leadership	3.26	1.340	3.50	1.643	3.00	1.323	3.26	1.345
9	Improve counseling service for students	3.25	1.667	2.83	1.722	3.22	1.563	3.22	1.651
10	Improve teachers' efficiency in handling of classes	3.60	1.093	3.67	1.506	4.22	0.833	3.65	1.101
	Aggregate mean	3.32	1.26	3.3	1.32	3.49	1.19	3.32	1.25

Cut points: '>3.50=High; 2.50-3.49= Moderate; <2.49=Low' . .

As one can see in the above table, respondents were asked a series of possible areas of supports where WVE can work in schools in order to improve academic performance of students. The main points that were raised for respondents were about students' educational result improving supports, students' behavior and counseling services, about hygiene, activities which can help to decrease violence against female students, school leadership improving mechanisms, and about activities to enhance class room management of teachers. Accordingly, respondents selected the following basic issues of schools to be performed by WVE and those issues are put in the order of their priority starting from the highest to the lowest mean as follows. The highest mean shows the priority of the issue that schools need help from WVE.

1. Activities related to decreasing the female students violence (M=3.97)
2. Activities to improve the class room management system of teachers (M=3.62)

3. Activities to improve the reading skill of students (M=3.52)
4. Activities which help to improve students' behavior (M=3.43)
5. Activities which help students to improve their personality and hygiene (M=3.42)
6. Activities which improve the class attendance habit of students (M=3.31)
7. Activities which help school leaders to improve their leadership skills (M=3.26)
8. Activities related to counseling service to improve the behavior of students (M=3.22)
9. Activities related to students' academic performance (M=3.17)

4.6. Problems that might be encountered by WVE during the Effort of Supporting Schools

The last but not the least issue that was presented for respondents was about the problems that WVE might be encountered during its effort to support students at schools. In this regard two items (the cooperativeness of schools and the presence of challenges of WVE) were presented for respondents to rate those using the five scales from very high to very low. The responses were summarized as follows in the table below.

Table 10. Responses Regarding the Problems that WVE might be encountered during its effort to support schools

No.	ITEMS	RESPONDENTS						TOTAL	
		TEACHERS		PRINCIPALS		WEO		M	SD
		M	SD	M	SD	M	SD		
1	Do you think that your school(s) is/are open and cooperative to work with WVE?	0.80	0.400	1.00	0.000	0.67	0.500	0.80	0.400
2	Do you think that WVE is facing some problems during its efforts to support your school(s)?	0.24	0.427	0.17	0.408	0.22	0.441	0.23	0.423
	Aggregate mean	0.52	0.41	0.59	0.20	0.45	0.47	0.51	0.41

Cut points: $\geq 0.5 = \text{YES}$; $< 0.5 = \text{NO}$

Still there were items presented for respondents related to the cooperativeness of schools and the problems that WVE might face among schools, Woreda education offices or from other government offices during its effort to support schools particularly the needy students. So that, as the response shows almost all (M=0.80) of the respondents indicated that schools are cooperative to work with WVE and other NGOs which are volunteer to help students especially for those who are coming from poor families and orphans.

But on the other hand, even though it is rated as low (M=0.23), considerable number of respondents and interviewees indicated the presence of some bureaucratic conditions among schools and some government offices like Woreda and sub city level that upset WVE and other cooperative stakeholders. Especially when WVE needs to build students' latrine and other construction works for schools it faces a problem of getting construction license and design, a problem of getting professional on time of building, a problem of obtaining actual information and data of needy students from schools, a problem of getting recognition for those activities and supports done for schools on behalf of students and parents, etc. Those and other challenges are there but the rated mean value shows low.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the study presents summary of the findings, conclusions and recommendations.

5.1. Summary and Major Findings

5.1.1. Summary

The general objective of this study was to determine the extent to which ‘World Vision Ethiopia’ as a stake holder contributes in promoting the quality of primary education in Addis Ababa.

And the research has answered such basic research questions as:

1. What are the contributions of WVE to enhance students’ result and behavior?
2. What is the contribution of WVE in strengthening school facilities?
3. To what extent WVE is building teachers’ and school leaders’ capacity?
4. What are the possible areas of supports that WVE can work for schools?
5. What major problems are encountered by WVE in its efforts to the contribution of quality improvement activities in Addis Ababa’s primary education?

The main purposes of this research were to identify the contributions of WVE to schools, to distinguish the challenges and gaps at schools which might have direct impact on the improvement of educational quality, to create a means of communication between schools and WVE to strengthen working cooperatively, and to provide an additional information on the existing findings related to the improvement of educational quality of primary education in Addis Ababa. To achieve this purpose descriptive survey research was employed. The Primary data sources were woreda education offices, principals, and teachers. Annual statistical reports and other documents related to educational quality produced by CGAAEB, MOE and WVE and

researches and guidelines of UNESCO, UNICEF and other research bodies were Secondary data sources.

The sample Woreda education offices, principals and Teachers were selected using simple random sampling method from which WVE is working. Since WVE works only in three sub cities of Addis Ababa, the researcher took those available three sub cities and selected 9 Woreda education office heads and experts, six primary school principals and 115 teachers teaching in these primary schools. Three WVE education program coordinators were also part of the study. Therefore the total samples of the study were 133. From those samples the data collected from 123(92.5%) was analyzed and used for the study purpose.

Both Qualitative and quantitative data collecting mechanisms were used and the data collected were organized and analyzed to answer the basic research questions of the study. Percentage, frequency count, mean and standard deviation were calculated by SPSS software. In addition to the quantitative data analysis techniques the qualitative data were manually summarized and interpreted in a narration form.

5.1.2. Major Findings

To enhance student's educational performance

As the study result shows in order to enhance the educational performance and result of the students, the general support and contribution of WVE made to schools in terms of provision of financial supports to schools and students coming from poor family and orphans, provision of stationery materials for students, provision of reference materials for schools and students, provision of incentives for best scoring students, provision of material supports for poor parents to reduce the students' tension at home, and provision of tutorial services for lower achiever students were very low. Relatively, the level of provision of reference materials for schools was better than other means of supports mentioned above.

Again regarding the behavioral developments of students there were efforts made by WVE such as provision of life skill trainings but the majority of respondents showed that activities made for the purpose of improving students' behavior were very rare and almost none.

School Facilities

The majority of respondents indicated that school facility improvement activities were done by WVE in different schools in different levels. But the overall level of supports and contributions made to schools regarding the construction of ICT centers, Libraries, Laboratories, Pedagogical centers, latrines, stores, staffrooms, class rooms and installation of drinking water were very low. Relatively, Rehabilitation of old class rooms, construction of latrines for female and male students separately, donation of pedagogical materials, laboratory equipment and library reference books are some of the major supports made to schools but the magnitude of the support made to school facility was very low.

Capacity Building Activities for Teachers and Principals

About the capacity building activities of teachers and primary school principals, the average response of respondents shows very low. Trainings on different topics such as job related trainings, production and usage of pedagogical materials, life skill trainings, conflict management, financial management, planning, reporting ,budgeting, and project management skills were some of the basic issues presented for teacher and principal respondents and their responses for the level and adequacy of trainings on those issues showed very low.

Activities at schools which need support from WVE

There are several activities of schools that require supports and contributions from stakeholders like WVE. Accordingly respondents said that the presence of different problems among students, schools, teachers, parents, and the community at large made students unsuccessful in their educational results. Therefore activities to reduce violence against female students, activities which help teachers improve classroom management, and activities which help students improve their reading skills are in a very high demand of support from WVE. Again students' behavior

improvement activities, support in students personal hygiene and sanitation, improving students' class room attendance, and the school leadership efficiency improving mechanisms are some other issues rated moderately by respondents.

Problems encountered by WVE during its effort of supporting schools

While it is trying to support schools especially to do the rehabilitation and building activities of latrines and class rooms, WVE is encountered several problems from schools, woreda offices of construction and design, and also at the sub city level. Most of the problems are related to the provision of building license and design for schools, unwillingness of implementation of projects, lack of technical supports during construction of latrines, lack of quick response from schools and Woreda Education Offices, are some of the major problems of WVE according to the interviewees and some respondents. But the overall average response of respondents about the presence of those problems is below average or very low.

5.2. Conclusions

Education is an instrument for development and educational quality is among the serious issues that calls national and international attention. Ethiopia is trying to improve the provision of quality primary education since it is the base of other levels of education. As a result, several educational programs are implemented to improve the quality of education. This paper tried to assess the current situation of contributions and supports made by WVE to enhance quality of primary education in Gulelie, Kolfe Keraniyo and Lideta sub cities of Addis Ababa.

It is, therefore, the following major conclusions can be drawn from the findings;-

- It is largely expected from stakeholders to support schools produce well developed citizens for the future Ethiopia. One of the supporting areas of schools is regarding the improvement of student's educational performance and behavioral change towards the creativity and constructive brain development tasks. Regarding this, there were no constructive supports and contributions made to schools to enhance the educational performance and behavior of students by WVE.

- In order to improve educational quality the presence of well equipped and structured school facilities and conducive learning environments are required very much. The main components of school facilities that are required strongly to make the learning environments conducive and improve educational quality are laboratories, libraries, pedagogical centers, information communication technology centers, reference books, laboratory equipment and chemicals, students' latrine (male and female separated), class rooms, school fence, and drinking water. Therefore the presence of good school facilities is one of the factors contributing to enhance the result and behaviors of students. So that the overall support and contribution of WVE regarding those aforementioned issues is very low.
- Another factor is about the capacity of teaching staff and school leadership. Since the educational level of teachers at the primary level are not fully as of the standard put by MoE and the necessity of continuous professional developments is required, they need different professional development trainings related to their job. But the trainings provided for teachers and principals in order to capacitate their job were low, not adequate and disproportional to their responsibility of sharpening of human brain.
- There are several roles to be played by different stakeholders for the development of schools to give high quality education. The major ones include;- activities related to reduce the violence against female students, activities which help teachers improve the class room management techniques, enhancing the reading skills of students, improving the counseling service and students behavior, improving the students personality and hygiene, improving the students' classroom attendance habit especially in the afternoon session, improving the school leadership efficiency, and performing of action researches to solve those critical school problems require the active participation of WVE.
- Most of the schools are open and cooperative to work with WVE since they are owners of school problems. There are no as such strong problems that can block the cooperative activities to be done by WVE among schools, woreda education offices and other government offices.

5.3. Recommendations

Based on the major findings and conclusions drawn with respect to the contributions and roles played by WVE to improve the quality of primary education in Addis Ababa, the following recommendations are suggested:

1. Since the necessity of education for personal, societal and national as well as international developments is known to be the key for life, all the stake holders may participate by supporting for the better performance and educational achievement of students which will have major roles for the development of the nation. Because development should be lead by provision of quality education and this need full participation of the whole community and stake holders.
2. In order to bring quality of education, schools need a complete organization of all the necessary facilities such as laboratories, libraries, pedagogical centers, reference books, laboratory equipment and chemicals, Information communication technology materials, teaching aids, latrines separated for females and males students, latrines for teachers and other staff, libraries for teachers and other staff, drinking water, well furnished staff room, standardized and well equipped class rooms, school fence, sport fields, and generally conducive learning environments are required. But creation of such schools need greater supports and cooperation of government, the school community, parents, other stake holders like NGOs and private organizations otherwise it is difficult for the government only. Therefore, since WVE is one of those NGOs it is highly expected to contribute for the improvement of educational quality by working on school facilities.
3. The other most important component to bring quality of education is the capacity of teaching and administrative staff. Teachers carry the lion's share of the improvement or failority of students followed by other stake holders. Teachers are subject specialists and class room managers to lead students deep in to educational fields. Most students are impressed and follow their best teachers. Therefore in order to lead their students, teachers need continuous capacity building trainings in long period as well as in short

period of time which will help them to update their qualification and develop knowledge. But this is also very difficult to do by government (MOE) only instead it needs the active participation of other governmental and nongovernmental organizations like WVE that have accesses to modern technologies, knowledge, finance, and other recourses and opportunities.

4. Schools are social institutions where education is going on and the future generation is created. In order to do this very complex task of creation of generation, several activities should be done. Actually schools do all the possible ways to create well developed and stable learning environment. But still there are a lot of gaps to be accomplished for the improvement of educational quality. Therefore it is better for schools to identify the most important areas of supports and work cooperatively with other stakeholders in the community. They need to identify those tasks to be supported by NGOs like WVE and other organizations.
5. Since there are some problems regarding bureaucracy and quality service provision activities among some schools and offices, schools and other government offices should open their offices for NGOs and other organizations for cooperative works to create stable and conducive learning environments which have grater roles to produce well civilized generation.

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APPENDIXES

Appendix –A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

MA PROGRAM IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

(Questionnaire to be filled by Woreda Ed.office, Principals and Teachers)

This questionnaire is purely for academic purpose. Your genuine responses on this questionnaire are very valuable for the quality and validity of the data to be used in the course of this study. Therefore, I kindly request you to voluntarily participate in filling up this questionnaire which has solid contribution for my study. Thank you in advance for your cooperation.

No need of writing your name!

PART ONE: QUESTIONS ABOUT PERSONAL INFORMATION

Please use ‘√’ mark where necessary and circle your answers for those questions in multiple choice forms. It is possible to choose more than one answer for one question

1. Sex Male Female

2. Educational Qualification

A. Diploma

B. Degree

C. Masters degree

D. other

3. Marital status: A. Married B. Unmarried C. Divorced D. other

4. Job Title: A. Teacher B. D.head C. V. principal D. Principal E. Woreda Education officer/ Head

5. Years of service 1 – 5 6-10

11- 15 16- 20 21 and above

6. Age 20-25 26-30 31 and above

PART TWO: QUESTIONS RELATED TO ACTIVITIES TO ENHANCE STUDENTS' RESULT AND BEHAVIOR

1. Does World Vision Ethiopia provide support to your school/s? A/ Yes B. No
2. If your answer to question number 1 is “yes”, please rate the extent of support provided by this NGO in order to enhance students’ result in your school using the scale given below. 5 = very high; 4 = high; 3 = medium; 2 = low; 1 = very low

No.	Item	5	4	3	2	1
a.	Provide stationery materials to students from poor family and orphans					
b.	Provide financial support for students from the poor family and orphans					
c.	Support provided for tutorial program for those students who score lower than the average/expected result					
d.	Provide reference books and other supportive materials for students					
e.	Gives incentives for well performing students					
f.	Provide financial support for parents who have no income in order to reduce students’ tension					
g.	Provide material support (support in kind) for parents who have no income in order to reduce students’ tension					
h.	Others, if any					

3. To what extent do you think that students are benefited and improved their results owing to the support from World Vision Ethiopia in your school/s?

A. very high B. high C. moderate D. low E. very low

4. Is there any other support provided directly to your students by World Vision Ethiopia other than those mentioned above to enhance their educational performance? -----

5. Does World Vision Ethiopia undertake activities related to students misbehavior?

A. Yes B. No

6. If your response to question number 5 is 'yes', which of the following activities are undertaken by World Vision Ethiopia in order to enhance the development of students' good behavior? (More than one response is possible).

- A. It gives trainings on students behavior and related problems
- B. It gives motivating incentives for students showing good manners
- C. It gives life skill trainings for students
- D. It conducts action researches on students misbehavior and present to the school community
- E. It holds discussions with parents on students misbehavior and related issues
- F. It gives trainings on students behavior and related problems for parents and other stakeholders
- G. If any other, please specify-----

-

7. What does World Vision Ethiopia do with parents in order to improve students' result and behavior? (More than one response is possible).

- A. It holds discussion on students academic performance with parents
- B. It holds discussion on students misbehavior with parents
- C. It gives trainings on parenting styles and related issues for parents
- D. It provides incentives for parents of best scoring students
- E. It provides financial support for poor families unable to support their students
- F. It provides material support for poor families unable to support their students
- G. If any other, please specify-----

PART THREE: QUESTIONS RELATED TO SCHOOL FACILITIES

8. The following are possible facility supports or constructions provided by some NGOs like World Vision Ethiopia. How do you rate the extent to which construction of the facilities improved services provided in your school using the following scale? 5 = very high; 4 = high; 3 = moderate; 2 = low; 1 = very low

No.	Item	Rating scale					No support/no construction at all
		5	4	3	2	1	
a.	Construction of ICT center						
b.	Construction of Library						
c.	Construction of Peda Center						
d.	Construction of Laboratory						
e.	Construction of Girls latrine						
f.	Construction of Boys latrine						
g.	Construction of Staff latrine						
h.	Construction of store						
i.	Construction of staff room						
j.	Construction of school fence						
k.	Construction of class rooms						
l.	Installation of drinking water/Tap water/ facilities						
m.	If any, please specify						

9. If you have any additional comment on the support provided by World Vision in relation to school facilities, please specify; -----

10. The following are possible material and furniture supports usually provided by some NGOs like World Vision Ethiopia. How do you rate the adequacy of material and furniture supports to your school using the following scale? 5 = highly adequate; 4 = adequate; 3 = moderate; 2 = somewhat adequate; 1 = not adequate at all

No.	Item	Rating scale					No support at all
		5	4	3	2	1	
1.	Reference materials						
2.	ICT materials (computers, printers, etc)						
3.	Instructional materials/ teaching aids						
4.	Lab. Equipments						
5.	Lab. Chemicals						
6.	Office furniture						
7.	Classroom furniture (desks, table, backboard, etc)						
8.	Recreation facilities (table tennis & other indoor games)						
9.	Library furniture (shelves, tables, etc)						
10.	If any, please specify						

11. Does World Vision Ethiopia provide financial support other than mentioned above?

- a. Yes
- b. No

12. If your answer to question number 11 is 'yes', for which purpose does World Vision Ethiopia provides financial support? (More than one response is possible).

- a. Training of teachers on specific subject areas
- b. Training of lab. technicians
- c. Training on of teachers pedagogical know how
- d. Training of librarians
- e. Training of support staff
- f. Procurement of materials and furniture

g. If any other, please specify -----

PART FOUR: QUESTIONS RELATED TO CAPACITY BUILDING

13. Did you get any training(s) related to your job organized by World Vision Ethiopia?

- A. Yes B. No

14. If your answer for question number 13 is 'yes', what was the topic of training? (More than one response is possible).

- a. Pedagogical know how (teaching methods, test construction, continuous assessment, instructional planning, classroom mgt, etc)
- b. Life skill training,
- c. Conflict management
- d. Leadership & management (financial management, reporting, project mgt, etc)
- e. Health programs and packages (sanitation & personal hygiene, uses of health related facilities, etc)
- f. If any other, please write the topics -----

15. If your answer for question number 13 is 'yes', how do you rate the adequacy of trainings provided by World Vision Ethiopia to help you develop/acquire the required skill/knowledge?

- a. Highly adequate
- b. Adequate
- c. Somewhat adequate
- d. Not so adequate
- e. Not adequate at all

**PART FIVE: QUESTIONS RELATED TO ACTIVITIES TO BE DONE BY
WORLD VISION ETHIOPIA**

16. The following are statements that describe possible areas of improvement in schools owing to the contributions/supports of World Vision Ethiopia. Please rate each of the statements that describe possible contributions of World Vision Ethiopia to improve your school situation and students learning using the following scale. 5 = very high; 4 = high; 3 = medium; 2 = low; 1 = very low

<u>No.</u>	<u>Item</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
a.	Improvement in students' academic achievement					
b.	Improvement in students' personal hygiene and sanitation					
c.	Improvement in students' reading habits					
d.	Improvements in students' behavior					
e.	Improvements in students' class attendance					
f.	Improvements in students' use of latrines					
g.	Decrease of violence against female students					
h.	Increased efficiency of school leadership					
i.	Improved counseling service for students					
j.	Improved teachers' efficiency in handling classes					

17. What are possible areas of intervention by World Vision Ethiopia that could help your school to improve its performances in relation to the following areas?

a. Students' academic achievement -----

b. Improvement of school leadership and mgt-----

c. Students' discipline -----

d. Teachers' professional development and motivation -----

e. Violence against female students-----

18. What do you suggest for World Vision Ethiopia to do in your school to support the improvement of educational quality other than those mentioned above?-----

PART SIX: QUESTIONS RELATED TO PROBLEMS ENCOUNTERED BY WORLD VISION

19. Do you think that your school is open and cooperative to work with World Vision Ethiopia?

A. Yes

B. No

C. I have no information

20. Do you think that World Vision Ethiopia is facing any problems in its effort to support your schools?

A. Yes

B. No

C. I have no information

21. If your answer for question number 20 is yes, what are the main problems?-----

22. Please provide any additional comment on the contributions of World Vision Ethiopia and the challenges encountered in working with this NGO-----

Thank you

APPENDIXES
Appendix –B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**Semi- Structured Interview questions for World Vision Ethiopia Education
Program Coordinators**

1. How does your organization supports schools in improving the quality of education in sub city?

2. What does WVE do to enhance the students result and behavior?

3. What has been done so far in schools to improve their facilities like library, laboratory, pedagogical center, ICT, latrines, etc?

4. What has been done so far by WVE to build teachers' and principals' capacity?

5. What do you think to be done by WVE in the future in order to support schools improve education quality?

6. What major problems did you face in your efforts to support schools?

a. From the schools' side?

b. From Woreda education office side?

c. From sub city and other top level government bodies side?

7. What do you suggest as solutions for the above problems you faced?

8. What do you suggest to improve educational quality in Addis Ababa?

DECLARATION

I confirm that this thesis is my original work.

Name _____

Signature _____

Date of Submission _____