

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE ROLE OF NGOS IN THE EXPANSION OF PRIMARY EDUCATION:
THE CASE OF WOLAITTA DEVELOPMENT ASSOCIATION IN SODDO
ZURIA WOREDA (WOLAITTA)**

BY

ABEBAYEHU CHUMA



**JUNE 2009
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A Thesis Presented to the School of Graduate Studies, Addis Ababa University, in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Curriculum and Instruction

Approved by Boards of Examiners:

Abdelaziz Hussien (Ph.D)

Chairperson, Department, Graduate Committee

Acalemold Esbute

Advisor

Messeret Assefa (Ph.D)

Examiner



Signature

MessAssefa

Signature

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is an important foundation on which the socio-economic, cultural and political developments of a country are based. Education improves the capacity of individuals as well as group to be responsible and productive member of the society. Through these improvements, people can alleviate poverty, demographic problem, and health and nutrition service and increase the value of human institution (Lock Heed, 1994). Therefore, generally education means the corner stone for every development of the society at all directions

The main reason for the economic and social backwardness in developing Sub-Saharan and Asian countries is their less effort to education system of the country. According to Anderson (1992), education benefits nations. Education and economic performance go together. Improvement in education increases national economic growth and bring broad social benefits. Thus, wide spread illiteracy is sources of deepening poverty, rising inequality and slow economic growth. That mean countries can not expect to integrate into global markets with out equipping their people with basic skills through basic education (Enrique Delamonica and et.al 2004:3-4).

Progress in education is considered essential for sustainable development, environmental protection and participation in democratic, social and political processes. Education is currently becoming the single most important contributor to national economic growth. Empirical evidence suggests that educational investment has been one of the most important factors contributing to economic growth in both

developing and developed nations. The expenditure on education contributes positively to labor productivity, and the economic pay off to spending on education from both private and public stand point is high (Derebssa; 2008:425). Since, the developing countries like Ethiopia should give much attention to education system of the country to tackle the problem of poverty and ignorance, because it is the only benchmarks to development of the society at every aspect.

According Anderson (1992:9) to investment in primary education were 28% higher than the returns in most other areas. Similarly, a farmer with only four years of education can have as much as 8.7% higher productivity rate than a farmer with no education. With the other inputs added, the more educated farmer knows how to use inputs; the returns could be as high as 13%.

Primary education gives a young a sense of personal empowerment and self confidence; Women's are likely to marry later, space their pregnancies better and seek medical care for their child and themselves. Evidences shows that babies born to mother with out any formal education were at least twice more likely to suffer from malnutrition or die before the age of 5 than babies born to mothers who attend school beyond primary education (Enrique Delamonica and etal; 2004:4). One of the major Global and Ethiopia issue is an alarming growth rate of population number, so to successful tackle of this problem the concerned global countries are expected to expand education system of the country.

As UNESCO (2005), quality primary education enables the learner to know, to do, to live together and to be, in the other words primary education helps to reach our full potential as human beings.

Thus, according to MOE (2002), the central purpose of primary education is to prepare the future generation in skills and attitudes for civic responsibility in both morally and technically. . Primary education contributes to the society at large by empowering students with knowledge and skills to improve their standard of living and with the ability to solve both social and individual problems.

Achieving the Education For All (EFA) goals is critical for attaining the all Millennium Development Goals such as improved health and access to clean drinking water, poverty reduction and environmental sustainability in part through the direct impact of education on child and reproductive citizens. By considering these the United Nations Organization placing particular emphasis on education with fir belief that long term development of the country rests up on the expansion and provision of quality primary education for all citizens (Mulugeta; 2007).

Under the leadership of UNESCO and four other UN agencies (United Nations children's Fund, the United Nation Development Program, the United Nations Population Fund and the World Bank) the world came together in 1990 Jomiten Thailand, to adopt a new vision of basic education to all school age children. They did so again 2000, this time in Dakar in Senegal and adopted six goals such as: Ensuring that by 2015, all children, particularly girls and children in difficult circumstance and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality; achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2005, with a focus on ensuring girls' full access to and

achievement in basic education; improving all aspects of quality education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, in numeric and essential life skills (Mulugeta, 2007,5) .

From the above point of view one can understand the commitment of the world community to eradicate the illiteracy problems from the world especiall from less developed countries.

According Derebssa (2006) and Mulugeta (2007); the Dakar Framework for action declared that by 2015, all children of primary- school age would participate in free schooling of acceptable quality and that gender disparities in schooling would be eliminated. Furthermore, it has been declared that levels of adult illiteracy would be halved, early childhood care and education and learning opportunities for youth and adults would be greatly increased, and all aspects of education quality would be improved.

However, near a decades was passed since the declaration of Education For All, many countries will not be able to reach the education Millennium Development Goals of Universal Primary Education by the year of 2015. Today, there are about 77 million children including 44 million girls, still out of school due to financial, social, physical barriers and pressures from high fertility rates, HIV/AIDS and conflict (UNESCO, 2005). This clearly indicates that illiteracy is the major Global problems even in the 20st century.

In addition, many reasons could be attributed to the failure of the world community to realize the goals of education for all; first sufficient financial resource were not forth coming form developed countries and the donor community to support the demands of EFA goals are not

Of all the various educational levels, from out set, priority in the new policy has been given to primary education by focusing on expansion and ensuring of equity during the implementation phases of the policy. This was because, primary education is the right for every citizen, and also it is chief instruments for social and economic growth. It empowers citizens to exercise their right and to fulfill their duties (MOE, 2002:78). Ethiopian government developed a deliberate plan to implement rural development policies and strategies and to ensure sustainable development for rural population which constitute 85% of the countries total population by promoting access to primary education of all school age children and there by producing farmers and other workers who can utilize new agricultural technologies and produce for market, the rural transformation can be effected (MOE, 2005:7).

In addition to the above, the Ethiopian government is committed to the provision of better education that can address the needs of the society. This is witnessed by budget allocation to the sector which was growing at faster rate from years to year. According to the education annual abstract of MOE (2005/6), the expenditure which was birr 2.17 billion in 2000/01 increased to Birr 4.64 billion in 2004/5 which was remarkable increased with in five years. The total government expenditure on education sector in the year 2004/05 was 17.82%; the share of primary education was 52.5% (Mulugeta, 2007:21).

The government's desire to improve the provision of quality education resulted in the formulation of education and training policy (ETP). This encompasses the entire education and training sector. In 1997 the Government of Ethiopia launched the first five year education sector development program with the frame work of ETP as part of twenty year education sector inductive plan. During ESDP I and ESDP II there has been a substantial expansion at the primary education and as a result

enrollment in primary school (Grade 1-8) has shown significant increases (MOE, 2005:7).

Under Ethiopia's Federal constitution, the Government is committed to a policy of decentralization of responsibilities and executive power. To this end, significant decision making responsibility has been given to the regions and then to the Woredas. Among other the duties and responsibilities the Woreda education office includes to establish and administer primary schools to expand education (MOE, 2002:51-52). This strategy would pave the way to successful accomplishment of UPE for every citizens of the country.

However, the hopes and aspirations to universalize basic primary education in Ethiopia remains a matter of great consent at the down of the 21thc. Millions of children in Ethiopia still fail to gain access to schooling and even larger number among those who do enroll leave prematurely dropping out before the skills of literacy and numeric have been property gained (Derebssa, 2006:426).

Education is an expensive affair (undertaking) any where, not alone in a poor country such as Ethiopia. And the method of financing education in any given country is among the major elements that determine the extent of access for education, the type of education give, the pattern of student distribution, the level and quality of education and over all management and direction of Education. In Ethiopia the education budget covered by government allocation (MOE, 2005:54). From the above point of view one can infer the other second bodies' contribution in the education system of the country.

With regard to the economic situation of the country, about 85% of the population earns its living from rain fed subsistence agriculture which

constitutes 42.1% of GDP. The country is one of the poorest in the world with per capita income not exceeding 100 USD, and where about 44% of the population lives below the poverty line (MOE; 2005). Therefore, successful accomplishment of Education For All program in the near future in Ethiopia is totally impossible things by the only efforts of the government. Since to accomplish it, national and international partnerships are very crucial.

With regard to Non-governmental organization; through reference to the history of their involvement in education date back to 1906; however their participation did not show much progress. Education Sector Review report (PHRD 1996) also indicates that till 1995 their contribution in Ethiopia did not exceeded 10%.

From 1997 onwards Education programs expenditure highly supported by donors, loan generating organizations, the large society and NGOs; in 1997 the government of Ethiopia launched the first five year Education Sector Development Program with the framework of education and training policy as part of twenty year plan to achieve UPE. In the year of the program the World Bank, African development Bank and twelve foreign donor government and organizations participated in covering the financial expenditure of the program (MOE, 2000:15).

The Education and Training Policy of Ethiopia recognizes the important role of Non-Governmental organization allay in education sector in complementing government effort. In this respect recently in Ethiopia, NGOs, are trying to give their great attention to education in different aspects. For instance, USAID and European Union support in building Woreda capacity building programs in order to speed up Universal Primary Education in Ethiopia; but lack of harmonization between Non-

Governmental Organization and government policies and procedure with respect to planning, approving and implementing affects the issue (MOE, 2005:25).

Therefore in Ethiopia the education system especially primary education highly affected by lack sufficient finance to the system because of the backward economic system of the country and the other related problems. Therefore, Ehtiopian government should made harmonize relation with the local and international non government organizations to alleviate the problem

1.2. Statement of the Problem

The expansion of quality primary education to all citizens is not only a right but also a guarantee for development. The Ethiopian government developed a deliberate plan to implement rural development policies and strategies to ensure sustainable development for rural population that constitutes about 85% of the country's total population; by promoting access to primary education for all school age children (MOE; 2005:19).

Even though much has been made, today millions of children in Ethiopia are still fail to gain access to schooling and even larger number among those who do enroll leave prematurely dropping out before the skills of literacy and numeric have been properly gained. One of the factors that hinder the expansion of primary education is the cost of construction of school. For insistence according to MOE (2005) the cost of construction of school , on the average over Birr 500,000 per – first cycle primary cycle with four blocks with pedagogy center.

Therefore, high cost of construction is neither affordable nor sustainable with in the present and future resources allocation of the country and

Soddo Zuria Woreda to promote access and equity in the system. The limited access requires children in rural areas to travel long distance to schools, which is determinate for enrolment, partially for girls (MOE, 2002, 35).

Therefore, it become increasingly evident that plurality of educational partnerships is required for realization of the goals of primary education in the shortest possible time in countries like Ethiopia and Word's like Soddo Zuria.

Therefore, this paper deals about the partnerships of Woalitta Development Association Partnerships with Soddo Zuria Woreda education department in expansion of Primary education of primary education in the Woreda

1.2. 1. Research Questions

1. What were the major prospects and challenges of Soddo Zuria Wreda to achieve Universal Primary Education goal in the Woreda?
2. What contributions were made by WODA in the provision of primary education in Soddo Zuria Woreda?
- 3 What does the partnership model adopted between WODA and relevant regional education office look like?
- 4 What were the success achieved and the challenges encountered by WODA in its endeavor to realize national goals in primary education in Soddo Zuria Woreda?

1.3. Objective of the Study

1.3.1. General Objectives of the Study

The general objective of this study was to reflect WODAs' role to speed up of the provision of primary education in Wolaitta zone Soddo Zuria

Woreda and the major challenges of the Woreda to achieve EFA in the year of 2005.

1.3.2. Specific Objectives

- To determine the contributions made by WODA in the provision of Primary education in Soddo Zuria woreda
- To identify specific quality inputs, made by WODA in realizing acceptable standard of primary education.
- To explore the partnership model adopted between WODA and relevant regional education office.
- To show major prospective and challenges of the Woreda to achieve UPE in the year of 2015
- To identity the success achieved and challenges encountered by WODA in its commitment to National goal.

1.4. Significance of the Study

The goals of Education For All have enormous significance to Ethiopia. To ensure the realization of UPE program the government has made some efforts to provide financial, human and material resources (MOE, 2002). However, it is apparent that the governments did efforts alone not be sufficient to expand educational opportunities;

Therefore, it requires the partnership of a wide range of domestic and international actors in education sector. In Ethiopia today about 3000 Non-Governmental organization who operate in development sector including education but the contribution of NGOs, in education sector is not well explored in Ethiopia generally and Soddo Zuria Woreda specifically. Therefore this study may show some contribution of them in the education sector in Ethiopia. This study also will provide feedback to WODA to provide access to quality primary education in the Woreda in

better way. In addition to that the study also will reflect the major challenges which faced the Woreda to reach the goal of EFA in the Woreda. And also based on the result of the study, the concerning body of government and NGO establish a coordinated, efficient and accountable model for the benefits of the society by expanding education, Moreover; it may encourage other researcher and policy makers to carryout more extensive research in the area.

1.5. Delimitation of the Study

Due to the diversity of NGOs, in educational sectors and their area coverage in Wolaitta zone; the study attempted to limit the scope to manageable size. Thus, the study delimited only to Wolaitta Development Association activities in the area of primary education sectore, Though, tried to give better picture all Woreda in the Zone are highly commendable but due to practical reasons the study was delimited to Soddo Zuria Woreda in the zone.

1.6. Limitation of the Study

This paper focused on the contribution of WODA to expansion of primary education in the Soddo Zuria Woreda of Wolaitta Zone. The major limitation of this paper was the study only focus on one Wreda of the zone and only on one NGOs. In addition, in the study the budget expenditure of the organization didn't mentioned which was because of the organization officials were not voluntary to give it.

1.7. Operational Definition of Terms

Basic Education is basic learning needs. These, constituted those areas comprising both essential learning tools such as literary, oral expression numeric and problem solving. the basic learning contents such as knowledge, skills, values and attitudes required by human beings to

survive, develop their full faculty, live and work in dignity, participate fully in development to improve the quality of their live, make informed decisions and continue learning (Derebssa, 2006:429).

Universal Primary Education the world “primary” denotes that, it is the first level of education leading on to higher levels of education. For comparative statistics UNESCO uses the age ranges, 6-11 years as primary school age. However the length of the primary school cycles various from five to ten years. For instance in Ethiopia it ranges the ages, 7-14 years as primary school age (Dereebssa; 2008 and MOE 2002). Therefore, universal primary education is that all children of primary school age participate in the school system and complete primary schools (EFA, 200:90).

Education For All- are for children to access Primary education and complete school and acquire basic skills like reading, writing and numeric to improve both individual and societal outcomes (EFA, 2005:102).

Non-Governmental Organization- are private or civic organization that pursue activities to relieve suffering, promote the interest of the poor, protect the environment, provide basic social service or undertake community development; independently from the Government (World Bank :1996).

Expansion of Primary Education-is the increasing of the number of primary schools in the Woreda to access primary school to those disadvantaged children by any case including distance from the school.

One study found that the social returns to investment in primary education were 28% higher than the returns in most other areas; Study show that a farmer with only four years of education can have as much as an 8.7% higher productivity rate than a farmer with no education. Similarly, a farmer with only four years of education can have as much as 8.7% higher productivity rate than a farmer with no education with the other inputs, added the more educated farmer knows how to use inputs, the returns could be 13% higher (Anderson, 1992:9).

The world economic and social survey points out that the close connection between economic performance and educational attainment has led to formulation and popularization of the concept of human capital is expositions on economic growth (Haile 2007). Over the last thirty years much efforts has been expended in quantifying the effect of education on social and economic development. The results clearly justify that greater investment in education leads to broad economic and social benefits for individuals and for society (Anderson; 1992:7).

Nowadays, famine and starvation are unfortunately becoming trade marks of Ethiopia. The number of Ethiopians affected by famine has grown considerably. In 1973 during the imperial period 3 million Ethiopians were affected .During Dergu regime 7.8 million Ethiopians were caught struggling for survival. In the year 2000 the figure rose to 8 million and last year (2007)14 million Ethiopians required food aid (Vadala: 2008:261)

In Ethiopia modern education officially commenced in 1908 with the opening of MenilikII schools in Addis Ababa.Hawever, a century has passed after the introduction of modern education in Ethiopia the country unable to satisfy citizens' minimum requirement in food

security. This directly implies wide spread illiteracy and least qualified education system in the country.

According to Tekeste (1990, 73-80) the education sector of Ethiopia is far from being in position to meet the need of the society. In spite of the remarkable progress made in the field of education, Ethiopia today is on the whole poor and more backward than Ethiopia of hundred years ago. Because the gap between Ethiopia and western world was certainly not as wide as it is now. Since 1960s the Ethiopian education system has been criticized as irrelevant to the needs of the country. In spite of the unrealistic expectations placed on education as the key to the solution of the country underdevelopment situation since 1974 has not greatly changed.

2.1.2. The Importance of Primary Education for Family Planning and Health

Quality primary education is base for every development of the nations. Primary education gives a young woman a sense of personal empowerment and self confidence; Women's are likely to marry later, space their pregnancies better and seek medical care for their children and themselves. Studies show that children whose mothers are educated; healthier and better nourished and this leads to reduced infant mortality and lower reproductive rate. According to some evidences, babies born to mother without any formal education are at least twice as likely to suffer from malnutrition or die before the age of 5 than babies born to mother who attend primary school (Mehrotra and etal 2004:5). Therefore, successful expansion of primary education the main instrument to alleviate the problem related with infant mortality and population pressure.

Ethiopia has about 77 million people. Out of its total population women accounts for 50 % (CSA; 2007). The majority of Ethiopia populations live in rural areas. The annual population growth is 3% with high child mortality (under age 5 is 17/1000), which considered as one of the highest in the world (Wanna, 2001).

According to Kassahun (2006:318-319) the Ethiopian population growth at rate of 2.72% per annum and it will take 23 years to double itself. This indicates that Ethiopia characterized by a rapid population growth rate, which is fueled by high fertility (5.9/1000). The size and the growth rate of the country's population are recognized as potential causes of the problems related to the destruction of the natural environment occurring in the country from time to time. This is the clear indicator of low quality and less expansion of Ethiopian education system especially at lower level.

2.1.3. Primary Education for Life Long Learning and For Social Communication

The main function of education is to train people who are competent enough to run the affairs of the country (Tekeste 1990, 73-80). Education improves the lives of children; a child who has access to quality primary schooling has better chance in life. Learning to read, to write and to do basic arithmetic provides a foundation for continued learning throughout life (Anderson, 1992:5).

Quality primary education enables us to know, to do, to live together, and to be. In other words quality primary education is crucial to reach our full potential as human beings. This includes learning to live in society and work together towards sustainable human development, respecting the diversity of human experience and circumstance. A world

The FDRE places a very high priority on poverty reduction as part of its overall goals for socio-economic development; the poverty reduction has identified four priority sectors like roads, education, agriculture and natural resource and health sectors. Since significant progress has been made in increasing access and coverage of primary education in order to achieve UPE by the year of 2015 and to sustain economic and social development in the country (MOE, 2005:26).

The governments' desire to improve the provision of quality education resulted in formulation of Education and Training Policy(ETP), which encompasses the entire education and training sector(TGE;1994). In 1997 the governments of Ethiopia launched the first five year Education sector Development program (ESDP) with the framework of ETP as part of twenty year education sector inductive plane. According to Derebssa (2008:81) the purpose of ESDP is to improve quality and expand access to education with special emphasis on primary education in rural and underserved areas as well as the promotion of girls' education. The final goal of the ESDP for the primary education is universal primary enrolment by the year of 2015 and at the same time improving quality, equity and efficiency of the system all levels. During ESDPI and ESDP II there has been a substantial expansion at the primary education and as a result enrollment in primary school (1-8) has shown significant increases (MOE, 2005:7)..

To provision of better education that can address the needs of the society the government tried to increase the amount budget allocation to the education sector. In the year of 2000/1 the expenditure was birr 2.17 billion, which increased to birr 4.64 billion in 2004/5. This is remarkable increase with five years. And the share of primary education is 52.5% (Mulugeta; 2007:21).

home (2006:3) Ethiopia spends about 2.8% of its GDP which is lower than the average of for Sub-Saharan Africa 3.9%. The annual budget allocation to the education over the past few years from 9% in 1997 to about 14% ,this is still low compared to African average of 20%. To deal with the budget crises the government developed a policy where the government has to share cost at the secondary and tertiary level and training.

Government allocation for education sector has been showing a steady increase as it has been increasing by 12.7% per annum for the period 1997/8-2000/1). Education has been a second priority after health by "national defense and public order and security. In the past, health education had highest allocation which was 52.7% out of the education budget. In Ethiopia primary education is taking a large share of the meager resources that are available in the country. The rate of growth in enrollment is exceeding the budget allocation, indicating that financing the education system is a critical challenge (UNESCO; 2005).

OE (1984:4) cited Akalewolde (2005) during the military era, it was the rule of the thumb that made ERGESE proposes centralism with follow-up and controlling mechanism at all levels. In Ethiopia the 1990s was marked by attempts at reforming the education system which was part of the emergence of a new political philosophy

educational structure(Akalewold:2005:2) groups by granting rights to self governance and advance ones culture through education.

According to MOE (2002:51-52) under Ethiopia's Federal constitutions, the government is committed to policy of decentralization of responsibilities and executive power. To this end significant decision making responsibility has been developed to the regions and then to the woreda. Among other duties and responsibilities the Woreda education offices, were empowered to establish and administer primary schools.

Because of the above efforts of government, the education sector especially primary education was growing in alarming rate from time to time. For instance during ESDP I the target was to increase primary education enrollment 7 million in the year of 2001/2 from 3.7 million in 1996/97(MOE; 2005:78). However, the achievements were 8.1 million, which implies average growth rate of 12% in enrollment. This trend has also continued in ESDP II with the annual average growth. The primary school enrolment in 2004/5 has reached to 11.4 million. With regard to the number of primary schools (1-8), there were 10, 394 primary schools in 1996/97 and this number has reached 16,078 in 2004/05, with an increase of 54% out of new primary schools more than 85% were constructed in the rural areas(MOE, 2005:78).

However, the hopes and aspiration to universalize basic primary education in Ethiopia remains a mater of great concern at the down of the 21stc. Millions of children in Ethiopia still fail to gain access to schooling and even larger numbers among those who do enroll leave prematurely, dropping out before the skills, of literacy and numeric have been properly gained (Derebssa, 2006:426).

Education is an expensive affairs (undertaking) any where, not alone in a poor country such as Ethiopia. and the method of financing education in any given country among the major elements that determine the extent of access for education, the type of education given, the pattern of student distribution, the level and quality of education and over all management and direction of education.

One of the factors that hinder the expansion of primary education is the cost of construction of school an classroom, which is on the average over Birr 500,000 per – first cycle primary cycle with four blocks with pedagogy center. This high cost of construction is neither affordable nor sustainable with in the present and future resources allocation to promote access and equity in the system. The limited access requires children in rural areas to travel long distance to schools, which is determinate for enrolment, partially for girls (MOE, 2002, 35).

In Ethiopia the Education budget covered by government allocation. However, government money means that which collected from the public taxes or that which it is borrows from international financial institutions through national indebtedness.

According to MOE (2005, Wana; 2001) With regard to the economic situation of the country, about 85% of the population earns its living from rain fed subsistence agriculture which constitutes 42.1% of GDP. The country in one of the poorest in the world with per capita income not exceeding 100 USD, and where about 44% of the population lives below the poverty line (MOE; 2005). In addition, Ethiopian societies are suffering from lack of potable water that causes water borne diseases, lack of sanitation, malaria health care and shelter. Therefore the government alone can not carryout millennium development goals in

aspect of education without the active involvement, ownership and commitment of communities, NGO, and civic societies.

2.3 .The NGOs Sector

2.3.1 Definition of NGOs

The World Bank defines NGO in Freedman (1994) as “private Organizations that pursue activities to relieve suffering, promote the interests of poor, protect the environment, provide basic social services, or undertake community development”. In wider usage the term NGO can be applied to any non-profit organization that is independent from government. “NGO” may include foundations, educational institution, churches and other religious groups and missions, medical organizations, and cultural groups, as well as voluntary agencies.

According to Thompson (1990:18), NGOs are organizations that are formed by people who have a common goal and cooperate on voluntary basis to achieve their common interest out of the state or inter governmental structures, and are not directly at the service of governments or other agencies, but can assist programmes initiated by governments. In the Ethiopian context, National policy on Disaster prevention and Management (DPPC) (1995:112) defines NGOs as a “humanitarian private organization which, using its own resources, participate in project activities with a view to join in the government’s effort to eliminate poverty.”

From the above definitions, one can understand that NGO’s are established in order to meet felt needs in the society. NGOs are typically value based organizations that depend in whole or in part on countable donations and voluntary services for those valuenerable parts of the society.

2.3.2. Classification of NGOs

The classifications of NGOs are based on their philosophy, purpose expertise program approach and scope of their activity. NGOs, as a sector of society, were a diverse entity operating under different paradigms with a diverse range of interests, activities, and perspectives on development issue. At the same time, other types of umbrella organizations exist that represent groups of NGOs with common development, ideological, religious, or other affiliations. Regarding this point, World Bank (1996:158) stated that in the development field, NGOs range from the large charities based in developed countries to community- based self-help groups in developing countries. To Pardon (1987:70) for instance, organizations such as research institutions, professional associations, trade unions, chambers of commerce, youth organizations, religious institutions, senior citizens' associations, tourist bodies, private foundations, political parties, Zionist organizations, funding or development international and indigenous agencies, and any other organization of a non governmental nature situate under the umbrella of "non governmental organizations."

From the above clarifications, one can infer that NGOs encompass many things and all differ from each other and from their equivalents in other countries. Hence, in order to identify and know what is specific about the taxonomy of NGOs, one has to compare and contrast them to other organizations. Accordingly, to understand the taxonomy of NGOs, first it is important to be aware of the context in which they operate, their institutional features, their relations with other agencies; and their achievements, in the form of the development programmes and projects, which they carryout.

For that reason, different criteria were applied by different authorities to classify NGOs with variety of methods: At the generic level, most scholars in the field categorize NGOs as Southern and Northern to refer to national and international NGOs respectively based on the country of the NGO's origin (Elliott, 1987:57). For Moster (1993), NGOs are identified by their: Institutional location-local, national, and international levels, organizational composition- Donor and service providing organizations international and national NGOs respectively. Activities- those involved in health and education, environment, emergency relief, research, and in development in general.

Similarly, in Ethiopia context, DPPC (1995) classified NGOs based on different criteria namely: origin, geographical location of NGOs, affiliation, involvement, and programme orientation. Ethiopian NGOs can fall into three main categories as: Local NGOs- refers as "Edir" and "Iqub"-generally referring to Local voluntary association (LVOs)- both voluntary mutual aid associations organized by grassroots with varying size. It is of two types: traditional and modern voluntary associations; national NGOs- they can be divided into religious and secular originations. These kinds of NGOs mostly derive their fund from external source, such as foreign embassies, individuals, Northern or international NGOs and governments; international NGOs- referred sometimes as Northern NGOs that are engaged in activities ranging from relief to development.

Overall, the general classifications of NGOs mentioned above indicate that there are wide varieties of NGOs operating across continents, subcontinents, and at international or worldwide level. There are also local, regional, and national NGOs working in their own areas of choice. Based on this, we can summarize and identify four broad types of NGOs as given by Brown and etal (1989:23-25) GONGOs (Government

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political currents. As a result, he agreed that , it is difficult to establish criteria for precisely classifying 'what is and is not about NGO' and just oscillating between being " independent" and being "Para- religious" groups, "Para-party" entities, and so on.

Nevertheless, regardless of the difficulties, Hallak (1986:6-7) and Moser (1993:193) list characteristics of NGOs as: flexible and adaptable to environmental conditions, close to grassroots than governmental agencies, stress the participation of beneficiaries in planning , implementation and evaluation of programmes, have simple administrative structure which require their personnel to be responsible for multiple to organizations, subject to fewer rules and regulations

Webb and etal (1995:9) on the other hand suggested the following characteristics of NGOs : they tend to have multidisciplinary personnel who can work in different capacities as project supervisors, advisors, and technicians;NGOs are typically value- based and dedicated to the groups and communities with whom they work, because of their presence in communities, they are often better able to strengthen community participation and identify and support community leaders, and NGOs operating practices tend to facilitate decentralized decision making filed personnel and community volunteers exercise both responsibility and authority.

2.3.4. The Role of NGOs in Development

Historically the role of NGOs and their impact in development have been argued in different ways by different authorities. In the beginning of the "NGO decade"(1960s)...there as an attempt to encourage NGOs from different perspective by evaluating how they view their role the

initiative-awareness raising, conscientisation, group formation, leadership training in management skills, empowerment of people rather than a much used and abused term that the process of 'assisting disadvantaged individuals and groups to gain greater control than they presently have over local and national decision and resources.

2.3.7. The Direct Approach

Increasing -Impact of Organizational growth for many NGOs the obvious strategy for increasing influence, as proposed by Edwards and Hulme is to expand projects that were judged successful. In this case, expansion can take several forms. It may be geographical (Moving into new areas or countries); by horizontal function (additional sectoral activities to existing programmes); or by a combination of these forms. According to these proponents, at the level of local and national power structures, it might be argued that a strategy of service delivery expansion permits the alleviation of the symptoms of poverty without challenging the causes.

2.3.8. Advocacy or Lobbying Strategy

Another strategy proposed by Edwards and Hulme (1994:20) was that NGOs may choose to increase their impact by lobbying government and other structure from the outside; by changing public attitudes, government policies and taking immediate needs in the system. However, as the question of "advocacy" there is much divergence of opinion over how and why NGOs should work with governments; particularly difficult and sensitive area for NGO-public sector collaboration in developing countries. As per the above authors, the potential problems where governments are unaccustomed to hearing any comments on the adequacy, or lack of development policies, particularly when the advocacy role is played to external NGOs. Yet, as many try to indicate, such an advocacy role will become crucial in the near future;

probably when newer forms of institutional advocacy emerged particularly in the form of indigenous advocacy NGOs.

On the other hand, based on the above different strategies, Korton (1987:147-149) sort out three positions in programming strategies based on the spectrum of NGO behavior and attitudes: These includes the Welfare Approach- what Korton call as 'Generation One'; the Development Approach-what Korten call as 'Generation Two' the empowerment approach-what Korten call 'Generation Three'.

2.3.9. NGO and Government Relationships

According to Kassahun (2002); it is important to recognize here that relations between NGOs and governments vary drastically from region to region and from country to country (even among NGOs) on the historical, political and ideological differences. In general, both government organizations and NGOs often share a mutual suspicious view. In the first place, most NGOs have been suspicious of governments; their relationships are "often sensitive, sometimes difficult.

Government actions can range from permitting the third sector (NGOs) considerable operational freedom at one extreme and viewing the sector as a threat to national security and actively discouraging it as the other extreme. To substantiate the problem, Edwards and Hulme (1994:16) linked up the relationship of governments with NGOs, particularly in Africa, as comparable to the cat and mouse game. In addition to the hostility towards foreign NGOs, governments often share a similarly suspicious view of indigenous NGOs tensions between local NGOs and their governments can be traced to a number of actors: differences in values and ideology; differences in development priorities; and differences in development approaches.

Similarly, as Landim (1987:36) stated, even the NGOs themselves criticized in their lack of coordination among the international cooperation agencies, on the one hand, and between them and local NGOs on the other.

In this trend, Howell (1995:12) warns that even in the near future smooth relationship prospects between NGOs and governments still look gloomy and it will be continue for many reasons. This is partly, they continue, because of a lack of experience from government part with foreign NGOs; party because of an ideological concern that some of these organizations may be seeking either to try to persuade others to accept one's own beliefs, for instance, Christian faith etc., or organize opposition to the existing government. In addition, it might become because of a long standing suspicion of foreigners which dates back to the colonial era, particularly in Africa. The problem of NGOs state collaboration can be traced or viewed also from the structural, functional aspect or responsibilities, and organizational framework subjecting these institutions in general.

When we examine from the structural and organizational point of view, the most important factors aggravated the problems of collaboration is that many perceived government structures as often rigid, hierarchical, and autocratic(Edward1994). They have a natural tendency to centralization, bureaucracy; at the same time, power and control rest at the top most level where programs were designed and resources were allocated. On the other hand, NGOs are perceived to be (or should be) distinguished by their flexibility, willingness to innovate, and emphasis on the non hierarchical values and relationships required to promote true partnership and participation (Edwards and Hulme, 1994:16).

However, under normal condition, the government conceives of development in national terms, whereas NGOs, although they are not without this view, think of it more in partial terms, since they respond to localized interests of specific part of civil society. Nonetheless, since governments act broadly, they lack effectiveness in certain areas or with certain social groups (Tvedit; 1994).

According to Marchussen, (1996:75-76). To solve the problems, sometimes governments realize their weakness and allow NGOs to fill the gaps created over broad development goals. On this line, it is through NGOs, as sources of funding, by providing resources and fills the gaps created by government; it is expected to lesson the friction within NGOs- Government's relationships. Even at present, the relationship between the governments and NGOs in developing countries has grown due to these political, economic and organizational reasons.

World Bank (1996:245), On the other hand reported that most of the time, the problems encountered between NGOs and government were mainly due to simple lack of communication and this, in turn, often responsible for mistrust and misunderstanding about the other's objectives, concerns, and constraints. Due to these differences, in some countries where there is no major political turbulence but with varied conflicting objectives, NGO consciously seek to work on joint project by reaching a consensus among key actors; derive much support and encouragement from their government; they are registered with the government and tend to work in close collaboration. In other instance, NGOs and other grassroots voluntary movements, in a country where a consensus is hard to find, have functioned historically as an opposition to governments and consciously avoid close working relationships with those governments.

From the above clarifications, one can infer that there is much divergence of opinion and interest over how and why NGOs should work with governments. It is in the careful management of these differences that one can speak of managing the relationship between GOs and NGOs. Since constructive engagement is becoming increasingly preferable, there should have to be some room for maneuver in the NGO-GO interaction that could enhance the impact of both parties and provide more opportunities for dialogue.

As Webb and Others (1995:9) stated, NGOs work in geographic areas where the presence of the state might be attenuated, have an advantage to the government's priority target populations particularly in; extending the coverage of government programmes and expanding capacity; Providing complementary services; and Obtaining needed expertise not available within the ministry of locally.

To do these tasks Garilao (1987:117) identified three areas of concern of NGOs in managing their relationship with government: These includes, first, NGO must show and called upon to demonstrate more clearly their use to the poor population. It is at this stage that the NGOs develop and expertise and offer a service or a range of services relevant to the community and be able to do this within the context of the local power structure, second, once NGOs have proven that it can deliver effective services at lower cost, then, there is an opportunity to transfer this approach to the other government institutions with greater impact potential. And third, since NGOs have the necessary experience, base and constituency from the local community to better utilize governments for broader impact, they should have proven their credibility in relation to their organization and programmes and to move more readily into the policy making arena: policy advocacy.

Based on this and using local power structure, and increasing number of NGOs have acknowledge this trend and are working activity within ministries to foster changes in policy and practice at various levels. However, in strengthening overall linkage particularly in developing countries , many experts and practitioners in the filed suggested that three way cooperation among key actors: local and external NGOs, the government, and the local community with clearly defined division of tasks in the light of their role and area of assignments is crucial for successful development work(Howell 1995).

Overall, if such grassroots participation is involved in any developmental endeavor, in general it will produce that developmental project more closely geared to local needs and will result is more effective use of the physical facilities or services when completed(Bebbington 1997). On the other side, if the prevailing customs or traditions of developing countries continue a tendency to follow rather than to lead coupled with top down economic plans- then a poorly adopted school project is expected to result and eventually harvested unmatched poverty in general. Therefore, it is necessary that the whole climate be conducive to broad participation of the local communities and teamwork with a well-defined administrative framework.

2.3.10. The Role of Non-Governmental Organizations (NGOs) In Promoting Education for all

It also further states that, it is increasingly recognized, especially at the local level, the government schools alone may be insufficient both in quantity and style to meet the expanding demand for basic education. In line with this Ahmed (1975:68) stated, the trend focusing only on the formal school system and government alone tries to provide the ever increasing learning needs of the population, there is a little possibility

of building a national learning system that can meet the population's essential learning needs.

Governments require working in the partnership with NGOs in order to extend their capacity to meet the challenges of providing primary education for their children for NGOs do have resources to contribute to primary education that are additional to government support (Hussen, 1994:147). Hussen added that because volunteers are more easily recruited by NGOs, and NGOs are more likely to attract other resources as free space, free reading materials... (Cummings 1998:216) and Hussen also added, NGOs have greatly increased over the past decades contributing and spending huge resources on educational innovations in the positive results

Because of their flexible management system, their commitment towards providing education to the disadvantaged and other factors, NGOs are suitable for educational innovations; now a day some NGOs have developed an initiative for innovative alternatives in basic education in Asia, African and Latin America countries particularly in the non formal approach after 1980s (Prather, 1991:243).

According to UNESCO, (2003), NGOs have been key instruments, in many countries, for boosting state efforts to achieve UPE and gender parity goals. South Asia in particular has a long history of indigenous NGOs that have worked on social mobilization and development, although the role of NGOs and their relationship to the state varies among different countries. Bangladesh, for example has several large NGOs, most notably the Bangladesh Rural Advancement Committee (BRAC) which is an active and direct provider of education. In India, NGOs also serve more as laboratories of innovative experimentation, which allows them to try out different models with local communities, to

find the best solutions for addressing both short term constraints and longer-term issues of inequalities.

Furthermore, improvements in the gender gap seem to be traced to 'positive discriminatory' actions both by the state and by NGOs. A key example is provided by BRAC's non-formal primary education (NFPE) program, which ensure that 70% of its students were both girls and from poor families. The number of NGO's in Bangladesh has increased dramatically over the last twenty years (USAID, 2002 cited in UNESCO, 2003) to some four hundred working in the education sector alone.

The positive impacts of NGOs involvement in educational provision for girls where the strategies are girl focused have also been demonstrated elsewhere. Programs supported by NGOs in Ethiopia, Ghana, Guinea, Mali, Southern Sudan and Uganda were all reported to have had some successes in this respect (Miller-Gradvalux and Yoder, 2003 cited in UNESCO, 2003).

2.4. Non-Governmental Organization and Whose Policy in Ethiopia

2.4.1. Non -Governmental Organization in Ethiopia

Traditional voluntary humanitarian practice in Ethiopia is as old as the society itself. In traditional Ethiopia society, the burden of catering for the needy and disadvantaged was the responsibility of the extended family, religions institutions like the church and indigenous social organizations whose action were predicted on cultural and philanthropic values. The presence of Non governmental Organizations in Ethiopia was relatively recent phenomena (Zenebe; 2001:253).

According to Kasahun ;(2002: 123) Prior to 1970s and 1980s, only a few NGOs were involved in Ethiopia. Several of them were economical in orientation, foreign based and mainly engaged in social welfare and community development program of limited scope. They mainly addressed problems affecting vulnerable groups such as the disabled, orphans, the aged and the poor. They provided relief aid, education, health and the vocational training. The overwhelming majority were concentrated in Addis Ababa. Their presence in the rest of the country was negligible.

The proliferation of NGOs in terms of size and scope of operation in Ethiopia were a consequence of the two great famines of the mid 1970s, and Mid 1980s, with regards to NGOs through reference to their history of their involvement in education dates back to 1906. However, their participation did not show much progress, till 1995 their contribution did not exceed 10% of the total enrollment and participation in order to speed up education for all school age citizens (PHRD; 1996).

Today there are an estimated 3,000 NGOs in Ethiopia. Their combined budgets are believed to more than \$1 billion a year. At present emergency relief is decreasing, the NGOs are encouraged to participate in health, education, food security and water supply (Heinlein; 2008). Among those NGOs GTZ, USAID, SIDA, Irish Aid, Jica, Canadian International Development Agency, CRS and GOA are mainly focus on education.

2.4.2. Overview of Ethiopian Government policy Towards NGOs

According to Kassahun (2002:123), the success and failure of NGOs depends very much on the response of the policies and authorities of the government, without government, they can hardly accomplish tangible results. NGOs enjoy substantial freedom when working in democratic

socio political settings. They participate in development sector, the setting of development priorities and as mouthpiece articulating of the aspiration of vulnerable and marginalized target groups.

On 6 January 2009 the Ethiopia parliament endorsed a bill on the work of Non governmental organizations (NGOs) in the country. The new bill determines the legal ground for the establishment and operation of civic institution as well as international and local NGOs. According to the new law, local NGOs and civil institutions are now required to raise 90% of their income from domestic sources, failing, which they would be denied citizens' rights and would thus be considered as international NGOs. The bill prohibits international NGOs from working in areas of conflict resolutions, and peace building, democratization, human related advocacy, gender and disabilities, among others. It also sets penalties and authority to investigate and over see organizations providing assistance to the needy (Heinlein; 2008).

According to European Union, the New NGOs, legislation could potentially restrict the operations of civic society organizations as well as international partners' assistance to Ethiopia government's development priorities. The member states support various Ethiopia NGOs and the new law may this have an adverse effect on the development cooperation. The EU is specially concerned that the law could restrict support for programmes in areas of mutual interest such as promoting democracy and good governance, human rights, conflict resolution, and advocacy for women, children and of her vulnerable groups (Biruk; 2009). The relevant provisions of the civil code of Ethiopia (1960) and the association registration regulation 1966, as well as the code of conduct of association 1966 governed the controlling activities of NGOs, in Ethiopia.

The Ethiopia government designed the new bill to prevent foreign interference in the country's political affairs, not devised to hamper the

activities of non governmental organizations but to safeguard the rights and interests of citizens. And the bill is also issued to address problems related to charities and civil society organizations whose operation is characterized by lack of accountability and transparency (Heinlein; 2008).

NGOs in Ethiopian education sector, from 1997 awards education programs expenditure, highly supported by donors, loan generating organizations, the large society and NGOs. In 1997 the Government of Ethiopia launched the first five years education sector development program with the framework of education training policy as part of twenty year education sector inductive plan. In the year of the program the World Bank, African Development Bank, and twelve foreign donor government and organizations participated in covering the expenditure of the program (MOE, 2000:15).

The education and training policy of Ethiopia recognizes the important role of Non-governmental organization in education in complementing government efforts. In this respect recently in Ethiopia, NGOs are trying to give their great attention to education in different aspects, for instance USAID and European union made support to build woreda capacity building in order to speed up universal primary education in Ethiopia. But lack of harmonization between Non-Governmental organization and government policies and procedures with respect to planning, approving and implementing affects the issue (MOE, 2005:25).

2.5. Soddo Zuria Woreda and Non-Governmental Organization

2.5.1. Soddo Zuria Woreda

Wolaitta zone has twelve woreda and Soddo Zuria woreda is among them. The zonal and at the same time the Soddo Zuria woreda capital,

Soddo town located at distance of 390 km to the south of Addis Ababa, on the main road to Arbaminch and 160 km south west of the regional capital, Awassa. Soddo Zuria woreda is found at the heart of Wolaitta zone surrounded by other eleven woredas in the zone. It lies roughly between $6^{\circ}20'$ to $6^{\circ}99'$ north latitude and $37^{\circ}61'$ to $39^{\circ}88'$ east longitude. The woreda oversees 35 kebeles including Soddo town (Tesfaye, 2007).

According to Wolaitta zone finance and economic development department (WZFEDD 1999.E.C.), the topography of the woreda is dominated by mid-land that accounts for 98% of the total area and the remaining 2% is highland with rugged mountains and undulating slopes, Damot Mountain is the highest peak (Over, 2800 meter above sea level) in the woreda and all the highland kebeles are located around it.

There are two agricultural production season Meher (June up to Mid September) and Belg (March up to May). Belg season contributes the highest share to the annual crop production like maize, wheat and sweet potato and is the most important cropping season in the livelihood of the people of Wolaitta and Soddo Zuria Wreda (WZFEDD, 1999 E.C report).

The total population of Wolaitta zone is 1,727, 908 from that 163, 771 (10.72%) live in Soddo Zuria Woreda (CSA 2007), out of which 79% and 21% are residing in rural and urban area respectively. With its total area of 481.25km², the woreda has one of the highest population densities in the country (618.3 persons/km²). The average family size is nearly seven persons per household. Youth constitute the majority in the populations' strata that forms a pyramid like structure with the steadily declining number of people as the age category goes up. This

has resulted in a higher dependency ratio¹ (91.5%), which is over the average for the country i.e. 84.3 in 2006 (Tesfaye, 2007).

As a result of the higher population density in the woreda, the average land holding size per household is less than 0.6 hector. Soddo Zuria woreda is predominantly rural, and hence the people are heavily dependant on agriculture. The major occupation and livelihood activity is rain fed mixed farming, where by crop production is combined with animal husbandry (CSA Wolaitta branch 2005 report).

Modern education to Wolaitta and Soddo Zuria Woreda introduced around 1930s. The first primary school which opened in Soddo zuria woreda and wolaitta was Ligaba Beyene primary school, in Soddo town (Zelege, 1987). According to Wolaitta Zone Education Department (2007/8) the total number of primary schools in wolaitta zone were 244, from that soddo zuria woreda account 31(12.7%).

2.5.2. Non-Governmental Organization in Soddo Zuria Woreda

In Wolaitta zone there are eleven local and international NGOs operated in education sector. These are World Vision Ethiopia, Wolaitta Development Association, UNICEF, BESSO (AED), BESSO World Learning, Inter-Aid Ethiopia, Concern-Ethiopia, Wonta Rural Development Association, Oribis International, Catholic Mission and Kale Heiwot Development Association (WZED, 2008).

Among these NGOs five of them operate in Soddo Zuria Woreda. These are World vision Ethiopia that work on School building, Human power development and material supply to schools, WODA which active on School building, materials supply, supporting poor and orphans,

¹Dependency ratio is calculated by dividing the number of children aged 0-14 plus people aged 65 years and older by the total number of people aged 15-64 years multiplied by 100.

awarding outstanding students etc, Catholic Mission, work on school building and expansion, Kale Heiwot Development Association, which are active on school building and expansion) and Orbis international (Eye health and care service in school).

According to Woreda Education department (2007/8), the government expenses around 295, 714. Birr for new school building and additional classroom. In the same year non-governmental organization expenses around 690448 birr for different infrastructure development of schools. This means NGOs contribution were three times more than what the government did.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

Research design is a logical plan for getting from here to there, where here may be defined as the initial set of question to be answered and, there is some set of conclusion (answers) about the questions. Between here and there may be found a number of major steps including collection and analysis of relevant data (Yin; 2003:20-21).

According to Creswell (2007), research design is as a “blue print” of research dealing with at least four problems such as what questions to study, what data relevant, what data to collect and how to analyze the results. Therefore, the main purpose of the research design is to help to avoid the situation in which evidences does not address the initial research questions.

The design of the study is based on the purpose of the study. The main purpose of this study was to asses the role of WODA in accessing of primary education to school age children in Soddo Zuria Woreda. It also intended to asses the WODA contribution to support the efforts of the government to realize the goal of EFA in the Woreda. It also assessed some prospects and challenges of Soddo Zuria Woreda to achieve UPE n 2015 in the Woreda. Therefore, descriptive cases study design was the strategy of the research.

As Yin (2003:2), the case study method allowed investigators to retain the holistic and meaningful characteristics of year life of events, such as organizational and managerial process. Descriptive method employed to describe numerical value and to summaries amounts of data, which they became easier to understand. Therefore, descriptive case study was employed, because of its suitability to answer the how, why and

what questions and produce holistic and intensive description of the phenomena.

3.2. Sources of Information

The main source of the data were WODA officials and education program coordinators, Woreda education officials, beneficiary children, school directors and program documents of both the WODA and Woreda education Program.

3.3. Sample Size and Sampling Procedures

Wolaitta zone contains twelve Woreda and eleven NGOs, Which are active in education sector. Among those twelve Woredas, soddo zuria Woreda and from five NGOs, WODA were purposefully sampled. Soddo Zuria Woreda was selected, based on its high population, number of NGOs in the Woreda high attrition rate of students in national and regional examination and the number of schools in the Woreda. Among the NGOs, which operate in the Woreda, WODA was also purposefully selected on the basis of its program maturity (38 years old), their extensive development program in the Woreda especially in primary education sector.

Soddo Zuria Woreda contains 31 primary schools, out of which 6 schools were purposefully selected. Because, these six schools were highly supported by the organization. However, other schools which expanded and supported by WODA also observed. From each six schools, five students were randomly selected. But equal chances were given for both sexes. Form the WODA coordinators 3 persons were selected, that include general manager, education department co-coordinator and documentation center officer. From Woreda education officials five personals were also selected, those were, Education

department head, NGOs coordinator in Woreda level, education program officer, documentation center worker and Woreda education expert.

3.4. Data Collecting Instruments

According to Gall (1996:140), using multiple data collection method, data sources and analysis to check the credibility of the descriptive Case study finding is very important to raise the quality of the study. In this line, this study used unstructured interview document analysis and school environment observation were employed

3.4.1. Unstructured Interview

As Creswell; (2003) and Yin; (2003) interview is useful when the events or participants can not over the live of the questioning. And the interview should appear to be guided conversation rather than queries. The researcher should be pursuing a consistent line of inquiry; actual stream of questions in descriptive case study interview is likely to fluid rather than rigid.

Unstructured (open-ended) interview was employed as one method of data gathering instruments in order to get valued information from beneficiary (grade 1-8 students, who were directly supported by WODA) about what kind of support they were received from the organization. For this end nine discussion questions were conducted to them in wolaitta public school and in Non-formal school center in Megabit, 2001. In addition, unstructured interview was also employed for Woreda School to get information about the prospects and challenges of primary education in soddo Zuria woreda. To this also six interview questions were conducted in Yekatit 2001 at their offices in soddo. And also five interview questions were employed to school directors in yekatit, 2001, to obtain information about what kind of Support that WODA provided,

what questions and produce holistic and intensive description of the phenomena.

3.2. Sources of Information

The main source of the data were WODA officials and education program coordinators, Woreda education officials, beneficiary children, school directors and program documents of both the WODA and Woreda education Program.

3.3. Sample Size and Sampling Procedures

Wolaitta zone contains twelve Woreda and eleven NGOs, Which are active in education sector. Among those twelve Woredas, soddo zuria Woreda and from five NGOs, WODA were purposefully sampled. Soddo Zuria Woreda was selected, based on its high population, number of NGOs in the Woreda high attrition rate of students in national and regional examination and the number of schools in the Woreda. Among the NGOs, which operate in the Woreda, WODA was also purposefully selected on the basis of its program maturity (38 years old), their extensive development program in the Woreda especially in primary education sector.

Soddo Zuria Woreda contains 31 primary schools, out of which 6 schools were purposefully selected. Because, these six schools were highly supported by the organization. However, other schools which expanded and supported by WODA also observed. From each six schools, five students were randomly selected. But equal chances were given for both sexes. Form the WODA coordinators 3 persons were selected, that include general manager, education department co-coordinator and documentation center officer. From Woreda education officials five personals were also selected, those were, Education

department head, NGOs coordinator in Woreda level, education program officer, documentation center worker and Woreda education expert.

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what kind of charge observed in the school. Finally in yekatit 2001 thirteen open ended questions were employed for WODA officials at their offices.

Totally 33 questions were employed for different concerned bodies (See Appendix 1 and 2).

3.4.2. Documentary Analysis (Review)

Documentary sources were also investigated, which gave background information about WODA and in what extent the enrollments of primary school children increase from time to time. This includes how WODA provides its contribution to vulnerable children in the Woreda. It also helped the researcher to investigate the progress of their program. In addition to the WODA, document, Woreda education program document also reviewed to know the contribution of NGOs in the Woreda in the primary education sector. And also student profile those who were supported by the organization also investigated, to know, how they became part of WODA support. Document analysis can be accessed at a time convenient to researcher an unobtrusive sources of information. As written evidences it saves a researcher time and expense of transcribing. This type of information can may forms and should be the object of explicit data collection plans (Creswell; 2007:88-92).

3.4.3. School Environment Observation

According to UNESCO (2005), quantity and quality in education were complements rather than substitutes. School environment observation helped the researcher to investigate different school facilities like water service latrine, playing filed, furniture, laboratory and etc in school compound. The researcher engaged observation because, observational evidences often useful in providing additional information about the

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

This chapter deals about presentation and analysis of the findings. The presentation and analysis of the data organized in eight sub unites. Such as characteristics of the respondents by sex age and by their educational level ,Wolaitta Development Asssociation,Overview of prospects and Challenges of Achieving UPE in Soddo Zuria Woreda,Major Socio Economic factors Which Hinder Children to learn in Soddo Zuria Woreda, the construction of Experimental schools and the Establishment of Non Formal Schools by WODA, minimum requirements from the students to be supported by WODA,WODAs' relation with the respective government body and the Major challenges of WODA.

4.1. Wolaitta Development Association (WODA)

According to Ashebir (2008) except agriculture there were inadequate employment opportunities in Wolaitta zone. In social sector there are shortage of education, health service and potable water services. Human diseases such as trypanosomiasis were rampant in lowlands, while HIV/AIDS has already become socio-economic burden among the society. Several actors of development have been engaged to overturn the hitherto mentioned challenges and WODA was one of them.

WODA is one of the indigenous, NGO in south Ethiopia Wolaitta zone. The organization has legal license, operational and project agreement document with concerned bodies. Wolaitta Development Association was formed 38 years ago in 1965 (WODA, 2008). It was established by the then time governor of Wolaitta, Dejazmach Woldeamayrat G/Wolde, who initiated and coordinated the people of Wolaitta for development.

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The Awuraja at that moment more developed in education, health, agriculture, communication and etc sectors, than any other Awurajas in the then Sidama administrative region

On June 1965, a big meeting was held in Wolaitta, the conclusion reached at the meeting was the idea that the community should solve its problem by itself and should find the way how progress can be achieved. To this end, the participants agree to contribute some amount of money according to the amount of income one body earned (Wanna, 1990).

It was decided that the government employees should give 15% of their salary for some months whereas the peasants had to pay 30% of their land tax. Beside it was must for peasants to pay 2 birr for 100kg coffee, 1 birr for cattle and 2 birr for an income in the market. On few moths of that year a total of 208,977 birr was collected (Wanna, 1990). With this amount and money obtained from others sources one D4 dozer One D8 dozer, 1 loader, 1 grader and 1 compressor were bought. By using these machines 503km roads, 2 metal bridges, 25 wooden bridges and 36-115m fords were constructed. Among them was a 42m x 4m bridge on Omo River which served as the only linking route between Dawro and Wolaitta (Wanna, 1990 and WODA: 2008).

In education sector in collaboration with SIDA 15 schools were built in different Woredas by community in 1967. Besides, there was construction of 18 religious schools, managed by churches. In health sectors 5 clinics with total of 21 rooms were constructed and a center for disabled was also established and modern town plans were prepared for different towns of the Awraja (Zelege 1987).

Aimed all these success, unfortunate event happed. It was the coming of Derg Military government, which had greatly demoted the development

Table 4.1 the Characteristics of Respondents

Characteristics		Wolatitta Development Association	Woreda Education Officers	Schools Directors	Student (Grade 1-8)
sex	Male	2	3	6	15
	Female	1	2	2	15
	Total	3	5	8	30
Age	< 15	-	-	-	15
	B/n 16-20	-	-	-	15
	b/n 21-30	1	-	-	-
	b/n 31-40	1	1	3	-
	b/n 41-50	1	2	2	-
	Above 51	-	2	3	-
Education of level	1-4	-	-	-	15
	5-8	-	-	-	15
	12 complete	-	-	-	-
	TTI	-	-	-	-
	Diploma	2	2	2	-
	Degree of above	1	3	3	-
Total number of Respondents 46					

As depicted in the table 4.1 from the total sample 44 (100%) 24 (54.5%) were males and the remaining 20(45.5%) were females. Thus, the number of males' exceeded the females. This was because most of the officers were males.

In the age category, the highest numbers of the respondents were whose ages under 15 and between 15 and 20. From the total respondents this group accounts for 30 (68.5%). From the total sample the age group 31-40, b 41-50 and above 51 accounts 15 (34%) totally and 5(11.3%) each. These age groups were totally occupied by officials. The least in the age

category were those in age group between 20 and 30. The category of the respondents by age helped the researcher to accommodate different ideas from different age group to increase the validity of the paper.

In the educational level category, the highest numbers of the respondents were grade 1-8 students. From the total population these groups account 30(68.1%). In the twelve complete group no individuals. This was because most of the offices had occupied by certificate qualified. From the total respondents diploma holders accounts 6(13.6) and Bachelor degree and above holders accounts 7(15.9%). And the certificate holders accounts only 1(2.3%). The division of the participants of the research because of to accommodate different groups idea in the research about the contribution of Wolaitta Development Association in expansion of primary education in the Woreda and the major challenges and prospects of Universal Primary Education in Soddo Zuria Woreda

4.3. Overview of Prospects and Challenges of Achieving Universal Primary Education in Wolaitta zone Soddo Zuria Woreda

4.3.1. Overview of Prospects of Achieving UPE in the Woreda Decentralization Policy

The government developed a policy of decentralization of responsibilities and executive power. To this end, significant decision making responsibilities has been develop to regions, and to the zone and then to Woreda. As Akalewold (2005:7), the division role and responsibility between the ministry, regional Bureau, zonal and woreda department are; Ministry determine curriculum of secondary and higher institutions and assists regions in curriculum development for primary education, Regional bureau develop and implement primary education curriculum, zonal education bureau follow up the implementation of the curriculum

and finally the woreda education department supervise the implementation of curriculum at school level and recommend for improvement. This strategy would pave the way to successful accomplishment of UPE for every citizen in the Soddo Zuria Woreda woreda.

Language Policy

When the current government succeeded to the power in 1991 political conditions was created for nationality languages to re-emerge as a major policy issue. The government recognized the equality of languages, tradition and culture of the Ethiopian mass. Then the use of nationality languages thus got the most fertile ground to re-appear as a policy issue. Currently 22 nationality languages are used as a medium of instruction at the primary school. Wolaitta language is also among those 22 languages and it served as medium of instruction for primary school first cycle and it given as one subject in upper primary schools. This strategy would pave the way to successful accomplishment of UPE for every citizen in the Soddo Zuria Woreda woreda.

4.3.2. Increment of Gross Enrollment Ratio in Soddo Zuria Woreda

In the national level during ESDP I and ESDP II there has been substantial expansion at the primary level as a result enrollments in primary school has shown significant increment (MOE, 2005.7). According to CSA abstract, (2008:324) the number of students who enrolled in primary school at the year of 2005\6 was 11376959 and this number reached to 14672934 in the year of 2007/8. This means there was 29% difference between 2005/6 and 2007/8. This clearly indicates the significant increment of primary school enrollment.

primary education is the achievement of Net Enrollment Ratio (NER) close to 100% (Derebssa 2008 and UNESCO; 2005). Therefore, Net Enrollment Ratio is the best way of measuring school coverage and refined indicator of access for it indicates only those eligible school children.

Table 4:3. Net Enrollment Ratio of primary school in Soddo Zuria Woreda by year

Year	Grade 1-8
2005/6	78%
2006/7	80%
2007/8	89.7%

Source: Wolaitta Zone Education Department Annual Report: 2005/6, 2006/7 and 2007/8. Wolaitta Soddo.

In the year of 2005/6 Soddo Zuria Woreda reached 78% of NER. In the year 2006/7 the Enrollments reached 80% and in the year 2007/8 the NER increased in 9.7%, thus it reached to 89.7%. This data clearly indicates the Net Enrollments Ratio increase in the faster rate in the Woreda. However, the progress recorded in Net Enrolments ratio in the woreda; still in the eve of 2015 thousands children out of schools.

4.3.5. Increments of Females Participation in Primary School in the Woreda

Gender equality is a more complex notions that is also more difficult to measure; full gender equality would imply that girls and boys offered the same chance to go to school and that they enjoy teaching methods and curricula free of stereotypes, academic orientation and counseling unaffected by gender bias (Derebssa; 2008). According to MOE (2002) Woman's access to education has been recognized as a fundamental

right and increased their access to education among the educational goals of the nation.

In recent years, women's issue has come into the agenda of the country and the woreda. Thus, the increments of females in education sector generally and in primary education particularly increase at faster rate from time to time. For instance in the national level the enrollments of female in the year 2004/5 was 63.6% and this percent increased to 69.8% in 2005/6. In the regional level (SNNPR) the enrollments of the female was 59.3% and 66.9% respectively (Derebssa, 2008).

Table 4.4. Gross Enrollments Ratio of Primary School (1-8) in Soddo Zuria Woreda by Year and Sex

Year	Primary school (1-8)		
	Male	Female	Total
2003/4	78%	68.2%	73.2%
2004/5	97.2%	75.1%	86.3%
2005/6	98.3%	78.5%	88.8%
2006/7	103%	82.4%	91%
2007/8	104.5%	93.6%	99.05%

Source: Wolaita Zone Education Department: 2005/6, 2006/7 and 2007/8. Wolaita Soddo

As can be seen from the above table, in the past five years, the GER of the Females increasing at significant rate. For instance in the year 2003/4 the GER of females are 68.2% and it reached 93.6% in the year 2007/8. This means the enrollment increased in 25.4% in the year between 2003/4 and 2007/8. The increments of females' participation in the Woreda also other promising things to achieve the goals of UPE in the Woreda. However, the participation of the female increase from time

increase the number of qualified teachers and improve their professions capacity in commendable (Derebssa; 2008).

According to UNESCO (2005: 108) available data suggest that large proportions of primary-school teachers lack adequate academic qualification training and content knowledge especially in developing countries. At the National level in 2004/5 97.1% of the first cycle primary school (grades 1-4) of the teaching force met at the national minimum standard, whereas only 54.8% of teachers teaching at second cycle (5-8) meet the specific standard (MOE; 2005).

In Soddo Zuria Woreda in 2007/8 100% of the first cycle primary school teaching forces met the national standard or certificate, where as 99.6% of teachers teaching at the second cycle of primary school met the specific standard or diploma (WZED, 2008 annual Report).

4.3.7.1. Wolaitta Development Association Efforts to Improve quality of teachers Profession In Soddo Zuria Woreda

According to Derebssa (2008, 89-90) ,existing teachers of the primary school level have been retrained using short and long term approaches such as orientation programs, residential and distance learning programs.

One of the major reasons for program initiation of WODA in primary education sector is enhance teacher effectiveness in the school system. This was because the role of the teachers in overhauling the educational system and improving the quality and standard of education is very important. In this aspect the organization provided training to 17 primary schools management committee on school administration, education quality improvement and management of school resources

to time, the woreda suffered by inaccessible problems of primary education for females. This highly needs different mechanisms from government and Non-government organization to increase the number of the females in school in the Woreda.

4.3.6. Challenge Encountered to UPE in Soddo Zuria woreda

One of the major challenges of UPE in Ethiopia and Soddo zuria Woreda is quality. According to UNESCO (2005), quality and quantity in education, complement rather than substitutes. Expanding access to primary education is a central tenet of UPE, but, access is not enough. A country's education quality is related to its long term economic growth children need to acquire a range of skills, attitudes and behaviors that are consistent with their development as persons and which enhance full participation in their communities, economics and nations. However, a sizeable number of primary school in Ethiopia are deficient in terms of physical facilities, educational inputs and processes and do not have the minimum facilities required to carry out the teaching-learning process effectively (Mulugeta; 2007: 26-27).

While one may appreciate the attempts made to expand access and improve equity , the progress, so far made to improve quality is limited in soddo zuria woreda (WED annual Report: 2007). The common indicators of quality of education are qualification of teacher, teacher-student ratio, book-student ratio, class-student ratio, and dropout-repetition ratio (Derebssa; 2008).

4.3.7. Teachers' Qualification in Soddo Zuria Woreda

The role of teachers in overhauling the educational system and improving the quality and standard of education, are very crucial. Teacher's being one of the major quality input, the efforts so far made to

increase the number of qualified teachers and improve their professions capacity in commendable (Derebssa; 2008).

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and improving girls' participation in education. WODA run this program since 2000 onwards. In addition the organization provides training to primary school teachers on student center teaching methodology. This highly develops the capacity of the teachers to develop their knowledge on the line of government policy.

4.3.8. Teachers Student Ratio in Soddo Zuria Woreda

Besides qualification and training the number and distribution of teachers are very important policy parameters helping to determine the quality of education, pupils and students receive. High teachers' pupil ratio, observed in primary schools in many developing countries is clearly not conducive to adequate learning (UNESCO, 2005:114)

In Ethiopian primary schools large class size, e.g., one teacher for 60 or 70 pupils is not conducive to adequate learning. In the countries with the highest pupil teacher barely one third of students who start primary reach grade five. Thus, the number of students per teacher is frequently used as quality signal. In Ethiopia the standard set for the pupil teacher ratio is 50 for the primary school first cycle (1-4) and 40 for the second cycle (MOE, 2005).

Table 4.5. Teachers Student Ratio by Cycle and Woreda in 2006/7

Woredas	Primary schools by cycle	
	1-4	5-8
Soddo Zuria	1:73	1:94
Damot Gale	1:94	1:76
Bolosso Sore	1:79	1:99
Damot woyde	1:76	1:88
Humbo	1:60	1:61
Kindo koysha	1:68	1:77
Offa	1:68	1:66
Woredas' average	1:74	1:80

Source: Wolaitta Zone education department annual Report: 2007/8.Wolaitta Soddo.

The above table clearly indicates in Soddo Zuria Woreda the student-teacher ratio is 73 for first cycle and 94 for the second cycle. This means the ratio for the first cycle is 46% more than the national standard (50) and it is more than double in second cycle. This clearly indicates the quality of education in relation with student teacher ratio is poor in Soddo Zuria woreda. Therefore, teacher student ratio is also another challenge to Soddo Zuria woreda to meet quality primary education in the Woreda. The main reason for high teacher student ratio in the woreda is inefficient number of schools in each kebeles of the Woreda and class rooms in the school.

4.3.7.2. Wolaitta Development Association Contribution to Improve Teacher-Student Ratio

One of the major reasons for high teacher- student ratio was the concentration of high number of pupils in one class or shortage of class-rooms. To alleviate shortage of class-room problem. The organization expanded and maintained twelve schools. In addition to expansion of the

schools, the organization constructed six new schools in different kebeles of Soddo Zuria woreda; those schools were kuto sorpela, Ome Bolola, Shola Kodo, Suke Baqala and Wolaitta public school and Baqulo Sagno. The main reasons for the construction of those new schools were to support those students to remain around their kebeles who came to school through long journey and to reduce the number of students in each class (Ashebir, 2008; See Appendix 4). In some extent the efforts of the organization solved the related problems but it not enough when it compared with the alarmingly increased number of students enrollments in primary school in the Woreda. So it needs another extra effort from the organization and from the Woreda education offices.

4.3.9. School Facilities Challenges in Soddo Zuria Woreda

The quality and availability of school facilities strongly affect what teacher can do. To achieve UPE, unprecedented refurbishing and building of class-rooms is needed in many countries. Clean water, sanitation and access for disabled students are vital (Derebssa; 2008: 91).

In Ethiopia in 1996/7 pupil-text book ratio at primary level was estimated at 5:1, in the year 2001/2 the ratio goes up to 3:1 to 6:1 in Addis Ababa and from 3:1 up to 10:1 in the regions. According to Derebssa (2008) student book ratio which stood at 1:5 and in some cases 1:7 in 2004/5 have been improved achieving a 1:2 and 1:3.

Table 4:6. Primary school Book-Student Ratios in Soddo Zuria Woreda by the Year and Cycle

Year	Primary school	
	1-4	5-8
2005/6	1:4	1:4
2006/7	1:11	1:2
2007/8	1:6	1:2

Source: Wolaitta Zone Education, 2005/6, 2006/7, 2007/8 Annual report: Wolaitta Soddo.

According to the above table in the year 2005/6 the book-student ratio was 1:4 and 1:4 for first cycle (1-4) and second cycle (5-8) respectively. In the year 2006/7 the ratio increased to 1:11 for primary cycle and it reduced to 1:2 for secondary cycle. And in the year 2007/8 the ratio was reduced to 1:6 for first cycle and it remained in 1:2 for secondary cycle. From the table one can conclude that Soddo Zuria woreda faced a great challenge to reach UPE, especially in first cycle.

4.3.10. Wolaitta Development Association Efforts to Improve School Facilities in the Woreda.

Most of the primary schools in the Woreda are suffered by poor conditions of facilities and among them only small numbers of schools have access to water and more than half of them have no latrines. In many of the schools there were no enough desks and chairs.

One of the major reasons for program initiation of WODA in primary education sector was improving school facilities. In this aspect the organization provided different materials including furniture to seven schools from 2005-2008 (Ashebir, 2008). Among those schools Markato primary schools, this was constructed by community but no furniture.

Woreda education officials and the school administrative personals in March; 2009 responded as,

.....caused by lack of furniture the students used to sit on wood and stones. Because of this the children are less interested to come to school and with in 3 months half of the students are dropout from the school and others are enforced to want for away from their residence. But later by understanding this serious problem WODA provided the school with 110 combined desks which have finally improved the teaching learning environment in class of the school.” In addition, the organization offers text book and reference books to eight schools.

4.3.11. Gender Disparity in Soddo Zuria Woreda

According to UNESCO; 2005: 93) the year 2005 was the target for achieving gender parity Index of one in primary education. Parity was a numerical concept and reaching gender parity implies that the same proportion of boys and girls relative to their respective age groups entered the education system and participate in the full primary school.

According to Derebssa and UNESCO (2008, 2005), Gender equality was a more complex notion that is also more difficult to measure. Full gender equality would imply that girls and boys were offered the same chance to go to school and that they enjoy teaching method without gender bias. The Ethiopian national gender disparity is 0.84, but there are much regional variations. The gender disparity is at lowest in Addis Ababa (1.19) and Tigray (1.0) and the highest in Gambella (0.62) and Somali (0.69) respectively.

The same with the national, Gender disparity was another major challenge which faced Soddo Zuria woreda to UPE program.

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Table 4:7. Gross Enrollment Ratio of Primary School in Soddo Zuria Woreda by Sex and Year

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	Male	Female	Total
2003/4	78%	68.2%	73.2%
2004/5	97.2%	75.1%	86.3%
2005/6	98.3%	78.5%	88.8%
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2007/8	104.5%	93.6%	99.05%

Source: Wolaita Zone Education Department annual report: 2003/4, 2004/5, 2005/6, 2006/7 and 2007/8. Wolaitta Soddo.

According to the above table data, females participation in Soddo Zuria Woreda was lower than that of boys. According to (Wanna; 1990 E.C) this was because of early marriage, abduction and gender stereotypes which are prevalent in society perceive male as a dominant and women as a subordinate in any public sphere.

In soddo zuria woreda the gender parity index in 2003/4 was 0.87% which indicated that girls' participation was by 13% lower than boys. in the year 2007/8 this percent reached 0.89%, indicating that girls' participation was by 0.11% lower than boys. This means in the eve of Millennium Development Goals Achievement year thousands of females in the Woreda out of the school. Therefore, gender disparity also another challenges in education sector by the year of 2015 in the woreda. This needs different mechanisms from the Non -governmental organization, governmental organization and from the community to alleviate gender disparity challenges in the Woreda.

4.3.11.1 Wolaitta Development Association Contribution to Tackle Gender Disparity in Soddo Zuria Woreda

From 2001 on wards WODA, in addition to school construction educational access to girls, retaining them in school, reducing their dropout rate and repetition and closing of the gender gap were a major concern (Ashebir, 2008). To these effect extensive awareness creation activities, were undertaken on the importance of girls' education among the community, the negative consequence of early marriage and others.

The organization had been offered special support for girls, social awareness and promotion activity and enhancing community participation in education sector. According to (WODA; 2008 annual report), 62 primary school teachers were trained on gender, reproductive health and community mobilization to successful achievement of girls education in the woreda. In this aspect the organization manager responded as:

".....to balances the enrollment of females with males 4000 posters have been printed on the importance of girls' education and it distributed to the community to create awareness of the society to send their school age female children to school. Moreover 182 female students of primary schools who achieved better in their education awarded. And 8 girls clubs were supported in 8 primary schools, through provision of stationary material and sign board. And 104 representatives of primary schools and community representatives have taken workshop on gender and importance of female education in soddo zuria woreda".

These clearly indicate the commitment of the organization to increase the amount of female children in school.

4.3.12. Mismatch Between the Rate of Enrollment and Financing of the Education System in the Woreda

In Ethiopia government allocation for education sector has been showing a growing trend as it has been increasing by 12.7% per annum for the last five years (1997/8-2000/1). Education has been a second priority sector followed by “national defense and public order and security. In Ethiopia primary education had highest allocation which was 52.7% out of the total education budget. In Ethiopia primary education is taking a good share from the meager resources that are available in the country. However, the rate of growth in enrollment is exceeding the budget allocation showing that financing the education system is a critical challenge (UNESCO; 2005). According to Mulugeta (2007; 21) the total share of the education and training expenditure out of the total government expenditure for 2004/5 was 17.82%.

In the Soddo Zuria woreda shortage of financial allocation to education sector was another major challenge. According to WZED (2005/6 and 2007/8), report in the year 2005/6 from the total required budget, woreda obtained only 54%. But in the year 2007/8 the amount of budget reduced in 45% and it was 10.5%. In financial support, WODA offer nothing. Wolaitta Development Association did not participate in direct financing of the education system of the Woreda

4.4 Major Socio-Economic Factors that Hinder Children to Learn in Soddo Zuria Woreda

4.4.1 Poverty in the Woreda and WODA Efforts to Access Disadvantaged

According Mehrotra and others (2004: 20), children of poor family, those who need every family member to work, if they are to survive frequently most forfeit education. As many countries face economic decline the

poorest families experience the greatest pressure, and when their income are falling, families often withdrew their children from school.

The population of Wolaitta (Soddo Zuria Woreda) makes living from substance agriculture. In relation to agriculture shortage of land because of high population densities (618.3p/km²), Unreliable rainfall, and scarcity of improved agricultural inputs, environmental degradation and the resulting decreases in agricultural production leads the family unable to satisfy basic needs. Therefore, school age children engaged in income generating activity rather than continuing education. Thus, the school age children engaged in daily labor service or house hold service for payment or they migrate from their indigenous place to another place. Thus, poverty lead to high dropout and repetition rate in the woreda (WZFEDD and WODA; 2009 annual report).

One of the major contribution of the organization in woreda in primary education sector were, financial and material support for those who were disadvantaged to access education because of extreme poverty or lost their family by any means. In this aspect the organization education department coordinator responded as:

“WODA supported 100 students. Among those 100 students around 60 obtained their livelihood by doing different things on street and they spend most of their time by such activity. Because of this the organization prepared tutorial service for those to reduce class repetition and dropout. The organization also provided different material support including stationary material to encourage them to learn beyond primary school. The remaining 40 were engaged in house hold activity. The organizations provide the same support for them (Yekatit, 200).”

On the other hand WODA offered support for other 135 children in Soddo Town. From those 135s' 100 were accessed through Non-formal education system. And the reaming 35s' were Orphans who supported in formal schooling. All of these 135 were whose ages between 7 and 14.

The Non- formal education center found in Wolaitta Soddo Town Arada sub-city. The Organization support those children in every aspects including stationary material, uniform and cloth, medical expenses, accommodation in holiday and offered 100 birr per month (Ashebir; 2008).

4.4.2. Parents' child labor demand

In Soddo Zuria parents child labor demands were another hindrance to children to enroll in school. In the woreda 92% of the population makes their living from traditional agriculture system. And this economic system needs high labor power. Therefore, the parents enforce the child to support them in labor service. In this respect the woreda education officials responded as:-

".....In Soddo Zuria woreda parents child labor demand became high, especially during Belg and Meher, because it this time is crop production time in the woreda. This increased the amount of repetition and dropout rate of students (Yekatit, 2001)".

According to WZED annual Report (2006/7) from the total students who enrolled in primary school 10% were either repeated the class or dropout from the school or both. Therefore, in average in every year at least 10% illiterate Childs added on those who are not enrolled.

4.4.3. Degree of Community Involvement in Primary Education in the woreda

According to MOE (2005: 50) the task of expanding and promoting education as well as improving the quality of education should not be set a side to the government alone but the community should participate. Studies showed that less participation of the community in education system, results students' weak academic performance, disruption of classes and unsatisfactory results. The close inspection

and support of the community forces the teachers to be punctual and discharge his/her duties effectively.

School director of Ligaba Beyene primary school and three students from grade Seven A from the same school jointly responded that

“... When once the students registered in the schools in September most of the family never visit the school once in the year even. That means the family had no knowledge about their child’s’ performance, their relation with their friends and teachers’ etc (Yekatit, 2009).”

To alleviate this problem WODA offered awareness raising training and workshops for teachers, community and students on gender importance of education for social development, and HIV/Aids prevention. Organizing 10 girls clubs in different primary schools to increase awareness among the community teachers, and students to increase enrollment in Soddo Zuria woreda (Ashebir, 2008).

4:5. Minimum Requirement from the Students to become Part of wolaitta Development Association Support

Table 4:8 .Minimum Requirement from the Students to become Part of Wolaitta Development Association Support

Item	Wolaitta Development Association	Grade 1-8 Student
Education level	✓	✓
Community acceptance	✓	✓
Knowledge/ ability/ of student	✓	✓
Disadvantaged child /poor family/	✓	✓

Source, WODA 2008 annual Report

✓= Yes

Wolaitta development association support highly focused on the children whose ages were between 7 and 14. This was mainly because as WODA education department coordinator

"The main goal of the organization in education is speed up the efforts of the government to achieve universal primary education for all school age children (7-14). Therefore, educational level (primary education age) was one criteria to become part of the organization support. (Yekatit, 2001)"

As the officers, in addition to the educational level the economic background of the child is another criteria to be supported by the organizations. The program targeted those who are totally disadvantaged to get access to school. The officers responded that:

"If the children able to satisfy themselves minimally to continue their learning, they are not become the part of organizations support. Because objective of the organization in education sector not to satisfy those who were enrolled in school already by any means but supporting those who are out of school because of economic difficult Yekatit, 2001"

As analyzed from student profile indicating document out of 163 students who enrolled in wolaitta public school 120s were those who were from economically backward family. In addition those who were enrolled in non formal education center, all (100) were from economically poor background. One of the students responded that:

"... Of course I have a family but they have no capacity to help me to learn. So I decide to engage in daily labor work and enrolled at evening class. But sometimes the things became beyond my capacity then I terminated the class. But later Wolaitta development associations understand my problem and become voluntary to support me. Therefore, I am in learning know."

Another important requirement from the students to become part of the organization support, the children should become competitive and more or less should become outstanding or the learner become among the top ten student among his or her respective class. This was because of the limited capacity of the organization. That means in the woreda the number of needy children is very high. So the organization enforced to select those promising children in the program. In addition to knowledge of the children the community acceptations of the children was another criteria. That means the children should become ethical trustful and committed to the rules and regulation of the school.

4.6. The construction of Experimental school and Establishment of Non-formal School in Soddo Town by WODA

4.6.1. The Construction of Experimental primary school in Soddo Town

WODA built Wolaitta public experimental school, at Soddo town with the objective of enhancing the quality of education in woreda in addition to coverage. Coverage or addressing primary education for all school age children has significantly risen recently owing to efforts by government and non-governmental organization in Soddo Zuria Woreda.

However, the quality in education system was very poor in the woreda. This can be observed from number of students who has been taken national (Grade 10th) exam and Regional (grade 8th) exam and succeed in passing it. For instance in the year 2005/6, from the total (11040) students who, has been taken national exam only 3024 (29.2%) student scored 2.0 and above. This means more than 70% students scored less regional examination than 2.0 in the respective year. In addition, from

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the total 3146 students, who has been taken Grade 8th only 1296 (41.2%) has scored the passing points (WZED, 2005/6 annual report). This means more than half repeated the class.

As WODA the major reason for the high attrition rate in the woreda was lack of quality education. Quality constrains were attributed to shortage of book, library, laboratory, classrooms and qualified teachers and so on.

To alleviate the problem WODA established one well qualified school (5-8) in Soddo Town. It was ground plus one and it had eight class-rooms. The School contained highly qualified library, laboratory and computer room with full service. In the aspects of teachers' qualification all of the teachers were diploma and degree holder. The classroom had organized in the line of 35 students in a class. In addition to limited number of students in the class, the classes were highly attractive.

The school contains both white and blackboards and clean. In the aspects of student book ratio, it was 1:1. The of the schools were highly skilled in student conferred teaching skills. This was because the organization prepares training for the teacher in the line of student centered teaching methodology by professionals at every semester. The school began to active from 2006/7 on wards.

The entrance to the school based on the criteria. The first criterion was disadvantage of the children to enroll to school because of poor family background and those who were orphans. In addition to the students background their talents also determined the entrance of the learner. This means those students, poor family background and among the top five in his/her respective classes had the priority. All of the expenses of the school including staff salary were covered by WODA.

4.6.2 The establishment of Non-formal school in Soddo Town

All of the above mentioned discussion depicts the contribution of the organization in formal school. The organization also played role in expansion of Non- formal education in Soddo town. The curriculum materials were specifically developed and it took advantage of the national curriculum.

According to MOE (2005: 9-10), because to fulfill the responsibility entrusted, to non-formal education MOE had carried several activities to support and encouraged regions for the provision of non-formal education. MOE prepared a manual on the method of preparing teaching materials for new literates and on the method of teaching adults and out of school youth developed.

As WODA (2008 annual report), the program prepared for out of school children with 7-14 years of age and the minimum learning competencies includes literacy, numeric and offered basic life skill training. The curriculums were highly accepted by parents, and by WODA partners.

As it was mentioned above, the program targeted the population whose ages were 7 and 14. In addition to their ages the program targeted disadvantaged children to access formal school because of any case. The program coordinator of WODA responded that

“The duration of the program was three years and average number of school days in a year was 240 and numbers of weekly school days were five and daily learning hours were five”. (Miazia, 2001).”

As it was observed, an approach to class-room organization was self contain and the number of staffs was two and the numbers of learners were 100. Mostly decision on school calendar made by the organization center board and kebele leaders (Ashebir, 2008).

4.7. Challenges of Wolaitta Development Association.

However, WODA accomplished several activity in education sector in Soddo Zuria Woreda, the organization faced challenges during the program. One of the major challenges was budget constraints, which leads the delay in construction works. This was mostly because of WODA obtained its 60% of budget from foreign donors or NGOs, these donors some times did not donate at the exact time. The other reason for shortage of budget was low membership and contribution of local people as compared to total population. From the total (1, 727,908) only 330,000 (18.6%) were the members.

The other challenges was lack of collaboration from line offices and departments, both woreda and zonal government officers were not fully carrying out their responsibility of collaborating whenever required WODA was a newly re-established organization, lack of commitment from some branch office committee.

4.8. WODA Relation with Concerning Government Bodies

In Ethiopia importance of NGOs in emergency, rehabilitation and development ventures were not adequately investigated before the great famine .After 1991, Ethiopia experienced many changes in the system of government and in government policies. These changes explain the proliferation of he third sector in the country. The mushroom growth of NGOs was one of many suck changes (Zenebe, 2001:253)

To solve socio-economic problems, governments realize their weakness and allow NGOs to fill the gaps created over broad development goals. On this lines it in through NGOs, as source of funding by providing resources and fill the gapes created by government (Marchussen, 1996:75-76)

WODA consciously seek to work on joint project by reaching a consensus among key actors; derive much support and encouragement from the government it registered with the government and tend to work in close collaboration. WODA has legal license, operational and project agreement documents with concerned bodies. WODA providing complementary service and extending the coverage of government programmes and expanding capacities. It called upon to demonstrate more clearly their use to the poor population, the range of services relevant to the community and be able to do this with in the context of the local power structure (WODA; 2008:4)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

Education is an important foundation on which the socio-economic, cultural and political developments of country based improvement in education increases national economic growth and bring broad social benefits.

Primary education gives a young a sense of personal empowerment and self confidence. Primary education contributes to the society at large empowering student with knowledge and skills to improve their standard of living and with the ability to solve both social and individual problems. Therefore, achieving the education for all (EFA) goals are critical for attaining the all Millennium development goals.

The world come together in 1990 Jomtien Thailand, to adopt a new vision of basic education to all school age children. They did so again 200, this time in Dakar in Senegal and adopted six goals. The Dakar framework for action declared that by 2015, all children of primary school age would participate in free schooling of acceptable quality and that gender disparities in schooling would be eliminated.

However, near to decades passed after declaration of education for all, many countries will not be able to reach the education Millennium development goals of universal primary education in 2015. Many reasons can be attributed to the failure of the world community to realize the goals of EFA. First among the other are insufficient financial resources.

Ethiopia is the signatory of all regional and Global proclamation that aimed to provide basic education for all. And the government of Ethiopia places a very high priority on poverty reduction as part of over all goals for socio-economic development. The poverty reduction has identified four priority sectors like roads, education, agriculture and natural resources as health sectors.

The governments desire to improve the provision of quality education resulted in formulation of Education and training policy (ETP) which encompasses the entire education and training sector. In 1997 the governments of Ethiopia launched the first five year education sector development program with the framework of ETP as part of twenty year education sector inductive plane.

Because of the continuous efforts of government the education sector especially primary education growing in alarming rate from time to time. For instance during, ESDPI the target was to increase primary education enrollment 7 million from 3.7 million in 1996/97. However, the achievement was 8.1 million, which implies, and average growth rate is 12% in enrollment. This trend has also confined in ESDP II with annual average growth rate.

However millions of children in Ethiopia still fail to gain access to schooling and even larger number among these who do enroll leave prematurely, dropping out before the skills of literacy, and numeric have been properly gained.

In Ethiopia education budget covered by government allocation and government many, however, government money means which collected from the public taxes or that which it is borrows from international financial institutions. Education is an expensive affairs anywhere, not

alone in a poor country like Ethiopia the method of financing education in any given country is among the major elements that determine the extent of access for education, the type of education given, the pattern of student distribution, the level and quality of education and overall management and direction of education.

The Ethiopian government alone cannot carry out Millennium Development Goals in aspects of education without active involvement of ownership and commitments of communities, NGOs and civic societies.

With regard to non-governmental organization, through reference to the history of their involvement in education date back to 1906. However, their participation did not show much progress education sector review report (PHRD 1996) indicates that till 1995 their contribution did not exceed 10% in Ethiopia.

However, from 1997 onwards Ethiopia programs expenditure highly supported by donors, loan generating organizations, the large society and NGOs. This is because of the education and training policy of Ethiopia recognizes the important role of non-governmental efforts. Today in Ethiopia there are an estimated 3,000 NGOs their combined budgets are believed to be more than \$1 billion a year. At present emergency relief is decreasing and NGOs are encouraged to participate in health, education, food security and water supply. But lack of harmonization between Non-governmental organization and government policies and procedures with respect to planning, approving and implementing affects the issue.

This research paper has focused on the role of NGOs in expansion of primary education; the case of Wolaitta Development Association in Soddo Zuria Woreda (Wolaitta zone). To this effect the following research questions were stated.

- What were the roles of WODA to accelerate the expansion of primary education in wolaitta zone Soddo Zuria woreda?
- To what extent this NGO participate in providing primary education in Soddo Zuria Woreda?
- What was the partnership of these NGOs, (WODA) with relevant government look like?
- What were WODA contributions (Material, financial, human power development) to successful accessing of quality primary education for all school age children in soddo zuria woreda?
- What success and challenges faced by this institution to effectively contributes its share to national goals like policy issue, institutional framework, etc....

And the following specific objective of the study were stated

- To determine the extent of WODA in speed up of primary schools (1-8) enrollments in Soddo Zuria Woreda.
- To explore the exiting relationship model adopted between WODA and government bodies.
- To identify the existing success and challenges encountered by this NGO.
- To identify various contribution, which contributed by WODA.
- To explore the strength and weakness of WODA in content and inputs.

To successful accomplishment of the stated objectives and to answer research questions in both quantitative and qualitative way the descriptive case study method was used. And the combination of the two forms provided the most complete analysis of problems. In order to obtain adequate information which has both qualitative and quantitative value, three types of data gathering tools were employed. They were unstructured interview, document analysis(review) and school

environment observation. This was because using multiple data collection method, data source and analysis to check, the credibility of the descriptive case study finding is very important to raise the quality of the study.

WODA officials, primary school students, school directors and Woreda education officials were used as sources of information.

The collected data were analyzed and presented in both qualitative and quantitatively. Hence the result of school environment observation and interview results were analyzed and presented in qualitative way. The documents results were quantitatively analyzed by using percentage.

Chapter four of the paper deals about presentation and analysis of data. The chapter contains six sub chapters. The first sub chapter deal about Soddo Zuria Woreda. Soddo Zuria woreda found in Wolaitta zone (SNNPR) at a distance of 390 km to south west of Addis Ababa. The topography of the woreda is dominated by mid- land that accounts for 98% of the total area and the remaining 2% is high land.

The total population of Soddo Zuria woreda is 163,771, out of which 79% and 25% were residing in rural and urban area respectively. Form the eleven NGOs in the zone; five were operated in Soddo Zuria woreda. Among them WODA was one. The organization was formed in 1965 and it re-established in 2000. The organization was highly active in different development sectors in Woliatta Zone and Soddo Zuria Woreda. These were education, human capital development, economic diversification, advocacy, research and action, human right protection and mobilization.

In soddo Zuria Woreda some prospects to achieve UPE. The decentralization policy of the government to the Woreda to follow up and administer primary school , using of Woliatta language as a medium of

instruction, the increment of Gross and Net enrollment, decreasing of gender disparity from time to time are some prospects of the Woreda to achieve the goal. However, Soddo Zuria woreda on the track of great challenge to achieve UPE in 2015. For instance gender disparity (0.89% in 2007/8), Net enrollments (not reached to 90% even in 2007/8, less quality (high teacher student ratio, book-student ratio, classroom student ratio and so on were poor in the Woreda).

To tackle the above mentioned problems WODA did several activities WODA expanded twelve schools to reduce section student ratio and constructed other new six schools. The newly constructed schools were kuto Sorpela, Ome Bolola, Shola kodo, SukeBakala, Wolaitta Public schools and Baqulo Sagno from 2003 on wards. The construction of the school mainly because of to enroll disadvantaged children in the area because of lack of schools.

To alleviate Gender disparity problems, the organization established different girls club in eight primary schools, awarded 182 who achieved better in their school. In addition WODA trained on gender, reproductive health and community mobilization to successful achievement of girls' education in the woreda. And also in 2007/8 WODA offered awareness' raising training and workshop conducted for 118 teachers, community members and students on gender, education and HIV/AIDS prevention.

To enhance teachers' effectiveness in school system, the organization provided training for the primary school teachers in student centered teaching methodology. And also training to 17 primary schools management committee on school administration, education quality improvement and management of school resources.

To better internal efficiency of the school WODA donated martial support for different schools. For instance in 2003 WODA donated 140 desks and tables for Kodo primary schools and also 110 combined desks for Merkato primary schools in 2006/7.

In addition WODA established non formal school at, Soddo town. The main reason for the establishment of the school was to access these students who were disadvantaged to formal school. In this school hundred students were enrolled.

5.2 Conclusion of the Findings

In Soddo Zuria Woreda primary education enrollment and expansion significantly rising from year to year. These were the combined effects of government, community participation and Non Governmental organization. For instance in the year 2007/8 totally 2918891.6 birr was expensed to education sector except staff salary. Form that community and non governmental organization covered 94%. The total expenses of non Government organization exceed the government three times.

In Wolaitta zone generally, in Soddo Zuria woreda particularly achieving UPE was faced by multi-directional challenges. Those were gender disparity (0.89%), high teacher- student ratio (1:73 for first cycle and 1:94 for the second cycle in 2007/8). In addition, the net enrollment ratio did not reached 90% in the year of 2005/8. And lack of budget with relation of increasing number of enrollment of the students.

To tackle the above mentioned challengers different non governmental organization were carried out several activities. Among those NGOs, WODA was the one. To alleviate the problem related to gender disparity WODA established different girls clubs in the woreda and to motivate females, WODA awarded better scored females at different times. In

- Focused only on quantity rather than quality in education systems are wastage, there for, woreda education office should focus on quality on the side of quantity.
- In Soddo Zuria woreda even in 21st_C there are great variations between male and female enrollment ratio, thus Wolaitta Development Association Woreda education officials should try best way to bring females to school.
- Wolaitta Development Association contribution in educations sector mostly focused on non- curricular activity, thus equal emphases should be given for curricular activity to better quality of primary education in the woreda.
- WODA should increase the number of experimental schools, because the attrition of student in national and regional examination increased from time to time in the Woreda.

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Appendix-1

Interview questions for WODA Officials

How much WODA cost to development program?

1. What is name of the organization and when it was established?
2. What are the main mission and objectives of the organization in relation with Millennium Development Goals?
3. What kind of support the organization offer to the society of wolaitta and soddo zuria woreda particularly?
4. Why the organization focus on such support?
5. To what extent the organization participate in expansion of primary education in Soddo Zuria woreda?
6. What were the criteria of the organization to select specific places to construct and expand school in specific place?
7. What kind of support the organization offer to disadvantaged children to access education?
8. What are the criteria to select the children to become part of the organization?
9. What are the various forms of contribution the organization made to improve quality of primary education the woreda?
10. What kinds of the relationship exist between the organizations with the relevant government bodies?
11. How many children are directly supported by the organization?
12. What success and challenges faced to the organization to effectively contribute its share to national EFA goals (policy of the government institutional problem)?
13. What kind of support WODA offered to female to enroll them?

Appendix-1

Interview questions for WODA Officials

How much WODA cost to development program?

1. What is name of the organization and when it was established?
2. What are the main mission and objectives of the organization in relation with Millennium Development Goals?
3. What kind of support the organization offer to the society of wolaitta and soddo zuria woreda particularly?
4. Why the organization focus on such support?
5. To what extent the organization participate in expansion of primary education in Soddo Zuria woreda?
6. What were the criteria of the organization to select specific places to construct and expand school in specific place?
7. What kind of support the organization offer to disadvantaged children to access education?
8. What are the criteria to select the children to become part of the organization?
9. What are the various forms of contribution the organization made to improve quality of primary education the woreda?
10. What kinds of the relationship exist between the organizations with the relevant government bodies?
11. How many children are directly supported by the organization?
12. What success and challenges faced to the organization to effectively contribute its share to national EFA goals (policy of the government institutional problem)?
13. What kind of support WODA offered to female to enroll them?

Appendix 2

Interview question for beneficiary children

1. By what criteria you became part of WODA support?
2. Do you have a family (Father and Mother)?
3. Have you enrolled in school ever?
4. What kind of support the WODA offered?
5. What kind of change you saw after the support of WODA?
6. Are you formal of informal school student
7. In what kind of work you engaged?
8. Until what grade you want to continue your learning?
9. Are you top student?

Interview questions for school directors

1. What kind of support the school gained from WODA (Material, furniture, financial etc).
2. What kind of improvement observed in the school?
3. What kinds of relation exist between the school and WODA?
4. The school was newly constructed or expanded one?
5. How the school can became part of WODA support?

Interview questions for woreda education department officials

1. What were the major prospects of the woreda to reach UPE goal in 2015?
2. What are the major challenges, faced to the woreda to reach MDGs, in education sector?
3. What kind of efforts made by woreda to tackle the challenge of education sector.
4. What kind of relationship exists between woreda and WODA?
5. What kind of contribution WODA made to tackle the existing challenges to education sector?
6. What were woreda's efforts to encourage WODA efforts?

Appendix 3

ለሚመለከታቸው ለወልማ አካላት የቀረበ ቃለ መጠይቅ

1. የድርጅታችሁ ስም ምን ይባላል? መቼስ ተቋቋመ?
2. የሚለንዮሙን ግብ ከማሳካት አካያ የድርጅቱ ተልዕኮና ግብ ምንድ ነው?
3. ድርጅቱ ለወላይታና ለሶዶ ዙሪያ ወረዳ ምን ዓይነት ድጋፍ ያደርጋል?
4. ለምን በዚህ ድጋፍ ላይ አተኮራችሁ?
5. መንግስት አንደኛ ደረጃ ትምህርትን ለሁሉም ለማዳረስ በሚያደርገው ጥሪት ውስጥ የድርጅቱ ተሳትፎ ምን ይመስላል?
6. ድርጅቱ አንድ ቦታ ላይ ትምህርት ቤት ለመገንባት ወይም ለማስፋፋት ምን ዓይነት ቅድመ ሁኔታን ይጠቀማል?
7. በተለያዩ ሁኔታ ትምህርትን መስታተል ላልቻሉ ሕፃናት ምን ዓይነት ድጋፍ ድርጅቱ ያደርጋል?
8. ሕፃናቶች የድርጅቱ የድጋፍ አካል ለመሆን ማሟላት የሚገባቸው ምንድ ነው ?
9. በሶዶ ዙሪያ ወረዳ የትምህርትን ጥራት ለማስጠበቅ ድርጅቱ ምን ዓይነት አስተዋፃኦ ያደረጋል (የገንዘብ ድጋፍ የሰው ኃይል ግንባታ የቁሳቁስ ዕርዳታ ወዘተ)?
10. ከሚመለከተው የመንግስት አካል ጋር ድርጅቱ ያለው ግንኙነት ምን ይመስላል?
11. በድርጅቱ በቀጥታ የሚረዱ ሕፃናት ምን ያህል ናቸው?
12. የሴቶችን ተሳትፎ በትምህርት ቤት ለመጨመር ድርጅቱ ምን ዓይነት ዕገዛ ያደርጋል?
13. ዕስከ አሁን ባለው ጊዜ ውስጥ ምን ያህል ገንዘብ አወጣችሁ ?
14. ዕስከ አሁን ምን ያህል ነገሮችን አሳካችሁ ያጋጠማችሁ ዋና ዋና ችግሮችስ ምንድ ናቸው?

ለድርጅቱ ለሚደገፉ ሕፃናት የቀረበ መጠይቅ

1. በምን ምክንያት ወልማ ሊረዳችሁ ቻለ?
2. እናትና አባት አለህ/አለሽ?
3. ከዚህ በፊት ትምህርት ቤት ገብተህ/ገብተሽ ነበር?

Appendix 3

ለሚመለከታቸው ለወልማ አካላት የቀረበ ቃለ መጠይቅ

1. የድርጅታችሁ ስም ምን ይባላል? መቼስ ተቋቋመ?
2. የሚለንዎሙን ግብ ከማሳካት አካያ የድርጅቱ ተልዕኮና ግብ ምንድ ነው?
3. ድርጅቱ ለወላይታና ለሶዶ ዙሪያ ወረዳ ምን ዓይነት ድጋፍ ያደርጋል?
4. ለምን በዚህ ድጋፍ ላይ አተኮራችሁ?
5. መንግስት አንደኛ ደረጃ ትምህርትን ለሁሉም ለማዳረስ በሚያደርገው ጥሪት ውስጥ የድርጅቱ ተሳትፎ ምን ይመስላል?
6. ድርጅቱ አንድ ቦታ ላይ ትምህርት ቤት ለመገንባት ወይም ለማስፋፋት ምን ዓይነት ቅድመ ሁኔታን ይጠቀማል?
7. በተለያዩ ሁኔታ ትምህርትን መከታተል ላልቻሉ ሕፃናት ምን ዓይነት ድጋፍ ድርጅቱ ያደርጋል?
8. ሕፃናቶች የድርጅቱ የድጋፍ አካል ለመሆን ማሟላት የሚገባቸው ምንድ ነው ?
9. በሶዶ ዙሪያ ወረዳ የትምህርትን ጥሪት ለማስጠበቅ ድርጅቱ ምን ዓይነት አስተዋፃኦ ያደረጋል (የገንዘብ ድጋፍ የሰው ኃይል ግንባታ የቁሳቁስ ዕርዳታ ወዘተ)?
10. ከሚመለከተው የመንግስት አካል ጋር ድርጅቱ ያለው ግንኙነት ምን ይመስላል?
11. በድርጅቱ በቀጥታ የሚረዱ ሕፃናት ምን ያህል ናቸው?
12. የሌቶችን ተሳትፎ በትምህርት ቤት ለመጨመር ድርጅቱ ምን ዓይነት ዕገዛ ያደርጋል?
13. ዕስክ አሁን ባለው ጊዜ ውስጥ ምን ያህል ገንዘብ አወጣችሁ ?
14. ዕስክ አሁን ምን ያህል ነገሮችን አሳካችሁ ያጋጠማችሁ ዋና ዋና ችግሮችስ ምንድ ናቸው?

ለድርጅቱ ለሚደገፉ ሕፃናት የቀረበ መጠይቅ

1. በምን ምክንያት ወልማ ሊረዳችሁ ቻለ?
2. እናትና አባት አለህ/አለሽ?
3. ከዚህ በፊት ትምህርት ቤት ገብተህ/ገብተሽ ነበር?

4. ወልማ ምን ዓይነት ድጋፋ ያደርግላችኋል?
5. ድጋፋ ከተደረገላችሁ በኋላ ምን ዓይነት ለውጥ አያችሁ?
6. የመደበኛ ወይስ የኢ.መደበኛ ትምህርት ቤት ተማሪ ናችሁ?
7. ትምህርት ከመጀመሪሽ /ህ በፊት ምን ምን ትሰራለህ/ሽ?
8. እስከ ምን ድረስ ትምህርትህን/ሽን መቀጠል ትፈልጋለህ/ሽ?
9. ጐበዝ ተማሪ ነህ/ሽ?

ድጋፋ ለሚደረግላቸው ትምህርት ቤት ርዕሰ መምህራን የቀረበ መጠይቀ

1. ትምህርት ቤታችሁ ምን ዓይነት ድጋፋ አገኘ ከወልማ?
2. ምን ዓይነት ለውጥ አያችሁ?
3. በትምህርት ቤቱና ለወልማ መካከል ያለው ግንኙነት ምን ይመስላል?
4. ትምህርት ቤቱ አድስ የተገነባ ወይስ ማስፋፊያ የተደረገለት ነው?
5. በምን ምክንያት ነው ትምህርት ቤታችሁ ተጠቃሚ ሊሆን የቻለው?

ለወረዳ ትምህርት ቢሮ ኃላፊዎች የቀረበ መጠይቅ

1. ትምህርትን ለሁሉም ሕፃናት የማድረስ ዓላማ በምን ሁኔታ ላይ ይገኛል?
2. ዓላማውን ለማሳካት በሚያደርጉት ጥረት ውስጥ ያጋጣማችሁ ትግሮች ምን ምን ናቸው?
3. ወረዳው እነዚህን ትግሮችን ለመፋታት ምን ምን ጥረቶችን አድርጓል::
4. ወረዳው ከወልማ ጋር ያለው ግንኙነት ምን ይመስላል?
5. ወልማ ወረዳውን ያጋጠመውን ትግር ለመፍታት ምን ዓይነት ድጋፍ ያደርጋል?
6. ወልማ ድጋፉን በተጠናከረ ሁኔታ ለመቀጠል ወረዳው ምን ዓይነት ድጋፍ ያደርጋል?

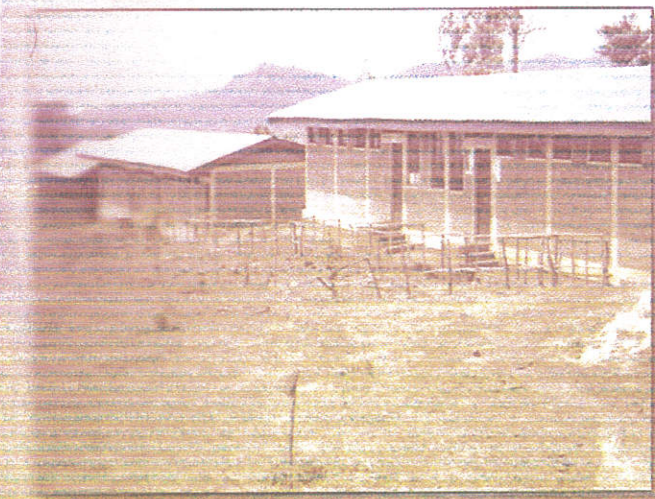
Appendix 4



Public Library (W/Soddo) 2003



Ome Bolola Primary School
2004



Doge Laroso Primary School
2002



Suke Bakala Primary School
2003



2007/8

የወላይታ ዞን ትምህርት መምሪያ የ2000 ዓ.ም የግብ ስምምነት

ተ.ቁ	የሚጠበቁ ዝርዝር ወጪዎች	በ1999 የደረሰበት	ለ2000 የተጣለ ግብ	የ6 ወር ክንወን	ክንወን በመቶ	መግለጫ
1	የመጀ/ ደ/ ጥቅል የትም/ተሳትፎ /1.....8/	91.4	97.7	99.05	101.4	
2	የመጀ/ ደ/ ጥቅል የሴት ተማሪዎች ተሳትፎ /1....8/	82.5	93.6	91.6	97.9	
3	የመጀ/ ደ/ ንጥር የትም/ተሳትፎ /1.....8/	80.0	86.2	89.07	103.3	
4	የመጀ/ ደ/ ንጥር የሴት ተማሪ ተሳትፎ /1.....8/	73.4	81.2	88.7	109.2	
5	የ2ኛ ደረጃ ጥቅል የትም/ተሳትፎ /9.....10/	30.6	36.2	37.9	104.6	
6	የ2ኛ ደረጃ ጥቅል የሴት ተማሪ ተሳትፎ /9.....10/	21.0	25.1	26.3	104.8	
7	የ2ኛ ደረጃ ንጥር የትም/ተሳትፎ /9.....10/	18.4	22.9	49.4	215.7	
8	የ2ኛ ደረጃ ንጥር የሴት ተሳትፎ /9.....10/	13.6	18.9	35.3	186.8	
9	መደበኛ ያልሆነ መሠረታዊ ትም/አስተዋጽኦ	0.8	4.9	9.7	197.9	
10	የመጻህፍ ተማሪ ጥምርታ /1.....4/	1:10	1:1	1:6	68.7	
11	የመጻህፍ ተማሪ ጥምርታ /5.....8/	1:2	1:2	1:2	100	
12	የመጻህፍ ተማሪ ጥምርታ /9.....12/	1:2	1:1	1:1	100	
13	የክፍል ተማሪ ጥምርታ /1.....4/	1:83	1:60	1:81	88.4	
14	የክፍል ተማሪ ጥምርታ /5.....8/	1:79	1:69	1:76	90.8	
15	የክፍል ተማሪ ጥምርታ /9.....12/	1:81	1:71	1:82	86.6	
16	የሰለጠኑ መምህራን ሽፋን በ% /1.....4/	100	100	100	100	
17	የሰለጠኑ መምህራን ሽፋን በ% /5.....8/	99.1	100	99.6	99.6	
18	የሰለጠኑ መምህራን ሽፋን በ% /9.....10/	63.2	80.4	93.4	116.1	
19	የሰለጠኑ መምህራን ሽፋን በ% /11.....12/	....	86.1			
20	የ1ኛ ክፍል ተማሪዎች የማቋረጥ መጠን	8.0	0%			በሚቀጥለው የሚገለጽ
21	የተማሪዎች መጠን መቋረጥ /1....4/	7.0	0%			>>
22	የሴት ተማሪዎች መጠን መቋረጥ /1....4/	6.5	0%			>>
23	የተማሪዎች መጠን መቋረጥ /5....8/	7.3	0%			>>
24	የሴት ተማሪዎች መጠን መቋረጥ /5....8/	6.1	0%			>>
25	የ2ኛ ደ/ ተማሪዎች መጠን መቋረጥ /9....10/	2.9	1.3			>>
26	የ2ኛ ደ/ ሴት ተማሪዎች መጠን መቋረጥ /9....10/	3.5	1.4			>>
27	የአንደኛ ክፍል ንጥር ቅበላ መጠን	59.6	100	.....	.....	104261 የተመዘገቡ
28	የመምህር ተማሪ ጥምርታ /1.....4/	1:81	1:74	1:75	99	
29	የመምህር ተማሪ ጥምርታ /5.....8/	1:67	1:59	1:60	99	
30	የመምህር ተማሪ ጥምርታ /9.....12/	1:145	1:94	1:100	94.0	
31	የልዩ ፍላጎት ትም/ተጠቃሚ ሕጻናትና ወጣቶች መለየት	70%	100%	85	85	
32	የብዛሃ ክፍል ትም/ፕሮግራም ተግባራዊ ማድረግ	.....	.....	.....	....	
33	ወጪት ተኮር የሥራ አፈጻጸም ምዘና ተግባራዊ ማድረግ	95%	100%	100	100	
34	በትም/ቤቶች የፀረ-ኤድስና የሥነ ዜጋና ሥነምግባር ወ.ዘ.ተ ክበባትን ማጠናቀር	100%	100%	100	100	
35	የመምህራን ተከታታይ የሙያ ማሻሻያ የትወደቅ ሥልጠና መስጠት /በክልል ደረጃ ከተሰጠ በኋላ እስከ ትም/ቤት ማድረስ/	80%	100%			
36	በመጀ/ደ/ትም/ቤቶች የክፍል አለቆች ህብረትና በ2ኛ ደ/ትም/ቤቶች የተማሪ ማህበራትን ማጠናከር	100%	100%	100	100	
37	ቤተ መከራዎችንና ቤተ መጻሕፍትን በሁሉም 2ኛ ደ/ትም/ቤቶች ማደራጀትና በመጀመሪያ 2ኛ ሳይክል ት/ቤቶች የሳይንስ ኪቶችን በተገቢው መጠቀም	70%	100%	60	60	
38	የአሰራር ሥርዓት ለወጥ ጥናት/BPR/ በማካሄድ በወጪቱ መሠረት ተግባራዊ ማድረግ	50%	100%	.....	.....	
39	የትም/ቤቶች ጥቅል ድጎማ በጀት /Block Grant/ በመመሪያው መሠረት ተግባራዊ ማድረግ	28.67%	100%	45.5	45.5	
40	በብሄረሰብ ቋንቋ ትም/ት የሚሰጥባቸው ዞኖችና ልዩ ወረዳዎች የመጻህፍት ትርጉም ሥራና ሕትመት በማከናወን መጻፍቱን ሥራ ላይ ማዋል	75%	100%	100	100	

በሕብረተሰብ ተሳትፎ የተሠሩ ሥራዎች /1999 ዓ.ም/
ሆን ወላይታ

ተ.ቁ	የተከናወኑ ተግባራት	ብዛት	በገንዘብ ሲተመን /ብር/
1	በጥሬ ገንዘብ የተሰበሰበ/የተገኘ		554339.15
2	አዲስ ትም/ቤቶች ግንባታ ተጠናቀዉ ሥራ የጀመሩ	9	305100.00
3	አዲስ ትም/ቤቶች ግንባታ ያልተጠናቀቁ	8	168420.00
4	አዲስ የተገነቡ ተጨማሪ መማሪያ ክፍሎች	170	589022.00
5	የተጠገኑ መማሪያ ክፍሎች	263	372282.00
6	አዲስ የተገነቡ የመ/ራን መጠለያ ቤቶች	147	261036.70
7	የተጠገኑ >> >> >>	177	201014.00
8	አዲስ የተገነቡ የትም/ማዕከላት		
9	የተጠገኑ >> >>		
10	አዲስ የተገነቡ ቤተ -መጻሕፍት	16	106060.00
11	የተጠገኑ >> >>	32	23105.00
12	አዲስ የተሠሩ የተማሪ ዴስኮች	4184	194105.00
13	የተጠገኑ >> >>	3516	32723.00
14	አዲስ የተሠሩ ጥቁር ሠሌዳዎች	152	17489.00
15	የተጠገኑ >> >>	472	8299.00
16	አዲስ የተሠሩ የጥበቃ ቤቶች	10	19031.00
17	የተጠገኑ >> >>	10	11467.00
18	አዲስ የተገነቡ መፀዳጃ ቤቶች	229	162450.00
19	የትም/ቤት ዙሪያ አጥር በሽቦ የታጠረ /በሜትር/	1300	28000.00
20	የትም/ቤት አጥር በብሎኬት የታጠረ /በሜትር/	285	200000.00
21	የዙሪያ አጥር በእንጨትና በመጠፀድቁ ተክሎች የታጠረ /በሜትር/	67013	150847.00
22	የተለያዩ የዛፍ ችግኞች የተተከሉ /ችግኝ በቁጥር/	212566	73142.00
23	የቡና ችግኝ የተተከለ /ችግኝ በቁጥር/	4248	722.00
24	የቡና ችግኝ ማፍላት		
25	የትም/ቤት እርሻ በዘር የተሸፈነ /በካንታር/	866	529655.25
26	በት/ቤት ግብ በህብረተሰብ የተቆፈረ የወኃ ጉድጓድ	4	1350.00
27	በት/ቤት ግብ የተሠራ የወኃ ማቆር	1	500.00
28	ከዋነዉ መንገድ ወደ ት/ቤት የሚያስገባ የመንገድ ጠረጋ /በኪ/ሜ	41.1	77450.00
29	በት/ቤት ገቢ ማስገኛ የተሰቀለ ባህላዊ የንብ ቀፎች በቁጥር	19	7420.00
30	በት/ቤት ገቢ ማስገኛ የተሰቀለ ዘመናዊ የንብ ቀፎች በቁጥር	7	18000.00
31	አዲስ የተገነቡ መደበኛ ያልሆኑ ትም/ጣቢያዎች		
32	የተጠገኑ >> >> >>		
33	መደበኛ ያልሆኑ ትም/ጣቢያዎች ወደ 1...4 ክፍል ያደጉ		
	ድምር		3932729.10 ✓

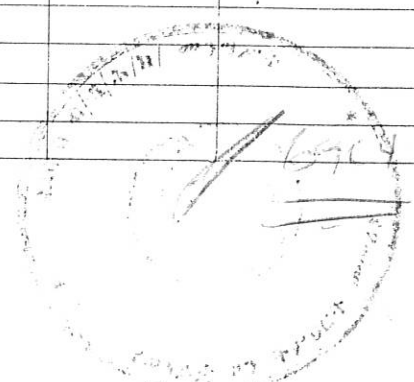


ቅጽ 001

መንግሥታዊ ባለሆኑ ድርጅቶች የተሠሩ ሥራዎች /1999 ዓ.ም/

ዞን ወላይታ

ተ.ቁ	የተከናወኑ ተግባራት	ብዛት	በገንዘብ ሲተመን /ብር/
1	በጥሬ ገንዘብ የተሰበሰበ/የተገኘ		130076.90
2	አዲስ ትም/ቤቶች ግንባታ ተጠናቀዉ ሥራ የጀመሩ		
3	አዲስ ትም/ቤቶች ግንባታ ያልተጠናቀቁ		
4	አዲስ የተገነቡ ተጨማሪ መማሪያ ክፍሎች	5	303000.00
5	የተጠገኑ መማሪያ ክፍሎች		
6	አዲስ የተገነቡ የመ/ራን መጠለያ ቤቶች		
7	የተጠገኑ >> >> >>		
8	አዲስ የተገነቡ ማዕከላት	2	10050.00
9	የተጠገኑ ትም/ማዕከላት		
10	አዲስ የተገነቡ ቤተ -መጻሕፍት	1	2501.00
11	የተጠገኑ >> >>		
12	አዲስ የተሠሩ የተማሪ ዴስኮች	1102	139640.00
13	የተጠገኑ >> >>		
14	አዲስ የተሠሩ ጥቁር ሠሌዳዎች	235	54580.00
15	የተጠገኑ >> >>		
16	አዲስ የተሠሩ የጥበቃ ቤቶች		
17	የተጠገኑ >> >>		
18	አዲስ የተገነቡ መፀዳጃ ቤቶች	1	6000.00
19	የትም/ቤት ዙሪያ አጥር በሽቦ የታጠረ /በሜትር/		
20	የትም/ቤት አጥር በብሎኬት የታጠረ /በሜትር/		
21	የዙሪያ አጥር በእንጨትና በመጠዕድቁ ተክሎች የታጠረ /በሜትር/		
22	የተለያዩ የዛፍ ችግኞች የተተከሉ /ችግኝ በቁጥር/		
23	የቡና ችግኝ የተተከለ /ችግኝ በቁጥር/		
24	የቡና ችግኝ ማፍላት		
25	የትም/ቤት እርሻ በዘር የተሸፈነ /በሄክታር/		
26	በት/ቤት ግብ በህብረተሰብ የተቆፈረ የወኃ ጉድጓድ /በቀሩጥር/	52	50000.00
27	በት/ቤት ግብ የተሠራ የወኃ ማቆር		
28	ከዋናዉ መንገድ ወደ ት/ቤት የሚያስገባ የመንገድ ቿረጋ /በኪ/ሜ		
29	በት/ቤት ገቢ ማስገኛ የተሰቀለ ባህላዊ የንብ ቀፎች በቁጥር		
30	በት/ቤት ገቢ ማስገኛ የተሰቀለ ዘመናዊ የንብ ቀፎች በቁጥር		
31	አዲስ የተገነቡ መደበኛ ያልሆኑ ትም/ጣቢያዎች		
33	የተጠገኑ >> >> >>		
33	መደበኛ ያልሆኑ ትም/ጣቢያዎች ወደ 1...4 ክፍል ያደጉ ድምር		



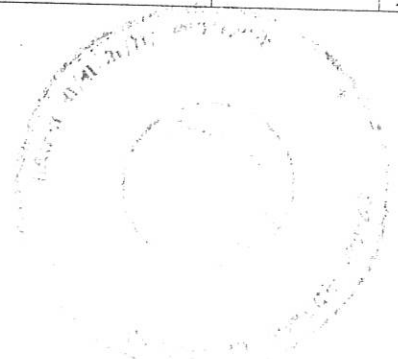
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በመንግሥት በጀት የተሠሩ ሥራዎች /1999 ዓ.ም/

ቁጽ 001

ሆን ወላይታ

ተ.ቁ	የተከናወነ ተግባራት	ብዛት	በገንዘብ ሲተመን /ብር/
1	በጥሬ ገንዘብ የተሰበሰበ/የተገኘ		38931.00
2	አዲስ ትም/ቤቶች ግንባታ ተጠናቀዉ ሥራ የጀመሩ		
3	አዲስ ትም/ቤቶች ግንባታ ያልተጠናቀቁ	2	53734.00
4	አዲስ የተገነቡ ተጨማሪ መማሪያ ክፍሎች	11	60120.00
5	የተጠገኑ መማሪያ ክፍሎች	123	77144.00
6	አዲስ የተገነቡ የመ/ራን መጠለያ ቤቶች		
7	የተጠገኑ >> >> >>		
8	አዲስ የተገነቡ የትም/ማዕከላት		
9	የተጠገኑ >> >>		
10	አዲስ የተገነቡ ቤተ -መጻሐፍት		
11	የተጠገኑ >> >>		
12	አዲስ የተሠሩ የተማሪ ዴስኮች	944	47752.50
13	የተጠገኑ >> >>	16	5273.00
14	አዲስ የተሠሩ ጥቁር ሠሌዳዎች	109	12560.00
15	የተጠገኑ >> >>		
16	አዲስ የተሠሩ የጥበቃ ቤቶች		
17	የተጠገኑ >> >>		
18	አዲስ የተገነቡ መጻጃ ቤቶች		
19	የትም/ቤት ዙሪያ አጥር በሽቦ የታጠረ /በሜትር/		
20	የትም/ቤት አጥር በብሎኬት የታጠረ /በሜትር/		
21	የዙሪያ አጥር በእንጨትና በመጠፀድቁ ተክሎች የታጠረ /በሜትር/		
22	የተለያዩ የዛፍ ችግኞች የተተከሉ /ችግኝ በቁጥር/		
23	የቡና ችግኝ የተተከለ /ችግኝ በቁጥር/	2000	200.00
24	የቡና ችግኝ ማፍላት		
25	የትም/ቤት እርሻ በዘር የተሸፈነ /በሄክታር/		
26	በት/ቤት ግብ በህብረተሰብ የተቆፈረ የወኃ ጉድጓድ		
27	በት/ቤት ግብ የተሠራ የወኃ ማቆር		
28	ከዋነዉ መንገድ ወደ ት/ቤት የሚያስገባ የመንገድ ቿረጋ /በኪ/ሜ		
29	በት/ቤት ገቢ ማስገኛ የተሰቀለ ባህላዊ የንብ ቀፎች በቁጥር		
30	በት/ቤት ገቢ ማስገኛ የተሰቀለ ዘመናዊ የንብ ቀፎች በቁጥር		
31	አዲስ የተገነቡ መደበኛ ያልሆኑ ትም/ጣቢያዎች		
32	የተጠገኑ >> >> >>		
33	መደበኛ ያልሆኑ ትም/ጣቢያዎች ወደ 1....4 ክፍል ያደጉ ድምር		295714.5



ተ.ቁ	ወረዳ/ከተማ	ከ1.....8 የተመደበ በ%	9.....10 የተመደበ በ%	መግለጫ
1	ድጉና ፋንጎ	75	75	
2	በሎሶ ሶሬ	68		
3	አረካ ከተማ	60	.....	
4	ቦዲቲ ከተማ	45	60	
5	ሶዶ ከተማ	50	40	
6	በሎሶ ቦምቤ	50	50	
7	ዳሞት ሶሬ	35.5	100	
8	ኪንዶ ዲዳዬ	34	50	
9	ዳሞት ወይዴ	30	30	
10	አፋ	23	25	
11	ዳሞት ጋሌ	17.5	100	
12	ሁምቦ	11.5	18.09	
13	ሶዶ ዙሪያ	10.5	.....	
14	ዳሞት ፑላሳ	8.5	50	
15	ኪንዶ ኮይሻ	.....	.....	እስከ አሁን ያልመደበ
	አማካይ	37.0	54.0	

ⓧ እስከአሁን ባለው የተመደበው ጥቅል በጀት በጣም አነስተኛ መሆኑ በዞን አስተዳደር ተገምግሞ ከዚህ በኋላ በየተኛውም ቋት ያለው በጀት ለት/ቤቶች ጥቅል ድጎማ በጀት እንድዛወር አቅጣጫ ተቀምጧል።

15. የሥርዓተ ዖታና HIV/AIDS Mainstreaming አስተባባሪ በሚመለከት መደብ ተፈቅዶ ባለሙያ ባይመደብም በዞንም ሆነ በወረዳ በወክልና እየተሠራ ይገኛል።

16. በዞኖችን ከሚገኙ 380 ትም/ቤቶች መካከል በ2000 የትም/ዘመን ሥራ ከጀመሩ 49 ትም/ቤቶች በስተቀር ሌሎች ትም/ቤቶች የፌደራልና የክልሉን ባንድራ እየተጠቀሙ ሲሆን በ1996/97 መጠቀም የጀመሩ አብዛኞቹ ትም/ቤቶች እያረጀባቸው ቢሆንም ከወሰጥ ገቢያቸውም ሆነ ከብሎክ ግራንት በጀት ገዝቶ እንድተኩ እየተደረገ ነው።

17. ሙሉ ቀን የሚያስተምሩ 2ኛ ደረጃ ትም/ቤቶች የሉንም።

18. በዞኖችን የግል መምህራን ኮሌጅ ብቻ ያለ ሲሆን ለትም/ቤቶች የሚሰጠው ድጋፍ የለም።



Declaration

This thesis is my original work and that all sources consulted for this work have been properly acknowledged.

Name Abebayehu Chuma

Signature

Date

26/06/2009

Approval

This thesis has been submitted for examination with my consent and approval as University advisor.

Name

Signature

Date

Akalemichael Tesfaye

29/06/2009

ADDIS ABABA UNIVERSITY
VETERINARIAN
FACULTY
ADDIS ABABA ETHIOPIA