



**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATES**  
**INSTITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT**

**THE CONTRIBUTION OF NGOs ASSISTANCE IN IMPROVING QUALITY OF  
PRIMARY EDUCATION IN ADDIS ABABA**

**BY**  
**LEALEM BIRHANIE**

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**July, 2013**



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**A THESIS SUBMITTED IN THE PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER IN EDUCATIONAL  
RESEARCH AND DEVELOPMENT**

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## ACRONYMS and ABBREVIATIONS

- AAEB – Addis Ababa Education Bureau  
AED – Academy of Educational Development  
EFA- Education for All  
BEP – Basic Educational Program  
CRC – Cluster Resource Center  
CPD – Continuous Professional Development  
ESDP – Educational Sector Development Program  
ETP – Education and Training Policy  
MoE – Ministry of Education  
NGO – Non-Governmental Organization  
SCEB – Sub City Education Bureau  
SPC – School Pedagogical Center  
TQM – Total Quality Management  
TTI – Teacher Training Institute  
UNESCO – United Nations Educational, Scientific and Cultural Organization  
UNICEF – United Nations International Children Education Fund.  
UPE – Universal Primary Education  
WEB – Woreda Education Bureau  
USAID – United States Agency for International Development

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## ABSTRACT

*The main purpose of this study was to assess the contribution of NGOs assistance in improving quality of primary education; the case of Addis Ababa city government. To this end, mixed methods approach more specifically a descriptive survey research method was employed to conduct the study. Data were gathered from 139 teachers, 20 principals, eight CRC coordinators, five education officials (four at four sub-cities and one at AAEB) and eight representatives of program providers of NGOs, which were selected through random, availability and purposive sampling techniques. The data collected through questionnaires were analyzed using percentage and weighted mean and the qualitative data were analyzed in narration. The findings of the study revealed that improving physical accesses, resources and the in-service teacher trainings had significance contributions in improving teachers' professional competence and the teaching learning process as a whole. From this it can be concluded that NGOs had significant contribution in improving quality of primary education in Addis Ababa. Finally, it is suggested that more has to be done in improving quality of primary education on the government part together with different NGOs willing to work on the educational center.*

# CHAPTER ONE

## 1. Introduction

### 1.1. Background of the Study

Education is recognized as a form of investment in human beings, which yields social, political, economical and cultural benefits (Wood hall, 1992:3). It improves the productive capacity of societies and their political, economic and scientific institutions (Lock heed, et al 1994). In this respect, it is believed to have the capacity to facilitate the flow of vital ideas and information to masses and also it is supported to enhance the quality of life and provide more opportunities for the individuals in the society as a whole (UNESCO, 2003). That is why almost all countries invest huge amounts of money in education to meet their human capital demand.

Education has long been recognized as one of the major prerequisites for personal and social development. For large scale and meaningful development to be realized it would be difficult, if not, impossible, until a large part of the productive population become literate. Global experiences indicate that countries that have invested their major resources on the provision of education for all citizens are at a better economic and social development stages in the world.

Human beings are born with some basic rights and privileges. The right to education is one of the major human rights ever since it was declared by the United Nations in 1948 (Article 261). Education is considered as: "the birth right of every child" by the international community and it has become a commitment goal to achieve universal primary free education to all children regardless of sex and family background (Bishop, 1989:1).

The commitment for the achievement of education for all was also renewed in April 2000 at the world education forum in Dakar, Senegal. One of the six Dakar goals was to provide free and compulsory education of good quality by 2015 (Dakar follow-up unit, education sector, UNESCO).

All these global efforts indicate that education is one of the core and principal engines for the development of individuals and nations. A number of research findings have also shown that basic education is the foundation or a spring board for poverty reduction and sustainable development of a country (Berhanu, 2002:34).

One of the major challenges that Ethiopia has been consistently facing is poverty, 39.3% of its population live below the poverty line (MoE, August 2012). With the objectives of overcoming the challenges of poverty, the government of Ethiopia places high priority on poverty reduction as part of its overall goals for sustainable socio economic development (MoE, 2002). Thus, to alleviate this problem public financing alone will not solve it. Continued effort on the government's side is needed to enhance the involvement of NGOs and the community to improve quality education.

According to Cummings (1995), Non-governmental organizations (NGOs) include a variety of institutions such as non-profit agencies, community based organizations, charities and advocacy groups, private universities, religious institutions and other formal and informal groups. Local and international NGOs are participating directly and indirectly in providing educational services in different nations. The education and training

policy of Ethiopia also lays down the basis for an active participation of development organization in education (MoE, 1994).

With the intention of accelerating the coverage and quality of primary education, the Ethiopian Ministry of Education has declared its commitment to the attainment of the goal of universal primary education by 2015. But nowadays enhancing access to primary education is not a serious problem in most part of the country.

Recently, it has become apparent that the realization of the goal of universal quality primary education is a challenging task in the context of the existing economic, social and cultural development and man power availability. In this regard, many stakeholders engaged in education have been working to realize quality universal primary education. NGOs are among the many stakeholders that provide support to the government's effort to address the challenges.

In Ethiopia, different NGOs have been supporting the government to institutionalize strategies that respond satisfactorily to the challenges of improving quality of primary education in the country. On the basis of the guidelines and strategies set by the Addis Ababa city administration, many NGOs are engaged in assisting schools in the areas of curriculum, instructional materials, preparation and motivation of teachers, physical facilities, school managements and student learning activities. Thus this study tries to investigate the contribution of NGOs to the efforts of improving quality of primary education in Addis Ababa city administration.

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## 1.2. Statement of the Problem

Schools may differ in performance even though they are more or less equal in terms of pupils' innate abilities and socio-economic background, because of school related factors. It is widely articulated that the performance of a school can be expressed as the output of the school and its internal efficiency. The determinant school factors for enhancing school effectiveness, as Farrell and Olivlera (1994:7) argued, are buildings and furniture, educational equipment and instructional materials, teachers and parents, support staff and administrative service, and research and training capabilities. The lack of any of these may hinder the effectiveness of quality education.

The Ethiopian primary education is expanding rapidly to attain UPE by 2015. However, the expanding system is being marred by a number of problems. The most crucial service issue is lack of adequate facilities. In relation to this, MoE, (1991) indicated that learning institutions in Ethiopia still have enormous problems related to inadequacy of basic facilities and services, which students need within the educational institutions. This obviously affects quality of education. To address the prevailing school related problems many NGOs have been supporting primary schools in Addis Ababa city administration. NGOs support to primary schools includes:

- Supplying communities and their leaders with resources, materials and equipments.
- Providing learning materials and pre-service and in services training to teachers.
- Helping to establish school management committees and build their capacity, so that communities can gain control of their own school.

Despite such support by NGOs whose main objectives are to improve quality of education, there is still concern about quality of education by all stakeholders in Addis Ababa city Administration. Hence, the study aims at exploring “the contribution of NGOs assistance in the quality of primary education in Addis Ababa city government”.

The study in general seeks to answer the following basic research questions.

1. What is the existing level of intervention/participation of NGOs in assisting primary schools?
2. To what extent do NGOs assist primary schools in improving quality of education?
3. What are the major challenges/factors affecting NGOs in assisting primary schools for improving quality?
4. What can be done to improve the contributions of NGOs in enhancing quality of primary education in Addis Ababa?

### **1.3. Objective of the Study**

The general objective of this study is to assess the contribution of NGOs assistance in improving quality of primary education in Addis Ababa city government. More specifically, it intends to:

1. Investigate the extent of NGOs assistance in primary education.
2. Identify the existing level of participation/intervention of NGOs in the quality of education.
3. Examine the contributions of NGOs assistance in improving quality of primary education.
4. Diagnose the factors that affect NGOs assistance in the quality of primary education.
5. Provide suggestions for improving quality of primary education.

#### **1.4. Significance of the Study**

The researcher believes that the study is important for the following reasons:

- It could enable NGO officials to understand the contribution of their project in improving quality primary education.
- The findings of the study might also give some insight for better ways of NGOs participation/assistance in improving quality of primary education.
- It could help to identify the major problems encountered by NGOs in assisting primary schools.
- It also suggests relevant and practical possible ways and means to alleviate the problems of implementing similar education projects.
- It could initiate, encourage and serve as a spring board for future investigations.

#### **1.5. Delimitation of the Study**

There are many NGOs that assist schools at all levels in improving quality of education. The study would have become more comprehensive if it had embraced all schools in the country. However, large scale study requires much resources, time and man power. To make the study manageable, it was delimited to investigating the contribution of eight NGOs assistance in supplying resources, equipment, supporting school teachers and principals and capacity building in four sub- cities in Addis Ababa primary schools.

#### **1.6. Limitations of the Study**

Among the problems the researcher has faced in conducting the study were:

- Poor management of record offices in the schools; and
- Some interviewees were not interested to be recorded.

Nevertheless, the researcher used all possible means to get access to relevant information from the data sources. Thus, all these may have some effect on the results of the study.

### **1.7. Organization of the study**

The research report is organized into five chapters. Chapter one deals with the problem and its approach. In chapter two the review of related literature is presented. Chapter three presents research design and methodology, followed by presentation and analysis of data in chapter four. Summary, conclusion and recommendations of the study are presented on chapter five.

### **1.8. Definitions of Key Terms**

**NGOs:** nonprofit voluntary organization which are formed by people who share common objective and cooperate to achieve it (<http://www.beso.org>).

**Educational Quality:** is often described in terms of educational inputs into the teaching process rather than in terms of educational achievement, basically because inputs are easier and less costly to measure (UNESCO1991 in Mitiku, 2004).

**Primary Education:** According to ETP in Ethiopia primary education refer to 1-8, which has two cycles. The first cycle includes grades 1-4 and the second cycle includes grades 5-8 (MoE, 1994).

**Cluster Schools:** is a group of schools that are geographically as close as accessible to each other to enhance education provision (MoE, 2003).

**Satellite Schools:** A school that is a member of cluster school. A cluster school consists of 3-5 schools within the catchments of 5-8 kilometers (MoE, 2003).

**Indicators:** is something which points out something of interest of an area with more or less exactness (Tegegn, 1998).

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

This chapter discusses on the relevant literature. It includes the concept of quality of primary education; strategies to improve quality of primary education, the role of NGOs and other relevant issues concerning quality of primary education.

#### **2.1. The Concept of Quality in Education**

Because of the complexity and multi faceted nature of the concept, there is no universally accepted definition of quality education. According to Leu (2005) and UNESCO (2002) it is difficult to define and even to measure quality. In the quality debate, the conditions of learning like insufficient supply of qualified teachers to cope with the increased number of student enrolment, inadequate building facilities, provision of instructional materials etc are frequently raised (Grisay and Mahlck, 1991).

According to Bergmann (cited in UNESCO, 1996), quality is not a system element like teachers, text books, pupils or classrooms. Quality is an attribute of any element which has a number of potential quality dimensions, in which quality is subject to socio-cultural valuation. According to the systems perspective, quality is divided into various components. The general concept of quality of education is composed of three interrelated components. The quality of human and material resources available for teaching (inputs), the quality of teaching practices (processes), and the quality of results (outputs) (Grisay and Mahlck (1991:4) and World Bank (1988 in Mulu 2001).

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In a similar view, Ross et al (1990, cited in Mulu, 2001) considers the concept of quality in education as relative in that the term is devoid of meaning. He further added that it is impossible to discuss quality of education without first knowing its goals which must be based on the goals society has set for itself.

Furthermore, in ESDP II, MOE (2002:24-25) described quality of education as follows:

*Quality of education includes quality learners as well as environments that are healthy, safe, protective, gender sensitive and provide adequate resources and facilities. It also includes content that is reflected in relevant curricula and materials for the acquisition of skill, knowledge and attitude. Quality education also means processes through which class rooms and schools and skill full assessment to facilitate learning and reduce disparities. It means outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.*

The discussions in the above paragraph suggest the existence of many definitions of quality in education, testifying to the complexity nature of the concept. This is because the issue of quality education is dynamic and continuous process and what constitutes quality education changes from time to time in response to the demand of the society Yalokwu, (cited in Amare et al, 2001). Nevertheless according to UNICEF (2000 cited in MOE, 2002), considerable consensus exists around the basic dimension of quality education today, in which quality education includes: quality learners, quality learning environment, quality

contents, quality process and quality outcomes, which are briefly described as follows:

**Quality learners:**-refers to good health and nutrition of the child, early childhood experiences, regular attendance for learning and support in learning in and outside the school.

**Quality learning environment:** - this includes environments that are safe, protective, and gender sensitive, and provides adequate resources and facilities

**Quality content:**-this includes content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in areas of literacy, numeric and skills for life and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.

**Quality processes:**-this includes teachers' competence, professional learning for teachers, school efficiency, ongoing professional development continuing support for student-centered teaching approaches in well managed class rooms and schools and skillful assessments of facilitate learning and reduce disparities.

**Quality outcomes:**-these are the intentional and expected effects that are produced by the educational system. These out comes encompass knowledge, skills and attitudes, and are linked to the national goals for education and positive participation in society. The achievements give related to literacy and numeric, community participation and learner confidence, enhanced life-skills, and the capacity to make responsible choices and resolve conflict.

## **2.2. The Importance of Maintaining Quality Primary Education**

There is no doubt that quality primary education is necessary to prepare quality students for secondary and tertiary level education. The focus on quality has become apparent, because it does not make sense to expand the system when it is incapable of reaching its qualitative goals (Bergman, in UNESCO 1996). Available evidences also suggest that variations in school quality are related to economical gains both in terms of individual income and national economic development. The limited progress of many countries in improving quality education may significantly constrain the potential contribution of education investment to development (UNICEF, 1994).

Similarly, Yalokwu (cited in Amare et al 2001) and UNICEF (1992) state that an essential means by which any nation can achieve optimum development is through the provision of quality education including Primary education. Moreover, the EFA global monitoring report (2004) confirms that quality of education is one of the best means to achieve greater equality between those who start life with different sets of economical and social advantages and, indeed, between men and women.

It is recognized that education is a critical factor in poverty reduction that enhance the participation of the poor in the development and strengths democratic institutions and better environmental protection (UNESCO, 2008). Therefore, improving the quality of education for students in primary schools is a prerequisite for developing the human resource base required to meet the changing technological demands of the twenty-first century, (Lockheed and Verspoor 1991).

### **2.3. Indicators of Quality Primary Education**

Quality of education can be measured in different ways using quality indicators. Indicators are like guide to the educational planners and decision makers. The Longman dictionary of contemporary English (in Tegegn Nuresso, 1998) defines indicators as something that gives the idea of the presence or absence, nature, quantity or degree of something. Indicators are designed to give information to policy makers (at national, regional, institutional or even at class room level), about the state of educational system, either to demonstrate its accountability or more commonly to help in policy analysis, policy evaluation and policy formulation (Reley eds, 1994). Since it is difficult to define quality education, it is with indicators that one can explain the status of quality on education system.

As briefly discussed above, the issue of quality primary education based on how efficiently and effectively the primary education system meets the goals of primary education and the national objectives. Hence, the key indicators of quality education are within the realm of the inputs, processes, and of outputs. As to Grisay and Mahlck (1991:4), the concept of quality education comprises the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process), and the quality of results (output).

Moreover, Ross (1992) states that indicators of quality education can be grouped as educational inputs, educational processes and educational outputs. Due to the diverse and controversial definition of quality, measurement of a quality can be made from different perspectives. However, in this study indicator of quality of education is viewed in terms of:

- Educational inputs
- Educational processes and
- Educational outputs.

### **2.3.1 Input Indicators**

Educational inputs are those which are the basic and most pertinent conditions for a teaching and learning process. For any educational process and outputs to be, the questions of inputs have to be answered in advance. According to UNESCO (2000), educational inputs includes qualification, training and commitment of teachers; school curriculum content, textbook and learning materials; adequate facilities; parent community participation; and student characteristic and students' family background.

Quality learning, according to Grisay and Mahlck (1991) is affected by insufficient supply of qualified teachers; inadequate building facilities; provision of inadequate instructional materials; management system; etc. In the absence or shortage of relevant inputs, it is very difficult to deliver quality education to the learners.

Availability of educational inputs in sufficient amount will facilitate the teaching and learning process, which leads to provision of better quality education. The new ETP also emphasize that the educational inputs (teachers, educational materials, technology and facilities) should be strengthened and utilized in order to promote the quality, relevance and expansion of education (MOE, 1994). For instance the major educational indicators which are considered as inputs by many educationalists are described as follows.

**Quality Learners:** School systems work with the children who come from the surrounding community. The quality of children's lives before beginning formal education greatly influences the kinds of learners joining schools. Many elements go into making a quality learner, including health and nutrition, early childhood experience, regular attendance for learning and home support.

**Qualified Teachers:** Qualified teachers are pre-requisites for the delivery of quality education. The Ethiopian government gives special attention in upgrading the teachers' competence through different CPDs while they are on the job. Usually, only individuals who possess the relevant qualification and interest to impart the appropriate concepts, skills and values are qualified to be selected as teachers (Yalokwu P; 2002). But a teacher who has the required qualification should also be motivated and capable of arousing the students' interest to learn.

**Quality Learning Environments:** Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. Physical elements include school facilities, text books and class size and psychosocial elements include peaceful, safe environment and effective school discipline policies.

**Quality Content:** Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). Research on educational practices and projections about future needs in society contribute to current

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understanding of the structure of school curriculum. In general, curriculum should emphasize deep rather than broad coverage of important areas of knowledge. Authentic and contextualized problems of study and problem solving that stresses skill development as well as knowledge acquisition. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning.

A school curriculum that provides for a variety of learning experiences and skills (covering cognitive, psychomotor and effective skills) that are appropriate to the needs of the students is rated highly as a quality index (Yalokwu, 2002). Besides, curriculum should be relevant and it should also be related to the students' environment, custom and ways of life.

Furthermore, the MoE in ESPD II, states that curriculum should be relevant, connect learning to child's experience and environment's, responds to parental expectations and demands; and at the same time prepares students not for today's world but for a society that is aspiring to develop in the following decades (MoE, 2005). A curriculum then can serve as quality indicator based on whether it encompasses the above and other expectations.

### **2.3.2. Process Indicators**

Until recently, much discussion of educational quality centered on system inputs, such as infrastructure and pupil, teacher\_ student ratios, and on curriculum content. In recent years, however, more attention has been paid to educational processes; how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key point in ensuring quality school processes. In this regard, Yalokwu (2002) described indicators of education in quality

primary education in terms of the process of education which includes curriculum contents, teaching methods, qualification of teachers, physical and social infrastructure provisions, etc, as well as the personality and performance of the individual graduates. In line with this, MoE (2007) states that process; comprising the elements of effective management and instructional processes are forms of quality indicators.

**Teaching Learning Process:** The teaching learning process refers to the proper integration and utilization of educational inputs. Educational process as an indicator of quality shows how teachers utilize available teaching materials, teachers' mode of delivery of the lesson in the classroom and the relationship between the school administration, teachers, students and the school community as a whole.

As to Bishop.G (1986), quality in education is linked to how efficiently learning takes place. Previously, the mode of teaching learning process was mainly one way i.e. from the teacher to the students. But to improve the quality of education in general, this traditional mode of teaching style is found to be very low. Hence, active learning or student centered teaching method is considered as an indicator of quality education because it includes ways to get students to be involved from the start through activities that build team work and immediately get them thinking about the subject matter. In addition, active learning or student centered teaching method increases students' confidence, interactive nature and team work culture.

**Educational Management:** The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for a more recurrent budgets is a

necessity. Teachers need governments who are supportive of educational systems. Organizational support for teaching and learning takes many forms. It includes such measures such as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision making processes. Such support has been shown to have impact on student learning. The educational management is supposed to be decentralized, democratic, professional, coordinated efficient and effective (MoE, 1994). Due to its role in improving educational quality, currently much attention is being given to the development of the school management (school principal). In order to bring difference in quality of management, Bush and his associates (in Ayalew, 1991) went on to explaining that educational manger should understand that educational management is unique in the tasks of defining and measuring objectives; molding human beings; managing the teachers having similar back ground to the principal; identifying the relationship among various actors within and outside the school system; and budgeting time for planning and supervision.

School principals' leadership style experience, skill, decision making etc, and their communication with teachers, students and parents help to create favorable environment for the teachers and the school community. In such favorable school environment, teachers will be highly motivated; as a result school principals can exploit the maximum potential and efforts of the teachers.

A qualified, experienced and skilled school principal is believed to bring about change in educational system. The school principal as a leader is the one who could affect the school environment (the teachers, students, parents and the principal themselves and their interaction with others).

Furthermore, Alma and associates (2002:69-70) identified nine points with respect to what school leadership is and what should school leadership do. School leadership must be:

1. purposeful, inclusive and value driven.
2. enhance the distinctive and inclusive context of the school.
3. promote an active view of learning.
4. instructionally focused.
5. dispersed throughout the school community.
6. build capacity by developing the school as a learning community.
7. future-oriented and strategically driven.
8. developed through experiential and innovative methodologies.
9. served by support and policy context that is coherent, systematic and implementation driven.

### **2.3.3. Output Indicators**

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are internationally expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies. The success of students in terms of educational achievements and progress rate could indicate the quality education as an output. The knowledge, skill and attitude developed, during the course of schooling, and measured by tests, examinations and other mechanisms are taken as school outcomes.

Academic achievement is often used as an indicator of school quality because it is easily measurable using standardized tests, while other outcomes may be more complex and less tangible. These include education for citizenship (participating in and contributing to the community,

learner confidence and self-esteem), and skills for behavioral development and change. Such outcomes are possible to evaluate, however. Similarly, the promotion and repetition rates are output indicators of quality of education (AED/MoE, 2008 and Tegegn Nureso, 1998). In conditions where the number of repeaters increased immensely the likelihood that there is problem in the quality of education is indisputable. Other outside school factors being equal, problems on educational inputs and processes results in an increased number of repeaters. Generally, student who have been engaged in learning; who have been engaged the necessary or relevant curriculum; who have been taught with a qualified and motivated teacher and with the necessary educational materials and with best ways of teaching style are expected to perform better in their academics. For this reason, students will be judged using tests and examinations that show their performance clearly, which indirectly shows the quality of education (the inputs and processes) as an output.

#### **2.4. Strategies for Improving the Quality of Education**

Education plays a paramount role in every aspect of a country. Especially, when the education is of good quality, it will be possible to be benefited from the service. UNESCO (2000) states that improving and sustaining quality of education is equally important with universalizing primary education because good quality teaching and learning environments assure effective learning outcomes.

It is obvious that without improved conditions, it is difficult to get the desired outcomes. Furthermore, it is argued that when children lack trained teachers, learning materials, instructional time and adequate school facilities, they are unlikely to master the basics (UNESCO; 2005). Therefore, improving these and other related requirements and

necessities will help to achieve the objectives of the educational system and become effective in delivering quality education to the students. Regarding this, Yalokwu (2002) and others suggest strategies which help to improve quality of primary education which is discussed below.

#### **2.4.1. Pre-service and In-service Teacher Education**

Teachers are at the heart of any quality improvement strategy. But to be effective and efficient in their work they need acceptable or standard academic and professional training (World Bank 1996; Lock heed and Verspoor 1991). According to UNESCO (2005), teachers are essential, so they must be sufficiently prepared and trained, and use effective strategies. This was further strengthened by Day (1999) that all efforts to extend educational opportunities, to make education open to all step by step will be nothing without reformed teachers training.

Teachers' development starts from the initial training given at the pre-service institution and nurtured at the in-service level as part of the ongoing teacher development program.

**Pre-Service Teacher Education:** The highest quality teachers, those most capable of helping their students to learn, have deep mastery of both the subject matter and pedagogy (Darling-Hammond, 1997). In line with this, UNESCO (2005) states that good quality teaching and learning in class rooms are vital because children would be provided with the basic skills and enhances their creative and emotional development. Furthermore, the new Education and Training Policy (MoE, 1994) claimed that the necessity and implementation of pre-service teachers training to improve professional competence and ethics of teachers in the world of work. It is mentioned in MoE (2003) that the pre-service teacher

training program is expected to have the required profile and competencies in providing responsible teachers.

**In-service teacher education:** Professional development can help to overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Due to this reason teachers should be provided with further development programs and trainings after their preservice education while they are on the teaching activity. In-service training is continuous lifelong processes which has been designed with certain objectives aiming at increasing knowledge, stimulating attitudes and impart skills related to particular job. According to Day (1999:137) the in-service teachers can exercise powerful effects on the thinking and practices of teachers and thus indirectly upon the quality of students' class room learning experiences.

In-service teacher training is advantageous to:

- i) Provide support to MoE-CPD in conducting field supervision and formative evaluation of CPD materials.
- ii) Provide technical assistance to regional officers and education bureau to develop the capacity of teachers and education officers.
- iii) Establish selected Woreda CRCs and equip them with adequate training resources to support school cluster activities.
- iv) Conduct training sessions for school principals and teachers to reinforce active learning using self-study professional hand book, instructional kits, supplementary materials and CPD courses.
- v) Carry out follow up and support visits to strengthen cluster schools management and use of kits to enhance active learning.

- vi) Work with the pre-service teachers' education component to support activities in their linkage program with in-service teacher education programs.
- vii) Provide material support to strengthen SPCs to support cluster activities.

### **2.4.2. Improved Planning in Schools**

Educational planning is both strategic and tactical planning. Strategic planning is long-term orientation at achieving the vision of the institution while tactical planning focuses on specific means of achieving the strategic goals; Herman (cited in Yalokwu, 2002). Top management has the responsibility for strategic planning while middle management carries out tactical planning. Hence, both levels of management should develop the plans in a practicable manner. As a result lower level of management can easily put it into action. In the school situation, plans have to be workable and realistic so that the school principals and teachers can execute the plan. In making quality plans, relevant data based on the needs of students have to be synthesized for proper utilization by the school authorities (Seyoum, 1996). Planning on quality education requires an intensive investigation starting from individual schools across the country. In this case, it is possible to assess and identify the needs of schools and the necessary conditions that could address and alleviate the general problems of education with regard to quality.

### **2.4.3. Employing Effective Teaching Methods**

Teachers' education, both pre-service and in-service, should help teachers to develop teaching methods and a skill that takes into account new understanding of how children learn. The traditional view of

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teaching as presentation of knowledge no longer fits with current understanding of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, which is teacher centered and fairly rigid or even authoritarian (UNESCO-IBE, 2004). Teaching methods that facilitate active student learning rather than promote passively and rote memorization represent a new and difficult paradigm for many teachers. It should be understood in terms of improving life skills of students. Life skills in a term which UNICEF uses in two main ways, I) a broad group of psychosocial and interpersonal skills, and ii) the process of teaching and learning about skills. As such, it is important to discuss life skill in terms of essential content and processes related to life skill based education. Teaching and learning about life skills requires student-centered methods. Since skills are by definition active, competency is unlikely to be developed without active practice.

#### **2.4.4. Supplementary Endowment for Primary Education**

Since government-financing sources appear to be over stretched, the assistance of private sector organizations such as religious donors, insurance companies and manufacturing companies should be sought for funding primary education (Yalokwu, 2002). Especially, in developing countries like Ethiopia where there are limited financial, human and material resources, government should seek for external aids. Besides, the government should allocate adequate budget for primary education, because primary education has the highest rate of return (Tegegn Nurreso, 1998).

#### **2.4.5. Utilization of Teaching Aids**

Educational process will be more effective when it is supported with teaching aids that are relevant to the lesson. No primary education can perform well without adequate teaching aids and other facilities for teaching (Yalokwu, 2002). In the present circumstances, it may be extremely difficult for government to provide all the necessary aids to ensure effective teaching. Teachers should look inwards into the school community and improvise relevant aids to make teaching interesting and effective (Yalokwu, 2002). He further explained that through proper arrangement, the teacher can organize students to design some teaching aids through hand work means. This requires the availability of materials to prepare teaching aids.

#### **2.4.6. Providing Teachers with Facilities**

It is found that the pay of primary school teachers and other conditions of service demands attention. Government should find way of improving the pay structure of teachers so as to motivate them to perform better. In Ethiopia, due to the low living conditions of most teachers, position of teaching is given the lowest status by the society. Due to these problems teachers themselves develop a negative attitude towards their profession and lose interest to teach. This will affect the teaching learning process negatively. Therefore, this requires finding mechanisms for salary increment and providing allowance of housing and transportation that will motivate teachers to perform their work properly.

#### **2.4.7. Assigning Qualified School Principals**

The role of primary school heads cannot be ignored in the improvement of the quality of administration, teaching and supervision of instruction, Bude, (in Patrick; 2002). Most school heads fail to supervise, communicate and evaluate teachers overall performance. All school

heads should be allowed to take training in educational management. A person who is assigned as a school head without being qualified educational management and leadership may not be dedicated and may lack motivation to work and to initiate teachers to carry out their job appropriately.

#### **2.4.8. Participation of Civil Society**

The participation of civil society (E.g. women and youth associations) in policy making is crucial in enhancing the likelihood of effective policy implementation (Yalokwu, 2008). The involvement of community in school activities directly or indirectly enhances the quality of education. As Commings (1995) noted community participation tends to result in and extremely valuable for program success.

#### **2.5. Clustering Schools**

A cluster school is a grouping of primary schools for administrative and educational purpose. It is an organization of the neighboring schools which are grouped together for the benefit of sharing available resources in improving quality of teaching. School clustering is a system where one school is linked with neighboring school where this school is serving as a resource center for the satellite schools. Cluster schools serve as a center of source of materials or resources and they also serve as a center where training and ongoing professional development activities are conducted to the teachers (Leu, 2004).

From the idea mentioned above it is possible to understand that school clustering increases uniformity in all schools by sharing common experiences, materials and facilities. Clustering schools is very helpful in

terms of saving educational costs. Especially in developing countries, where the education system lacks sufficient number of qualified teachers, laboratories, libraries and other school facilities, clustering schools have a great role in reducing such problems.

## **2.6. The Role of NGOs in Improving Quality Education**

Non-governmental organizations (NGOs) includes no-profit agencies, community based organizations, charities and advocacy groups, private universities, religious institutions, unions, other formal and informal groups (Cummings, 1995). NGOs are more suitable in development effort since they are attributed with the general features. People center initiation, flexible management, and program responsiveness to the needs of the targeted people (Cummings, 1995). Due to these factors of NGOs and their financial capacity, many developing countries invite these organizations and work closely in many areas.

In developing countries like Ethiopia, it is difficult to address the needs of the society in education without the active participation of stakeholders. This is because there are challenging problems in education which are difficult to be alleviated by government's only. This is due to limited financial, skilled man power, and material resources. Hence governments require working in partnership with NGOs in order to extend their capacity to meet the challenges of providing quality primary education for their children. In this regard, NGOs can contribute to primary education in addition to government support (Hussien, 1994).

NGOs supported the Ethiopian government's efforts to improve the quality of primary education as well as to enhance equity and access to education focusing on a wide variety of critical areas including planning

and management, teacher's development, gender equity, and the use of technology.

## **2.7. Problems which hinder the overall performance of In-service Teacher Training in cluster Schools**

There are many factors that can affect the effectiveness of in\_ service teacher training program in cluster schools. According to TESO (2002) report in carrying out different programs under cluster schools the following are among the most commonly observed problems.

1. Distance between cluster resource centers and satellite schools
2. Teachers from satellite schools resent always having travel to the cluster resource centers
3. Cluster resource centers are not willing to share their resources, especially pedagogical materials or library books that may become damaged or lost.
4. Cluster resource center coordinators can be over loaded in responsibilities allocated to them. Besides these, there are other problems which hinder the cluster schools in carrying out different trainings. As to Sharma (2005) some situation that hinder the application of in-service activities are listed out as follows:
  - a. In-sufficient resources due to inadequate preparation and poor financial resources
  - b. Lack of motivation during or after the in-service teacher training for example, allowance, certification and promotional benefits.
  - c. Less administrative and supervisory support as well as unorganized evaluation system.
  - d. Lack of cooperation among teachers.
  - e. Shortage of well trained facilitators
  - f. Lack of coordination among schools.

Generally, quality of education is of a great importance to the overall development of nations. Hence, increasing access to quality of education should not be over looked. To ensure better outcomes of the education system, improved education inputs and education processes are crucial or pre-requisites for fundamental educational reforms.

## **2.8. Factors that Affects the Implementation of NGOs in Improving Quality Education**

There are many problems that hinder the implementation of NGOs in improving quality education. According to World Bank point of view (cited in Baum and Tolbert 1985 and Forojalla 1993) there are four categories of problems affecting project implementation. The first problem mentioned is resource constraint which includes; in availability of man power, fluctuation of money, donor problems. Not only absence but also shortage of these resources seriously affects implementation of the project (Solomon, 2004). Limited/Lack of stakeholders' participation is the second factor affecting implementation of the project. If different groups that are affected by educational decision and those who are responsible for implementing the plan are not given the chance to participate in almost all aspects of the project, there would not be effective implementation (UNESCO, 1989 in Solomon 2004).

The third major constraint is political problem. This can affect in two ways lack of clear national education aims and lack of distinguishing the political and technical aspects of educational decisions.

Finally administrative constraints such as lack of management talents, poor control mechanisms, poor communication system, an ill defined organizational set up; low salaries and poor staffing policies and lack of coordination among agencies are the major cause for implementation delays. These problems result in poor project supervision, slow response

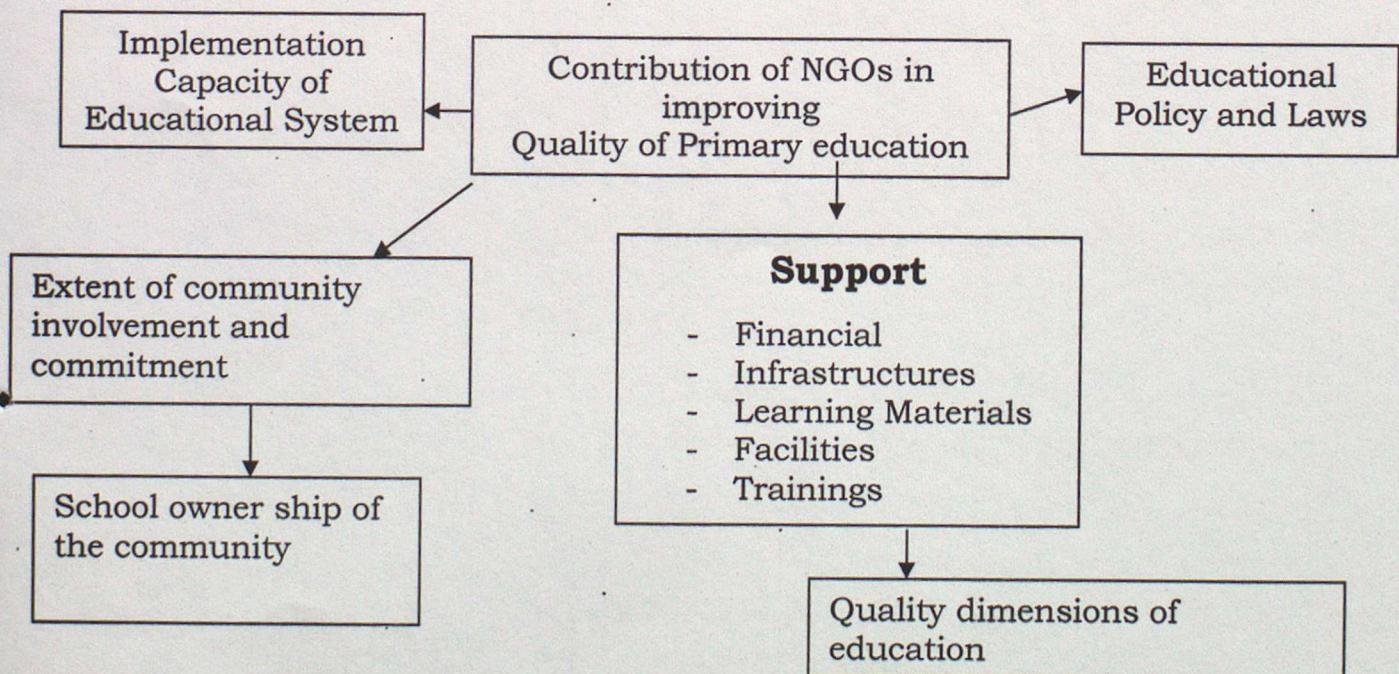
to change in the policy environment and low staff morale and productivity which may reduce the effectiveness of the project operation (Miteku, 2004).

## 2.9. Conceptual Framework of the Study

In Ethiopia nowadays, there is no serious problem with access of primary education specially, in Addis Ababa city government. But there are many problems in addressing quality education. This study surveyed eight NGOs assistance to improve quality primary education in Addis Ababa city government.

The survey has established that NGOs can play a strong role in assisting government primary schools to improve their effectiveness. The NGOs pay attention to the development of human resources, both technical and managerial, as they acquire a larger role. Professional development is the key to the future organizational growth and technical excellence. They collaborate with working to quality improvement of facilities, policy reforms, enhancing the capacity of principals and teachers and material supports.

### Conceptual Framework of the Study



## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Design of the Study**

The mixed methods approach was employed in this study. More specifically descriptive survey method was used on the assumption that it would help to gather a large variety of data related to the problem under consideration. Koul (1988) expressed that the descriptive survey method is more appropriate to gather several kinds of data in such a broad size study area than case study and comparative study.

#### **3.2. Source of Data**

To achieve the objective of the study, primary and secondary data sources were used. Primary sources of data were school principals, teachers, education officers, coordinators, and representatives of the program providers of NGOs. Furthermore, official document and statistical abstracts from schools, NGOs and MoE were also used as a source of secondary data for the study.

#### **3.3. Sample Size and Sampling Technique**

According to the data obtained from Addis Ababa city government education bureau, there are 14 NGOs in Addis Ababa that are active in primary education sector development in 2010/11 stratified into international and local NGOs. Thus, random sampling technique was used to select four international and four local NGOs, because randomly selected sample yields research data that can be generalized to a large population within margins of error that can be determined by statistical formulae.

**Table 1 Selected NGOs for the Study**

<b>No</b>	<b>Name</b>	<b>Type</b>	<b>NGOs intervention sub city</b>
1	Child fund Ethiopia	International	Arada, Addis Ketema, Gulele
2	Selam Children Village	Local	Yeka
3	Plan international Ethiopia	International	Arada, Addis Ketema Gulele, Yeka
4	Focus on children at risk	Local	Arada
5	World vision Ethiopia	International	Gulele
6	Action professional	Local	Yeka
7	Worldwide orphan foundation	International	Yeka
8	Global volunteer service Ethiopia	Local	Gulele

In Addis Ababa city government there are 102 cluster schools. For the purpose of this study eight cluster schools were selected from four sub cities. From 487 teachers who took trainings provided by different NGOs, 150 teachers were selected using systematic random sampling. In each school there are three school principals, from these 20 school principals were selected purposefully with the same reason as teachers. Furthermore, eight coordinators from every NGO; five education officers from four sub- cities and one from AAEB were selected using availability sampling. Representatives of each NGO program providers were selected using purposive sampling.

### **3.4. Data Collection Instruments**

In this study, multiple approaches of data collection tools were used in order to obtain adequate information of both quantitative and qualitative nature.

### **3.4.1. Questionnaires**

Questionnaires were the main instrument to collect information from teachers, principals, sub city education officers and coordinators. The questionnaire contains mainly closed-ended and open-ended questions depending on the type of question items, choices and rating were used in the questionnaire.

### **3.4.2. Interview**

Interview guides incorporating semi-structured questions were prepared to obtain qualitative information from NGO officers and AAEB officer.

### **3.4.3. Observation**

Direct observation of the classroom and outdoors were employed to obtain information that could not be gathered by questionnaires and/or interview about teaching materials, equipment and other facilities.

### **3.4.4. Document Analysis**

Document sources were consulted in order to have back ground information. These are projects and other pertinent literature such as policies, strategies, reports, statistical abstracts and literature that have been done on the area.

## **3.5. Procedure of the Study**

First, relevant literatures were reviewed in order to get information on what has to be made in relation to the problems followed by preparing data gathering tools and they were pilot tested. Then the questionnaires were revised depending on suggestions and corrections were made based on the results of the pilot test. This was because once questionnaires were distributed there is no room to make correction. At last,

instruments were administered and analysis of the data was made using different statistical tools.

### **3.5.1. Pilot Study**

The draft questionnaires have been first administered to 30 teachers, three school principals, two coordinators, and two education officers. After it had been filled by these respondents, each questionnaire was examined item by item to detect unclear ideas and statements. In addition, all necessary corrections were also made to the questionnaires based on the feedback from the research advisor. Finally, based on the feedback from the pilot test, some items were improved and the final copies of the questionnaires were distributed to the sample respondents.

### **3.6. Data Analysis Techniques**

Quantitative data were tabulated and the frequencies counted were changed into percentages to analyze the data. The research questions were answered through describing the situation using percentages and weighted mean.

Data collected through interviews were transcribed and categorized under each theme. Finally, the concepts were used in the interpretation to support or reject the respondents' data to answer the research questions.

## CHAPTER FOUR

### 4. Data Presentation, Analysis and Interpretation

This chapter deals with presentation and analysis of data. The first part presents characteristics of the sample population involved in the study. The second part deals with analysis and interpretation of the data concerning contributions of NGOs assistance in improving quality of primary education in Addis Ababa.

#### 4.1. Background Characteristics of Respondents

The characteristics of respondents were examined in terms of sex, age, educational back ground and years of experience. The researcher distributed 20 questioners to school principals and 150 questionnaires for teachers. The response rate was 100% for principals and 92.67% for teachers.

**Table 4.1 Results of Analysis of Respondents Characteristics**

Items	Respondents			
	Teachers N = 139		Principals N = 20	
	No	%	No	%
1. Sex				
Male	88	63.3%	17	85%
Female	51	36.7%	3	15%
Total	139	100	20	100
2. Age				
20-25 years	23	16.5%	-	-
26-35 years	58	41.7%	6	30%
36-45 years	41	29.5%	9	45%
46-55 years	13	9.3%	4	20%
Above 56	4	2.8%	1	5%
Total	139	100	20	100%
3. Qualification				
10th/12th completed	-	-	-	-
12+TTI	51	36.7%	-	-
Diploma	109	78.4%	11	55%
1 <sup>st</sup> Degree	12	8.6%	9	45%
Masters Degree	-	-	-	-
Total	139	100	20	100

As shown in table 4.1, most of the teacher respondents, (63.3%), and principal respondents (85%) were found to be male. This suggests that the proportion of females, particularly in the category of principals is very low. This might be due to the reason that females are not encouraged and given opportunity to get promoted to assume principal ship.

With regard to the respondents' age, majority of the teacher respondents (58.2%) and principals (75%) are between 20 and 35 years. This implies that both teachers and principals are in the working age.

Similarly, majority of the teacher respondents (78.4%) and principals (55%) are diploma holders. The qualification level for majority of respondents seems to be in line with the requirement of the MoE.

## 2. Respondents Work Experience

Items	Respondents					
	Teachers N = 139		Principals N = 20		As a school Principals N = 20	
	No	%	No	%	No	%
Less than 5 years	18	12.95	2	10	13	65
6-10 years	61	43.88	4	20	4	20
11-15 years	23	16.55	2	10	3	15
16-20 years	21	15.11	7	35	-	-
Above 21 years	16	11.51	5	25	-	-
Total	139	100	20	100	20	100

Regarding respondents experience, majority of the teacher respondents (56.83%) are within 5-10 years whereas majority of the principal (60%) are with more than 16 years work experiences. Majority of the principal respondents served as school principal for less than 5 years. The

experience of respondents as teachers and principals may not be considered as a serious problem in this regard.

## 4.2. Analysis of Contributions and Challenges of NGOs in Primary Schools

### 4.1.1. Facilities Improvement

Success in education operation is affected not only by the out of school factors. The impact of in school factors is equally influential. As reviewed in the literature section, the document of Addis Ababa education bureau (AAEB) has set standards before launching the program. This section is intended to investigate whether or not the primary schools have the necessary facilities to improve quality of education. Thus, data on the different facilities that are needed for the provision of primary education were analyzed in terms of their adequacy.

**Table 4.3 Adequacy of Facilities as Perceived by Teachers and Principals**

No.	Items	Respondents			
		Adequate		In adequate	
		No	%	No	%
1	Office for teachers	37	23.27	122	76.83
2	Availability of desks/benches/	131	82.39	28	17.61
3	Reading corner	94	59.12	65	40.88
4	Pedagogical center	73	45.91	86	54.09
5	Potable drinking water	102	64.15	57	35.85
6	Separate toilet for girls and boys	111	69.81	48	30.19
7	Availability of sport materials	63	39.62	96	60.38
8	Materials for co-curricular activities	46	28.93	113	72.07

Majority of the respondents (more than 50%) witnessed that there is inadequate office for teachers, pedagogical center, sport materials and

co- curricular activities. While majority of the respondents reported that there are adequate desks/benches, reading corner, potable drinking water and separate toilet for boys and girls. These results suggest that there are gaps in addressing some of the facility requirements of schools particularly in relation to pedagogical center, co- curricular activities and services.

#### **4.1.2. Issues Related to Curriculum**

Policy is defined as asset of mandatory directives that regulate decisions. This study looked into policy attempts by NGOs to influence educational policy above the school and community level. Government officials, donors and other education stakeholders expressed different perspectives about the role of NGOs in the policy process. These perspectives create both constraints and opportunities for NGOs as they engaged in policy change. Most government officials interviewed in this study considered policy areas to be off limits for NGOs. They are implementers of government policy, not formulators of it. They appreciate the role that NGOs can play in social mobilization at community level, but not that NGOs might mobilize communities to demand accountability from the government above the school level.

Most government officials were not aware of NGOs efforts to change the policy process; they see NGOs social mobilization as strengthening schools and improving education. But do not connect these efforts with having an impact on policy above the school level. Furthermore, most government officials do not distinguish between the policies agenda of donors and that the donor financed NGOs.

The study shows that government and NGOs are learning to work side by side. It is difficult to exclude them. In addition NGOs and government

officials work together on various issues, they get to know one another and increase their communication about policies and other issues affecting education.

In general, ministry of education has allowed NGOs to join in discussions to consider policy changes in collaboration with government officials.

#### **4.2.3. Cooperation between Cluster and Satellite Schools**

One of the aims of clustering schools is to alleviate shortage of scarce resources by sharing among schools. 5-8 satellite schools were expected to share the available resources evenly. Different resources and trainings were provided to many satellite schools through these cluster schools.

Therefore, cluster schools have to work hand in hand with satellite schools to assure uniformity among them. This can be strengthening mainly by the efforts of the school principals and coordinators. Regarding this MOE (2002) emphasizes that principals are responsible to form link between satellite schools, provide leadership and supervise the activities of resource centers, promote the formation of subject group to improve the teaching learning process conduct follow up and evaluation program.

Concerning this respondents were asked to rate the extent and the efforts made by the concerned bodies to share the resources uniformly among the cluster schools and hence, the scales were 1 = very low, 2 = low, 3 = medium, 4 = high, and 5 = very high. In addition the respondents were also asked to rate the contributions of these materials using the above similar scale. Then the average mean value or weighted mean of the data gathered from the respondents were classified as very low ranges from 0.05-1.49, low from 1.50 - 2.49, medium from 2.50-3.49, high from 3.50-4.49 and very high range scores above 4.49.

**Table 4.4 Coordination of cluster schools and Availability of Materials before and after Intervention Periods**

No	Items	Respondents												
		Teachers N = 139						Principals N = 20						
		1	2	3	4	5	X <sub>t</sub>	1	2	3	4	5	X <sub>P</sub>	X <sub>ave</sub>
1	Availability of educational materials in the school before the support provided	39	41	28	19	12	2.45	8	6	2	3	1	2.35	2.40
2	Availability of educational materials after the support provided by your organization	7	11	63	40	18	3.37	-	1	2	7	10	4.30	3.84
3	The trend to share educational materials among school supported by your organization	19	14	35	42	29	3.34	3	2	3	4	8	3.60	3.47
4	The extents to which the materials support contribute in facilitating the teaching-learning process.	-	1	3	17	118	4.81	-	-	2	4	14	4.60	4.71
5	The level of coordinators and school principals effort in strengthening the coordination to share materials and work together	52	61	15	3	8	1.95	4	7	6	2	1	2.45	2.20

**Note: X-T=mean of teachers      X-P=mean of principals**

In the above table regarding, the availability of materials before the intervention period and the level of coordinators and school principal efforts in strengthening the coordination to share materials and work

together were rated as low. Though the coordinators and school principal efforts in strengthening the coordination to share materials is low, there was trend to share educational materials among schools which was rated as medium by both the teachers and principals.

Item 2 deals with availability of materials after the intervention of the programs. Regarding this, teachers rated this item as medium and principals as high. This difference might be because the resources are mainly used by teachers; they might not be satisfied with their availability of materials. As interviews conducted with coordinators strengthen that improvement was observed in types of teaching materials. This was because there were materials provided by NGOs and there were also materials and teaching aids which were directly prepared by teachers.

In the same table, the fourth item revealed that the extent to which the material support contribute in facilitating the teaching learning process by both teachers and principals rated this item high. Furthermore, from the interview conducted with coordinators, they further clarified that these materials were helpful and were vastly used, with the fact that they create clarity for the students.

#### 4.2.4. Current Status of Cluster Schools after Intervention

Respondents were asked to identify current status of these schools. Then their responses were presented using percentage in the table below.

**Table 4.5 Current Status of Cluster Schools**

No.	Items	Respondents			
		Teachers N = 139		Principals N = 20	
		No	%	No	%
1	Status of the school after intervention				
	• Working better than intervention period	4	2.88	1	5
	• Working similar to intervention period	13	9.35	3	15
	• Working with minimum difficulty	36	25.99	6	30
	• Working with high difficulty	63	45.32	8	40
	• Everything is turned out to the condition before the intervention period	23	16.55	2	10

As indicated in Table above, very few respondents (12.23%) teachers and (20%) principals reported the cluster schools were working better and similar to intervention period. Again 36(25.99%) teachers and 6(30%) principals replied that cluster schools are working with minimum difficulty. On the contrary, most of the respondents 63(45.32%) teachers and 8 (40%) principals replied that the cluster schools are working with high difficulty. Furthermore, 23(16.55%) teachers and 2(10%) principals replied that everything is turned out to the condition before intervention period.

According to the response of the coordinators in the interview it was possible to distinguish the continuity of the activities were depend on the strength and commitment of the school principals and woreda education bureau experts. During the interview of program representatives explained that the trend to share materials and prepare exams with Satellite schools were very low compared to intervention period.

#### 4.2.5. Contribution of Cluster Schools

The cluster schools have many advantages to the teaching learning process and they were formulated with the aim of achieving many objectives. They are helpful in addressing scarce educational resources and trainings and to promote and sustain professional development. The table below shows respondents' replies on the contribution of cluster schools in improving teachers' professional competence and quality of education.

**Table 4.6 Contribution of Cluster Schools in the Sample Schools**

No.	Items	Respondents	Improve		Not Improve	
			No	%	No	%
1	Clustering schools help to improve teachers professional competence	Teachers No = 139	108	77.70	31	22.30
		Principals N = 20	16	80	4	20
2	Clustering schools improve students • Promotion rate	Teachers N = 139	122	87.77	17	12.23
		Principals N = 20	18	90	2	10
	• Dropout rate	Teachers N = 139	68	48.92	71	51.08
		Principals N = 20	8	40	12	60
	• Repetition rate	Teachers N = 139	117	84.17	22	15.83
		Principals N = 20	16	80	4	20

Table 4.6 deals with the contribution of cluster schools in the teaching learning process. Majority of the respondents (77.70%) teachers and (80%) principals asserted that cluster schools had helped their teaching profession. As it was reviewed in the literature cluster schools are used to improve professional development of teachers, this is because under these school teachers are provided with different in-service teacher trainings.

As it is revealed in the above table, item 2 deals with the contribution of cluster schools to improve academic achievement or progress of students in terms of promotion, dropout and repetition rates. As a result majority of the respondents (87.77%) teachers and (90%) principals claimed that cluster schools had helped to improve the promotion rate of students. Similarly (84.17%) teachers and (80%) principals replied that students repetition rate was also improved. Unlike the two points discussed above (51.08%) teachers and (60%) principals replied that cluster schools had not helped to improve the dropout rates of students. Furthermore documents analysis also supports the view of teachers and principals.

Generally, cluster schools help to improve quality of education by improving the educational inputs for teachers. From the above result it can be generally said that clustering schools had helped to improve teachers' competence and students' academic performance. In the same manner in the open ended questions, respondents explained that clustering schools helped them to share experience, knowledge and skills, and to work together with teachers of others.

#### **4.2.6. The Role of In-Service Teacher Trainings in Improving Quality Education**

All NGOs have developed intensive ways working with teachers and principals on different trainings. Based on this, those who received the trainings were asked to relate their level of agreement to the extent to which the listed trainings on the table below improved the teaching learning process as strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1 then the average mean value of the data gather was classified as strongly disagree from 0.05-1.49, Disagree from 1.50-2.49, undecided from 2.50-3.49, agree from 3.50-4.49 and strongly agree range scorers above 4.49.

**Table 4.7 Respondents View on the In-service Teachers Training**

No	Areas of intervention (Training provided)	Teachers trained N = 139		Respondents															
				Rating Scale						Trained principal s N = 20	Rating Scale								
				1	2	3	4	5	$\bar{x}_T$		1	2	3	4	5	$\bar{x}_P$	$\bar{x}_{ave}$		
1	Active learning	No	135	3	7	13	32	80	4.33	No	18								
		%	97.12								%	90							
2	Continuous assessment	No	133	4	5	17	31	76	4.28	No	17	1	1	3	7	5	3.82	4.05	
		%	95.68								%	85							
3	Action Research	No	114	43	38	12	12	10	2.19	No	20	5	8	4	1	2	2.35	2.27	
		%	82.01								%	100							
4	Managing large class size	No	127	10	25	61	61	13	3.03	No	15	3	7	3	1	1	2.33	2.68	
		%	91.37								%	75							
5	Educational Leadership	No	49	4	9	11	15	10	3.37	No	20	-	1	2	5	12	4.40	3.88	
		%	35.25								%	100							

**Note:**  $\bar{x}_T$  = mean of teachers

$\bar{x}_{ave}$  = Average mean value

$\bar{x}_P$  = mean of principals

On the table 4.7 most of the respondents' were trained on active learning, continuous assessment, action research and managing large class size. Like the other areas principals took the training on educational leadership but majority of the teachers did not. This difference might be because educational leadership was not mainly implemented by teachers in the actual teaching learning process. It is important for principals to be qualified in educational administration. As to MoE well thought out, coordinated procedures of target setting, monitoring and evaluation of teachers' performance should be an integral part as school administration.

Both respondents agreed that active learning has significant contribution in the teaching learning process with mean values 4.33 and 3.83 respectively. Furthermore, teachers indicated that they mainly use discussion, question and answer, demonstration methods in the classrooms. And both groups of the respondents assured that these methods helped the students to memorize the lesson easily, to ask and reply questions confidently, to discuss freely with their class mates and generally to improve their academic performance. In support this, Mike (1997) strengthened that active learning methodology increases the involvement of students even the quite ones and that it helps to improve the quality of education results in better outputs. Active learning methodology should be addressed to all teachers as it is one way by which teachers assist their students.

In the item 2 of the above table, it is shown that (95.68%) teachers and (85%) principals had taken the training on continuous assessment. In addition both teachers and principals agreed that the training on continuous assessment had significant contribution with mean values 4.28 and 3.82 respectively. Teachers further indicated that they used

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class-work, home work, quizzes, projects and very few of them mentioned that they used presentation to assess their students. Generally, both respondents explained that continuous assessment had shown improvement in students result.

Item 3 reveals that (82.01%) teachers and (100%) principals took the training on action research. Both teachers and principals rated this item as disagree with mean values 2.19 and 2.35 respectively. Majority of the respondents in the open ended question further explained that the action research training has no importance to their professional development as well as to the teaching learning process. Most of the respondents have confirmed that they had never conducted and implemented action research.

In the above table item 4, (91.37%) teachers and (75%) principals had took the training on managing large class size. Teachers rated the contribution of the training on managing large class size as undecided and the principals rated it as disagree. From this it can be said that the respondents were not sure about the contribution of this training in improving the teaching learning process and intern the quality of education. And the difference between the two groups of respondents could be because the principals are not direct implementers in the classroom activities. Therefore, they might not consider the advantage of this training like the teachers. Here, both groups of respondents in the open ended question replied they were not as such benefited from the training they took on managing large class size.

#### 4.2.7. Conducting Action Research

Action research is trying out an idea in practice with a view of improving or changing something in the actual teaching learning processes in the school environment. Teachers and principals were asked if they conduct and implement action research in their schools. The response of the respondents is presented in the table below using percentage.

**Table 4.8 Respondents Trend in Conducting Action Research**

No.	Items	Response	Respondents			
			Teachers N = 139		Principals N = 20	
			No	%	No	%
1	Have you conducted action research	Yes	16	11.51	6	30
		No	123	88.49	14	70
2	Have you implemented the research you conducted	Yes	7	43.75	2	33.33
		No	9	56.25	4	66.67

As shown on the above table, majority of the respondents have never conducted action research. From those who conducted action research, (56.25%) teachers and (66.66%) principals further explained that they did not implement the research they conducted. The areas in which they conducted action research mainly focused on students' behavior, reasons for students decrease in test results, on late comer students, reasons for students not to use library properly, and causes of dropouts.

From the open ended questions administrated to the respondents pointed out some points which hindered them from conducting action research. Among these, most of them mentioned that they do not know how to practically carry out. Again majority of the respondents

mentioned shortage of time, absence of initiation and doubt in the acceptance of the results by the school community were some of the problems mentioned.

#### 4.2.8. Duration and Frequency of Training

The success to provide quality education mainly depends up on teachers. The Teachers should be the one who understood and perceived the nature of the program and the learners. The selection and the requirement of these teachers should be made carefully. Hence, appropriate selection, adequate and relevant trainings are essential factors to develop the level of competence of teachers which intern contributes for provision of quality education.

Respondents were asked to rate the duration, the length of time the training lasts and the rate at which the training were repeated. Then the respondents reply was presented using percentage in the table below.

**Table 4.9 Duration and Frequency of Training**

Items	Respondents			
	Teachers N = 139		Principals N = 20	
	No	%	No	%
a. The training were too short and very infrequent	42	30.21	5	25
b. The training were short and infrequent	79	56.83	12	60
c. The training were long and frequent	18	12.95	3	15

As indicated in table 4.9, more than half of the respondents (56.83%) teachers and (60%) principals revealed that the training were short and infrequent. This shows that beneficiaries were not satisfied on the training.

As interview conducted with program representatives of NGOs, it was revealed that there was high turnover of teachers and principals which was a huge problem in the implementation of the training program and the training given for the participants is mostly similar.

#### **4.2.9. Principals Functions after the Training**

Successful principals are expected to have basic managerial skills in order to fulfill their tasks effectively and efficiently. As to Katz and Kahn (1978) "successful administration appears to rest on three basic schools, which we call technical, human and conceptual." The educational leadership programs were born out of the need to make principals effective agents for change. As a result school principals can play significant role in improving quality of education. For this purpose principals were provided with training to support them to carry out the leadership role. Principals were asked to rate the extent of improvement as No improvement = 0, low = 1, moderate = 2 and high = 3. Then the response was analyzed using percentage in the table below.

**Table 4.10 Improvement of Principals' Administrative Functions after the Training**

No.	Administration Function	Principals N = 20							
		Scale							
		0	%	1	%	2	%	3	%
1	Ensure the alignment of school goals to the sub-city goals	0	0	4	20	11	55	5	25
2	Align all resources to maximize attainment of educational quality improvement	0	0	6	30	12	60	2	10
3	Solve problems in collaboration with teachers, students and parents	2	10	4	20	4	20	10	50
4	Solve problems in collaboration with sub city and Addis Ababa education bureau	11	55	7	35	2	10	0	0
5	Communicate the school vision, goals and ongoing progress to staffs, students, parents and other bodies	0	0	4	20	3	15	13	65
6	Strengthen the supervision duty	0	0	2	10	3	15	15	85
7	Motivating and rewarding the contributions of teachers and the school community in general	0	0	4	20	13	65	3	15
8	Facilitate opportunities for staffs to participate in the professional development program	1	5	3	15	5	25	11	55
9	Collect, analyze and use data from teachers, administrators, students, parents, librarians and laboratory technicians	0	0	3	15	4	20	13	65

As indicated in table 4.10, items 3,5,6,8 and 9 (solving problems in collaboration with teachers, students and parents, administration functions to communicate the school vision, goals and ongoing progress to staffs, students, parents and other bodies, level of improvement of the supervision duty after the training of educational leadership, administration functions to facilitate opportunities for staffs to participate in professional development programs, administrative functions to collect, analyze, and use data from teachers, administrators, students, parents, librarians and laboratory technicians) were rated as high. Items 1, 2 and 7 (alignment of school goals to the sub city goals, alignment of all resources and motivating and rewarding the contributions of teachers and the school communities) were rated as medium. On the other hand, there is no improvement on principals' function to solve problems in collaboration with sub city and Addis Ababa education bureau officers.

Generally, the training given on administrative functions had helped principals to improve their capacity. Out of nine items, which dealt with this area, only (33.33%) of them are expressed as areas where the training given had brought no improvement at all.

#### **4.2.10. Outputs of the Educational System**

In dealing with quality of education one of the indicators of quality education is output. The effect of the overall activities of the teaching learning process together with the educational inputs is exhibited on the educational outputs. Hence in this study it was explained that different NGOs had worked in improving quality of education by providing educational materials with trainings which enhance the teaching learning process. To this end to identify whether or not the academic performance of students' have improved, document analysis was made

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on academic progress of grade 8 students in the sample schools. The progress was revealed in terms of dropout, promotion and repetition rates. This rate was organized the progress of students performance before and during the intervention of NGOs using document analysis of three years record of each. Then the result is shown in the table below.

**Table 4.11 Academic Progress of Grade 8 Students in the Sample Schools**

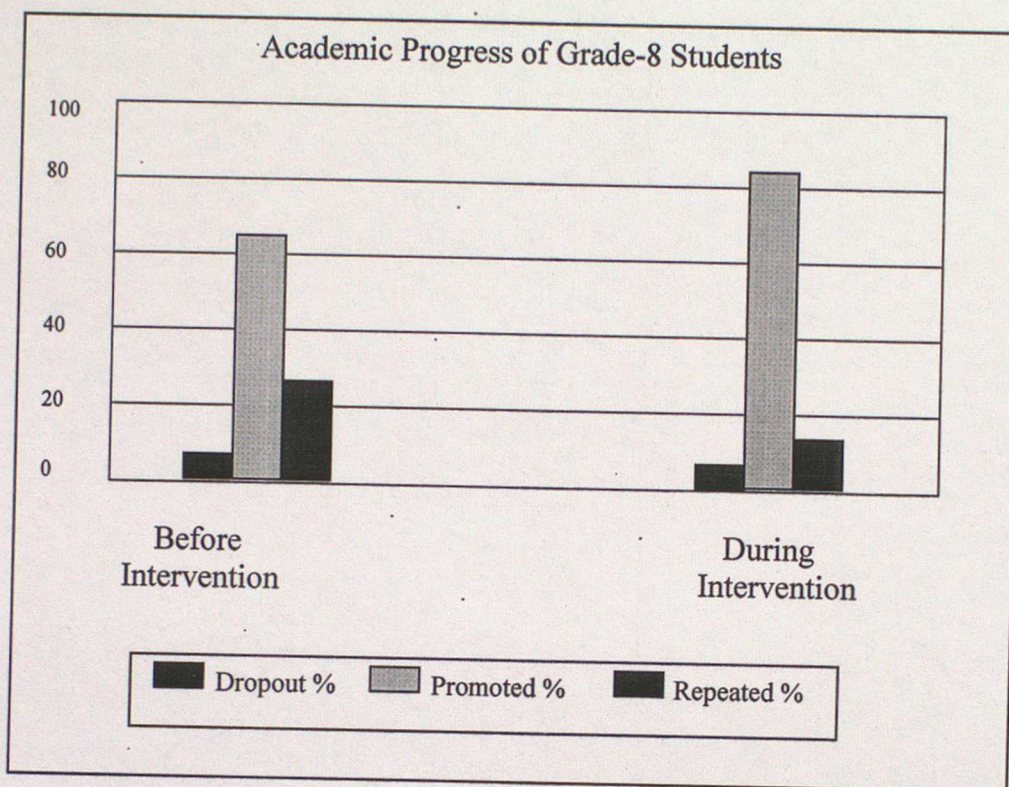
No	Items	Enrolled	Dropout		Promoted		Repeated	
			No	%	No	%	No	%
1	Before intervention	2347	68	2.90	1671	71.20	608	25.90
2	During intervention	3216	87	2.70	2656	82.59	473	14.71

As indicated in table the first item reveals academic performance of grade 8 students before intervention period. Out of 2347 enrolled students (2.90%) dropout, (71.20%) promoted and (25.9%) of them were repeated. On the other hand, during the intervention period out of 3216 enrolled students (2.70%) dropout, (82.59%) promoted and (14.71%) of them were repeated.

As depicted in the table 4.11, students' academic performance has shown improvement in terms of promotion and repetition rates. But in relation to improvement on dropout rates reduction is insignificant. This might be because the organizations (NGOs) main focus was in improving the in-school factors which are directly related with the teaching learning process. But both in-school and outside school factors like economical, health and family back grounds are some of the reasons for students dropout.

### Figure I. Summary of Academic Progress of Grade-8 Students

Figure I below summary of academic progress of Grade-8 students in the sample schools using percentage.



From the records of document analysis on academic progress of students' performance during the intervention period improved promotion rate by 11.39% and the repetition rate was decreased by 11.19%.

#### 4.2.11. Problems Encountered in Implementing Quality Improvement

In conducting different activities specially, education quality improvement programs different problems may hinder its successful accomplishment. These factors may affect the achievement of goals and objectives of the programs. In this regard respondents were asked to rate the degree of

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seriousness of the problems encountered to be rated as. 5 = highly serious, 4 = serious, 3 = somewhat serious, 2 = not serious and 1 = not observed at all. Then the average mean values of the data gathered from the respondents was classified as highly serious scored are above 4.49 serious from 3.50 – 4.49, somewhat serious from 2.50-3.49, not serious from 1.50-2.49 and not observed at all from 0.05-1.49.

**Table 4.12 Problems Encountered During Intervention Period**

No	Problems	Respondents												
		Teachers No = 139						Principals No = 20						
		1	2	3	4	5	$\bar{x}_T$	1	2	3	4	5	$\bar{x}_p$	$\bar{x}_{ave}$
1	Difficulty to have direct contact with the schools due to limited finance, human, and material resources	22	20	17	32	48	3.46	2	2	3	5	8	3.75	3.60
2	Delayed arrival of different supporting materials	102	16	9	6	6	1.55	1 3	3	2	1	1	1.70	1.63
3	Limited participation of teachers	3	6	9	14	107	4.55	0	1	2	3	14	4.60	4.58
4	Weak involvement of principals	10	22	41	47	19	3.31	4	8	5	2	1	2.40	2.86
5	Shortage of time for coordinators	11	18	33	51	26	3.45	2	3	5	4	6	3.45	3.45
6	Turnover of education personnel	4	8	6	20	101	4.48	0	1	1	3	5	4.60	4.54
7	Frequent change of training providers	12	41	31	38	17	3.05	8	5	2	4	1	2.25	2.65
8	Lack of follow up the program representatives	89	17	18	11	4	1.73	10	6	3	1	0	1.75	1.74
9	In adequacy of Resources	12	8	9	51	59	3.99	1	2	2	5	10	4.05	4.02
10	Distance between cluster and satellite schools	5	7	12	21	94	4.38	0	1	2	4	13	4.45	4.42

**Note:**  $\bar{x}_T$  = mean of teachers

$\bar{x}_{ave}$  = Average mean value

$\bar{x}_p$  = mean of principals

In the above table item 3 and 6 (limited participation of teachers and turnover of educational personnel) and items 1, 9 and 10 (difficulty to have direct contact with satellite schools due to limited financial, human and material resources, in adequacy of resources, and distance between cluster and satellite schools) were rated as highly serious problems and serious problems respectively. As to MOE (2003) weak participation of teachers will affect the affirmative progress of ongoing activities in the cluster schools. These problems will also affect cluster and satellite schools not to work together. This problem may be resulted due to absence of motivation. Coordinators further strengthen that due to limited educational materials it was difficult to share the materials with satellite schools.

From the interview conducted with Sub-city education officers and coordinators indicated that most satellite schools were not willing to use resources from cluster schools, limited participation of teachers, weak involvement of administrators (principals), and distance between satellite and cluster schools were some of the major problems they faced. Again program representatives explained turnover of the trained man power was a serious problem since they had invested significant amount of money and time on them.

## **CHAPTER FIVE**

### **4. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter of the study consists of the major findings of the study, conclusions drawn from the major findings and possible suggested recommendations.

#### **5.1. Summary**

The main objective of this study was to assess and reveal the contributions NGOs assistance in improving quality of primary education in Addis Ababa. An attempt was also made to investigate the extent of participation of stake holders in different activities.

In order to achieve the objective of the study, regarding the contributions of NGOs in terms of addressing quality primary educations was designed to answer the following basic questions.

1. What is the existing level of intervention/participation of NGOs in assisting primary schools?
2. To what extent do NGOs assist primary schools in improving quality of education?
3. What are the major challenges/factors affecting NGOs in assisting primary schools for improving quality?
4. What can be done to improve the contribution of NGOs in enhancing quality primary education in Addis Ababa?

In dealing with the research problems descriptive survey methods was employed as a major research method. Both the qualitative and quantitative approaches were used to deeply analyzed and demonstrated different activities of NGOs and positive experiences that could be replicated and influenced the success of NGOs as relevant literature was reviewed.

To gather the data on the topic the study was conducted in eight primary schools drawn from four sub cities in Addis Ababa. For the purpose of obtaining relevant information questionnaires, interviews, and documents were used. All in all 139 teachers and 20 principals had participated in the study by responding to the questionnaires, while 21 respondents were involved in the interview process and documentary analysis was made and they were integrated together. The data collected from questionnaires were tallied, grouped and analyzed using percentages and weighted mean; whereas the data collected through interviews were analyzed in narration under each category.

Based on the analysis and interpretation of the data, some of the major findings are summarized as follows:

### **1. Issues Related to Facilities and Learning Materials**

The study revealed that most of the physical facilities and learning materials were adequate and convenient for teaching learning process. On the other hand, the study disclosed that in the schools there were inadequacies of some facilities and learning materials like: office for teachers, pedagogical center, sport materials and materials for co- curriculum activities and reference books which can affect the quality of education.

### **2. Issues Related to Curriculum**

The study showed that government and NGOs are working hand in hand in designing curriculum and other issues affecting education. NGOs do not have their own curriculum but Ministry of Education has allowed them to join in discussion to consider policy changes in collaboration with government officials.

### **3. Cooperation between cluster and satellites schools**

Educational materials are one of the basic educational inputs which facilitate the teaching learning process. In relation to this, the respondents indicated that the adequacies of materials in the schools were improved after they were provided by NGOs. Further, both groups of respondents assured that these materials had highly contributed to the teaching learning process.

As a matter of fact to reduce scarcity of resources cluster and satellite schools are expected to share resources equally and to work closely in partnership. In relation to this, in the sample schools under study the trend to share resources were rated as medium.

### **4. Status of Cluster Schools After Intervention Period**

Concerning status of cluster schools after the intervention period, cluster schools are working with more difficulty and everything was turned to the condition before the intervention period. The respondents also replied that coordinators are not performing well to share learning materials like the intervention period.

### **5. The contributions of clustering schools**

Regarding contribution of cluster schools, majority of the respondents (77.70%) teachers and (80%) principals replied that clustering schools had helped to improve teachers' professional competence. In addition, respondents indicated that clustering school improve promotion rate and repetition rate. On the contrary, more than half of both respondents replied that clustering schools did not help to reduce dropout rate.

## **6. Respondents View on the In-service Teachers' Training**

- Even though the training were organized for both teachers and principals, all of them did not took all the trainings completely. Therefore, respondents were given their view only on the training they took part in bringing significant improvement in the teaching learning process.
- The trainings given on active learning methodology and continuous assessment had brought improvement in the teaching learning process. But the respondents disagree the training on action research had brought significant improvement and they did not implemented the action research they conducted.
- The trainings given on managing large class size and educational leadership, teachers rated these items as undecided. These indicate that they are not sure this training had helped them to improve the teaching learning process. On the other hand, the training on educational leadership was rated by principals as agreed.

## **7. The Duration and Frequency of the Trainings**

Majority of the respondents replied that, the trainings provided were short and infrequent. Hence, it can be said that both the respondents were not satisfied enough on the duration and frequency of the trainings to bring change on the training areas.

## **8. Administrative Functions Which are Improved After the Training**

The study found that administrative functions mainly to solve problems in collaboration with teachers, students and parents, to communicate school visions, goals and ongoing progresses to staff,

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students, parents and other bodies, to strengthen the supervision duty, to facilitate opportunities for the staff to participate in professional development and to collect, analyze and use data from teachers, administrators, students, parents, librarians and laboratory technicians were rated as high percentage.

On the other hand, majority of the principals assured that the training had not helped them to solve problems in collaboration with sub cities and AAEB.

#### **9. Academic Progress of Grade 8 Students in the Sample Schools**

From the document analysis, the progress of students was examined using dropout, promotion and repetition rates. Students' dropout rate was decreased by 0.2%, promotion rate was improved by 11.39% and repetition rate was decreased by 11.19% after the intervention period.

#### **10. Problems Encountered in Improving Quality of Education**

The study indicated that limited participation of teachers and turnover of educational personals were rated as highly serious problems. In addition, difficulty to have direct contact with satellite schools due to limited financial, human and material resources, inadequacy of resources and distance between cluster and satellite schools are rated as a serious problem which slow down their achievement or success to a greater extent. Program representatives underlined that turnover of the trained man power was a serious problem since they had invested significant amount of money and time on them.

## **4.2. Conclusions**

Based on the findings of the study, the following conclusions are drawn:

1. Adequate provision of physical facilities and instructional materials facilitates the teaching learning process. However, some facilities like office for teachers, pedagogical center, sport materials and materials for co- curricular activities and reference books were not adequately found and this could influence negatively the provision of quality education.
2. The study showed that, even though NGOs do not design their own curriculum, they work hand in hand with government officials to share their ideas and experiences through discussions.
3. The finding indicated that clustering schools had helped to improve teachers' professional development and also improved dropout and repetition rates. Though there were many other factors other than NGOs effort and support, respondents have assured that it had helped to improve students' academic performance. And the document analysis of students' progress further strengthens this evidence. From this it can be concluded that clustering schools had generally helped to improve quality of education.
4. In relation to improving quality of education the in-service teachers training provided by NGOs had brought significant improvement in the teaching learning process.
5. Finally, the study concluded that the most challenging problems were turnover of trained man powers and problems related with difficult to have direct contact with satellite schools with limited resources due to limited financial, human and material resources,

inadequacy of resources, and distance between cluster and satellite schools.

### **4.3. Recommendations**

In order to improve quality education more effort is required especially to those who are under privileged. It requires immense efforts and full potential by all bodies starting from higher levels to the lower levels where the teaching learning process directly takes place. Because providing quality of education means, creating situations to national development. Hence, having this in mind, based on the findings and conclusions drawn, the following recommendations are forwarded by the researcher.

- Addis Ababa Education Bureau should exert efforts to further strengthen the primary educations in collaboration with NGOs on considering physical accessibility and convenience of school environment as a major factor.
- Children have to be motivated by provision of facilities and making the school environment attractive.
- Creating access without adequate provision of inputs like office for teachers, pedagogical center, sport materials and co- curricular activities and reference books affect quality of education. Thus, the supporting NGOs should have to think with their partners to provide the necessary inputs before the termination of the program to attain quality of education and to make smooth transformation for the schools.
- The study has revealed that cluster and satellite schools are not working hand in hand satisfactorily. Establishing cluster schools is used to share limited resources and improving quality of education. Hence, the MoE, AAEB sub city and Woreda education officials should seriously follow up the implementation of cluster schools by increasing their number to decrease the distance from

satellite schools. Therefore, cluster schools and satellite schools should be inspected and monitored regularly to help the school to work collaboratively and to share the available resources.

- As there were many problems faced during the intervention period, problems like turnover of educational personnel, and distance between cluster and satellite schools were identified as a serious problem, it is recommendable that NGOs should allocate more funds and provide trainees with some kind of incentives to get their full commitment and participation.
- The study disclosed that there were shortages of adequate and relevant training provided by NGOs. Therefore, the program providers have to supervise and update the trainings for those who trained, and conducting the trainings for new employees adequately and frequently is recommendable.
- The program providers have to supervise and update the training programs on the interest of teachers by identifying areas being implemented by assigning supervisors, by checking reports and collecting data on the overall activities of schools.
- School principals have to monitor, evaluate and motivate teachers for the delivery of quality education, since teachers are direct implementers of the teaching learning process. Furthermore, for teachers to perform their tasks effectively and efficiently, they have to be motivated highly by rewarding, by allowing them to participate in decision making and by creating effective communication.
- The role of NGOs in the educational sector is significant and this can be observed on the areas they worked like increasing access, equity and quality of education. Therefore, the government has to create conducive environment for NGOs and continues to involve themselves in educational activities.

- The issue of quality education has become a global concern, due to its significance importance in improving the life condition of individuals and development of the country at all. Therefore, the researcher recommends that further and in-depth study is required by experienced people in addition to notable perk up the quality of primary education could be obtained.

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## Appendix I

### **Addis Ababa University**

#### **Institute of Educational Research and Development**

**Questionnaires to be filled by Principals and Teachers.**

**Dear Sir/Madam**

The purpose of this questionnaire is to gather information for the research regarding the contribution of NGOs in improving quality of primary education. Hence, personnel who are directly involved in the program under study are kindly requested to provide information that is highly valued for this academic study.

#### **N.B**

- Don't write your name
- Indicate your response on the space provided by making "✓" mark.
- Write your additional comment and suggest on the given space.

#### **Part I Personal information**

1. Sex  Male  Female
2. Age  below 25 years  26-35 years  
 36-45 years  46-55 years  
 Above 56 years
3. Educational back ground \_\_\_\_\_
4. Field of specialization \_\_\_\_\_
5. Years of service  Less than 5 years  
 6-10 years  11-15 years  
 16-20 years  above 20 years
6. Your position \_\_\_\_\_
7. Your organization \_\_\_\_\_
8. Date of response \_\_\_\_\_

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## **Part II Information Related to Material Support**

1. The items in this part concerns about extent to which NGOs provides material support to primary schools (text books, reference books, training manuals and teaching aids). Indicate the level of the listed items as 1= very low, 2 = Low, 3 = Moderate, 4= High and 5= Very high

No	Items	Scale				
		1	2	3	4	5
1	Availability of educational materials in the school before the support provided?					
2	Availability of educational material in the educational materials after the support provided?					
3	The trend to share educational materials among the schools?					
4	The extent to which the material support contribute in facilitating the teaching-learning process?					
5	The level of coordinators and school principal efforts in strengthening the coordination to share materials and to work together?					

2. What is the status of the schools after the termination of the program?
- A. Working better than the intervention period
  - B. Working like the intervention period
  - C. Working with minimum difficulty
  - D. working with more difficulty
  - E. Working as the condition before the intervention period

### **Part III Facility Issues**

1. To what extent does the primary schools supported by NGOs are furnished with facilities? Please mark your rates in the given boxes. (More than one answer is possible).

	<u>Adequate</u>	<u>Inadequate</u>	<u>Not available</u>
a. Office for the facilitators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Availability of benches/desks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reading corner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pedagogical Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Potable drinking water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Separate toilet for girls and boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Availability of sport materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Materials for co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What could be improved in relation to school facilities? (more than one answer is possible)

- Office for the facilitators
- Availability of benches/desks
- Reading corner
- Pedagogical center
- Potable drinking water
- Separate toilet for girls and boys
- Availability of sport materials
- Materials for co-curricular activities

**Part IV. Information on schools and teachers training provided by NGOs.**

1. To what extent does the training contribute to my profession?

- High                       Medium                       Low                       Not at all

2. If your answer for question number 1 is high. Please list down the major benefits you gained from the trainings.

- a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_

3. To what extent the NGO has contributing in terms of full filling the following factors? Indicate your response by making "✓" mark.

No	Improvement in:	Rating			
		High	Medium	Low	Not at all
1	Promotion rate				
2	Drop our rate				
3	Repetition Rate				

4. In which continues professional development workshops have you participated that were organized by the NGOs?

(More than one answer is possible)

1. Active learning methodology
2. Continues assessment
3. Action research
4. Managing large class-size
5. Instructional leadership

5. To what extent NGO had provided with material support and with teacher education and educational leadership (please mark your rates)

No	The training received on:	Adequate	In adequate	Not available
1	Active learning process			
2	Continues assessment			
3	Action research			
4	Managing large class size			
5	Educational leadership			

6. What mechanisms do you use to ensure the active participation of students in class-rooms? Please list down some mechanisms you are currently using?

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7. What mechanisms do you use to continuously assess the progress of your students? Please list down some of the mechanisms.

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8. Have you conducted action research to solve the problems in the class room/schools

Yes  No

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9. If your answer on question number 8 is "yes". On what areas did you carry out the action research? Please list down some of the areas.

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10. If you conducted action research, have you implemented the results to improve class room instruction? Please indicate how you use the results:

11. If your answer on question number 8 is "No", mention some of the reasons for not conducting action research?

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12. How do you evaluate the duration of the training program provided by NGOs in bringing significant change?

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13. Who is responsible to follow up the school quality improvement program after the termination of the program? (you can give more than one response)

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14. If you have suggestions for improvement of the current practice, please specify below.

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## **Part V. Questions Related on Educational Leadership**

### **Trainings Provided to School Principals**

Please read each item carefully and indicate the extent to which the training provided on educational leadership helped you to improve the listed administrative activities by making a “√” mark for no improvement = 0, low = 1, moderate = 2 and high = 3.

No	Items	Rating Scale			
		0	1	2	3
1	To ensure the alignment of school goals to the sub city goals				
2	To align all resources to maximize attainment of educational quality improvement				
3	To solve problems in collaboration with teachers, students and parents				
4	To solve problems in collaboration with sub-cities and Addis Ababa Education bureau				
5	To communicate the school visions, goals and on going progress to staffs, students, parents and other bodies.				
6	To strengthen the supervision duty				
7	Motivating and rewarding the contributions of teachers and the school community in general.				
8	To facilitate opportunities for staffs to participate in the professional development program.				
9	To collect, analyze and use data from teachers, administrators, librarians, laboratory technicians, students and parents.				

**Part VI. Information on problems encountered during the intervention of quality primary education.**

Please rate the seriousness of the items in the table below making "✓" mark. Mark for highly serious=1, serious=2, somewhat serious=3, not serious=4, not observed at all=5

No	Items	Rating scale				
		1	2	3	4	5
1	Difficult to have direct contact with the schools due to limited finance, human and material resources.					
2	Delayed arrival of different supports					
3	Limited participation of teachers					
4	Weak involvement of principals					
5	Shortage of time for coordinators					
6	Turn over of educational personnel					
7	Frequent change of training providers					
8	Lack of follow up of the program representative					
9	In adequacy of resources					
10	Distance between the school and the NGO					

**THANK YOU!**

## Appendix II

### **Addis Ababa University**

### **School of Graduate Studies**

### **Department of Educational Research and Development**

Interview questions for program representatives (center management committee)

1. Do you participate in the
  - A. need assessment
  - B. center construction
  - C. follow up activities
  - D. Planning different activities
2. To what extent the program helped the students by
  - A. reducing drop outs
  - B. Reptilian rates
3. Is there any clear guideline that shows the mandate and responsibility of the center management committee?
4. What has been done by the organization to check the status the cluster schools?
5. Is there adequate communications between the center management committee members, coordinators and facilitators?
6. What are the benefits you obtained from different trainings?
7. What are some of the major challenges that hinder the implementation of the program?
8. What should be done to improve the current condition?

**THANK YOU!**

### **Appendix III**

#### **Interview questions for center coordinators of the program provider NGO**

1. To what extent do the schools are furnished with facilities? And what is to be improved?
2. Do you think the training given help the teachers to improve their professional competence?
3. Do you believe the training provided help to improve quality of education? How?
4. What are the practical importances of the program in relation to improve quality of primary education?
5. Does the center promote students activity in academic achievement?
6. Does the program reduce dropout rate and repetition rate?
7. What problems do you face regarding to facilitators? And what was the cause of their turn over?
8. What is your comment on the over all performance of the program?

**THANK YOU!**

## Appendix IV

### Interview questions to sub-city and Addis Ababa Education

#### Bureau officials

1. How do you evaluate the contribution of NGOs in your sub city in supporting governmental primary schools?
2. Do you think that the training programs provided by NGOs given help teachers to improve professional competence?
3. Do you believe the materials provided by NGOs contributed to the schools in improving quality of primary education?
4. Do you think the schools are working effectively similar to the intervention period? If no, why?
5. What has been done by NGOs to strengthen the capacity of cluster schools?
6. Does the NGOs have specifically developed curriculum? Who prepared the curriculum?
7. What was some of the challenges that hinder the implantation of the in-service teachers' education?
8. What is your comment on the over all performance of the program's support to improve quality of primary education?

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