



ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

SCHOOL OF COMMERCE

DEPARTEMENT OF PROJECT MANAGEMENT

ASSESSMENT OF MONITORING, EVALUATION AND LEARNING
PRACTICE OF EDUCATION OFFICE ON SCHOOL SUPPORTS FROM
NGOS: THE CASE OF ADA'A WOREDA

BY: MELAKU BELACHEW

June 2023

Addis Ababa, Ethiopia



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NGOS: THE CASE OF ADA'A WOREDA

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A Project Work Submitted to Addis Ababa University College of Business
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June 2023

Addis Ababa, Ethiopia



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DECLARATION

I, Melaku Belachew hereby declare that the work entitled " Assessment of Monitoring, Evaluation and Learning Practice of Education Office on School Supports from NGOs: The Case of Ada'a Woreda " is the outcome of my own effort. The information presented in this project work is true and original to the best of my knowledge and understanding. Materials and Sources used have been acknowledged. I declare that the research had not been submitted to any educational institutions as per the best of my knowledge and belief.

Melaku Belachew

Date

CERTIFICATION

This is to certify that this project work, " Assessment of Monitoring, Evaluation and Learning Practice of Education Office on School Supports from NGOs: The Case of Ada'a Woreda" undertaken by Melaku Belachew for the partial fulfillment of the award of Degree of Master of Arts in Project Management at Addis Ababa University School of Commerce, is an original work and not submitted earlier for any degree either at this University or any other University.

Mahir J. (PhD) Research Project Advisor

Date

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ACRONYMS

BOFED Oromia Bureau of Finance and Economic Development

CWD Children with Disability

ESDP Education Sector Development Programme

MEL Monitoring, Evaluation and Learning

MoE Ministry of Education

NGO Non-Governmental Organization

PTA Parent Teacher Association

REB Regional Education Bureau

ABSTRACT

This project work is conducted with the general objective of explaining Monitoring, Evaluation and Learning Practice of Education Office on NGOs Support to Schools in Ada'a Woreda. To make sure that the intended objective meets qualitative research approach have been chosen, and Exploratory Research Design have been employed on the assumption that it could help to get reliable and tangible data related to the subject under study. For this project work, the target populations were 143 including Ada'a Woreda Education Office Administrator and Experts, Experts from NGOs, Parent Teacher Association (PTA), and School Directors which are selected with purposive sampling technique whereas Teachers are selected with simple random sampling technique with total sample size of 51. In this project work primary and secondary data sources have been employed, and Focus Group Discussion and Interview data collection instruments are used. Then, results gained indicates that the Monitoring, Evaluation and Learning Practice towards NGOs support is less. Finally, it is recommended that the Monitoring, Evaluation and Learning Practice needs to be improved and guidelines has to be developed to better benefit from the supports provided.

Keywords: *Monitoring, Evaluation and learning Practice, NGOs support*

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CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

According to United States Agency for International Development, Bureau for Africa, Office of Sustainable Development(2003); many NGOs claim a legitimate right to provide education because they perceive that governments have failed to provide equitable access to quality education where NGOs supply education to underserved areas and communities, and supply communities and their leaders with resources in the form of leadership, governance, and management skills for improving education, and supply materials and equipment for school infrastructure and maintenance. And also, NGOs support school teachers by providing learning materials and pre-service and in-service training and help to establish school management committees and build their capacity so that communities can gain control of their own schools.

According to Darwin Initiatives, 2023; Effective monitoring, evaluation and learning (MEL) is critical for good project management and maximizing performance by informing timely decision making, whilst enabling ongoing learning, and the ability to demonstrate results.

According to Education Sector Development Program 2021, donors working in the education sector have a great contribution when aligned with ESDP objectives and coordinated with government activities, will reduce the financing gap. (ESDP VI,2021)

According to Education Sector Development Program VI 2021, MoE, REBs, zone and woreda education offices each have important roles to play in planning, monitoring and evaluation, in order to ensure a balanced and equitable development of the education sector. The latest decentralization reform, which started over a decade ago, has transferred important responsibilities for general education to woreda offices. These offices now exercise their responsibilities, with support from regional offices, within an overall framework developed at the federal level.

As indicated in Education Sector Development Program VI 2021, emphasis have to be given to conduct an outcome based monitoring, review and evaluation procedure and to strengthen evaluation in addition to monitoring and review processes. The monitoring, review and evaluation procedure will be an interrelated and sequential chain of continuous monitoring, annual reviews, short-term and system-wide evaluations.

In the guideline of Oromia Bureau of Finance and Economic Development 2010, it is indicated that forging partnership with NGOs operating in the Regional State will create better working environment and requires examination and review of the whole range of Regional Government-NGOs collaboration where the review focuses on legality of NGOs and their programs; procedures for joint need identification, project formulation and appraisal; follow up, monitoring and evaluation of projects; modalities for enhanced community participation in all

project cycles; ways and means on institutionalizing transparency and accountability through timely submission of reports and plans; role and responsibilities of line departments in facilitating NGOs programs; and enforcement and review mechanism of the partnership arrangement.

This project paper presents a result of survey conducted on Ada'a Woreda Education Office Monitoring, Evaluation and Learning Practice on supports gained from NGOs in the following five chapters.

1.2. STATEMENT OF THE PROBLEM

According to Mangubhai et al., 2021, MEL can be applied to a new project or to an existing programme where the MEL process can, improve the performance of projects or programmes by tracking progress and enabling adjustments to be made if necessary, identify the extent of change that a project or programme has contributed to, including unplanned effects (both positive and negative), and strengthen the ability of an organisation, community or sector to implement future projects or programmes.

According to Garbutt, 2018, Monitoring provides managers and the main stakeholders with information about progress against planned activities, budgets and objectives, and evaluation examines the efficiency, effectiveness, relevance, impact and sustainability of an intervention which are often completed by people outside the organisation who are perceived to be better able to provide an objective view.

Even though Monitoring, Evaluation and Learning has a great contribution for school success and stakeholders in the sector agree on its importance, it is common to see less practice of Ada'a Woreda Education Office on monitoring, evaluation, and learning with regard to schools supported by NGOs. Because, Woreda Education Office is not monitoring, evaluating and transferring learning by studying the contribution of NGOs support separately to measure the changes gained as a result of NGOs intervention. As most of research have been conducted on the effectiveness of Monitoring, Evaluation and Learning practice of donor organization, this project paper intends to conduct a survey on Ada'a Woreda Education Office Monitoring, Evaluation and Learning Practice which is beneficiary organization regarding supports gained from NGOs.

1.3. RESEARCH QUESTIONS

Considering problems related with monitoring, evaluation and learning practice, this project work attempted to answer the following basic questions.

- How is the monitoring practice of Education Office and the collaboration they have with NGOs?
- How is the frequency of monitoring visit, collection of data and sharing monitoring report by Education Office on the supports Provided by NGOs?
- How is evaluation practice to check the extent to which support of NGO help in bringing the intended changes?

- How is the learning practice of Education Office in terms of duplicating the learning from the NGOs support to other schools?
- What is the process of MEL practice of Education Office including the data collection practice, who collects it, how it is analyzed and usage of technology for analysis, methodology and research design used.

1.4. OBJECTIVES OF THE STUDY

1.4.1. GENERAL OBJECTIVE OF THE STUDY

This project work intends to have the following general objective:

- The General Objective of the study is to explain Monitoring, Evaluation and Learning Practice of Ada'a Woreda Education Office on NGOs Support to Schools.

1.4.2. SPECIFIC OBJECTIVES OF THE STUDY

It is expected that conducting a Survey on Monitoring, Evaluation and Learning Practice of Education Office on NGOs Support to Schools in Ada'a Woreda may have the following specific objectives:

- Explain the monitoring practice of Education Office and the collaboration they have with NGOs.
- Identify the frequency of monitoring visit, collection of data and sharing monitoring report by Education Office on the supports Provided by NGOs.
- Describe weather evaluation have been conducted to check the extent to which support of NGO help in bringing the intended changes.

- Explain the learning practice of Education Office in terms of duplicating the learning from the NGOs support to schools.
- State the process of MEL practice of Education Office including the data collection practice, who collects it, how it is analyzed and usage of technology for analysis, methodology and research design used.

1.5. SIGNIFICANCE OF THE STUDY

Problems related with less practice of monitoring, evaluation and learning on the side of beneficiary organization would challenge the effectiveness of intervention in schools. So, this project work has located some of the problems where it needs immediate solution to make sure NGOs support to schools are monitored, evaluated and learning experiences are documented and shared. Thus, the followings are some of the significances of this project work:

1. To identify the problems related with monitoring, Evaluation and Learning Practice of Ada'a Woreda Education Office to the supports of NGOs to Schools.
2. To suggest some possible solutions in solving the problems identified.
3. To encourage the concerned authority to give attention to the situation and study it so as to solve the main problems.
4. It may have contribution to professional improvement in the area of Monitoring, Evaluation and Learning
5. To give some insight for those who are interested in the study of similar nature.

1.6. SCOPE OF THE STUDY

Since Monitoring, Evaluation and Learning is a wide subject of study, this project work focused only on MEL practice which is delimited to see the monitoring, evaluation and learning practices of Education Office on NGOs support to some selected primary schools in Ada'a Woreda.

1.7. LIMITATION OF THE STUDY

The limitation of this study is the limited data collected from schools as the supports vary specifically on infrastructure development and limited secondary data available. And also it would be a more comprehensive study if the researcher would be able to conduct the survey from other Stakeholders at Zonal, Regional, and Country levels.

1.8. DEFINITION OF TERMS

- **Monitoring:** is the systematic and routine collection of data on project resources, activities and results. (Biodiversity Challenge Funds ,2023)
- **Evaluation:** is the periodic assessment and analysis of project resources, activities and results that can assure or inform a project's design and decisions to help it achieve impact. (Biodiversity Challenge Funds ,2023)
- **Learning:** is the process through which evidence and information is reflected on and used to address evidence gaps and identify what works or doesn't to continuously improve the ability to achieve results by the project and others. (Biodiversity Challenge Funds ,2023)

1.9. ORGANIZATION OF THE PAPER

This project work is organized in five chapters. Chapter one discusses about introduction of the project work which provides preliminary information, chapter two is about review of related literatures which presents literature reviewed to guide this project work, chapter three discusses about research methodology where it shows how this project work is done, chapter four presents data analysis and interpretation of results, and chapter five presents summary of the data interpreted, conclusions derived from summary and recommendations provided based on the results.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. WHAT IS MONITORING, EVALUATION AND LEARNING?

According to Mangubhai et al., 2021, Monitoring, Evaluation and Learning is part of the project or programme management process which allows to determine if interventions or management of actions are making a difference, and if a project or programme is producing the intended results or outcomes.

2.1.1. MONITORING

According to Mangubhai et al., 2021, Monitoring is the systematic and ongoing collection of information on project implementation, with a focus on processes, activities and outputs. It identifies strengths and limitations to help track progress and guide implementation. Data collected continuously, or at regular intervals during the programme or project, can help determine whether goals or outcomes are being achieved.

Monitoring is what we do on a day-to-day basis to help us manage our work and is mostly an internal process which we do for and by ourselves. Monitoring is linked to good planning. It helps us regularly assess whether the proposed objectives are being achieved, unintended changes are observed, and whether the work is on track. It also helps us identify problems and strengths that can be built on and adapt the work to changing environments (Garbutt, 2018).

According to BOFED., 2010, Monitoring is a management tool that focuses on basic issues arising from day to – day implementation of a project. As a

management tool, it helps to detect that the project is implemented as scheduled and operating within its budget. It also checks that implementation strategy is adhered to and that participation of all stakeholders is observed. And also monitoring as a tool provides information to concerned bodies so that they can identify and solve problems encountered during implementation. To this end, an effective monitoring system should establish a clear, simple and timely information flow and feedback mechanisms through reporting, field visits, etc.

2.1.1.1. WHY DO WE MONITOR?

The main reasons for monitoring are: measurement of change, accountability, control and supervision, learning, providing evidence for advocacy, public relations and resource allocation (Garbutt, 2018).

2.1.2. EVALUATION

Mangubhai in his 2021 study considers Evaluation as it looks at the overall picture, i.e. the whole project and its broader context which includes periodic assessment of the design, implementation and results of a project and is usually carried out at the mid-point and end of projects. Evaluations can examine relevance, efficiency, effectiveness, impact and sustainability. They should provide findings that can be used in decision-making by project beneficiaries, implementers and funders.

In the 2010 BOFED guideline, evaluation is a systematic and objective assessment of the relevance, effectiveness, efficiency and impact of project activities. In this context efficiency refers to the capability of project to utilize input (time and

resources) and produce results with the least amount of wastage whereas effectiveness measures project's productivity in yielding the desired technical results, and impact evaluation measures the extent to which project results help in reducing a problem that gave rise to the project idea.

2.1.2.1. WHY DO WE EVALUATE?

Evaluation is, like monitoring, an important management tool which helps us to review our performance, make informed decisions, learn from experience, account for our actions, support accountability and learning by providing stakeholders with the necessary information to assess the performance of the different activities and to learn and agree on ways of improving performance (Garbutt, 2018).

2.1.3. LEARNING

Learning organization is one that creates an environment which produces honest, accurate, high quality M&E information and where learning from mistakes as well as successes is valued and celebrated. This depends on the organizational values and ethos i.e. the character of the organization(*ibid*) .

According to Mangubhai study of 2021 considers monitoring and evaluation information can be used to refine, adapt and improve project design, planning, implementation and management. Lessons learned from both successes and failures can be used to modify a programme or project to ensure goals are met. By incorporating learning in the design and implementation of future projects, we avoid making the same mistakes again.

2.2. RESULTS CHAINS

Results chain describes the causal pathways of the activities translating into expected results i.e., the outputs, outcomes and impacts of a project which helps to track the progress of the project from its more immediate results (outputs) to a result more proximate to the achievement of the objective (outcome) and finally to a long-lasting result or goal (impact) (Kultar et al, 2017). A basic results chain has the following components:



Figure 1. Result Chain

2.2.1. IMPACT, OUTCOME, OUTPUTS, ACTIVITIES AND INPUTS

According to Biodiversity Challenge Funds, 2023 log frame will act as a project plan and be used to monitor performance. It will quantify the results regularly to determine whether the project is on track to deliver the intended outcomes and impact. It is based on the project's Results Chain: Impact, Outcome, Outputs, and Activities.

1. Impact

According to the study of Kultar in 2017, the final desired goal or the macro level goal that the project envisages to achieve is defined as its impact. Impact is what

the project aims to contribute towards rather than trying to claim that it is what it would achieve by itself.

2. Outcome

According to the study of Kultar et al in 2017, the mid-term results likely to be achieved from outputs are called outcomes. Outcomes are generally the objective which the project aims to achieve. For example, 'increased female literacy' is an outcome achieved through the output of 'increased female attendance rate'.

3. Outputs

Outputs are the specific, direct deliverables of the project; they are tangible results from the completion of more than one activity. Their delivery is totally attributable to your project; they would not happen without your project (Biodiversity Challenge Funds, 2023).

4. Activities

According to Kultar et al, 2017, activities are actions undertaken using the resources. In simpler terms, this is the work performed that converts inputs into outputs. For example, building of separate toilets for girls in schools etc.

5. Inputs

According to Kultar et al , 2017, This includes the resources that are available or allocated for the project. Input resources may be natural, human, and financial, depending upon the nature of the project. For example, funds allocated, human resources deployed, laptops allotted etc.

2.3. TRANSFORMING SCHOOLS INTO EFFECTIVE TEACHING AND LEARNING CENTERS

According to Education Sector Development Program VI, 2021; Educational institutions are the most respectful organizations where productive and responsible citizens are produced. Therefore, schools must be safe, secure, child friendly, and attractive for the learning and teaching process and for achieving desired outcomes. Therefore, educational institutions need to be equipped and empowered to perform their functions at the highest level and utilize the available material, human and financial resources.

2.3.1. PUBLIC, PRIVATE AND COMMUNITY PARTNERSHIP

As stated in the Education Sector Development Program VI, 2021; Public, private, and community partnership is one of the school improvement programmes that focuses on public, private, and community engagement in school planning and management. The relationship between these institutions has strengthened the overall activities of the education system to bring about effective changes in school outcomes which could be effective through, strengthening private, public, and community partnerships including parental involvement and strengthen parent-student-teacher associations (PSTAs) in schools is envisioned as a strategy for providing quality education.

2.3.2. SCHOOL LEADERSHIP

The leadership and management programme will be supplemented with streamlined guidance for evidence-based planning and decision-making that principals can use when engaging their PSTAs.

2.4. CONTRIBUTIONS FROM PARTNERS, THE PRIVATE SECTOR, AND HOUSEHOLDS

The progress in education in Ethiopia in recent years has been supported by NGOs and international partners. In addition to their financial contributions, they have also provided personal support to the implementation of education programmes. Their contributions have helped to fill the resource gap in recent years and are expected to continue to do so. (ESDP VI,2021)

2.5. THE ROLE OF NGOS IN EDUCATION

According to International Affairs and Global Strategy study on the Participations of Non Governmental Organizations in Education Service Delivery in Gedeo Zone NGOs role could be as Service Provider, capacity builder, material and equipment provider and school infrastructure builder.

2.6. POTENTIAL OF NGOS AS STAKEHOLDERS OF GLOBAL EDUCATION IN THE SCHOOL SECTOR

As Bergmüller noted in his 2016 study suggested five aspects that may be helpful:

2.6.1. STRENGTHEN CURRICULAR LINKS

At a school level, global education has to compete for time, space, and attention with many other initiatives. As research shows, innovations have a greater chance of being implemented if they have a strong relationship to teaching as the core business of teachers and if they are regarded as being relevant for improving the quality of teaching. So it might be helpful to strengthen the link between the educational offer of NGOs and curricular guidelines. With its domain-specific approach, the Cross-Curricular Framework for Global Development Education might provide useful points of reference and could help NGOs and teachers to conceptualize educational events according to the requirements of formal learning. (Bergmüller,2016)

2.6.2. USE EXISTING STRUCTURES

NGOs should embed their cooperation in existing organizational structures in schools (e.g. in-service trainings, subject-related team meetings etc.). Not only might this help teachers avoid extra stress, it might also facilitate the common planning process. However, it would be necessary that NGOs ask for transparency with regard to these structures and that they are willing to engage with these structures. (Bergmüller,2016)

2.6.3. LINK ENRICHMENT TO SCHOOL-INTERNAL PROCESSES OF REFLECTION

in those cases where teachers seek NGO–school cooperation as a (sporadic) enrichment of their own teaching, NGOs should nevertheless try to link these enrichments to school-internal processes of collective reflection, for example, as they happen in subject-specific team meetings as well as meetings of the whole staff. This might help set the stage for an increase in effect and ultimately sustainability, as this could moderate the transition from enrichment to professionalization. (Bergmüller,2016)

2.6.4. LONGER-TERM PLANNING

NGOs should take into consideration that schools lack flexibility in process planning. Thus, it might be helpful to plan cooperation projects on a longer-term basis. NGOs that receive funding have to do this anyway and schools also have to follow a curriculum-related timeframe. This planning should be harmonized and made accessible to everyone participating in the process. Additionally, in our case study the participating NGO had prepared a cooperation contract to agree upon the different steps and measures of the implementation process. Even if NGOs are not authorized to instruct schools, such a contract can help maintain orientation as well as raise the mutual commitment. (Bergmüller,2016)

2.6.5. ESTABLISH SCOPE FOR ENGAGEMENT

NGOs and schools should think about reasonable structures for student participation that might meet students' sensitization. (Bergmüller,2016)

CHAPTER THREE

3. RESEARCH METHODS

3.1. DESCRIPTION OF THE STUDY AREA

Ada'a is a woreda in Oromia Region, Ethiopia with Latitude of 8.5833° or $8^{\circ} 35'$ north, Longitude of 38.9167° or $38^{\circ} 55'$ east and Elevation of 1,731 metres (5,679 feet) above sea level. It is part of the former Ada'a Chukala woreda what was divided between Ada'a and Liben woredas. Part of the East Shewa Zone located in the Great Rift Valley, Ada'a is bordered on the south by Dugda Bora, on the west by the West Shewa Zone, on the northwest by Akaki, on the northeast by Gimbichu, and on the east by Lome. (Mapcarta Website, 2023)

3.2. RESEARCH APPROACH

In order to achieve the intended objective, qualitative research approach have been chosen and the data have been collected through Focus Group Discussion (FGD) and Interviews with the selected stakeholders. Then, the results have been analyzed thematically.

3.3. RESEARCH DESIGN

To get reliable information of the current status of the issue under study, Exploratory Research Design have been employed on the assumption that the subject under study is not researched before.

3.4. POPULATION AND SAMPLE

3.4.1. TARGET POPULATION

For this project work, the target populations are one Ada'a Woreda Education Office Administrator and ten Experts and ten Experts from NGOs which are program staff of Right To Play, Berhan Lehetsanat and Ethiopian Kalehiwot Church Development Commission. In addition, stakeholders from ten schools including fifty Parent Teacher Association (PTA) members, School Directors, , and Teachers with a total population of 143.

3.4.2. SAMPLE

3.4.2.1. SAMPLING TECHNIQUE

Purposive sampling has been employed to include all the experts of Ada'a Woreda Education Office and Education Office Administrator, Experts from NGOs (Program Staff), Parent Teacher Association chairpersons, and School Directors. Teachers are selected through simple random sampling method.

3.4.2.2. SAMPLE SIZE

The subjects for this study are Ada'a Woreda Education Office Administrator, 10 Education Experts, 10 NGO Experts, 10 School Directors, 10 Parent Teacher Association chairpersons, and 10 Teacher with a total sample size of 51 out of 143.

3.4.2.2. SAMPLING PROCEDURE

Respondents has been contacted and then given explanation about why they were required. The researcher explained about the purpose of the research interview and

FGD, and requested the respondents to be honest in their responses and informed them there is no right or wrong answers to the questions asked. They have been told that the questions simply ask their opinion. Then, the researcher asked the questions and recorded their responses. Finally, the researcher thanked for their kind opinion and time.

3.5. DATA SOURCES AND TYPES

In this project work, to collect the intended data the researcher employed Primary Source of data collection where Focus Group Discussion have been used for Ada'a Woreda Education Office Experts, and interviews have been employed to Ada'a Woreda Education Office Administrator, NGO Experts, Parent Teacher Association chairpersons, School Directors, and Teachers.

Secondary sources are also collected from the selected 10 schools to see the changes in enrollment including children with disability, drop out and number of students who are unable to promote. And outcome survey result conducted by Right To Play Ethiopia has been included.

3.6. DATA COLLECTION INSTRUMENT

The researcher has used Focus Group Discussion and interview to collect data from the sample selected.

3.6.1. FOCUS GROUP DISCUSSION

An FGD has been prepared and conducted with Ada'a Woreda Education Office Experts to collect information about monitoring, evaluation and learning practices of their office on supports of NGOs.

3.6.2. INTERVIEW

The researcher have prepared a structured question and conducted an interview with Ada'a Woreda Education Office Administrator, NGO Experts, Parent Teacher Association, School Directors, and Teachers.

3.7. ETHICAL CONSIDERATION

The researcher have communicated clearly to the respondents about the objective of the study and informed what is expected of them and asked their consent to participate in focus group discussion and to be interviewed. Both the FGD and interview documents are not labeled with their name to make sure their information is not shared to anybody. The researcher also acknowledged the works of others used in this project work and quoted the authors.

3.8. DATA ANALYSIS METHOD

The results of Focus Group Discussion and Interviews are merged based on common themes where thematic analysis have been employed to analyze the data collected.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

In this chapter the responses of the data collected through Focus Group Discussion and Interview would be presented and analyzed.

4.1. BACKGROUND INFORMATION OF THE RESPONDENTS

To get reliable information, Focus Group Discussion and Interview have been conducted with Ada'a Woreda Education Office Administrator, Ada'a Woreda Education Office Experts, NGO Experts, Parent Teacher Association (PTA) chair persons, School Directors, and Teachers.

Table 1. Respondent's data

S.No.	Interviewee Type	Gender		Total
		Male	Female	
1	Woreda Education Office Administration	1		1
2	Woreda Education Office Experts	9	1	10
3	NGO Experts	10		10
4	PTAs	10		10
4	School Directors	7	3	10
5	Teachers	4	6	10
Total				51

4.2. RESULTS OF INTERVIEW AND FOCUS GROUP DISCUSSION

4.2.1. Changes Witnessed Following NGOs Intervention

1. **Opinion of Woreda Education Office Administrator and Experts, NGO Experts, PTAs, School Director, and Teachers on some of the changes witnessed following NGOs intervention.**

According to Woreda Education Administrator and Experts, NGO Experts, PTAs, School Director, and Teachers; some of the changes witnessed following NGOs interventions which contribute to Quality of Education are:

provision of pedagogical materials which promoted active learning strategies and the trainings provided has promoted better interaction between the students and teachers so as students are becoming active participant which resulted from improvement of teachers' self-confidence, regularity of lesson plans, usage of different teaching methods and teaching aids that made participatory teaching, and social interaction among teachers. And also students interest to learn increased and drop out decreased.

Children's access to reading materials has increased in which reading practice has improved.

Community participation has increased towards girls and CWDs education and abduction is seen as illegal act in the community now because of strong collaboration among stakeholders.

Infrastructure development has improved so as students attend their school comfortably but, is not enough to accommodate all students where most of the classrooms are not conducive.

Table 2. School data of ten schools including number of teachers, enrollment, children with disability, drop out and students unable to be promoted.

S/N	Description	2012 E.C/2020 G.C			2013 E.C/2021 G.C			2014 E.C/2022 G.C		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	No. of teachers trained	24	29	53	31	32	63	31	32	63
2	No. of students enrolled in O class	177	142	319	224	182	406	293	241	534
3	No. of CWD enrolled in O class	2	3	5	5	3	8	6	5	11
4	No. of students drop out from O class	8	11	19	8	6	14	5	4	9
5	No. of CWD drop out from O class	5	4	9	5	4	9	0	3	3
6	No. of students enrolled(Grade 1-4)	1304	923	2227	1353	1030	2383	1321	1147	2468
7	No. of CWD enrolled(Grade 1-4)	15	13	28	20	16	36	27	24	51
8	No. of students drop out(Grade 1-4)	111	90	201	179	125	304	38	44	82
9	No. of CWD drop out(Grade 1-4)	6	6	12	5	5	10	6	4	10
10	No. of students unable to promote(Grade 1-4)	0	0	0	50	45	95	23	18	41

As indicated in the above table with NGOs intervention to this ten schools a total of 63 teachers are trained, number of students enrolled in O class increased from 319 to 534, number of CWD enrolled in O class increased from 5 to 11, number of students drop out from O class 19 to 9, number of CWD drop out from O class decreased from 9 to 3, number of students enrolled(Grade 1-4) has increased from 2227 to 2468, number of CWD enrolled(Grade 1-4) has increased from 28 to 51, number of students drop out(Grade 1-4) decreased from 201 to 82, number of CWD drop out(Grade 1-4) decreased from 12 to 10, and number students unable to promote(Grade 1-4) decreased from 95 to 41.

2. Opinions of PTAs on the key interventions that have been carried out by NGOs to improve barriers to education for Children with disabilities and girls.

Education Office, NGOs and schools are collaborating in conducting awareness raising and community conversation in different community settings and the community is participating in mobilizing resources and reporting Children with Disabilities and out of school girls.

4.2.2. Monitoring Practice

1. Opinion of Woreda Education Office Administrator and Experts, and NGO Experts regarding the monitoring practice of Education Office on supports provided from NGOs.

According to Education Office Administrator Monitoring has been done in collaboration with NGOs when monitoring their supports, receiving comments of

the community. And quarterly monitoring has been conducted by incorporating in to the quarterly monitoring checklist and provide feedback based on the monitoring conducted.

According to Education Office Experts overall monitoring has been done quarterly by using checklist incorporating NGOs support in the checklist and feedback would be provided based on the results.

According to NGO Experts, the monitoring practice of NGOs conducted through regular field visits and support by project coordinators using different checklists/formats by observing and interviewing the school community, bilateral visit to target school with District Education Office, conducting monthly meeting, and organizing activities and delivering materials follow-up reports from the school directors.

2. Teachers Opinion on whether they receive follow up and feedback support from education officers, School Directors, and or from supporting NGOs.

According to teachers, follow up and feedback is limited from all stakeholders as they have limited classroom observations which do not reached all the teachers to support and improve the teaching and learning process better.

3. Woreda Education Office Experts and NGO Experts opinion on their collaboration for monitoring the supports of NGOs.

Yes. They collaborate. According to Woreda Education Office Experts Most of the time the NGOs would request for support when they want to monitor so that school

activities are monitoring by using their monitoring tool, and NGO Experts believe that they monitor collaboratively with Education Office because they have direct power relation to schools. The monitoring tool used by NGOs are developed in line with the supports provided.

4. Woreda Education Office Experts and NGO Experts opinion on frequency of monitoring and collection of data on the supports provided by NGOs for monitoring.

Woreda Education Office Experts consider it would be conducted quarterly whereas NGO Experts consider they are conducting monthly monitoring visit to schools based on supports provided and conducting quarterly review meeting would be held to discuss on implementation and way forward points.

5. Woreda Education Office Experts and NGO Experts opinion on documentation and reporting of monitoring carried out on supports provided by NGOs.

According to experts, there is no separate documentation for NGOs support as the monitoring is not separate, and NGO experts believe that there is no trend of sharing reports from the side of Education Office as the monitoring is not regular and is not conducted specific to the changes comes as a result of NGOs intervention.

4.2.3. Evaluation Practice

1. Opinion of Woreda Education Office Administrator and Experts, NGO Experts, and School Directors on the evaluation practice of Education Office on supports provided from NGOs.

According to Woreda Education Office Administrator and Experts cooperating with Woreda and Zone Planning and Economic Commission and Zone Education Office evaluation is conducted twice a year where we see the changes comes through the classrooms constructed which contribute to conducive school environment, results of awareness work, decrease in dropout rate, and student result changes. But there is no well-structured evaluation conducted with reference to NGOs support which they rather conduct checking against checklists.

According to NGO Experts, Outcome Evaluation has been conducted yearly and compared with baseline results to see the changes come with their intervention. But, Education Office do not conduct evaluation specific to NGOs support.

School Directors consider they are monitoring supports provided by NGOs which lacks regularity and is not detailed. All of the interviewees believe that evaluation is not conducted specific to NGOs support.

Table 3. Outcome Evaluation result conducted by one of the NGOs

	Baseline 2020		Outcome Monitoring 2021			Outcome Monitoring 2022		
	Grade 1 (Int)	Grade 4 (Int)	Grade 2 (Int)	Grade 3 (Int)	Grade 4 (Int)	Grade 2 (Int)	Grade 3 (Int)	Grade 4 (Int)
EGRA Components								
Average % Letter Identification correct	56%	NA	25%	35%	44%	75%	81%	88%
Average % Phonemic Awareness correct	27%	73%	78%	74%	86%	78%	78%	79%
Average % most used words correct	NA	79%	4%	24%	36%	31%	56%	65%
% of students qualifying as readers ^A	11%	69%		16%	24%	26%	53%	60%
Average % reading comprehension	85%	71%		74%	70%	78%	65%	77%

4.2.4. Learning Practice

1. Opinion of Woreda Education Office Administrator and Experts, NGO Experts regarding the learning practice of Education Office in terms of duplicating the learning from NGOs support

According to Education Office Administrator and Experts, duplicating the learning gained from NGOs is less but, the experiences of Reading Park and Reading Center is being duplicated by other non-target schools to NGOs so as they could lead by the resources they have.

According to NGO Experts, there are some trends learning for future implementation and for working with schools and communities for the better result specifically through the community of practice to scale up good practice among target schools, teachers, and junior coaches. However, such practice is not conducted by the Education Office.

4.2.5. Process of MEL Practice

1. Opinion of Woreda Education Office Administrator and Experts, NGO Experts on the process of MEL practice including the data collection practice, who collects it, how it is analyzed and usage of technology for analysis, methodology and research design they will use.

According to Woreda Education Office Administrator and Experts, monitoring is conducted through checklist which is collected by Education Office Experts where they identify the strength and weakness of

implementation and proper utilization of supports. Then, schools which lags in implementation would be supported with immediate action, and feedback would be given to the school directors to strengthen the success and improve the shortcomings. But, there is no usage of technology for MEL activity.

According to experts of NGOs the MEL Practice of Education Office including the data collection practice is weak where they focus on collecting data through reports from the directors. In addition, they are not using technology to collect data and make analysis of the data gathered which do not have specific methodology and research design.

4.2.6. Gaps and Improvement Suggestion of Monitoring, Evaluation and Learning Practice

1. Opinion of Woreda Education Office Administrator and Experts, NGO Experts, PTAs, and Teachers on the gaps of Education Office that contribute to monitoring, evaluation and learning problems.

Some of the gaps raised by the Education Office Administrator and Experts are: lack of budget to reach all schools frequently, lack of transportation, lack of consistent practice of monitoring, evaluation and learning, lack of conducting case studies and giving feedback based on the result, current situation, lack of potential of implementation, being busy on frequent meeting, and lack of identification of weakness based solution, and lack of well-structured tools and guidelines.

According to NGO Experts, Education Office do not monitor each supported schools in the view of NGOs project implementation rather they focuses on government based activities and there is an inclination of low responsibility towards NGOs support by the school directors.

According to PTAs they are more inclined to managing the resources they mobilize and school grants considering it as their main responsibility. So, they didn't participate in monitoring, evaluation and learning activities.

According to teachers there is very limited monitoring practice of their works where they need supportive feedback and material facilitation for preparation of teaching aids. And also, evaluation of the changes are not conducted either by the school administration as well as by Education Office. And also learning practice events are not conducted to let the new joining teachers get what other teachers got.

2. Suggestion to improve in the future with reference to Monitoring, Evaluation and Learning Practice of Education Office on supports of NGOs.

According to Woreda Education Office Administrator and Experts, some of the ways raised to improve in the future with reference to Monitoring, Evaluation and Learning Practice of Education office on supports of NGOs by the Education Office includes: improving the budget to reach all schools frequently, using public transport and collaborating with government sectors and NGOs to solve transportation problem, conducting consistent practice of monitoring, evaluation and learning, conducting case studies and giving feedback based on the result,

increasing the potential of implementation through training, minimizing frequent meeting, and improving identification of weakness based on based solution.

According to NGO Expert, setting direction and designing monitoring and evaluation tool for each schools, School managements and school community representatives and make sure the learning practice is introduced by Education Office. It is also important for the Education Office evaluate/monitor schools without the support of third party which could make the office to become strong and brings sustainable monitoring and evaluation trends. Moreover, Education Office has to be clear in data storage, analysis, and interpretation strategies, all support provided to schools has to be clearly documented for evidence driven gap analysis, adapt the practice of MEL systems from partner NGOs, and has to have an independent MEL Department.

The PTAs suggest that Monitoring, Evaluation and Learning practice of NGOs support has to be properly planned in annual plan of the school and Education office to see the changes came as a result of NGOs.

The teachers believe that both school administration and Education Office has to give priority to providing supportive feedback by observing all the teachers activity by providing all possible resources to make the lesson effective as they consider school administration is not good in managing the resources provided by NGOs. Evaluation of the changes needs to be conducted. And also learning events has to be organized in a regular manner so as teachers develop their experiences and share the learning to new teachers to make transfer of knowledge sustainable.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

Based on the study conducted, this chapter provides summary of the findings, conclusion, and recommendation.

5.1.SUMMARY OF FINDINGS

Based on the data collected from respondents, the following points have been summarized.

- The changes witnessed following NGOs interventions are visible in terms of classroom construction and rehabilitation, latrine construction, provision of table and chairs, provision of pedagogical and play materials. But, lack of well-furnished classrooms, separate latrine for boys and girls, lack of budget, large class size and lack of commitment of the teacher is also a challenge in most of the schools.
- The monitoring practice of NGOs is good as compared with Education office where they conduct through regular field visits to schools using different monitoring checklists by observing and interviewing the school community, bilateral visit to target school with District Education Office, conducting monthly meeting, and organizing activities whereas, Education Office and Schools are not conducting frequent monitoring in terms of NGOs Support.
- There is no trend of sharing monitoring reports from the side of Education Office as the monitoring is not regularly conducted specific to the changes comes as a result of NGOs intervention.
- Evaluation has been conducted yearly and compared with baseline results to see the changes come with the intervention of NGOs. But, Education Office conduct

evaluation visit twice a year which is not conducted with a structured research approach rather observation against checklists.

- NGOs has a learning practice of ‘Community of Practice’ which is not regular to make constant progress whereas Education Office do not have a learning practice trend on the learning gained from NGOs support.
- The MEL Practice of Education Office including the data collection practice is less where they focus on collecting data through reports from the directors. In addition, they are not using technology to collect data and make analysis of the data gathered which do not have specific methodology and research design.
- The gaps Education Office has on monitoring, evaluation and learning practice of NGOs supports to schools includes lack of monitoring to each supported schools in the view of NGOs support, low responsibility towards NGOs support by the school directors, lack of budget to reach all schools frequently, lack of transportation, lack of consistent practice of monitoring, evaluation and learning, lack of conducting case studies and giving feedback based on the result, current situation, lack of potential of implementation, being busy on frequent meeting, and lack of well-structured tools and guidelines.
- Suggestion provided to be improved in the future with reference to Monitoring, Evaluation and Learning Practice of Education Office on supports NGOs provide to schools are setting direction and designing monitoring and evaluation tool for schools, engage school managements and school community representatives and introduce learning practice, monitor schools without the support of NGOs, improve

documentation of data's and conduct well-structured evaluation, improving the budget to reach all schools frequently and having a MEL department.

5.2.CONCLUSION

Based on summary of findings, the following conclusions have been made.

- The changes witnessed following NGOs intervention includes a change in awareness towards girls and CWDs education, decrease in child protection issues, reduced school dropout and increase in retention rate, an increase in teachers skills to lead active learning , increase for children's to access reading materials, and schools are improving in different resource which improved the school environment. But still more schools are in need of resources.
- The monitoring practice of NGOs are good when compare with NGOs and regular which is budgeted but monitoring practice of Education Office towards the support of NGOs are not separately seen and is not regularly conducted. And the collaborated monitoring conducted is used only for the NGOs consumption.
- There is no trend of sharing monitoring reports from either the side of Education Office and NGOs unless the quarter and annual report NGOs submit to Education Office.
- Evaluation of project implementation is conducted by NGOs with a structured research approach where the data are collected using a tablet and analyzed in SPSS. But, the Evaluation of Education Office do not measure the real progress of NGOs support.

- NGOs has a Community of Practice to transfer the learning which is not regular to make constant progress whereas Education Office do not have a learning practice.
- Education Office do not follow a well-structured research approach for monitoring, evaluation and learning. And there is no usage of technology for MEL activity.
- The gaps Education Office has on MEL practice is basically lack of having well structured tools and guidelines. And also, lack of budget, transportation, and lack of regular practice of monitoring, evaluation and learning.
- Suggestion provided to be improved in the future with reference to Monitoring, Evaluation and Learning Practice of Education Office on supports NGOs provide to schools are basically having a well-structured guidelines and conduct Monitoring, Evaluation and Learning in a regular manner supported by prior planning and well-structured tools.

5.3.RECOMMENDATION

Finally, based on the conclusion made from summary of the findings, the following recommendation have been provided.

- NGOs intervention has to be monitored regularly and separately from any other school activities to make sure the supports coming through NGOs are used to bring the intended changes and meeting its objectives.
- Education Office and NGOs has to share monitoring reports on a specified frequency and discuss on the way forward points based on the monitoring result.

- Evaluation of supports made by NGOs has to be conducted by Education Office in a more structure research approach to measure the result of intervention.
- Education Office has to organize a regular learning and experience sharing practice among schools so as to have similar implementation of activities and contribute to quality education.
- Education Office has to take a step regarding in preparing a manual or guideline for Monitoring, Evaluation and Learning Practice of all school activities and regarding supports NGOs.
- Education Office has to integrate monitoring and reporting checklist with NGOs for better follow up of the activities and improvement accomplished by NGOs.
- Education Office has to increase partnership with local and International Non-Governmental Organizations to attract more funds and achieve organizational objective.

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Annexes

Annex I

Interview With Woreda Education Administrator

****My name is Melaku. I am a Project Management Student. I am trying to learn more about the Monitoring, Evaluation and Learning Practice of Education Bureau to the Supports Provided by NGOs****

****Here are questions which needs your honest answer.**

****You can stop and take a break whenever you want. You can skip any question that you do not want to answer. You can also end the survey at any time. ****

Interview Questions

1. What are some of the changes you witnessed following NGOs interventions which contribute to quality education?
2. How is the monitoring practice of Education Office on supports provided from NGOs?
3. Do you conduct outcome and impact evaluation to check the extent to which support of NGOs help in bringing the intended changes?
4. How is the learning practice of Education Office in terms of duplicating the learning from NGOs support?
5. What is the process of MEL practice including the data collection practice, who collects it, how it is analyzed and usage of technology for analysis, methodology and research design they will use.

6. What are the gaps of Education Office that contribute to monitoring, evaluation and learning problems.
7. What you can you suggest to improve in the future with reference to Monitoring, Evaluation and Learning Practice of Education Bureau on supports of NGOs?

Thank you for your cooperation!

Annex II

FGD with Ada'a Woreda Education Office Experts

****My name is Melaku. I am a Project Management Student. I am trying to learn more about the Monitoring, Evaluation and Learning Practice of Education Office to the Supports Provided by NGOs to Schools****

****I am going to ask an FGD with you which needs your honest answer.**

****You can stop and take a break whenever you want. You can skip any question that you do not want to answer. You can also end the FGD at any time. ****

FGD Questions

1. What are some of the changes you witnessed following NGOs interventions which contribute to quality education?
2. How is the monitoring practice of Education Office on supports provided from NGOs?
3. Do you collaborate with NGOs for monitoring the supports of NGOs?
4. If yes. How do you monitor together? What monitoring tool do you use?
5. How is frequency of monitoring and collection of data by Education Office on the supports provided by NGOs for monitoring?
6. How is documentation and reporting of monitoring carried out on supports provided by NGOs?
7. Do you conduct evaluation to check the extent to which support of NGOs help in bringing the intended changes?
8. How is the learning practice of Education Office in terms of duplicating the learning from NGOs support?

9. What is the process of MEL practice including the data collection practice, who collects it, how it is analyzed and usage of technology for analysis, methodology and research design used.

10. What do think are the gaps of Education Office in to monitoring, evaluation and learning practice of NGOs support to schools?

11. What can you suggest to be improved in the future with reference to Monitoring, Evaluation and Learning Practice of Education Office on supports of NGOs provided to schools?

Thank you for your cooperation!

Annex III

Interview NGO Experts

****My name is Melaku. I am a Project Management Student. I am trying to learn more about the Monitoring, Evaluation and Learning Practice of Education Office to the Supports Provided by NGOs to Schools****

****I am going to ask you some questions which needs your honest answer.**

****You can stop and take a break whenever you want. You can skip any question that you do not want to answer. You can also end the FGD at any time. ****

Interview Questions

1. What are some of the changes you witnessed following your organization interventions?
2. How is the monitoring practice of your organization on supports provided?
3. Do you collaborate with Education Office for monitoring the supports your organization provide?
4. If yes. How do you monitor together? What monitoring tool do you use?
5. How is frequency of monitoring visit and collection of data by Education Office on the supports your organization provide?
6. Do Education Office shares reports of monitoring carried out on supports your organization provide? If yes, how frequent it is?
7. Do you conduct evaluation to check the extent to which support of your organization help in bringing the intended changes? Do you witness the same activity is done by Education Office?

8. How is the learning practice of your organization in terms of duplicating the learning from the supports your organization provide? How do you see the learning practice of Education Office?
9. What do you think is the process of MEL practice Education Office implement including the data collection practice, who collects it, how it is analyzed and usage of technology for analysis, methodology and research design used.
10. What do think are the gaps of Education Office in to monitoring, evaluation and learning practice of supports your organization provide to schools?
11. What can you suggest to be improved in the future with reference to Monitoring, Evaluation and Learning Practice of Education Office on supports your organization provide to schools?

Thank you for your cooperation!

Annex IV

Directors Interview

Good morning/afternoon. Thank you for participating in this interview. I am conducting a survey on Monitoring, Evaluation and Learning practice of Education Office on supports of NGOs to schools. I am interested in learning more about the changes in your school after NGOs intervention.

It is entirely up to you if you would like to participate in this interview. You do not have to answer any questions that you do not want to answer. I will keep your responses confidential and will not be linked to you personally.

Interview Questions

1. What are the most significant changes you have observed in teaching practices following NGOs support?
2. To what extent have teachers benefited from Monitoring?
3. What are the main challenges of the school in making sure quality of Education?
4. How do you sustain NGOs support after closure?
5. What do you think are the gaps of Education Office and School Administration in terms of monitoring, evaluation and learning practice of NGOs support to schools?
6. What can you suggest to be improved in the future with reference to Monitoring, Evaluation and Learning Practice of Education Office on supports of NGOs provided to schools?

Annex V

Interview with PTA

Good morning? / Afternoon? I am conducting a study about the Monitoring, Evaluation and Learning Practice of Education Office on Supports of NGOs to Schools. I am meeting with different stakeholders that are involved in or have knowledge of activities, to gain better understanding of the effectiveness. Therefore, I would like to make an interview with you. Your participation in this interview would be voluntary and you have the right to end the interview at any time or skip questions you do not want to answer. Your answers will be kept confidential. Do I have your permission to conduct this interview?

Interview Questions

1. What are the key observable changes in school children you can witness consequently to the intervention of NGOs?
2. What are the key interventions that have been carried out by NGOs to improve barriers to education for Children with disabilities and girls.
3. What do you think are the gaps of Education Office and School Administration in terms of monitoring, evaluation and learning practice of NGOs support to schools?
4. What can you suggest to be improved in the future with reference to Monitoring, Evaluation and Learning Practice of Education Office on supports of NGOs provided to schools?

Annex VII

Interview with teachers

Hello, my name is Melaku B. and I am conducting a on Monitoring, Evaluation and learning Practice of Education Office on supports of NGOs to school. Therefore, I would like to interview you to get your valuable thoughts. Your participation in this interview would be voluntary and you have the right to end the interview at any time or skip questions you do not want to answer. Your answers will be kept confidential and will assist me in getting information on the support of NGOs.

Interview Questions

1. What are the changes you can witness comes after NGOs intervention?
2. Do you receive follow up and feedback support from education officers, School Directors, and or from supporting NGOs?
3. What do you think are the gaps of Education Office and School Administration in terms of monitoring, evaluation and learning practice of NGOs support to schools?
4. What can you suggest to be improved in the future with reference to Monitoring, Evaluation and Learning Practice of Education Office on supports of NGOs provided to schools?