

The Contribution of Save the Children Norway toward
the Realization of UPE: The Case of North Gonder
Operational Area

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A Thesis Submitted to
The Institute of Educational Research

Presented in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Educational Research and
Development

Addis Ababa University
Addis Ababa, Ethiopia
June 2013

Addis Ababa University
School of Graduate Studies
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This is to certify that the thesis prepared by Yihenew Cherinet, entitled: *The Contribution of NGO toward the Realization of UPE; the Case of Save the Children and* submitted in partial fulfillment of the requirements for the Degree of Masters of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The general objective of this study is to examine the contribution of Save the Children Norway toward the realization of UPE. The study employed mixed research approach which is dominantly of qualitative in nature. Seventy three (Male=52, F =21) respondents were participated in the study. Primary data was collected using FGD, semi structured interview and questionnaire. Desk review was also conducted to capture figures and educational statistics. Quantitative and qualitative data analysis techniques were used to analyze the data. The results of the qualitative and quantitative data showed that Save the Children has contributed to the efforts made for realizing UPE in Alefa, Chilga and Lay Armachiho Woreda of North Gonder Zone. In terms of access, Save the Children accounts for 32% of the entire accomplishments performed between the years 1999-2009 in these Woredas. The NER of primary school education in the studied zone improved from 32.1% to 81.9% within 10 years following the commencement of education projects by SCI during 1996. The study also revealed that the strong alignment of government and SCI program directions has contributed for the achievements shown at the Woredas. Regarding survival rate, however, the cohort analysis made upon the 2000 & 2001 E.C educational data of the selected Woreda illustrated that it's only less than 50% of the students completed first cycle of primary school. The study also identified the proportion of children that were kept away from the purview of education access. Majority of children with disability or that of orphans and/or from impoverished family has deprived of entertaining education opportunity. To overcome such deterring factors that affecting UPE realization, different propositions was suggested. Among others, the study recommends that the school enrollment strategies to be revisited so as to create an opportunity for disadvantaged children.

Acknowledgments

Glory and honor to the almighty God, whose grace has sustained me and made this study come into reality.

I would like to express my deepest gratitude to Dr. Desalegn Chalchisa for his constructive advice and unreserved support throughout the whole process of the study.

My heartfelt thanks also extend to *Save the Children and North Gonder Zone Education Department*. This research would not have been concluded without their kind collaboration and guidance. I am also very much indebted to the education team of Save the Children, Eyerusalem Teshome, Dr. Alemayehu Belachew, Anbesu Biazen and Mohamed Jamal, for providing me sincere supports all the time whenever in need.

I would like also to thank all my family members especially my mom Getenesh Bahiru and my brother Girum Cherinet for they nurtured me with love and courage unconditionally since those early days.

Yihenew Cherinet

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List of Acronyms

ABE	Alternative Basic Education
ANER	Adjusted Net Enrollment Ratio
CBOs	Community Based Organizations
ECCD	Early Childhood Care and Development
EFA	Education for All
ESDP	Education Sector Development Program
ETB	Education and Training Board
ETP	Education and Training Policy
FBOs	Faith Based Organizations
FGD	Focus Group Discussions
LIDC	London International Development Center
MDG	Millennium Development Goal
MOE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NER	Net Enrollment Ratio
NGOs	Non-Governmental Organizations
PR	Promotion Rate
PTA	Parent Teachers Associations
RR	Repetition Rate
SCI	Save the Children International

SCN-E	Save the Children Norway- Ethiopia
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Education Social Culture Organization
UPE	Universal Primary Education
FDRE	Federal Democratic Republic of Ethiopia

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The vicious cycle of poverty, affecting the life of many people across the globe, was a driving force behind the declaration of Millennium Development Goals (MDG). In the course of the development of this goal, more than 147 heads of states and 189 nations could commit themselves for translating this account into action. The overall framework of the declaration comprises eight goals. Each of them are crafted to substantiate each other and left inextricable, as a result (UNESCO, 2011; LIDC, 2010).

Among those goals stipulated in the MDG framework, achieving Universal Primary Education (UPE) is one of the long lasted objective aspired to be achieved since the 1948 Declaration of Human Right. When this component become part of the MDG commitment, definite target has established thereof the entire endeavor to be concerted. According to UNESCO, UPE target is designed in a way all the nations are striving to “Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete primary schooling” (UN, 2003, p.16).

The fact that all components of MDG are so invaluable, achieving UPE is really imperative in terms of its contribution to the full scale actualization of other development goals. In other word, improvement in primary education has a positive impact on health (MDGs 4, 5 and 6), poverty reduction and elimination of hunger (MDG 1), as well as on gender equality (MDG 3). On top of this, this development goal has shared fundamental concepts with the other international resolution of EFA goal that ratified in the Dakar Agreement. Both of them are

witnessing the courage of the nation in creating a world free of poverty and ignorance (UNESCO, 2011)

UPE is the bigger framework giving the holistic picture of the millennium education programs. It is designed to suit with EFA goals so that UPE is achieved if only EFA's target is met. The basics of EFA are subsumed within the broader commitment of MDG, viz., Universalizing Primary Education.

The core concepts embedded in the two of the Millennium Development Educational Goals are feed each other. In the case of EFA, for instance, two critical themes have got due places. The first dimension deals with delivering equal educational opportunity for marginalized children impacted with discrimination due to gender, minority status or live in difficult circumstances. The second dimension focuses on the right to free and compulsory primary education by making the State accounted for the provision of these services. Thus, failing to meet this goal implies the collapse of a nation since education is a keystone for the holistic development of one country.

Ethiopia has gone farthest to fulfill its commitment of the MDG despite a lot remain to be done. Its promising practice has begun with producing various policies, programs and strategies in light of Millennium Development Goals. ETP, ESDP, Strategic Operational Plan of ECCE are among a few documents of the education sector favoring the accomplishments of this international commitment. Unprecedented improvement has been scored in creating primary education access for school age children. The MOFED MDG report stated the dramatic progresses made in primary education by referring to the 2004/5 and 2009/10 trend of NER. The net primary school enrollment increased from 68.5% to 87.9% during the period stated (2010).

However, quality and equity are still suffered and various remedial practices have underway to uproot this problem.

With a due nationwide effort exerted on education, Ethiopia become well on track regarding MDG realization .By making UPE the heart of public policy and public spending, the fight with poverty in the name of education can succeed in creating access for a large size of school age children. It is a futile exercise to state the role of different stakeholders having profound contribution in this aspect. Of course, the Federal Democratic Republic Government of Ethiopia has discharged all its responsibility in paving the fertile ground for actors working on education. Some of the major decisive stakeholders that made worthwhile contribution at a national level include NGOs, CBOs, FBOs and the private sector (MoFED, 2010).

The fact that the above listed actors are presumed to accomplish good job in the attainment of the Millennium Educational Goals, the focus of this paper is on examining the contributions of NGOs. It becomes a though job to attempt analyzing the undertakings of educational projects run through more than 675 NGOs that operate in Ethiopia. Henceforth, focusing on one NGO and examining its contribution was somewhat pragmatic. By establishing certain criteria qualifying it to be a part of this account, Save the Children Norway was selected. The following conditions were considered in selecting the studied NGO:

- Its willingness to be a part of the research account
- Targeting the provision of basic education as a goal of its education intervention
- The length of period it spends on operating education projects in Ethiopia,
- The positive reputation it has built in the field of the education

As per the aforementioned criteria, the researcher decided to scrutinize the primary education program of Save the Children Norway-Ethiopia [SCN-E]¹. It is well-known for the relentless endeavor accomplished for creating conducive environment favoring the wellbeing of children. Education is a devised strategy that SCI employs as an avenue to enhance children's life. The budget flow made through education projects for the last five year (2005-2009) reveals the due place it had resumed among other interventions at SCI. Nearly 55% of the annual budget was resourced to promote quality and access of primary education (SCN, 2010).

In the same vein, SCI has undertaken basic program elements that directly align with UPE and EFA goals. The provision of Alternative Basic Education (ABE) and its current practices on ECCD had made SCI an ideal area of interest for this study. Along with this, SCN-E has executed primary education projects for a reasonable period of time so that its contribution on Net Enrollment Ratio (NER) and Grade Five Survival Rate could be analyzed.

1.2 Statement of the Problem

In its very nature, the millennium development educational goals demand coordinated effort to score optimum result in the course of its operation. All actors having a stake on basic education are supposed to discharge their responsibility in accordance with the framework of the millennium education targets. Striving to meet these goals with a lone effort of one institution is

¹ The moment this research was proposed to be undertaken, there were seven individual NGOs operating in Ethiopia by using the name Save the Children preceding to member country. These were Save the Children US, UK, Norway, Finland, Denmark, Sweden and Canada. All except Save the Children Canada had an education intervention. They carried out various components of the education program in different parts of the country. Yet Save the Children Norway was well known for its leading role of the Education Task Force nationally and at global level. It developed good reputation and achieved certain results on areas pertinent to basic education.

Currently, however, there is only one NGO registered by the name Save the Children International (SCI) that accounts to all the undertakings of projects carried out through the former member organizations. These member organizations made transition to SCI on October 1, 2012; without the nature and content of different projects they commenced affected by the newly in placed structure. Here onward, as a result, the study mentioned SCI interchangeably with Save the Children Norway since it legally owned the projects and other related matters upon the realization of the transition process.

pretty difficult. Documents that are produced so far have given credit for accomplishments made through the joint efforts of development actors. Private sector, nonprofit and for profit organizations are applauded for their integrated practice on development (MoEFD, 2010). The government of Ethiopia has also got an approval for the effectiveness of the education strategy so that it brings about the nation on track regarding MDG achievement (UNESCO, 2010).

The fact that different stakeholders have played a role that favors the national endeavor of attaining UPE targets; the contributions made by NGOs are not distinctly studied. So long as having a duty to discharge on this area, studying the scope of their contribution is significant. This helps to refocus the national effort that has been undertaking on UPE attainment vis-à-vis the potential they have to complement upon it. The area that interests the researcher in this thesis is, therefore, to scrutinize the contribution of NGO toward the realization of UPE by referring to the case of Save the Children education project operated in North Gonder Zone.

1.3 Objective

1.3.1 General Objective

The general objective of this study is to scrutinize efforts of Non-Governmental Organizations in light of their contribution toward realizing Universal Primary Education. Due emphasis will pay for Primary Education Program of Save the Children and its role in underpinning the achievement of UPE goals.

1.3.2 Specific Objectives

This study will also focus on the following specific objectives. It targets on:

- Determining the level of contribution that SCI has made on NER and Grade Five Survival Rates
- Examining effectiveness of SCI approaches in bringing about positive changes pertinent to Universalizing Primary Education
- Exploring the appropriateness and relevance of education related experience transformed through SCI to implementing government partners.
- Analyzing those factors which impede or accelerate SCI's endeavor in executing primary education program

1.4 Basic Research Questions

The core element of this study is evaluating the entire contribution that SCI made to achieve UPE. Here are lists of the research question that leads the entire undertaking of the study.

- To what extent the accomplishments made through SCI Education Program is contributing to the attainment of UPE targets?
 - ▶ To what extent was the effort of SCI effective in creating access for primary school age children?
 - ▶ Does the education system succeeded in retaining students to grade five?
- How much SCI is succeeded in transforming primary education related experiences to implementing partner organizations in Ethiopia?
- How far has SCI succeeded in reaching marginalized and disadvantaged children through its education program?
- What are those factors that could impede or advance the efforts of SCI in undertaking Universal Primary Education program?

1.5 Significance of the Study

The result of this research provides empirical evidence about the magnitude of SCN contributions in addressing UPE targets. This, on the other hand, could awake SCN-E and other likeminded development actors to adjust their pace in the race for actualizing the millennium development educational goal by 2015. The study provides detailed information about the challenges that could deter the nation's effort from UPE achievements. Those exemplary practices identified in the study will also have immense significance for education stakeholders to replicate and scale up this accomplishment further. The study also provides practical evidence about the relevancy and appropriateness of education related experiences transformed through SCNE. On the whole, the research finding will back up education authorities, policy makers and planners to make informed decisions on issues of similar intervention in view of the contribution made by SCN.

1.6 Delimitation of the Study

The research was purposively delimited to Save the Children with a major emphasis to primary education intervention made in three Woreda of North Gonder Zone, i.e, Alefa, Chilga and Lay Armachiho. The specific range of time that the study focused on is between the years 1998 to 2011. Though UPE target is supposed to be measured through three indicators of NER, Grade Five Survival Rate and Literacy Rate of 15-24 years old; this study did not discuss the later one due to financial constraints and shortage of supporting data on the area

1.7 Limitation of the Study

The absence of adequate research conducted on NGOs contribution vis-à-vis UPE realization restricted the research to rely on literature sources from other countries and UNESCO.

There were certain challenges encountered in administering the study. Absence of Woreda specific data on Survival Rate was demanding up till eventually solved by collecting and computing the requiring detailed information using the template obtained from MOE. There were also a few respondents that did not respond to the questionnaire within the given timeline provided. These situations may affect the reliability of the results of the finding to some extent. Nevertheless, the researcher tried to the level best to conduct the study by overcoming these challenges.

1.8 Definition of Key Terminologies

For the sake of clarity the following concepts/terminologies are defined:

- Millennium Development Educational Goals: It refers the two major educational goals of UPE and EFA thereby the world commits to realize them shortly after the threshold of the new millennium
- Universal Primary Education (UPE): It refers to an international education commitment that dedicates to provide basic education opportunities for all children regardless of any of their background.
- Net Enrollment Ratio (NER): is the ratio of the number of children of official school age (7-14) who are enrolled in primary school to the total population of children of official school age. It shows the proportion of children of primary school age who are enrolled in primary school.

- Survival rate to grade five: The proportion of pupils starting grade 1 who reach grade 5, i.e., is the percentage of a cohort of pupils enrolled in grade 1 of the primary level of education in a given school year who are expected to reach grade 5.
- NGO- An international organization that works in partnership with Ethiopia for the good of achieving its national and international commitments made
- Primary education: It refers the first compulsory level (grade 1-8) designed to give students a sound basic education skills in reading, writing and mathematics, along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music.

CHAPTER TWO: LITERATURE REVIEW

2.1 The Origin, Development and Importance of UPE

The notion of Universal Primary Education has brought to the global stage together with the Declaration of Human Right by 1948. This document discloses primary education as an indispensable right of mankind that shall be of free and compulsory in its provision (UN, 1948). Those educational concepts enshrined in the Human Right Declaration was started to be translated into action following the Addis Ababa Conference held in 1961. It was the first major international conference that attempted to set common goals for educational development across the world. According to Wolhuter (2007), this conference was marked by setting the targets on expansion of educational opportunities, eradication of adult illiteracy, Africanization of curricula, linking education with development, and increasing teacher training capacity. Nations participated in this session committed to increase access to primary education by 23% till the year 1980. The large portion of their vows was left unfulfilled despite certain progresses were scored following this commitment (Shoko, 2007).

This concern gets extra leverage when the world conference on EFA held at Jomtien, Thailand, in 1990. It was instrumental in delineating the entire nature of basic education. The conference was effective in promoting concepts of basic education as a national and international right thereby its fulfillment helps to meet the learning needs of children, young people and adults. The ultimate focus of this declaration was to address the ‘‘complex dynamics of access to education’’ and underscored the worth of relevance and quality of education. (Muhammad & Adeela, 2007) All such commitments were driven by the whim of universalizing primary

education up till 2000. Financial constraints were the major factors that adversely affected attempts of many countries from translating their commitment into action

Tackling educational problems without paying due place to UPE is gradually considered as a worthless practice amongst the international community (IIEP, 2009). As a result, the Dakar World Education Forum, the most prominent juncture in the history of education, dedicates its effort to revitalize the attempts of Jomtien Declaration. It goes far beyond from the previous agreement by setting a relatively realistic time frame for meeting the stipulated educational goals. “It set 2002 as the deadline for finalizing national action plans (NAPs), 2005 for ensuring gender equality (in terms of access to both primary and secondary education) and 2015 for achieving EFA ” (UNESCO, 2001).The Dakar Forum brought about the issue of quality education to the forefront position across the globe so did the Jomtien commitment emphasized education access. Above all, it identified the key responsible actors that could back up the EFA initiative. These include governments, civil society organizations, and development partners such as the bilateral and multilateral agencies. Like the previous departures, this forum has also strived to see universalization of primary education. It incorporates the core concepts of UPE within the lists of the six EFA goals. The second of this major educational goals enunciate the core concepts of UPE as “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” (UN Annual Ministerial Review, 2011, p.6). Major international publications of UNICEF and UNESCO including in their famous EFA Global Monitoring Report succinctly refer the second EFA goal as UPE (UNESCO, 2002)

Achieving Universal Primary Education (UPE) is the second in the row among the set of eight goals stipulated in the MDG framework. According to Alliance (2015), this goal is devised

to advance the achievements of the key objectives of poverty eradication and development, which embraced the major components of the Millennium Declaration presented at UN Millennium Summit in 2000 (Mirjam, 2004).

UPE is the most important pact ever made in the course of development globally so that it identifies diversified development priorities including poverty, education, gender, health, environment and international partnerships (Jeff et al., 2010). The MDG framework that constructed by 2001 classifies these development priorities into 8 goals, 18 targets and 48 indicators. Among these, one target and three of the indicators are devised to measure UPE progress. According to UNESCO, UPE target is designed in a way all the nations are striving to “Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete primary schooling” (UNESCO, 2011, p.6).

The fact that all components of MDG are so invaluable, achieving UPE is really imperative in catalyzing the achievement of many of the other development goals. In other word, improvement in primary education has a positive impact on health (MDGs 4, 5 and 6), poverty reduction and elimination of hunger (MDG 1), as well as on gender equality (MDG 3) (Gakidou, et al., 2010). A case in point is the impact of primary education on poverty reduction and human development. The same document also discussed about the instrumental role of UPE in improving agricultural productivity and off-farm employment opportunities. The contribution on generating skilled workforce is eminent since it paves an access for the students to pursue secondary and post-secondary education. Regarding health, primary education has a vital role in cultivating good health practices. It has positive impact on impeding early marriage, improving maternal health and reducing fertility and child mortality. Working for UPE attainment is, as a

result, implies concerted accomplishments of addressing multiple developmental gaps with a single shoot.

2.2 Basic Concepts Incorporated in UPE

There are divergent views suggested to the definition of UPE. This definition, in turn, has impacted the choice of strategies to be adopted to pursue the goal on the one hand and the means to measure its status and progress on the other hand (Derebssa, 2006). Concepts like reaching all children regardless of their gender, living condition and ethnic background is not conflicting. The issue of providing free and compulsory education of good quality is not also contentious that much. However, ensuring the completion of a full course of primary education by 2015 could bear a range of interpretation about its undertaking (UNESCO, 2002).

According to UNESCO, there are four major perspectives on the interpretation of achieving primary school completion with reference to meeting the defined timeline of UPE. The first interpretation describes that all children of the relevant age-cohort population should complete the final year of primary schooling by 2015. To its end, proponents of this notion proposed the realization of Universal Grade 1 enrollment in 2009 (for six-year period). They assumed that the same enrollment trend will apply in each subsequent year up till 2015. This interpretation is not somewhat pragmatic for having a shortfall of considering the occurrence of either dropout or repetition while the cohort progressed up the primary system. Racing for the 100 % GERs, completion rate, and NERs of primary schooling without considering the inevitable school factors of dropout and repetition is, therefore, very impractical (GMR, 2002).

A second interpretation describes the necessity of enrolling all eligible children by 2015. It presumes that they should all eventually complete primary schooling but not certainly within the six-year period implied by the duration of primary cycle. Unlike the previous perspective, it

goes one step further and considers the possibility of repetition though not dropout. Achieving NER and completion rate (age-specific) of 100 by 2015 is decisive as per this viewpoint; however, GERs could be greater than 100. Children might take seven or eight years to complete the six-year primary cycle, if repetition rates are high. Whereas the gross completion rate will approach to 100 if the repetition rates are evenly spread throughout the system.

On the other hand, a third dimension of the interpretation suggested primary GERs as a means to ensure school completion but it needs to approach at least 100 by 2015. Those favoring this proposition rationalized their stance by associating GERs with the overall school efficiency and effectiveness. According to these proponents, GERs help in signifying whether a school system has the capacity to enroll all eligible children, and to allow them to complete, even if some school places are occupied by older children who had either enrolled late, or who were repeating a year. Therefore, fulfilling GERs of more than 100 is evidencing the establishment of a school system wherein 100% NERs and completion rates can be realized.

As a final view, some put their interpretation referring from the year 2015 that all children should be able to join and subsequently complete primary schooling. Universal Grade 1 enrollment by the same year is decisive and school dropout has also assumed to remain negligible thereafter. Proponents of this perspective did not mention the implication of this proposition on either GER or NER of 2015. They rather presumed the cohort with universal enrollment would increase by one grade in each successive year. Therefore, the NER of 100 that would be equal to the completion rate is going to be achieved six years after.

Having considered the pros and cons of the aforementioned perspectives, the international community has preferred to monitor the progress toward UPE through the NER

achievements of 99% and grade 4 completion rates of 99% by 2015. This indicator is somewhat closest to the second interpretation of the goal (GMR, 2002).

Aside to these, there are other factors requiring prime attention to find EFA goal get fulfilled. These include the salient feature of primary schooling which prescribed by the international community to be of a good quality, free and compulsory. In terms of addressing the educational needs of all children, governments are expected to provide sufficient school places for all. Their responsibility of working on this area extends to the extent of developing new legislation that enforces compulsory schooling for the relevant school age population. However, the significance of such laws becomes minimal as long as the coverage of school system is limited. In this regard Jeilu et al (2008) mentioned that abolition of school fee and other indirect costs are also instrumental to ensure the provision of educational services across the board regardless of students' socioeconomic background. Likewise, schools shall strive to provide quality education since quality is the heart of EFA declaration. Lockheed and his colleagues (1991) capitalized the role of quality in ameliorating the importance of education within the sphere of development. As of their contention, education should meet minimum quality standards in terms of minimum inputs (facilities, teaching materials, qualified teachers, parents and community support), process (effective leadership, M&E, effective teaching learning process, student assessment) and outputs (high student learning, societal and individual returns) to assume its decisive place in the course of development.

2.3 Access and UPE

Creating education access for out of school children is the preliminary step to meet UPE goal. Existing trend in Africa reveals that the entire endeavor of education access has marked with both the treats and challenges. Right after the declaration of MDG, significant progress has

been achieved in reducing the massive number of out of school primary school age children by 39 million (GMR, 2011). Among others, Sub-Saharan African took a line share out of the overall 80 % progresses on access. And particularly Ethiopia has been also mentioned for its commendable practices in cutting the number of out of schoolchildren from 6.5 to 2.7 million within the period of 1999-2008 (MoFED, 2010; GMR, 2011). Regardless of this advancement, Sub Saharan Africa and West Asia has still resides 69% of the world out of school children. This reveals how far Africa should travel further in creating education access for out of school children.

In its very essence, access to primary education denotes the timely enrollment of children into their schooling. The overall notion of UPE embraces the completion of full primary cycle education at the appropriate age. As a result, education access need to deals about the provision of educational opportunity for children at their appropriate age. According to the World Data on Education (2010), the appropriate school age for Ethiopian children falls between the ranges of 7 & 14. Different research findings uncovered the consequences of late enrollment and suggested the worth of timely provision of educational opportunity to deter school dropout and repetition.

2.4 UPE in View of School Retention and Dropout

Any endeavor of investing on primary education could become consequential when the school system succeeded in retaining students for a considerable period of time. The required basic skills and knowledge will be adequately transferred to primary level students if only learners spend nearly six years on schooling. The Global Monitoring Report has emphatically described importance of ‘remaining long enough in school’ to acquire the required basic skills (UNESCO, 2007, pp.35-37). It described retention as a means that paves a way for students to become conversant with the curriculum and grasp those skills prescribed as per their level. Of

course, there are different factors that cause students to get absent and eventually become dropouts. Any frequent absenteeism of students is signaling the inevitable occurrences of dropout. Timely solutions need to be explored for curbing out the potential challenges that urging students to get off the existing school system. According to UNESCO, the most decisive factors deterring school retention are the costs of schooling, the need to supplement family income or take care of siblings, unfriendly school environment (particularly for girls) and poor education quality. It is also too hard to deny the significance of parental involvement for the augmentation of retention rate [Muhammad & Adeela, 2007].

One or a cluster of the above factors have a profound impact in aggravating school dropouts. This in turn affects those attempts to promote retention. In its Global Monitoring Report, UNESCO alarmingly stated that unless school retention is made an urgent priority, the goal of UPE will not be achieved. Henceforth, factors contributing for the raise of dropout need to be tackled from its source (GMR, 2011).

Dropout is becoming a dominant school feature of our continent and about 10 million children are abandoned their primary education each year in Sub-Saharan Africa alone (GMR, 2011). Identifying the root causes of dropout is the starting point for promoting conditions that related to school retention. Alexander (as cited in GMR, 2011) mentioned those factors attributing to dropout such as household poverty, rural-urban differences and inequalities linked to language and ethnicity. The same author also accounted poor quality of education for students' dropout. So long as the school system is failed to maintain the quality of education, classrooms are certainly becoming overcrowded, books are scarce and teachers are under qualified and poorly motivated. Avoiding situations attributing for the increment of school dropout is critical so that it underpins the accomplishments made toward making UPE goal real.

Poverty has also an impact on enraging school dropouts. Hunt (2008) mentioned direct and indirect costs of schooling as a formidable barrier for impoverished parents. In this regard, UNESCO also classifies direct costs into five types of fees; such as, tuition, text books, compulsory uniforms, community contributions and school-based activities for instance exam paper fee. As a result, abolishing formal school fees is only part of the answer to the school retention problem (UNESCO, 2007).

On top of this, enrollments taking place with inappropriate age level has an effect on intensifying dropouts. According to the Working Paper of Education Policy and Data Center (EPDC), late school entry is often resulted in high rates of repetition at early grades (2008). This, in turn, worsens the costs of education to households and weakens internal efficiency of the education system. With reference to the recent house hold survey that EDA conducted in Senegal, survival rate to grade five for children who started school two years late were 10 % lower than for children starting on time. On the other hand, starting early has also adverse consequences since repetition rates for underage children tend to be much higher than for those who start on time (GMR, 2011).

2.5 Strategies to Promote School Participation

Françoise and his associates (2009) recommended different measures that could promote school participation of the poor and support the actualization of core concepts attached to UPE, viz., create education access for all children particularly girls, children in difficult circumstances and those belongs to ethnic minorities. School fee abolition is assumed to be a major strategy in alleviating the burden of parents having a duty of paying for several school related expenses. This cost is not just limited to direct cost but it includes indirect school costs. There is also an opportunity cost that families could generate if their children had rather been in the field, at

home or in the work places instead of spending their time at schools. Thus, school participation of students can rise progressively if school related costs are abolished.

Besides, increase quality and flexibility of education delivery has positive outcome in enhancing school participation among the poor. A lot more flexibility requires in the formal education system so that working children to be enrolled and retained as of other fellow students. Flexibility can also strengthen the already created education access to be succeeded in retaining other students who are compromised on dropout while struggling to cover the school opportunity cost. According to Françoise and his associates (2009), diversified forms of flexibility having good consequences upon school participation are suggested. These includes flexibility in terms of the school calendar and teaching hours (to allow children to assist their families at home when they have to), content flexibility (to take into account the specific needs and characteristics of children), flexibility in school regulations(not excluding girls when they are pregnant or poor pupils if they have missed several sessions or cannot pay certain fees) and in organizations (allowing certain pupils to get organized and take additional courses after class if needed). In line with this, quality of education does matter a lot in winning the mind of parents to send off their children to schooling. They often refrain from letting their children to attend education by assuming that the school outcome, one component of quality education, will be somewhat trivial. Hence, they would not linger if the school become effective in delivering quality education.

Furthermore, incentive programs and school meals are suggested as a means to encourage school participation of the poor. The greatest incentive for children to go to school is when learning is enjoyable and what they learn is relevant to their situation and that of their families and communities.

According to UNESCO, the following factors are presumed to affect students' retention. These includes: the costs of schooling, the need to supplement family income or take care of siblings, unfriendly school environment and poor quality of education (GMR, 2007).

2.6 The Place of Quality in UPE

Any endeavor to enhance the quality of education has paramount importance for accelerating the achievement of universal education. The Dakar Framework of Action affirmed this notion by stating quality as a fundamental determinant of enrollment, retention and achievement(UNESCO, 2000).Quality education is marked with diversified attributes that could win the attention of out-of-school children who are left behind from school services due to cultural, socioeconomic and personal reasons. Its significance on promoting students' achievement and school retention is also crucial.

Of course, UPE commitment is not explicitly dealt with the issue of quality education. It is needless to mention, however, that this MDG-2 is interchangeably used with EFA goal-2 in different international documents including EFA Global Monitoring Reports. This goal of EFA, on the other hand, pays due attention for education of good quality along with other areas of concerns. The Dakar Framework of Action (2000) has also enforced the endeavor of nation's engagement on providing education of higher quality. Henceforth, the strides made towards UPE achievement is monitored in view of progresses on delivering quality education services.

The Dakar Framework defines the desirable attributes of quality education as quality learners (healthy, motivated students), quality process (competent teachers using active pedagogies), quality content (relevant curricula) and quality systems (good governance and equitable resource allocation). Having a few differences on its overall content, the very nature of

the concept is also concurrent with the definition of quality education made by Lockheed and Verspoor (as cited in Derbssa Dufera, 2007). They describe quality standards in terms of input (facilities, teaching materials, qualified teachers, parent and community support), process (effective leadership, monitoring and evaluation, effective teaching learning process, student assessment), and outputs (high student learning, societal and individual returns). Except one of the quality attributes enlisted in Dakar Framework, viz., quality learners, other elements are embedded in the later definition of Lockheed and Verspoor.

Nevertheless, the quality framework crafted by the author of GMR-2005 is deep and comprehensive in incorporating the basics of quality components including the aforementioned perspectives. The central dimensions influencing the core process of teaching and learning process have got considered in this framework. The center of quality framework is made of the following five basic pillars: These are learner characteristic dimension, contextual dimension, enabling inputs dimension, teaching and learning dimension and outcome dimension (UNESCO, 2005, pp.34-36)

2.7 UPE and Marginalized Children

UPE represents the key concept that has emphasized in the declaration of EFA goals. It entails the grand framework directing toward universal primary education without discriminating children based on their gender, socioeconomic status, ethnicity and any other factors. With this analogy, the overall gist of EFA can be realized when all children get education access, retained in the education process and supported them to make their school completion real impartially. (UNESCO, 2008)

Within the purview of out of school children, the large portions of them are disadvantaged group of the society. Despite the goal of UPE ultimately targets on creating equal footings for all children across the globe in terms of primary education, it ironically fall short of addressing the issues of educational need of “those who needs it most” (UNESCO, 2008,p. 12). It serves as an instrumental means that helps them to compensate the disadvantaged social and economic situations they are trapped with. Anyone can develop the capacity to learn, to read and to compute simple arithmetic as long as getting the chance of attending quality primary education. This proposition also works for disadvantaged children whose right to education is deprived in many ways so that the intergeneration poverty could maintain its cyclic process.

With regard to Ethiopia, the composition of these group of children are made of over-age school children; pastoralist children; school dropouts; girls; working children; children in villages with no or distant schools and poor children, UNESCO (as cited in MOE 2002).These are assumed to represent the dominant picture of children fall under the bracket of disadvantaged group. Aside to this, however, children with disability, HIV/AIDS affected children, orphans and street children would be also counted to the same category. Attempting to realize UPE goal in the absence of boosting up educational opportunity for disadvantaged children is unrealistic endeavor. The same document elucidates that “ Education for All, as conceived at the 2000 World Education Forum in Dakar, requires an inclusive approach that emphasizes the need to reach groups that might not otherwise have access to education and learning ”(UNESCO 2007, pp. 67-68)

2.8 Factors Affecting INGO’s Achievement

Following the enactment of nations on the eighth goal of MDG, Develop Global Partnership for Development, the need for abundant financial resource and aid become critically

decisive (MoFED, 2010). As of other developing countries, Ethiopian reliance on foreign support has been grown day after day. The absolute amount of aid it received from donor community is lower than the average for Sub-Saharan Africa. Aid per-capita in Ethiopia by the year 2003 was \$34. However, the proportion of foreign assistance in relation to Gross National Income is much higher in Ethiopia (22.8% in 2003) than the regional Average (6% in 2003). Significant amount of this budget is inflows through civil society organizations so that they could underpin the nation's endeavor of addressing the global development targets (Barbara et al., 2003).

Civil society organization plays an immense role in fighting against poverty by using basic education as an instrument. Taking into account pervasive poverty cycle that runs through the cost of illiteracy, NGOs have turned on it to embattle the cause. The NGO Declaration on EFA, held a day before the World Education forum at Dakar, signifies their commitment to creating a pressure upon donor community so that they could support developing countries through 'increased aid and debt relief'. This Declaration further attempted to make donors increase their support for basic education to at least 8 % of the total aid budget (UNESCO, 2000b). The conviction made on the EFA- Dakar forum, a day after the NGO Deceleration, states about no nation to fail from achieving EFA goal due to resource constraints. The commitment made to support basic education is witnessing the prominent role of NGOs across the board.

The working environment wherein NGOs operate is created by government bodies. The coordinated effort set up between Government and NGOs on development programs in general and basic education in particular will foster the race toward UPE achievement. A struggle made by NGOs alone is, however, hard to bring forth the achievements of targeted developmental

objectives unless they align it with government strategies. To this end, the Task Force on Donor Practices of the Development Assistance Committee (DAC) of the OECD (Organization for Economic Cooperation and Development) drew up, in late 2002, a reference document on Harmonizing Donor Practices for Effective Aid Delivery. Some of the points mentioned in this document underlined that donors should support national development policies, base their programs and conditionality on national poverty reduction strategies, build local institutional capacity for policy, implementation and accountability and be coordinated, preferably under partner government leadership (OECD/DAC, 2003).

Chapter Three: Methods of the Study

3.1 Research Design

The study employed mixed research design to tap different domains of knowledge pertaining to the progress made in achieving UPE due to the contribution of NGOs. The blend of quantitative and qualitative approaches was used to scrutinize the research questions. In quantitative approach, Survey Method was applied with the intent of providing descriptive and explanatory information about the studied area; whereas Case Study was used under the auspice of qualitative approach. The research design characterize by the application of these two major approaches at a time to corroborate the information one with the other.

3.2 Participants

3.2.1 Population Description

The composition of targeted population ranged from Zonal Education authorities to students of primary schools. Within this range, the study included Woreda Education officials, SCI field representative, School Directors, Teachers and Parent and Teacher Association (PTA) members.

3.2.2 Sample Description

Amhara Regional State is organized in 11 zones and 167 Woredas. In all zones and their respective Woreda different SCI program has operated. Of all these, however, the education program implemented in North Gonder has taken prominence. Aside to the undertaking efforts of the organization on basic education, Inclusive Education Approach and Quality Education Program packages are introduced in this zone. On top of this, the long lasted duration of the SCI education projects in this zone could favor the researcher to assess the contributions made on primary completion rate. This attribute requires around eight years of intervention by an

organization in a certain specific area so that students will complete their primary schooling. Henceforth, focusing on certain number of Woredas from North Gonder became deemed important to discover solutions for the researched problem.

Three Woredas namely Chilga, Lay Armachiho and Alefa were selected for the study by employing purposive sampling technique. A total of twelve primary schools, four from each of the targeted woreda, were selected through systematic random sampling technique. Since the SCI intervention has designed to be accorded with the educational needs of the targeted Woreda, there are only slightest differences on the scale of intervention accomplished in these areas.

3.2.3 Sampling Method

Among the above identified sampling population, relevant informants were taken out through either of the purposive or random sampling techniques. Three Zonal Education Officials having enough information about the educational accomplishments of SCI were interviewed. It was through judgment sampling that the respondents were identified. Likewise, nine Woreda Education Office representatives from the three targeted site were interviewed (three from each Woreda). The same sampling technique was administered when SCI field project coordinator had been interviewed.

A total of 40 school directors and teachers (Male=26, Female=14) were selected from the targeted twelve schools through simple random sampling technique. Ten of them are school directors (Male=7, Female=3) and the remaining 30 are teachers (Male=19, Female=11). They participated in responding to the questionnaire when it administered. Besides, FGD was conducted within the premise of two primary schools that are located in two of the three sampled Woreda. It was carried out in two rounds; one with students and the other with the PTA (7

members). Participants of students FGD, eight children from each of the two schools, were selected using purposive sampling. This sampling technique was administered with the intent of ensuring the participation of girls in the FGD. They were conducted in two schools located in Lay Armachiho and Chilga Woreda

Table 1:

Population and Sample of the Study by Area of Focus

S/N	Area of Focus	Targeted Groups	Data Collection Techniques	Sampled Informants	No. of Sampled Informant by Site	Total No. of Informants	Remark
1	North Gonder Zone	Zonal Education Office	Interview	Office Representatives	3	3	2M, 1F
		SCI Education Coordinator	Interview	SCI project Coordinator	1	1	1M
2	The selected Woreda (Lay Armachih o, Chilga and Alefa)	Woreda Education Office	Interview	Office Representatives	3	9	9M
		Schools (Four Woreda)	Questionnaire	Directors & Teachers	4	40	26M, 14F
			FGD	Students	8	16	(6M,10F)
				PTA	7	14	& (8M, 6F)
3	ZED and Woreda Education Offices	—	Desk review	—			Not quantifiable
4	Grand Total					73	

3.3 Instrumentation

Instruments developed as per quantitative and qualitative research approaches were used in data collection. All except the desk review was employed to produce primary data. These include Interview, Focus Group Discussion (FGD) and Questionnaire. All instruments were newly developed owing to the absence of standardized tool that could measure the researched area.

By using questionnaire, pertinent data from school directors and teachers was collected. Another source of information from Zonal Education Bureau, Woreda Education Officials and SCI Project Coordinator were captured through semi structured interview. Using FGD, complimentary data could also be produced through the participation of PTA members. All these information was substantiated with desk reviews that comprise data concerning the status of educational service delivery of the studied Woreda. Documents assessed in the desk review were regional annual abstracts, woreda and zonal reports and other related documents. To put in a nutshell, the following instruments were used to collect data throughout the research process.

A. Semi Structured Interview: This instrument used for capturing views, perceptions and hunch of the education program implementation partners. Zone Education Department, Woreda Education Office and SCI field staffs were involved in the interview session. The interview guide developed for these participants were somewhat similar and anchored on exploring the contribution of the education program in the attainment of UPE targets by focusing on access, retention, dropout and challenges and best achievements resulted due to the SCI's intervention .

B. Focus Group Discussion: Upon the guiding list developed to facilitate the discussion, the PTA members reflected on the school performances by referring to access, retention, dropout and other related issues. Its duration maximum lasts for 40-60 minute. The FGD was held just after the school session so that it didn't contradict with the school program. This session could conduct separately for students to encourage them to air out their views about issues affecting their life. Despite the area of the discussion was somewhat similar for groups (the students and PTA), its facilitation and presentation were different. FGD guide was developed

to capture pertinent information on access, retention, dropout and practices undertaking in relation to the education of disadvantaged children.

C. Questionnaire: It was constructed from the combination of Likert scales and multiple choice items. The form of the questionnaire assumed semi structured pattern for it incorporated certain open ended enquires. It was designed to be responded by teachers and school directors. Before put into effect, it was commented by the advisor of the thesis paper like the rest of the developed instruments. This instrument comprised questions focused on access, enrollment, and retention. And it also targeted on examining the contribution of SCI education program in terms of reaching marginalized children, transforming basic education related experiences to end users and unveiling challenges and best practices affecting UPE realization in the studied area.

D. Desk Review: By using desk review, the requiring data and figures depicting the primary education status of North Gonder in general and the targeted Woreda in in specific could be collected. This instrument helped to obtain a ten year ago data on the NER and GER of North Gonder Zone and the three targeted Woreda. Among others, it also enabled to get data on survival rate by grade, promotion rate and repetition rate of the region, the zone and the selected three woreda. All of them are disaggregated by gender.

3.4 Procedure of the Study

Initial phase of the research undertaking was set out by obtaining informed consents of the studied organization, Save the Children. With a submission of a request letter that precisely explains about the research objectives, rational, and deliverables of the study; the researcher could find the consent of the organization to undertake the study. Subsequently, the SCI Education program unit showed their willingness to facilitate the undertaking of the research by

informing partner government officials and other stakeholders operating in the Woreda and schools of North Gonder Zone.

An effort was made to maintain the validity and reliability of the research. In the course of developing the tools, the researcher started by defining the content that entails basic thematic areas of the research questions. Afterward, the tools were prepared in English and translated in to Amharic by upholding the recommended procedures to be considered. Close consultation provided by the adviser of this research could also make the effort of producing reliable and valid instrument meaningful.

Then after, data gathering tools were come into use as per the identified research design. Both quantitative and qualitative data were collected simultaneously. The sequence among the order of data collection techniques did not bear any difference owing to the research employs concurrent triangulation design. As a result, convenient situations happening on the ground are presumed to govern the process thereby one instrument to follow or precede the other. Ten working days was sufficed to finalize the field work. Participants involving in interview, questionnaire and FGD were informed that any of their views and suggestions remains confidential. This remark was made at the beginning of every session when the overall objective of the study was briefed to participants. On the other hand, the questionnaire was administered during working hour to minimize delay or dropout during its collection.

All elements of the interview and FGD were recorded. By transcribing the content, basic thematic issues were summarized by using concept mapping. All the data collection process was concluded before the harvest gathering season breaks out in the researched districts. For the studied Woredas are heavily rely on farming, the schools would be closed during this time. In the

same token, prior confirmation were obtained from Zone and Woreda Officials about their availability before traveling there to conduct interview.

3.5 Data Entry and Analysis

The quantitative data was coded and entered in to SPSS version 19 statistical software. Data cleaning was follow after the data entry procedure. Data was analyzed using the same software. The result was expressed using frequency tabulations, percentages, and chi-square. The chi-square was used to examine whether there exist significant difference among the selected Woreda focusing on major causes of dropouts and quality outputs. Charts and graphs were used so that the summary of the results could be presented succinctly. The qualitative data was analyzed by using concept mapping and it was triangulated with the quantitative data.

3.6 Ethical Consideration

The proposal was approved by Institutional Review Board of Addis Ababa University. Ethical clearance was obtained from IER. The researcher was obtained informed verbal consent from the study participants after a brief explanation of the benefit of the study. Information was taken from volunteer study participants.

3.7 Report Writing and Dissemination Plan

The final research report will be presented to Addis Ababa University Institute of Educational Research and valuable comments will be taken. In addition, hard and electronic copy of the final Report will be disseminated to all concerned bodies including Addis Ababa University Institute of

Educational Research and SCI. Result of the study will be also disseminated for schools, Zone Education Department and Woreda education offices that are facilitating and participated in the process.

Chapter Four: Data Presentation, Analysis and Discussion

I. Data Presentation and Analysis

4.1 Introduction

The result of the study is organized into four parts. The first part deals about Save the Children's (SCI) contribution on NER and Grade Five Survival Rate. The second part discusses effectiveness of SCI intervention in bringing about changes pertinent to Universalizing Primary Education. The third part describes the appropriateness and relevancy of education related experience transformed to implementing government partners in relation to primary education. Whereas, the last portion presents about factors which impeded or accelerated SCI's endeavor in executing primary education program.

The implementation of SCI education programs is carried out in collaboration with North Gonder Zone Education Department. SCI has delineated its role to provide grant, technical support and oversight project implementation upon the framework of partnership modality agreed with the Zone. Aside to efforts made in bits and pieces at grassroots level to addressing the need of primary schoolchildren, SCI strategies described that there were endeavors devised to work out by targeting on strengthening the system of woreda Education. To this end, the selected three Woreda (Alefa, Chilga and Lay Armachiho) are distinguished for entertaining a long lasted education project grants from SCI since 1996 (SCN, 2005).

4.2 The Contributions of SCI on Access and Retention

4.2.1 The SCI Contribution to NER

By the time when SCI launched the education intervention in the selected Woreda, its desired objective was to promote education access whilst ensuring quality. This target was

primarily designed with the notion of complimenting government's commitment to achieve EFA goal by 2015 (SCN-E, 2009).

An interview made with the Teaching Learning Core Process Owner² of North Gonder Education Department strengthened the above mentioned points. “At Zonal level, the role of Save the Children Norway in creating education access is enormous. It enables the Zone to reach much more out-of-school children through ABE approach. The Zone becomes familiarized with this ABE modality exclusively due to Save the Children Norway.”

In line with this, significant number of primary schools were constructed and furnished by SCI. According to the Construction Crew report of Save the Children (2011), a total of 106 primary schools were upgraded and constructed in North Gonder between the years 1996 to 2011. The Education Quality Core Process Implementer of Chilga Woreda has also mentioned the same story, during an interview: “SCN-E has accomplished great job on creating education access for the hard-to-reach children in our Woreda. It established ABE and Primary schools at each Keble of the Woreda. Many of the schools constructed have separate school latrines and well- equipped libraries.”

As demonstrated in the following table, the role of SCI on creating access by undertaking school construction and expansion accounts 32.14 % of the total accomplishments made in Chilga, Lay Armachiho and Alefa woreda. The Education Quality Improvement Core Process Owner of North Gonder Zone has also confirmed the same point during the interview he made:

In areas where government did not provide education services adequately, SCI plays significant role in constructing schools and furnishing them with libraries and educational

² In this study, all the position or title of the interviewed officials are altered due to confidentiality and privacy reasons

material. The case in point is the education interventions that are accomplished in Alefa, Chilga, Lay Armachiho, Dabat, and Wogera Woreda. This is mainly in terms of access.

Table 2

Number of Constructed and Renovated Primary Schools in Three Woreda of North Gonder Zone from 1999-2009

Name of Woreda	Number of Primary School in 1991	³ Number of Primary Schools constructed (renovated) by SCN-E (1996-2011)	Number P. of School in 2001	SCN-E contribution in Construction (%)
Chilga	32	24	105	22.8
Lay Armachiho	31	22	50	44
Alefa	26	18	50	32.14

Of course, SCI is not the sole actor to be accounted for the increment of children participation in the selected three Woreda. The school construction and ABE approach that was initiated and scaled up by SCI coupled with the massive government engagement on basic education brought remarkable changes on student enrollment. To trace the degree of progresses that North Gonder has currently achieved, examining the ten years ago (1998/9) record of Amhara Regional Education Bureau Annual Abstract on the GER and NER of primary school children is so crucial. (See Table -3)

³ *Note:* Except the column tagged with asterisk the remaining information are taken from the 1998/99 and 2008/9 ANRS Annual Education Statistics Abstract. Whereas, the one with asterisk is taken from the 2011 SCN-E Construction Crew Report.

Table 3

Enrollment, GER and NER of Primary School Education in North Gonder Zone during 1998/99

Enrollment , GER and NER	Sex		
	M	F	T
Population Age 7-14	253260	242499	495759
Total No. of Students Enrolled	82595	98473	181068
No. of School Age Students Enrolled (age 7-14)	67398	91799	159197
GER	32.6	40.6	36.5
NER	26.6	37.9	32.1

As shown above in the table, the ANRS Education Bureau Annual Abstract (1998/99) revealed that 67.9 % of the total school age children in North Gonder were kept away from the purview of school access. Even while considering students' enrollment irrespective of their age group, the education coverage of North Gonder Zone by then was 37 %.

With efforts exerted for ten consecutive years, the enrollment trend of students in the selected three Woreda showed very significant change. Acknowledging the contribution of Save the Children, the Zone Education Planning and Implementation Core Process Owner (assistant) discussed during an interview that SCI intervention has changed the landscape of education services at Zonal level. And he paid due credit for the concerted efforts of Save the Children due to scoring profound increment of GER and NER in North Gonder Zone.

As shown in table 3 and 4, the number of school age children getting education access in the studied zone raised from 32.1% to 81.9% within 10 years starting from 1998. When we pay detailed look to the Woreda thereby SCI has actively undertaken its education project, i.e.,

Chilga, Lay Armachiho and Alefa; their average NER exceeds the Zone enrollment rate by 8.9 %.

In terms of access, according to an interview made with the Zonal education official, the longer distance that children should have traveled to find the nearby primary school are dropped down into a 45 minute walking distance from its previous 2hours travel in average. In the same vain, students participated in FGD described as they hardly know a classmate travelling from remote location to attend school. Agreed with this point referring to the cases of first cycle school goers, the Woreda education officials explained that the approximate time limit for second cycle primary students to find the nearby school is around between 1hour and 1:45 minute. The points mentioned hereunder by PTA member in Lay Armachiho strengthened what others did say about the school distance:

The average distances students should go varies as per their grade level. First cycle student of primary school have got education access in their vicinity. The difficulty of traveling long distance has remained a burden for students above grade four. These students took around one hour to reach the nearby second cycle primary school in average.

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Table-4:

GER and NER of Primary Education in Three Selected Woreda of North Gonder Zone,(2008/9)

Name of Woreda	GER (%)									NER (%)								
	1-4			5-8			1-8			1-4			5-8			1-8		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Chilga	11	10	11	4	89	6	8	10	9	72	86	79	3	7	5	7	93	85
	4	7	1	9		8	6	0	2				6	0	3	8		
Lay	12	11	11	6	10	8	9	10	1	84	93	88	4	8	6	8	10	93
Armachiho	1	0	5	8	7	7	8	9	0				4	5	5	6	1	
									3									
Alefa	14	14	14	3	52	4	9	10	9	10	11	11	2	3	3	8	99	94
	0	4	1	8		4	5	4	9	5	7	1	7	9	3	8		
North	12	11	11	4	63	5	9	92	9	85	89	87	3	4	4	7	85	82
Gonder	4	4	9	9		6	0		1				1	7	0	9		
Zone																		

Source: ANRS Annual Education Abstract, 2008/09, pp 72

The above table (Table-4) also witnessed the gap that prevailed between first cycle & second cycle primary schools in terms of obtaining education access. The average NER of the selected three Woreda for Grade1-4 students is 95%. This figure exceeds the achievements made in the same raw at Zonal level by around 10%. In the case of second cycle primary schools, however, the average NER of the three Woreda remained 65%. In creating education access for both cycle of primary students, the selected SCI intervention Woreda attained higher NER in average than that of North Gonder Zone. One will come across with an outrageous result if s/he gets interested to examine the gap sets between the two cycles in terms of creating education

opportunity. Access created for second cycle primary students is 30 % smaller than that of fellow students in the first cycle at the targeted Woreda.

The fact that greater advancement has been made in enhancing children enrollment, still there are a good number of students kept away from receiving education access. The student FGD result (Chilga) witnessing that some children have not yet got education opportunity. They described, "There are children left behind from obtaining education access because they have nobody to cover the school expense for pursuing their education." As of them, Orphan and Vulnerable Children (OVC) are dominantly destined to experience this challenge. The PTA FGD result (Chilga and Lay Armachiho), on the other hand, revealed as children from very impoverished family are often deprived of school access. They stated:

Children from very needy parents hardly get education access. Despite having a desire to attend education like other fellow children, their parents forced them to look after cattle. In case, if they let them to join school, the parents' deep interest of their child labor could eventually affect them to become dropouts.

Moreover, a large number of children with disability do not also get education access. Both students and PTA FGD result disclosed as many disabled children have left behind from the reach of education opportunity. They also mentioned the cases of child headed households thereby older siblings have to play the bread winning role in their family. As a result, many of them do not get education opportunity while pursuing some income generating businesses or taking care of their younger siblings. Unlike these groups of children, girl's school participation is so remarkable. The regional annual abstract (1998/9) depicts that the gross and net enrollment ratio of girls in North Gonder was significantly higher than boys. The gender parity index (GPI) by then was 1.36. It told that the school participation of boy students was relatively denied when

compared to fellow girl students. After ten years of massive enrollment undertakings, the gender disparity affecting male children become slim down and the Zone could have the parity index of 1.01. However, the GPI of the studied three Woreda such as Alefa, Chilga and Lay Armachiho is 1.16, 1.25, and 1.30 respectively (ANRS Annual Education Abstract, 2008/9, pp., 82-83).

Despite some of the above mentioned children has excluded from the reach of education access; Chilga, Lay Armachiho and Alefa woreda achieved maximum results by transforming children enrollment from 32.1 by the year 1999, an average of the Zone NER, to 85.5, 93.3 and 93.7 respectively in their Woreda in 2009 . They employed various strategies to reach school age children in their efforts of creating access. Teachers responding in the questionnaire mentioned enrollment campaign, which carried out during summer time, as an instrumental means for boosting up children's school participation. Agreed with effectiveness of this technique, PTA FGD participants have also described the significance of ECD/ O-Classes to uplift the lower enrollment of school age children:

The establishment of O-classes/ECD, attached to primary schools, helped us to closely follow up children's development so that they could enroll to basic education in their appropriate age. To this end, the enrollment campaign carried out during summer time has significant role to reach school age children that are excluded from the school system due to various reasons. Many of the children traced through this campaign are turning to an age that qualifies them to attend either pre-schooling or basic education. However, it's difficult to say that this initiative has succeeded all in all. There are cases in which parents refused to send their toddlers for ECD by getting afraid of the relatively remote distances that their children should have gone to reach the center.

4.2.2 Survival, Repetition and Promotion Rates to Grade Five

Survival rate is about the flow rate of students from grade one to five (a given grade). To compute it, considering the number of enrollment, repetition, promotion and dropout of students for two consecutive years is essential. Based on this, one can measure whether the performance of the education system is succeeded in retaining students from one grade to the next and of its internal efficiency. Survival rate is one of the indicators to measure UPE progress. It provides comprehensive information regarding the functionality of once education system. Henceforth, the cases of school systems in the targeted SCI supported Woreda are scrutinized upon this cohort Method. The study employs this method by considering the 2000 & 2001 EC data of promotion, repetition and dropouts from the respective targeted woreda. The Cohort Analysis template that I obtained from MOE has simplified my burden by eliminating the manual computation of different educational statistics. All the following data including figures in table 4, 5 &6 are extracted from the developed cohort flow chart that is annexed at the end of the study.

4.2.2.1 Survival Rate by Grade

The cohort analysis made upon the 2000 & 2001 E.C educational data of the selected targets illustrated that 40.1 % of students from Alefa, 46.6 % from Chilga and 49.95 % from Lay Armachiho would survive until they complete the first cycle of primary school, i.e., up till 2004 E.C (See table 5). Likewise, the percentage of students expected to survive until the completion of second cycle primary school is 21.6%, 27.7%, and 18.05% respectively at Alefa, Chilga and Lay Armachiho woreda respectively. This data is computed assuming that the repetition, dropout and promotion ratios of the 2000 E.C slightly remain constant throughout the period.

This figure also narrates that around 60 % of students at Alefa, 53% at Chilga and 35% at Lay Armachiho have failed to complete the first cycle of primary school. And consequently, they

are about to elapse back to illiteracy for they do not spend adequate time to acquire the prerequisite package of skills required for sustainable level of literacy.

When comparing the average grade five survival rate of SCI supported Woreda (45.4%) with the overall picture of the Amhara Regional State, the performance achieved at regional level exceeds them by 5.65 %. Across these woreda, however, Lay Armachiho scored better to the survival rate of students at the first cycle of primary school whereas Chilga did best on the survival rate at the second cycle of Primary school.

Table-5: ⁴*Survival Rate by Grade Level in the Selected Three Woreda and at Regional Level*

Name of Woreda	Sex	Grade								Total
		1	2	3	4	5	6	7	8	
Alefa	M	77.7	62.2	49.5	31.9	23.2	18.8	17.0	15.0	36.9
	F	91.8	79.5	69.1	48.2	36.7	31.8	33.6	28.2	52.4
	T	84.8	70.9	59.3	40.1	30.0	25.3	25.3	21.6	44.6
Chilga	M	63.3	47.4	34.7	28.2	21.2	18.6	16.5	12.6	30.31
	F	78.3	71.5	67.3	64.9	56.3	53.7	52.1	42.8	60.86
	T	70.8	59.5	51.0	46.6	38.8	36.2	34.3	27.7	45.6
Lay Armachi ho	M	64.00	49.80	38.20	35.20	27.90	22.90	18.80	9.70	33.31
	F	74.3	67.6	65.3	64.7	58.9	54.0	51.0	26.4	57.8
	T	69.15	58.70	51.75	49.95	43.40	38.45	34.90	18.05	45.54
Amhara	M	75.3	61.8	53.3	45.6	36.6	31.5	28.3	23.5	44.5
Regional	F	80.3	69.9	64.2	57.6	48.0	42.7	39.3	32.0	54.3
State	T	77.6	65.5	58.3	51.2	41.9	36.6	33.3	27.4	49.0

4.2.2.2 Promotion Rate by Grade

Promotion Rate (PR) is about the proportion of pupils who have successfully completed a grade and proceed to the next grade the following year. This rate increases as the number of repetition and dropout decreases. Referring to the cohort analysis attached to the end of this

⁴ Those educational statistics illustrated in Table 5, Table 6 and Table 7 are produced using the Cohort Analysis method annexed at the end of the study. The 2000 E.C & 2001 educational data of the region was referred as a source document on enrollment, repetition, promotion, and dropout of the students so as to compute the results displayed in these table.

study, the table hereunder illustrates the internal efficiency of the education system functioning at the targeted Woreda.

Three of the studied Woredas have done good job regarding PR. The average rate they scored on school promotion is slightly lesser (in decimals) than that of the overall regional achievement.

The PR of the region is 80.55%; whereas it goes to 80.4%, 80.87% and 76.42 % for Alefa, Chilga and Lay Armachiho Woredas respectively. As the table shows below, the least ratio of students passed to the next grade out of these Woreda was mainly at grade-4 (in Alefa), Grade-1 (in Chilga) and Grade-8 (in Lay Armachiho). And the highest promotion rate achieved is about 91% (at grade 7), 89% (at Grade 6) and 89% at (grade 4) sequentially in Alefa, Chilga and Lay Aremachiho woreda. At regional level, both the least and highest promotion rate scored are at Grade 1 (73) and at Grade 7 (86) as they put in order. All these, in a relative term, portray high internal efficiency of the education system in the woreda.

Table-6: ²*Promotion Rate of the Selected Woreda by Grade Level*

Name of Woreda	Sex	Grade								Total (%)
		1	2	3	4	5	6	7	8	
Alefa	M	76.77	79.25	77.96	63.79	70.75	78.53	86.67	85.78	77.43
	F	89.90	85.82	85.42	68.40	72.17	82.12	94.75	82.60	82.64
	T	83.335	82.535	81.69	66.095	71.46	80.325	90.71	84.19	80.04
Chilga	M	60.44	72.11	70.92	78.77	71.20	85.28	83.77	72.84	74.41
	F	74.65	88.74	91.36	93.62	83.37	93.17	92.71	81.13	87.34
	T	67.55	80.43	81.14	86.20	77.29	89.23	88.24	76.99	80.87
Lay Armachiho	M	61.30	73.58	73.68	86.58	75.71	77.73	78.62	46.35	71.69
	F	70.84	84.78	92.64	92.06	86.04	87.79	89.84	45.28	81.15
	T	66.07	79.18	83.16	89.32	80.875	82.76	84.23	45.815	76.42
Amhara Regional State	M	70.97	78.04	82.12	81.013	75.08	82.22	84.60	76.33	78.81
	F	75.78	83.19	88.16	85.59	77.92	85.42	86.71	76.09	82.36
	T	73.18	80.52	85.12	83.39	76.54	83.82	85.62	76.22	80.55

4.2.2.3 Repetition Rate by Grade

Repetition Rate (RR) measures the proportion of students who have remained in the same grade over one year and have used more resources for that grade. The resources are in the form of teacher salary, school material, facilities and others.

Table 7: ²

Repetition Rate of the Selected Woreda by Grade Level

Name of Woreda	Sex	Grade								Total (%)
		1	2	3	4	5	6	7	8	
Alefa	M	1.24	0.97	2.01	1.04	3.41	2.82	4.24	3.03	2.35
	F	2.12	0.84	1.75	1.90	5.34	5.38	4.78	2.53	3.08
	T	1.68	0.91	1.88	1.47	4.37	4.10	4.51	2.78	2.72
Chilga	M	4.55	3.68	3.05	3.29	5.29	3.13	5.86	4.24	4.13
	F	4.71	2.75	3.02	2.89	3.98	2.47	4.52	1.18	3.18
	T	4.63	3.22	3.04	3.09	4.63	2.80	5.19	2.71	3.66
Lay Armachiho	M	4.20	5.43	3.92	6.22	4.63	5.37	4.58	11.01	5.67
	F	4.72	6.87	4.17	7.34	5.58	4.49	5.23	12.78	6.40
	T	4.46	6.15	4.05	6.78	5.10	4.93	4.91	11.90	6.03
Amhara Regional State	M	5.80	4.93	4.77	5.33	6.60	4.65	6.25	8.95	5.91
	F	5.64	4.41	4.08	4.79	6.72	4.06	6.14	7.11	5.37
	T	5.72	4.68	4.43	5.06	6.66	4.36	6.20	8.07	5.65

As shown in the table 7, the highest repetition rate recorded in Amhara region was at grade 8 (8.7%). Whereas in Alefa, Chilga and Lay Armachiho the highest RR was at grade 7 (4.51%), grade 7 (5.19%) and grade 8 (11.9%) respectively. In all grades, except in grade 5, the repetition rate of girls is less than that of boys. Except in Lay Armachiho where girl repeaters exceed boys, the other two woreda has somewhat similar picture with that of the region. The aggregate repetition rate for primary education in the region is 5.65 (5.91% for boys and 5.37% for girls). Likewise, the aggregate RR of the three studied woreda is 4.13 which partly depicts a degree of excellence in students achievement when compares to the region.

4.3 Effectiveness of SCI in Bringing about Changes Pertinent to UPE

Results shown above illustrated that SCI has made certain achievements in complimenting the strides made toward universalizing primary education at the selected Woreda. This is mainly in terms of boosting up school enrollment. The school expansion undertakings that are constructed closer to the student's village are contributed significantly to this end. On the other hand, it would be difficult to discuss UPE out of the context of retention, its quality version and the cases of disadvantaged children. Before examining SCI's effectiveness by referring to the later of these cases, it would be good to scrutinize effectiveness of the intervention focusing on school enrollment.

4.3.1. Effectiveness in Enrollment

In its very essence, access to primary education denotes the timely enrollment of children to schooling. The progresses made toward achieving UPE, therefore, measured through an education opportunity created for school age children. NER is credible instrument to trace changes on this aspect.

To fulfill UPE goal, the achievements made on NER has paramount importance. The desired target to be scored is 100% realization of NER by 2015. As shown below, the progresses recorded along this line proved that the education intervention was succeeded in bringing the system on track to meet NER under the auspices of UPE. In average, three of the selected Woreda enrolled 95% of school age children that resides in each of the respective districts. With this analogy, one can conclude that the in-placed endeavors were effective on boosting the enrollment of primary school children in the project area.

The promotion of NER in these three Woreda is resulted due to different factors. The major among others is strong alignment of government and SCI policy and program directions. The Zone Education Department official mentioned as they found the education program of SCI accorded to the government education strategies/ program. To verify this point, he mentioned the school construction and material provisions made by SCI at Alefa, chilga and Lay Armachiho Woreda where the government had a pressing need to do so. He also described that “all efforts exerted to promote the school coverage would have been left in vain had it not been both SCI and the government offices shared the same understanding and act upon the same program directions.”

Other elements contributing to the promotion of school enrollment are viewed under this framework. The enrollment campaigns conducted, the community mobilization undertaken, and the ECCD centers expansion accomplished have an impact to result in positive changes on increasing NER since they designed to be operated aligning with government education policy.

Table 8

Net Enrollment Rate in the three of the SCI intervention Woreda/ North Gonder (2011)

Name of the Woreda	NER (Grade1-8)		
	Boy	Girl	Total
Alefa	89.8	95	92.25
Chilga	93	99.6	96.3
Lay Armachiho	94	99.4	96.7

Source: North Gonder Zone Education Department (2011)

4.3.2 Effectiveness in Survival Rate

As illustrated above in table-4, there are certain pitfalls observed in terms of student's retention. From the total number of students enrolled at grade 1 in the studied three Wored, only around 46 % of them are presumed to complete the first cycle of their primary education. More than half percentage of first grader students, as a result, would turn into dropouts. The case would get worsen when examine the proportion of students completing the second cycle of their primary education, viz., 21.6 %.

One can take this account as an achievement if the assumed point of departure is the educational progresses of the Amhara Regional State. In this regard, the studied Woreda recorded same kind of progresses as of other districts in the region did. This figure became unsatisfactory when the achievements made are viewed against the desired target of UPE. This goal ultimately targeted on the 100 % realization student's retention up till their completion of

primary school. In this analogy, it's possible to deduct that SCI has failed in its duty of making retention effective.

Regarding of the prevailing gaps affecting the effectiveness of the school system in the three selected Woreda, teachers and head teachers mentioned those perceived factors aggravating dropouts. This was reflected in the results of Likert scale thereby respondents reflected their degree of consent regarding the perceived causes of dropout. Out of the total 11 lists of items perceived to contribute for dropouts, majority of respondents agreed with three of them that affecting most on this aspect. These are child labor exploitation (82.5%), temporary withdrawal (82.5%) and household poverty (80%). The responses of teachers and head teachers on child labor exploitation are illustrated hereunder.

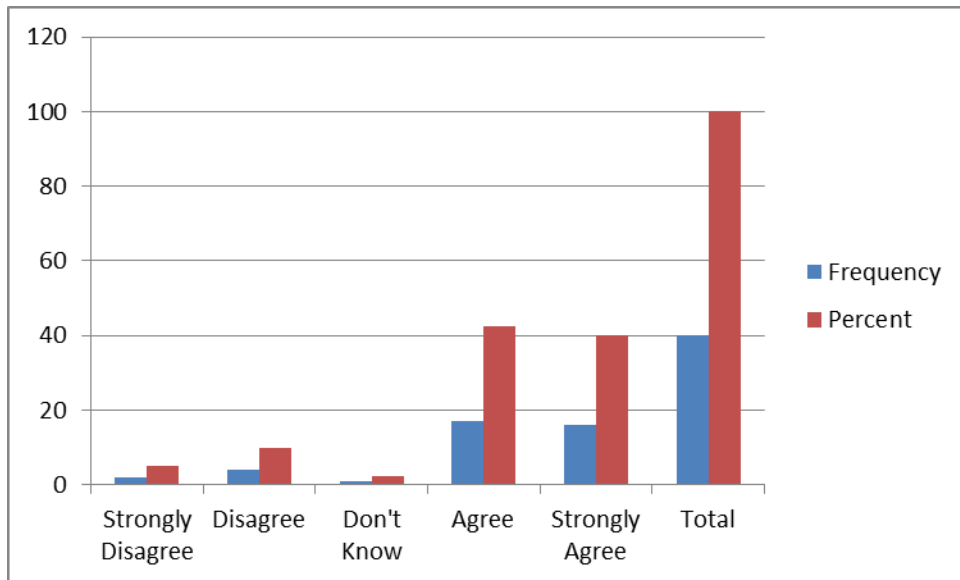


Figure 1: Respondent's reflection on child labor exploitation as a cause of dropout

According to the results computed through Pearson Chi-square with an alpha level of .05 and 8 degree of freedom to measure the statistical difference among the Woreda regarding child labor exploitation, the significance value produced (.427) is smaller than the calculated value of

χ^2 (8.072). There is no significant difference in the frequencies with which the three woreda are practicing child labor exploitation. Thus, none of the intervention woreda is independent of exploiting child labor.

4.3.3 Effectiveness in Quality

The quality aspect of the intervention was assessed by supported with different approaches. It ranges from seeing the outcome of quality through FGD and also by examining same issue using teacher's perspective. On top of that, a secondary source was also studied to enrich the finding further. Unlike enrollment and retention, however, there is no definite and quantifiable target set in the EFA/UPE framework so as to measure its achievement/ effectiveness against certain targets.

To start with the parents' responses during FGD conducted at Chilga, they mentioned as satisfied with the outcome of children's learning reflected in their daily life. One of the participants stated that, "there are children that could win their parent's blessings for they enabled to read them holy scripts. These children supported parents in calculating simple arithmetic when went out for local market. They are also good at helping parents/ community in familiarizing them with the newly coming technology gadgets such as mobile."

In the same token, the Early Grade Reading Assessment result of North Gonder sponsored by Save the Children revealed as improvements in the reading skills has made since MOE started conducting national learning assessment. The result describes that there are no children scored zero within the given 60 second reading time. Majority of grade four students (53.33%) were able to read 40 words per minute (wpm) and above. The study also narrates as 75 % of the sampled respondents have correctly answered comprehension question developed from the story they read (SCN, 2012).

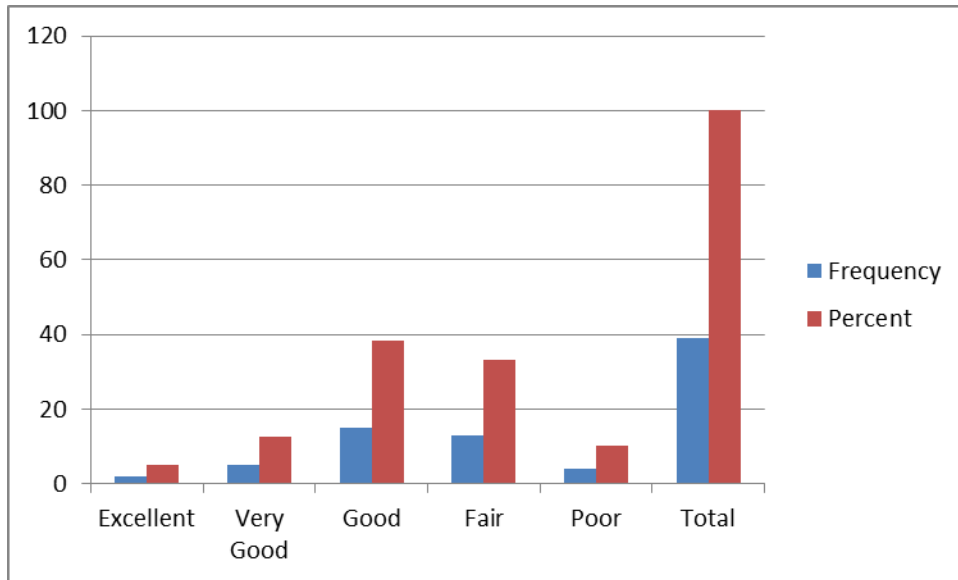


Figure 2: Student's Reading Performance based on the results from Teacher/Head Teacher's Questionnaire

According to the questionnaire result illustrated above (table-8), teachers and head teachers are not considering the students reading performance admirable to be maintained. It's only 6 % of them seen students reading proficiency excellent while 33% treat as fair. Of course, nearly 57 % of the respondents mentioned that the student's performance on reading is good and above that.

When looks into the result obtained through Pearson Chi-square with an alpha level of .05 and 8 degree of freedom to measure the statistical difference on the responses of student's reading performance among the Woreda, the significance value produced (.499) is smaller than the calculated value of χ^2 (7.35). There is no significant difference in the frequencies among teachers coming from different Woreda responding about student's reading performance. Thus, none of the intervention Woreda is distinct to uniquely performing in reading.

On the other hand, the teachers and head teachers' response about student's competency on arithmetic skill is somewhat lesser than that of students did on reading. It's only 43% of the respondents marked the children performance as good and above that. The narration is totally different when the level of students understanding on environmental awareness is concerned. They agreed as 82% of the students are deserved good and above in doing so. Henceforth, the quality aspect of the undertaking education intervention in the selected Woreda is effective though it needs additional strengthening efforts.

The role of teachers in applying active teaching methodology is crucial to bet the realization of quality learning outcome. The self-reflection made through the questionnaire about teacher's competency of active teaching methodology provides the overall scenario of this aspect. According to the respondents, there is no teacher considered to have excellent understanding of active teaching methodology and those applying this approach excellently. 67% of respondents agreed and graded teacher's competency on understanding and applying active teaching methodology as good and very good.

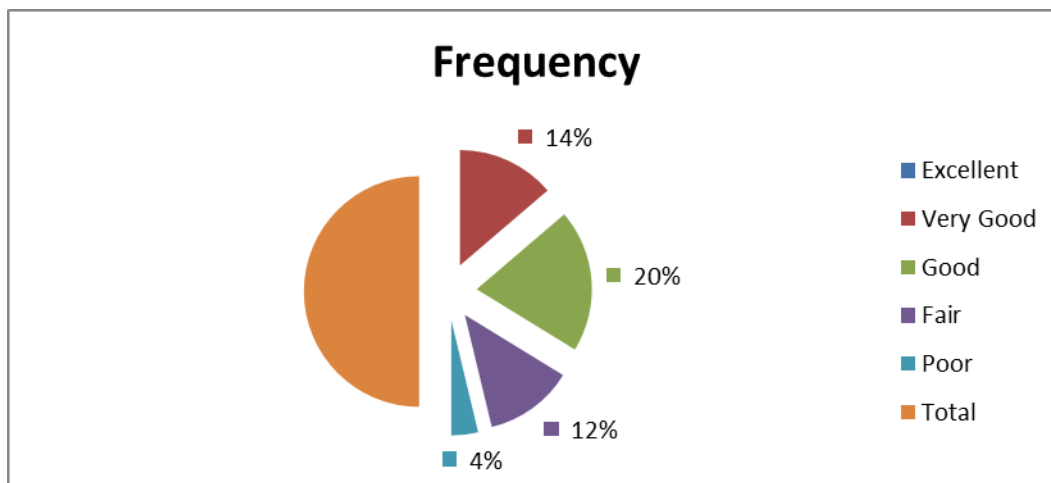


Figure 3: Teacher's competency in understanding and applying Active Teaching Methodology
 Teacher's competency in understanding and applying active teaching methodology was examined to the extent whether there is a significance differences in the three Woreda. As to the

result obtained through Pearson Chi-square with an alpha level of .05 and 6 degree of freedom, the significance value produced (.011) is smaller than the calculated value of χ^2 (16.64). This describes that there is no significant difference in the frequencies among teachers of different Woreda in their understanding and application of active teaching methodology. Thus, the applicability of active teaching methodology is more or less the same in the selected Woreda.

4.3.4 Effectiveness in addressing the needs of disadvantaged children

The educational need of disadvantaged children in North Goder has left much more to be addressed. After a long lasted presence of Save the Children in the Zone, the 2011/12 Annual Report of the Zone mentioned that only 22 disabled children could get education opportunity in Lay Armachiho woreda during the reporting period. The composition of these children is made of 11 visually impaired, 2 mentally challenged and 9 children having other forms of disability. On the other hand, nothing was reported in relation to the education of disabled children in the other two intervention area of Save the Children, Chilga and Alefa. In the world where almost one-fifth of the estimated global populations are suffered from one form of disability, according to World Bank and WHO 2011 report; North Gonder Zone enabled to create education access only for 321 disabled children (186 M, 135 F) by the year 2011/12. These accounts insignificant proportion when compared to the total enrollment of students of the academic year which exceeded above half million across the Zone.

No matter what the exerted effort is unequivocal to the perceived scale of the challenge, some pilot practices pertinent to inclusive education was undertaken. Both the SCI Field Office Education Coordinator and Lay Armachiho Woreda rep shared same view on this aspect and mentioned the practice of Limat Ber Primary School. They stated that the school is equipped with learning aid material such as brail, hearing aid and Montessori equipment. On top of that,

they discussed about the provision of wheelchair and crunch made for children affected with motor disability to have a free move supported with the ramps built in the school. The PTA FGD result of Lay Armachiho also confirmed the SCI role in this regard and explained, ‘‘the capacity of teachers on special needs education are accustomed to be built periodically. And there are teachers adequately communicating with their children through sign language and also acquired the skill to use brails.’’

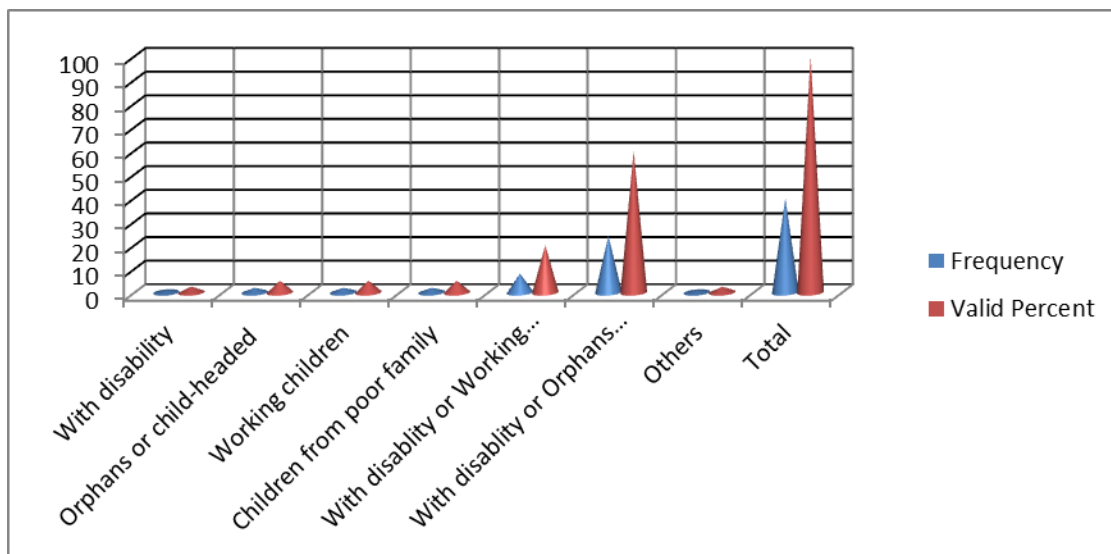


Figure 4: Composition of Disadvantaged Children Remained Out of School

As per the teachers and head teachers questioner result, the type of disadvantaged children that are kept away from the purview of education opportunity are illustrated above in the graph. Nearly 60 % of respondents mentioned that either of children with disability or that of orphans and/or from impoverished family has deprived of entertaining education opportunity. The next higher percentage of disadvantaged children, according to the result, is working children and of disabled children. The case of children with disability is reflected in the responses that account 80% the overall percentage. Thus, attempts made by SCI regarding the education of children with disability did not bring forth significant change on this.

In the case of Orphan and Vulnerable Children (OVC), however, the interview result from North Gonder Zone Education Department described, ” Out of the larger profile of disadvantaged children, the need of OVC students are being addressed through the school-based poverty reduction interventions of Handicap National, with a fund granted from Save the Children.” He also mentioned the newly evolving culture of schools on pursuing income generating activities so that schools managed to support needy and disadvantaged children. They enabled to cover the school expenses of these children by providing them uniform, stationery and give them soap when necessary.

In spite of the huge gaps observed regarding the education of disabled children, many of the qualitative results illustrated as Save the Children played critical role in creating education opportunities for disadvantaged children, viz., particularly marginalized children. According to the North Gonder Zone Teaching and Learning Core Process Owner, intervention Woreda of Save the Children are characterized by inhabiting minority people called Kimant that were treated marginally compared to the mainstream society of the region. Complemented on this, the SCI Field Office Education Coordinator underlined the achievements made in this aspect by referring to the changing social trend that appreciates inclusive society. The education program contributed to this end by benefiting the large size of minority groups that would have been remained discriminated otherwise from any kind of basic services.

Regarding gender disparity, the increment of girl and boy students’ school participation are growing proportionally while the enrollment of girl students outnumbering their fellow counterparts slightly. (See Table-4)

Majority of participants involved in the quantitative and qualitative study reflected as the issues of disadvantaged children are addressed slightly. Their reply reminds as vagarious effort shall be made to curb the existing trend of education to meet the needs of disadvantaged children. The result drawn from questioner administered to head teachers and teachers highlighted about the degree of efforts made to promote attendance, participation and achievements of disadvantaged children. Hence, it's worth considering the attempted practices of SCI, mentioned hereunder in the table below, before exerting new effort.

Table 9

Efforts made to promote attendance, participation and achievements of disadvantaged students

Attempted Efforts	Frequency	%
1. Capacity building on inclusive education	7	20.6
2. Provision of learning material for teachers and students	11	32.4
3. Develop Teacher's commitment	3	8.8
4. Community awareness	12	35.3
5. Other	1	2.9
6. Total	34	100.0

4.4 Experiences of SCI in Relation to Primary Education

According to interview results of the Woreda Education Officials, the ABE approach that SCI pursued to boost the school participation of children was succeeded in expediting the primary school enrollment. This modality was initially piloted at Alefa Woreda and later scaled up to neighboring districts and the country at large. As a result, this alternative approach that devised to promote basic education access eventually acknowledged by the MOE and become incorporated in ESDP since its III edition (MOE, 2005).

The devised strategy on access has brought forth a change on the overall modality of addressing the educational needs of the hard-to-reach students. In the intervention Woreda, as per the Zonal Planning and Resource Mobilization Core Process Owner, a step changing effort on access was made when the traditional trend of urging children to travel to schooling was replaced by bringing schools to the student's village whilst SCI constructing them alternative learning centers. Apart from the targeted Woreda, this ABE approach is found effective and get incorporated in ESDP document so that the initiative can be applied across the country. Given that the large population size of out of school children in the country, this modality helped in complementing efforts made to alleviate challenges affecting the stride made toward MDG.

Along with this, the Woreda and Zonal Education Officials were also responded to the question enquiring, “What are those major skills, strategies, experiences or approaches you adopt as a Zone from SCN-E pertaining to education program in general and UPE in specific?” In response, they credited Save the Children for familiarizing them with the basic techniques and skills of applying Montessori methodology by which they executed ECCE program in a better manner. The contributions made in this regard paved grounds for the school age children to have

a fair start so that ECCE could feed into the efforts exerted toward universalizing primary education.

They also mentioned about the quality improvement initiative that Save the Children performed in partnership with Gonder Teacher Education College. They cited this endeavor as it played decisive role in transforming the knowledge and skills of conducting action research and sought solution for problems affecting the teaching-learning process for primary school teachers. Teachers participated in FGD at Chilga Woreda also mentioned as, “our capacity of identifying and seeking for solutions against those barriers affected the teaching –learning process have developed. The techniques we acquired to undertake action research could improve our role in the efforts of solving the school problem. Save the Children Norway played enormous role to this end.”

The education project shed light on the significance of integrated approaches to address the root causes of low school participation. The integration of education projects with HTP resulted in meaningful progresses in eliminating early marriage so that the school retention of girl children could improve parallel along with that of fellow boy students.

The transformed knowledge through SCI to concerned partners is, therefore, relevant and appropriate in addressing the educational problems of the targeted Woreda suffered from poor school enrolment.

4.5 Factors Affecting the UPE Intervention of SCI

In the course of creating access to quality primary education, the overall efforts of SCI has gone through factors that either impede or expedite the delivery of education services. Referring to the FGD result of PTA in Chilga and Lay Armachiho Woreda, a great number of students enrolled at primary school was hardly stayed in the school system up till grade eight.

Complementing on the same concern, Alefa Woreda Education Office Rep mentioned that significant numbers of students withdraw from the school and turned into day laborer in the recently boosting commercial farms. They took this departure as a means to halve the household economic problem that their parents are suffered from. Since many of the children came from impoverished family whom enforced them to search for an immediate way out, students easily switched to generating many using alternative income source. They put aside their learning engagement and employed at the newly mushrooming large-scale farms as a day laborer. This resulted in prolonged absenteeism and dropouts which contributes to lower internal efficiency of the school system. The more the duration of time students spend at school shortened, the lesser the students acquire basic skills and attitudes recommended to be developed at their age of primary schooling.

The prevailing parental attitude does not favoring children to spend their time on education. Due to pervasive poverty that parents are struggled to withstand, many of them demands helpful hands of their children whatever duty the children have at school. Children are burdened with an obligation to spend much of their time in fulfilling the labor quest of their parents. According to the interview result from Chilga Woreda Education Office, attempts made to improve the quality of education in the absence of motivated children and committed parent is found challenging. Many parents are holding back their children from school due to economic reason.

On top of this, the absence of legal ground that enforces primary education to be compulsory is the other factors impeding the races made toward achieving UPE according to the North Gonder Zone Teaching and Learning Core Process Owner. Though varying in their explanation, Chilga Woreda Education Rep was also mentioned the same concern but from

parent's side. Unless primary education has declared compulsory, relay on the good will of parents till they send children for schooling is norm to be respected. This could worsen the likelihood of creating education opportunity for disadvantaged children since most parents prefer to restrain these children from entertaining any form of basic services.

On the other hand, there are factors that positively contributing to SCI's effort of Universalizing Primary Education. As of the Zonal Education officials and SCI field office education coordinator, the overall education projects executed in the target area were meticulously designed to align with the regional and local policy and program contexts. This strengthened the sense of ownership created among the implementing partners. Therefore, government could eventually buy-in those piloted innovative approaches to strengthen the efficiency and effectiveness its program undertakings. The case of ABE that government has made part of ESDP was a driving force for SCI so that it could vigorously engaged in carrying out school expansion at the targeted Woreda.

Furthermore, the execution of integrated projects comprising of education and HTP created favoring ground to combating external factors affecting children to be remained out of school.

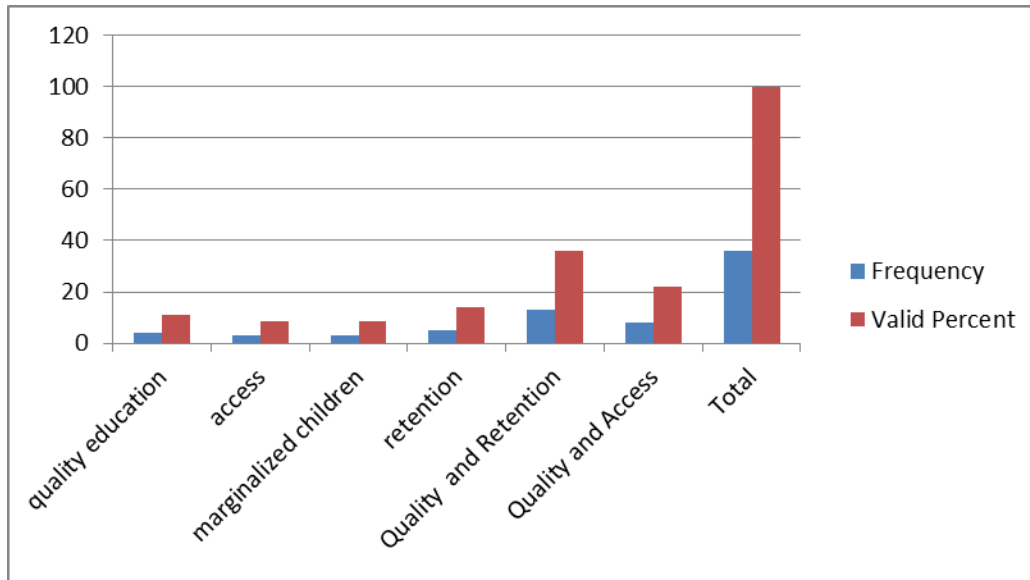


Figure 5: Areas of SCI intervention that needs to be further improved

On the whole, there are areas suggested by the questionnaire respondents so that the SCI education projects to be improved further. As displayed above in figure 5, 60 % of the respondents reflected as the undertaking education endeavor need to be reinvigorated by focusing on quality, retention and access. Out of these, the attention that the respondents paid to quality took the lion share.

II. Discussion

By the time when SCI launched the education intervention in the selected Woreda, its desired objective was to promote education access whilst ensuring quality. This target was primarily designed with the notion of complimenting government's commitment to achieve EFA goal by 2015 (SCN-E, 2009).

With efforts exerted for ten consecutive years, the enrollment trend of students in the selected three Woreda showed very significant change. Acknowledging the contribution of Save the Children, the Zone Education Planning and Implementation Core Process Owner (assistant)

discussed during an interview that SCI intervention has changed the landscape of education services at Zonal level. And he paid due credit for the concerted efforts of Save the Children due to scoring profound increment of GER and NER in North Gonder Zone.

The fact that certain group of children remained exclude from the reach of education access; Chilga, Lay Armachiho and Alefa woreda achieved maximum results by transforming children enrollment from 32.1 by the year 1999, an average of the Zone NER, to 85.5, 93.3 and 93.7 respectively in their Woreda in 2009 . They employed various strategies to reach school age children in their efforts of creating access. Teachers responding in the questionnaire mentioned enrollment campaign, which carried out during summer time, as an instrumental means for boosting up children's school participation.

When comparing the average grade five survival rate of SCI supported Woreda (45.4%) with the overall picture of the Amhara Regional State, the performance achieved at regional level exceeds them by 5.65 %. Among these Woredas, however, Lay Armachiho scored better to the survival rate of students at the first cycle of primary school whereas Chilga did best on the survival rate at the second cycle of Primary school.

Three of the studied Woredas have done good job regarding Promotion Rrate (PR). The average rate they scored on school promotion is slightly lesser (in decimals) than that of the overall regional achievement. The PR of the region is 80.55%; whereas it goes to 80.4%, 80.87% and 76.42 % for Alefa, Chilga and Lay Armachiho Woredas respectively. As the table shows below, the least ratio of students passed to the next grade out of these Woreda was mainly at grade-4 (in Alefa), Grade-1 (in Chilga) and Grade-8 (in Lay Armachiho). And the highest promotion rate achieved is about 91% (at grade 7), 89% (at Grade 6) and 89% at (grade 4) sequentially in Alefa, Chilga and Lay Aremachiho woreda. At regional level, both the least and

highest promotion rate scored are at Grade 1 (73) and at Grade 7 (86) as they put in order. All these, in a relative term, portray high internal efficiency of the education system in the woreda.

Regarding of the prevailing gaps affecting the effectiveness of the school system pertinent to enrollment in the three selected Woreda, teachers and head teachers mentioned those perceived factors aggravating dropouts. This was reflected in the results of Likert scale thereby respondents reflected their degree of consent regarding the perceived causes of dropout. Out of the total 11 lists of items perceived to contribute for dropouts, majority of respondents agreed with three of them that affecting most on this aspect. These are child labor exploitation (82.5%), temporary withdrawal (82.5%) and household poverty (80%).

Early Grade Reading Assessment result of North Gonder sponsored by Save the Children revealed as improvements in the reading skills has made since MOE started conducting national learning assessment. The result describes that there are no children scored zero within the given 60 second reading time. Majority of grade four students (53.33%) were able to read 40 words per minute (wpm) and above. The study also narrates as 75 % of the sampled respondents have correctly answered comprehension question developed from the story they read (SCN, 2012).

On the other hand, the teachers and head teachers' response about student's competency on arithmetic skill is somewhat lesser than that of students did on reading. It's only 43% of the respondents marked the children performance as good and above that. The narration is totally different when the level of students understanding on environmental awareness is concerned. They agreed as 82% of the students are deserved good and above in doing so. Henceforth, the quality aspect of the undertaking education intervention in the selected Woreda is effective though it needs additional strengthening efforts.

The role of teachers in applying active teaching methodology is crucial to bet the realization of quality learning outcome. The self-reflection made through the questionnaire about teacher's competency of active teaching methodology provides the overall scenario of this aspect. According to the respondents, there is no teacher considered to have excellent understanding of active teaching methodology and those applying this approach excellently. 67% of respondents agreed and graded teacher's competency on understanding and applying active teaching methodology as good and very good.

In spite of the huge gaps observed regarding the education of disabled children, many of the qualitative results illustrated that Save the Children played critical role in creating education opportunities for disadvantaged children, viz., particularly marginalized children. According to the North Gonder Zone Teaching and Learning Core Process Owner, intervention Woreda of Save the Children are characterized by inhabiting minority people called Kimant that were treated marginally compared to the mainstream society of the region. Complemented on this, the SCI Field Office Education Coordinator underlined the achievements made in this aspect by referring to the changing social trend that appreciates inclusive society. The education program contributed to this end by benefiting the large size of minority groups that would have been remained discriminated otherwise from any kind of basic services.

The devised strategy on access has brought forth a change on the overall modality of addressing the educational needs of the hard-to-reach students. In the intervention Woreda, as per the Zonal Planning and Resource Mobilization Core Process Owner, a step changing effort on access was made when the traditional trend of urging children to travel to schooling was replaced by bringing schools to the student's village whilst SCI constructing them alternative learning centers. Apart from the targeted Woreda, this ABE approach is found effective and get

incorporated in ESDP document so that the initiative can be applied across the country. Given that the large population size of out of school children in the country, this modality helped in complementing efforts made to alleviate challenges affecting the stride made toward MDG.

The Woreda and Zonal Education Officials were responded to the question enquiring, “What are those major skills, strategies, experiences or approaches you adopt as a Zone from SCN-E pertaining to education program in general and UPE in specific?” In response, they credited Save the Children for familiarizing them with the basic techniques and skills of applying Montessori methodology by which they executed ECCE program in a better manner. The contributions made in this regard paved grounds for the school age children to have a fair start so that ECCE could feed into the efforts exerted toward universalizing primary education.

They also mentioned about the quality improvement initiative that Save the Children performed in partnership with Gonder Teacher Education College. They cited this endeavor as it played decisive role in transforming the knowledge and skills of conducting action research and sought solution for problems affecting the teaching-learning process for primary school teachers. Teachers participated in FGD at Chilga Woreda also mentioned as, “our capacity of identifying and seeking for solutions against those barriers affected the teaching –learning process have developed. The techniques we acquired to undertake action research could improve our role in the efforts of solving the school problem. Save the Children Norway played enormous role to this end.”

The education project shed light on the significance of integrated approaches to address the root causes of low school participation. The integration of education projects with HTP resulted in meaningful progresses in eliminating early marriage so that the school retention of girl children could improve parallel along with that of fellow boy students.

The transformed knowledge through SCI to concerned partners is, therefore, relevant and appropriate in addressing the educational problems of the targeted Woreda suffered from poor school enrolment.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study employed mixed research approach which is dominantly of qualitative in nature. Its overall focus lied on examining the contribution of NGOs on underpinning the national efforts made toward achieving UPE. To have studied this subject in depth, Save the Children was selected as an area of focus. There were four basic criteria that established to define which organization needs to be studied in this research. Among other criteria, the NGO's willingness to be a part of this research account and the reputation it builds in the field of education sector were the top most elements considered. After identified the NGO to be studied, the operation area thereby its education program has implemented was selected. Three Woreda of North Gonder Zone, viz., Alefa, Chilga and Lay Armachiho were sampled purposively. This was made by taking into account the life span of education projects executed by Save the Children in these operation areas. It was since 1996 that Save the Children has visible presence in undertaking education intervention at North Gonder Zone.

The research was initially proposed to be carried out by administering pertinent information from 81 respondents. However, it was from 73 (Male=52, F=21) participants that the requiring information could be obtained. This was made through administering FGD, semi structured interview and questionnaire. Desk review was also conducted to capture figures and educational statistics of the studied area. To this end, the Annual Educational Abstract of Amhara Region, Woreda and Save the Children Reports were reviewed.

Participants of the interview were made of 12 education officials of the three sampled Woreda and North Gonder Zone (3 per district). In FGD, a total of 14 PTA members and 16 students were participated. It was conducted in two primary schools of two selected woreda namely Chilga and Lay Armachiho. It was made by two rounds. The first round was with the school PTA members and the second with two groups of students. Regarding questionnaire, 40 respondents that were made of teachers and head teachers had reflected their thoughts in a written form. The results obtained from this study are summarized hereunder:

- The school renovations and constructions made through Save the Children accounts for 32% of the entire accomplishments performed between the years 1999-2009 in Alefa, Chilga, and Lay Armachiho Woreda. The results of FGD, Interview and Questionnaire also revealed that the role of Save the Children in creating education access for out of school children was imminent. In the three Woreda where SCI education intervention undertook at scale, the average NER exceeds the North Gonder Zone enrollment rate by 8.9 %. On the whole, the NER of primary school education in the studied zone improved from 32.1% to 81.9% within 10 years starting from 1998. The education opportunity created for the first and second cycle primary students, however, are not proportionally increased. The average NER of first cycle students (95%) in the selected SCI interventions Woreda exceeds the NER of second cycle of primary schools by 30%.
- The study illustrated that there were a good number of students that did not get access to education despite significant advancements has made in promoting children's enrollment. The student FGD result (Chilga) witnessing that certain group of children have not yet got education opportunity. Children with disability and working children are the one affected most in this regard.

- The cohort analysis made upon the 2000 & 2001 E.C educational data of the selected targets illustrated that 40.1 % of the students from Alefa, 46.6 % from Chilga and 49.95 % from Lay Armachiho could survive until they completed the first cycle of primary school, i.e., up till 2004 E.C. Likewise, the percentage of students expected to survive until the completion of second cycle primary school is 21.6%, 27.7%, and 18.05% respectively at Alefa, Chilga and Lay Armachiho woreda respectively.
- The strong alignment of government and SCI policy and program directions has contributed for the promotion of NER in the selected three Woreda. The Zone Education Department official mentioned that the school construction and material provisions of SCI were made upon the pressing need of government. He also described that “all efforts exerted to promote the school coverage would have been left in vain had it not been both SCI and the government offices shared the same understanding and act upon the same program directions.” Other elements contributing to the promotion of school enrollment are viewed under this framework.
- Effectiveness of the school system in the three selected Woreda was affected by different factors that aggravate dropouts. As per the results drawn out of teacher’s and head teacher’s questionnaire, three of the most factors contributing to school dropouts are child labor exploitation (82.5%), temporary withdrawal (82.5%) and household poverty (80%).
- According to parent’s responded during FGD, they enjoyed the outcome of children’s learning (quality) that reflected in their daily life. The reviewed EGRA results of North Gonder conducted by Save the Children also revealed that 53.33% of grade four students were able to read 40 words per minute and above. Likewise, 57 % the teachers and head teachers responded as the student’s performance on reading is good and above that.

- Nearly 60 % of respondents mentioned that either of children with disability or that of orphans and/or from impoverished family has deprived of entertaining education opportunity. The next higher percentage of disadvantaged children, according to the result of the questionnaire, is working children and of disabled children. When examining the case of children with disability that reflected in the responses, it accounts nearly 80% of the overall percentage. Thus, attempts made by SCI regarding the education of children with disability did not bring forth significant change on this aspect. On the other hand, many of the qualitative results illustrated as Save the Children played critical role in creating education opportunities for marginalized children. According to the North Gonder Zone Teaching and Learning Core Process Owner, intervention Woreda of Save the Children are characterized by inhabiting minority people called Kimant that were treated marginally compared to the mainstream society of the region.
- A step changing effort on access was made when the traditional trend of urging children to travel to schooling was replaced by bringing schools to the student's village whilst SCI constructing them alternative learning centers. Apart from the targeted Woreda, this ABE approach is found effective and get incorporated in ESDP document so that the initiative can be applied across the country. Furthermore, Save the Children is succeeding in familiarizing the education stakeholders with the basic techniques and skills of applying Montessori methodology by which they executed ECCE program in a better manner. This, on the other hand, paved grounds for the school age children to have a fair start so that ECCE could feed into the efforts exerted toward universalizing primary education. Also, respondents credited SCI for transforming the knowledge and skills of conducting action research and sought solution for problems affecting the teaching-learning process for primary school teachers.

5.2 Conclusion

- SCI has made significant contribution in relation to promoting the NER of Primary Education across the three targeted Woredas. There is a wider gap to be addressed between the first and second cycle enrollment of primary education. The significantly low enrollment trend of the second cycle primary education depicts that how far this cycle has overlooked while enormous attention was paid to first cycle education.
- The overall effort that SCI exerted to promote enrollment has enabled it to meet the needs of different children except the large portion of children with disability and of working children.
- The role SCI discharged to strengthening the internal efficiency of education system did not bring significant change. The system enabled to retain only less than 50% of students up till their completion of first cycle primary school. And the case gets worsened when students are moving up to the second cycle of primary school.
- SCI has played important role in enriching the undertaking efforts of the government (in relation to education) by aligning its program policy and direction to suit with that the government.
- There are many factors that lead students in the studied Woreda to become dropouts; child labor exploitation and household poverty are a few among others.
- The fact that some practices performed to address the diversified needs of disadvantaged children, the cases of disabled children, and of orphans and that of from impoverished family has not yet adequately met.
- Save the Children is succeeded in familiarizing the education stakeholders with the basic techniques and skills of applying Montessori methodology by which they executed ECCE program in a better manner

5.3 Recommendation

- 1.** Save the Children shall work hard on devising strategies that boost student's enrollment in the second cycle of primary education. Among others, SCI shall develop and introduce an approach which is equivalent to ABE of the first cycle education to enhance enrollment at the second cycle of primary schooling. It also needs to complement government efforts on constructing hostels for second cycle primary schools to alleviate the burden of students traveling long distance to find the nearby school.
- 2.** Majority of the strategies/approaches devised to promote access and quality of education shall be revisited so as to go in accordance with the diversified needs of disadvantaged children. Save the Children shall enforce the school system to be self-productive so that it does not impose the burden of indirect cost on students.
- 3.** As the dictum of UNESCO goes, the goal of UPE becomes realized if only school retention has got an urgent priority. Concerned education stakeholders shall work out on addressing the root causes of dropout from its source. There are roles each actor should play to address the problems in relation to factors related to very lower survival rate of students recorded both at first and second cycle of primary school. Among other roles, there would be supplementing family income by supporting school-based income generating activities. Creating friendly school environment (particularly for girls and children with disability) and delivering quality education are also a means that shall be worked out to improve retention.
- 4.** The strong momentum that has been built among the education partners (between SCI and government partners) shall be maintained and strengthened further so that the undertaking efforts on education to result in additional results.

5. Set aside to get focused on improving retention and access to education of the second cycle of primary school, Save the Children shall engage in program and strategies that augment quality of basic education.

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APPENDICES

Appendix-1: Interview Guide for Zonal & WEO Representatives

1. Zone/Woreda: _____
2. Basic information:
 - 2.1. Sex _____
 - 2.2. Qualification: _____
 - 2.3. Responsibility/Position: _____
 - 2.4 Years of service: _____
3. Location: 1)Urban 2) Rural
4. List the major NGOs that works jointly with your office on the area of primary education program
5. Please mention key results that your office exclusively attributes to the efforts of SCI in Universalizing Primary Education
 - I) In Creating Access:
 - A. Major actions taken by SCI to identify the bottlenecks that keep children off the school
 - B. The strategies/ means devised by SCI to reach appropriate school age children?
 - C. Does the education program of SC create education access for disadvantage children? If your answer is yes, what group of children have got an access (children with disability, orphan, ethnic minority, working children, children having chronic health problem or any other)
 - D. The average time/distance that would take for the students to find the nearby school? (at Zonal and Woreda level)
 - E. Other issues pertain to creating access
 - II) In School Retention and Completion
 - A) The root causes of drop out in your area
(School related costs, low performance of the student, late enrollment, generate income for parents, gender, direct and indirect school fees, poor quality of education, teachers' commitment of following up dropping out students/absentee, language problem for students from ethnic minority)
 - B) Measures taken to avoid the root cause of the school dropouts
 - C) Flexibility of the education program to go in accordance with the life style of the students.
(Eg. The school schedule, content of the lesson, organization of the lesson etc)

- D) What efforts made to support disadvantaged children so that they could pursue their learning equally with other fellow students
6. What are those pitiful of SCI primary education program? What also it did best?
 - A. In creating education access?
 - B. In succeeding pupils retention and completion?
 - C. In reaching marginalized children?
 7. How much SCI has aligned its education program with the Zonal/ Woreda Education strategies/ programs? Please substantiate your response with related evidences or cases
 8. How the Zonal Education Office uses SCI in the effort of Universalizing Primary Education? Please enrich your response with evidences or cases by referring to budget sources, technical support you obtain or any other
 - 8.1 What are those major skills, strategies, experiences or approaches you adopt from SCI pertaining to education program in general and UPE in specific?
 - 8.2 How do you classify the effort of SCI in your district? Does it work as a parallel provider of the education service or does it have a catalytic force to improve effectiveness of the government system?
 - 8.3 To what extent the nature of your partnership with SCI has impacted the accomplishment of UPE in N.Gonder. (in terms of quantity and quality)
 9. Does the education program of SC responsive for the diversified learning needs of students through inclusive approach? If yes, how?
 10. As per the experience you have had on SC education program, what areas need to be further improved and what of them are recommended to be scaled up regarding primary education program?
 11. What are the most critical problems that North Gonder Zone/ Woreda has encountered in relation to primary education?
 12. What measures shall be taken to realize the targets of UPE in your zone?
 13. Please provide me any documents discussing about NER, PCR, Survival Rate, Marginalized Children, Ethiopian Second National/Regional Learning Assessment of Grade Four /Eight Students etc...
 14. Any comment you want to add.....

Appendix-2: Questionnaire for Teachers and Directors

Dear Colleague,

Achieving Universal Primary Education is one of the goals of MDG Declaration that Ethiopia has committed to meet. The government of Ethiopia has made greater effort in creating an environment so that other development actors will also play their part in the process of meeting MDGs. Among others, NGOs are presumed to have a stake in underpinning the governments endeavor in this regard. This research entitled with” The contribution of NGOs toward the Realization of Universal Primary Education (MDG 2): The Case of Save the Children ” is designed to scrutinize how far their input is significant in the area of primary education. The research will comprise primary and secondary data sources to enrich the findings of the study. Therefore, you are kindly requested to fill in the questionnaire honestly and responsibly. I want to make sure that all of your responses will be kept confidential and none of them are to exploit for any purpose other than this study.

Thank You!

1. Woreda: _____
2. Location: a) Urban b) Rural
3. Name of the Center: _____
4. Sex of respondent Male Female
5. Qualification: _____
6. Position/Responsibility : _____
7. Years of Services 1) Less than 1 2) 1-3
 3) 4-6 4) > 6
8. Do you think that all school age children (7-14 years old) in your Woreda are enrolled?
 1) Yes 2) No
9. If not, please try to mention those reasons that would keep the appropriate school age children off the school

10. In each of the following area that you think your school has left more to do (you can circle more than one alternative)

1. In providing quality education
2. In creating access for a great number of school age children in your district
3. In addressing the educational needs of marginalized children
4. In retaining students till the completion of primary schooling
5. Any other.....

11. If your school has kept basic education related records, please encircle those on which it has prepared adequate information. (*you can encircle more than one alternative*)

1. Student's Enrollment
2. Student's Dropout
3. Student's Completion
4. Any other.....

12. How the school classifies the above mentioned information to develop detailed data? (*you can encircle more than one alternative*)

1. By disaggregating it with gender
2. By disaggregated it with students age
3. By classifying based on ethnic background
4. By classified based on socio economic status
5. Any other.....

13. Would you describe those attempts made by SC to promote

1. Student's enrollment:.....
2. Student's retention:
3. Student's completion:.....

14. How do you put the overall competence of teachers in understanding and applying:

14.1 Active teaching methods?(encircle only one of the given alternatives)

1. Excellent
2. Very good
3. Good
4. Sufficient
5. poor

14.2 Inclusive education approach (encircle only one of the given alternatives)

1. Excellent
2. Very good
3. Good
4. Sufficient
5. poor

15. Is there any new approaches (knowledge, attitudinal changes and/or skills) introduced through SC to support your efforts on primary education program?

1. Yes
2. No

16. If your answer for question no. 15 is ‘yes’, please enlist basic areas of knowledge, skills and/or attitudes that transformed to you due to SCI

.....

17. Please indicate (tick one) among the options given, whether you agree or disagree with the following lists of causes that could bring about students drop out in your schools

(Options: 1 = strongly disagree, 2 = disagree, 3 = don’t know, 4 = agree, 5 = strongly agree)

No	Assumed Causes of Drop outs	Options				
		1	2	3	4	5
1	Late enrolment					
2	Poor teaching					
3	Degraded facilities					
4	Very large classes					
5	Household poverty					
6	Child labor					
7	Repetition					
8	Low achievement					
9	Previous temporary withdrawals					
10	Low attendance					
11	Poor health and nutrition					

18. Is there any system deployed by SCI that enables the schools to cater for creating education access for disadvantaged/marginalized children?

1. Yes 2. No

19. If your answer for question no. 18 is ‘yes’, please describe the means thereby schools could reach disadvantaged children

.....

20. Which group of children has not so far adequately got education access in your woreda? (you can encircle more than one alternative)

1. Children with disability
2. Children from ethnic minority
3. Orphans or those from child headed households
4. Working children
5. HIV/AIDS affected children
6. Children from poor family
7. If any other, please mention.....

21. How far the school goes to promote attendance, participation and achievements of disadvantaged students? (you can encircle more than one alternative)

1. By building the capacity of teachers on inclusive education approach
2. By providing relevant and appropriate learning material to the students and teachers
3. Among others, by measuring teacher's performance in view of their commitment to the disadvantaged children
4. By working with ETB and aware the community on social inclusion
5. If any other, please mention.....

22. By considering the practical observation you have had so far, please comment over the functionality and sufficiency of the following school facilities. You can express your comment by putting the mark “√” in the four row that described under two columns, i.e., functionality and sufficiency :

No.	School Facility	Availability and functionality				
		Has existence	no	Exist functioning	but not	Exist and functioning
1	Latrine					
2	Access to water					
3	Pedagogy center					
4	Library					
5	Sport materials					

23. If there is a toilet in your school, are they constructed separately for boys and girls?

1. Yes, they are constructed separately
2. No, they are rather separated with a metal sheet or just a wall of the house

24. Did the former ABEC carry on their duties to the best of their capacity?

A. Yes B. No

25. Please mention those changes made to your schools after they transformed from ABE centers. (Remember: You can mention either or both of the positive and negative changes made to the former ABEC that transformed to formal primary schools.)

.....

26. Please indicate (tick one) among the options given, whether you agree or disagree with the following lists of status that describes about the performance of your students

No	Area of student's performance	Options				
		Excellent	V. Good	Good	Sufficient	Poor
1	Writing					
2	Reading					
3	Arithmetic					
4	Environmental awareness					

27 What are the major challenges and constraints you are encountered with regard to primary education in your Woreda? And what are also the most exemplary experiences you can share for others working on the same area.

Challenges:.....

Best experiences:

28. Anything you would like to share?

Thank you!

Appendix-3: Interview Guide for SC Staff

1. SCI Project Area: _____
2. Basic information:
 - 2.1. Sex _____
 - 2.2. Qualification: _____
 - 2.3. Responsibility/Position: _____
 - 2.4 Years of service: _____
3. What is the major goal of SCI's educational intervention in North Gonder? And what was the identified root problem that SCI wants to address?
4. What key results did SCI achieved that is uniquely attributed to its efforts on UPE?
5. How far SCI monitors its accomplishment of the education program pertains to UPE targets and utilizes the output of these undertakings?
6. Please describe the accomplishments of SCI on Universalizing Primary Education:
 - I) In Creating Access:
 - A. Major actions taken by SCI to identify the bottlenecks that keep children off the school
 - B. The strategies/ means it uses to address appropriate school age children?
 - C. Does the education program of SCI create education access for disadvantage children? If your answer is yes, what group of children have got an access
 - D. Any other issues related to access
 - II) In School Retention and Completion:
 - A. The root causes of drop out in your area
(Low performance of the student, late enrollment, generate income for parents, gender, direct and indirect school fees, poor quality of education, teachers' commitment of following up dropping out students/absentee, language problem for students from ethnic minority)
 - B. Measures taken to avoid the root causes of the school dropouts
 - C. Flexibility of the education program to go in accordance with the life style of the students.
(Eg. The school schedule, content of the lesson, organization of the lesson etc)
 - D. What system SCI deploys to support disadvantaged children so that they could pursue their learning equally with other fellow students
7. What are those pitiful of SCI primary education program? What also it did best?
 - A. In creating education access?

- B. In succeeding pupils retention and completion?
- C. In reaching for marginalized children?
- 8. How much SCI has aligned its education program with the Zonal/ Woreda Education strategies/ programs? Please substantiate your response with related evidences or cases
- 9. What are those major skills, strategies, experiences or approaches that SCI has transformed to partners pertaining to education program in general and UPE in specific?
- 10. How do you classify the effort of SCI in your district? Does it work as a parallel provider of the education service or does it have a catalytic force to improve effectiveness of the government system?
- 11. What did SCI do to ensure the quality of UPE?
- 12. Does the *education program of SCI responsive for the diversified learning needs of students through inclusive approach?* If yes, how?
- 13. What are the most noticeable homegrown practices that SCI education program has adapted from the already existing education related endeavors in the targeted area?
- 14. What are the most critical problems that SCI has encountered in relation to primary education at this zone?
- 15. What measures shall be taken to realize the targets of UPE in this zone?
- 16. In what ways (apart from financial support) are you assisting the region to make UPE real? What are the weak links between your organization and the ZEB?
- 17. What are the major problems of primary education in the region/woreda?
- 18. What you suggest to improve the situations of basic education provision in your district?
- 19. Please provide me any documents discussing about NER, PCR, Survival Rate, Marginalized Children, Ethiopian Second National/Regional Learning Assessment of Grade Four /Eight Students etc...
- 20. Any comment you want to add.....

Appemndix-4: FGD Guide for Students

1. Location

1.1 Woreda _____

1.2 Kebele/Localities _____

1.3 School Location: a) Urban b) Rural

2. Basic information about the students

2.1. Sex: (M_,F_) Number of males _____ Number of females _____

3. Why for your parents send to school?

4. Are disadvantaged children equally getting education access as of their fellow children? If not why? If yes How?

5. The average time/distance that would take for the students to find your nearby school? (at Zonal and Woreda level)

6. Are there enough desks and textbooks for the students in the school/center? What about toilet, water, reading room, mini media, laboratory and sport materials? (functionality and sufficiency)

7. In your vicinity which group of children is deprived of entertaining education access?

(You can categorize these students as per their location, gender, health status, ethnic background, socioeconomic status, working children, Orphans etc)

8. What are the major reasons behind students' drop out after initial entry?

A. Repetition

B. low achievement,

C. low attendance,

D. late enrolment,

E. poor teaching,

G. degraded facilities,

H. very large classes,

I. household poverty

J. Child labor and

K .poor health and nutrition

9. In your class what kind of students have scored low achievement, low participation and attend classes less frequently (you can categorize these students as per their location, gender, health status, ethnic background, socioeconomic status, working children, Orphans etc)

10. In average, how many students are dropping out of your class every year? (please consider the case of your classroom in the previous year)
21. How do you contribute for schooling? In cash, in kind or with your labor? (please discuss)
11. How much the school toilets are girls friendly?
12. Are you able now to read, write and carry out basic numeracy? Which subject is easy or difficult to learn? How do you apply your education outside of the school? (E.g. Personal hygiene, farming, family accounts, vegetable growing, etc.).
13. What are the major pitiful of primary education program in your school? What are also the best accomplishments carried out by your school? *(all this issues will be briefly clarified for the student to the level of their understanding)*
 - A. In creating education access?
 - B. In supporting students retention and completion?
 - C. In reaching for marginalized children?
 - D. In using inclusive education approach
14. Does sending children to schools bring out any return at individual, family and community level? [Relevancy of education]
15. What are the major problems and/or best practices you have come up with at your school?
16. To improve the education provision at your school, what has to be done?
17. Any additional comment _____

Appendix-5: FGD Guide for PTA

1. Location

1.1 Woreda _____

1.2 Kebele/Localities _____

1.3 School Location: a) Urban b) Rural

2. Basic information about PTA

2.1. Sex: (M_, F_) Number of males _____ Number of females _____

1. The average time/distance that would take for the students to find the nearby school? (at Zonal and Woreda level)

2. What strategies were devised to create access for the appropriate school age children?

3. Which group of children has not so far adequately got education access in your woreda

4. What are the major reasons for the drop out of students in your community?

5. What are those pitiful of primary education program at your schools? What are also the best accomplishments carried out by your school/ SCI? *(all this issues will be briefly clarified for the student to the level of their understanding)*

1. In creating education access? 2. In supporting student's retention and completion?

3. In reaching for marginalized children? 4. In using inclusive education approach

5. Is the school system flexible enough to accommodate students' diversity?

6 How far the school goes to promote attendance, participation and achievements of disadvantaged students?

7 Does sending children to schools bring out any return at individual, family and community level? [Relevancy of education]

8 What are the major challenges and constraints that the school is facing? And suggest remedial solutions.

9 How do you find the writing, reading and arithmetic skills of children above grade 4 in your community?

10 Did the former ABE carry on their duties to the best of their capacity? Please mention the positive and/or negative changes made after it has transformed into formal primary school

11 What are the most critical problems that your Region/ Woreda has encountered in relation to primary education?

12 What you suggest to improve the situations of basic education provision in your district?

13 Others (specify)? _____

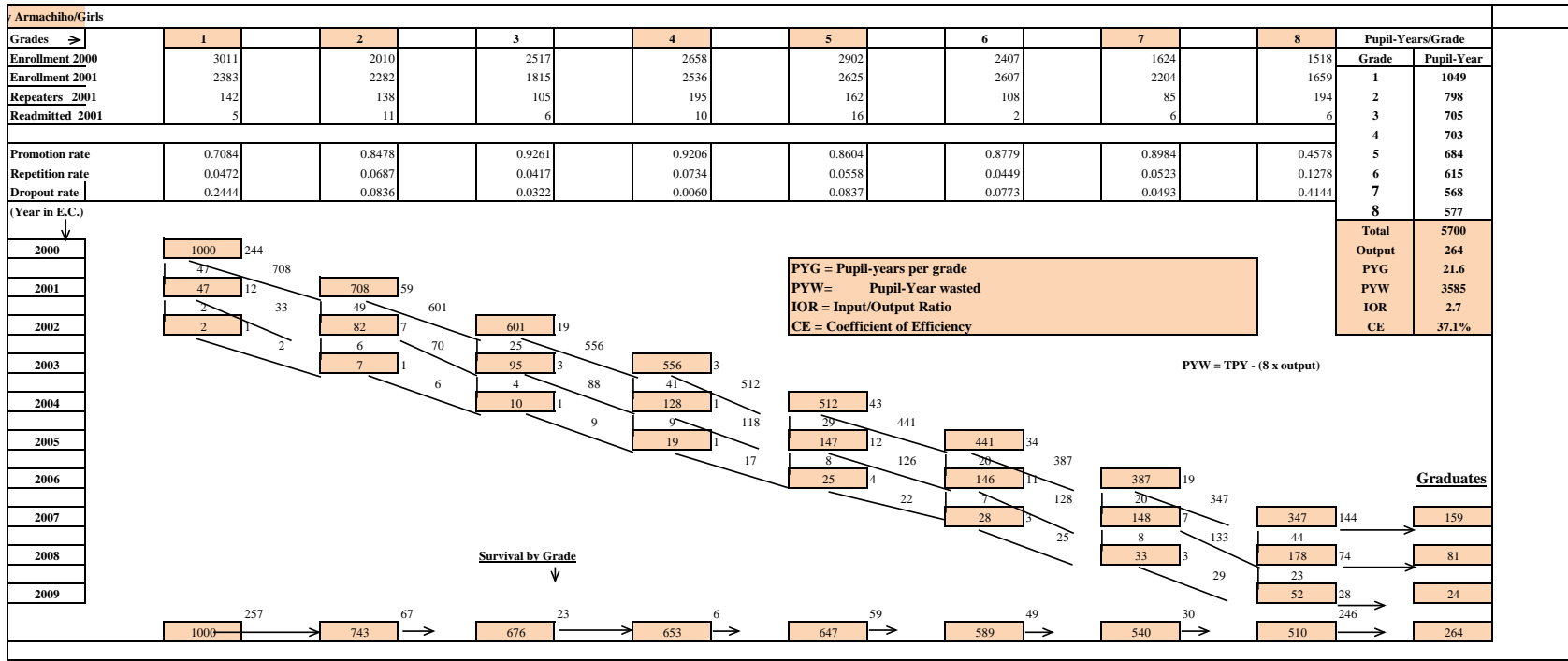
Appendix- 6 Survival Rate of Chilga Woreda by Grade

Appendix- 7 Survival Rate of Alefa Woreda by Grade

Appendix- 8 Survival Rate of Lay Armachiho Woreda by Grade

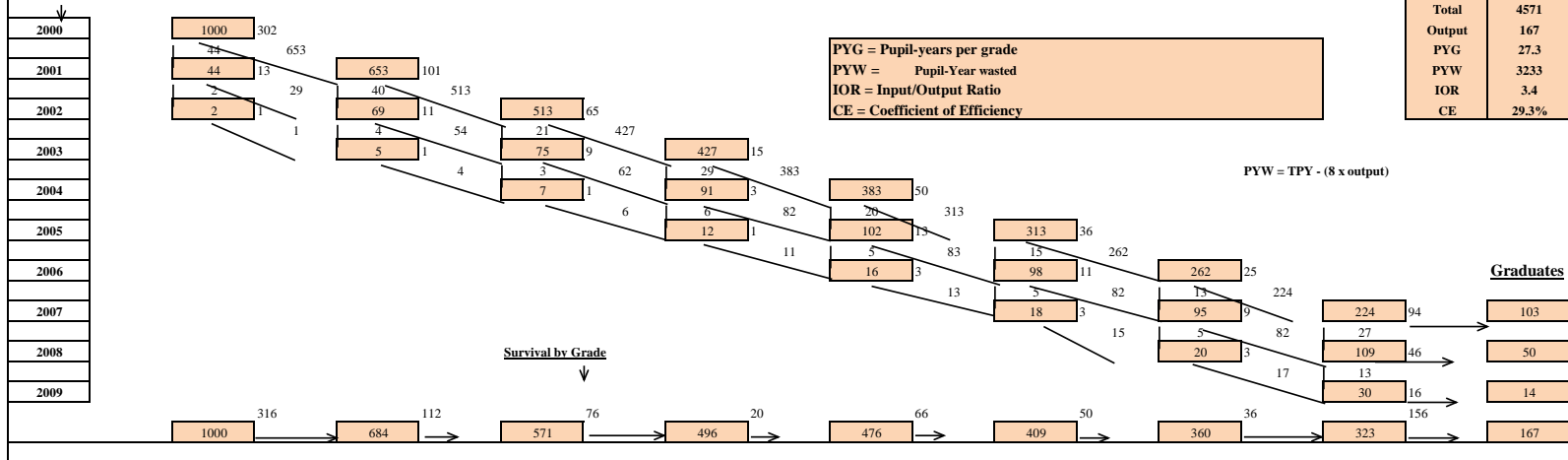
Appendix- 9 List of Primary Schools/ Questionnaire & FGD was Administered

S/N	Name of the School	Location	Remark
1	Atsede Mariam	Alefa	Questionnaire
2	Delge	Alefa	Questionnaire
3	Shahura	Alefa	Questionnaire
4	Guye	Alefa	Questionnaire
5	Aykel	Chilga	FGD & Questionnaire
6	Sirako	Chilga	Questionnaire
7	Chenchek	Chilga	Questionnaire
8	Gladba	Chilga	Questionnaire
9	Yeselam Fre	Lay Armachiho	Questionnaire
10	Walaj	Lay Armachiho	Questionnaire
11	Limat Ber	Lay Armachiho	FGD & Questionnaire
12	Woynoch	Lay Armachiho	Questionnaire



Total									Pupil-Years/Grade	
Grades	1	2	3	4	5	6	7	8	Grade	Pupil-Year
Enrollment 2000	7104	4550	4964	4812	4977	4028	2606	2435	1	1046
Enrollment 2001	5050	4952	3793	4499	4617	4279	3525	2539	2	727
Repeaters 2001	314	276	201	329	258	195	130	295	3	595
Readmitted 2001	16	34	19	36	47	16	22	13	4	531
Promotion rate	0.6534	0.7853	0.8328	0.8961	0.8174	0.8374	0.8561	0.4600	5	501
Repetition rate	0.0442	0.0607	0.0405	0.0684	0.0518	0.0484	0.0499	0.1211	6	429
Dropout rate	0.3024	0.1541	0.1267	0.0355	0.1308	0.1142	0.0940	0.4189	7	377
									8	363

(Year in E.C.)



Total	4571
Output	167
PYG	27.3
PYW	3233
IOR	3.4
CE	29.3%