

**School of Graduate Studies
Addis Ababa University**

**An Assessment Study of the
Contributions of International Islamic
NGOs in Education Development in
Ethiopia: the Case of Africa Muslims
Agency, International Islamic Relief
Organization and Islamic Relief United
Kingdom**

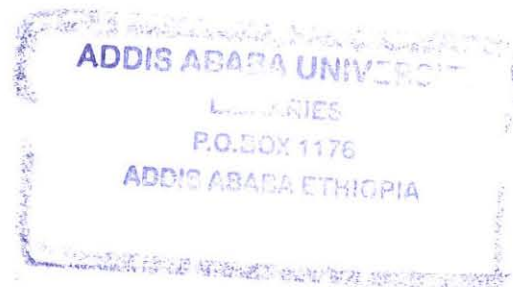


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Kedir Kassahun Mohammed**

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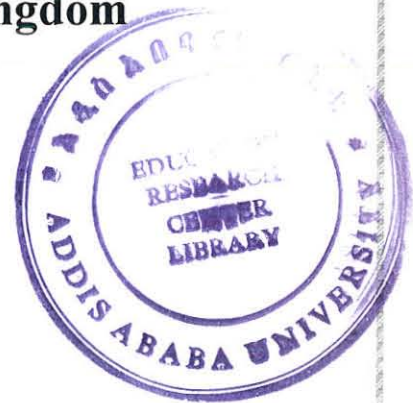


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**By:
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**A Masters Thesis Submitted to the School
of Graduate Studies
Addis Ababa University**



**In Partial Fulfillment of the Requirements
for Masters of Arts Degree in Educational
Planning and Management**

**March 2007
Addis Ababa
Ethiopia**

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**By:
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**Dedicated to the memory of my beloved
families and who live Islam (and) for Islam.**

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He say all of you "May Allah reward you much more than he can ever say!"

Finally, O Allah! Accept this work from me as a work done solely for your sake.

Abbreviations and Acronyms

AMA	-	Africa Muslims Agency
ABECs	-	Alternative Basic Education
CmR	-	Parents / Community Representatives
CnR	-	Country Representatives
CRDA	-	Christian Relief and Development Association
D, VD/AD	-	Director & Vice Directors/Dean and Associate Dean
DAGE	-	Development Assistance Group Ethiopia
DfID	-	Department for International Development
DPSA	-	Development Project Studies Authority
EB	-	Education Bureaus
EDH	-	Educational affairs department heads/Head of Programs
EFA	-	Education for All
ERGES	-	Evaluative Research of the General Education System
ESDP	-	Education Sector Development Program
ESR	-	Education Sector Review
ETP	-	Education and Training Policy
FDH	-	Finance department heads
FDRGE	-	Federal Democratic Republic Government of Ethiopia
FSDPPC	-	Food Security, Disaster Prevention and Preparedness
GO	-	Government Officials
IDA	-	International Development Assistance
IINGOs	-	International Islamic Non-Governmental Organizations
IIRO	-	International Islamic Relief Organization
IRUK	-	Islamic Relief UK
MDGs	-	Millennium Development Goals
MOE	-	Ministry of Education
MOFED	-	Ministry of Finance and Economic Development
NEETPS	-	the New Ethiopian Education and Training Policy and Strategy
NGOs	-	Non-Governmental Organizations
NRS	-	National Regional States
PC	-	Project co-coordinators
PRH	-	Public Relation/related department heads

PRSPs	-	Poverty Reduction Strategy Papers
PTAs	-	Parent-Teacher Associations
SDPRP	-	Sustainable Development and Poverty Reduction Strategy Program
SDPRSP	-	Sustainable Development and Poverty Reduction Program (Paper)
TGE	-	Transitional Government of Ethiopia
TVET	-	The technical Vocational Education and Training
UDHR	-	United Nations Human Right
UN	-	United Nations
UNDP	-	United Nations Development Program
UNESCO	-	United Nations Education, Science and C Organization
WHO	-	World Health Organization
WML	-	World Muslim League

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Abstract

The purpose of this study was to assess and explain the major contributions of IINGOs in education development in Ethiopia. Over and above, it was intended to propose the likely means through which the problems faced by IINGOs will be solved to improve their contribution and enhance their performance in the development endeavor in the future course of action. Therefore, survey study method was employed, the study was carried out in three IINGOs selected using availability sampling technique, respondents were selected through availability sampling technique, data was gathered through interview, questionnaire, and document analysis. Data was analyzed using percentage and weighed mean scores. The findings of the study revealed that IINGOs have been involved in social development activities, particularly in education development through the provision of access to educational opportunities to the citizens, expansion & upgrading coverage to distant rural areas and disadvantaged regions by new construction or maintenance, enhance equity to rural areas and disadvantaged regions and females, provision of adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment, improve quality and relevance of education at all levels, all types and all institutions of education, addressing civic and ethical education, HIV/AIDS and Education as well as they supported orphans and students from low income families. They faced challenges related to managerial, financial and technical problems. To alleviate the prevailing problems, it is recommended that project objectives, strategies and activities should be well refined, community participation should be encouraged, government department consultation and advises should be incorporated, formulation of rules and regulations how to perform jobs in local context have to take immediate attention, develop mechanisms to motivate employees and increase their commitment in the work environment.

Chapter One

The Problem and Its Approach: Introduction

This chapter deals with the problem studied in this thesis and the approach the researcher has taken to analyze the problem and presents background of the problem. It states the problem considered, identifies the significance of the study, provides operational definition of key terms where necessary, and states delimitation of the study. It also describes the limitations encountered in the research work, presents research concerns to population and sample selection procedures, data sources, data collection methods and instruments, data collection processes/procedures and data analysis as well as explain the organization of the study.

1.1 Background of the problem

The New Ethiopian Education and Training Policy (MOE 1994) stressed that Education is not only a fundamental ingredient to improve productivity of farmers and rural and urban self-employment opportunities but it is also an essential component for the advancement of technologies, development, economic growth and improved quality of life. Furthermore, the Policy emphasizes that education enables the society to respect the human rights, have moral values, participate in their own development endeavor, and solve their own problems. In general, education is central for social balance and mechanism for producing educated and skilled work force for multi-dimensional growth and development of the nations.

Nevertheless, according to Chabaud (1970), the provision of educational opportunities by concerned bodies due to financial and other constraints and the enjoyment of these opportunities by people due to diverse problems remain an unobtainable for millions, in particular, citizens of the third world countries are among the disadvantaged millions.

Aware of the striking problems in the third world countries, international community have devoted a large amount of investment and planning efforts in education. An examination of the history of education projects disclosed that it has passed through different development phases in different time, from the connection between education and economic development in the 1960s to the recent education development programs that

cover a wide spectrum in content and form for the achievement of development objectives (Baum and Tolbert 1985).

As maintained by Baum and Tolbert (1985:125), developing countries have set education development objectives to provide basic education to all children and development of a comprehensive system of education at all levels and for all age groups. In addition, they have promised their citizens to provide more equitable distribution of educational opportunities and reduction of existing inequalities. They have also the same opinion to enhance greater internal efficiency of the educational system and improve quality of education. Moreover, they are striving to maintain greater external efficiency of the educational system through the growth of relevance of schooling to the job market as well as development and maintenance of an institutional capacity.

By and large, recent education sector development programs that incorporate international guidelines like, Capacity Building consideration of the Poverty Reduction Strategy Paper (PRSP), Educational Goals of the Millennium Development Goals (MDGs) and Education for All (EFA) are cases in point that grasped global attention. For these reasons, developing countries are educating their citizens than ever before and have promised themselves to provide basic education to their citizens (UNESCO, 2000).

However, the provision of equal access to educational opportunity, improving quality, maintaining greater internal and external efficiency in line with the development and maintenance of an institutional capacity is a great challenge to developing countries that need the involvement of international community, including the United Nations, international NGOs, bilateral and multilateral donor agencies. In need of international assistances, therefore, developing countries have found new allies in the form of Non-Governmental Organizations (NGOs).

Particularly, Islamic charities have developed progressively since the early 1980s, preliminary with modest aid and relief activities. In the early 1990s, for example, the Saudi-based International Islamic Relief Organization (IIRO) had the more determined and successful taking place to develop significant international relief programs and it has projects in nearly 100 countries worldwide. Above all, Islamic NGOs have found themselves working alongside Christian NGOs, the Red Cross Movement, international

secular NGOs and UN agencies in the international aid system (www.odihpn.org/report.asp?id=2582).

The history of NGOs in Ethiopia openly associates with the incidence of droughts and famines during the last three decades. Next to these conditions the international community, including the United Nations, international NGOs, bilateral and multilateral donor agencies, move in to provide humanitarian aid and relief operations. Their involvement saved millions of lives, communicated the severity of the problem to the world, and mobilized resources for relief assistance (www.pactworld.org/programs/country/ethiopia/index_ethiopia.htm).

Most recently, within the structure of worldwide education sector development programs, the New Ethiopian Education and Training Policy and Strategy designed in 1994 and the Ethiopian Education Sector Development Program since 1997/8 (MOE, 1999) that needs the involvement of international community. Unless otherwise foreign assistance is targeted better to the development effort in efficient and effective ways and utilizes the fund properly during program implementation through the employment of monitoring, reviewing and evaluation the expectation by itself is not an achievement.

To help the government achieve goals of the Education Sector Development Program shortly, alleviate the hectic problems of the society and increase the role of the society in social balance and multi-dimensional development endeavor, the increased participation of International NGOs in education development of the country is very important.

It is in line with this premise that this research study will be undertaken to describe, compare and explain the contributions of International Islamic Non-Governmental Organizations (IINGOs) in education development in Ethiopia that urge specific investigation of the research study, which treat the set of circumstances of International Islamic Relief Organization (IIRO) and Africa Muslims Agency (AMA). In addition, Islamic Relief UK (IRUK) will be consulted on their part of involvement in sponsoring orphans' education and the construction and provision educational institutions for the society. Moreover, it is also intended to propose the likely means through which the problems that they faced will be solved in the future course of action and improves their

contribution in education development in Ethiopia. Therefore, the contributions of IINGOs are the cases under consideration in this research study.

1.2 Statement of the Problem

Most recently, within the framework of worldwide education development programs, the New Ethiopian Education and Training Policy and Strategy (NEETPS) was designed. Within the framework of the 1994 NEETPS, the Government of Ethiopia has launched a series of national Education Sector Development Programs since 1997 as part of a twenty-year education sector indicative plan. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand education access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015. All the ESDPs derived their goals and strategies directly from the Education and Training Policy that needs the involvement of international community in different forms of assistance. Unless otherwise foreign assistance is targeted better to the development effort in efficient and effective ways and utilizes the fund properly during program implementation through the employment of monitoring, reviewing and evaluation, the prospect of external support by itself remains a blue print. Up on this underlying idea, the main purpose of this study is to describe, compare and explain the major contributions of IINGOs in education development in Ethiopia. Over and above, it is intended to propose the likely means through which the problems faced by IINGOs will be solved to improve the contribution and enhance their performance in the development endeavor in the future. Accordingly, the study tries to answer the following research questions:

- 1 What are the contributions of International Islamic Non-Governmental Organizations (IINGOs) in education development in Ethiopia?
- 2 To what extent are local communities and other concerned bodies involved in the project management and formulation according to the National Education Policy and their project agreement with Line Bureaus?
- 3 What are the strengths, weaknesses, similarities and differences of IINGOs in their contributions to the development of education in Ethiopia?
- 4 What are the main challenges faced by IINGOs that are likely to have impediments on planning and programming in the development of education in Ethiopia?

- 5 What are some of the ways and means that minimize/alleviate problems in project planning and programming and promote IINGOs contributions in education development in Ethiopia?

1.3 General Objectives

The main reason for doing this research study is to evaluate the contribution of International Islamic Non-Governmental Organizations (IINGOs) in education development in Ethiopia, compare the similarities and differences of the contributions of these NGOs among one another as well as explain their strengths and weaknesses. Moreover, it is intended to propose the likely means through which the work difficulties will be solved to improve their contribution in education development in Ethiopia in the future prospect.

1.4 Specific Objectives

Hoped-for-outcomes of this research study are:

- To identify and explain the kinds of contributions that IINGOs in education development in Ethiopia
- To evaluate the contributions of IINGOs in education development in Ethiopia whether they are in line with the education and training policies and programs of the Country
- To make an investigation, identification and description of major challenges that hold-back the contribution of IINGOs in education development in Ethiopia
- To point out the strengths and weaknesses as well as similarities and differences of the contributions and make comparative analysis on the contributions of IINGOs and among themselves in education development in Ethiopia
- To help the government evaluate whether or not education and training policies and programs are effective and achievable through the involvement of International NGOs
- To determine challenges and predict them that are likely to have the most influence on future planning and programming in such a way that it will help formulate alternative planning and programming scheme
- Intended to propose the likely means through which the problems will be solved to improve the contribution of IINGOs in education development in Ethiopia

1.5 Significance of the Study

Therefore, the findings of such a study are expected to accomplish the following general and specific objectives. The results of the study will be of great advantage to:

- Help the IINGOs assess whether implementation is proceeding according to the National Education and Training Policy and Strategy of the Country and project agreements by comparing actual achievements to the targets that were set during the planning phase
- Help the IINGOs learn from past implementation to improve their performance in the future or provide vital support to the future planning and decision making that takes place during program implementation through the employment of monitoring, reviewing and evaluation
- Indicate the opportunity for another IINGOs to participate in education development in Ethiopia
- Learning as a writer to the student researcher
- Moreover, other researchers may find the study useful as groundwork

1.6 Delimitation of the study

This research study was undertaken to look at and produce information on the contribution of IINGOs, evaluate their contribution, compare their similarities and differences among one another, explain their strengths and weaknesses recommend possible solutions to enhance their education development attempt in particular and other social development activities in general in Ethiopia in the future. It is simply because of the limited number of IINGOs working in education development in Ethiopia, all IINGOs operating in education development in Ethiopia, directly or indirectly, were cases in point. As a result, the study included:

- Africa Muslims Agency (AMA)
 - Arabic Unit in Addis Ababa University
 - Nejashi Elementary School in Adama
 - Nejashi Secondary School in Adama
 - Bilal Elementary School in Yabello
- International Islamic Relief Organization (IIRO)
 - Aweliya College in Addis Ababa

- Aweliya Secondary School in Addis Ababa
- Aweliya # 1 Elementary School in Addis Ababa
- Aweliya # 2 Elementary School in Addis Ababa
- Welliso Elementary School in Welliso
- Islamic Relief United Kingdom (IRUK)
 - No educational Institution Selected

1.7 Limitation of the study

Besides the major problems: time, relevant and updated materials and financial constraints, the other problems the student researcher confronted during conducting the study were unwillingness of some data sources to provide the necessary information, unavailability of separate data about the schools and the reluctance of respondents to fill the questionnaire and return on the expected time. Had these obstacles not occurred, the study would have been better in scope and depth.

1.8 Definition of Terms

Some terms will be involved in this paper with special emphasis, which are listed in alphabetical order and defined below in the way that they are used in the study:

Assessment: is the process of collecting information on achievement and performance of the organizations. Assessment information provides the basis for sound decision-making that takes place during program implementation through the employment of monitoring, reviewing and evaluation. The assessment process reveals what an organization commenced, implementing and planned for the future.

Islam: The Arabic word ISLAM means Commitment and Obedience (Ahmed, 1988) and Submission to God, i.e. Allah (A) (Reese, 1996:349)

Islamic NGO: a non-governmental institution that either uses the label 'Islam' in its name or has other terms that are connected to the religion. (www.just-international.org/article.cfm?newsid=20000320)

NGOs: are different organizations, varying enormously according to their purpose, philosophy, sectoral expertise and scope of activities and usually engaged in development and poverty reduction work at local, national and global levels around the world (Lewis, 2001:1; World Bank, 1996: 158).

Project: is a set of investments and other planned activities aimed at achieving specific objectives within a predetermined period and budget (Magnen, 1991: 14; Baum and Tolbert, 1985: 333)

Sustainable development: is a process of developing (land, cities, business, communities, etc) that "meets the needs of the present without compromising the ability of future generations to meet their own needs"

1.9 Research Design and Methodology, Sources of Data Collection and Sampling Techniques

The intention of this research study was to take a look at and produce information on the contribution of IINGOs, evaluate their contribution, compare their similarities and differences among one another as well as explain their strengths and weaknesses. Moreover, it is intended to propose the likely means through which the work difficulties will be solved to improve their contribution in education development in Ethiopia in future prospect.

1.9.1 Research Design and Methodology

In designing the study, the student researcher has selected and employed descriptive survey method. The descriptive survey method was found advantageous to obtain and produce information on the contributions of IINGOs in education development in Ethiopia, explain their strengths, weaknesses, similarities and differences and discover what are their challenges of planning and programming are in such a way that constructive solutions will be forwarded.

1.9.2 Sampling technique

With respect to sampling techniques, the student researcher made use of availability-sampling technique to identify IINGOs, their respective educational institutions and potential respondents. The main reason of using availability-sampling technique was that when this study was conducted there were only three available IINGOs registered among which two of them have a record of more than ten operational years and the other one has passed only three years in Ethiopia. Therefore, availability-sampling technique was employed to select and include all the respective educational institutions and potential respondents of IINGOs for the purpose of fair comparisons and representation of them.

1.9.3 Sample Size

Through the employment of availability sampling technique, twenty key project personnel from Head Offices and Project sites were consulted. Eleven school directors and vice directors from seven educational institutions were selected. Twenty-five department heads, pedagogical center heads, laboratory and library personnel or teachers in some cases where the number of teaching staff was minimal were included in the sample selection. Sixteen government department officials and local community representatives were involved in the study concern. Accordingly, a total of seventy-two subjects were included in the sample population.

Sample Population	AMA	IRO	IRUK	Total	Sampling Technique	Instruments used	Remarks
Country Representatives (CnR)	1	1	1	3	Availability-Sampling	Interview	
Finance department heads (FDH)	2	3	1	6	Availability-Sampling	Questionnaire	
Educational affairs department heads/Head of Programs (EDH)	1	2	1	3	Availability-Sampling	Questionnaire	
Public Relation/related department heads (PRH)	1	1	1	3	Availability-Sampling	Questionnaire	
Project co-coordinators (PC)	2	2	1	5	Availability-Sampling	Questionnaire	
Director and Vice Directors or Dean and Associate Dean (D, VD / AD)	4	7	0	11	Availability-Sampling	Questionnaire	
Laboratory Technician, Librarian, Pedagogical Center Head/Teachers (IPS)	10	15	0	25	Availability-Sampling	Questionnaire	
Parents / Community Representatives (CmR)	3	3	0	6	Availability-Sampling	Focus Group Discussion	
Food Security, Disaster Prevention and Preparedness Commissions (GO)	1	1	0	2	Availability-Sampling	Questionnaire	
Education Bureaus (GO)	4	4	0	8	Availability-Sampling	Questionnaire	
Total	29	39	5	72			

1.9.4 Sources of Data

Both primary and secondary data sources were used in the study. Primary data were collected from the subjects of the study through questionnaires, interview, focus group discussion and observation. As to complement and supplement results from the primary sources, pertinent documents to the study were consulted and the relevant related literatures were reviewed. The major sources of information for this study were documents of NGOs in general and IINGOs in particular. For reliability and validity purpose, the questionnaire was pilot tested.

1.9.5 Data Gathering Instruments used

In obtaining current and primary information from respondents, a self-report questionnaire was used as the main instrument of gathering qualitative and quantitative data. The instruments of interview, focus group discussions as well as observation were also applied to understand the challenges in depth and supplement the questionnaire.

1.9.5.1 Document Analysis/Review

The major sources of information for this study were documents of NGOs in general and IINGOs in particular and relevant project documents found in archive were assessed.

1.9.5.2 Questionnaire

The questionnaire was designed and pilot tested. After reviewing previous works and collecting possible items through open-ended and predefined answer categories of questionnaire, the researcher designed the instrument that were used in this specific study. The questionnaire was anticipated to make a survey and describe the nature of IINGOs contributions in education development in Ethiopia, look into the major challenges that holdback their contributions and propose the likely means through which the problems will be solved to improve the contribution.

1.9.5.3 Interview Guide

There was an interview session with country representatives. To this effect, Structured Interview guide were prepared for gathering supplementary information from participants in this specific study. It was also helpful to understand the challenges in depth from the selected groups and indicate way outs through which the problems will be solved to improve the contribution.

1.9.5.4 Focus Group Discussion

The focus group discussion was highly supplementing the information gathered through the self-report questionnaire and the interview. To make the discussion more interesting and resourceful, guiding questions were prepared in advance. The focus group discussion participants were selected from beneficiaries or community representatives.

1.9.5.5 Observation

Observation of the real conditions strengthens the information about the accommodations, facilities, and the like and this supported to investigate more to the research out put.

1.9.6 Data Collection Procedure

In order to understand with the major issues under the study consideration, first, relevant literatures were examined to look into what has so far been done in relation to the subject of the study. Secondly, evaluation of relevant document was made. Third, data gathering tools were developed and then pilot tested to recheck the appropriateness of the instruments. Fourth, after improving the instruments on pilot test result, data were gathered.

As there were hardly be a problem in communication, the English versions of the questionnaire were used in accordance to the respondents to avoid communication barrier. The respondents were encouraged to ask for clarification on any question that they had trouble in understanding. In depth, interview and focus group discussion were held with beneficiary community representatives. Finally yet importantly, observations were held depending on predetermined areas of observation.

Then after, data were tabulated, analyzed and interpreted in line with the research questions raised by using both qualitative and quantitative analyses.

1.9.7 Pilot Test

To find out ambiguous and vague statements and thereby to improve the questionnaire item, a draft questionnaire was first administered in Addis Ababa and Nazareth on twenty-seven persons, which was not included in the final research study. Some fourteen vague and ambiguous questions were then corrected based on the results of the pilot test of the questionnaire for actual administration.

1.9.8 Data Analysis Procedure

Based on the nature of the problem and the data obtained, percentage and weighed mean score statistical tools were employed to analyze the basic data. The data analysis also involved document review and analysis of qualitative responses gathered through

interview, focus group discussion, open-ended questions of the questionnaire and observation.

1.10 Organization of the Study

The report of this research study were organized and presented in four chapters. The Introductory chapter gave a general introduction; stated the research question; explained objectives and significance of the study; described the limitation and delimitation of the study; and shown the how of design and methodology of the research. The review of the relevant related literature chapter developed the theoretical, historical and existing realities related to the Contributions of International Islamic NGOs in Education Development in Ethiopia and examined the current situation. The presentation and analysis or original survey chapter tried to examine, evaluate, and interpret the implications of the results with respect to the research questions. Besides, some statistical treatments of the research data collected were also shown. Finally, the summery, conclusion, and recommendation chapter tried to draw inferences based on the result and also forwarded some suggestions based on the main findings and conclusions of the study.

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Chapter Two

Review of the Related Literature

This chapter presents the review of the related literature and lays down the conceptual framework for the study. It comprises the overview of the interrelationships of education and sustainable development, concept of international development assistance in the field of education, recent trends in education development cooperation, situation analysis and trend assessment on Ethiopian education system, current Ethiopian ESDP, components and situation analysis of Ethiopian ESDPs, History of International NGOs in Ethiopia, IINGOs in Ethiopia, role of external financing agencies and local community participation and program planning and implementation.

2.1. Education for Sustainable Development: The Interface of SDPRSP, MDGs & ESDP

Once education was a privilege enjoyed by few, today it is a human right for all human beings irrespective of any human differences (UDHR, 1948, Article 26). It is not only the right but also the responsibility of every one (Ali, 1993: 1672). In some countries now a day education is compulsory and in others governments are striving to meet universal primary education for their citizens than ever before (UNESCO, 2000) for the main reason that education is central for *social balance and mechanism for producing educated and skilled manpower for the nation's multi-dimensional growth and development* (Kedir, 2001: 1).

Education is not only a fundamental ingredient to improve productivity of farmers as well as rural and urban self-employment opportunities but it is also an essential component for the advancement of technologies, economic growth and social development as well as improved quality of life. Moreover, it enables the society to respect the human rights and fundamental freedom, have moral values, participate in their own development endeavor, and solve their own problems (MOE, 1994: 1 – 2). According to Baum and Tolbert (1985: 119), education is seen as *investment in human capital and integral component of all development efforts*. Achieving comprehensive recognition worldwide that have to do with education, several interfaced and interrelated declarations and programs are issued. For instance:

- SDPRSP that emphasized on four major goals, one of which is capacity building that ultimately means education (<http://www.imf.org/External/NP/prsp/2002/eth/01/073102.pdf>; MOFED, 2002)
- MDGs that consists at least three educational goals (www.developmentgoals.org) and
- ESDP of Ethiopia that stresses on the aims democracy, relevance, accessibility, equity, quality and sustainable development (MOE, 2002: 21)

The interface of the SDPRSP, MDGs and ESDP is further pointed out in the statement of the Development Assistance Group Ethiopia (www.dagethiopia.org/education.aspx) as *The ESDP is an important part of the SDPRP and key targets and performance indicators are included in the SDPRP policy matrix.*

In general, SDPRP, MDGs and ESDP are much concerned with the development of education along side to its consequent contribution on sustainable and accelerated overall development of citizens and their nations. Supporting this conclusion, Baum and Tolbert (1985: 119 – 124) summarized that education play a great role to economic growth, has a direct effect on individual productivity and earnings, helps to relieve poverty – by improving health and nutrition practices, etc.

2.2. The Concept of International Development Assistance in the Field of Education: An Examination of History of Education Development Contributions

Education development activities have passed from a phase to another with varying objectives and domain of action or contents. The contributions of the world community development assistance in education development effort evolved from the connection between education and economic development in the 1960s to a contemporary wide spectrum in content and form for the achievement of development objectives (Baum and Tolbert 1985; UNESCO, 2000).

Later to World War II, *the 1940's and 1950's were characterized by shifting global political, economic and military alliances, resulting in both bipolarity and a spirit of internationalism* (www.ed.gov/about/offices/list/ope/iegps/history.html). According to Baum and Tolbert (1985: 20), the establishment objective of international aid agencies or

multi-lateral banks and funds and their development plans became wider and engaged in some form of enthusiasm for comprehensive planning in 1950s after the apparent success of post war recovery of Europe.

In the 1960s, the contribution of multilateral and bilateral banks and funds in the field of education was devoted on the relationship between education and economic development that supported vocational training, technical and agricultural education at all levels and general secondary and university education to some extent. As a result, primary education was completely ignored. Development Assistance of the World Community during the 1960s consideration to the expansion of primary education was mainly a response to social demands that could not be justified by the needs of the economic development. Finally, projects helped the beneficiary countries to achieve secondary, post secondary and vocational education, however, nearly no investment were made on the development of quality and relevance of education (Baum and Tolbert 1985).

According to Baum and Tolbert (1985: 119), during the 1970s, the attention of the World Community Contributions in Education Development Arena through multilateral banks and funds were economic development and started to be more social oriented:

The prevailing view of development had widened; to the concern for greater production was added a concern for human welfare and the alleviation of poverty. Education comes to be seen as a basic human need, and as an activity that sustains and accelerates over all development.

The 1960s world community contributions were condemned for not only lack of the impact of growth in developing countries on the standard of living of the poor, especially in rural areas but also had served to widen disparities instead of correcting the gap and achieve economic development/needs. Consequently, financial support was readdressed to social justice such as nutrition, literacy, increasing life expectancy as well as increasing productivity of small farmers (Baum and Tolbert, 1985). This policy shift was reflected in education projects they financed in 1970s and that pursued the objectives of expansion of primary education, selected development of education and training to meet the demand for qualified manpower, enhancement of the effectiveness and quality of education and equalization of opportunities and access to education. These new beliefs introduced the multi-lateral organizations to finance diversified projects than the preceding period and

called for more of global form of the new education system. Thus, projects in the 1970s focused on all types, all levels and all institutions of education.

In setting priority objectives, countries carried out analytical study on difficulties, prospects and policies of the education systems in 1970s and UNESCO played great task in the broadening of multilateral program. There was a deviation from classical approach of primary education and financing non-formal education including agriculture, arts and crafts training, adult literacy and basic education to reach the disadvantaged rural area. In general, the projects of 1970s supported numerous projects than the previous period, gave another emphasis to other sectors, for instance, rural development and transport and engaged in integrated approach to development like functional adult literacy that concentrate on market/vocational skill (Baum and Tolbert, 1985).

The projects in 1980s, add a bit different characteristics that were influenced by the impact of the world economic crisis, the results of the projects during the previous decades and the research work on education and development. Development Attempts and World Community Contribution in the 1980s and 1990s formulated the foundation for world Conference on *Education for All* at Jomtien, Thailand in 1990 to expand education to all children, youths and adults around the world and the commitments made at the World Education Forum in Dakar 2000. It offers an interim foundation and track to achieve *Education for All* (EFA) in 2015, which is one of the Eight MDGs and set a clear target that stated *Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling* (UNESCO, 2000: 15).

2.3. Recent Trends in Education Development Cooperation

Domestic stakeholders as well as external development partners including the World Bank and the IMF staffs prepare PRSPs. Taking the development and progress reports every year into account, PRSP is updated every three years related to the *country's macroeconomic, structural, and social policies in support of growth and poverty reduction, as well as associated external financing needs and major sources of financing* (www.crossborder.ie/pubs/ui africa.pdf). International PRSPs and achieving the MDGs, on the one hand, are important objectives for most developing countries and, on the other

hand, they are driving external financing and development plans in low-income countries (www.crossborder.ie/pubs/uiafrika.pdf).

2.3.1. Multilateral and Bilateral Assistances in Education Development Endeavor

The international development community has agreed on the MDGs (www.developmentgoals.org) that are drawn from the Millennium Declaration accepted by the world's leaders conferred in New York in the year 2000 during the UN Millennium Assembly as the most important agenda for development assistance. Following this declaration, 189 countries worldwide have been adopted the MDGs as the *main framework for measuring development progress* and they are becoming to drive *the development plans of many governments and influencing the direction and level of support for most external development financing agencies* (www.crossborder.ie/pubs/uiafrika.pdf). Bilateral and multilateral international development agencies and their funds are supporting country based PRSs and ever more, they are linking their development cooperation programs to the achievement of the MDGs. In addition, countries that have convincing *plans in place to achieve the MDGs are more likely to receive greater external funds*. Accordingly, *poor developing countries also take the MDGs seriously* (www.crossborder.ie/pubs/uiafrika.pdf).

In view of the attention developing countries given to PRSP and the MDGs, multilateral development partners like, the World Bank, UNDP and WHO and bilateral donors, including Canada, Denmark, France, the Netherlands and the United Kingdom, are recently supporting a country-based poverty reduction strategy aimed at reducing poverty in low-income countries. In addition to the qualification for debt relief, the preparation of PRSPs may be linked to other forms of support. Perhaps as a consequence, eligible low-income countries take PRSPs very seriously (www.crossborder.ie/pubs/uiafrika.pdf).

2.3.2. Contributions of International NGOs in Ethiopian Education Development Attempts

The provision of equal access to educational opportunities, improving quality of education, maintaining greater internal and external efficiency of the education system in line with the development and maintenance of institutional capacity in order to realize sustainable and

accelerated development is a great challenge to developing countries. Hence, provision of educational opportunities along side solving diversified educational problems need the involvement of international community support. This is to help citizens of the disadvantaged millions in the third world countries enjoy their birth rights. This in practical terms is to help low-income countries make real the World Declaration on Education for All, Article 1, Paragraph 1:

Basic learning needs . . . comprise both essential learning tools . . . and the basic learning content . . . required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

Accordingly, International development organizations have agreed on the MDGs as the key targets for development assistance to realize global attempt of World Declaration on Education for All that adopted as a unified strategy in the field of education. The MDGs state that *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality* (UNESCO: 2000).

Since adoption of the goals of *Education for All* many countries have been accepted the MDGs as the main framework for measuring development progress and they are driving the development plans of many governments world wide and influencing the direction and level of support for most external development financing agencies (www.crossborder.ie/pubs/uiafrica.pdf).

2.4. Situation Analysis and Trend Assessment on Ethiopian Education System

There have been studies concerning education developments sited in Abagi and Odipo (1997: 1) the most important intention of education development efforts in developing countries are:

Education reform efforts in less industrialized countries aimed at making education an effective vehicle for national development. Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to sector have maximum impact, and that cost-recovery measures are adopted.

Likewise, the Ethiopian Education System has passed through different stages of development; from the traditional/cultural role of Ethiopian church and mosque to Ethiopian modern education that the former can be acknowledged at large as the

foundation of the later. The former not only played a predominant role in preserving and transmitting the nation's cultural values and heritage but also it acted as the principal agent in providing traditional formal education for its followers. The history of traditional formal education and its activities can be traced back to the earliest days of Christianity in Ethiopia with the introduction of Christendom in the 4th century (Ayalew, 2000: 6).

2.4.1. Brief Overview of the Ethiopian Traditional Education System

According to Ayalew (2000: 6), Ethiopia, as a nation with an ancient civilization, has long history of education and literacy heritage as well as it is the only country to have a written script of her own in sub-Saharan Africa. The Ethiopian indigenous education system provided religious education mainly for promoting the respective doctrines of Islam and Christianity to their followers. The main objectives of Church Schools were to prepare *individuals for the clergy and for other religious duties and positions* and provided *Amhara and Tigray inhabitants of the central highlands*. The establishment of European missionary schools was started and Islamic schools appeared towards the end of the nineteenth century and provided some education for a small part of the Muslim population (Seyoum, 1996:2-3).

As verified by Ayalew (2000: 6), the Ethiopian traditional education system had many advantages it contributed. It had not only shortcomings in addressing the contemporary education problems but also carried out *strong resistance* on the introduction of modern education in Ethiopia. Even if the church had continued to offer resistance to all forms of innovations or changes, Emperor Menilik II succeeded the effort started by Emperor Theodore, by launching modern and western type of education in Ethiopian context in 1908.

Covering the longest period of education history, the most important contributions of Ethiopian traditional education system to the country were:

- ✓ Have a written script of her own in sub-Saharan Africa
- ✓ Provided religious education and kept literacy heritage

2.4.2. Brief Overview of the Ethiopian Modern Education

During the commencement of the twentieth century, education was available in the form of mission schools and the Ethiopian church had complete monopoly in the then education system which was oriented in the direction of religious learning that lacks the ability to meet the needs of the people (Ahlam, 2005: 18; Ayalew 2000: 6; Ethiopia - Education During Imperial Rule.htm). Among the reasons that necessitate the development of modern education in Ethiopia and led to the introduction of government-sponsored secular educations were:

- The international recognition for Ethiopia following the Adwa victory in 1886
- The growth of the modern sectors along with the requirement of new type of personnel for the development of the governmental bureaucracy
- The realization of the then Emperor on the inadequacies of church education for the maintenance of Ethiopian sovereignty

Ethiopian Modern Education is a recent phenomenon in its establishment in the country. For the sake of convenience in discussion, the Ethiopian Modern Education is classified

2.4.2.1 Pre War Period (1908 – 1935)

Following the reasons above, modern education in Ethiopia officially commenced in 1908 with the establishment of the first public school (Minilik II School) in Addis Ababa followed by the first Education Proclamation issued in 1908 as Emperor Menilik II said:

In other countries, not only do they learn, even more they make new things. Hence, as of today all six- year old boys and girls should attend school. As for parents who would not sent their children to school, when the former idea, their wealth, instead of passing to their children, will be transferred to the government, my government will prepare the schools and the teachers (Ayalew: 2000).

However, the clergy and the aristocracy not at all appreciated the introduction of modern education with interest. The Ethiopian Church strongly opposed the establishment of a secular school for different reasons. Emperor Menilik II gave many of his demands and prevailed over church opposition. Then after, primary schools opened in different parts through time. In 1925, the government proposed a plan to increase secular education. However, ten years later, the enrolment didn't exceed 8,000 students in twenty public schools and a small number of students learned in foreign countries on scholarship (Ahlam, 2005: 18).

2.4.2.2 The Italian occupation period (1936 – 1941)

This period seriously disrupted and destroyed the infant educational system of the country that had just begun to emerge. Government schools were closed and some were used for military bases, in addition, nearly all of those Ethiopians who had been exposed to some sort of modern education were killed, leaving the country with very little to salvage from its elites. To some extent the Italian were engaged in providing education services, but the Italians had very different objectives, which are aimed at providing native education that makes Ethiopians merely loyal servants of their Fascist Italian Masters and the education of children was limited to only four years (Punkrust. 1972; <http://countrystudies.us/ethiopia/>).

2.4.2.3 The Post War Period (1942-1974) and The Education Sector Review (1972)

It was this period following independence from Italian invasion that modern education was firmly established in the country. After the return of independence, Ethiopian schools restarted the instructional process with virtually no schools, no teachers, and no educational materials and facilities. The then Ministry of Education stated the problem as follows:

The difficulties were perhaps greater than in any other branch of administration to start with, teachers had to be found ...schools buildings and furniture had to be retrieved or improved...text books in a Amharic and English were particularly non existent; other equipment was scarce...at the same time many hundreds boys, girls and young men, eager to make up for the five years gap in their education, were besieging the few schools that managed to open their doors (Teshome, 1979: 56).

In this period, not only the interrupted attempts of education development practices of the country but also the reconstruction of educational institutions began from none. All sectors of the country were extremely affected with acute shortage of educational personnel that were needed in process of reorganization. With the dominant support of the British government, the educational institutions start to function aimed to the production of personnel who could fill the gap created by the war because most of the professionals were massacred during the war. The then education system, by it self, was in great problem, among which are lack of standard and uniformity among different schools in the country and lack of coordination between Ministry of Education and schools (Ayalew, 2000: 25).

According to the statements of Tekeste (1990: 4), before the Italian invasion the contribution of foreign community in the development of education system in Ethiopia was associated with the immergence of mission schools. Immediately after the liberation, agreements were made between Britain and Ethiopian Governments in January 1942 to assist the reconstruction of schools, which resulted in the British oriented education in Ethiopia. As a result, the MOE was reestablished in 1942. In addressing the problem, Ethiopian government made use of different way outs and established institutions offering primary, secondary and college-level courses and enrollment increased during the **reconstruction era** of the 1940s.

The 1950s were the **Ethiopianization era** and the American influence was prevailed in the education system and the advisor ship of the MOE passed on to Americans, few schools passed into the hands of Americans, financial aid was channeled and textbooks and other educational equipment were imported from America (Ayalew, 2000).

Major changes and achievements had taken place in structure and organization of education, the school curriculum, the introduction of Higher education with the foundation of the University College of Addis Ababa and other more than 10 institutions of higher learning, the Development of Primary School and Secondary school Teacher Training, Amharic became the medium of instruction for primary school, the replacement of expatriates by Ethiopians which was regarded as the first step towards the Ethiopianization of education in the nation, etc. Because of the great emphasis given to the expansion of primary teacher education the enrollment in government schools increased from 35,000 in 1946 to 95,000 in 1954/5 (Ayalew, 2000).

Ethiopia hosted the UN-sponsored Conference of African States on the Development of Education in May 1961 that pointed out the deficiency of Ethiopian education system, especially, in primary and secondary education and it was ranked the bottom among African countries; school and teacher shortages observed, high dropout rate prevailed and low overall attendance rates experienced (Ayalew, 2000).

The major achievements during the **Planned Development Era** of the 1960s and to the 1974 were the adoption of a series of 5-years plans which aimed and controlled expansion of Education. The emphasis was not offering wider educational opportunity but to produce

limited personnel to meet manpower shortage in the country. Because of this, a considerable opportunity was limited to primary education (Ahlam, 2005).

According to the descriptions of Ayalew (2000), MOE set a committee to evaluate problems of the educational program and the committee recommended to improve the only 6.6% coverage of educational opportunity in 1961 (end of the five years plan), reach 82.8% at elementary level in 1980 and 19.2% at secondary level and 1.9% at the tertiary level which was different from the Addis Ababa Plan of the UNESCO conference target for Africa to reach in 1980 that of the respective expected standards, 100%, 30% and 20% students will get educational opportunity. The Ethiopian government, however, rejected the MOE plan by saying that the plan is unrealistic and it is too uneconomical according to the growth of the country. Instead, it chooses to concentrate on the 5 year controlled expansion plan.

In response to heartfelt calls for basic changes from many educators, parents, teachers and students in education system, National Commission for Higher Education was established in 1969 to study and recommend visible solution to the problems of the then education system. Then after two years, a historic sector review of the entire educational system or Education Sector review was launched in May 1971. The objectives of the Education sector Review were to (MOE, 1972 in Ayalew, 2000):

1. Analyze the education and training system of Ethiopia and its capacity of promoting economic, social and cultural development.
2. Suggest necessary ways to improve and expand the education and training system in order that it might achieve aims relevant both to the society and the over all development of the country.
3. Suggest ways in which education could best be utilized to promote national integration.
4. Identify priority studies and investments in education and training

The ESR criticized the education system's focus on (Ayalew, 2000):

- Preparing students for the next level of academic study
- Completion of rigid qualifying examinations
- The government's lack of concern for the young people who dropped out before learning marketable skills; a situation that contributed to unemployment

Completed in July 1972, the Education Sector Review (ESR) recommended (Ayalew, 2000):

- Attaining universal primary education as quickly and inexpensively as possible
- Ruralizing the curricula through the inclusion of informal training
- Equalizing educational opportunities

The report was not published until February 1974 followed by widespread disturbances and the education crisis became a contributing factor in the imperial regime's fall later that year and the Revolutionary Period begun.

In general, the education system during the Imperial regime was supported by Britain and American influences beside the concern of the then government of the Country and operated under *controlled expansion* with emphasis on the production of semi-professionals and professionals the country needed. Educational opportunities were restricted, popular demands for education was denied and the economy failed to absorb graduates. Despite the numerous efforts made by the government in raising the standards of education, it was reported that less than 10% of the total population was literate in 1974 and some regions favored over others (urban versus rural) (Tekeste, 1996; <http://www.faculty.fairfield.edu/faculty/hodgson/Courses/so191/Projects2/Marisa/Ethiopia.html#Education>)

2.4.2.4 The Post Revolutionary Period (1974 – 1991) and Evaluative Research of the General Education System (1989)

In the post revolution period (1974 – 1991) of the education sector development, the educational system was modified in a way to produce citizens who fit in to the ideology and the government gave raise to policy guidelines as soon as it came to power. Administrative reforms made to provide more and better education including its distribution. Curriculum revised based on the central objectives *all round development of the young*. An evaluative research on the system was conducted but the recommendations were not implemented, instead the government chosen to follow its ten-year perspective plan (Tekeste, 1996).

As identified through Evaluative Research of the General Education System in 1989, enrolment increased but the education system was suffering from shortage of textbooks, lack of skilled teachers, and inadequate funds and the country experienced direct outcomes of having foreign teaching (Tekeste, 1996). According to Teshome (1979), there were several reasons for this lack of advancement in the education system and its primary failures of the education system were:

- Its inability to satisfy social demands of majority of the people and to prepare in any adequate way those passing through its ranks
- The system as elitist, inflexible, and unresponsive to local needs
- Unequal distribution of educational opportunity, which favored a few administrative regions and urban centers at the expense of a predominantly illiterate rural population
- The education system also suffered from inadequate financing

By and large, by the 1984, the national literacy rate fewer than 10 percent during the imperial regime increased to about 63 percent, according to government figures (<http://countrystudies.us/ethiopia/>).

2.4.2.5 The Education Sector Development Attempts in Post 1991

The Ethiopian Government is forwarding specific stress on education believing that development of the country lies upon the expansion and provision of quality education which is manifested to improve the provision of quality education resulted in the formulation of the Education and Training Policy (ETP), which encompasses the entire education and training sector. In 1997 the Government of Ethiopia launched the first five year Education Sector Development Program (ESDP-I) within the framework of ETP as a part of a twenty-year education sector indicative plan. The main thrust of ESDP is to improve quality, relevance, equity, and efficiency as well as expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls in an attempt to achieve universal primary education by 2015.

Despite heavy investment in the education development endeavor, the Ethiopian education system observed serious shortcomings at different times. Among the problems are low enrolment ratios, regional and gender disparities, low quality and relevance of education and

high wastage as a result of repetition and dropout rates. To alleviate the hectic problems of education system; decrease the education inequality gap, improve quality of education, enhance relevance, address regional and gender disparities along with development and maintenance of an institutional capacity and consequently increase the role of the society in social balance and multi-dimensional development endeavor the Federal Democratic Republic Government of Ethiopia (FDRGE) has formulated the New Education and Training Policy and the national attempt of ESDPs depending on world wide movements like International Conference on *Education for All* declared at Jomtien, Thailand in 1990 and the commitments made at the World Education Forum in Dakar 2000 are cases in point (UNESCO, 2000; MoE, 1994; MoE, 1999; MoE, 2002; MoE, 2005). In general, the regional imbalance of the education system; the question of quality and relevance, access and equity, Efficiency in Ethiopia is a problem that has continually haunted the country in the past, and a suitable solution is still yet to be found. Depending on these, the remarkable attempt of Ethiopian education sector reform in the early 1990s tried to make the education system responsive to national development (www.dagethiopia.org/education.aspx) and aimed to alleviate the complex problems of relevance, quality, accessibility and equity along with growth and development of organizational capacity.

As stated in the first Education Sector Development Program Action Plan (MOE, 1999: 1-4) and the New Education and Training Policy (MOE, 1994: 2), the educational system of Ethiopia had enormous problems particularly in primary school that necessitated sector policy reform:

- Low enrolment ratio is a problem at all levels; low percentage of participation for school-aged children at primary and secondary levels as well as higher education is open to smaller fraction, limited number and distant location of schools, security for smaller children and for girls, the need for child-labor during the agricultural peak seasons and for household tasks and schooling fees when charged
- Unequal distribution of educational opportunities; discrepancy in rural and urban areas and among regions; 83 percent in Addis Ababa to 8 percent in nomadic and semi-nomadic Afar region in 1995/6, girls are less likely to be enrolled than boys in rural areas; only one percent of nomadic girls attend schools in Afar region
- Low quality of education that leads many children to repeat class or to dropout of school, especially girls. About a third of the pupils enrolled in grade 1 drop out and close to a fifth of the remaining pupils repeat. This poor performance is linked to

inadequate facilities, shortage of books, inadequate teachers training, examinations failed to provide feedback to classroom teaching improvement and poor curricula

- The system is inefficient: high drop out and so are repetition rate
- Inadequate funding: spending on education falls short of the required due to low income base of the country and the reliance of education on public financing
- Weak capacity for planning and management

In addressing the problems, the New Education and Training Sector Policy outlined the following reforms (MOE, 1999: 5):

- Increase primary education from 6 years to 8
- Automatic promotion of children in primary grades
- Use of local languages as media of instruction in primary education
- Development of a new teaching career structure
- Elimination of fees for grades 1 – 10
- Development of cost sharing for grades 11 – 12 and higher education

2.5. The Current Ethiopian Education Sector Development Program

The interface of SDPRSP, MDGs & ESDP gave emphasis to Education for Sustainable Development. Hence, the New Ethiopian Education and Training Policy and Strategy is *formulated in the ESDP towards achieving MDGs likewise the ESDP is an important part of the SDPRSP and key targets and performance indicators are included in the SDPRSP policy matrix* (www.dagethiopia.org/education.aspx). The New Ethiopian Education and Training Policy and Strategy is formulated in 1994 to reform the education system in a way to respond/meet present and future needs of the people and expand its access to the citizens (MOE, 1994: 6):

... the education and training policy envisages bringing-up citizens endowed with humane outlook, countrywide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large.

2.6. Components and Situation Analysis of Ethiopian ESDPs: Issues, Overall Goals, and Strategies

The overall/main objectives of the SDPRSP, MDGs & ESDP shared the development of education sector to help the society participate in sustainable and accelerated development

attempt by its own initiative. Aware of the contribution of education as a major instrument for rapid social and economic development, the ESDP of Ethiopia stressed at different levels of education to bring about *social balance and multi-dimensional growth and development* of the country (Kedir, 2001: 1). The ESDP I that was launched in 1997/8 concluded in 2001/2 as well as the ESDP II that took the period between 2001/2 and 2004/5 (MOE 2002: 1) was implemented in action and *the ESDP III, which will guide work in the education sector over the next couple of years, is currently formulated* (www.dagethiopia.org/education.aspx).

2.6.1. ESDP Program Targets and Activities

Program targets and activities of education sector vary for variety of reasons without main changes in the overall goals of policy and strategy since experiences, technological advancement, development of knowledge and others have undeniable contribution/influence on different aspects of education.

The Government of Ethiopia is committed to achieving the MDGs on universal access to primary education and pursues a policy of scaling up. This brings with it challenges related to maintaining the quality aspects, as measured by pupils per teacher ratios, pupils per textbook ratios and dropout rates. The largest share of recurrent spending is allocated to primary education; this is due in part to the very low enrollments at secondary and tertiary levels; as well as to the government's basic policy stance over the past decade of assigning first priority to primary education (MOE, 2005).

2.6.2. Overall Goals of ESDPs

Ethiopia has set the target for achieving the goal of good quality universal primary education six years earlier in 1994 and renewed this commitment in the World Education Forum in April 2000 in Dakar. Thus, the ESDPs have made EFA one major component and are committed to expand equitable access to primary and vocational education to meet the demands of the country. The ESDPs I, II and III, overall goals of ESDP were harmoniously formulated under the consideration of the vision of the Ethiopian Government, the vision and mission of the Education Sector and the role of education in

poverty reduction. Accordingly, the following major goals are identified in the ESDP III with respective education levels (MoE, 2005: 36 - 37):

- ✓ The general education is aimed to produce responsible and competent citizens, increase access to educational opportunities at primary level, to achieve UPE by the year 2015, improve the quality of education, enhance efficiency and use resources wisely, address equity issues by narrowing the gap between male and female, among regions and rural and urban areas, provide increased access to Adult and Non-Formal Education in order to combat the problem of adult illiteracy, increase access to quality secondary education based on the demand of the economy for trained human power at middle and higher level and the intake capacity at the tertiary level.
- ✓ The technical Vocational Education and Training (TVET) aimed to provide relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment through labor market assessment and by re-orienting and re-focusing the existing TVET system, assure the quality of TVET training programs, enable TVET institutions generate their own income and thereby reduce government allocations to the sub-sector and develop demand-oriented curricula based on Occupational Standard and Occupational Training Standard for non-formal and formal education and training by involving experts from the world of work. (MOE, 2005).
- ✓ The Tertiary Education is designed to develop responsible and competent citizens who meet the quantitative and qualitative demand for a high-level trained labor force based on the socio-economic development needs of the country, ensure democratic management and governance in Higher Education system, set up cost effective, efficient and results-oriented system in order to develop an appropriate range of modern and effective human resources management, procedures and practices as well as develop the volume, quality and relevance of research and consultancy services which are necessarily directed to the needs of the country.

2.6.3. Overall strategy of ESDP III (MOE, 2005)

- ✓ Planning many and varied activities are intended in order to nurture and produce competent and responsible citizens

- ✓ In order to maximize the use of available and scarce resources and increase access to basic primary education, alternative approaches such as low cost schools, one classroom school, multi-grade classroom schools, etc. for first cycle primary will be encouraged
- ✓ Alternative basic education and functional adult literacy programs shall be expanded for the expansion of primary education
- ✓ Undertakings in the organization of adult literacy programs and development of materials in the mother tongues of learners that cover areas of life skills will be held. Teaching literacy will be a voluntary activity organized at school, ABECs and kebele levels. The program will utilize teachers, ABEC facilitators, literate adults, secondary and tertiary students. The main investments will be in the provision of literacy readers, training manuals and in the training of literacy volunteer teachers.
- ✓ In the improvement quality of education, curriculum will be revised every five years in order to enhance relevance of education and prepare students to the society that is aspiring to develop in the next decades, National Learning Assessments will be carried out for appropriate policy interventions, educational inspection will be strengthened to ensure quality education system and National examinations will be used for maintaining standards and as feedback to improve quality in education, in-school supervision shall be strengthened so that experienced, skilled and innovative teachers can share their experiences and coach the inexperienced ones, pre-service and in-service training of teachers will be intensified, unqualified teachers at various levels in the system will be upgraded through in-service program during summer to enhance the provision of quality education to the level in order to improve the qualifications of teachers at primary and secondary levels, continuous professional development will be put in place and institutionalized, a third of students admitted to universities shall be enrolled in the teacher education program in order to alleviate the shortage of qualified teachers in secondary schools, the existing School Cluster Resource Centers shall be strengthened and expanded to provide in-service and regular training for both qualified and para-professional teachers. The centers can be utilized to provide training and share teaching materials, of which most of it will be materials developed by the teachers themselves. Such materials are not only essential for improving learning in the classroom, but constitute an important way of validating and motivating teachers'

own inputs into the improvement of the education system. The SCRC shall become an agent of change in terms of school curriculum and pedagogy, efficient school leadership and management will be established in schools in order to enhance the quality of instruction and thereby improve learning achievements, textbooks shall be improved to the highest quality possible since they are one of the most important inputs for achieving quality education. Adequate textbook management system will be put in place in order to improve the efficiency of the procurement, distribution and logistics of textbooks and supplementary reading materials. Appropriate policy which will attract the participation of the private sector in publishing and distribution of textbooks and supplementary learning materials shall be adopted, use of Information Communication Technology in the secondary education shall be promoted and strengthened to bring about educational quality by improving the pedagogical skills of teachers and also by enabling both students teachers to effectively use electronic educational materials, emphasis will be given not only to improve the academic qualifications but also the ethical values of the teaching staff. As parents expect teachers to be professional role models to their children, efforts will be exerted to have a teaching staff that is well motivated, disciplined, and endowed with ethical values

- ✓ The involvement of the private sector and non-governmental organizations will be strengthened in increasing access to education for the realization of universal primary education and targets set for secondary, TVET and tertiary education
- ✓ The involvement of the local community should be encouraged to mobilize their own resources to construct additional classrooms and schools. Cost effective school construction designs shall be used in order to reduce the total cost of construction and to increase the contribution of the community through the use of local materials and labor. Government shall allocate sufficient budget for school construction in areas where communities cannot afford to contribute cash or materials
- ✓ The grass root administrative unit role in governance and management of education will be strengthened. The involvement of community and partnership with NGOs and other donors at *woreda* level shall be enhanced
- ✓ The school-feeding program shall be expanded, in partnership with development partners, in food insecure and vulnerable areas so that the feeding program will

serve as an incentive to go to schools and continue their education without dropping out. Special attention shall be given to the pastoral and chronic food deficit areas as well as motivating girls to come to school

- ✓ Regional Education Bureaus shall undertake publicity campaigns to sensitize their local communities and develop local strategies for the access and survival of girls throughout primary schooling, and to progress on to secondary school. PTAs shall ensure that schools are conducive for girls and free of violence
- ✓ Curricula for teachers' training programs will be revised
- ✓ Training programs for *Woreda* officials will pay attention to gender issues and the specific problems that girls and young women encounter in schools. An expanded recruitment and training of female teachers at all levels will be put in place to increase representation of women among school directors, supervisors, teacher trainers, and *Woreda* education administrative staff
- ✓ Technical teachers training institutions curricula shall be revised aiming at better quality instruction in practical training
- ✓ Proactive measures will also be taken to enroll out-of-school children, especially girls, to increase their enrollment and attendance as well as the quality of education through strengthening partnership with all stakeholders. There will also be local specific strategies to address the problems of girls' education. *Woreda* education offices shall supervise head teachers and teachers to give greater attention to girls' education

2.7. History of International NGOs in Ethiopia

The history of NGOs in Ethiopia openly associates with the incidence of droughts and famines during the last three decades and in general, two factors have contributed to force the momentum in pushing, strengthening and systematizing the cooperative trend between NGOs and the Ethiopian government:

- The emergence of new organizations in Ethiopia to support droughts and famines that moved in to provide humanitarian aid and relief operations. Their involvement saved millions of lives, communicated the severity of the

problem to the world, and mobilized resources for relief assistance (www.pactworld.org/programs/country/ethiopia/index_ethiopia.htm).

- Widening their activities NGOs entered in new fields in social development endeavor, like health, education and agriculture.

2.8. International Islamic NGOs in Ethiopia

Islamic charities have developed progressively since the early 1980s, preliminary with modest aid and relief activities. In the early 1990s, the more determined and successful taking place to develop significant international relief programs. The Saudi-based International Islamic Relief Organization (IIRO), for example, has projects in nearly one hundred countries. Islamic NGOs have found themselves working alongside Christian NGOs, the Red Cross Movement, international secular NGOs and UN agencies in the international aid system (www.odihpn.org/report.asp?id=2582).

The Saudi-based International Islamic Relief Organization (IIRO) entered in Ethiopia since 1993, the Kuwait-based Africa Muslims Agency (AMA) is working in forty-seven African countries since twenty-five years back and worked in Ethiopia onwards 1993 and the Islamic Relief (UK) started its development supports as of September 2003.

2.8.1. Africa Muslims Agency (AMA) – Ethiopia

Kuwaiti Volunteers founded Africa Muslims Agency in Kuwait in the year 1981 with the objectives to:

(a) Assist the society improve the living standard & health status, (b) promote job/employment opportunities (c) encourage literacy and (d) contribute & promote development activities in producing responsible generation to build social balance and multi-dimensional development of the country and the society (AMA – Ethiopia, 2005; AMA – Ethiopia, 2001).

AMA is an international humanitarian NGO with important policy framework of neutrality in politics, religion, and ethnic matters. Working in more than forty African countries, it is voluntary and secular. Its funds come from individual donations. It has entered in Ethiopia and signed working agreement with Disaster Prevention and Preparedness Commission in 1993. Registered as non-profit making humanitarian NGO by Ministry of Justice in 1994,

it engaged in social development activities, like education, health, social affairs and others. Its social development dealings were tailored to meet the needs of its orphans and the surrounding community, which started its first work with the establishment of Al-Huda Children's' Home in Addis Ababa.

The projects were designed to minimize the problem of the community in education, health and support of orphans. According to AMA (2000: 3 - 4; 2001, 9), AMA - Ethiopia was signed project agreement with respective government departments as a short-term program to:

- Provide guidance and counseling service to the project beneficiaries in family planning and vocational training
- Provide academic education for poor children free of charge and to some of the community children with fair payment of school fee
- Creating access to educational opportunities and expanding coverage and increasing school aged children enrollment particularly girls
- Promote training that creates job/employment opportunity through establishment of a technical vocational training center for boy and sewing and embroidery center for poor mothers and girls
- Assist orphans who lack honest sponsors in the center and external orphans with their sponsors with full support such as clothing, school fees, dorm feeding and other facilities with close communication with their families those in the centers and clothing, school fee and other miscellaneous financial supports

2.8.2. International Islamic Relief Organization (IIRO) – Ethiopia

As Bawer (2000) noted, the organization was established in 1986 in Saudi Arabia as a non-governmental, non-profit-making and voluntary organization to provide social development assistances worldwide. The International Islamic Relief Organization is officially accepted as an associate member of the World Muslim League (WML), at present, the organization has branch offices in more than 100 countries worldwide. Being representative of the country after 1993, it was the first IINGO which led the way in Ethiopia. In 1993, WML officially took over the ownership of the school with all its responsibilities and recognized as Muslim Mission School after the signed agreement

between TGE-MOE and WML. The foundation of Aweliya Mission School was started as a traditional Qura'nic School around 1960 and it was licenced as elementary school in 1972 and upgraded in 1984. WML started its financial support including material and manpower to the school since 1968 and the school has peculiar features either driven from its religious nature or its heavy dependence on external organizations. The school has a mixture of national curriculum with Arabic and religious education. aimed to help and cover the expenses of educational projects at all level as well as to rear, educate and cultivate orphans at centers, IIRO has the following objectives for the education component of its programs:

- To admit and train children from the age of 4 – 6 and prepare them for general education at KG level
- To admit students from grade one to twelve in primary and secondary levels at a minimal cost sharing fees
- To admit students to college to university (at present diploma level) at a minimum level of fees and free scholarships

2.8.3. Islamic Relief United Kingdom (IRUK) – Ethiopia

IRUK - Ethiopia is an international humanitarian NGO. Its headquarters based in Birmingham, UK. It is a British aid agency *dedicated to alleviating the poverty and suffering of the world's poorest people*. Receiving its first donation mission of just 20P from a young child, formally instituted in 1984 during the occurrence of hunger around east Africa in Ethiopia and Sudan. Some of its funds raised form individuals and others from institutional donations like UK Department for International Development, United Nation's World Food Program and European Community Humanitarian Office (Islamic Relief, 2002: 1).

As stated on the statement of the *Core Values of the organization*, its fundamental organizational policy framework was neutrality in politics, religion, and ethnic matters that uses as a base for working with families, communities and governmental organizations globally. In operational fields worldwide, it is working for implementing long-term development projects and emergency relief works and support orphans grow to be self-reliant, educated and right-protected citizens (Islamic Relief, 2002: 1).

The education component of the IRUK program gave attention to both the hardware and software facilities of the education system; school construction and expansion to create access to educational opportunities and increase students enrollment, textbook provision and curriculum development to improve quality and enhance relevance, adult education/alternative basic education in order to maximize the use of available and scarce resources and increase access to basic primary education, vocational training for the youth and dropouts as well as capacity building programs of the grass-root levels of the education officials.

2.9. Role of External Financing Agencies and Local Community Participation

Governments can bring about change, not by acting alone but by working in close collaboration with the society and international development and financing agencies. Even if top down approach has a potential benefit of being systematic and comprehensive, the bottom up approach to program planning and implementation is appreciated for creating a sense of belongingness or ownership and more likely to lead to commitment on the part of affected population (Potts, 2002: 24). According to Osodo and others (2003:10), the involvement of civil society organizations benefit national development in various aspects of adapting the MDGs to the local context, strengthening the right to development, poverty-focused policy and budget formulation, calling for more resources, information and analysis, aid effectiveness and harmonization of development framework.

Experiences from the MOE (1999: 14) tell loudly that the involvement of beneficiary community requires willful contribution of the society in matters that affect their economic and social well-being and results in sensitization, increased awareness, inclusiveness in development efforts, efficiency in implementation, local capacity building and assurance of sustainability. Therefore, careful listening to the views of the beneficiary community in the definition of plans of action bring people together, united around a common goal as well as empower them to exercise their rights, duties and responsibilities through the creation of association, cooperation and family ties (IFAD 1999: 13 MOE, 2002: 45). The involvement of the beneficiary community in the national development course of action can be exercised in the areas of policy formulation, project implementation, problem solving through supervision, direct labor contribution, construction of additional

classrooms, supporting school maintenance and mobilizing of parents to increase enrolment especially that of girls.

The contribution of external development and financing agencies varies from joint reviews of programs to other supervision mission in monitoring progress and resolving implementation constrains along with providing appropriate input (MOE, 2005: 44).

Nevertheless, ignoring the importance of community and stakeholders in the program planning and implementation because of different reasons can lead to low acceptance and commitment or resistance to change, sustainability problems, difficulties in mobilizing local resources, etc (World Bank 1996, 232-233; Oakley and others, 1991: 14 – 18; Girma, 2004: 7 – 8; CRDA, 2005:15 - 18).

2.10. Program Planning and Implementation: Project Cycle, Success and Failure

Program is a series of planned activities with a broader scope than projects. Projects provide disciplined and systematic approach to analyzing and managing a set of investment activities to achieve planned project objectives within specified time frame (Baum and Tolbert, 1985: 8). Programs and projects have similarities in having specified purposes, requiring resources, generating outcomes, as well as operating in space and time. However, programs are different from projects having general objectives, large coverage of geographic area, undetermined target groups and undefined financial allocation than project. Projects unlike to programs have specific objectives, small/restricted coverage of geographic area, identified target groups and defined financial allocation.

2.10.1. Project Cycle

A project work commonly takes place in various distinct stages that are interrelated to each other and follow a logical progression. Projects evolve through a series of identifiable stages or project cycle that different authorities expressed the life span of the project in different terms (Development Study Authority, 1990; Project management Institute, 2000; Baum and Tolbert, 1985; Magnen, 1991). According to Magnen, (1991), a project cycle comprises identification, preparation, appraisal, negotiation, implementation and retrospective evaluation of the project and they are treated hereunder very briefly:

- a. **Project Identification:** is the first phase of project lifespan that identification of project ideas depending on the felt needs of the society, prioritization of potential projects in reference to the available resources, definition of objectives and setting strategies depending on high priority development needs of the country and identification of main characteristics of the project could be held to achieve important development objectives (Baum and Tolbert, 1985; Magnen, 1991).
- b. **Project Preparation:** is the stage of formulation of reasonably feasible detailed planning so as to implement without delay (Magnen, 1991).
- c. **Project appraisal:** In depth study of the project from different aspects in order to make decision whether or not to the project proceeds to execution (DPSA, 1990; UNCRD, 2000).
- d. **Project negotiation:** once the project is decided to be implemented, funding discussions will be held and results in agreement as to project objectives, design, content conditions for grants, model of financing, etc (Magnen, 1991; UNCRD, 2000).
- e. **Project implementation:** Actual development or construction of buildings carried out, funds are spend until it becomes operational and include all activities from construction work to miscellaneous jobs and monitoring and evaluation (Baum and Tolbert, 1985; Magnen, 1991; UNCRD, 2000; MOFED, 2002; Youker, 2004).
- f. **Project evaluation:** is the stage where reviewing the process of completed projects and draw lessons from experiences that can be applied to similar projects in the future (Baum and Tolbert, 1985; UNCRD, 2000; MOFED, 2002; Youker, 2004).

2.10.2. Reasons for Project Success

Program planning is a task that requires careful preparation and designs in such a way that program implementation is executed without delay along with decreased unseen damaging results, which by whatever reasons caused have a series consequences for the project. Quality of program planning and implementation highly contribute to the success of a project or affect and erode results even lead to failure. According to World Bank experience (Baum and Tolbert, 1985: 366 - 369) on project planning and implementation, reasons for project success are varied widely and interrelated to one another. The essential ingredients are categorized into four major classifications for the purpose of conventions:

1. Political commitment: the continuing interest and active support of those agencies and individuals who are in a position to influence attainment of the project objectives
2. Simplicity of design: projects with relatively simple design and well defined objectives and based on proven appropriate technology or approaches have a better chance of being implemented successfully
3. Careful preparation: adequate preparation of clear and well defined institutional setup with the right managerial arrangements, adaptation of project objectives and approaches to local conditions, verifying the availability of support services, ascertaining beneficiaries' response to the proposed approaches have enhanced prospects for success
4. Good management: the influence of quality management on project performance is an important feature of project success

2.10.3. Reasons for Project Failure

Problems in project planning and implementation are factors that lead to unsatisfactory performance and failure. Since the cost, scope and performance of a project are interrelated to each other, a project delays, cost increases, and scope or design reduces through time due to a change in financial aspect, inadequate management, insufficient project preparation, deficient technical design, political interference and procurement problems. In general, sources for the project failure are categorized under four reasons (Baum and Tolbert, 1985: 373 - 375):

1. Financial problem: the most common financial problems are pressures on the cost side because of general salary and price increase, losses due to fluctuations in foreign exchange rates, world wide inflation and economic crisis, inadequate allocation of budgetary funds, delay in budget release, miss match between national investment program and available financial resources
2. Managerial problems: are institutional incapability that contribute to unintended performance of projects in implementation delays and cost overruns including scarcity of personnel having specific skills and general administration capabilities, inadequate management, accounting and auditing systems and procedures, ill-defined organizational setup, low salaries and poor staffing policies, lack of

coordination among agencies, frequent changes that resulted discontinuity of management, etc

3. Technical problems: arise in constructing civil works and in procuring or operating equipments, in lack of approaches fully tested for the particular circumstances, in over estimation, in difficulty of defining appropriate solutions etc
4. Political problems: absent, weak or variable government commitment, inadequate pay and incentives, inadequate commitment to training and political interference have a potential impact on projects failure.

Chapter Three

Presentation, Analysis and Interpretation of Data

This chapter deals with the personal and professional characteristics of the study population and the analysis of the findings obtained through document analysis, questionnaire and interview on the title: An Assessment Study on the Contributions of IINGOs in Education Development in Ethiopia: the Case of AMA, IIRO and IRUK.

3.1. General Characteristics of the Study Population

As stated earlier, the study was conducted on three IINGOs selected through availability sampling technique. In order to diversify information sources from respondents, key project personnel from project implementing organizations, direct project-implementing participants from project areas, local government officials and local community representatives were included.

In using instruments to collect data, interview questions were prepared and presented to 3 Country Representatives, 69 questionnaires were prepared, distributed, filled out and returned back to the student researcher. 66 (95.7%) of these questionnaires were collected as completed and 3 (4.3%) of the questionnaire were not returned. Quantitative data obtained processed by using percentiles and average mean scores. Accordingly, the following discussions were made to indicate the results.

Table 1. Organizational Composition of the Sample Population

Organization	No. of Respondents	Percentage
AMA	29	40.3
IIRO	38	52.8
IRUK	5	6.9
Total	72	100.0

As stated in the table above, three IINGOs were considered as a research subject. In terms of study composition, from IIRO 52.8 percent or 38 respondents were selected and participated in the sample population of the study. This shows that the number of staffs in this organization was the highest among others due to the existence of verity of educational

institutions from kindergarten to college levels. The organizational composition of AMA was less than IIRO and represented by 40.3 percent (29) of the sample population and IRUK was the least represented by 6.9 percent with a number of 5 respondents. The reason why the number of respondents in IRUK was few was that it is a newly emerging organization in Ethiopia since September 2003 with few staffs in the Head Office concerned to the education program.

Table 2. Positional Composition of the Sample Population

Sample Population	No of Respondents	%
Country Representatives (CnR)	3	4.2
Finance department heads (FDH)	7	9.7
Educational affairs department heads/Head of Programs (EDH)	4	5.6
Public Relation/related department heads (PRH)	2	2.8
Project co-coordinators (PC)	4	5.6
Director & Vice Directors/Dean and Associate Dean (D, VD/AD)	11	15.3
Laboratory Technician, Librarian, Pedagogical Center Head/Teachers (IPS)	25	34.7
Parents / Community Representatives (CmR)	6	8.3
Government Officials (GO)	10	13.9
Total	72	100

As indicated in the table two above, nine categories of respondents were involved in the study, among which 27.8 percent of the respondents were key project personnel from project implementing organizations; project managers and senior experts, a percentage of 34.7 (25) were direct project implementing participants from project centers and the schools and 22.2 percent (16) of the participants in the study were stakeholders from government departments and local community representatives. Therefore, in this study effort was exerted to make the sample respondents as diversified as possible to obtain relevant information that represent people at different positions.

Table 3. Sex Composition of the Sample Population

Sex	No of Respondents	Percentage
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Female	11	15.3
Male	61	84.7
Total	72	100

Among the respondents, 84.7 percent (61) of the respondents were male and 15.3 percent (11) of the respondents were females. This indicated that the sex combination was more of male dominant and females were the least represented in the organizations, especially in this case in educational institutions. The number of females being least represented in this case was not a problem in sampling but the number of females was few in the positions related to the study population.

Table 4. Age Structure of the Sample Population

WE in Years	Below 25	26 - 35	36 - 45	46 - 55	Above 56	Total
No of respondents	11	29	21	9	2	72
Percent	15.3	40.3	29.2	12.5	2.8	100

The data on age structure depicts that out of the total respondents, considerable percentage (69.5) of the respondents' age group covers 26 - 45 years of age. That means employment of young work force was dominated in the organizations and more likely has well experience in the organizations and provide relevant data about the implementation of projects for the research.

Table 5. Respondents' Educational Background

Educational Background	Certificate	Diploma	Degree	MA/MSc	Total
No of respondents	21	22	24	5	72
Percent	29.2	30.6	33.3	6.9	100

As indicated in the table above, the respondents' level of education was subjected to be graduates of certificate 29.2 percent, 30.6 percent of the respondents were diploma holders, 33.3 percent of the respondents were first-degree holders, and only 6.9 percent were second degree holders. Majority of the respondents' were found to be diploma and degree holders. Taking organizational variations as it is, organizations have qualified personnel, however, as per the guideline and the standard qualification set by MOE, teachers below

the qualification standard were assigned to the positions in both Aweliya preparatory school and Aweliya College.

Table 6. Work Experience

WE in Years	Below 5	6 - 10	11 - 15	16 - 20	> 20	NR	Total
No of respondents	26	18	16	5	2	5	72
Percent	36.1	26.9	23.9	6.9	2.8	6.9	100

Table 6 above, elicits that almost half of respondents were found to be those with 6 – 15 years of experience that covered (50.8 %), while those whose experience was below 5 years were found to be 38.8 percent, and 9.4 percent of the respondents were above 16 years of work experience. This depicts that these organizations have good combination of manpower with 26 - 45 age groups and 6 – 15 years of work experience. This might help the student researcher get reach data for the purpose of the study.

Table 7. Training on Development Project Management

WE in Years	Yes	No	I Don't Know	NR	Total
No of respondents	17	50	0	5	72
Percent	23.6	69.4	0	6.9	100

With regard to the respondents' training in project management, only 23.6 percent of the respondents received training on project management. But most of the employees (69.4 percent or 50 respondent) didn't get chance on project management training. 6.9 percent of the respondents didn't specify whether they were given training in project management or not. This shows that the mixture of employment is almost subjected to be low-grade in project management expertise. Even though key project personnel of the organization come from varied fields of specialization; educational planning and management, social works, sociology and social anthropology, teachers education, etc, the contribution of training in project management is vital to develop general administration capabilities for personnel having specific skills and adoption of approaches tested for the particular circumstances needs to be disseminated through training.

3.2. Analysis of the Findings

It is vivid that NGOs in developing countries take part in the provision of various kinds of contributions that promote social changes for the better through social development programs and these development programs contribute a lot. Among these, *alleviating the poverty and suffering of the world's poorest people* (Islamic Relief, 2002) as well as support orphans and students from low income families who were physically matured enough but they couldn't afford to continue their education in themselves that their hopeless future fate might lead them to street boys and girls. This paper, therefore, intended at assessing the role played by some NGOs in the process of education development in Ethiopia. The student researcher has tried to survey the developmental activities of three IINGOs, i.e. Africa Muslims Agency (AMA) – Ethiopia, International Islamic Relief Organization (IIRO) – Ethiopia and Islamic Relief United Kingdom (IRUK) – Ethiopia.

These three organizations were participated in activities which enhance social development of the society; established educational, health and orphan institutions, provided orphan sponsorship programs, participated in humanitarian relief and rehabilitation activities, took part in digging water walls, supported the society in self-help and other similar areas of contributions, however, their involvement in the social development programs was not discovered and problems they faced were not yet identified.

By and large, the findings tried to briefly presents/analyze the various activities performed by the organizations; then, analyze the data obtained through different data gathering instruments; average mean scores and it is then followed by summary, conclusion and recommendation in the next chapter.

3.2.1. Current IINGOs Project Objectives and Practices in Achieving the ESDP, MDGs and SDPRSP

The following discussion presents contributions of the IINGOs, the status of projects whether the contributions of the organizations were in line with the policy framework and the expectation of the beneficiary society as rated by respondents. For the purpose of analysis, however, the rate of the mean values were interpreted, as 0.50 - 1.49 = poor, 1.5 - 2.49 = satisfactory, 2.5 - 3.49 = good 3.5 - 4.49 = very good, 4.5 and above = excellent.

Table 8. Access to Educational Opportunities

	Rating Criteria	Organization	N	Mean	SD
a.	Access to Educational Opportunities: Formal Education Provision	AMA	27	3.93	1.207
		IIRO	37	4.59	.832
		IRUK	3	3.00	1.000
		Total	67	4.25	1.078
b.	Expand & Upgrade Coverage to distant rural areas and disadvantaged regions	AMA	27	3.30	1.728
		IIRO	37	3.73	1.347
		IRUK	3	4.67	.577
		Total	67	3.61	1.517
c.	Provision of Adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment	AMA	27	1.93	1.141
		IIRO	36	1.75	1.180
		IRUK	3	5.00	.000
		Total	66	1.97	1.312

According to the 2005 terminal evaluation report, AMA operates two lower primary, two upper primary, one lower secondary educational institutions and the Arabic Unit of Addis Ababa University. Currently in these schools, about 1,500 students were attending their education in Amharic and Oromiffa curriculum and 722 of them were females. As the results of focus group discussion, the schools were conducive to females in exercising veils and they prefer this school for this freedom. A total of 10249 students attended their education which 4505 of them were females.

It was underway to open elementary schools at Kemisse town (grades 1 - 8); at Bati (1 - 4) and other three deprived areas of the country among which Afar Region was one of them. AMA, in its endeavor to produce trained manpower for nation building, has also offered a number of sponsorship grants to young Ethiopians. To mention some, 938 boys and girls from low-income families pursued inland sponsorship to their elementary, secondary and higher education in different educational institutions with its financial assistance and more than 20 international scholarships have been granted in varies fields of studies. Moreover, AMA Schools' HIV/AIDS prevention Program is expanding its services to reach out more

and more people through workshops and seminars as well as materials and financial provision.

Its library in Adama provides services to the public. Orphan sponsorship is one of the social development programs, which is geared to children's services. This program has two aspects, i.e. internal institutional orphan center and external orphan support program. In the internal institutional orphan program, care is given to around two hundred children coming from different areas. They get all services including clothing, educational, medical and other services. Other more than three hundred external orphans receive their support in their home provided that they attend schools in their nearby educational institutions.

In general, for education and other similar social development projects, AMA spend more than thirty five million Ethiopian Birr on social development infrastructures, institutions and social service programs and the education component shared forty six percent of the total project budget.

To achieve its development target, IIRO renders considerable educational services to the Ethiopian people. Aweliya Muslim Mission School started its educational services in traditional education in 1960 and now developed to the level of having two kindergartens, three lower primaries, two upper primaries, one secondary and one preparatory school in Addis Ababa and Welliso Areas. Besides, there were Academic Education College and Arabic Language Institute in Addis Ababa. By this way, it not only created educational opportunity and increased enrolment but also expanded educational coverage and upgraded levels of education time to time. IIRO provided formal education for students more than three thousands every year from kindergarten to college levels of education with minimum education cost sharing scheme.

It helped around seven thousand orphans institutionally or outside in Ethiopia. IIRO used to pay more than sixty million Ethiopian Birr on different social development programs and education service took more than half of the total project budget.

The education component of the IRUK program gave attention to both the hardware and software facilities of the education system; school construction and expansion, textbook provision, curriculum development, adult education, vocational training for the youth and

dropouts. Some of the results of projects under IRUK as a whole until 2006 in the area of education development in the country were one complete construction of lower primary school containing four classrooms and six class rooms expansion work in three lower primary schools, provision of student desks for the above mentioned classrooms of schools, provision of uniform and elementary school materials for needy students in such a way to continue their education and enrolled in the schools, orphan sponsorship provided to 411 external orphans in their biological family that covered their registration and tuition fees, school bag materials, clothing, living expenses and other similar costs and helped them to continue their education.

Presently in Afar, it signed project agreement with Regional Education Bureau to implement mobile school construction for nomadic and Pastoralist people of the disadvantaged and underserved areas, provide training alternative basic education facilitators in collaboration with the regions and capacity building activities in monitoring and evaluation to help the *Wereda* level educational officials. It had managed to improve the lives of millions of people over the last 20 years on sustainable development activity like agriculture and livestock, home state garden, crop production, animal raising and fattening, vaccination, cereal bank, water and sanitation, nutrition, primary health care, provision of kits and education and training. As the data obtained from the interview session, addressing the needs of the poor in Ethiopia, Islamic Relief spend 2 million euro per year and works on three pillar programs ranging from emergency relief to long-term development projects in areas such as water and sanitation, health and nutrition, orphan sponsorship.

The contributions of IINGOs in the provision of Adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment education was rated as excellent in cases of IRUK (average mean score 5.00), satisfactory in AMA (average mean score 1.93) and also satisfactory in case of IIRO. In this case the implementation of Adult and NFE program provision on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment education obtained the most out of IRUK but not for the rest of the organizations. This indicates that there was a difference between them in program planning and implementation on Adult and NFE program on basic education and training components for out-of-school children and adults. This program is,

now a days, grasped much attention from the government to achieve UPE by the year 2015. Depending on the document analysis, AMA and IIRO didn't work on the provision of Adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment education. However, IRUK signed project agreements with Afar National Regional State Education Bureau on Alternative Basic Education and this was nearly unique contribution done that maximizes the use of available and scarce resources and increase access to basic primary education, alternative approaches such as low cost schools, one classroom school, and multi-grade classroom schools.

In general, the sponsorship grant and orphan support programs of the IINGOs are designed to prevent needy children from becoming delinquent i.e. their hopeless deem future fate might lead them to street boys and girls and, therefore, a burden to the society.

As the data in table 8 above indicates, respondents were asked to point out whether the degree of IINGOs current project objectives and practices are in line with the implementation of ESDP, MDGs and SDPRSP of the country or not. The organizational dealings on formal education provision were rated as excellent in case of IIRO (4.59), very good for AMA (3.93) and good in case of IRUK (3.00). The document analysis of the organizations indicated that IIRO provides formal education in two kindergartens in Addis Ababa, three elementary schools in Addis Ababa and Welliso, one general secondary and preparatory school in Addis Ababa, one college in Addis Ababa. Likewise, AMA runs three formal educational institutions; two elementary schools in Yabello and Adama towns, one secondary school in Adama town and supported the Arabic Unit of Addis Ababa University in Addis Ababa. Unlike to these, IRUK constructed lower level primary (grades 1 – 4) state schools expansion in Chereti, Hargele and Afder and new complete construction of lower level primary (grades 1 – 4) state school in Filtu and transferred to the local government.

With regard to the attempts of IINGOs in expansion & upgrading coverage to distant rural areas and disadvantaged regions, it was rated as good for AMA (mean score 3.30), very good for IIRO (mean score 3.73) and excellent for the case of IRUK (mean score 4.67). In terms of expansion and upgrading coverage of education to the rural areas and deprived regions, AMA addresses the Borena area of Yabello Zone (Bilal Elementary School in

BSDC, Yabello), Adama Town (Nejashi Elementary and Secondary Schools as well as TVET Program) and the Arabic Unit of Addis Ababa University, IIRO dealt with the Addis Ababa City (Aweliya # 1 and # 2 Kindergarten Schools, Aweliya # 1 and # 2 Elementary Schools, Aweliya Secondary School and Aweliya College. Furthermore, Welliso Elementary School in Welliso Children's' Village, Welliso) and IRUK made expansion building state school in Chereti (lower primary school or grades 1 – 4), building state school in Afder (lower level primary grades 1 – 4) to expand and upgrade coverage and building state school in Filtu (lower level primary grades 1 – 4) to expand and upgrade coverage and upgrade coverage services to distant rural areas and disadvantaged regions.

With an attempt made to the creation of educational access and to expand and upgrade coverage and services to distant rural areas and disadvantaged regions, they helped the government to increase access to educational opportunities at primary level, to achieve UPE by the year 2015 by creating chance for the underserved areas of the country. Document analyses of the two IINGOs reveal that IIRO signed eight project agreements (3 primary, 2 secondary, 1 college/TVET, and 2 kindergarten educational institutions) with line bureau of education and implemented all except one primary educational institution. Likewise, AMA signed six education project agreements (3 elementary, 1 secondary, 1 TVET and 1 university level support) and all implemented or under way except 1 TVET program.

The contribution of IINGOs in the provision of Adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment education was rated as excellent in cases of IRUK (average mean score 5.00), satisfactory in AMA (average mean score 1.93) and also satisfactory in case of IIRO. In this case the implementation of Adult and NFE program provision on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment education obtained the most out of IRUK but not for the rest of the organizations. This indicates that there was a difference between them in program planning and implementation on Adult and NFE program on basic education and training components for out-of-school children and adults. This program is now grasped much attention from the government to achieve UPE by the year 2015. Depending on the document analysis, AMA and IIRO didn't work on the provision of Adult and NFE program on basic education and training components for out-of-school children and adults

focused on literacy, numeracy and environment education. However, IRUK signed project agreements with Afar National Regional State Education Bureau on Alternative Basic Education and this was nearly unique contribution done by it.

Table 9. Improving Equity

	Rating Criteria	Organization	N	Mean	SD
d.	Improving Equity to rural areas and disadvantaged regions especially females	AMA	27	2.59	1.366
		IIRO	37	2.43	1.864
		IRUK	3	3.67	2.309
		Total	67	2.55	1.690

Responses on the contributions of IINGOs in Improving Equity to rural areas and disadvantaged regions, especially females, were gathered and analyzed. From the interpretation of obtained data, the contribution of addressing equity was good for AMA, satisfactory for IIRO and very good for IRUK (with a respective weighted mean score of 2.59, 2.43 and 3.67). This indicated that their participation in the development of education was more concentrated in urban areas of the country except the IRUK coverage in Somali and Afar Regions and AMA in Yabello Zone of the Oromiya Region.

Table 10. Improving Quality and Relevance

	Rating Criteria	Organization	N	Mean	SD
e.	Improving Quality of education at all levels, all types and all institutions of education	AMA	27	2.70	1.295
		IIRO	37	2.62	.982
		IRUK	3	2.33	1.155
		Total	67	2.64	1.111
f.	Improving Relevance of education in the institutions themselves and in the job market	AMA	27	2.00	1.109
		IIRO	36	3.19	1.238
		IRUK	3	1.00	.000
		Total	66	2.61	1.334
g.	Cross-cutting Issues; addressing Civic and Ethical Education, Special Needs Education and HIV/AIDS and Education	AMA	27	3.33	1.441
		IIRO	36	2.75	1.180
		IRUK	3	3.33	.577
		Total	66	3.02	1.295

Respondents were asked to rate the degree to which IINGOs performed activities, which will enhance quality of improvement in education at all, levels, all types and all institutions of education. By doing so they rated good for AMA and IIRO (with respective weighted mean score of 2.70 and 2.62) and satisfactory (weighted mean score of 2.33) for IRUK. In addition, respondents rated improving Relevance of education in the institutions themselves and in the job market, rated as satisfactory in case of AMA good in case of IIRO and poor in case of IRUK (with respective weighted mean of 2.00, 3.19 and 1.00). The contributions of organizations in the development of education vary one another.

In this case, quality and relevance could be enhanced through the accommodation of instructional technologies and provision of qualified and motivated personnel. Considering the case of IIRO, for instance, it has well accommodated library, laboratory and pedagogical center. However, as collected from the respondents' responses, it was affected by employees' lack of motivation due to mismanagement of the organization, delay in budget release, etc.

In dealings with Cross-cutting Issues that address Civic and Ethical Education, Special Needs Education and HIV/AIDS and Education score varied from weighted mean scores of 3.33 for AMA, 2.75 for IIRO and 3.33 for IRUK, which was said to be good. With this regard, they were expected to do much more depending on the Islamic teachings how to combat the HIV/AIDS pandemic.

The efforts made by IINGOs on the contributions of current project objectives and practices in achieving the ESDP, MDGs and SDPRS was rated as very good in their cumulative average mean score for access and expansion, satisfactory for Adult and NFE, good for improving equity, good for improving quality and relevance, as well as addressing cross-sectional issues. These programs were emphasized to support the government achieve UPE by the year 2015.

Table 11. Extent of development program practices in the field of education in relation to the human development aspect

	Rating Criteria	Organization	N	Mean	SD
1.	Awareness creation efforts to Increase students enrolment	AMA	27	3.59	.931
		IIRO	37	3.38	1.320
		IRUK	3	4.33	1.155
		Total	67	3.51	1.173
2.	Sponsorship grant for low income families	AMA	27	3.89	1.340
		IIRO	37	2.73	1.503
		IRUK	3	4.33	1.155
		Total	67	3.27	1.533
3.	Scholarship support for outstanding students	AMA	27	2.81	1.241
		IIRO	37	2.14	1.417
		IRUK	3	1.00	.000
		Total	67	2.36	1.378
4.	Orphan sponsorship	AMA	27	4.11	1.368
		IIRO	37	3.92	1.362
		IRUK	3	4.67	.577
		Total	67	4.03	1.337
5.	Teachers training and upgrading	AMA	27	1.89	1.219
		IIRO	37	2.76	1.553
		IRUK	3	4.33	1.155
		Total	67	2.48	1.511
6.	Short term capacity building	AMA	27	2.07	1.328
		IIRO	37	2.03	1.067
		IRUK	3	3.67	.577
		Total	67	2.12	1.200
7.	School feeding programs	AMA	27	2.15	1.460
		IIRO	37	2.00	.782
		IRUK	3	1.00	.000
		Total	67	2.01	1.108

As illustrated in the table above, respondents were asked to rate the contribution of IINGOs in social development program in the field of education that the organizations committed for in relation to the human development aspect. Accordingly, they answered back awareness creation efforts of organizations to increase students' enrolment as very good with weighted mean score of 3.59, 3.38 and 4.33 for AMA, IIRO and IRUK, respectively.

Orphan sponsorship was rated as very good for all organizations (with average mean score of 4.11, 3.92 and 4.67 for AMA, IIRO and IRUK, respectively). These indicated that all of them operate the program in their respective operations which will increase admission, completion and transition rates, promote gender equity, minimize girls' education barriers and reduce repetition and dropout rate. In addition, respondents indicated that sponsorship grant for low-income family students took very good attempt in all the cases of AMA, IIRO and IRUK with average mean score of 3.89, 3.70 and 4.3. Moreover, scholarship support for outstanding students was rated as good for AMA (average mean score 2.81), satisfactory for IIRO (average mean score 2.14) and poor for IRUK (average mean score 1.00). As far as School feeding program was concerned, respondents rated the attention given to program and its implementation as satisfactory in cases of AMA and IIRO and poor in case of IRUK in respective rating scale (i.e. average weighted means scored 2.15, 2.00 and 1.00).

In terms of teachers training and upgrading, respondents pointed out that AMA and IIRO implemented the program at good status with a mean scores of 3.37 and 2.76 as well as very good for IRUK 4.33. Furthermore, Short-term capacity building activities scored an average weighted means of 2.07, 2.03 and 3.67 i.e. satisfactory in cases of AMA and IIRO and very good in IRUK in respective rating scale.

In general, mechanisms that were used to improve quality and relevance of education in IIRO, for instance, library, laboratory and pedagogical center accommodations were in a good way. Thus, the effort to the human development aspect was better than that of the effort executed in AMA.

Table 12. Findings on the Status of Instructional Technology Programs and Educational Facilities: Infrastructure and the Respective Accommodation

#	Rating Criteria	Organization	N	Mean	SD
1.	Technical personnel provision and expertise design	AMA	27	3.00	1.240
		IIRO	37	1.62	.924
		IRUK	3	3.67	.577
		Total	67	2.27	1.274
2.	School construction	AMA	27	4.19	.879
		IIRO	37	3.57	.867
		IRUK	3	4.00	.000
		Total	67	3.84	.898
3.	School furniture accommodation	AMA	27	3.67	1.109
		IIRO	37	4.24	.895
		IRUK	3	4.00	.000
		Total	67	4.00	1.000
4.	Student textbook provision	AMA	27	2.00	1.000
		IIRO	37	3.62	1.010
		IRUK	3	4.00	.000
		Total	67	2.99	1.273
5.	Laboratory chemicals & Apparatus provision	AMA	27	1.78	1.188
		IIRO	37	3.70	1.561
		IRUK	3	1.00	.000
		Total	67	2.81	1.708
6.	Library reference books provision	AMA	27	2.00	1.144
		IIRO	37	3.11	1.149
		IRUK	3	1.67	1.155
		Total	67	2.60	1.268
7.	Working machines, materials and tools	AMA	27	2.11	1.368
		IIRO	37	3.22	.886
		IRUK	3	1.67	1.155
		Total	67	2.70	1.243
8.	Pedagogical center and educational technologies	AMA	27	2.30	1.382
		IIRO	37	3.27	1.146

		IRUK	3	1.67	1.155
		Total	67	2.81	1.340

As indicated in the table above, school furniture accommodation was rated as very good for AMA, IIRO and IRUK as well as respondents rated school construction were very good in all the organizations with average mean score of 3.67, 4.24 and 4.00. This depicts that it was important operations to facilitate formal education provision. The performances registered as student textbook provision as satisfactory in case of AMA, very good in case of IIRO and IRUK. Pedagogical center and educational technologies were rated as satisfactory for AMA, very good for IIRO and IRUK. Laboratory chemicals & apparatus provision was worth satisfactory for AMA, good in IIRO, and poor in case of IRUK. With reference to working machines, materials and tools, was good in case of IIRO and satisfactory in case of AMA and IRUK. Library reference books provision was valued as satisfactory in cases of AMA and and IRUK good in case of IIRO. According to the rate that respondents provide, technical personnel provision was good, satisfactory and very good with average mean score of 3.00, 1.67 and 3.67 for AMA, IIRO and IRUK, respectively and expertise design shared the scale bellow average mean score of the averages/group was 3.00. This shows that the attention given to create access to educational opportunities as well as expand & upgrade coverage to distant rural areas and disadvantaged regions is highly emphasized without quality concern.

In general, contributions of IINGOs in the areas of infrastructure, the respective accommodation and educational facilities provision were, by far, not so much done as the standards and specifications of the MOE.

Table 13. Findings on the Status of Contributions in the Areas of Instructional Technologies to Maintain and Enhance Quality of Education

#	Rating Criteria	Organization	N	Mean	SD
1.	Pedagogical center materials	AMA	27	2.15	.989
		IIRO	37	3.27	.871
		IRUK	3	1.67	1.155
		Total	67	2.75	1.092
2.	Health and physical education materials	AMA	27	2.15	1.167

		IIRO	37	3.38	.828
		IRUK	3	1.00	.000
		Total	67	2.78	1.191
3.	Geography, mathematics and other subjects	AMA	27	2.11	1.013
		IIRO	37	3.27	.804
		IRUK	3	1.00	.000
		Total	67	2.70	1.101
4.	Student per text ratio	AMA	27	2.30	1.325
		IIRO	37	3.51	.804
		IRUK	3	3.00	.000
		Total	67	3.00	1.181
5.	Class size or average number of students in a class	AMA	27	3.19	1.495
		IIRO	37	4.65	.789
		IRUK	3	3.33	.577
		Total	67	4.00	1.326
6.	Student per teacher ratio	AMA	27	2.89	1.013
		IIRO	37	3.62	.721
		IRUK	3	3.33	.577
		Total	67	3.31	.908

According to the table above, IINGOs maintained class size and student per teacher ratio as good in case of AMA and IRUK and excellent in case of IIRO. The contributions of IINGOs to maintain and enhance quality of education that lead many students obtain class promotion and decrease dropout especially females in the areas of student per teacher ratio, health and physical education materials, pedagogical center materials, as well as geography, mathematics and other subjects instructional technologies were found to be satisfactory in cases of AMA, good in case of IIRO and poor in case of IRUK.

In most cases, the result of this finding support the findings under table 12 and indicates the need to much effort to improve and enhance quality of education in the future course of action.

By and large, the justifications surveyed through questionnaire and discussions held with the country representatives and community representatives of the respective organizations in the areas of contributions in education development attempts in Ethiopia indicated that IINGOs gave attention in supporting the local government implement the MDGs, New Education and Training policy of Ethiopia and ESDPs in to effect:

- In providing access to educational opportunities to the citizens and increased school aged-children enrollment through the construction of new schools or classrooms and maintaining institutional capacities,
- Expanding & upgrading coverage to distant rural areas and disadvantaged regions through maintenance, expansion or upgrading of the existing schools,
- Develop and enhance equity to rural areas and disadvantaged regions especially females,
- Provision of Adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment
- Improving Quality of education through the promotion of appropriate teachers qualification and availability of qualified teachers in sufficient number and pupil/teacher ratio, maintain and improve student/textbook ratio as well as library and laboratory facilities and safety materials adjustment at all levels, all types and all institutions of education
- Improving Relevance of education in the institutions themselves and in the job market through increased number of institutions with diversified training areas, provision of necessary equipment, machineries, furniture and ICT technology and strengthening workshops and ICT centers
- Cross-cutting Issues; addressing Civic and Ethical Education, Special Needs Education, HIV/AIDS and Education and Decentralization took highly important current consideration

3.2.2. Involvement of Civil Society and Government Organizations in Varies Aspects of Program Panning and Implementation

Table 14. The Status of the Involvement of Civil Society and Government Organizations in Varies Aspects of Program Panning and Implementation

#	Rating Criteria	Organi zation	Civil Society			Government		
			N	Mean	SD	N	Mean	SD
1.	Identification; Identify project ideas, Prioritization, etc	AMA	27	3.11	1.649	27	3.15	1.167
		IIRO	37	2.76	1.535	37	2.00	.707
		IRUK	3	3.00	.000	3	4.00	.000
		Total	67	2.91	1.545	67	2.55	1.105
2.	Preparation; Formulation of detailed planning	AMA	27	2.59	1.394	27	2.85	1.199
		IIRO	37	2.41	1.589	37	1.86	.673
		IRUK	3	2.33	.577	3	4.00	.000
		Total	67	2.48	1.470	67	2.36	1.083
3.	Appraisal; In depth study of the project from different aspects	AMA	27	2.33	1.038	27	3.04	1.285
		IIRO	37	1.70	.845	37	1.73	.693
		IRUK	3	3.67	.577	3	3.00	.000
		Total	67	2.04	1.021	67	2.31	1.157
4.	Negotiation; Agreements in project objectives, content, model of financing, etc	AMA	27	2.19	1.039	27	3.11	1.502
		IIRO	37	1.70	.661	37	1.95	.970
		IRUK	3	3.67	.577	3	4.00	.000
		Total	67	1.99	.929	67	2.51	1.353
5.	Implementation; Actual development or construction of buildings, etc	AMA	27	2.67	1.359	27	2.81	1.241
		IIRO	37	2.16	.928	37	2.05	.911
		IRUK	3	3.67	.577	3	1.00	.000
		Total	67	2.43	1.158	67	2.31	1.131
6.	Evaluation; Reviewing the process of the project accomplished, etc	AMA	27	2.89	1.281	27	3.74	1.130
		IIRO	37	1.89	.658	37	2.32	.944
		IRUK	3	3.67	.577	3	4.00	.000
		Total	67	2.37	1.099	67	2.97	1.231

As depicted on the table above, the respective involvement of the government officials and local community didn't have good-looking through out project identification, preparation,

appraisal, negotiation, implementation as well as monitoring and evaluation, which was not exceeding good in the rating scales and the involvement of stockholders was rated as very good in the case of IRUK. As the data obtained from document reviews depicts that no specific or elaborated strategy to ensure active and effective community participation beyond indicating the community participation through a committee. Ignoring the importance of community and stakeholders in the program planning and implementation because of different reasons can lead to low acceptance and commitment or resistance to change, sustainability problems, difficulties in mobilizing local resources, etc.

As the document review done on terminal evaluation, the terminal evaluation team noted the level of collaboration of AMA with stakeholders as follows:

- The organization participated on quarterly meeting to discuss on project performance with line bureaus of government departments. In addition to this, it contacts the concerned line bureaus of government departments for the problems encountered during implementation in order to take the necessary measure to solve on time. Furthermore, it submitted report to the concerned bodies every quarter.
- As the target beneficiaries were away from the project area, there was no regular meeting with the communities.

The considered opinion survey collected through the questionnaire in the areas of community's intervention in the education system through different mechanisms in encouraging the community's contribution to the education system in such a way to create feeling of development ownership and enhance sustainability of the project called attention to:

- Not only to the setting-up of registration and tuition fee but also the formulate of contributions that include raising money to cover part of non-salary expenditure of the schools and the development of institutional capacities
- Provide the chance to supervision and monitoring of the instructional process and project implementation
- Direct labor, cash, and local material contribution in supporting school maintenance, construction of additional classrooms and construction of new school building
- Empowerment of the community to the management and consultation of the school

- Promote the community in monitoring student attendance, performance, discipline, etc in reducing dropout rates that could be caused due to both in-school and out-of-school factors, make schools child friendly, especially for girls etc
- Encourage the community to participate and have a say in policy formulation, project implementation and problem solving

3.2.3. Challenges Faced

Table 15. Opinion Survey on the reasons for project success: to what extent the reasons helped the organizations to implement what was planned in to result

#	Rating Criteria	Organization	N	Mean	SD
1.	Political commitment of the government, fertile policies	AMA	27	3.26	1.196
		IIRO	37	3.46	.691
		IRUK	3	3.00	1.732
		Total	67	3.36	.965
2.	Simplicity of the projects designed	AMA	27	3.22	1.311
		IIRO	37	2.27	.871
		IRUK	3	3.00	1.732
		Total	67	2.69	1.183
3.	Careful preparation of the projects	AMA	27	2.81	1.178
		IIRO	37	2.22	.630
		IRUK	3	2.67	.577
		Total	67	2.48	.927
4.	Good management system of the IINGOs	AMA	27	1.93	1.357
		IIRO	37	2.73	1.427
		IRUK	3	3.00	1.732
		Total	67	2.42	1.448

As indicated in the table above, respondents were asked to rate the extent to which the reasons for project success helped the organizations to implement what was planned in to result and achieve the objective. Among these political commitment of the government and its fertile policies was rated as the main basis for success, however, it was affected by poor

project design careless preparation of the projects and miss management system of the IINGOs. Detailed ratings depicted that simplicity of the projects designed was indicated as good in case of AMA and IRUK and satisfactory for IIRO, careful preparation of the projects was rated as good in case of AMA and IRUK and satisfactory for IIRO and good management practices of the organization was rated as satisfactory in AMA and IIRO and good for IRUK.

Table 16. Opinion Survey on the Unseen and Foreseen Challenges IINGOs faced in Program Planning and Implementation

#	Rating Criteria	Organization	N	Mean	SD
1.	Political Problems; Absent, weak or variable, government commitment etc	AMA	27	2.15	1.064
		IIRO	37	2.49	1.146
		IRUK	3	2.33	.577
		Total	67	2.34	1.095
2.	Financial problem; Salary and price increase, etc	AMA	27	3.19	1.570
		IIRO	37	3.70	1.151
		IRUK	3	1.67	1.155
		Total	67	3.40	1.393
3.	Managerial problems; Scarcity of personnel having, specific skills and general administration capabilities, etc	AMA	27	4.48	.643
		IIRO	37	4.00	.913
		IRUK	3	2.33	.577
		Total	67	4.12	.913
4.	Technical problems; Lack of approaches fully tested for the particular circumstances, etc	AMA	27	3.37	1.334
		IIRO	35	3.31	1.132
		IRUK	3	3.00	.000
		Total	65	3.32	1.187

As indicated in the table above, managerial problems having total average mean score of 4.12 was the leading and had influential impact on projects management and implementation followed by financial and technical problems with respective total average mean scores of 3.40 and 3.32. Among the problems mentioned in the organizations, absence of clear rules and regulations how to run projects and employ workers, lack of coordination among organizations working in the same activities were the stated problems

in project implementation. Institutional incapability akin to managerial problems was mentioned as the main reasons that contributed to delays in project implementation and unintended performance of the organization. High turnover rate of employees that related to both hygiene and motivational factors, which were by far, part and parcels of managerial problems was mentioned as the influential challenges to project management. Absence of information flow observed in the upper managerial/project personnel and lower level employees, which was manifested on their statements of the mission, vision, overall goals and specific objectives of the organization for this study purpose.

Chapter Four

Summary, Conclusion and Recommendation

4.1. *Summary*

The main purpose of this study is to describe, compare and explain the major contributions of IINGOs in education development in Ethiopia. Over and above, it is intended to propose the likely means through which the problems faced by IINGOs will be solved to improve the contribution and enhance their performance in the fields of integrated social development endeavor in the future course of action. Accordingly, the study tries to answer the following research questions:

- 1 What are the contributions of International Islamic Non-Governmental Organizations (IINGOs) in education development in Ethiopia?
- 2 To what extent are local communities and other concerned bodies involved in the project management and formulation according to the National Education Policy and their project agreement with Line Bureaus?
- 3 What are the strengths, weaknesses, similarities and differences of IINGOs in their contributions to the development of education in Ethiopia?
- 4 What are the main challenges faced by IINGOs that are likely to have impediments on planning and programming in the development of education in Ethiopia?
- 5 What are some of the ways and means that minimize/alleviate problems in project planning and programming and promote IINGOs contributions in education development in Ethiopia?

Therefore, survey study method was selected to describe, compare and explain the major contributions of IINGOs in education development in Ethiopia, respondents were selected by availability sampling technique, a self-report questionnaire, interview, focus group discussions as well as observation were used as the main instrument of gathering qualitative and quantitative data, a total of seventy-two subjects were included in the sample population and findings were analyzed using percentages and weighed/average mean scores. And the major findings of the study were presented hereunder:

1. Among the selected key project personnel from project implementing organizations, direct project-implementing participants from project areas, local government officials and local community representatives (a total of 72) respondents, 66 (95.7%) of them were participated in the research consideration and 3 (4.3%) of the were not involved in the research concern. Regarding the organizational representation of the respondents, 52.8 percent or 38 respondents were from IIRO, AMA was represented by 40.3 percent (29) and IRUK was the least represented by 6.9 percent with a number of 5 respondents. In addition, male composition obtained 84.7 percent (61) of the respondents and 15.3 percent (11) of the respondents were females. This indicated that organizations were male dominant in terms of sex combination. Employment was dominated by young work force i.e. 40.3 percent (29) of the respondents' age group covers 26 - 35 years of age. Even if key project personnel of the organization come from varied fields of specialization, 69.4 percent or 50 respondent) of them were not get into project management training.
2. Findings done on the contributions of IINGOs in education development in Ethiopia indicated that the efforts made by IINGOs on the contributions of current project objectives and practices in achieving the ESDP, MDGs and SDPRSP was rated as very good in their cumulative average mean scores for access and expansion, satisfactory for Adult and NFE, good for improving equity, quality, relevance, as well as addressing cross-sectional issues.
3. In supporting the government implement ESDP and achieve UPE by the year 2015, they not only created educational opportunity and increased enrolment but also expanded educational coverage and upgraded its levels of education time to time to different parts of the country. AMA created access to educational opportunities in two lower primary, two upper primary, one lower secondary educational institutions and the Arabic Unit of Addis Ababa University with a current enrolment exceeding 1,500 students and 722 of them are females and a total of 10249 students attended their education which 4505 of them were females. IIRO provided access to educational opportunities in two kindergartens, three lower primary, two upper primary, one secondary, one preparatory

schools and college level of education in Addis Ababa and Welliso Areas and it provided formal education for more than three thousand students every year from kindergarten to college levels of education. In addition, the education component of the IRUK program concentrate on both the hardware and software facilities of the education system; school construction and expansion, textbook provision, curriculum development, adult education, vocational training for the youth and dropouts. Accordingly, it built one complete construction of lower primary school (grades 1 – 4) containing four classrooms at *Filtu* and state schools expansion work at *Chereti*, *Hargele* and *Afder*. It provided student desks for the above-mentioned schools and transferred to the local government and the community as well.

4. AMA provided inland sponsorship grant for nine hundred thirty six students from low-income families and more than twenty learned abroad at different levels of education and specializations. Its orphan sponsorship program has two aspects, i.e. internal institutional orphan center and external orphan sponsorship grant. The internal institutional orphan program supported around two hundred children coming from different areas and other more than three hundred external orphans receive their support in their home provided that they attend schools. Likewise, IIRO helped around seven thousand orphans institutionally or outside and IRUK supported 411 orphans and low-income family students with their biological families that covered their registration and tuition fees, school bag expenses, clothing and uniform, living expenses and other similar costs to help them continue their education and enrolled in the schools.
5. AMA was underway to open elementary schools at Kemisse town and other three deprived areas of the country among which Afar Region is one of them and IRUK signed project agreements with Afar National Regional State Education Bureau on Alternative Basic Education program developments in the regions and also mobile school construction for nomadic and pastoral people of the disadvantaged and underserved areas

6. By and large, AMA spend more than thirty five million Ethiopian Birr on integrated social development programs and the education component shared around fifty percent of the total project budget, IIRO used to pay more than sixty million Ethiopian Birr on different integrated social development programs and education service took more than half of the total project budget as well as IRUK used to spend 2 million Euro per year and works on three pillar programs ranging from emergency relief to long-term development projects in areas such as water and sanitation, health and nutrition, orphan sponsorship and education

7. Extent of stakeholders involvement; local communities, government departments and other concerned bodies to help organizations in the project management according to the National Education Policy show that the respective involvement of the government departments and local community through out project cycle was not exceeding *good* in the rating scales on average and the involvement of stockholders was rated as *very good* in the case of IRUK. Project implementation and its sustainability needs expertise advise on the areas of the social development programs from government departments and is highly dependent on the *ownership sense of the affected population*, the project management of the organization falls to question

8. Strengths, weaknesses, similarities and differences of IINGOs in their contributions to the development of education in Ethiopia

- 8.1 *Similarities*: AMA and IIRO contributed in creating access to educational opportunities in two kindergarten education, nine lower primary schools, four upper primary schools, two secondary schools, one preparatory school, one college education in Ethiopia and the Arabic Unit of Addis Ababa University. They all participated to increase enrolment rate in the country by constructing new schools in different parts of Ethiopia as well as expansion and upgrading works on the already existing schools they managed or state and community schools time to time. All of them supported more than eight thousand and half orphans and low-income family students to continue their education from lower level primary to university and postgraduate programs under their provision of education fee and living costs. Moreover, AMA and IIRO provided formal education

for more than four thousand and five hundred students every year from kindergarten level to college. In general, they are IINGOs working in integrated social development activities to support orphans and the needies in their education and life career

- 8.2 *Differences:* differences observed between them in their program planning and implementation on Adult and NFE program and formal education provision i.e. AMA and IIRO provided formal education whereas IRUK concentrated on Adult and NFE program as well as AMA and IIRO construct educational institutions and run by themselves whereas IRUK construct and provide schools to the local community and government departments.
 - 8.3 *Strengths:* they participated in the education development attempts of the country to contribute their part in achieving the respective ESDP and MDG goals by the year 2015, they participated in diversified social development activities ranging from short-term relief and rehabilitation to long-term sustainable development supports and they participated to support local governments and beneficiary community in poverty reduction and sustainable development activities
 - 8.4 *Weaknesses:* they lack interrelationship among themselves to exchange experiences, fill the gap one another and perform better in group and they lack network and communication with other INGOs working on social development programs to exchange experiences and adopt local contexts in such a way that help program planning and implementation
9. **Challenges** that had the leading and influential impact on projects management and implementation were managerial problems lack of efficient and qualified person at the level of senior staff, under utilization of organizational hierarchy, mismanagement, and the like; financial problems related to delays in budget release, limitation of resource to meet minimum requirements, etc and technical problems related to project design, problems in constructing civil works, difficulty in defining appropriate solutions etc.

4.2. Conclusion

In this paper, an attempt has been made to discuss the contributions of IINGOs, which were established to deliver social development programs.

As indicated earlier, these NGOs have been involved in social development activities aimed at *alleviating the poverty and suffering of the world's poorest people* as well as support orphans and students from low income families who were physically matured enough but they couldn't afford to continue their education in themselves that their *hopeless deem future fate might lead them to street boys and girls*. To this effect they have established educational institutions to provide practical assistance to the target population.

Generally speaking, these NGOs have made valuable contributions in improving the lives of the needy and orphans in their education by covering education costs and on the way to provide education services, they created job opportunities. By and large, these organizations are playing an important role to meet the objectives of ESDP, MDGs and SDPRP of the country and achieve UPE by the year 2015.

4.3. Recommendation

Based on the findings and conclusions made from this study, the following recommendations are forwarded:

1. Project objectives, strategies and activities outlined were appears to be unspecific, overlap each other and mixed-up. Thus, it is recommended to set fewer objectives in a way to facilitate future efforts and measure project achievements against intended objectives and strategies used
2. The involvement of IINGOs in the provision of access to educational opportunities was the strong point identified through the findings; however, the schools seemed to lack accommodation of the necessary instructional technologies. Therefore, it is worthwhile to pay attention and give high concern to the accommodation of the

- schools and by doing so improve and enhance quality and relevance of the education system.
3. Enrolment of more girls in the schools compared to boys is part of the ESDP and MDGs objectives. Yet, there seems to be no strategy to ensure it. Thus, the marginal equity and access to girls to schools should be set as an objective based on the present level of girls' enrolment in the schools of the IINGOs.
 4. The concentration of IINGOs was more of formal education except IRUK; this kind of educational access benefits only those who can attend formal schooling. Adult and NFE program on basic education and training components for out-of-school children and adults is also identified as a means in order to combat the problem of adult illiteracy achieve UPE by the year 2015. Therefore, it is recommended that IINGOs should provide increased access to Adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environmental education.
 5. It appears that the projects have been identified by more efforts from the organizations. If such is the case, the fact that its intended services address the felt priority needs of the target community falls to question, its implementation could be delayed and its sustainability will be affected. Such is central for future sustainability and especially, could affect the level of cost-impact the project is likely to make in improving the quality of life of the community. Thus, organizations should consult concerned government departments and well-communicate concerned bodies, especially the local beneficiaries and it needs to be elaborated on how the community is going to set-up through community structures (traditional or contemporary)
 6. The organizational situation lacks factors of motivation to establish and increase commitment on project personnel, therefore, it is recommended that they should formulate rules and regulations how to motivate employees and perform their jobs,

build their capacities through workshops, in-service trainings, etc and get the most out of them

7. As indicated by the respondents about the involvement of the local government and the home community in all the project cycles, more effort needs to be made to enhance community participation through the contribution of fruitful project ideas, symbolic amount of financial/material resources, free labor, etc to help foster its feeling as an owner of the project, thus be actively/directly involved in its operation and finally to sustain its operation post organizations' pull out
8. There was lack of data on how to sever the lack of access to school is at present that the project aims to alleviate. Such information, which initiated project action, is an important first step in justifying project operation and helps to put it in a proper perspective. Thus, it is recommended to prepare database program in their system to comply data regularly on impressions and suggestions of the community, project outputs, etc and use effectively.
9. The schools are operating under the goodwill of donors from abroad and external support was spent for the maintenance of the project operation that hinders not only additional expansion and coverage to rural areas and the deprived regions but also doing so could lead the society to dependency of mentality. Therefore, it is recommended that the schools should raise sufficient revenue internally to cover all operational and maintenance costs and the external support should be diverted to diversify help to another poor and low-income family supports and this will enhance efficiency and use resources wisely and make meaningful differences to address equity issues by narrowing the gap between male and female, among regions and rural and urban areas
10. It is observed that there is lack interrelationship among them to with other INGOs in such a way to exchange experiences, fill the gap one another and perform better in-group. Thus it is recommended that they should create network and communication

among one another and other INGOs working on integrated social development programs to exchange experiences and adopt local contexts in such a way that help, ease and facilitate program planning and implementation

11. Project evaluation appears to be conducted twice in project lifetime. It is recommended that:

- ✓ Projects conduct their own internal evaluation at each year end and compile separate report on the findings
- ✓ Headquarters conduct evaluation where and when necessary and exchange experiences with other organizations in the country and if necessary outside the country

12. In-depth study on the challenges they faced that are likely to have impediments on planning and programming in the development of education in Ethiopia should be conducted and act according to the findings.

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Appendix one
Addis Ababa University
School of Graduate Studies
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**A survey question to be completed by key project personnel, Government Officials,
school directors, teachers and Community Representatives**

Questioner prepared for the investigation of primary data on the Contribution of International Islamic NGOs in Education Development in Ethiopia: the Case of AMA, IIRO and IRUK.

The purpose of this Questioner is to inquire about:

1. What are the contributions of International Islamic Non-Governmental Organizations (IINGOs) in education development in Ethiopia?
2. To what extent are local communities and other concerned bodies involved in the project formulation and manage projects according to the National Education Policy and their project agreement with Line Bureaus?
3. What are the strengths and weaknesses as well as similarities and differences of IINGOs in their contributions to the development of education in Ethiopia?
4. What are the main challenges faced or the underlying problems of IINGOs that are likely to have impediments on planning and programming in the development of education in Ethiopia?
5. Finally, to indicate possible solutions for the problems or what are some of the ways and menses that minimize/alleviate problems in project planning and programming and promote IINGOs contributions in education development in Ethiopia?

Therefore, the student researcher cordially quests the good will of respondents in answering the questions prudently and keenly in the name of Allah (A) for the best result of the study, May Allah (A) reward you for your contribution.

Remarks: Writing any identification of you has no value.

The purpose of this research study is purely academic in no way affect your personality or the organization, your comment will be kept confidential.

Your authentic, forthright and timely response is quite vital to determine the success of the research study.

Whenever you feel to give a comment, supplement an idea, or suggestion or something worth value, which you believe important to the study, please do so on available space of the Questioner.

First. General Information/Personal Characteristics: mark (X) for your response(s) even your responses are more than one.

1) Organization			2) Position				
1	2	3	1	2	3	4	5
AMA	IIRO	IRUK	CR	FDH	EDH	PRDH	PC
3) Sex	1	Male	6	7		8	9
	2	Female		GO	D/VD/ AD	IPS	LCR

4) Age in Years	1	2	3	4	5
	Below 25	26 - 35	36 - 45	46 - 55	Above 56
5) Educational Background	1	2	3	4	5
	Certificate	Diploma	Degree	MA/MSC	PHD
6) Work Experience	1	2	3	4	5
	Below 5	6 - 10	11 - 15	16 - 20	> 20

7) Field of specialization: _____

8) Have you ever obtained training on development project management in general and/or education development management in particular?

Yes No

Second. Assessing the areas of contributions of IINGOs in general and their education component in particular

9) What are the areas of social development programs that IINGOs devoted for?

- Education
- Orphan sponsorship

- Health care
- Water, sanitation and nutrition
- Income generating activities
- Relief and rehabilitation
- Livestock rearing
- Other (Specify) _____

10) What is the mission of the organization?

11) What is the vision of the organization?

12) What are the main objectives of the organization?

- a. _____
- _____
- b. _____
- _____
- c. _____
- _____

13) What are the main objectives of the education component in the organization?

- a. _____
- _____
- b. _____
- _____
- c. _____
- _____

14) What are the respective contributions of other social development program components to education development?

- a. _____

- b. _____

- c. _____

15) In your view, have IINGOs adequate personnel, who can identify, formulate, appraise, follow-up/monitor the implementation process and evaluate the project success properly?

Yes No I do not know

16) In your judgment, do you think that the organizational situation of IINGOs have motivated project personnel and increased their commitment to the project implementation?

Yes No I do not know

17) Do you believe that the schools under IINGOs are well furnished, accommodated and designed to facilitate the instructional process?

Yes No I do not know

18) Were there projects delayed for different reasons from their start-up time and during program implementation that affected the achievement of IINGOs?

Yes No I do not know

19) Were local governmental representatives involved in all the development, implementation and evaluation of project?

Yes No I do not know

20) Does the education bureau provide technical assistance to facilitate and improve project management?

Yes No I do not know

21) If yes, state some of technical assistance

- a. _____

- b. _____

- c. _____

22) Have you ever participated in the evaluation of IINGOs project implementation?

Yes No I do not know

23) If the organization ever evaluated, who made the evaluation and what was the type of evaluation made?

Yes No I do not know

24) Did IINGOs utilize evaluation feedback obtained through monitoring and evaluation and made improvements and defined appropriate solutions?

Yes No I do not know

25) Do you think that direct and indirect beneficiary/community representatives involved in IINGOs project development, implementation and evaluation?

Yes No I do not know

26) Were other concerned stakeholders such as organizations working in the same areas involved in the project development, implementation and evaluation?

Yes No I do not know

27) What kind of decision making/management system you observed in the IINGOs made use of?

Centralized decision making Decentralized decision-making

28) What could you say about the decision making/management system of the organization depending on the implementation of projects?

- a. _____

- b. _____

- c. _____

29) Do the budget allocated to the implementation of the projects utilized properly according to the project agreement with the government in supporting the implementation of education development programs in to effect?

Yes No I do not know

30) What could you say about the budget utilization of the organization depending on the audit reports of the external auditors and the government officials' evaluation feedback?

- a. _____

- b. _____

- c. _____

31) Is there employee turnover?

Yes No I do not know

32) If yes, what is/are the reason(s) of turnover?

- a. Seeking better work condition and related hygiene factors of motivation
- b. Seeking better professional freedom and related motivational factors of motivation
- c. Seeking both better motivational and hygiene factors of motivation

Third. Assessing the status of projects to which the contributions of the organization in general and education in particular are in line with the policy framework and the expectation of the beneficiary society

33) How far the IINGOs current project objectives and practices are in line with the implementation of ESDP, MDGs and SDPRSP of the country? Please put (X) mark under the numbers 5 for Extremely high/Excellent, 4 for very high/very good, 3 for high/good, 2 for satisfactory and 1 for poor and also put your own reasons and remarks if any:

Rating Criteria		5	4	3	2	1
a.	Access to Educational Opportunities					
b.	Expand & Upgrade Coverage to distant rural areas and disadvantaged regions					
c.	Provision of Adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment					
d.	Improving Equity to rural areas and disadvantaged regions especially females					
e.	Improving Quality of education at all levels, all types and all institutions of education					
f.	Improving Relevance of education in the institutions themselves and in the job market					
g.	Cross-cutting Issues; addressing Civic and Ethical Education, Special Needs Education and HIV/AIDS and Education					

34) How do you rate the IINGOs contributions in social development program in the field of education that the organizations committed for in relation to the human development aspect? Please put (X) mark under the numbers 5 for Extremely high/Excellent, 4 for very high/very good, 3 for high/good, 2 for satisfactory and 1 for poor and also put your own reasons and remarks if any:

Rating Criteria		5	4	3	2	1
a.	Awareness creation efforts to Increase students enrolment					
b.	Sponsorship grant for low income families					
c.	Scholarship support for outstanding students					
d.	Orphan sponsorship					

e.	Teachers training and upgrading					
f.	Short term capacity building					
g.	School feeding programs					

35) The type of contribution and respective quantity in terms of increasing enrolment ratio at all levels and expand educational opportunity to distant locations and deprived regions in education facilities, complete construction, expansion & upgrading as well as maintenance and modification vary according to the respective project agreements of the organizations. However, these operations increase enrolment ratio at all levels and expand access to distant locations. In your observation, how do you rate the development activities in the field of education that IINGOs dedicated for in relation to infrastructure and the respective accommodation as well as educational facilities? Please rate the status of the infrastructure and the respective accommodation as well as educational facilities by putting (X) mark under the numbers 5 for Extremely high/Excellent, 4 for very high/very good, 3 for high/good, 2 for satisfactory and 1 for poor and put remarks if any:

Description	5	4	3	2	1
a. Technical personnel provision and expertise design					
b. School construction					
c. School furniture accommodation					
d. Student textbook provision					
e. Laboratory chemicals & Apparatus provision					
f. Library reference books provision					
g. Working machines, materials and tools					
h. Pedagogical center and educational technologies					

36) How do you rate the contributions of the IINGOs to maintain and enhance quality of education that lead many students obtain class promotion and decrease dropout especially females? Please rate the status the contributions by putting X mark under the numbers 5 for Extremely high/Excellent, 4 for very high/very good, 3 for high/good, 2 for satisfactory and 1 for poor and put remarks if any:

Description		5	4	3	2	1
	Pedagogical center materials					
Instructional technologies	Health and physical education materials					
	Geography, mathematics and other subjects					
Student per text ratio						
Class size or average number of students in a class						
Student per teacher ratio						

37) Among the reasons for project success, to what extent the following reasons helped the organization to implement what was planned in to result? Please rate the status of these project success reasons as being practiced currently IINGOs by putting (X) mark under the numbers 5 for Extremely high/Excellent, 4 for very high/very good, 3 for high/good, 2 for satisfactory and 1 for poor and also put your own reasons and remarks if any:

Reasons for project success		5	4	3	2	1
a.	Political commitment of the government, fertile policies					
b.	Simplicity of the projects designed					
c.	Careful preparation of the projects					
d.	Good management system of the IINGOs					

38) What were the unseen and foreseen challenges IINGOs faced trough program planning and implementation? Please rate the status of these project failure reasons as being practiced currently in the IINGOs by putting (X) mark under the 5 for Extremely high/Excellent, 4 for very high/very good, 3 for high/good, 2 for satisfactory and 1 for poor and also put your own reasons and remarks if any:

Reasons for project failure		5	4	3	2	1
a.	Political Problems; Absent, weak or variable, government commitment etc					
b.	Financial problem; Salary and price increase, etc					
c.	Managerial problems; Scarcity of personnel having, specific skills and general administration capabilities, etc					

d.	Technical problems; Lack of approaches fully tested for the particular circumstances, etc					
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39) How do you judge the involvement of civil society organizations in varies aspects of the IINGOs program planning and implementation? Please rate the status/extent of the involvement of civil society organizations in project identification to monitoring and evaluation as being practiced currently in IINGOs by putting X mark under the numbers 5 for Extremely high/Excellent, 4 for very high/very good, 3 for high/good, 2 for satisfactory and 1 for poor and also put your own descriptions and remarks if any:

Project Cycle		5	4	3	2	1
a.	Identification; Identify project ideas, Prioritization, etc					
b.	Preparation; Formulation of detailed planning					
c.	Appraisal; In depth study of the project from different aspects					
d.	Negotiation; Agreements in project objectives, content, model of financing, etc					
e.	Implementation; Actual development or construction of buildings, etc					
f.	Evaluation; Reviewing the process of the project accomplished, etc					

40) The involvement of the government departments or organizations in project identification, program planning and implementation and monitoring and evaluation plays vital role. To what extent is your government departments or organizations add value to the IINGOs program planning and implementation in varies aspects. Please rate the status/extent of the involvement of government departments or organizations in project identification, monitoring and evaluation as being practiced currently by putting X mark under the numbers 5 for Extremely high/Excellent, 4 for very high/very good, 3 for high/good, 2 for satisfactory and 1 for poor and also put your own descriptions and remarks if any:

Project Cycle	Description of items	5	4	3	2	1
---------------	----------------------	---	---	---	---	---

a.	Identification	Identify project ideas, Prioritization of potential projects, Defining objectives and setting strategies and identification of main characteristics					
b.	Preparation	Formulation of detailed planning					
c.	Appraisal	In depth study of the project					
d.	Negotiation	Agreements in project objectives, content, model of financing					
e.	Implementation	Actual development or construction of buildings, Purchase of equipments, Training of staff, Technical assistance, Miscellaneous services like labor & material contributions and Monitoring/supervising work/activity as it proceeds					
f.	Evaluation	Reviewing the process of the project accomplished, Evaluate achievements in reference to the planned objectives and Drawing lessons to future projects					

41) What do you think are the major contributions that the organization comprehensively achieved and effective outcomes obtained?

- a. _____

- b. _____

- c. _____

42) What do you think are the major problems faced in implementing the projects designed in to effect?

- a. _____

- b. _____

- c. _____

43) What solutions do you suggest so as to alleviate such problems and get the most of the program?

- a. _____

- b. _____

- c. _____

44) Do you have any additional or general comment on the contributions of the organization, problems faced the organization and measures that should be taken to alleviate the problems as well as enhance social development programs in Ethiopia?

- a. _____

- b. _____

Thank you very much!

Appendix Two
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
A survey Structured Interview Questions to be answered by Country Representatives
of IINGOs

Structured Interview Questions prepared for the investigation of primary data on An Assessment Study on the Contribution of International Islamic NGOs in Education Development in Ethiopia: the Case of AMA, IIRO and IRUK.

The purpose of this Structured Interview Question is to inquire about:

1. What are the contributions of International Islamic Non-Governmental Organizations (IINGOs) in education development in Ethiopia?
2. To what extent are local communities and other concerned bodies involved in the project formulation and manage projects according to the National Education Policy and their project agreement with Line Bureaus?
3. What are the strengths and weaknesses as well as similarities and differences of IINGOs in their contributions to the development of education in Ethiopia?
4. What are the main challenges faced or the underlying problems of IINGOs that are likely to have impediments on planning and programming in the development of education in Ethiopia?
5. Finally, to indicate possible solutions for the problems or what are some of the ways and menses that minimize/alleviate problems in project planning and programming and promote IINGOs contributions in education development in Ethiopia?

Therefore, the student researcher cordially quests the good will of respondents in answering the questions prudently and keenly in the name of Allah (A) for the best result of the study, May Allah (A) reward you for your contribution.

Remarks: - The purpose of this research study is purely academic in no way affect your personality or the organization, your comment will be kept confidential.

Your authentic, forthright and timely response is quite vital to determine the success of the research study.

Whenever you feel to give a comment, supplement an idea, or suggestion or something worth value, which you believe important to the study please communicate in any ways you are able to do so.

Structured Interview Questions

- ✓ What do you say about the establishment (when, where, by whom, why and the like) of the organization very briefly?
- ✓ What are the kinds of social development programs that the organization committed for?
- ✓ What are the major contributions that the organization comprehensively achieved and outcomes obtained on education development programs in Ethiopia in terms of the following aspects of ESDP?
 - * Access to Educational Opportunities to the citizens
 - * Expansion & Upgrading Coverage to distant rural areas and disadvantaged regions/ construction, maintenance, expansion or upgrading of schools
 - * Develop and enhance Equity to rural areas and disadvantaged regions especially females
 - * Provision of Adult and NFE program on basic education and training components for out-of-school children and adults focused on literacy, numeracy and environment
 - * Improving Quality of education at all levels, all types and all institutions of education
 - * Improving Relevance of education in the institutions themselves and in the job market
 - * Cross-cutting Issues; addressing Civic and Ethical Education, Special Needs Education, HIV/AIDS and Education and Decentralization of management system
- ✓ Political commitment, Simplicity of design, Careful preparation and Good management are the basic reasons for project success. How do you think these reasons helped the organization to project identification, formulation of program planning and implementation in your organization?

- ✓ What are the major problems faced in implementing the projects designed in to effect: Political, Financial, Managerial and Technical problems?
- ✓ Creating a sense of belongingness or ownership leads more likely to commitment on the part of affected population contribute to sustainability of the project. What are the situation of civil society organizations involvement and level of community participation during project identification, preparation, implementation as well as monitoring and evaluation in your organization?
- ✓ The involvement of the government departments/organizations/individuals in project identification, formulation of program planning and implementation plays vital role. To what extent is the government departments/organizations/individuals add value to the organizational program planning and implementation in varies aspects of your organization?
- ✓ There are only three IINGOs in Ethiopia. What do you think are the reasons for the IINGOs working in Ethiopia to be small in number?
- ✓ Suggest on practical measures/solutions that should be taken so as to alleviate such problems and get the most out of the program?
- ✓ Do you have any additional or general comment on the contributions of the organization, problems the organization faced and measures that should be taken to alleviate the problems as well as enhance social development programs in Ethiopia?

Thank you very much!

Annex Three
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
A survey Structured Focus Group Discussion Questions to be held with Community
Representatives

Structured Interview Questions prepared for the investigation of primary data on An Assessment Study on the Contribution of International Islamic NGOs in Education Development in Ethiopia: the Case of AMA, IIRO and IRUK.

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1. What are the contributions of International Islamic Non-Governmental Organizations (IINGOs) in education development in Ethiopia?
2. To what extent are local communities and other concerned bodies involved in the project formulation and manage projects according to the National Education Policy and their project agreement with Line Bureaus?
3. What are the strengths and weaknesses as well as similarities and differences of IINGOs in their contributions to the development of education in Ethiopia?
4. What are the main challenges faced or the underlying problems of IINGOs that are likely to have impediments on planning and programming in the development of education in Ethiopia?
5. Finally, to indicate possible solutions for the problems or what are some of the ways and menses that minimize/alleviate problems in project planning and programming and promote IINGOs contributions in education development in Ethiopia?

Therefore, the student researcher cordially quests the good will of discussion participants in discussing the questions prudently and keenly in the name of Allah (A) for the best result of the study, May Allah (A) reward you for your contribution.

Remarks: - The purpose of this research study is purely academic in no way affect your personality or the organization, your comment will be kept confidential.

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Whenever you feel to give a comment, supplement an idea, or suggestion or something worth value, which you believe important to the study please communicate in any ways you are able to do so.

Focus Group Discussion Questions

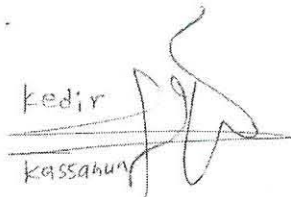
- * Parents distinguish opportunities their children benefited from and/or challenges faced right now in joining IINGOs educational institutions and prospects of the future. In addition, the involvement of civil society organizations in national development attempts benefit sustainable development in various aspects. Furthermore, the bottom up approach to program planning and implementation is important for creating a sense of belongingness or ownership and more likely lead to commitment on the part of affected population in the organization. Depending on these grounds, how do you judge the contributions of the IINGOs in general and the schools sponsored by them?
- * How do you judge the contribution of the IINGOs in terms of the education development attempts in Ethiopia; from the aspects of Access to Educational Opportunities, Expansion & Upgrading Coverage to distant, Provision of Adult and NFE program for out-of-school children and adults, Improving Equity, Improving Quality, Improving Relevance and addressing Cross-cutting Issues?
- * What do you think are the major contributions that the organization comprehensively achieved and effective outcomes obtained?
- * What do you think are the major problems faced in implementing the projects designed in to effect?
- * What solutions do you suggest so as to alleviate such problems and get the most of the program?
- * Do you have any additional or general comment on the contributions of the organization, problems faced the organization and measures that should be taken to alleviate the problems as well as enhance social development programs in Ethiopia?

Thank you!

Declaration

I the undersigned declare that this thesis is my work and has not been presented in any other university and all sources of materials used in this thesis have been duly acknowledged.

Name Kedir Kassahun Mohammed


kedir
kassahun

Signature: _____

Date: 05 / 3 / 2007

This thesis has been submitted for examination with my approval as university advisor.

Name Yalew Ingidayehu (Ph. D)


Signature: _____

Date: 05 / 3 / 2007