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THE CONTRIBUTION OF NON-GOVERNMENTAL ORGANIZATIONS IN ASSISTING PRIMARY EDUCATION: THE CASE OF THREE SUB-CITIES IN ADDIS ABABA

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ADDIS ABABA, ETHIOPIA

THE CONTRIBUTION OF NON-GOVERNMENTAL ORGANIZATIONS IN ASSISTING PRIMARY EDUCATION: THE CASE OF THREE SUB-CITIES IN ADDIS ABABA

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A THESIES SUBMITTED TO THE DEPARTMENT OF PROJECT MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS (MA) DEGREE IN PROJECT MANAGEMENT

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MASTER OF ARTS IN PROJECT MANAGEMENT

By
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External Examiner	Signature	Date

Declaration

I hereby declare that the study presented in this thesis, titled "The Contribution of NGOs in assisting primary education: The case of three sub-cities Addis Ababa." is my original work. It was not presented as a partial fulfillment for any educational qualification at this or any other university, or in any project by any means, and all resources and materials used for this thesis was appropriately acknowledged.

_____ _____

Mekonnen Molla Date

ENDORSEMENT

I hereby declare that the study which is being presented in this thesis entitled "The Role of Non-Governmental Organizations in Primary Education: The Case of Addis Ababa City Administration in the Three Selected Sub-cities". It is conducted by Mekonnen Molla for the partial fulfillment of the requirements for the award of master's degree in Project Management. To the best of my knowledge it is original work carried by him, it had not been presented for a partial fulfillment for any educational qualification at this university or any other and in any projects by any means.

_____ _____

Melaku Girma (PhD) Date

Advisor

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ABSTRACT

In Ethiopia, basic education has received a lot of attention and emphasis. NGOs are vital in supporting the country's growth. For this reason, the researcher assessed the role of NGOs in three sub-cities (Nifasilk Lafto, Kirkos and Akaki Kality). The role of local NGOs in promoting elementary education was studied using both qualitative and quantitative methodologies. Purposive sampling was used to choose ten cluster schools from three sub-cities. The questionnaire interviews were conducted with 30 school principals, 180 teachers, 30 cluster supervisors, 9 Wereda education specialists and 1 Addis Ababa Education Office expert. Document analysis and questionnaires were used to acquire primary data. For example, providing quality education, raising community awareness of the importance of schooling, meeting material needs of children, especially girls, supplying educational materials and providing early grade students with supplementary reading books were all mentioned by these sampled schools. The research indicates critical areas for improvement, such as limited community participation in project identification and evaluation. There are various problems encountered during the project intervention. One is a lack of grassroots capacity to assist project implementation. The district education office also highlighted concerns about project delays and timely reporting. However, as a result of these local NGOs' project, students' involvement in general, and females' participation in particular, improved. To ensure project sustainability, the community should be included in project identification and evaluation, and school-based vocational training should be institutionalized.

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ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
BEN	Basic Educational Network
BSI	British Standard Institution
CSO	Civil Society Organization
CRDA	Christian Relief Development association
DFID	Department for International Development
DPPC	Disaster Prevention & Preparedness Commissions
ECA	Economic commission for Africa
ERIC	Education Resources Information Center
HIV	Human Immunodeficiency Virus
IBM	International Business Machine
JICA	Japan International Cooperative Agency
MDG	Millennium Development Goals
MOE	Ministry of Education
NGO	Non-Governmental Organizations
NORAD	Norwegian Agency for Development Cooperation
NPDPM	National Policy on Disaster Prevention & Management
PM	Project Management
PME	Participatory Monitoring & Evaluation
PMI	Project Management Institute
SNNPR	Southern Nations, Nationalities, & People's Region
SPSS	Statistical Package for the Social sciences
UN	United Nations
UNDG	United Nations Development Goals
UNESCO	United Nations Educational, Scientific & Cultural Organization
USAID	United States Agency for International Development
WVE	World Vision Ethiopia

CHAPTER ONE

1. INTRODUCTION

This Chapter discussed the background of the study, the statement of the problem, the research objectives (general and specific), the significance of the study, limitation and the delimitation of the study, the definition of key terms, and organization of the paper.

1.1. Background of the Study

Following the establishment of the UN in 1945, the term NGO was coined to distinguish the concept of private organizations from governmental organizations. NGOs are organizations that are founded by various interested individuals or groups with a predetermined vision in order to address problems in specific target areas.

They are a very diverse group of organizations that play various roles and take on very different shapes and forms within and across different national contexts. The emergence of non-governmental organizations (NGOs) is not a new phenomenon in Africa. Their historical record includes churches and missionary societies that not only existed throughout the colonial era, but gained strength and legitimacy through activism in such areas as human rights, but also progressively expanded in scope of activities to include women's groups, environmental protection, agricultural production, education, health and issues related to poverty alleviation (MDG Report, 2018). By reducing poverty and inequalities, education helps to build more just societies. Without consistent investment in education, no country has ever ascended the human development ladder. Primary education is a powerful driver for the realization of all the MDGs and for sustainable development more broadly (UNDG, 2018).

As the study showed Schools supported by NGO have significant impact on the achievement of students result (Iqbal, 2009). As Sukontamarn (2005) stated, being enrolled in an NGO school has positive and strongly significant effects on children's test scores, as measured by Assessment of Basic Competencies (ABC) test. According to the Bangladesh Education Sector Review Report (2003:22):

NGOs have been able to show better results in primary education programs than government programs. Most of the NGO operated primary education programs. Programs like BRAC, CMES, and FIVDB show improved performance in school attendance, dropout, completion, and even academic achievement in learning.

According to this report NGOs has played important role on basic education sector and students' academic achievements in Bangladesh. Reading, writing, and numeracy are basic subjects that children are expected to learn as compulsory subjects at the primary school level as part of the process of universalizing basic education. According to the Swedish International Development Cooperation Agency in EFA (2006), "literacy is about learning to read and write (text and numbers), as well as reading, writing, and counting to learn, and developing these skills and effectively using them for meeting basic needs." Reading, writing, and numeracy are basic subjects that children are expected to learn as compulsory subjects at the primary school level as part of the process of universalizing basic education. According to the Swedish International Development Cooperation Agency in EFA (2006), "literacy is about learning to read and write (text and numbers), as well as reading, writing, and counting to learn, and developing these skills and effectively using them for meeting basic needs." Reading writing and numeracy are subjects children learn and acquire knowledge in the basic education at primary schools as stated in the Education for All (2005) report, solid literacy skills are required for enjoyment of reading and writing, and reading and writing are the means by which new learning is acquired and communicated. Reading and writing are essential skills that can be used to learn other subjects. Reading and writing is essential and the tool to acquire other subjects. NGOs interventions have significant roles in supporting reading, writing and numeracy skills at the primary schools and improve student's achievement in this regard. NGOs' involvement in Ghana's primary education, according to Boye and Fielmua (2012), has improved students' accomplishment levels, and the journal reports that "at the KG level, it was seen that the identification and counting skills of learners have improved." Teachers at the primary level, meanwhile, reported that students' reading and counting skills had improved. Reading, writing, and numeracy are all improved thanks to TNGOs' donations. It is the education that each child, adolescent, and adult should get at the elementary level in order to meet their specific learning needs. "Basic education" TNGOs contribution has significant roles in improving students' performance in reading, writing and

numeracy. Basic education refers to the education that individual children, youths and adults should learn at the primary level to achieve their learning needs. "Basic" refers to the skills, knowledge and attitudes that are necessary for people to become fully literate and to have established the educational foundations for a lifetime of learning, according to the UNESCO (2000) report. Basic education can make people fully literate and enable people to continue education. Still UNESCO, (2007:2) operational definition of basic education stated:

"Basic education is directed to the full development of the human personality. It develops the capability for comprehension and critical thinking, and it inculcates the respect for human rights and values, notably, human dignity, solidarity, tolerance, democratic citizenship and a sense of justice and equity."

The purpose of primary education is to make individuals to equip the necessary knowledge which can help them survive in the society and be fully competent. Kerebih (2008) stated ,primary education " is aimed at equipping individuals with knowledge, skills and attitudes that will enable them live meaningful and fulfilling lives; contribute to the development of the society and derive maximum social, economic and cultural benefits from the society; and discharge their civic obligations competently." As the United Nation Department of Public Information (2010) stated, "By 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Every child is expected to complete the primary education that will be the base for subsequent education to meet one of the millennium development goals. Nifas silk Lafto, Kirkos and Akaki Kality are the Sub cities in Addis Ababa City Administration. The sub cities have been working in improving quality, creating access and equity primary education with NGOs who are working on the education sector to assist primary education.

1.2. Statement of the Problem

Efforts to accurately assess the role of discrete projects have often been hindered by the cumulative effect of a number of common weaknesses including: lack of clarity concerning the precise project objectives and how they may best be assessed; poor or non-existent baseline data; inadequate monitoring and project completion reports; and the low priority given to assessment and the related problems of in adequate in-house skills (NORAD, 2017).

The Ethiopian government has begun focusing on issues of quality, access, and equity in relation to education throughout the country. In most educational projects, deviations may result due to constraints in project inputs, unclear or absent work procedures, socio-cultural and political factors, assumptions not considered or anticipated during design, as well as many other technical reasons (USAID, 2016). However, many NGOs have been the founders of education institutions, constructed new schools, furnished and upgraded the old schools, supplied books and teaching materials, and trained school personnel in their involvement in education. Similarly, Alemayehu (2014) has reported that community participation in the affairs of project was limited only to labor and material support. This shows that community was not actively participating in the project works and their participation remain only at material and labor.

Moreover, the prior studies conducted and mentioned above on the contribution of NGOs in Ethiopia and other developing countries were focused more on the contribution of NGOs in poverty reduction. For instance, Belshaw & Coyle (2017), Emoke (2009) and also Fraser (2016) conducted study on the role of NGOs in food security, income generation, access to social services, orphan and street children care and environmental protection.

However, less attention was given to the contribution of NGOs in the improvement of primary education by the prior studies. Access, quality, and equity have been achieved not only via the government's efforts, but also through the work of numerous NGOs and other donor organizations that have made major contributions.

Therefore, this research aimed at assessing the role of NGOs in assisting primary education in the selected three Sub-Cities at Addis Ababa (Nifas silk Lafto, Kirkos and Akaki Kality).

1.3. Research questions

Thus, research questions of this study are as follows:

1. What do NGOs do to increase primary education access, quality, and gender equity in their target schools?
2. What role does the government, parents, and local community play in identifying, designing, planning, implementing, monitoring, and evaluating the project?
3. Do NGOs have strategies in place to ensure the sustainability of education projects?
4. What are the challenges in implementing the study area's NGO education projects?

In an attempt to answer the aforementioned research questions both general and specific objectives of the study are framed in the subsequent way:

1.4. Research Objectives

1.4.1. General Objective

The overall goal of this study was to investigate the contribution of NGOs in primary education assistance projects in Addis Ababa.

1.4.2. Specific Objective

The Specific objectives of this study are the followings:

- Examine how NGOs have assisted the city in enrolling more children in primary school, improving the quality of education, and ensuring that men and women have equal access.
- Determine the degree to which the government, parents, and local community are involved in the identification, design, planning, implementation, monitoring, and evaluation of NGO education projects.
- Investigate the strategy devised by NGOs to ensure the sustainability of education projects.
- Identify the major challenges that must be overcome in order to properly implement local non-governmental organization education projects in target organizations.

1.5. Significance of the Study

Many organizations use projects as means to accomplish their tasks. Project implementation is the application of knowledge to obtain desired results. This study is useful to provide insight for experts, department heads and higher officials in City Government of Addis Ababa Education Bureau regarding project initiation, planning, implementation and controlling, and close out of educational projects. More specifically, the study has the following importance:

- The results of this study may help the NGOs‟ & City Government of Addis Ababa Education Bureau's decision makers and experts to make revisit and refine their strategies and policy guides for effective education projects implementation.

- It may help to examine the effort made by NGOs in undertaking the educational project implementation and to assess the strengths and weaknesses of institution in the effort they exerted in improving the quality of primary education.
- The result of the study may be used as a footprint for these desires to engage in future study on related subject.

1.6. Delimitation of the Study

This study is delimited in the City Government of Addis Ababa Education Bureau. In this regard, the results of the study will only be generalized for educational projects currently operated and implemented under the City administration of Addis Ababa Education Bureau in three sub-cities.

1.7. Limitation of the study

The following are some of the study's limitations: First, because it was conducted in Addis Ababa, it is impossible to generalize the findings to the rest of the country. Second, while the majority of respondents cooperated, some were hesitant to answer the open-ended questions in the interview. Furthermore, a few of them took an unusually long time to complete the questionnaires. As a result, the data analysis was not completed in a reasonable amount of time.

1.8. Definition of Key Terms

- **NGO**: Non-government organization that is an independent, voluntary, nonprofit, and value based society/association/foundation working toward the betterment of a target society.
- **Project**: A unique process consisting of a set of coordinated and controlled activities aimed to assist school community to achieve an educational objective with specific requirements associated with time, costs, and resources under Addis Ababa City Administration.
- **International NGOs**: Non-governmental organizations that are registered under foreign law.

They may work in one or more country and may have international headquarters in Ethiopia or elsewhere.

- **Local NGOs:** Non-governmental organization that has originated in Ethiopia or Addis Ababa. It is registered under Ethiopian law and serves Ethiopian and/or Addis Ababa's community.
- **Implementation**: The project stage that covers the actual development or construction of a project until the point at which it becomes fully operational (Baum and Tolbert, 2015).

- **Quality education:** Education International (EI), a Belgium based organization, defines quality education as one that focuses on the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location.
- **Equity:** In education, the term equity refers to the principle of fairness. ... Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes
- **Access** In education, the term access typically refers to the ways in which educational institutions and policies ensure or at least strive to ensure that students have equal and equitable opportunities to take full advantage of their education.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter looked into the following topics: the educational project's origin, meaning, and relevance, educational project implementation, project planning and implementation, monitoring and evaluation, project monitoring, project evaluation, theoretical and conceptual literature assessment, development of NGOs in Ethiopia, implementation issues in educational projects, Actions to address educational project implementation issues, the role of non-governmental organizations, NGO's, and primary education.

2.2. The Origin, Meaning and Significance of Educational Project

The notion that investment or any economic or social activities can and should be planned and executed in the form of specific objective is itself a relatively new phenomenon. Regarding to this, the World bank described as “though the uses of the term project in a general sense of a plan, design or scheme for doing something can be traced back for several countries” (Baum &Tolbert, 2005p 23).

Education has always been important but perhaps never more so in man’s history than today. The key functionaries of any educational infrastructure are the teachers (Varsh Gauri and Anna F, Op cit pp 4, 5 p164). Effective education is important not only for the intellectual, but for physical, emotional, social, moral and spiritual development of the students as well as to accelerate the progress of the nation.

Today when the world is increasingly becoming more and more of one island education can address the need to inculcate the broad and modern outlook in generation through education. The role of NGOs today is to instill core values that are necessary to ensure the smooth operation of the day-to-day mechanism by making people aware of their responsibilities, spreading awareness, and motivating the student fraternity to take action to seek a solution. NGO is an organization neither a part of government nor a conventional for profit business. Arundhati Roy has called NGOs as indicator species, i.e. the greater the devastation caused by neo-liberalism, the greater the outbreak of NGOs (Anshu Gupta taken by J R Fernandes in TOI 2015 p21).

However, the realities of NGO are more complex not only is the distinctive between government and NGO may also suffer from resource constraints and management inefficiencies, similarly to those that government provides. Some registered NGO operate as profit provides in practical policy development must reflect the strength and weakness of the NOGs in a particular setting and should be built on terms of resources mobilization, efficiency and/or quality.

NGOs are presumably guided by altruism. The location decision of NGOs depends on how potential donors react to NGO success or failure. According to Hilhorst (2003), non-governmental organizations (NGOs) may be benevolent and pragmatic in their location choices; they may choose to locate in some poor areas, but not in poor areas primarily, because the risk of failure in the latter case is so high that it may jeopardize the flow of funding from donors (Hilhorst, 2003).

According to Turner, (2011) project is an endeavor in which human, financial and material resources are organized in a novel way to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to achieve beneficial change defined by quantitative and qualitative objectives.

A project is designed to achieve the required results of the task and it is organized to produce new products or services for the benefits of an organization. The (PMI), in Meredith and Mantel (2010), has defined a project as "A temporary endeavor undertaken to create a unique product or service. "It means that no two projects are alike; every project has some elements that make it different. A variety of projects can be found in different organizations. Hamilton (2017) defines a project as: "Any series of activities and tasks that together achieve pre-determined deliverables in accordance with a quality definition have defined start and end dates, intermediate milestones, funding limit, and utilize resources such as equipment, materials, people, etc."

As it is seen from the above definitions a project is a complex effort to achieve a specific objective within a schedule and budget secured. It is also unique, and is usually not repetitive in its nature and has to be finalized within a specific period of time. Covey cited by Phillips et al. (2012), defines a project by saying; "a complex series non-routine tasks directed to meet a specific goal." This demonstrates how projects differ from routine activities. According to Gardiner (2005), the British Standards Institution (BSI) 6079-1, 2000, defines a project as "a unique set of coordinated activities, with a definite starting and finishing point, undertaken by an

individual or organization to meet specific objectives within defined schedule, cost, and performance parameters."

Thus, the tasks of the project have to be coordinated from the beginning to the end to get the required results and achieve goals that are specified. The achievements of goals and objectives require a budget based on the specification of the project.

2.3. Educational Project Implementation

Education project implementation involves realizing the planned activities into operational activities. Hamilton (1997) has explained education project implementation "Executing refers to the coordination of resources to achieve the requirement." Project implementation depends on the plan which lists the different requirements for the project. This phase is the practical phase of the project.

According to Gardiner (2005), this is the phase in an education project where the expenditure is at its greatest and the sponsor expects to see project outcomes arriving on time and meet or exceed expectations. The implementation of the education project has to be monitored by collecting sufficient data to make sure that the project team implements the plan correctly. The implementation of the education project is based on the plan and the design of the project.

Turner (1999) has described the implementation stage of project management is started by completion of detailed design…. Work is authorized by the project manager, and allocated to teams or the individuals. As work is done, progress measured to ensure the desired results are achieved; that is the required facility is delivered within the constraints of quality, cost and time, and that this will achieve the required benefits. The implementation stage of project is doing the work and coordinating of the resources to be used for the achievement of the project objectives. At the same time, education project should be designed with a view to how they will be implemented. In view of this, educational project implementation or management includes the implementation of all investments and other actions provided for by the project curriculum developed, construction of the buildings, introduction of different services and innovations, expanding and renovating existing facilities, purchase of equipment, training of staff, technical assistance, research or reform of the administration institutions, and other miscellaneous services (Magnen, 1991).

Hence, there must be a close match between education project objective and the capacity of NGOs to implement, operate, and maintain it. To accomplish the task, it is the almost requirement that good education project performance is usually visible. The influence of the quality of implement on project performance is usually visible. Baum and Tolbert (2005) have stated that many education projects in serious difficulties during implementation have been turned around by the appointment of a competent manager. If this is done, care should be taken that it does not delay the development of local managerial capacity but rather factors it through counterpart on the job training arrangements.

The best long term solution however, lies in the education and training of more managers (Solomon, 2004). On the other hand, the technical design of a project has implications for how the project is implemented. The approach of implementing and educational project differs with technology it uses. For instance, Baum and Tolbert (2005) have stated that the implementation of education project that uses an advanced and capital-intensive technology may be relatively simple to organize since it requires a small number of highly skilled staff and can be structured a long a well-established pattern applicable in many countries. On the other hand, education project using intermediate or labor- intensive technologies may require a more elaborate organization and management since them usually different tasks over a wide geographical area.

Another way of looking at how education project design influences the way it is implemented should be managed is to distinguish between project that can be and cannot be “blue-printed”. However, Baum and Tolbert further argued, the education project for which is most difficult to have blue print are these that are people oriented and require a large number of participants to change their behavior. For this, the state of the art and the knowledge generally available during preparation and appraisal don not allow a precise definition of the tasks required implementation and their sequences such projects include provision of primary or non-formal education projects in urban areas. Project implementation is one among the identified stages of project cycle.

2.4. NGOs Operating and Contributing in Ethiopian Education Sector Development

As the partner of development NGOs have played significant role in the education sector developments in Ethiopia. As it is stated in the report prepared for the CSO/NGO Task Force

(2008), in an interview conducted in Adama for the study, the head of the Social Affairs and According to the Mobilization Office, more than 5,200 children were able to attend school thanks to the assistance of NGOs and CSOs working in the town. This demonstrates that non-governmental organizations (NGOs) have collaborated with the government to improve the provision of basic education to children. According to the CRDA and DPPC (2004) information package on NGO contributions, Action Aid Ethiopia's education program began in 1991 with the goal of assisting disadvantaged children and adults in accessing basic education, with a focus on out-of-school children. It can be said that NGOs have great contribution in education sector of the country. Still other NGOs also involved in the education sector development of the country and assist the government in the area that government is lack resources to address education.

In Ethiopia, Save the Children focuses on supporting innovative approaches to education in areas where the government has not reached out (USAID, 2003). As it is discussed the social assessment for the education sector, (2010) report, with the assistance from the NGO, Mary Joy, Ethiopia, the school provides uniforms, all necessary stationery, counseling support and free education for street children. Befekadu (2001) stated that at present, in Ethiopia, NGOs such as save the children, Action Aid and private foundations have been providing support to the primary education sub-sector for construction, teaching-learning materials and school facilities. In addition to the role of NGOs in the education sector, private foundations have been involved in Ethiopia's education sector to support the spread of basic education. According to Adem (2002), NGOs, in addition to multilateral, regional, and bilateral agencies, contribute to the development and expansion of Ethiopian education. The World Vision Ethiopia is a partner in the development of the Ethiopian education sector in various parts of the country. Its strategy has shifted from relief and emergency assistance to long-term development in order to improve children's well-being. Alemayehu (2000) stated that ...support of WVE in SNNPR, Sodo Zuria and Humbo districts of North Omo zone seem more favored areas for educational interventions since the inception of area development program by this NGO in 1991.

2.5. NGOs Contribution in Education Sector Development in Different Countries

Many local and international NGOs are operating in different countries across the world specifically most NGOs are operating in the third world countries by taking part in the

development endeavor of the countries. Education is one of the sectors most NGOs are involved in to improve the education sector development and address education to different groups of the community. Farooq (2010) cited in Imran (1994) stated that voluntary organizations and non-governmental organizations (NGOs) can play an important role in the achievement of required targets of universalizing basic education. This demonstrates that non-governmental organizations (NGOs) have the potential to contribute to the development of the education sector. According to UNESCO (1999), non-governmental organizations (NGOs) support formal education by providing scholarships, teacher support, classroom construction, stationery support, and higher education scholarships for children from low-income families. This also shows the aspects of education NGOs are supporting. Fielumua (2012) mentioned the contribution of NGOs and sated, in sub-Saharan Africa, their contributions are particularly significant in supporting literacy, community schools, health education, early childhood care, skills training and other forms of learning, thus helping people to improve their living conditions. Different local and international NGOs have great share in education sector in most African countries particularly in Sub-Sahara-Africa. This indicates that NGOs positively affect the education sector by contributing in a various ways. In some cases, NGOs may be the main provider of education, particularly where state willingness and/or capacity is weak, as in many conflict areas and „fragile states" (Rose, 2007). NGOs have created many opportunities for most African countries to work on basic education and assist the government in education sectors and also international NGOs tried to create networking among the local NGOs in different countries among the countries:

In Ethiopia, Save the Children and Pact took the lead in creating the Basic Education Network (BEN), a network of NGOs working in education (USAID, 2003). Clearly, the NGO has reported that it has completed the task of renovating, upgrading, and/or building 26 primary schools (7 in Sodo Zuria and 19 in (Humbo) Alemayehu, 2002). According to Ethiopia's basic education sector analysis report (2012), the Japan International Cooperation Agency (JICA) has provided various project-type and/or program-type interventions, such as technical assistance, classroom construction, educational equipment procurement, and so on, in line with developing countries' education sector programs. As can be seen NGOs are playing great roles in the basic education of the country. The intervention of development partners in education is remedial to address the vulnerable and orphan children by supporting them to attend education where the government

luck support for such children. Many efforts were made by NGOs to address children at the remote village and vulnerable one.

2.6. NGOs Impact on Basic Education (reading, writing and numeracy)

Governments play a larger role in addressing basic education to bring about significant change and impact in literacy and numeracy in any country. However, due to a variety of challenges, countries, particularly developing countries, have failed to achieve the desired impact on literacy and numeracy in primary schools. To achieve the intended impact on literacy and numeracy in primary schools, governments in various countries have attempted to collaborate with actors such as NGOs and civil society organizations that have filled the literacy gap. According to the Bangladesh Education Sector Review Report No. 3 (2002), Save the Children's research on children's reading indicates a significant impact. The pilot phase produced strong evidence of its effectiveness, and it has the potential to be replicated (Save the Children USA, 2001). The support for literacy provided by non-governmental organizations (NGOs) in some countries has altered the social lives of women. A similar longitudinal study conducted in Bolivia discovered that NGO-sponsored literacy programs had a significant positive impact on women's social and economic development (Burchfield and others 2002). The contributions of non-governmental organizations have a significant impact on various aspects of daily life, economic development, and social life. According to the impact assessment of USAID's education program in Ethiopia from 1994 to 2009, USAID collaborated closely with the Ministry of Education (MOE), educational administrators, researchers, curriculum developers, teacher trainers, classroom instructors, and non-governmental organizations (NGOs), private sector companies, and communities, parents, and students throughout the country.

2.7. Major challenges to primary education Projects

Though there has been progress in universal primary education, there are a number of challenges to primary education projects because they are intended for everyone, particularly in countries such as Ethiopia, which has experienced poor economic development and has a high illiteracy rate. Most developing countries, particularly African countries, face the following challenges in addressing primary education for their societies in order to achieve all education goals:

Financial Problems: One of the major issues confronting universal primary education is the financial issue. Ethiopia and other Sub-Saharan African countries rely heavily on foreign aid and non-governmental organizations (NGOs) to achieve universal primary education. In Ethiopia, Tanzania, and many other Sub-Saharan African countries, meeting the target will necessitate significant increases in external aid, even if domestic primary spending is doubled or tripled (Bridsall, Levine, and Ibrahim, 2005). The Ethiopian government is taking action to abolish primary school fees in order to reduce the financial burden on the poor and achieve educational equity. Poverty is a major issue in Pakistan, and teachers confirm that parents do not send their children to school because they believe a child will be more productive for them if he or she becomes a working hand, despite the fact that the government provides free education (Khan, 2010:7). The challenge in various countries is to universalize primary education in order to achieve the goal of education. The following are the major challenges of universal primary education, as identified in the Dakar Framework for Education for All (2000):

The meaning of basic education: Many countries continue to struggle with defining the meaning, purpose, and content of basic education in the context of a fast-paced world, as well as assessing learning outcomes and achievement.

Problem of strategy: Many governments and agencies have focused their efforts on the easy to reach and they have neglected those excluded from a basic education, whether for social, economic or geographic reasons.

The education of girls remains a major challenge: despite the international attention that it has received, 60 per cent of all children without access to primary education are girls.

Poor economy as challenges: South Asia and sub-Saharan Africa, where progress has been most difficult to achieve, clearly present a much deeper challenge than world averages imply and will require particular attention if the goals of Education for All are to be reached in each and every country.

Inclusive concept is reflected: Education for All must encompass not only primary education, but also early childhood education, literacy and life-skills programs .Using both formal and non-formal approaches, it must take account of the needs of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic

minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs.

Lack of priority for education among governments: Ensuring that Education for All is provided with adequate, equitable and sustainable resources is the foremost challenge. Many governments do not give education sufficient priority in their national budgets.

2.8. Project Monitoring and Evaluation

Monitoring and evaluation of development interventions provides government officials, funders, and civil society with better means for learning from past experience. The basic aim of monitoring and evaluation is to assess whether the objectives of the original education project have been attained, and if so, why.

Monitoring an ongoing process that indicates whether desired results are occurring or not. Monitoring is a key in helping remedy situations before the damage becomes severe. Monitoring can be a relatively straight forward and inexpensive system that provides an early warning to project management about potential or actual problem.

Evaluation is aimed at making a judgment on the value of an output or of an activity or project. There are two basic distinctions in educational evaluation studies formative & summative. Formative evaluation is conducted during the operation of the program to provide program directors with evaluative information useful in improving the program. A mid-term evaluation is carried out while the implementation of a project is on-going. It aims to assess the feasibility, potential effects and impacts of the proposed project.

Evaluation is a management tool that helps to judge if work was going on in the right direction. It assists organizations to extract, from past and ongoing activities, relevant information that can subsequently be used as the basis for programmatic fine-tuning, reorientation and planning.

- It is carried out in order to determine the needs and potentials of the target group and its environment, and to assess the feasibility, potential effects and impacts of the proposed program/project.
- At a later stage the effects and impacts of the program/ project can be compared with this base line data.

- It is carried some time (in most cases 3-5 years) after the program/project activity has been terminated in order to determine its impact on the target group and the local area.
- On the other hand based on persons evaluating, scholars classified evaluation into two: internal and external.
- In most cases in local NGOs evaluation is conducted by the funding agencies.

2.9. Emergence of NGOs in Ethiopia

For example, Dessalegn et al. (2008) highlighted that until recently; Ethiopia's voluntary sector was small and functioned under tough and sometimes exhausting conditions. The Imperial and Derg governments despised non-state groups and citizen action. However, within the empire, civil society was sluggish to emerge and brutally restricted during the Derg (1974–91).

During Emperor Haile Selassie's last decade and a half, professional groups like the Chamber of Commerce and the National Bar Association grew, gained credibility, and autonomy. During Mengistu's long reign of terror, many organizations either became state tools or ceased to exist. National and international NGOs first appeared in Ethiopia about 1960, when neither the different self-help groups nor the government could meet the expanding population's demands. "Modernizing" his country's education system, the emperor saw that his government was failing to provide for people's advancement and development. They began small to suit a perceived need (Clark, 2000).

The government's relationship to NGOs has improved since the regime change in 1991. The current rule is regarded to have helped civic society. The present Ethiopian government designated NGOs as partners in the development process and issued a policy statement titled "National Policy on Disaster Prevention and Management (NPDPM)" in 1995. Since 1995, the Disaster Prevention and Preparedness Commission (DPPC) have been responsible for coordinating and supervising NGOs, while the Ministry of Justice handles registration.

2.9.1. Code of Conduct and Regulatory Framework for NGOs in Ethiopia

The adoption of the Code of Conduct for NGOs by diverse leaders in the sector is a clear indicator of a more sophisticated carriage by the NGO community in Ethiopia. The code is meant to represent the sector's ability to self-regulate, monitor, and evaluate (Jeffrey, 2018).

An overwhelming majority of Ethiopian NGOs vowed to maintain the code's principles in March 1999, making its adoption one of the sector's significant achievements since the start of the current era in 1991. (Debebe, 2012).

Ethiopia's CSO/NGO regulatory framework is changing. Regulations governing the establishment and functioning of „civil society organizations" were issued by the then Ministry of Interior in 1966. The Ethiopian Charities and Societies Proclamation No.621/2009 was promulgated on January 6, 2009. (Debebe, 2010). Ethiopian Charities or Societies are entities created under Ethiopian legislation, whose members are all Ethiopians, and whose money is generated by Ethiopians. These groups may not use more than 10% of their budgets on foreign funds. Ethiopian Resident Charities or Societies are similar institutions that get more than 10% of their funding from foreign sources or have Ethiopian residents as members. Foreign Charities, on the other hand, are organizations created under foreign laws, or whose membership comprises foreigners, or whose money come from foreign sources (Chasa, 2011). It also covers international charities and Ethiopian resident charities and societies that operate in only one regional state, as well as charities and societies that operate in the City Administration of Addis Ababa. This study identified and targeted educational project implementation status and difficulties in Addis Ababa as local NGOs.

2.9.2. Contribution of NGOs in Developmental Activities

A study conducted on CSOs/NGOs in Ethiopia pointed out that CSO/NGOs are widely distributed and can be found in all Regions of the country. For example, Oromia and Addis Ababa have more operational NGOs (229 and 217, respectively), the study also indicated that the large of NGO resources have gone into human development (health, education, child welfare)and agriculture and food security. More concretely, social development involves comprehensive human resources development; raising living standards and quality of life, improving health, education and human welfare, ensuring social justice and equality, and providing adequate social security for all segments of the population (ECA, 1985). Social development include- reduction or elimination of poverty, equitable distribution of income and wealth, employment creation, health and nutrition, education and training, housing and ancillary services, social security and welfare (Mohammed, 1991). Unfortunately, Africa lacks behind in terms of social development. Families and individuals in absolute poverty are found in Sub-Sahara African. The greatest

concentration is in the least developed countries of Africa (Aliyu, 2003). The participation of CSOs/NGOs in the overall development effort of the country has had a significant impact: on the lives of the poor and the disadvantaged, and the broad range of basic services made accessible to them; on the country's economy and the development programs; on the process of democracy building, access to justice and good governance; on public awareness and empowerment; on the capacity of government agencies especially at the Woreda and Kebele levels. (Dessalegn et.al, 2008) Elleni Tadesse (2007) indicated that in Ethiopia, after the 1990sthe role of NGOs has shifted from mainly relief activities to integrated development model. Followed this international trend donors and NGOs have started shifting their attention from relief to rehabilitation and later to community-based development programs. This shows that NGOs have started to the provision of employment and income generating activities which is part of development.

2.10. An Actions to Mitigate the Educational Project Implementation Problems

We shall consider first the principal factors that account for successful projects, and then those that lead to problems and difficulties during implementation. This twofold discussion is necessary because, as will be seen, the reasons for success are not always symmetrical with those for failure.

Few projects, especially in developing countries have been highly successful. This means that they have been completed on time, at or reasonably close to the original cost estimates, and with the expected benefits realized or even exceeded. Most projects are, however, experienced shortcomings in one or more of these respects, and sometimes in all of them. The following are some of the principal factors that could account for successful projects, and then those that lead to problems and difficulties during implementation.

- **Political Commitment:** - Strong and sustained commitment by all levels of the government body (national, regional, zonal, wereda, kebele education departments) to the project's objectives is the first and probably most important reason for success. According to Baum and Tolbert (1985), this is a complex matter, not always readily discernible, that applies not only to projects supported by international development agencies but also to those financed from the country's own resources. By political or government commitment, we mean the continuing interest and active support of these

agencies and individuals who are in a position to influence attainment of the project's objectives, whether through the allocation of human, financial, and other resources or through the workings of the administrative and political apparatus. It is strongly advisable that stakeholders' participation and consultation during project preparation would help to ensure commitments, i.e., incorporating the main influencing agencies and actors into the preparation and appraisal process would enhance the success in implementation.

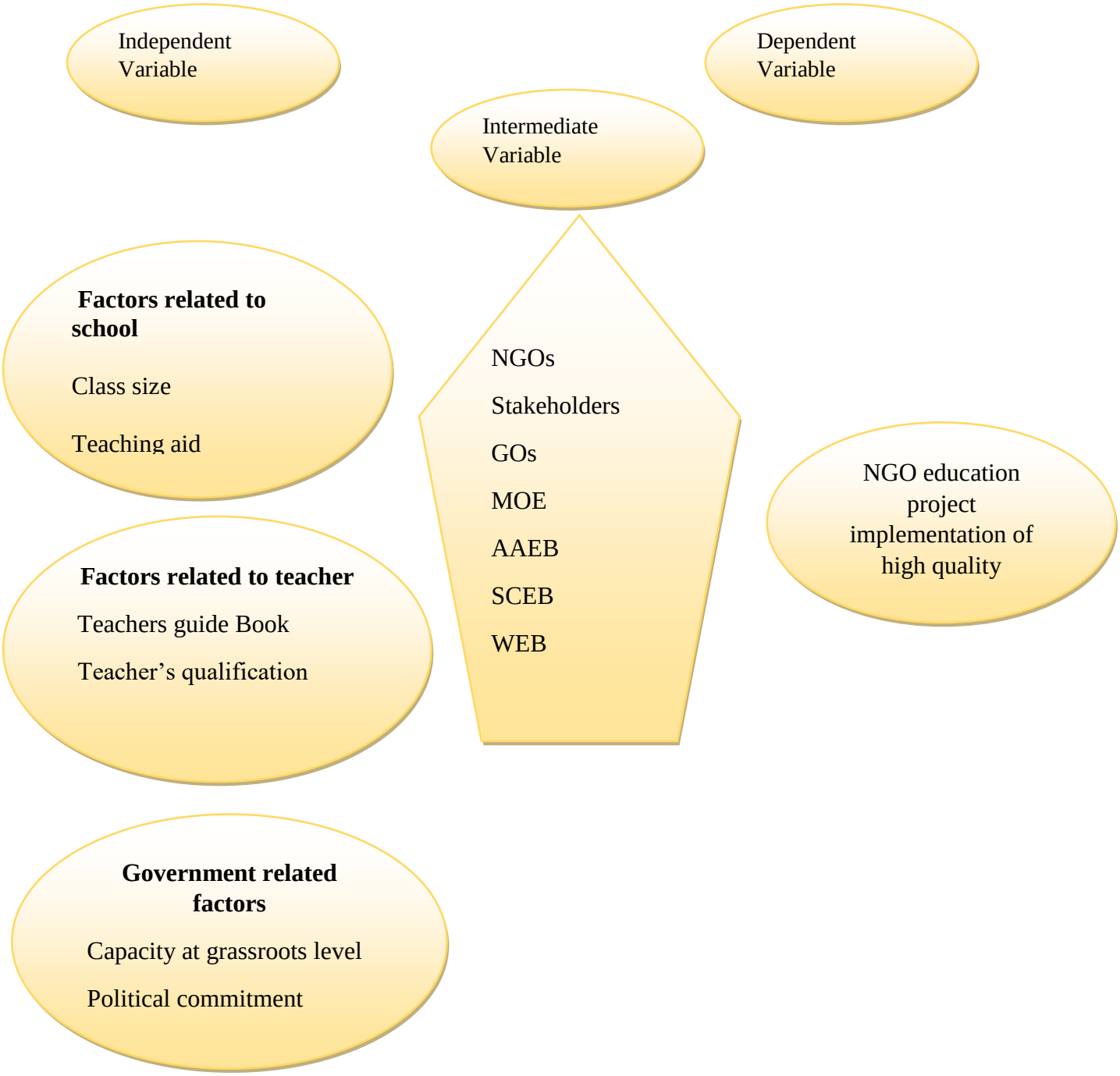
- **Simplicity of Design:** - Selection of proper project design is central to successful project implementation. "Projects with relatively simple and well-defined objectives based on proven and appropriate technologies or approaches, have a better chance of being implemented successful" (Baum and Tolbert 1985). Experience has shown that, the major success factors in some rural development programs and projects appear to have been the appropriateness of the technologies proposed for the specific local conditions, the complementarities of recommended inputs, and the strength of the support systems. A good example with this regard is the success achieved in the widely adaptation of agricultural extension program in our country.
- **Careful Preparation**: - In some areas, there is a wide tendency to start projects before they have been sufficiently prepared. Indeed, the extent of preparation that is feasible varies according to the type of project. Although the extent of preparation that is feasible or desirable varies according to the type of project, certain actions should always be undertaken during preparation; if they are ignored or short-circuited, the likelihood of implementation difficulties mounts (Baum and Tolbert 1985).
- **Good Management:** - The influence of the quality of management on project implementation performance is usually visible. Many projects in serious of difficulty during implementation have been turned around by the appointment of a competent manager. What are the qualities of good manager and management? Superior performance in managerial job is associated with performing satisfactorily „key areas" of the job and working in unfavorable environment. A „key area" can be defined as a major component of a managerial job as such importance that failure to perform satisfactorily will endanger the whole job. To strength the above concepts, Baum and Tolbert(1985:370) point to as "a problem for many developing countries is that they do not have enough qualified managers to run all the projects or activities under way, so that

attracting a manager to a particular project is at the expense of another one." Good managers are not likely to be attracted if the package of remuneration and incentives is inferior to what they can obtain elsewhere. Projects characterized by strong political commitment have attracted good managers. Good managers, in turn, attract good staff and are alert to the importance of doing so.

2.11. Conceptual Frame Work

To map out the actions required for the study a conceptual frame work will be used as a guideline to set the stage for the presentation of the particular research question that drives the investigation being reported based on the problem statement. By reviving some literatures, the researcher had adapted the conceptual frame work developed by Biniyam (2018) for his research in "The role of local NGOs in promoting primary education".

Figure: - The case of Addis Ababa City Administration in three selected sub-cities provides a conceptual framework for evaluating NGOs' contributions to primary education.



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CHAPTER THREE

3. RESEARCH DESIGN AND METHEODOLOGY

The purpose of this chapter is to provide an overview of the research methodology and design that that was used to carry out the study. The outline will include description of the study area, the research methodology, research design, the population, sources of data, sample and sampling techniques, data gathering instruments, procedures of data collection and data analysis techniques were treated.

3.1. Study Design

In this study a mixed quantitative and qualitative research design was used to assess and describe the Role of NGOs in assisting primary education by assessing implementation on schools and their impact on improving quality education. In this study, a mixed quantitative and qualitative research design was used to assess and describe the Role of NGOs in assisting primary education by assessing implementation on schools and their impact on improving quality education. Based on the assumption that it would help to gather a large variety of data related to the problem under consideration more specifically descriptive survey method was used. Koul (1988) expressed that the descriptive survey method is more appropriate to gather several kinds of data in such a broad-size study area than a case study and comparative study.

3.2. Sample and Sampling Techniques

This study focused only on the schools that are beneficiaries of education project by NGOs registered as civil society organization in Ethiopia based at Addis Ababa. There are more than 3000 CSOs at federal and around 1000 at region level were registered and contributing enormously in wide range of poverty reduction and development activities in Ethiopia CSO of which 187 are working in education sector Report 2014. Thus, firstly 30 schools were selected from the target population based on accessibility, willingness to participate, project type, i.e. those benefited from education projects and considering resource limitation.

Secondly a random sampling technique was used to select a total of 1school principals from each schools, 6 teachers from each target school, and 1 cluster supervisors, 1 education experts from 9 woreda and 1 education expert from Addis Ababa Education bureau participated as study unit for qualitative part. Because randomly selecting samples yields research data that can be generalized to a large population within margins of error that can be determined by statistical formula

Table 3.1 below summarizes the participant number by organization for both quantitative and qualitative part respectively.

Table 3:1 Table that shows study participants by schools

Name	Type of school	NGOs intervention sub-city
Alem Birhan	Government	AkakiKality
Akaki Mengist	Government	
Ethio Japan	Government	
Selam Fire	Government	
BiruhTesfa	Government	
EwketWegagen	Government	
HibretChibo	Government	
Beseka	Government	
GelanGurara	Government	
Koye	Government	
	Government	
AbiyotErmija	Government	Kirkos
Temenja Yazh	Government	
NesanetBirhan	Government	
TibebeGebeya	Government	
Meserete Ethiopia	Government	
Ewket Minch	Government	
ShimelisHabite	Government	
EdgetBehibre	Government	

YelbeFana	Government	
Beherawi	Government	
	Government	
Hana	Government	Nifas Silk Lafto
Hiber	Government	
Mekidela	Government	
Tesfa	Government	
Hawariyaw petros	Government	
AbiyotFana	Government	
Kotari	Government	
Addis Amba	Government	
Tehadiso	Government	
Abay	Government	

In Addis Ababa city government there are more than 345 cluster schools. For the purpose of this study, ten cluster schools were selected from three sub-cities using purposive sampling. 30 school principals, 180 teachers, 30 cluster supervisors, 9 education experts from wereda by using systematic random and 1 educational expert from Addis Ababa Education Office were selected using availability sampling.

For this study inclusion or selection criteria were developed to guide the selection of NGOs and the schools. Accordingly, first for selecting 3 NGOS, the following criteria were used:

- The selected organization must be NGO
- The organization should have been headquartered in Addis Ababa where the study is conducted.
- NGO implement education projects.
- Only NGOs working on the education project were included and Emergency programs or projects were excluded from the study.

Secondly, selections of 180 teachers i.e. 6 from each target school, 30 principals, and 1 from each target school, 30 cluster supervisors, and 9 education experts from each sub-city, and 1 education officer from Addis Ababa Education office were undertaken using the following inclusion criteria:

- Had exposure of managing education projects for the last two years
- As much as possible education experts from different education departments prioritized and involved
- The education experts should have at least three years of experience in managing the project

3.3. Source of Data

Data for this study were collected both from primary and secondary sources. The primary data were collected using questionnaires and interview. Interview was conducted for cluster supervisors, woreda education experts, and education expert from education bureau for qualitative part. Primary sources of data have been chosen because there is the need to obtain information at first hand from the respondents from school principals and teachers from the target schools. In addition project monitoring and evaluation documents and reports were reviewed as secondary source. Thus school principals, teachers, and cluster supervisors were contacted to administer the questioner and interview was conducted. Finally documents were reviewed in order to build the inquiry with more evidence base.

3.4. Data Collection Instruments

As part of methodology, the study collected and analyzed both quantitative and qualitative data. Quantitative data includes closed-ended responses such as found on questionnaires while qualitative data is open-ended without predetermined responses (Creswell, 2011). Questioner and interview were the instruments and document reviews were used for this study.

3.4.1. Questionnaires

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

3.4.2. Interview and Document Review

Interview guides incorporating semi-structured questions were prepared to obtain qualitative information from Cluster supervisors, woreda education experts and AAEB education officers. These respondents are responsible for the project implementation and supports NGOs to successfully execute their projects. Other data collection methods included project monitoring and evaluation documents and reports were reviewed after interview. This is supportive and supplementary rather than structured observations process.

3.5. Procedures of Data Collection

First relevant literature were reviewed in order to get information on what has to be made in relation to the problems followed by preparing data gathering tools that were pilot tested. For the purpose of this test, 36 respondents have been asked to complete the questionnaire to identify the problem with the questions clarity. Finally, the researcher got an approximate value of greater than 0.87 by taking different five points to assure the reliability of each value. Then the questionnaires were revised depending on suggestions and corrections were made based on the results of the pilot test. This was because once questionnaires were distributed there is no room to make corrections. At last, instruments were administered, and analysis of the data was made using different statistical tools.

3.6. Pilot Study

The draft questionnaires have been first administered to. For the purpose of this test, 36 respondents have been asked to complete the questionnaire to identify the problem with the questions clarity using availability sampling. Finally, the researcher got an approximate value of greater than 0.87 by taking different five points to assure the reliability of each value. After it had been filled by these respondents, each questionnaire was examined item by item to detect unclear ideas and statements. In addition, all necessary corrections were also made to the questionnaires based on the feedback from the research advisor and respondents. Finally, based on the feedback from the pilot test, some items were improved and the final copies of the questionnaires were distributed to the sample respondents.

3.7. Validity and Reliability

The most frequently preferred measurement for internal consistency is Cronbach alpha for three, four, or five-point Linkert scale items. For low to high internal consistency with a range of 0 to 1 alpha is easily interpreted. To achieve internal reliability, different authors accept different values of this test. 0.87 is the most commonly accepted value as it should be higher than or equal to reach internal reliability. The researcher got an approximate value of greater than 0.87 by taking different five points to assure the reliability of each value. Triangulation was used to adders the validity and reliability of the open-ended and close-ended questionnaires along with the semi-structured interviews. In addition, thematic analysis was also used for qualitative interviews obtained from targeted respondents to allow triangulation.

3.8. Method of Data Analysis

This study is designed to collects and analyzes both quantitative and qualitative data. This helps to provide a comprehensive analysis of the research problem. Thus the analysis method for both quantitative and qualitative data is presented discussed below in detail.

3.8.1. Quantitative Data Analysis

A descriptive statistics analysis was undertaken for the quantitative data on tools and techniques and project success measures using IBM SPSS Version 21 for analyzing the data. Descriptive Statistical analyses of the obtained data were performed characterizing the role of NGOs that implement education project success measures using percentage. The interpretations of percentage have been applied to determine the extent to which they contributed to quality of education provision by NGOs.

3.8.2. Qualitative Data Analysis

In this study the qualitative data that was extracted through transcription methods and mainly relies on meanings and words. Thus, it involves interpreting and translating the meaning and categorizing expressions into sub themes unified to the research objectives. Qualitative research is concerned with describing phenomena in words to gain an understanding of the issues being

researched. This type of research is concerned with subjective assessment of attitudes, opinions and behaviors and the data generated are not subjected to rigorous quantitative analysis.

3.9. Ethical Consideration

The researcher gave particular consideration to ethical principles developed by this and other scholars, particularly to ensuring and informing consent and developing confidentiality, maintaining anonymity and other related ethical issues.

To give due concern for respondents moral and ethical issue, the researcher receiving an official letter of cooperation from SMU, department of project management, the researcher appropriately communicated with all participating institutions and individual participants. Per procedure, consent was secured after explaining the purpose of the study and by emphasizing its significance. Finally, researcher assured participants freedom from any harm. Participants ensured that their participation was confidential and strictly for academic purposes.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

4.1. Background Information

In this study quantitative and qualitative research approach were used to assess and describe the role of NGO‘s that implements education projects in primary schools and their impact on students’ performance. Accordingly, quantitative and qualitative data was collected from 30 schools in Addis Ababa. In order to meet the objectives of this study, the research questions were structured in three parts:

The first part is related to on contribution of NGOs in creating access, the second part measures on the contribution of NGOs in improving quality of education and the third part on assess NGOs’ contribution in ensuring equity. Finally, the quantitative data was triangulated with the findings from the qualitative part of this study.

4.2. Background Characteristics of Respondents

A total of 250 education personnel were involved in this study. Accordingly, 52 % were male and 48 % were females as depicted in table. Table-4:1 describes age and experience of respondents; the average age was 41 years with the average work experience of 14 years. The maximum and minim age of the respondents were 51 and 25 years respectively.

This suggests that the proportion of females, particularly in the category of principals is very low. This might be due to the reason that females are not encouraged and given opportunity to get promoted to assume principal ship.

With regard to the respondents' age, majority of the teacher respondents (28.98%). and principals (38.8%) are between 26 and 35 years. This implies that both teachers and principals are in the working age.

Similarly, (8.4%) of the respondents are MA/MSC holders while majority of respondents (78%) are BA/BSC holders, and the rest (12.8 %) are diploma holders. The qualification level for majority of respondents seems to be in line with the requirement of the MoE.

Table 4.1. Results of Analysis of Respondents sex

Position	Sex		
		Frequency	Percent
Principal	Male	17	56.66 %
	Female	13	43.33%
	Total	30	100%
Teachers	Male	91	50.55%
	Female	89	49.44%
	Total	180	100%
Cluster Supervisors	Male	16	53.33%
	Female	14	46.66%
	Total	30	100%
Woreda Education Experts	Male	5	55.55%
	Female	4	44.44%
	Total	9	100%
AAE Education Expert	Male	1	100%
	Female	0	0%
	Total	1	100%

Source: Researcher own survey, 2021

Table4.2. Educational level of respondents

Position	Level of Education		
		Frequency	Percent
Principal	MSC/ MA Degree	8	26.6%
	BSC/ BA Degree	22	73.33%
	Diploma	0	0%
	Total	30	100%
Teachers	MSC/ MA Degree	4	2.22%
	BSC/ BA Degree	144	80%
	Diploma	32	17.77%
	Total	180	100%
Cluster Supervisors	MSC/ MA Degree	2	6.66%
	BSC/ BA Degree	28	93.33%
	Diploma	0	0%
	Total	30	100%
Woreda Education Experts	MSC/ MA Degree	6	66.66%
	BSC/ BA Degree	3	33.33%
	Diploma	0	0%
	Total	9	100%
AAE Education Expert	Level of education	Frequency	Percent
	MSC/ MA Degree	1	100%
	BSC/ BA Degree	0	0%
	Diploma	0	0%

Source: Researcher own survey, 2021

Table 4:3Age and Experience of respondents

Position	Age in year		
		Frequency	Percent
Principal	22 25	0	0%
	26 30	0	0%
	31 40	25	83. %33
	Above 41	5	16.66%
Teachers	22 25	11	6.11%
	26 30	68	37.77%
	31 40	42	2.33%
	Above 41	59	32.77%
Cluster Supervisors	22 25	0	0%
	26 30	12	40%
	31 40	10	33.3%3
	Above 41	8	26.66%
Woreda Education Experts	22 25	1	11.11%
	26 30	3	33.33%
	31 40	4	44.44%
	Above 41	1	11.11%
AAE Education Expert	22 25	0	0%
	26 30	0	0%
	31 40	0	0%
	Above 41	1	100%
Position			
		Frequency	Percent
Principal	5 years and below	0	0%
	6-10 years	12	40%
	11-20 years	4	13.3%3
	21 and above years	16	53.33%
Teachers	5 years and below	65	36.11%
	6-10 years	72	40%
	11-20 years	22	12.2%2
	21 and above years	21	1.66%
Cluster Supervisors	5 years and below	0	0%
	6-10 years	11	36. %66
	11-20 years	13	43.33%
	21 and above years	6	20%
Woreda Education	5 years and below	0	0%

Experts	6-10 years	7	77. %77
	11-20 years	2	22.22%
	21 and above years	0	0%
AAE Education Expert	5 years and below	0	0%
	6-10 years	0	0%
	11-20 years	0	0%
	21 and above years	1	100%

Source: Researcher own survey, 2021

In conducting the study, 240 questionnaires were distributed out of which 210 were returned and answered. Therefore, the response rate was 100%.and the interview was conducted with cluster supervisors, Woreda education experts and education expert from AAEB.

4.3. NGOs in creating access to educational materials

Table 4:4 Response on contribution of NGOs in creating access

SN	Research questions on Access		**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**	
1	Projects have provided appropriate educational materials to the school.	Frequency				51 ()21.24%	189 (78.75%)	
		Mean						4.31
		Std. Deviation						1.08
2	The participation of local non-governmental organizations (NGOs) has aided in the improvement of elementary education quality and the teaching learning process.	Frequency		19 (7.91%)		25 (10.41%)	196 (81.66%)	
		Mean						4.82
		Std. Deviation						.388
3	The project supplied resources to be used in the	Frequency		21 (8.75%)		189 (78.75%)	33 (13.75%)	

	classroom as teaching aids.	Mean				3.88
		Std. Deviation				.589
4	Early grade students benefited from the project because it provided them with age-appropriate extra reading materials.	Frequency				
		Mean				3.96
		Std. Deviation				.509
5	Reading corners have been built in the classrooms to assist students in improving their reading skills.	Frequency	43 (18%)	197 (82%)		
		Mean				1.17
		Std. Deviation				.409

Source: Researcher own survey, 2021

Table 4.4 displays responses to questions about the role of non-governmental organizations (NGOs) in facilitating access. As shown in item 1 of the preceding table, NGOs place a high value on providing adequate educational materials to promote students' achievement. According to the data, approximately 189 (78.75 percent) of respondents strongly agree with the provision of educational materials aimed at improving student academic performance, while the remaining 51 (21.24 percent) respondents agree that projects have provided appropriate educational materials to the school.

According to item 2 of the above table, respondents were asked to "explain how the participation of NGOs has aided in the improvement of elementary education quality and the teaching learning process." As a result, approximately 196 (81.66 percent) of respondents strongly agree that non-governmental organizations (NGOs) have aided in the improvement of education quality and the teaching learning process, while 25 (10.41 percent) agree that non-governmental organizations (NGOs) have aided in the improvement of elementary education quality and the teaching learning process, and the remaining 19 (7.91 percent) disagree.

In terms of description, the initiative provided resources to be used as teaching aids in the classroom. (Item 3), more than half (78.75%) said the project provided resources to be used in

the classroom as teaching aids, while 21 (8.75%) said the opposite and the remaining 33 (13.75) strongly agreed.

This suggests that the majority of non-governmental organizations (NGOs) supplying relevant education resources utilized in the classroom may be the best if they were provided with these materials and prioritized based on relevant criteria, and this contributes to the teaching and learning process.

As indicated in item 4 of the above table, the vast majority of respondents (82 percent) believed that students benefited from the project because it provided them with age-appropriate supplementary reading materials, while (18 percent) agreed that students benefited from the project because it provided them with age-appropriate supplementary reading materials.

In addition to the criteria listed above, respondents were asked if the project constructed reading corners in classrooms to let children conveniently access reading materials and practice reading on a regular basis to develop their reading skills. However, the majority of respondents (82%) strongly agreed with the provision of reading corners in schools to assist children in developing their reading skills, with the remaining (18%) responding disagree. From this, it is fair to conclude that all NGOs doing education projects in the target school failed to recognize the significance of the reading nook in providing students with the opportunity to practice reading on a daily basis.

4.4. Contribution of NGOs in improving quality of education

Table 4:5 Responses on contribution of NGOs in improving quality of education

Research Question on Quality		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Provision of important training or workshops to increase teachers' professional development	Frequency			2 (0.83%)	36 (14.99%)	204 (85%)	
	Mean						4.78
	Std. Deviation						.461
The state of quality education provision following the intervention of the project	Frequency		32 (13%)		127 (53%)	81 (34%)	
	Mean						3.96
	Std. Deviation						1.041
There has been	Frequency			37	57 (24%)	146	

progressing in the construction of a pedagogical resource center.			(15.41%)	(61%)	
	Mean				4.36
	Std. Deviation				.821
Provision of age-appropriate instruction and textbooks	Frequency		12 (5%)	228 (95%)	
	Mean				4.63
	Std. Deviation				.621
The project support for girls and slow learners through the establishment of tutorial programs	Frequency	22 (9%)		218 (91%)	
	Mean				4.8
	Std. Deviation				.401

Source: own Survey 2021.

Table 4.5 deals with the contribution of NGOs in improving quality of education. As depicted in item one of the above table, NGOs place a premium on providing various trainings and workshops aimed at advancing teachers' professional careers. The data indicates that about 204 (85.59 percent) of respondents strongly agree with the provision of various trainings or workshops aimed at professional development of teachers, while the remaining 36 (14.99%) respondents concur, while the remaining 2 (0.83%) respondent stayed neutral on the subject trainings/workshops aimed at advancing teachers' professional careers.

According to research karanos (2008), teacher knowledge has a significant impact on student accomplishment. Darling-Hammond states unequivocally that teachers who lack content understanding and/or teaching methodologies are unable to provide adequate learning opportunities for their students. In today's high-stakes educational environment, those pupils may subsequently be penalized, such as held behind or denied graduation, while the real issue is the system's failure to offer qualified teachers (Mc Robbie, 2000:3). Teachers' professional development and education have reentered the public debate as a means of improving teaching in the drive for improved student outcomes. Professional development, or teacher education, takes a variety of forms and occurs at a variety of periods during a teacher's career. Therefore, it is possible to conclude that the trainings provided by NGOs greatly helped teachers to continuously improve their professional development.

Concerning the improvement of the state of quality education as a result of the project's intervention, (87 percent) of the respondents replied that the state of quality education improved as a result of the project's intervention, while the remaining (13 percent) disagreed on the issue they were asked about.

This suggests that the majority of the project interventions aimed at increasing educational quality appear self-sufficient, i.e. they featured significant components of relatively excellent project activities that may simplify project implementation (Amdeberhan, 2004:2).

As shown in item 3 of the preceding table, (85%) of respondents claimed that there had been progress in the development of a pedagogical resource center, whereas (15%) said that the project had not progressed in the construction of a pedagogical resource center.

The data gathered through interviews with concerned experts (officials) from Addis Ababa city administration education bureau and woreda education office, as well as NGO's cluster supervisors, indicates that, with the exception of some technical limitations, the overall construction of a pedagogical resource center by the projects has shown progress.

As presented in item 4 of the above table, the education personnel were asked whether provision of age-appropriate instruction and text books. With the exception of (5%percent) respondents who chose "neutral," the vast majority (95 percent) of respondents stated that the project provided appropriate instruction and text books.

As shown in item 5 of the table, the respondents were asked whether the project support for girls and slow learners through the establishment of tutorial programs. Hence, more than three-fourth (91 %) of them chose agree i.e. they said that the project support for girls and slow learners through the establishment of tutorial programs, while 24 (9 %) of them reported the reverse.

4.5. NGOs contribution in ensuring equity

Table 4:6 Responses on NGOs contribution in ensuring equity

NO	Research questions on Equity		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
1	Female students are benefited equally from the project by participating in extracurricular activities.	Frequency				59 (25%)	181 (75%)	
		Mean						4.04
		Std. Deviation						.831
2	On a one-to-one basis, educational materials and books are made available to girls.	Frequency			5 (2%)	173 (72%)	62 (26%)	
		Mean						4.62
		Std. Deviation						.667
3	A prize is available for the best female students.	Frequency						
		Mean						4.72
		Std. Deviation						.450
4	Girls have received better support as a result of the establishment of girl's advisory committees and girls clubs.	Frequency		14 (6%)		183 (76%)	43 (18%)	
		Mean						4.58
		Std. Deviation				18 (8%)	222 (92%)	.637
5	Parents make in-kind or monetary contributions to the establishment of reading centers at the village level.	Frequency						
		Mean						1.26
		Std. Deviation						.518

Table 4.6 summarizes responses to questions about the role of NGOs in ensuring equity. As indicated in item 1 of the table, the majority (72 %) of respondents agree that the project provides educational materials and books to students on a one-to-one basis, while (26 %) strongly agree that the project provides educational materials and books to students on a one-to-one basis, while 2% remain neutral.

This suggests that the project has made instructional materials and books available to students on a one-to-one basis, which may have a favorable impact on students' academic attainment.

In terms of whether a prize is available for the best female students by the project (item 2), nearly three-fourths (73%) of respondents strongly agree that a prize is available for the best

female students by the project, one-fourth (22%) agree on the provision of a prize, and the remaining 6% disagree. This implies that the vast majority of non-governmental organizations (NGOs) award prizes to the best-performing female students in order to stimulate them.

Concerning whether or not girls have received better educational support as a result of the project's implementation (item 3), nearly two-thirds (76 percent) of respondents agree that girls have received better educational support as a result of the project's implementation, with (18 percent) saying strongly agree. The remaining six percent, on the other hand, expressed disagreement.

This means that the project pays close attention to the needs of female students, which allows them to attain higher levels of success in their academic endeavors.

As presented in item 4 of the above table, the project personnel were asked whether parents make in-kind or monetary contributions to the establishment of reading centers at the village level. With the exception of 18 (8 percent) respondents who chose "neutral," the vast majority (92 percent) of respondents stated that children's parents contribute in-kind or monetary donations to the establishment of reading centers at the village level.

According to item 5 of the same table, 181 (75 percent) of respondents strongly believe that female students benefit equally from the project by participating in extracurricular activities, while 59 (25 percent) disagree. This may lead one to believe that a considerable number of NGOs worked to ensure that girls benefited equally from the project by engaging in co-curricular activities.

4.6. Analysis of interviews with education experts from Addis Ababa's education bureau, cluster supervisors, and woreda education experts were analyzed.

The interview questions developed and completed with key informants aided in triangulating data received from teachers and school principals regarding the project intervention by non-governmental organizations. The questions are primarily targeted at representatives of education experts at education bureau, cluster supervisors as well as education office experts from woreda experts of education in order to accomplish the research objectives.

As such, the researcher attempted to present the responses of respondents regarding the role of NGOs in expanding access, improving quality, and ensuring equity the project intervention as follows:

- Any non-governmental organization's development assistance in any economic or social sector makes a difference if it is consistent with the government's development policy. In this regard, educational officials at the education bureau and education experts at woreda levels and cluster supervisors were asked whether the actions of selected NGOs are consistent with the country's education region's policy. As a result, they said that, as stated in the education and training policy, education, as a critical aspect in human development, is a high priority in the government's overall development effort. Primary schooling is prioritized. Concerning elementary education, the government seeks to expand access, improve quality, and promote gender equity in educational provision, while also ensuring that it is relevant to society's daily activities. The policy also emphasizes decentralized education management and community participation. Additionally, it recognizes the role of non-governmental and private organizations in providing education to the country's population.
- This section assesses non-governmental organizations' (NGOs) efforts to increase student involvement in general and female participation in particular. As a result, these projects' activities to improve educational quality include the construction of additional classrooms and the upgrading or maintenance of dilapidated buildings, the construction of a library, laboratory, pedagogical resource center, pit latrines, the organization of tutorial programs to reduce repetition rates, and the organization of academic competitions. Furthermore, the intervention encouraged teachers to go above and beyond in order to ensure the quality of education they provided.
- One of the goals of the selected NGOs that prioritized the issue and worked to see it through was to ensure the quality of education in the target schools. According to the interviewee's response, the project improved educational quality by constructing standard school buildings such as libraries and pedagogical resource centers, providing educational materials (textbooks, reference materials, furniture, and equipment), and conducting various awareness raising workshops for various stakeholders. This allowed

NGOs to go deeper into the community, gain trust, and ultimately ensure active community participation in their intervention.

- This section evaluates the stakeholders' contributions to the implementation of the non-governmental organization's education project. According to information gathered during interviews, stakeholders contributed to the project by providing labor during construction, delivering sand, soil, wood, and other locally accessible resources, and the like to the construction of reading parks and reading centers in the school compound. Additionally, stakeholders provided funds to purchase property for school buildings and compound development. Above all, stakeholders made significant contributions to improving student participation and lowering dropout rates through the established In this regard, community and government supervisors work tirelessly to enhance parents' understanding of the importance of supporting their children.
- In terms of stakeholder participation, interviews were conducted with members of concerned education experts at the education bureau, and education office experts from woreda. The majority of respondents agreed that stakeholder involvement was high in project identification, planning (design), implementation, monitoring, and evaluation. The remaining few respondents, on the other hand, disagree with the preceding statement and report on the intervention's low level of participation, particularly during the monitoring and assessment phases. Thus, it possible to accept and suggest stakeholder's participation was high taking in to consideration the response of the majority.
- Experience has taught us that the support of any NGO for any development project is only temporary. It gradually fades away as it approaches its goal. When initial funding is withdrawn or reduced, externally motivated ventures typically fail to sustain themselves. To address this issue, non-governmental organizations (NGOs) should devise measures to ensure that the project's activities continue even if the sponsoring (intervening) agency withdraws its grant/support. In this regard, representatives of woreda education experts and cluster supervisors were questioned about the strategies they devised in collaboration with various stakeholders to ensure the project's sustainability after it was phased out. According to their response, orientations have been provided at schools since the project's inception, and stakeholders were informed that the project would not be with them for long, and that it would be up to the community and concerned government bodies to

ensure the projects' sustainability once the project was phased out. As a result, the relevant government bodies, in collaboration with other stakeholders, devised strategies to sustain the project after it was phased out.

- The Woreda education head, cluster supervisors, and education experts from the education bureau were interviewed to express their views on whether NGOs had a significant impact on students' reading and writing skills at the school level. According to Woreda Education experts and cluster supervisors, NGOs have made a significant difference in literacy by providing literacy training to teachers, organizing tutorials for girls and boys by providing reference books and other teaching aids, and awarding best performing students in reading and writing, as well as playing a role in motivating students.
- Teachers and school administrators confirmed that non-governmental organizations (NGOs) have played a variety of roles in improving literacy. As they responded, NGOs such as Pro Pride made significant contributions to education in general and literacy in particular through their educational materials support for improving students' reading and writing skills. NGOs in the target schools are working to build libraries in schools and communities, as well as to provide supplemental reading materials in local languages to schools. The respondents also stated that the current improvement in students' reading and writing skills is due to the support of non-governmental organizations (NGOs).
- The interview questions were presented to Woreda education experts, cluster supervisors, and education experts from the education bureau in order to explain the contributions of NGOs in motivating school community, teachers, school administration, and cluster supervisors. As a result, they responded that providing educational materials to schools and training for teachers and school directors on teaching learning skills motivated students and teachers. Furthermore, teacher trainings motivated teachers to teach professionally, and rewarding best performing students and supporting girl students by NGOs was a good practice that motivated students to strive for better academic results. As cluster supervisors and education experts responded, vision for sustainable development supported primary school girls clubs by providing counseling services on health and other issues at any time, motivating girls to attend school on a regular basis.

- Education experts from the education bureau, cluster supervisors, and woreda education office experts were questioned about challenges encountered during project implementation. According to their response, the project implementation encountered difficulties in implementing its operations and achieving its planned goals due to a lack of ability to run schools successfully at lower government levels and at the grass-roots level. Because the NGOs' goal was to provide a high-quality education to the target schools, assigning the right focal person to the right position should be mandatory in this regard. Respondents also discovered a high turnover of educational professionals, head teachers, and the frequent departure of authorities from district to school levels from their positions after receiving the necessary training.
- It was discovered from the review of reports of monitoring and evaluation documents that the majority of NGOs did not carry out the project activities in accordance with the timeline and within the money allotted for the project.
- From review of project report (monthly, quarterly and annually) some of the NGOs didn’t engage stakeholders in project identification and monitoring and evaluation stages.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

The aim of this study was to assess the contribution of NGOs in assisting primary education: The Case of Addis Ababa three sub-cities in Addis Ababa city administration. The approach that used in this research was a qualitative research approach which makes the descriptive method more reliable. To this end, questionnaire, interview and document review methods of data collections were employed.

Accordingly the basic questions were assessing the contribution of NGOs in assisting primary education: the case of Addis Ababa three sub-cities in Addis Ababa City administration, Asses the major contribution of the NGOs in terms of increasing access, improving quality and ensuring gender equity of primary education in the city, Assess the level of participation of the government, parents, and local community in project identification, design, planning, implementation, and monitoring and evaluation of non-governmental organization education projects, Investigate the strategy of the NGOs designed to make the education projects sustainable and find out main challenges and opportunities encountered during the proper implementation of the local NGOs education projects in the study area.

5.2. CONCLUSION

Based on the above major findings of the study, the following conclusions were drawn: The active participation of students in general and that of girls in particular in those project target schools was not promising before the intervention of the project indicating that many school age children lacked equitable access to supplementary reading books in the schools. In addition to this, the standard and availability of quality contributors were high which helped the quality of education provided in the schools.

Those NGOs working in the selected target sub-cities has made difference in literacy and brought significant change on the primary education to attain quality education. The teaching materials provided by NGOs, the additional pedagogical centers constructed, trainings provided

for teachers, students, school principals, made difference on the teaching and learning of literacy and in the primary schools. These show areas that need interventions to improve literacy and numeracy at primary schools.

Hence, this indicates that due to the support of NGOs conducive teaching and learning environment were created in the targeted primary schools due to the neat school classrooms; facilities chairs tables, reference books, latrine constructed for boys and girls, school uniform support for students and educational material support, counseling on health for female students, on job trainings for teachers and school managers.

The data obtained from the report (monthly, quarterly and annually) revealed that NGOs made significant contributions to the improvement of quality education, the creation of access to educational materials, and the promotion of equity in education. However, it was discovered from these documents that the majority of NGOs did not carry out the project activities in accordance with the timeline and within the money allotted for the project.

However, there are problems in relation to construction of additional classrooms and pedagogical centers in some of those sampled areas. Unless the intervention is made in this regards, their quality of education provision in the schools might be deteriorated.

The awareness raising workshops the project conducted before the identification and prioritization of the project enabled the school management committee to develop independence and self-confidence in planning and implementing their project activities. Effective planning enabled the schools to utilize the available resources efficiently, and there is no unwise utilization and embezzlement of schools' resources. However, there are gaps in some NGOs in mobilizing and involving their stakeholders in monitoring and evaluation of their projects. Ultimately, this will decrease the sense of ownership creation from the community side and decline involvement of stakeholders in relation to school affairs.

Raising the awareness, providing sustainability training and preparing exit strategy document by concerned stakeholders in order to make the project's activities sustainable are encouraging. This is because different strategies were designed to make the project sustainable after the NGOs support phased out. Most of the program components will sustain as it is. However, some activities like provision of vocational skills need to be strengthened further before the project phased out since the government cannot take them as part of the school.

Even though there are certain limitations during project implementation education projects by NGOs, it is possible to conclude that NGOs have played a substantial role in increasing the quality of education in the target project schools.

5.3. RECOMMENDATIONS

Based on the findings of the study the following recommendations were forwarded:

1. The local NGO projects have succeeded in achieving its strategic objectives and supplementing the effort of the government in supporting primary education. The initiative of the project to work with local government and community and strengthening community government partnership (including empowering them to implement and manage the project's activities) can be considered as significant input. Therefore, other NGOs and concerned government bodies should adapt the practice for similar interventions in the process of expanding educational opportunities for needy students.
2. Concerned government bodies from the education sector in collaboration with CSO should follow up the project implementation practice. This is because it was discovered from monitoring and evaluation and regular project report that show the majority of NGOs did not carry out the project activities in accordance with the timeline and within the money allotted for the project. As a result, it is possible to conclude that NGOs have played a substantial role in increasing the quality of education in the target project schools.
3. Participatory Monitoring and Evaluation (PME) offers development organizations a host of opportunities for improving the performance of their programs and building the management capacity of local partners and stakeholders. While many local NGOs can evaluate their programs using outside "expert" approaches, few have the know-how and skills to employ PME approaches and fewer still are able to design and implement effective PME systems. In this regard, NGOs should facilitate the ground to participate their stakeholders starting from project identification till monitoring and evaluation. According to the research finding, some of the NGOs did not engage stakeholders in project identification and monitoring and evaluation stages. Therefore, they should give

the floor for all stakeholders so as to participate in all levels of project cycle and ensure the sustainability of their efforts.

4. In regards to strategies designed before the project commencement in order to sustain the efforts made by local NGOs, most of them will not sustain after the project phases out. Therefore, school management committee and woreda education offices should work together to sustain the started good efforts of NGOs.
5. NGOs has made their own efforts and increased the number of girls' participation in the school. Therefore, the woreda education office and the community together should work so as to ensure better participation of girls in the school by motivating them to achieve better result in their academic endeavor than before.

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Appendix I

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTERS OF PROJECT MANAGEMENT PROGRAM

Questionnaires to be filled by Principals and Teachers

Dear Sir/Madam

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

N.B

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

Part I Personal information

1. Sex ☐ Male ☐ Female
2. Age ☐ Below 25 years ☐ 26- 35 years
   ☐ 36- 45 years ☐ 46- 55 years
   ☐above 56 years
3. Educational back ground …….
4. Field of specialization……
5. Years of service ☐ less than 5 years ☐ 6- 10 years
   ☐ 11- 15 years ☐ 16- 20 years
   ☐above 20 years
6. Your position…….
7. Your organization……..

Part II Information Related to Quality

SN	Research questions on Access	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Projects have provided appropriate educational materials to the school.					
2	The participation of non-governmental organizations (NGOs) has aided in the improvement of education quality and the teaching learning process.					
3	The project supplied resources to be used in the classroom as teaching aids.					
4	Students benefited from the project because it provided them with age-appropriate extra reading materials.					
5	The project built reading corners in the classrooms to assist students in improving their reading skills					

Part III Information Related to Equity

SN	Research Question on Quality	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Provision of important training or workshops to increase teachers' professional development					
2	The state of quality education improvement shown following the intervention of the project					
3	There has been progress in the construction of a pedagogical resource center.					
4	Provision of age-appropriate instruction and text books					
5	The project support for girls and slow learners through the establishment of tutorial programs					

Part IV Information Related to Access

SN	Research questions on Equity	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	On a one-to-one basis, educational materials and books are made available to students by the project					
2	A prize is available for best performing female students by the project					
3	Girls have received better educational support as a result of the implementation of the project.					
4	Parents make in-kind or monetary contributions to the establishment of reading centers at the village level.					
5	Female students are benefited equally from the project by participating in extracurricular activities.					

Appendix II

An Interview guiding questions Date_____

Name of interview_____

Position / teacher, school management /cluster supervisor/ Education head Interview questions

The purpose of this interview is to gather data on the role of NGOs in primary education in reading, writing and numeracy at schools. This interview questions were prepared for education office heads and supervisors, school managements and school teachers

1. Do you believe NGOs are in consistent with the country's education region's policy?
2. Does the help of non-governmental organizations (NGOs) to boost student involvement in general, and female participation in particular?
3. What roles NGOs play in the realization of improved educational quality by constructing standard school buildings?
4. What are the stakeholders' contributions to the implementation of the local non-governmental organization's education project?
5. How is stakeholders' involvement in project identification, planning (design), implementation, monitoring, and assessment?
6. What are the strategies you develop in partnership with various stakeholders to ensure the project's sustainability after the project's completion?
7. If NGOs have significantly contributed for the primary education in terms of reading and writing?
8. What are the contributions of NGOs in motivating school community teachers, school administrations in your school?
9. What are the difficulties encountered during project implementation?
10. What are the specific contributions of NGOs contributions of NGOs in mobilization of school community to promote quality education in your school?

APENDIX III

The following are document included in Review of document

1. Reports
- Monthly
- Quarterly
- Annual
2. Monitoring and evaluation report