



**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**THE ROLES AND CONTRIBUTIONS OF CIVIL SOCIETY ORGANIZATIONS  
IN EDUCATION SERVICE DELIVERY: THE CASE OF ARADA SUB-CITY,  
ADDIS ABABA CITY GOVERNMENT**

**BY**

**MEHARI HAILE**

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## **ABBREVIATIONS AND ACRONYMS**

|          |   |
|----------|---|
| ABE      | Alternative Basic Education                                     |
| CBOs     | Community-Based Organizations                                   |
| CPD      | Continuous Professional Development                             |
| CSOs     | Civil Society Organizations                                     |
| EFA      | Education For All   |
| ETO      | Education and Training Office                                   |
| ETP      | Education and Training Policy                                   |
| FDRE     | Federal Democratic Republic of Ethiopia                         |
| GEQIP    | General Education Quality Improvement Program/Package           |
| HIV/AIDS | Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome |
| ICTs     | Information and Communication Technologies                      |
| INGOs    | International Non-Governmental Organizations                    |
| MDGs     | Millennium Development Goals                                    |
| MoE      | Ministry of Education   |
| NGOs     | Non-Governmental Organizations                                  |
| NPM      | New Public Management   |
| OECD     | Organization for Economic Cooperation and Development           |
| TDP      | Teachers' Development Program                                   |
| TEIs     | Teacher Education Institutions                                  |
| UNDP     | United Nations Development Program                              |
| UNESCO   | United Nations Education, Scientific and Cultural Organization  |
| UNICEF   | United Nations International Children Emergency Fund            |
| USAID    | United States Agency for International Development              |
| WHO      | World Health Organization                                       |

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## ABSTRACT

*Quality education has a role in the economic, social, and political life of any country at various levels. Quality education can be improved if all stakeholders such as CSOs are active participants. However, CSOs focus more on hard ware issues but less on software issues of education quality such as curriculum development, teachers' development and provision of educational materials. Therefore, the main objective of the study is to assess and understand the roles, contributions, capacities and challenges of CSOs in the education quality issues in Arada Sub-City.*

*To achieve these objectives both exploratory and descriptive research methods were used. Therefore, the findings of the study revealed that the main roles and contributions of CSOs in teachers' development include provision of in-service and pre-service pedagogical training; giving awareness raising programs; conducting short term training; coordinating, and financing for continuous professional developments. In addition, CSOs are providing educational/school materials such as computers, stationery and facilitating favorable reading materials outside schools for their own beneficiaries. However, most CSOs have no roles and contributions in curriculum development because of lack of invitation from the government and curriculum is developed at the central and regional levels.*

*CSOs have the capacity of information, knowledge, expertise and motivation of their staffs in curriculum development, teachers' development and provision of educational material in Arada Sub-City. But, there is no empirical evidence on the capacities of CSOs to deliver better services in curriculum development. Similarly, the main challenges of CSOs in improving education quality include; they are donor dependent, not yet fully recognized as actors in curriculum development, limited staff capacity, inadequate supply of educational materials in the country, and competition between and among CSOs.*

*Finally, the study concludes that CSOs are working to fill up the gap and strengthen between the government and the society by way of doing government jobs in teachers' development and provision of educational materials. In addition, they play a direct role in the joint efforts to create learning societies.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

The last two decades have seen the emergence of CSOs as major social service<sup>1</sup> providers in developing countries. This has been brought about by both policy change and economic realities: (i) the new policy agenda of official donors that has focused on good governance and drawn on New Public Management (NPM) approaches to public sector reform; and (ii) structural adjustment policies combined with economic stagnation in many countries that have seen the decline in state capacity to deliver social services. (Clayton, Oakley, and Taylor, 2000:18-19)

The aim of NPM have been to reduce high levels of public expenditure, increase the efficiency of public service provision, increase the role of the private sector in public service provision through contracting-out, and reform state bureaucracies by introducing executive agencies, internal competition and performance-related pay. NPM thinking about the public sector also promotes to reduce the role of the state in the provision of public services in favor of non-state organizations, both private sector and CSOs (George, 1999:6). Structural adjustment programs usually focus on reducing the role of the public sector in the economy and creating a regulatory and policy environment that promotes the growth of the public organizations (Yahie, 2000:5).

The increasing role of CSOs in social services such as educational service delivery leads to a compromise of their position as supporters/promoters to the poor and the marginalized. In normative terms, civil society has been widely seen as a crucial agent for limiting authoritarian government, empowering a popular movement, reducing the socially and unsettling effects of market forces, enforcing political accountability, and

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<sup>1</sup> *Social services mean any service provided by a statutory body or voluntary body that is available or accessible in quality to the public generally and includes a service in relation to any of the following, namely, health, social welfare, education, family support, housing, taxation, citizenship, consumer matters, employment and training, equality, and immigration(OECD:2008:1). But, this study focuses only on the improvement of the quality of education service delivery by CSOs.*

improving the accessibility and quality of social services in the life of the poor (Henry, 2008:229).

In addition, making social services work for people is the responsibilities of both the government and CSOs (Pavellone and Darcy, 2008:7).

One lesson emerging from both the developing and industrialized world is that one way forward is via greater state-CSO partnership in the delivery of basic services. Because, when the government and CSOs are able to work well together they mutually reinforce each other's work, and can accomplish more together than they would on their own (CIVICUS, 2006:5).

CSOs have a crucial role to play in translating the interests of the people into `communicative power. However, the roles and contributions of CSOs could only be satisfactory when there is a strong relationship with the government and CSOs (Walter, 2007:1). In this case CSOs participation is potentially "meaningful" if it is rights-based, integrated in structures within the political environment of a given country, and if it has empowered and legitimate stakeholders.

## **1.2. Statement of the Problem**

Development theories of the 1950s and 1960s reflect the view that the central government alone had the capacity to provide social services (Taye and Tegegne 2007:133). However, Since the 1980s, many Sub-Saharan African countries have been undergoing structural reforms with a view to promoting efficient service delivery (Robert, 2008:83). The main basis for these structural reforms was converged with NPM thinking about the public sector that promotes a reduced role for the state in the provision of public services and reducing the levels of both public expenditure in favor of non-state organizations, both private sector and CSOs( Clayton, Oakley and Taylor,2000:4). This trend emerged from growing consensus on the need to develop new approaches to service provision based on partnership between the public and NGOs.

Due to this, in most developing countries, the public service sectors such as education and health, receive a major portion of financial resources from CSOs (Yahie, 2000:5). In addition, a research conducted in 2008 by Dessalegn, Akalewold and Yoseph in Ethiopia concluded that education with health service take the lion's share of financial resources from CSOs. In addition, CSOs are frequently credited as being innovative (they bring new approaches to deal with existing problems), and participatory (they involve the communities concerned in the planning, preparation and implementation of program activities) (Taye and Bahru, 2010:82). In light of these, the major concern is how to improve the quality of education service delivery through a more effective relationship with various actors.

According to the Ethiopian Education Policy and Implementation Strategy (2002), the main obstacles for quality of education were lack of provision of sufficient education materials and equipments, lack of revision of curriculum development; and lack of training for teachers to improve their efficiency and ability. Similarly, the Ethiopian Education and Training Policy (1994) have stated that education quality cannot be accomplished without the involvement of different stakeholders such as CSOs. Due to this, CSO focuses more in the hardware issues of education quality. However, they focus less on soft ware issues of education quality such as curriculum development, teachers' development and provision of educational materials.

### **1.3. Objectives of the Study**

The general objective of this study is to understand and analyze the roles and contributions of Civil Society Organizations (CSOs) in improving education quality in Arada Sub-City. The study also has the following specific objectives:

- 1) To understand and assess the roles and contributions of CSOs in curriculum development; teachers' development and provision of educational materials.
- 2) To identify the capacities and existing challenges of CSOs in improving the education quality issues.
- 3) To give possible recommendations which promote the role of CSOs in improving the quality of education service delivery in Arada Sub-City.

#### **1.4. Research Questions**

During the study, the researcher has answered the following research questions.

1. What are the basic roles and contributions of CSOs in improving the education quality issues?
2. Do CSOs have the capacity<sup>2</sup> to improve the quality of education service delivery issues?
3. What are the challenges of CSOs in improving the education quality issues?

#### **1.5. Methodology of the Study**

##### **1.5.1. Research Methods**

The type of research employed for the purpose of this study is exploratory and descriptive in nature, because, little is known about the roles and contributions of CSOs in the education quality issues in the case study area; hence, the researcher has no control or effect on the variables of the study. It was intended only to explore and describe the roles and contributions from different sources.

##### **1.5.2. Data Sources and Tools of Data Collection**

The researcher has used both primary and secondary data from multiple sources in order to get different views and evidences on the roles and contributions of the organizations. For primary data the study used annual reports of CSOs, organizational manuals, and fact sheets. For secondary data the study used published materials such as books, government regulations, internet, journal articles, and research results undertaken by others to complement and analyze the data obtained from the primary sources. The researcher had also used questionnaires (closed and open-ended) and key informant interview tools to get primary insights and empirical evidences.

Accordingly, there were three sampling categories; CSOs operating in the Sub-City, schools and the Education and Training Office (ETO) of the Sub-City. Then, from these categories, program coordinators, education unit heads of CSOs, school principals,

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<sup>2</sup> For the purpose of this study, Capacity is expressed in terms of resources such as skilled manpower, information, and knowledge.

experts and supervisors of the Education and Training Office were taken purposefully. These respondents were taken because of two reasons. First, they are the key persons of the organizations. Second, they are responsible for implementation of educational activities in their respective organizations.

Accordingly, questionnaires were distributed to 45 key persons of the CSOs. But, from the questionnaires distributed only 35 questionnaires were returned. On the other hand, Questionnaires were distributed to 29 school principals. But, only 26 questionnaires were collected. Similarly, 6 questionnaires were distributed and collected from the experts and supervisors of the Education and Training Office of the Sub-City. Finally, key informant interview was held with 10 executives of CSOs. Generally, a total of 80 questionnaires were distributed to the key persons. But, from the total questionnaires distributed only 67(83.75%) were returned.

### **1.5.3. Methods of Data Analysis and Interpretation**

The researcher has brought together both qualitative and quantitative data to provide a comprehensive analysis. Data collected by using questionnaires was organized, coded and then analyzed by using different Tables and graphs. On the other hand, information gained through key informant interviews was described accordingly.

### **1.6. Scope of the Study**

Service delivery basically refers to the systematic arrangement of activities in service giving institutions with the objective of fulfilling the needs and expectations of service users and other stakeholders with the optimum use of resources (Taye and Tegegne 2007:134 ). Social services mean any service provided by a statutory body or voluntary body to the public and includes a service in relation to any of the following, namely, health, social welfare, education, family support, housing, taxation, citizenship, consumer matters, employment and training, equality, protection and immigration (OECD, 2008:1). From this point of view service delivery is a broad concept which includes improvement and actual service delivery.

Therefore, this study focuses on the roles and contributions of CSOs in improving the quality of education service delivery using the components of curriculum development; teachers' development and provision of education materials in Arada Sub-City. The study area was selected due to the following reasons. First, there is low concentration of CSOs in the Sub-City. Second, according to manuals of the Sub-City, most of the residents have low economic status as compared to other Sub-Cities. Third, there is less library facilities outside schools. Finally, the researcher has the experience of working term papers in the study area.

### **1.7. Significance of the Study**

The study is used to present to some extent the current picture of the role of CSOs in education quality. The findings of the research are expected to contribute a lot for different stakeholders. The primary significance of this study is to give an insight to the Medias, policy makers, policy analysts and the society at large with regard to the roles and contributions of CSOs in education quality issues such as curriculum development, teachers' development and provision of educational materials. In addition, it will help other researchers as a point of reference to conduct a research on the roles of CSOs in education quality in other areas.

### **1.8. Limitations of the Study**

The quality of the output of this study is contingent on the genuine responses from the respondents. However, there are three major limitations of the study. The first is shortage of finance and time. The other limitation was the reluctance of many of the officials to provide the necessary information. Finally, the organizations were very scattered which makes difficult to collect the data on time.

### **1.9. Organization of the Paper**

The research paper is divided in to four chapters. Chapter one gives the background information and statement of the problem. It sets out objectives, research questions, methodology of the study, scope of the study, significance of the study, limitations of the study and organization of the entire paper. Chapter two also discusses the key concepts that are used in the paper to place the problem in a broader perspective literature. Chapter

three presents data analysis and discussion. Finally, chapter four deals with summary of the findings, conclusions and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITREATURE

#### 2.1. Understanding Civil Society Organizations

There are different definitions of civil society which are various and controversial. Civil society has its roots in the word „civics“, which comes from the Latin word „Civis“, meaning citizen (WHO, 2002:4). Today, there is no universally accepted definition of CSOs. Some classify civil society organizations (CSOs) as all institutions and organizations outside of government. Others, simply see it as groups or associations which are independent of the state, engage with it but do not seek to take it over. The common understanding is that civil society embraces the general public at large, representing the social domain that is not part of the State or the market<sup>3</sup>. However, for the purpose of this study CSOs are defined as follows:

*Civil society refers to the arena of uncoerced collective action around shared interests, purposes and values. In theory, its institutional forms are distinct from those of the state, family and market, though in practice, the boundaries between state, civil society, family and market are often complex, blurred and negotiated. Civil society commonly embraces a diversity of spaces, actors and institutional forms, varying in their degree of formality, autonomy and power. Civil societies are often populated by organizations such as registered charities, development non-governmental organizations, community groups, women's organizations, faith-based organizations, professional associations, trade unions, self-help groups, social movements, business associations, coalitions and advocacy groups (London School of Economics Center for Civil Society 2008:1).*

According to this definition, successful civil societies which emanate from various definitions are separate from the state and the market; formed by people who have common needs, interests and values like tolerance, inclusion, cooperation and equality, and development through a fundamentally endogenous and autonomous process which cannot easily be controlled from outside.

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<sup>3</sup> *Ibid*

## 2.2. Typologies of Civil Society Organizations

A number of people have sought to categorize CSOs into different types. Some typologies distinguish them according to the focus of their work. For instance whether it is primarily service-or welfare-oriented or whether it is more concerned with providing education and development activities to enhance the ability of the poorest groups to secure resources. Such organizations are also classified according to the level at which they operate, whether they collaborate with self-help organizations (i.e. community-based organizations), whether they are federations of such organizations or whether they are themselves a self-help organization. They can also be classified according to the approach they undertake, whether they operate projects directly or focus on tasks such as advocacy and networking.

According to Togbolo (2005:10-12), CSOs are classified by their types of orientation and level of operation.

### A. Based on their Orientation

- ✓ **Charitable Orientation-** often involves a top-down paternalistic effort with little participation by the "beneficiaries". It includes CSOs with activities directed toward meeting the needs of the poor -distribution of food, clothing or medicine; provision of housing, transport, schools etc. Such CSOs may also undertake relief activities during a natural or man-made disaster.
- ✓ **Service Orientation-** includes CSOs with activities such as the provision of health, family planning or education services in which the program is designed by the CSOs and people are expected to participate in its implementation and in receiving the service.
- ✓ **Participatory Orientation-** is characterized by self-help projects where local people are involved particularly in the implementation of a project by contributing cash, tools, land, materials, labor etc. In the classical community development project, participation begins with the need definition and continues into the planning and implementation stages. Cooperatives often have a participatory orientation.
- ✓ **Empowering Orientation-** is where the aim is to help poor people develop a clearer understanding of the social, political and economic factors affecting their lives, and to

strengthen their awareness of their own potential power to control their lives. Sometimes, these groups develop spontaneously around a problem or an issue, at other times outside workers from CSOs plays a facilitating role in their development. In any case, there is maximum involvement of the people with CSOs acting as facilitators.

## **B. Based on their Level of Operation**

- ✓ **Community-based Organizations (CBOs)** - arise out of people own initiatives. These can include sports clubs, women organizations, and neighborhood organizations, religious or educational organizations. There are a large variety of these, some supported by CSOs, national or international CSOs, or bilateral or international agencies, and others independent of outside help. Some are devoted to raising the consciousness of the urban poor or helping them to understand their rights in gaining access to needed services while others are involved in providing such services.
- ✓ **Citywide Organizations-** include organizations such as chambers of commerce and industry, coalitions of business, ethnic or educational groups and associations of community organizations. Some exist for other purposes, and become involved in helping the poor as one of many activities, while others are created for the specific purpose of helping the poor.
- ✓ **National CSOs-** include organizations such as the Red Cross, professional organizations etc. Some of these have state and city branches and assist local CSOs.
- ✓ **International CSOs-** range from secular agencies such as Save the Children Organizations, OXFAM, CARE, and Foundations to Religiously Motivated Groups. Their activities vary from mainly funding local CSOs, institutions and projects to implementing the projects themselves.

### 2.3. Emergence of Civil Society Organizations in Social Service Delivery

According to Asian Development Bank (2010:1),

*A social service can be described as an organized activity designed to aid and to improve the condition of disadvantaged people in society. Effective delivery of basic services, such as education, health, clean water supply and sanitation, are the key to the socio-economic development of any country, vital to its poverty eradication efforts, and the achievement of the Millennium Development Goals.*

In this regard, CSOs are the major players in bringing social and economic changes especially in developing countries.

According to Clayton, Oakley and Taylor (2000:1), the idea of good governance and New Public Management (NPM), were the major global policy changes that wave or help CSOs to participate in delivering social services. In this regard governance is defined as the capacity to formulate and implement sound policies and deliver public services, and the respect of citizens and the state for the institutions that govern economic and social interactions among them<sup>4</sup>. In addition, UNDP defines governance as the system of values, policies and institutions by which a society manages its economic, political and social affairs through interactions within and among the state, civil society and private sector.

The fundamental nature of NPM can be described by the new trends in the public administration to shift some important insights and values from the private sector strategy to the public sector to enhance service delivery. These include efficiency, effectiveness, flexibility, responsiveness, competition, result oriented management, more explicit and measurable performance standards, more active control based on preset output indicators and answerability.

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<sup>4</sup> *Ibid*

According to Carney and Ramia (2002:48), NPM has had several important elements:

*A greater focus on (most often quantifiable) results or outcomes as opposed to qualitative process; an elevation in the concept of management at the expense of the traditional construct of administration, thus reinforcing the objectives of waste minimization and efficiency enhancement in the use of public resources; the devolution of management control and increased accountability on the part of public servants; the separation of commercial from non commercial public sector functions and the detachment of policy advice from delivery and regulatory mechanisms; a significant stepping up of contestability in, and contracting out of, traditionally publicly provided services with an increased uses of tightly specified and often short term, outcome-focused contracts and a boost in the emphasis on monetary incentive schemes and cost cutting measures.*

Generally, in both governance and NPM “steering” is a key concept. Taken from Reinventing Government’s prescription that good governments „*keep a hand on the tiller, rather than doing the rowing,*” it is characterized by a move away from centralization to decentralization; from redistribution to regulation; and from public services management to management through market principles (Ewalt, 2001: 14).

#### **2.4. Concepts of Basic Social Services Delivery**

Social services mean any service provided by a statutory body or voluntary body that is available or accessible to the public generally and includes a service in relation to any of the following, namely, health, social welfare, education, family support, housing, taxation, citizenship, consumer matters, employment and training, equality, sanctuary and immigration (OECD, 2008:1). Accordingly, good practices in social service delivery are those that are effective, efficient, and accountable to consumers and the general public. In addition, according to Fultz and Tracy( 2004:16-17), some of the basic characteristics of good practices of service delivery are transparent decision-making processes, multi-disciplinary teams; cooperation with local government and civil society; informal and formal networks among service providers and other partners; effective and sustainable performance standards and program evaluation processes.

## **2.5. Civil Society Organizations and Social Service Delivery in Developing Countries**

CSOs play an important role in developing countries. According to Robert (2008:23):

*The major advantages of CSOs include their flexibility, ability to innovate, grass-roots orientation, humanitarian Vs commercial goal orientation, non-profit status, dedication and commitment, and recruitment philosophy. In addition to supporting innovation, CSOs may serve as pilots for larger anticipated projects, help to motivate and involve community based organizations whose constituents may be the primary beneficiaries of a larger project, serve as advocates or ombudspersons, and are in a unique position to share communication both horizontally and vertically.*

According to Struyk (2003:5), CSOs are active in the social services areas in developing countries in that they can bring one or more of the three advantages to the delivery of social services. First, they have valuable experience gained from providing many services in the course of their charitable work. Second, their staff payment structures are often significantly lower than for-profit firms. Third, the dedication of their staff to providing assistance and their sensitivity to client needs and potential may result in greater client satisfaction.

However, according to Clayton, Oakley and Taylor (2000:7), there are a number of common deficiencies of CSOs in social services delivery. These include: limited coverage; variable quality; amateurish approach; high staff turnover; lack of effective management systems; poor cost effectiveness; lack of co-ordination; and poor sustainability due to dependence on external assistance.

But, by participating in reaching the poorest, quality of services, efficiency and cost effectiveness, and sustainability CSOs can play a linking role between the grassroots and international organizations. According to Kandyomunda et al. (n.d:141), CSOs have the roles of improving social services through various strategies that may include: resource mobilization; community mobilization and sensitization; community education and training; attitude and behavior change; capacity building; mechanisms for social economic empowerment; research and information dissemination; networking, lobbying and advocacy.

## **2.6. Relationships between Government and Civil Society Organizations in Social Service Delivery**

Partnership is not- and should never be viewed as – the outcome of a single event; it is a continuous, gradual, and incremental process that enables individuals and institutions to work together for common outputs (Prewitt, 2006:3). Partnerships with CSOs can help increase the range of social services that is available, improve quality through competition, and foster greater public participation and ownership of social assistance programs. According to Struyk (2003:21), local governments can support CSOs as providers of social services through in-kind assistance, such as free office space, free or discounted fees for registering to be qualified to deliver certain types of services, and free or discounted services such as printing notices or having city employees cooperate in executing certain projects.

According to Batley and Mcloughlin (2009:13), the government’s possible roles in the provision of basic services such as education is providing all aspects of services including delivery to consumers; contracts out and finances direct provision by CSOs; making policy frameworks and standards; setting standards and regulating CSOs; contract with CSOs to provide support inputs to state provision.

Interaction between the state and CSOs has benefits for both the government and CSOs. According to WHO (2001:8), the benefits are;

### **A. Benefits for the government**

Interaction with CSOs can bring to the state support for national / global values, for state regulation of commercial interests adverse to health, for public policy goals and enhancing public information and legitimacy of state work. It also helps for the introduction of new perspectives, technical expertise, capacities and human resources, networks and informed leadership on health. Finally, it helps to increase service provision and implementation of public programs, particularly among marginal communities and in remote areas, and increased financial contributions to the programs.

## **B. Benefits for civil society**

Interaction with the state confers on CSOs:

- Increase possibilities of influencing policy by incorporation of CSO issues in policy processes including counterbalancing of commercial interests and consensus building on the policy priorities.
- Provision of legal authority for public participation and enhanced legitimacy of CSO work. Enhanced linkages and transparency of interaction with the state and technical inputs to CSO work from the state.
- Enhanced prospects for civic education, participation and building of social capital through strengthening CSO capacities.

### **2.7. Challenges of Civil Society Organizations in Improving Social Service Delivery in Developing Countries**

Worldwide the role of CSOs is contestant. The OECD (2008:4) generally defines them as deliverers of social services and recognizes their role as operational intermediary. In effect the CSOs' role in the development process is seen as more of a mechanism of service delivery in line with top-down objectives.

Many of the challenges for CSOs working in developing countries are associated with the tension between meeting basic needs and delivering services in the short-term, and contributing to the long-term development of capacity (Dowst, 2009:5). As public health, education, water systems and infrastructure have largely deteriorated in difficult environments; provision of these services is increasingly delivered either by international non-governmental organizations (INGOs) or through the commercial and informal private sector. Consequences of this shift have commonly included:

1. Service delivery becomes severely fragmented. Vertical control programs (those for specific health conditions) are frequently delivered by parallel services established by external relief or development agencies.
2. Unsustainable operational standards and facilities are commonly put in place as countries lack the institutional, technical and management capacity to support them.

Moreover, many countries lack adequate information systems required to conduct needs assessments or assist in service planning.

3. Humanitarian agencies often fail to adequately support country capacity during either the emergency or rehabilitation periods. This increases the risk of little or no local services being left when the agencies withdraw.
4. Local staffs are targeted by oppressive regimes when working in humanitarian or development projects. They are not committed to support and work in collaboration with non-governmental organizations.
5. Lines of accountability to service users are poor. Government accountability is further deteriorated if the state is seen not to be involved at all. There is a bureaucracy of the government to fulfill the administrative activities.

External factors have also contributed to problems in service delivery as the donor community has begun to acknowledge its role in making the situation worse. Macroeconomic policies of the 1980s and 1990s weakened the ability of many states to provide services and security for their citizens (OECD, 2008:10). Therefore, this leads governments to become accountable to donors and International Finance Institutions (IFIs), rather than their citizens. This led to increased involvement of international leaders and donors in the policy making of countries in crisis.

According to Saeed (2002:7), CSOs;

- Should reactivate and promote the volunteerism;
- Take step towards financial self-reliance;
- Initiate discussion in particular issues of local and national importance;
- Empower the communities and ensure their participation in development efforts;
- Be accountable to the beneficiaries and gain their confidence;
- Reduce the level of corruption from within society including from CSOs;
- Introduce and improve monitoring and evaluation mechanisms.

UNDP (2010:5) have also identified the following key constraints on local basic social service deliveries:

- ***Dysfunctional central/local relations:*** Central governments, unwilling to truly devolve power, seek ways to ensure central control, for example by under-resourcing local government in terms of both human and financial resources. Or, national governments are found to devolve responsibility only in times of crisis when it suits them to off-load the burden of meeting demands with inadequate resources.

- ***Elite capture:*** Some authors indicate the danger of elite capture within local government and the entrenchment of patronage politics. If services are being delivered in an environment of political patronage then decisions that could benefit efficiency and equity will be corrupted, and instead be made in favor of elites for personal financial or political reward. There may well be even higher levels of elite capture in higher tiers of government, but Ahmad et al. (2005) note the irony that local politicians may be more inclined to operate on a clientelistic basis precisely because of the positive fact that they have closer relations with their electors.

- ***Limited administrative capacity:*** Administrative performance at local levels is often found to be extremely weak due to lack of education and training, vague or inappropriate processes and systems, and poorly motivated staff. Incentives for central government to improve the administrative capacity of local government are often missing.

- ***Financial constraints:*** There is little evidence to support the claim that local revenue mobilization and the efficiency of services increase with decentralization of powers. The weak tax base in most developing countries renders the possibility of local taxes resulting in significant revenues unlikely. Local governments usually have to operate in severely resource constrained environments, which hinder their ability to improve service delivery.

Local governments are mainly reliant for funding on central government and donor transfers that are often unpredictable and not sustained.

## 2.8. Understanding Education Quality

*Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. Prioritized issues: increasing the number of teachers, increasing the delivery of quality of education, improving access to quality and appropriate education, classrooms and school facilities (MoE, 1994:1).*

According to USAID (2006:3), education is a powerful tool for reducing poverty; redressing inequality; improving health and social well-being; and creating a foundation for sustained economic growth. Accordingly, quality education is a priority of all African countries.

The precise meaning of education quality and the path to improvement of quality are often left unexplained.

*Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives. More comprehensive views are also found, and interpretation of quality may be based on an institution's or program's reputation, the extent to which schooling has influenced change in student knowledge, attitudes, values, and behavior, or a complete theory or ideology of acquisition and application of learning (Chapman and Adams, 2002:1).*

Education quality is a multifaceted concept, defined differently depending on a country's policy objectives and underlying philosophies (Amare et al., 2006:5). Countries determine the relationship between their own quality standards and "internationally accepted" definitions. Again, efforts to define quality and improve learning must be determined at the school and classroom level and involve ongoing systematic assessment.

According to UNESCO report on education quality in (2004:32-35),

*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 focuses on understanding and correcting inequities; and 4) an indigenous approach which rejects mainstream education imported from the centers of power.*

In Ethiopia, according to MoE (1994:1), the quality issue encompasses concerns such as the educational standard of teachers, the training they have received, the teaching practices employed, accreditation and the resources available to both teachers and students and; the curriculum development.

*The concept of quality in education conjures up many metaphors including a functionalist one. A functionalist metaphor of the quality in education refers to the curriculum, content, methods of teaching and assessment and evaluation policies and procedures. According to the above author, if quality in education is to be meaningful and evolving construct it has to address the following five possible issues of concern for the new core curriculum such as: the need for the people; the need for good communication with other people; the need for loving relationship with other people; the need for a workable concept of self; and the need for freedom ( Zajda, 1995:1).*

Generally, emphasizing the fluid nature of education quality, Adams (1993:12-13) identifies multiple co-existing definitions of quality as concepts-in-use with the following characteristics:

- ✓ Quality has multiple meanings.
- ✓ Quality may reflect individual values and interpretations.
- ✓ Quality is multidimensional; it may subsume equity and efficiency concerns.
- ✓ Quality is dynamic; it changes over time and by context.
- ✓ Quality may be assessed by either quantitative or qualitative measures.
- ✓ Goals of quality may conflict with efficiency, equity, or other goals.

- ✓ Quality is grounded in values, cultures, and traditions: it may be specific to a given nation, province, community, school, parent, or individual student.
- ✓ Different stakeholder groups often have different definitions of quality; thus “winners” and “losers” may be associated with any particular definition.

## **2.9. Indicators of Education Quality**

Despite the prominence of “quality” as the motivating factor for educational planning, approaches to quality can vary widely. In much of the literature, “quality” is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries’ policies and programs.

Harvey (1995) as quoted in Leu and Rom (2007:2), provides a useful framework for thinking about quality by outlining five goals for education that define the vision of quality within individual systems. Education systems vary in emphasizing a single vision or, more commonly, a mixture of the five goals:

- Education quality as exceptionality: excellence is the vision that drives education, quality education is education that is exemplary; schools should maximize the pursuit of the highest potential in individual students.
- Education quality as consistency: equality is the vision that drives education, quality requires equitable experiences, schools and classrooms should provide students with consistent experiences across the system.
- Education quality as fitness-for-purpose: refinement and perfection in specific subject areas is the vision that shapes the system, quality is seen as preparing students for specific roles, instructional specialization is emphasized.
- Education quality as value for money: education reflects reasonable correspondence to individual and societal investments; quality is interpreted as the extent to which the system delivers value for money.

- Education quality as transformative potential: social or personal change is the vision that drives education, quality education is a catalyst for positive changes in individuals and society, education promotes social change.

In matters of indicators concepts such as efficiency, relevance, importance and adequacy cannot be ignored. According to Ankomah, et al. (2005:5-6), the nature and quality of the inputs significantly determine the outcome of educational delivery. The inputs for quality education are;

- **Educational Personnel:** These include teachers and the non-teaching staff. But teachers constitute the principal factor in educational provision and thus affect the quality of education in a significant way. Attributes of concern include number of teachers available, pupils-teacher ratios, and the personal characteristics of the individual teachers. The personal characteristics include academic qualification, pedagogical training, content knowledge, ability or aptitude, as well as years of service/experience.
- **Instructional Content and Materials:** The content of education is critical in determining learning outcomes. The type, relevance and the volume are important. The materials that support teaching and learning, their type, quality and quantity impact significantly on the quality of education.
- **Educational Facilities:** These are about school space and equipment including classroom and other buildings, challenging boards, pupil and teacher furniture (Tables and chairs), places of convenience, water, etc. The standard of construction, the conditions of the facilities and the specialized rooms are all important areas to consider.
- **Educational Finance:** An important input that influences all the other inputs is finance, which is categorized as capital and recurrent expenditures. Constructions of classroom buildings constitute one of the major capital expenditures of education while salaries, particularly of teachers, represent the most important aspect of recurrent education expenditure.

## **2.10. Framework for Understanding Education Quality**

This framework provides a means of organizing and understanding the different variables of education quality. The framework is comprehensive, in that the quality of education is seen as encompassing access, teaching and learning processes and outcomes in ways that are influenced both by context and by the range and quality of inputs available.

According to EFA Global Monitoring Report (2005:36-37), the central dimensions influencing the core processes of teaching and learning are: contextual dimension; enabling inputs dimension; teaching and learning dimensions.

### **Context**

Context which significantly affects quality includes socioeconomic and cultural conditions, labor market factors, public resources for education, the philosophical perspectives of teacher and learner, parental support, and time available for schooling and homework. Therefore, Links between education and society should be strong and each influences the other. Education can help change society by improving and strengthening skills, values, communications, mobility (link with personal opportunity and prosperity) personal prosperity and freedom. However, the values and attitudes that inform it (education) are those of society at large. Equally important is whether education takes place in the context of a prosperous society or one where poverty is widespread. In the latter case, opportunities to increase resource for education are likely to be constrained.

More directly, national policies for education also provide an influential context. For example, goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs. These contextual circumstances have an important potential influence upon education quality. Content that is reflected in 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.

## **Inputs**

Other things being equal, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. Inputs are enabling in that they underpin and are intrinsically interrelated to teaching and learning processes, which in turn affects the range and the type of inputs used and how effectively they are employed. The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) and (human resources (managers, head teachers, teachers, supervisors, and support staff) with the management of these resources as an important additional dimension.

Accordingly, the literature assumes that basic infrastructure and other facilities; management and community support; school and classroom environment; curriculum and teaching learning material; teacher and teacher preparation; opportunity time (teaching learning time); classroom practices and processes; learners' assessment, monitoring and supervision are the other indicators of education quality.

## **Teaching and Learning**

Teaching and learning is the key arena for human development and change. It is here that the impact of curricula is felt, that teacher methods work well or not and that learners are motivated to participate and learn how to learn. The actual teaching and learning processes (as these occur in the classroom) include student time spent learning, assessment methods for monitoring student progress, styles of teaching, the language of instruction and classroom organization strategies.

Similarly, according to Rasheed (2000:4) and Derebssa (2006:124), environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities are important aspects of education quality.

## 2.11. Importance of Civil Society Organizations Involvement in Education Service Delivery

Education is the fundamental and inalienable human right. International conference held in Geneva, (2001:7-10), concluded that CSOs have to be involved in education service delivery because;

- **Governments cannot do it alone;** civil society involvement is important and indispensable because of pragmatic considerations, principle rooted in economic, in political considerations, concern for quality and the need to transform education systems. It is widely accepted that the cost of funding education for all is prohibitive and beyond the resources of most countries in the world, especially developing countries. The mobilization of adequate resources, both human and material, to meet the challenges of implementation make the problem even more complex in the face of mounting economic problems. It is for this reason that governments need to work in partnership with civil society in financing and promoting education for all as a lifelong enterprise.”
- **Lack of human and financial resources;** the lack of human and financial resources in contexts of economic hardship as a major reason to involve civil society in Education
- **Democratic principles and processes;** „a basic premise of democracy is that decisions shaped by the experience and knowledge of a plurality of citizens are more legitimate and more representative than decisions that are made by only a few”.
- **Need for relevance and new vision;** developments in education content and processes have to take into account general developments in society. Furthermore, the need to find new modalities in the field of education in the context of current globalization.

## 2.12. Role of Civil Society Organizations in Quality Education Service Delivery

*In the early 21<sup>st</sup> C, CSOs have gained a new prominence as educational service providers around the world. The neo-liberal agenda has included an increasing emphasizes on CSOs in the role of providing social services in the field such as health and education. The agenda calls for a diminished role of the state, which is often seen as inefficient and corrupt, companied with an expanded role of CSO. The argument is made that CSOs can*

*be more responsible to local needs and more efficient in the delivery of basic social services than the government agencies (Sutton and Arnove, 2004: 4).*

Today, access to education is widely recognized as a basic human right, both an important end in itself as well as means to achieving the Millennium Development Goals (MDGs). However, governments face persistent constraints in ensuring the financing and provision of services of sufficient quality in an equitable manner. According to UNICEF (2010:1), there has been increasing call for a wide range of CSOs to play an active role in education service delivery. The growth of the private sector has been fuelled, on the one hand, by conscious policy design and, on the other, by voluntary, demand-driven factors related to increased access and better quality education. The private sector has come to play a significant role in providing education to the poor.

The role of civil society organizations has started to grow in fields that were earlier restricted to the public sector. This was accompanied by an increase in the contribution of the private sector and donors as a third party in the process of development through participation<sup>5</sup>.

According to Watkins (2007:29), the most important service programs developed by CSOs in the field of EFA focus on the following issues:

- ✚ Combating illiteracy, especially through the formulation and implementation of projects that cater to the needs of marginalized communities generally excluded from the formal schooling programs.
- ✚ Adding non-formal education as a way of reaching the MDGs.
- ✚ Educating girls, focusing in particular on the rural and distant areas.
- ✚ Adopting new alternative and original education initiatives.
- ✚ Paying special attention to the training component at the institutional and technical levels.

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<sup>5</sup> *Ibid*

- ✚ Focusing on quality education issues such as school dropout rates and oversized classrooms.
- ✚ Mobilizing the community and local resources in order to develop the local education institutes.
- ✚ Advocacy and campaigning in favor of empowering and participatory development strategies.

According to UNICEF (2010:10) CSOs has the following roles in improving education service delivery.

- Supply inputs to government schools (e.g. learning materials, school feeding)
- Support to infrastructure development of government schools (e.g. school buildings)
- Support to management of government- run schools
- Regulation and quality control of associated services (e.g. inspection, teacher training and certification)

*Civil Society Organizations (CSOs) are key actors in development cooperation. Civil Society Organizations have a better predisposition for delivering the effectiveness and sustainability than commercial or governmental organizations. The advantages of CSOs are greater motivation of workers, flexibility, low operational and administrative costs, easier connection with the target groups and hands-on experience. This holds particularly well in developing countries when another CSO or the local government stands by the partner's side (Svoboda, (2009:7).*

CSOs have a significant role to play in the promotion and implementation of Education for Sustainable Development. According to UNESCO (2010:1), the functions of CSOs include:

- public awareness-raising , advocacy, campaigns and lobbying
- consultancy and input into policy transformation
- delivering education for sustainable development, primarily in non-formal settings

- participatory learning and action
- mediation between government and people

### **2.12.1. Supporting Teachers' Development**

In the developing world, donor-funded projects are frequently aimed at school-level reforms. Such projects may focus on decentralizing administrative structures and increasing the involvement of local community members in school governance and support, with the aim being to empower principals, teachers, and the community to work together to improve the quality of education.

As previously noted, the research literature on education quality demonstrates that there is a strong link between teacher professional development and quality. This is mainly because reforms leading to improved quality in pre-service and in-service teacher education cannot succeed unless they are backed by on-going professional development and continuous teacher learning at the school level (Leu and Rom, 2007:10-11).

According to the MOE (2008:13), the teacher development program in Ethiopia, which is under implementation, is expected to support the government's efforts to increase the supply of effective teacher educators, teachers and facilitators in primary and secondary educations through the implementation of in-service and pre-service teacher development programs.

Accordingly, the in-service teacher training sub-component of the General Education Quality Improvement Project (GEQIP) includes revision of the following program areas: (i) enhancing the provision of continuing professional development at schools, (ii) providing English language training for teachers of English and teachers using English as a medium of instruction, (iii) developing a teacher career structure and licensing system which recognizes professional development and behavior, and (iv) upgrading primary teachers with a certificate qualification to diploma level.

In addition, the pre-service sub-component of the GEQIP is used to provide support to enhance the pre-service teacher training program for regular and Alternative Basic Education (ABE) programs. The teacher training/development program focuses on six elements: (i) improved selection of entrants to teacher training, (ii) provision of teaching materials in the Teacher Education Institutions (TEIs), (iii) enhanced practicum for teacher candidates, (iv) in-service pedagogical training for teacher educators, (v) enhanced English language, supports in the TEIs, and (vi) provision of a training program for ABE facilitators.

This part of the literature review supports the important role that teacher learning plays in making the connection between theory and practice and in improving education quality by recognizing and supporting the role of teachers as professionals capable of making sound decisions regarding classroom instruction and student learning.

The World Education Forum in held Dakar in 2000 did not also emphasize only on the need to achieve education for all, but also noticed the need to improve the quality of teachers’ profession development.

According to USAID, 2001:12, the professional development of teachers is receiving increasing attention from policymakers in Sub-Saharan Countries.

*“For example, reforms have been introduced that provide incentives; provide additional training and ongoing support through the establishment of in-service and regional centers; reframe site-based training to focus on learner-centered activities; increase distance learning opportunities; and redefine head teacher and inspectorate roles to strengthen instructional support. Teachers are beginning to participate in dialogue about strategies for improving the quality of teaching and learning and are carrying out “action” research”.*

There are different perceptions on the characteristics of quality of a good teacher. For example according to Ankomah et al. (2005:12), teacher quality depends on observable and stable indicators; on the quality of training they receive; on the behavior and the nature of the relationship teachers maintain with their pupils or students. In addition,

academic qualification; pedagogical training; years of service/experience; ability or aptitude; and content knowledge are the potential indicators for teacher quality.

The OECD (1994:13-14) also defines teacher quality in five dimensions as:

*“ knowledge of substantive areas and content; pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies; reflection and ability to be self-critical, the hallmark of teacher professionalism; empathy, and commitment to the acknowledgement of the dignity of other; and managerial competence, as teachers assume a range of managerial responsibilities within and outside the classroom”.*

In addition, according to Perrenoud (1999) as quoted by Frederickson in (2004:7-8): A good teacher is the one who is:

*“Competent in organizing student learning opportunities; managing student learning progression; dealing with student heterogeneity ; developing student commitment to working and learning; working in teams; participating in school curriculum and organization development; promoting parent and community commitment to school; using new technologies in daily practice ; tackling professional duties and ethical dilemmas; managing own professional development”.*

In this regard CSOs have the role of improving quality of education through creating quality awareness (Frederickson, 2004:12). To create an increased “quality awareness” among teachers and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate the own teaching and its result. The other issue is professional freedom<sup>6</sup>. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. Professional and academic freedom for teachers is also of crucial importance in achieving teaching that is independent of any political, economic, ideological or religious influence, in order to preserve young peoples' right to and democratic exercise of critical creativity.

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<sup>6</sup> *Ibid*

### **2.12.2. Curriculum Development**

According to Moyles and Hargreaves (1998: 73), the term curriculum means different things to different people. For administrators, including head teachers, it often refers to the organization of school subjects and the allocation of times when each subject is taught, as depicted up on the school time Table. For class teachers the term embraces the content of what should be taught during each of these timetable periods that is a scheme of study presented in the form of a syllabus.

Curriculum Development can be defined as the systematic planning of what is taught and learned in schools as reflected in courses of study and school programs. These curricula are embodied in official documents (typically curriculum "guides" for teachers) and made mandatory by provincial and territorial departments of education.

In formal education, a curriculum is the set of courses, course work, and content offered at an educational establishment. Curriculum has two aspects: the range of courses and specific learning programs. In the latter case, the curriculum describes the teaching, learning, and assessment materials available for each specific course of study (Smith, 2000:5).

Howard (2007:2) has identified four corresponding principles in the development of any curriculum which are very important in improving education standard: defining goals, establishing corresponding learning experiences, organizing learning experiences to have a cumulative effect, and evaluating outcomes.

### 2.13. Cooperation<sup>7</sup> and its Benefits in Quality Education Service Delivery

According to UNESCO (2000:8-10), the main objectives of Education for All (EFA) were:

*“To improve all aspects of the quality of education and ensuring excellence of all. So that recognized and measurable learning outcomes are achieved by all. To achieve these goals, the governments, non-governmental organizations, agencies, groups and associations pledged themselves to ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development. Similarly, they stated that EFA plan will be developed by government leadership in direct and systematic consultation with national civil society; and attract coordinated support of all development partners”.*

Cooperative efforts can enhance the delivery of services by fostering communication between local officials and CSOs to discuss the community needs. To have a good cooperation, it is essential that local officials keep these key elements<sup>8</sup> in mind when considering any type of cooperative effort. Paying attention to these elements can only enhance the quality of education service delivery. These elements are;

- **Cost savings** – Cooperation can save money by increasing efficiency and avoiding unnecessary duplication. Cooperation can enable some communities to provide their residents with services that would otherwise be too costly.
- **Address regional issues** – By communicating and coordinating their actions, local governments can address and resolve issues that are regional in nature.
- **Early identification of issues and problems** -- Cooperation enables jurisdictions to identify and resolve potential issues or problems at an early stage, before affected

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<sup>7</sup> “Cooperative in public service delivery” refers to arrangements by which two or more jurisdictions agree to work together to address and resolve issues of mutual interest. A cooperative effort can be as basic as officials from neighboring local governments agreeing to meet regularly to discuss cross-jurisdictional issues, or it can be as complex as the creation of a special single-purpose district with buildings, equipment, and employees. But for the purpose of this study the researcher uses the neighboring of the local government and CSOs.

<sup>8</sup> *Ibid*

parties have established rigid positions, before the political stakes have been raised, and before issues have become conflicts or crises.

- **Reduced litigation** – Communities that cooperate are able to resolve issues before they become mired in litigation. Reducing the possibility of costly litigation can save communities’ money, as well as the disappointment and frustration from unwanted outcomes.
- **Consistency** – Cooperation can lead to consistency of the goals, objectives, plans, policies, and actions of neighboring communities and other jurisdictions.
- **Predictability** – Local governments that cooperate provide greater predictability to residents, developers, businesses, and others. Lack of predictability can result in lost time, money, and opportunities.
- **Understanding** – As local governments communicate and collaborate on issues of mutual interest, they become more aware of one another’s needs and priorities. They can better anticipate problems and work to avoid them.
- **Greater trust** – Cooperation can lead to positive experiences and results that increase trust between local units of government.
- **Improves chances for future cooperative efforts** – When local governments cooperate successfully in one area, the success creates positive feelings and an expectation that other intergovernmental issues can be resolved as well.
- **Better service delivery to citizens** – The biggest beneficiaries of intergovernmental cooperation are citizens for whom government was created in the first place. They may not understand, or even care about, the intricacies of a particular intergovernmental issue, but all Minnesota residents can appreciate their benefits, such as cost savings, provision of needed services, a healthy environment and a strong economy.

#### **2.14. Roles and Contributions of Civil Society Organizations in Education Service Delivery in Ethiopia**

Education is one of the oldest sectors where Ethiopian CSOs actively participated. CSOs working in education are seen as service providers whose main role is the modernizing of the Ethiopian education system in order to ensure economic and social development (Pillay, 2010:103).

According to William, Akalewold and Raya (2008:78), the main roles and contributions of CSOs in education service delivery were;

- ✓ Developing and up-grading teaching and learning activities including formal schools and non-formal teacher centers
- ✓ Managing and learning facilities with full responsibility of covering recurrent costs required for running the facilities
- ✓ Assisting school-based clubs and associations
- ✓ Providing educational materials such as books, computers etc
- ✓ Developing and managing special schools-schools for the blind, children with different abilities and disabilities
- ✓ Supporting woreda educational offices in capacity building initiatives such as training, experience sharing and equipment provision etc.
- ✓ Supporting other CSOs to participate in the sector and contribute to education service delivery.

In general, CSOs are very important clues for planners in education service delivery. They can help in improving education quality through teachers' development and combating illiteracy through formulation and implementation of educational projects. In addition, they can help by providing of educational materials.

## CHAPTER THREE

### DATA ANALYSIS AND DISCUSSION

#### 3.1. Profile of Arada Sub-City

Arada Sub-City is found in the central part of Addis Ababa City administration. The Sub-City has 9,502,409 m<sup>2</sup> physical land coverage. According to the Census in 2007, the Sub-City had a total population of 334,050. Out of the total population 47% (156,000) and 53% (178,050) were males and females respectively.

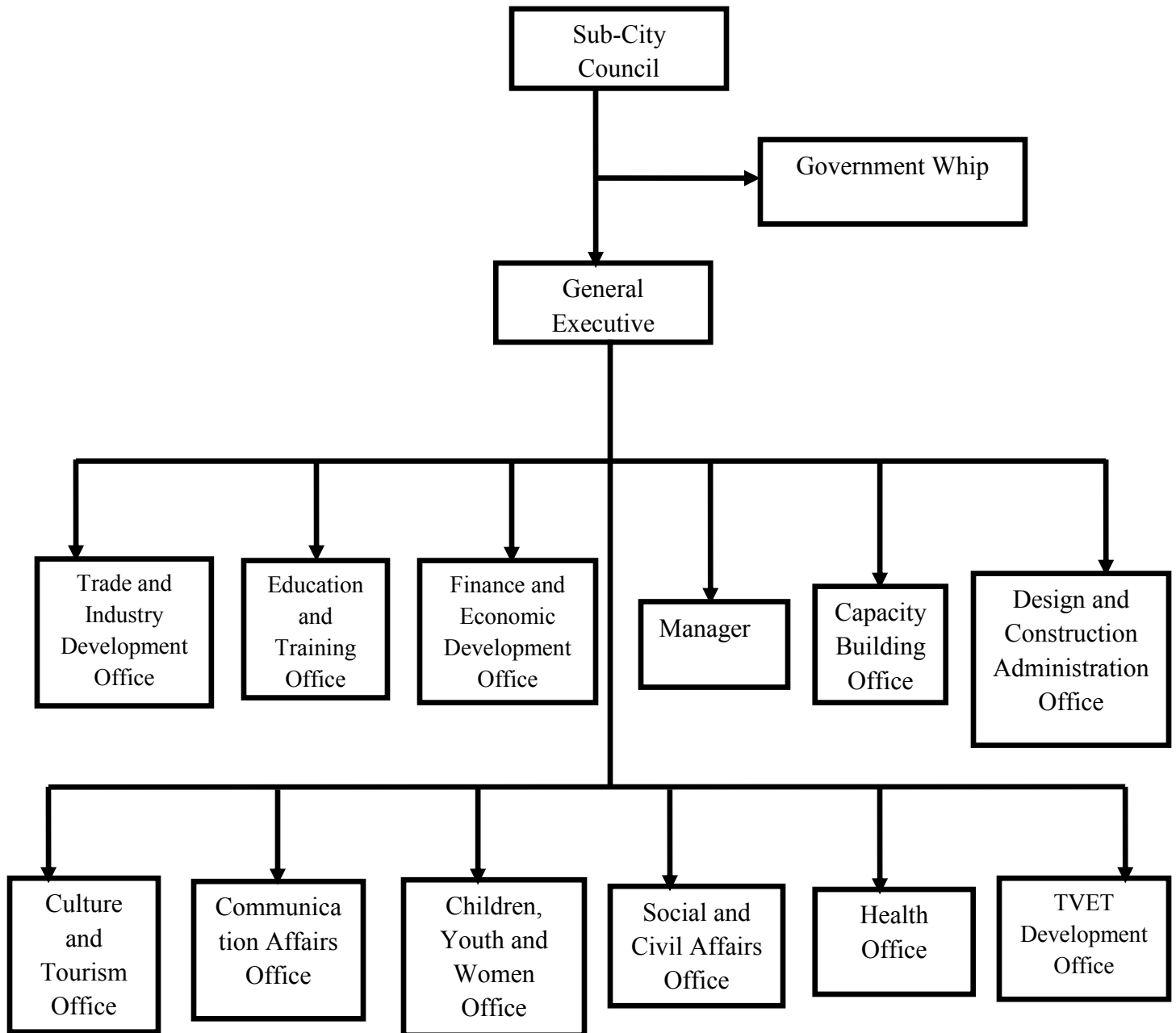
Arada Sub-City is the main center for large number of social, economic and political institutions. Some of the basic institutions include National Palace, House of Peoples' Representatives Office, Prime Minister's Office, National Museum, Ministry of Education, Ministry of Finance and Economic Development, Yekatit 12 Hospital, Menelik II School, Science and Technology Faculties of Addis Ababa University, Sheraton Addis Hotel, Municipality of the Addis Ababa City Administration, Ambassador Park, Lion Zoo Park etc.

Currently, the Sub-City has 10 Woreda's<sup>9</sup> under its administration. In addition, the Sub-City has 15 different sectoral offices with one police department (see the Figure below). Finally, the Sub-City had more than 4000 permanent employees who are working in the different sectoral offices.

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<sup>9</sup> The name is according to the new structure. Previously these Woredas were known as Kebeles.

**Figure1: Organizational Structure of Arada Sub-City Administration**



**Source; Arada Sub-City Administration, 2011**

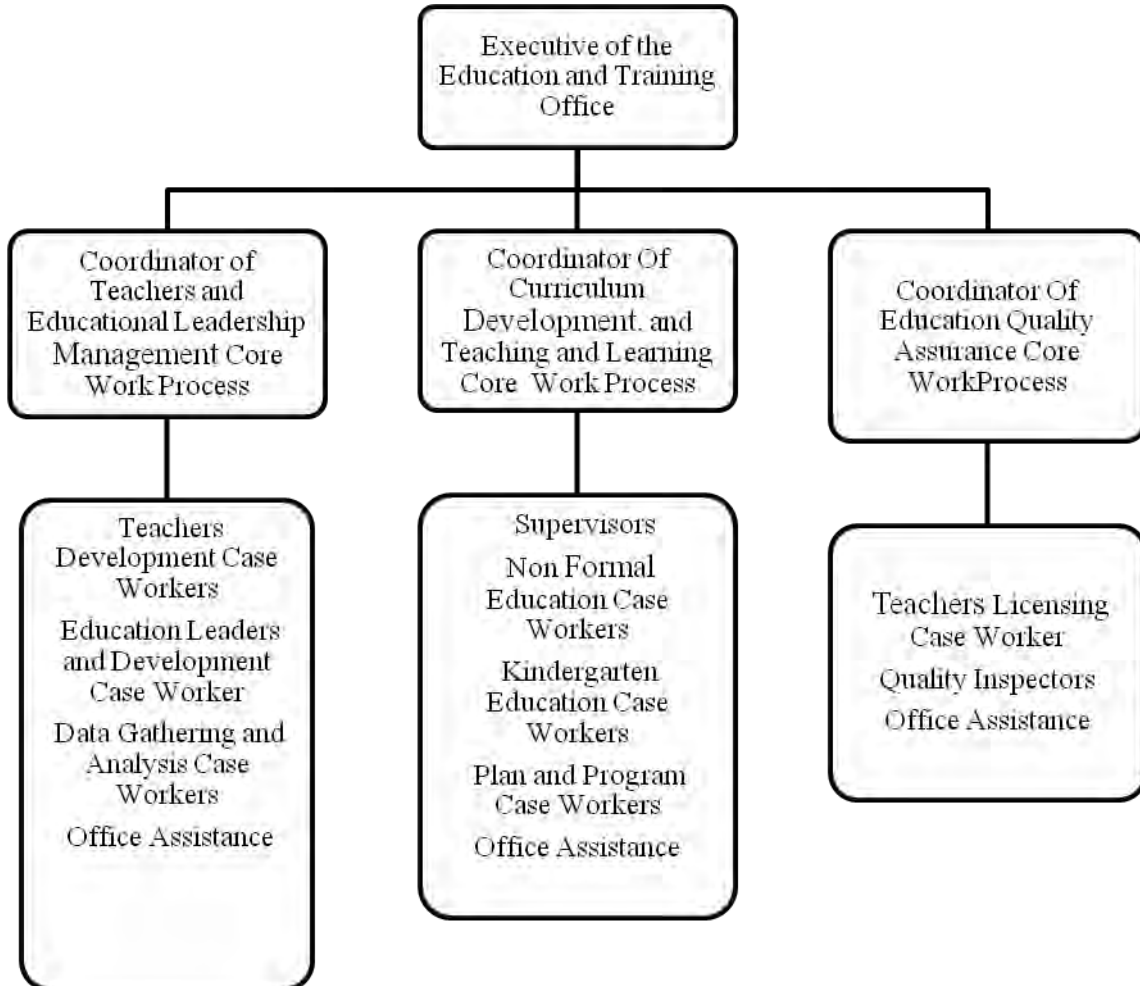
### **3.2. Profile of the Education and Training Office of the Sub-City**

As indicated in Figure 1 above, Education and Training Office is one of the different sectors of Arada Sub-City administration. According to the manuals of the Sub-City, the office is operating in collaboration and partnership with different stake-holders to ensure the relevance and access of education to all residents of the Sub-City. In addition, the office is currently working to solve the problems of education quality through construction of schools, provision of educational materials and training teachers as much as possible.

According to the information obtained from ETO, in 2011, there were 58 primary schools, 24 secondary schools, 7 preparatory and 62 kindergarten schools; a total of 151 schools. From these 56 (37.10%) were government and public schools.

According to the manuals of the ETO of the Sub-City, the office had three (3) core work processes (see the Figure below). To ensure education quality these core work processes have their own responsibilities. Accordingly, the teachers and educational leadership management core work process is responsible to provide support and ensure pre-service trainings, on the job training(short term trainings), and monitor the activities of clubs in collaboration with developmental agencies and NGOs. Similarly, the education quality assurance core work process is responsible to provide services like approval of certificates of teachers, develop programs, and ensure the relevance and quality of training institutions. Finally, the curriculum development, and teaching and learning core work process is responsible to follow up and provide professional assistance for educational institutions; to ensure and monitor the appropriation of main inputs in the educational institutions and; provide information/evidences about the teaching and learning institutions of the Sub-City to the responsible body.

**Figure 2: Organizational Structure of Education and Training Office of Arada Sub-City**



**Source; Education and Training Office of Arada Sub-City, 2011**

**Table 1: Position of the Respondents**

| Category                      | Position            | Number | %     |
|-------------------------------|---------------------|--------|-------|
| CSOs                          | Program Coordinator | 22     | 62.86 |
|                               | Education Unit Head | 13     | 37.14 |
|                               | Total               | 35     | 100   |
| Schools                       | School Principal    | 26     | 100   |
|                               | Total               | 26     | 100   |
| Education and Training Office | Expert              | 4      | 66.67 |
|                               | Supervisor          | 2      | 33.33 |
|                               | Total               | 6      | 100   |

The Table above shows the positions of the respondents of CSOs, schools and ETO. Accordingly, 22(62.86) and 13(37.14%) of the respondents of CSOs were program coordinators and education unit heads respectively. In addition, 4(66.67%) and 2(33.33%) of the respondents of the ETO were experts and supervisors respectively. On the other hand, 26(100%) of the respondents from the schools were school principals. Finally, from the Table we can observe that the respondents are the key persons and they may direct to explain the exposure on education quality issues such as curriculum development, teachers' development and provision of educational materials.

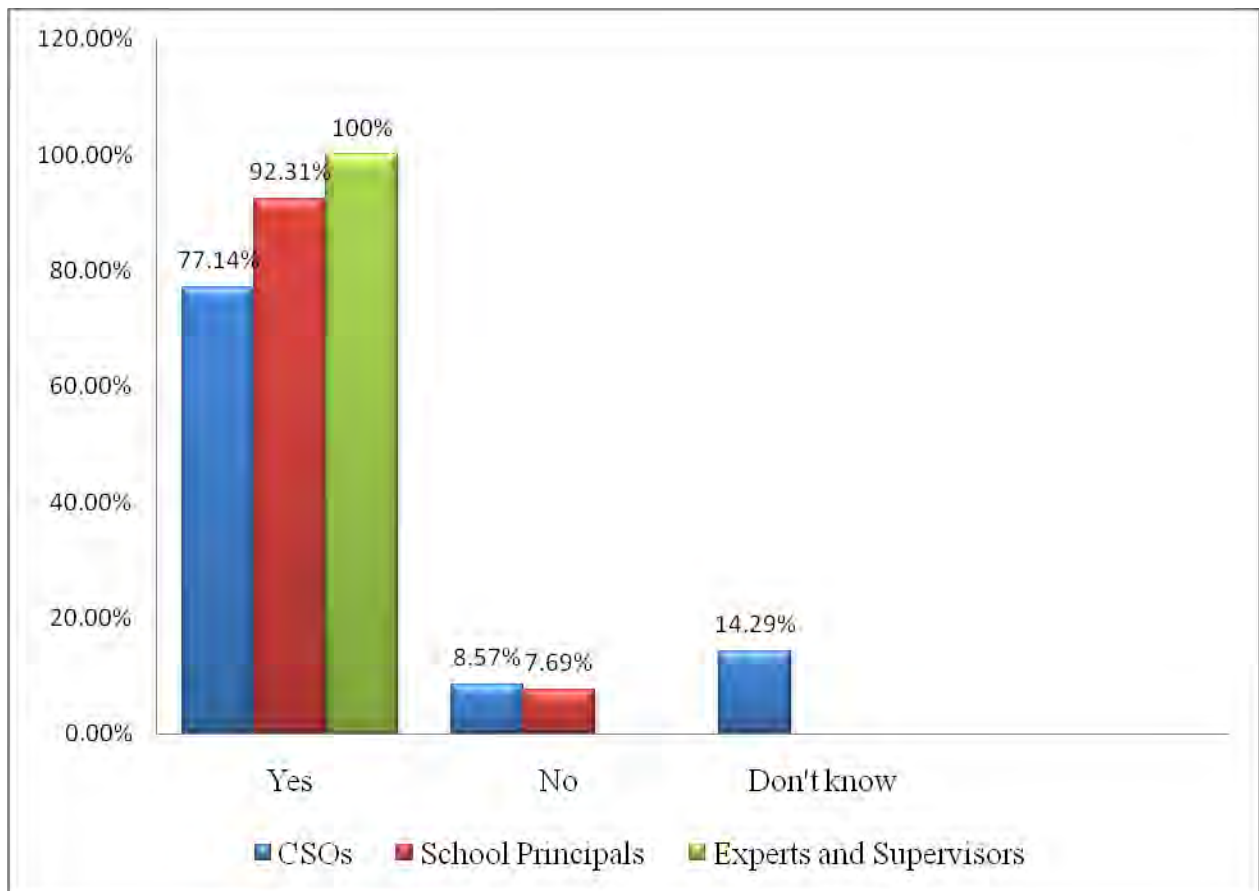
### **3.3. General Over View of Civil Society Organizations in Education Quality in Arada Sub-City**

According to MoE (2008:2), the function of education quality will be fruitful if all stakeholders at different levels are participating together. The stake holders include parents (the community), teachers and CSOs. Similarly, the successful implementation of education quality requires an effective administrative structure, efficient financial management, clear procedures and appropriately trained manpower.

The GEQIP also stated that, to improve education quality and solve its challenges, CSOs<sup>10</sup> in collaboration and partnership with the state and the community has a great role to play. It also states that CSOs can help for the improvement of quality education through financing, constructions and renewal of the old classes, and provision of educational materials.

According to the report of MoE (2002:44), external financing agencies such as CSOs have the role in improving the quality of education through supervision to monitor progress, to resolve implementation constraints and to provide appropriate inputs on educational issues.

**Graph 1: General Overview of CSOs in Education Quality**



<sup>10</sup> In the GEQIP it uses the term non-governmental organizations. Therefore, for the purpose of this study the term CSOs and Non-governmental Organizations (NGOs) are the same.

The above Graph 1 is used to assess the respondents' opinion concerning the general overview of CSOs in education quality in the study area. As indicated in the Graph 1 above, 27 (77.14 %) of the respondents of CSOs have replied that their organizations are participating to improve education quality in Arada Sub-City. 3(8.57%) of the respondents also replied that their organizations didn't participate to improve education quality in Arada- Sub-City. On the other hand, 5(14.29 %) of the respondents of CSOs don't know the participation of their organizations in improving education quality.

In addition to the above discussions, interview was held with executives of CSOs on the operation of their organizations to improve education quality in Arada Sub-City. Accordingly, some of them have replied that:

*"It is believed that quality education has a great role for sustainable social, economic and democratic development of any country. Due to this, education quality is the responsibility of every one. Our organizations are non-profit organizations established to provide services especially for the disadvantaged to have a better life. Therefore, we are supporting children through provision of fees and school materials, work on schools capacity building like library support and provide tutorial programs".*

Safe and healthy school environment have a great contribution to education quality. Therefore, some the interviewees of the executives have replied that children to have a safe and healthy environment or to make the teaching and learning process healthy;

*"We are providing awareness raising programs both for the students, teachers and communities at large about the importance of safe and healthy environment to education quality. Similarly, we are providing educational facilities like construction of additional classes, reference textbooks, laboratory materials and others".*

Graph 1, also shows the response of school principals on their opinions whether or not CSOs are working to improve education quality in their schools. Accordingly, 24 (92.31%) of the respondents replied that CSOs are working to improve education quality. The school principals were also given open ended question to explain the intervention areas of CSOs. Accordingly, most of them have pointed out that, the crucial problem to education is financial constraint.

Thus, CSOs are giving support to poor students and schools for supporting educational projects. For example; in the new MOE “blueprints” on (i) civic education (ii) teacher development (iii) school improvement (iv) curriculum development etc have been widely discussed, give their comments and show their interest for the implementation”.

However, only 2 (7.69%) of the respondents replied that there is no participation of CSOs to improve education quality in their school.

The above Graph 1 was also designed to check the relevance of the operation of CSOs in education quality from supervisors and experts of the Arada Sub-City. Accordingly, the result shows that CSOs are working to improve education quality. Open ended question was also given to these respondents to give their explanations on the areas of intervention of CSOs to improve education quality. Therefore, they have replied that to improve the quality of education, CSOs were getting involved in teachers’ development, delivering of educational materials, construction of buildings (For example, they have constructed 4 primary schools) in collaboration with the society to facilitate the teaching and learning process.

In general, the finding shows that CSOs are working to improve education quality in Arada Sub-City. Their intervention areas include conducting awareness raising programs, construction of schools, financing educational projects, participating in teachers’ development programs and delivering educational materials.

#### **3.4. Relationship between Civil Society Organizations and the Sub-City Education and Training Office**

According to Taye and Bahru (2010:82), civil society organizations has been described by political theorists as playing a key role within the democratic polity, primarily by representing citizen interests, enhancing civility and trust, acting as a government watchdog, and introducing transformative, oppositional, or innovative ideas and models. Similarly, CSOs are frequently credited as being innovative (they bring new approaches that deal with existing problems), responsive (they work in ways that respond to local

needs) and participatory (they involve in communities concerned in the planning, preparation and implementation of program activities).<sup>11</sup>

As indicated in the general literature of this study, strong relationship between CSOs and the respective administrations have advantages of saving costs, identifying and address problems easily, creating trust and positive feelings, and better services to citizens etc.

**Table 2: Degree of Relationship between CSOs, the Sub-City’s Education and Training Office and Schools in Education Quality in General**

| Alternatives | Category of the Respondents |       |                         |       |                   |       |
|--------------|-----------------------------|-------|-------------------------|-------|-------------------|-------|
|              | CSOs                        |       | Experts and Supervisors |       | School principals |       |
|              | Number                      | %     | Number                  | %     | Number            | %     |
| Very Strong  | 4                           | 11.43 | -                       | -     | 1                 | 3.85  |
| Strong       | 17                          | 48.57 | 1                       | 16.67 | 4                 | 15.38 |
| Moderate     | 11                          | 31.43 | 5                       | 83.33 | 12                | 46.15 |
| Weak         | 2                           | 5.71  | -                       | -     | 4                 | 15.38 |
| Very weak    | 1                           | 2.86  | -                       | -     | 5                 | 19.24 |
| Total        | 35                          | 100   | 6                       | 100   | 26                | 100   |

According to Mundy et al. (2008:), the main aim of partnerships with civil society in improving education quality is to contribute financial resources, capacity-building of local government and school-level actors, mobilizing and facilitating communities for participation in education, preventing disruptions to the system which includes raising resources and providing services. In addition, they can participate as joint stakeholders in planning, implementing and monitoring sector program; contribute experience and resources; conduct education policy analysis and advocacy.

Table 2 shows the degree of relationship between CSOs, Education and Training Office and schools in education quality in general. Accordingly, 17(48.57%) of the respondents of CSOs responded that their organizations have strong relationship with Education and

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<sup>11</sup> *Ibid*

Training Office and schools to improve education quality in general. In addition, 1(16.67%) and 4(15.38%) of the respondents of supervisors, experts and school principals respectively had responded that they have strong relationship with CSOs.

On the other hand, 11 (31.43%) of the respondents of CSOs responded that they have moderate relationship with the ETO and schools. Similarly, 5(83.33%) and 12(46.15%) of the experts, supervisors and school principals respectively responded that they have moderate relationship with CSOs.

The respondents of CSOs were also given opportunities to indicate their comments on the open ended question. Accordingly, most of them have replied that there was a consultation programs at local levels in the policies of the government( such as GEQIP) to give suggestions and comments, work in planning, and act as school management committees (which manage sector funding to schools).

In this regard, structured and semi-structured interview questions were asked to the executives of CSOs. Finally, the results obtained from the interviewees were consistent with the results obtained from the questionnaires distributed to the key persons of CSOs, school principals, experts and supervisors.

In general, as shown in the Table above majority of the respondents of CSOs responded that they have strong relationship with ETO and schools. But, majority of the respondents of the experts, supervisors and school principals responded that they have moderate relationship with CSOs.

### 3.5. Roles and Contributions of Civil Society Organizations in Education Quality

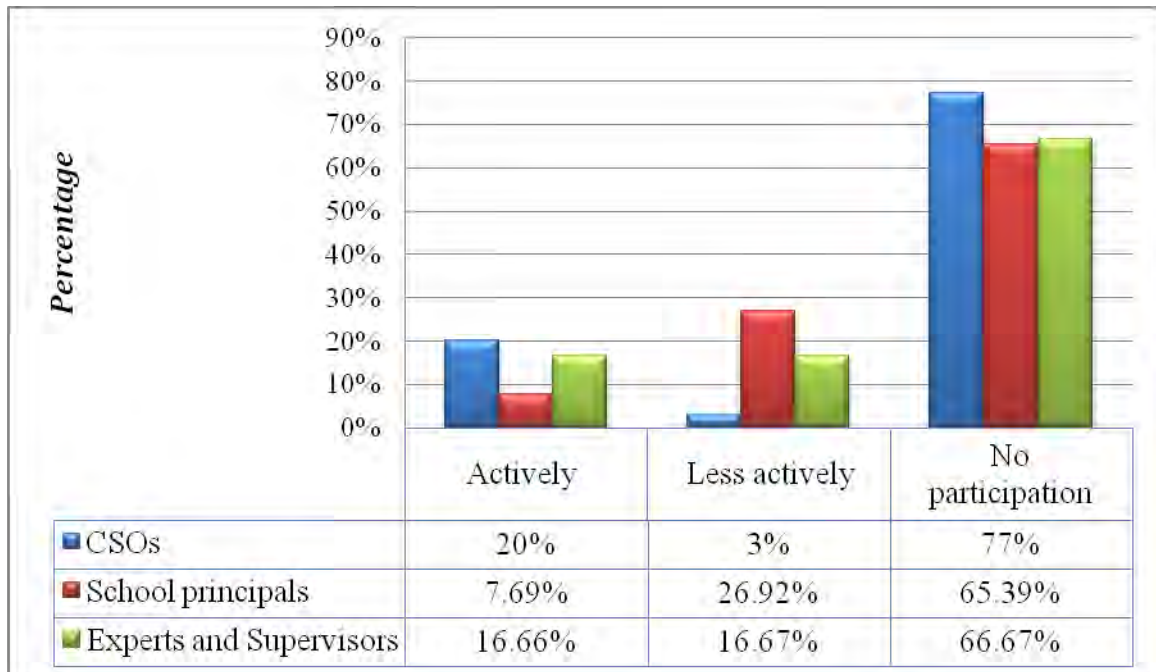
#### 3.5.1. Roles and Contributions in Curriculum Development

Curriculum helps teachers to provide the best information on subject matter, taking in to account the interest of the students and contemporary social needs. According to Williams (1993:154), curriculum is a course of subjects and co-curricular activities that must be covered by the students, but it should also aim at developing them mentally, physically and morally, embracing the behavioral patterns and attitudes of the students, staff, and the general ethos of the school.

With regard to the curriculum, the manuals of MoE also stated that:

*“All courses are important but some courses like English, Mathematics, Science, and Civics and Ethical Education were giving more attentions based on the real situation of the country and developed with participation of stakeholders. In addition, cross-cutting issues such as environmental protection, gender issues, HIV/AIDS and health and maternity were given more attention in relation to other subjects”.*

**Graph 2: Participation of CSOs in Curriculum Development**



As shown in Graph 2 above, 27(77 %) of the respondents of CSOs reacted that they hadn't participated in the development of curriculum in the Sub-City. On the other hand, 7(20%) of the respondents responded that they were actively participated in curriculum development. Only 1(3%) of the respondents was less actively participated in curriculum development.

Similarly, the same question was asked for school principals, experts and supervisors to express their views on the extent of participation of CSOs in curriculum development in the study area. Accordingly, as it is clearly shown in the Graph 2 above, 17(65.39%) and 4(66.67%) of the respondents of school principals, supervisors and experts respectively responded that CSOs hadn't participated in curriculum development. However, 7(26.92%) and 1(16.67%) of the respondents of school principals, experts and supervisors respectively reacted that there was less participation of CSOs in curriculum development in Arada Sub-City. On the other hand, 2(7.69%) and 1(16.66%) of the respondents in schools, experts and supervisors respectively replied that there was active participation of CSOs in curriculum development.

The literature indicates that the efficiency of curriculum development cannot be achieved unless there is a strong participation of vigorous voluntary organizations. Accordingly, interviews were conducted with executives of CSOs whether or not their organizations are participating in curriculum development. Accordingly most of them have said that:

*“Curriculum development is not the mandate of CSOs; rather it is the mandate of the government. Therefore, our organizations didn't participate in curriculum development in Arada Sub-City”.*

The result obtained was similar with the results obtained from the respondents of CSOs, school principals, experts and supervisors.

Moreover, some interviewees of the executives of CSOs stated that they were participated in organizing resources (such as material resources, human resources and financial resources) to support the development of the curriculum, and to the implementation of teaching-learning process because quality of the curriculum offered in

a school is closely related to the resources which are available and most importantly how well they are used. Similarly, the respondents raised out the following reasons why they give more priorities for the resources. These include:

*(a) resources are important to motivate creativity, innovation and self-reliance (b) through the use of resources teaching and learning can be more positive, interesting, varied and therefore more effective, and (c) cost is always a factor in education, but it doesn't always have to be the factor which determines the quality of teaching.*

Therefore, the finding indicates that most CSOs are not involved in curriculum development. The basic reasons were: first, curriculum development is related with the education and training policy and according to the experience of our country policy is not developed with the involvement and participation of CSOs at the lower level. The other explanation given by the respondents was curriculum is not developed at Sub-City level rather at the federal and regional levels. Finally, there was no invitation from the government while developing the curriculum.

In addition, an examination of critical literature pertaining to CSOs suggests that there is much debate and contradictory opinion among scholars as to the role of CSOs in development, education advocacy and policy development. However, as shown in Graph 2 above, only 7(20%) of the organizations have participated in curriculum development.

Accordingly, those who have participated in curriculum development have said that the following are the basic roles and contributions they provide;

- ✓ Giving technical support and advice;
- ✓ Provide text books and teacher guides for curriculum development;
- ✓ Enhancing community participation in the design and implementation of the curriculum;
- ✓ Changing community attitudes and expectations for more and better education;
- ✓ Conducting need assessment in consultation with expert groups;
- ✓ Promoting effective involvement of school committees and teachers in curriculum development;

- ✓ Provide some contemporary training related to curriculum development for concerned bodies such as school principals and education officials; and financial support for Education and Training Office.

### 3.5.2. Roles and Contributions in Teachers Development

The Education and Training Policy (ETP, 1994) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving and student centered teaching method. In addition to this, the policy clearly indicated that emphasis should be given to upgrading and updating both pre-service and in-service training of teachers. The quality of teachers’ training and development is increasingly becoming a concern for the all stakeholders in the country because, upgrading the skills of teachers leads to higher student achievements.

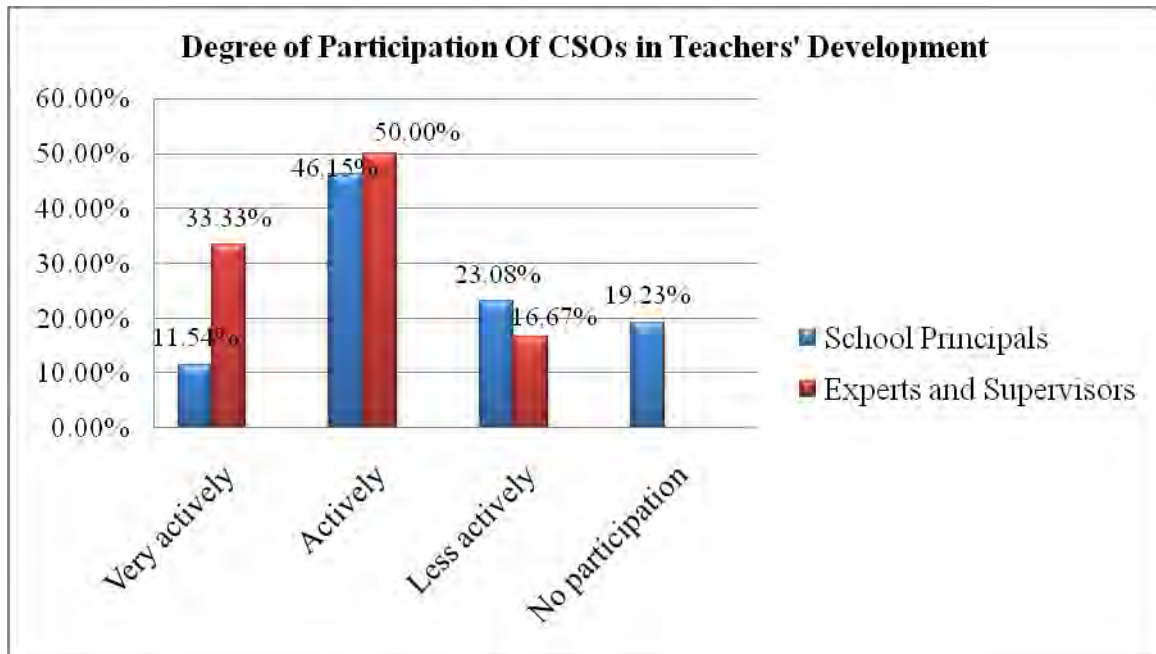
Therefore, the following Table discusses the participation of CSOs in teachers’ development in the study area.

**Table 3: The Participation of CSOs in Teachers’ Development**

| Options | Response number | %     |
|---------|-----------------|-------|
| Yes     | 25              | 71.43 |
| No      | 10              | 28.57 |
| Total   | 35              | 100   |

As indicated in Table 3 above, 25(71.43%), of the respondents reacted that CSOs are participating to the development of the knowledge and skills of teachers’ in Arada Sub-City. However, 10(28.57 %) of the respondents indicated that they are not participating in teachers’ development. Open ended questions were also given for the respondents to explain their reasons for not participating in teachers’ development. Some of them are not voluntary to write their reasons. But, some of them reacted that there is no invitation from the government and they focus more on informal educations.

**Graph 3: Opinions of School Principals, Experts and Supervisors on the Level of Participation of CSOs in Teachers' Development**



Teachers' development is a comprehensive and continuous process deals with variety of professional growth opportunities like pre-service, in-service training etc to up-grade the qualification of teachers to the levels at which they are assigned to teach (Kassahun and Desta, 2007:1). The central goal of a professional development is to help teachers become progressively more sensitive to what is happening in the classroom and to support the teachers' efforts to improve on what s/he is doing. In addition, according to the manuals of MoE, professional development has been described as a lifelong process whereby an individual strives to deepen his knowledge base, hone his skills, sharpen his/her judgments, stay current with new developments in the field, and experiment with innovations that promise improvements in practice.

The above Graph 3 shows the opinions of school principals, experts and supervisors on the extent of participation of CSOs in teachers' development in Arada Sub-City. Accordingly, 12(46.15%) of the respondents of the school principals responded that there was an active participation of CSOs in teachers' development. On the other hand,

3(11.54%) of the respondents responded that there was very active participation of CSOs in their schools. However, 6(23.08%) and 5(19.23%) of the respondents reacted that there was less and no participation of CSOs in their schools respectively.

The Graph also indicates the opinion of experts and supervisors on the level of participation of CSOs in teachers' development in the Sub-City. Accordingly, 3(50%) of the respondents responded that there was an active participation of CSOs in teachers' development. Besides, 2(33.33%) of the respondents replied that there was very active participation of CSOs in teachers' development. On the other hand, 1(16.67%) of them replied that there was less participation of CSOs in teachers' development.

The literature of this study indicates that the socio-economic development of any country is directly or indirectly related to the extent and ability of innovating and applying knowledge and skills. This makes that, it is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. Having these points in mind both open and closed ended questions was distributed to the respondents of CSOs.

Accordingly, from the closed ended questions, most of them have said that the roles and contributions CSOs to teachers' development were provision of training in different activities to enhance the provision of continuing professional development at schools; giving in-service and pre-service pedagogical trainings; assisting in developing a teacher career structure and licensing system in collaboration with experts of the Education and Training Office, and providing English language training and learning materials.

Similarly, according to the information obtained from school principals, experts and supervisors the basic contributions of CSOs to teachers' development were; they provide various capacity development programs such as developing workshops, giving awareness raising programs on club management, basic computer knowledge, HIV/AIDS and others, giving short term training for teachers in different issues such as active learning, leadership and management, education quality package. In addition, they are giving

sponsorships both for the training and experience sharing programs. These contributions are also consistent with the documents, interviews and reports of the organizations. For example the following Table presents the empirical evidences of the contributions of CSOs in teachers’ development in Arada Sub-City in 2011.

**Table 4: Empirical Evidences of the Contribution of Civil Society Organizations in Teachers’ Development in Arada Sub-City**

| Date                           | Title of the Training  | Number of Trainees<br>(School Principals<br>and Teachers) | Training<br>Cost( in<br>Birr) |
|--------------------------------|--|---|-------------------------------|
| December 2-<br>3/2011          | <ul style="list-style-type: none"> <li>✓ Resource mobilization</li> <li>✓ Child friendly school</li> </ul>   | 42  | 14,830                        |
| December 14,2011<br>(1/2 day)  | Refreshment on teaching and learning<br>process  | 42  | 12,500                        |
| January 31-<br>February 4/2011 | <ul style="list-style-type: none"> <li>✓ History and concepts of special needs<br/>education</li> <li>✓ Problems of speaking and<br/>understandings</li> <li>✓ Problems of bad behavior</li> <li>✓ Problems of health and additional<br/>problems</li> <li>✓ Social Problems</li> <li>✓ Inclusive Education</li> </ul> | 39  | 32,775                        |
| February 9-10<br>/2011         | Refreshment methods on <ul style="list-style-type: none"> <li>✓ Continuous Assessment</li> <li>✓ Research and Development, and</li> <li>✓ Class Room Management</li> </ul>   | 70  | 22,350                        |
|                                | Total  | 193   | 82,455 <sup>12</sup>          |

<sup>12</sup> The training cost is not only for teachers but also for other trainees such as education experts (Woreda and Sub-City education), teachers association, women’s association, members of school management, supervisors etc.

Source; Reports of CSOs and ETO, 2011

### 3.5.3. Roles and Contributions in Provision of Educational Materials

The supply of educational materials and equipments are necessary requirements for education quality. The availability of books to read both inside and outside schools, the economic status of the family, family support and follow-up of the student's progress affects the quality of education. The Table below discusses the participation of CSOs in provision of educational materials in Arada Sub-City.

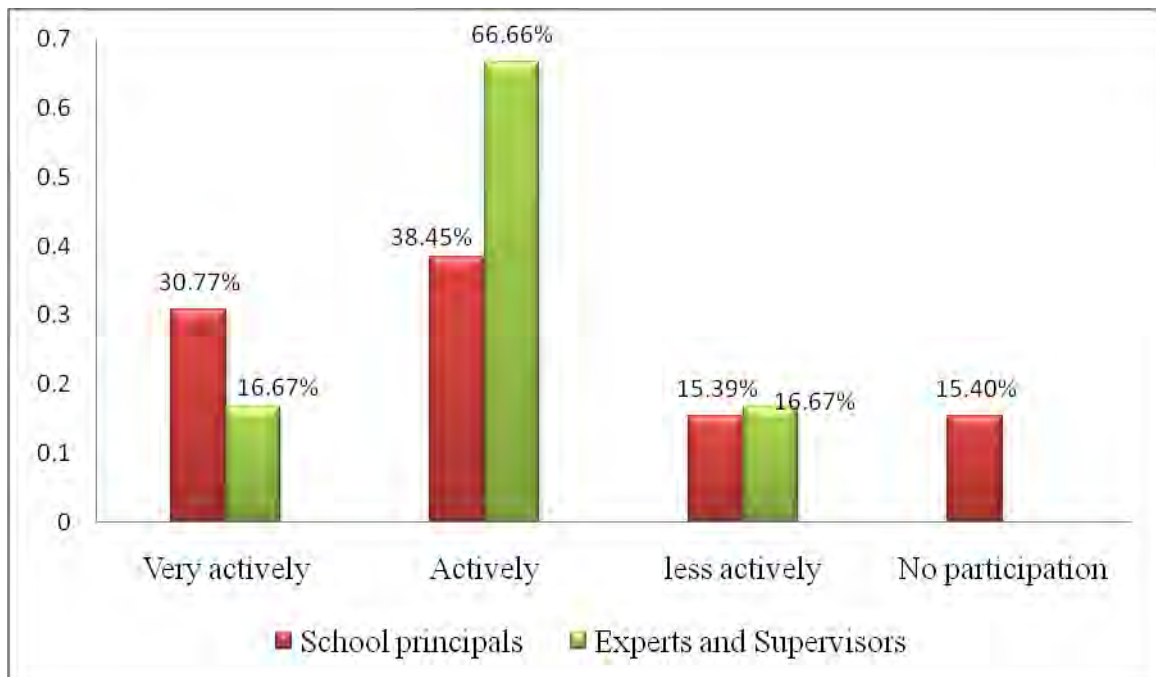
**Table 5: Provision of Educational Materials by CSOs**

| Response variables | Response number | %     |
|--------------------|-----------------|-------|
| Yes                | 25              | 71.43 |
| No                 | 10              | 28.57 |
| Total              | 35              | 100   |

As indicated in the Table 5 above, 25(71.43%) of the respondents of CSOs responded that their organizations had provided educational materials. However, 10 (28.57%) of the respondents have replied that their organizations didn't provide educational materials in Arada Sub-City.

The result shows that most of the organizations are providing educational materials to improve education quality in Arada Sub-City. Similarly, according to the information obtained from the interviewees, most of the organizations are providing school materials (stationeries, books, computers etc); facilitating favorable reading materials outside the school, and provision of uniforms and other ordinary clothes for their targeted beneficiaries. In addition to this, they are providing consultation and awareness raising programs for their own beneficiaries on their problems with regard to educational materials and others.

**Graph 4: Extent of Participation of CSOs in Provision of Educational Materials**



The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed (Ankomah et al. 2005:7). In this sense resources are important for education quality. The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) and (human resources (managers, head teachers, teachers, supervisors, and support staff) with the management of these resources as an important additional dimension.<sup>13</sup> The basic question in this regard is who can deliver/ provide these resources?

Graph 4 shows the opinions of school principals, experts and supervisors of the Sub-City. Accordingly, 8(30.77%) of the respondents of the school principals responded that CSOs had very actively participated in provision of educational materials to improve education quality in their schools. In addition to this, 10(38.45%) of the respondents responded that CSOs had actively participated in the provision of educational materials in their schools.

<sup>13</sup> *Ibid*

However, 8(15.39%) of the respondents responded that there was less and no participation of CSOs in their schools with regard to provision of educational materials.

Similarly, the same question was asked to experts and supervisors on the participation of CSOs in provision of educational materials in their Sub-City. Accordingly, 66.66% of the respondents responded that there is active participation of CSOs in provision of educational materials. Similarly, 16.67% of the respondents replied that there is very active participation of CSOs. On the other hand, 16.67% replied that there is less participation of CSOs in provision of educational materials.

Finally, the result shows that there is active participation of CSOs in provision of educational materials in Arada Sub-City to achieve education quality.

According to the reports of CSOs they have provided educational/school materials both in kind and cash. For example, in the current year they have delivered 50 computers (which cost more than 300,000), 5000 text books and stationers (that cost around Birr 100,000) for schools. In addition to this, according to the manuals of Arada Sub-City ETO, CSOs have provided Birr 2,465,560, in cash for construction of schools and educational materials. Some of the schools that have constructed in collaboration between CSOs and the society includes *Ethiopia Idget Primary School, Africa Andnet No 2 Primary School, Hibret Atsede School and Key Kokeb Primary School (Partially)*. Similarly, they have constructed one library for sight less students in Tikur Anbesa secondary school including books written in Braille and tape recorders. Apart from purchase of materials, most of the organizations have their own libraries (reading room houses) for their own beneficiaries with the necessary materials such as text books and computers.

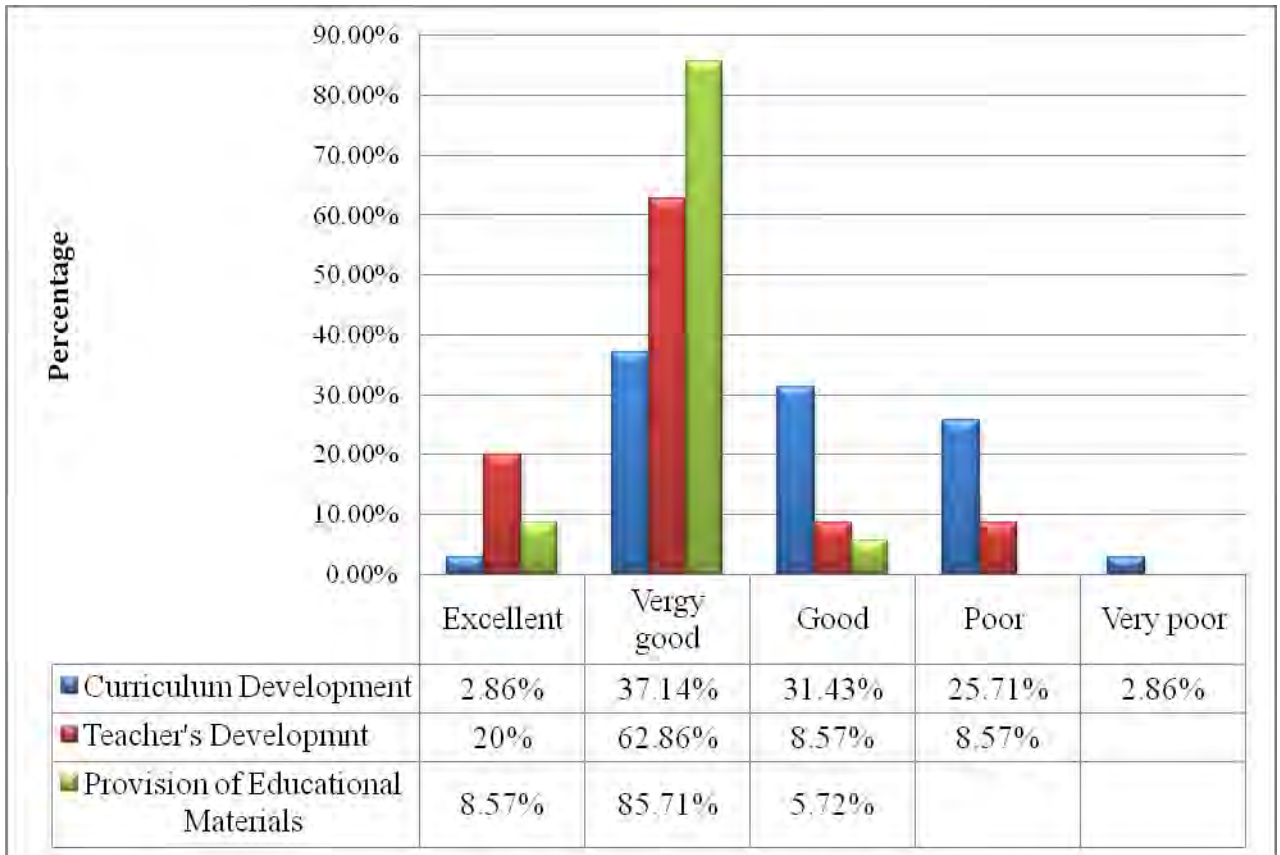
### **3.6. Capacities of Civil Society Organizations to Improve Education Quality**

According to Chapman and Adams (2002:2)

*“Education quality simply implies the attaining of specified targets and objectives. To attain objectives it requires having the knowledge, skills and resources. Due to this most of the time, CSOs positioned “themselves as ,knowledge agencies”; attempting to*

*enhance their role as intellectual actors and to be more responsive to „local knowledge” and “voices of the poor”.*

**Graph 5: Degree of Capacities of CSOs in Curriculum Development, Teachers' Development and Provision of Educational Materials**



From the above graph, it is clear that the majority of the respondents of CSOs reacted that their organizations had very good capacity in curriculum development to improve education quality. The respondents also indicated their reasons that they are close to the problems of the local areas; have technical capacity; motivation of the staff; and have skilled manpower.

The graph also shows the opinions of CSOs on their capacity in provision of educational materials. Accordingly, they examine their capacity from excellent to good. This shows that CSOs are providing inputs for the quality of teaching and learning process. On the other hand more than 91% of the respondents explained the capacity of their organization

in teachers' development from excellent to good. This makes true the idea that CSOs are "knowledge agencies".

From the graph, the general result indicates that even though, CSOs are not participating in curriculum development; they have the expertise, knowledge, motivation and information to participate in curriculum development. Similarly, they have well capacity to teachers' development and provision of educational materials.

### **3.7. Strengths and Weaknesses of Civil Society Organizations in Education Quality**

According to information obtained from school principals, the major strengths and weaknesses of CSOs observed in the selected schools are listed as follows. The major strengths of CSOs observed in the schools were willingness of some organizations to work in collaboration and coordination with the school communities; providing counseling services and comments on education quality and school management; covering training costs, providing sponsorship for experience sharing, providing the necessary inputs for Teachers Development Program (TDP), and helping teachers through conducting awareness raising programs in social evil activities (such as rape, HIV/AIDS, child abuse) and women's right.

On the other hand, the major weaknesses of CSOs includes lack of periodic review or meetings with the school communities; lack of conducting scientific research to solve the problem of the schools, focus only on short term trainings, lack of working to benefit or help all schools equally. Lastly, some respondent have responded that some of the organizations are like "*bird of true cross*"<sup>14</sup>.

### **3.8. Challenges of Civil Society Organizations in Education Quality**

CSOs face a variety of difficulties and challenges and suffer from a number of inherent limitations. This is expected given the fact that the formal voluntary sectors in the country (Taye and Bahru, 2010:117) as well as and in the study area have a short history

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<sup>14</sup> *It is a traditional term which represents that CSOs are not continuous participants or when they come once they disappear later.*

and limited experience. Generally, the main challenges of CSOs in education quality include;

First, according to the information obtained from the key persons of CSOs in the study area, majority of the organizations are small in size. They are engaged in small-scale operations and operating only with a few staff. They have limited staff capacity to conduct scientific research and identify the gaps observed in schools and teachers”.

Second, the government has not yet fully accepted CSOs as legitimate actors in education service delivery which is evidenced by the absence of communication in the education policy, while many CSOs not have full confidence in the intention of government and are disappointed by their exclusion from participation in the consultation and program planning processes (Taye and Bahru, 2010:118) such as curriculum development.

Third, they are donor dependent<sup>15</sup>. Some donors have many burdensome financial spending and reporting requirements such as quarterly financial statements, stringent conditions for spending funds, frequent progress reports, numerous forms to fill out etc., which end up putting a lot of pressures on beneficiary organizations. CSOs sometimes spend as much most of their time in fulfilling donor requirements as undertaking their program activities. Moreover, raising funds to run programs and meet the basic expenses is time consuming and on occasions organizations are faced to accept funds tied to specific projects. Since many groups operate on a shoe string budget, fund insecurity to be a major challenges limiting the scale and scope of CSOs operation<sup>16</sup>. In short there is financial constraint to support all schools as needed.

Fourth, there is a tendency of groups/organizations to operate either in isolation or competition with others<sup>17</sup>. This leads to duplication of efforts and wastage of resources.

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<sup>15</sup> *Ibid*

<sup>16</sup> *Ibid*

<sup>17</sup> *Ibid*

Finally, to provide the necessary educational materials, CSOs have problems of the absence of standard for material specifications to be delivered; lack of adequate supply of materials in the country; there is duplication, continuous and unorganized request from schools and woreda education offices which is not possible to get resources according to the number of students with in the school.

## CHAPTER FOUR

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary of the findings, conclusion part of the study and recommendations stems from the research results and review of relevant literatures on the subject matter of the study.

#### 4.1. Summary of the Findings

The study has revealed about the roles and contributions of CSOs in education service delivery in Arada Sub-City. The respondents of the study were key persons of CSOs such as program coordinators and education unit heads (if there), school principals, supervisors and experts of the Education and Training Office of the Sub-City. Eighty questionnaires were distributed, of which 67 has been properly filled and returned.

It is clear from the preceding discussions that CSOs are working to improve education quality. Their participation shows recognition both from school principals, supervisors and experts of Education and Training Office of Arada Sub-City.

The findings also revealed that CSOs are active participants in collaboration and partnership with the Sub-City in teachers' development and provisions of educational materials to improve education quality. However, most CSOs are not active participants in curriculum developments. The basic reasons are, first; curriculum is developed at the regional and central levels. Second, there is no invitation from the government. Likewise, curriculum development often lacks collaboration and partnership in the Sub-City level.

Regarding to their roles and contributions to teachers' development CSOs are;

- ✓ Providing short term training for teachers based on different activities to enhance the provision of Continuing Professional Development(CPD) at schools and covering training costs;
- ✓ Giving in-service and pre-service pedagogical training;

- ✓ Assisting in developing a teacher career structure and licensing system in collaboration with experts of the Education and Training Office;
- ✓ Providing the inputs for TDP, and
- ✓ Providing awareness raising programs on club management, basic computer knowledge, HIV/AIDS and others,
- ✓ Giving short term training for teachers in different issues such as active learning, leadership and management, and education quality package.

With regard to provision of educational materials the main roles and contributions are related to the provision of school materials (stationeries, books, computers etc); facilitating favorable reading materials outside the school, and provision of uniforms and other ordinary clothes for their targeted beneficiaries. In the current year they have contributed 50 computers (that cost more than Birr 300,000), 5000 text books and stationeries (that costs about Birr 100,000) and Birr 2,465,560 both for construction of schools and educational materials. Apart from these contributions they are providing library services for their own beneficiaries.

Besides, most of the time CSOs are known as knowledge agencies. Accordingly, the finding of the study indicated that CSOs have the expertise, knowledge, information and motivation of the staff in curriculum development, teachers' development and provision of educational materials. But, there is no empirical evidence that recognizes the capacity of CSOs in curriculum development.

Apart from this, some strengths and weaknesses are observed by CSOs in schools. The strengths include; willingness of some organizations to work in collaboration and coordination with the school communities, provide counseling services and comments on education quality and school management; covering training costs, providing sponsorship for experience sharing, providing the necessary inputs for Teachers Development Program (TDP), and helping teachers through conducting awareness raising programs in social evil activities (such as rape, HIV/AIDS, child abuse), women's right and others.

On the other hand, the major weaknesses include; lack of periodic review or meetings with the school communities; lack of conducting scientific research to solve the problem of the schools, focus only on short term trainings, lack of working to benefit or help all schools equally. Generally, some of them are like *“bird of true cross”*.

The main challenges of CSOs in education service delivery include; they are not yet fully recognized as actors in education service delivery by the government especially in curriculum development; they are donor dependent which makes them fund insecurity; there is a tendency of groups to operate either in isolation or competition with others; limited staff capacity to conduct training by identifying the gaps observed in both schools and teachers through scientific research; lack of adequate supply of materials in the country; there is duplication, continuous and unorganized request of materials from schools and woreda educations.

The main gap observed in the study is that, CSOs believe that they have capacity in curriculums development. But, curriculum is developed at regional and central levels. This is the area that needs further research on the capacity of CSOs to curriculum development in education quality at the regional levels.

## **5.2. Conclusions**

Based on the data presented and analyzed in chapter three of the study, the following conclusions are drawn by the researcher focusing on the roles and contributions with respects to the practices in curriculum development, teachers’ development and provision of educational materials.

The Education and Training Office of Arada Sub-City is currently operating to provide quality education to the societies through implementing the general education quality framework package developed by MoE. The package has also recognized the participation of stakeholders such as CSOs for the implementation.

CSOs are in fact independent and voluntary association of citizens for the achievements of different goals and objectives. Since the government have the primary responsibility for ensuring education quality, CSOs play a direct role in the joint efforts to create learning societies. This shows that the success of CSOs in promoting education quality is dependent on the quality of the relationship with the government. Because relationship is a crucial factor both for CSOs and the government to direct their resources and efforts, and to address the problems education quality issues. And CSOs in Arada Sub-City has a good relationship with the government in education service delivery.

There is a general consensus that achieving education quality issues (such as teachers' development and provision of educational materials) are not only the mandate of the government but also a duty and necessary part of CSOs. But, there is no empirical evidence on the duty of CSOs in curriculum development.

CSO in Arada Sub-City are active and continue to play an important role and have remarkable contributions in teachers' development and provision of educational materials in collaboration and partnership with schools and Education and Training Office of the Sub-City. In short, CSOs in Arada Sub-City are working to fill up the gap between the government and the society by way of doing government's job in teacher's development and provision of educational materials. These are clearly visible in providing trainings, covering training costs and delivering educational materials. But, the impact of most CSOs in curriculum development is limited so long as they maintain unsatisfactory participation. There is no space for CSOs to participate in curriculum development.

CSOs in Arada Sub-City have the strength of working in collaboration with the communities of the school and conducting awareness raising programs, helping teachers to improve their skills and knowledge through training. But, these contributions often lack continuity. In addition to this, there is no empirical research undertaken by CSOs to solve the problems of schools and provide the necessary trainings. But, existence and growth of many CSOs is directly tied with the type of support they get from donors (Taye and Bahru, 2010:73).

### **4.3. Recommendations**

Education quality can be ensured with great participation of governmental and non-governmental organizations at different levels. Despite, the efforts made to teachers development and provision of educational materials to improve education quality issues, more should be done both by the CSOs and the Education and Training Office together.

There are still organizations who didn't participate in education quality. Therefore, the Education and Training Office should make efforts to work more closely and participate all organizations from planning up to execution of educational quality programs. This will create more transparency and check and balance system on each others work. Otherwise, education quality can't be improved and solve the problems of the Sub-City.

The findings also show that most CSOs are not participating in curriculum development. But, CSOs are considered as knowledge agencies (they have the expertise, information and knowledge etc) and work at the grassroots level to solve the problems especially, for the disadvantaged people. They know the problems of the society easily and have the access to information. Therefore, the ideas and comments of CSOs should be taken as a benchmark in curriculum development. Similarly, the Education and Training Office should prepare more workshops with all stakeholders to get more ideas and information especially in curriculum development. Apart from this, CSOs should build their own capacities and improve their skills to be able to actively engage in curriculum development, adequately present the problems and offer alternative policy options that help for the achievements of education quality.

Teachers' skills and knowledge cannot be achieved only with short term training. Therefore, there should also be long term training. Finally, CSOs should conduct scientific research to overcome the main problems of schools in the Sub-City.

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# Appendix



**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**Dear Respondents,**

The objective of this questionnaire is to secure the necessary and relevant first-hand information that may be useful to conduct a Thesis regarding “*The Role and Contributions of Civil Society Organizations in Education Service Delivery in Arada Sub-City*” which will be used to prepare a Thesis required for my MA degree. The study focuses specifically on *Quality Education issues Such as in Curriculum Development, Teacher Development and Provision of Educational Materials*. Therefore, your response in this regard helps a lot to undertake the study. The result of this survey will be treated with utmost confidentiality and will be strictly used for academic purpose only. The researcher thus appreciates in advance your cooperation and sparing your valuable time in filling this questionnaire.

**Instruction; Please put “✓” mark on the box you need to choose and you can choose more than one answer (if any).**

**A. Questionnaires for the Key Persons of CSOs , Schools and Education and Training Office**

**Part I: Questions to Key Persons of CSOs**

1. What is your position? -----

2. Did your organization work to improve education quality in Arada Sub-City?

a. Yes

b. No

c. Don't know



9. What does look like the capacity(knowledge, information, expertise and motivation) of your organization to improve education quality in:

|                                       | Excellent                | Very good                | Good                     | Poor                     | Very poor                |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Curriculum development             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Teachers' development              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Provision of educational materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. If your answer to question No 9, is poor and very poor, please indicate your reasons for each options-----  
-----

11. Did your organization participate in teachers' development in Arada Sub-City?

- a. Yes                       b. No                       c. Don't know

12. If your answer to question No 11, is No, please indicate the reasons-----  
-----  
-----

13. What is the role and contribution of your organization to teachers' development?

- a. Enhancing the provision of continuing professional development at schools
- b. Providing English language training and learning materials
- c. Developing a teacher career structure and licensing system which recognizes professional development and behavior
- d. Giving in-service and pre-service pedagogical training
- e. Providing training program for Alternative Basic Education facilitators

If any, please explain-----  
-----

14. Did your organization provide sufficient educational materials to improve education quality in Arada Sub-City?

- a. Yes                       b. No                       c. Don't know

15. If your answer to question No 14 is yes, what are the contributions, if not what are the reasons? Please explain-----  
-----

16. What are the challenges faced by your organization in improving education quality with regard to:

- a. Curriculum development-----  
-----
- b. Teachers development -----  
-----
- c. Provision of educational materials-----  
-----

**Part II: Questions for School Principals**

- 1. What is your position? -----
- 2. Do you believe that CSOs/NGOs can work to improve education quality?
  - a. Yes
  - b. No
  - c. Don't know
- 3. If your answer to question 2, is Yes or No, Please explain your reasons-----  
-----  
-----
- 4. How is the participation of CSOs/NGOs in improving education quality in your school?
  - a. Very Strong
  - b. Strong
  - c. Moderate
  - d. Weak
  - e. Very weak
- 5. If your answer to question No. 4, is weak and very weak, please state your reasons.---  
-----  
-----
- 6. To what extent does CSOs/NGOs help your school in education quality in:
  - Very actively    Actively    Less actively    No participation
  - a. Curriculum development
  - b. Teachers' development
  - c. Provision of educational materials
- 7. If your answer to question 6, is no participation, please indicate the reasons for each options -----  
-----  
-----

8. What are the contributions made by CSOs/NGOs to your school to improve education quality in:
- a. Curriculum development-----  
-----  
-----
  - b. Teachers' development-----  
-----  
-----
  - c. Provision of educational materials-----  
-----  
-----
9. What strengths and weaknesses of CSOs/NGOs do you observe to improve education quality in your school? -----  
-----

**Part III: Questions for Supervisors and Experts of the Education and Training Office  
of the Sub-City**

1. What is your position? -----
2. Do you believe that CSOs work to improve education quality in Arada Sub-City?
- a. Yes                       b. No                       c. Don't know
3. If your answer to question No 2, is yes or No, please explain -----  
-----  
-----
4. What is the degree of relationship between your Sub-City and CSOs to improve education quality?
- a. Very Strong                       c. Moderate                       e. Very Weak   
b. Strong                       d. Weak
5. If your answer to question No 4, is weak and very weak what are the reasons? Please explain briefly -----  
-----

6. To what extent have CSOs participate to improve education quality in:

|                                       | Very Actively            | Actively                 | Less Actively            | No participation         |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Curriculum development             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Teachers' development              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Provision of educational materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. If your answer to question No 6, is no participation please explain briefly for each options -----  
-----

8. What are the roles and remarkable contributions of CSOs to improve education quality in :

- a. Curriculum development-----  
-----  
-----
- b. Teachers' development-----  
-----  
-----
- c. Provision of educational materials-----  
-----  
-----

**B. Interview Questions for Executives of Civil Society Organizations**

1. Did CSOs participate to improve education quality in Arada Sub-City? Please explain briefly.
2. What looks like the relationship between your organization and the Sub-City in improving education quality? Please discuss briefly.
3. Did CSOs have roles in Arada Sub-City in:
  - a. Curriculum development
  - b. Teachers' development
  - c. Provision of educational materials. (*Please explain briefly each option*).
4. What are the remarkable contributions of Civil Society Organizations(CSOs) in Arada Sub-City in:
  - a. Curriculum development
  - b. Teachers' development
  - c. Provision of educational materials. (*Please explain briefly each options*)
5. What are the challenges of your organization in:
  - a. Curriculum development
  - b. Teachers' development
  - c. Provision of educational materials. (*Please explain briefly each options*)

## DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously been submitted to any university for a degree. Furthermore, all sources, in this thesis, referred to have been duly acknowledged.

| <b>Name</b>                | <b>Signature</b> | <b>Date</b> |
|----------------------------|------------------|-------------|
| <b><u>Mehari Haile</u></b> | -----            | -----       |

This thesis has been submitted for examination with my approval.

| <b>Name</b>                        | <b>Signature</b> | <b>Date</b> |
|------------------------------------|------------------|-------------|
| <b><u>Fenta Mandefro (PhD)</u></b> | -----            | -----       |

**Advisor**