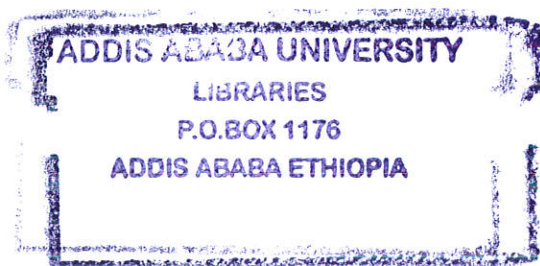


**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**CHALLENGES IN THE IMPLEMENTATIONS OF UN AGENCIES
EDUCATIONAL PROJECTS SUPPORTING PRIMARY EDUCATION IN
TIGRAY REGIONAL STATE**

**BY
GHEBREYESUS GHEBREMICHEAL GARED**

**JUNE, 2010
ADDIS ABABA**



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TIGRAY REGIONAL STATE**

**ATHESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE MASTER OF ARTS IN POLICY
AND PLANNING OF EDUCATION**

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ACKNOWLEDGMENTS

Of all, I express my deepest gratitude and thank to my Thesis Advisor, Ato H/selassie W/gerima whose guidance, technical advice and encouragement were invaluable through out my work.

I would also like to express my appreciation to Italian cooperation and Tigray regional Education Bureau for their financial assistance and support to the study.

Sincere thanks also go to the officials and experts of Tigray regional Education Bureau, Finance and Economic Development Bureau, Woreda Educational Offices, Woreda Finance and Economic Development Offices and UN agencies regional branch officials for their brotherly cooperation in filling the questioners.

MY special thanks also goes to Ato Asmelash Amare and Ato Knfe Abraha(Ass.prof) for their advice, assistance and encouragement during my research work..

My deepest gratitude also goes to my mother Mulu Kidanemariam, My brather Dawit G/miceal, , G/medihin, Shushay , Diaqon Kbrom G/micheal and My sister Shashu ,Brikti , senait ,Hana . for encouragement and their moral support.

More over I would like to tank W/rt Mhret Tesfay for the secretarial services she provided me, and for ward processing of the manuscript with in a short period of time.

TABLE OF CONTENT

Title	Page
CHAPTER ONE.....	1
1. Introduction.....	1
1.1 Background of the study	1
1.2 Statement of the problem.....	3
1.3 Objective of the study	5
1.4 significance of the study	5
1.5 Delimitation of the Study/Scope of the Study/	5
1.6 Limitation of the study.....	6
1.7 Definitions of Terms.....	6
1.8 Organization of the Study.....	7
Chapter Two	8
2. Review of the Related Literature	8
2.1 Over View of situation of primary Education in Tigray.....	8
2.2 External Assistance for Education projects	10
2.3 Trends the Role of UN Agent projects to Ethiopian Education System.....	15
2.3.1. The United Nations Development programme (UNDP)	16
2.3.2 The United Nations Children’s Emergency fund project (UNICEF)	17
2.3.3 The world food programme project (WFP)	18
2.3 Definition of project	20
2.4 The project cycle.....	22
2.4.1 Project identification.....	22
2.4.2 Project preparation.....	23
2.4.3 Project Appraisal	24
2.4.4 Project Negotiation	25
2.4.5 Project implementation.....	25
2.4.6 Project Evaluation.....	27
2.5 Project planning	27
2.6 Project Management	28

2.7 Project organization and Coordination	28
2.7.1 Project organization.....	28
2.7.2 Project Coordination.....	29
2.8 Project Control,Monitoring and Evaluation	29
2.8.1 Project control.....	29
2.8.2 Monitoring and Evaluation.....	30
2.9 Successes in Project Implementation.....	30
Chapter Three	31
3.1 Research Design and Methodology	31
3.1.1 Methodology	31
3.1.2 Source of data	31
3.2 Instrument	31
3.3 Sample population and sampling technique	32
3.4 Data analysis	33
Chapter Four	34
4. Presentation and analysis of data.....	34
4.1 Characteristics of the respondents	34
4.2 Analysis and Interpretation of the data.....	39
CHAPTER FIVE	58
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	58
5.1 SUMMARY.....	58
5.2 CONCLUSIONS	60
5.3 Recommendations.....	61

References

Appendices (A-D)

List of Tables

Table 1A: Characteristics of Respondents.....	35
Table 1B: Characteristics of Respondents.....	38
Table 2: Types of projects run in the woreda/Region.....	39
Table 3: Bodies Responsible for planning, purpose meeting on issues related to project..	40
Table4: Participation of Beneficiaries in planning and level of Participation.....	43
Table 5: Availability and Utilization of project finance.....	44
Table 6: Beneficiaries participation in implementation	45
Table 7: Performance and capacity of Employees	47
Table 8: Educational project have been completed with predetermine time.....	48
Table 9: Monitoring and Evaluation of projects.....	48
Table 10: reason for low performance capacity of employees	50
Table 11: Measures taken on Projects.....	51
Table12 ; Rank order of implementation problems of educational projects	56

List of Appendices

Appendix 1: Questionnaire for REB and BOFED officials and Expertise.

Appendix 2: Questionnaire for WEOs and WFEDOs officials and Expertise.

Appendix 3: Questionnaire for UN Agencies officials and Expertise.

Appendix 4: Questionnaire to be interview for REB, BOFED, UN Agencies and woreda heads.

Abbreviations

BOFED	Bureau of finance Economical Development
CSD	Child Survival and Development
GE	Gross Enrolment
GER	Gross Enrolment Rate
EFA	Education for All
MOE	Ministry of Education
ME	Monitoring and Evaluation
MOFED	Ministry of Finance and Economic Development
NGOs	Non Governmental Organizations
PERT	Programme Evaluation and Review Technique
PM	Project Management
REB	Regional Educational Bureau
TREB	Tigray Regional Educational Bureau
TBOFED	Tigray Bureau of Finance and Economic Development
WEO	Woreda Educational offices
WFEDO	Woreda Finance Economic Development Offices
WFP	World food programme
UNDP	United Nation Development Programme
UNICEF	United Nation's International Children's' Fund
UNESCO	United Nation's Educational Scientific and cultural Organization.
UNRRA	United Nations Relief and Rehabilitation Administration.
USAID	United States Agency for International Development
WB	World Bank.
WOFED	Woreda Office of Finance & Economic Development
WEO	Woreda Education Office.
UN	Uinated Nation

Abstract

This study set out to assess the performance of educational projects run by the Tigray Region state Education Bureau and investigate problems of implementation. In order to achieve this purpose, basic questioners were raised that were intended to address the level of achievements of UN educational projects, the bodies that are in planning, in implementation them, monitoring and evolution of projects. And problems that constraints smooth implementation of projects and their success. Six administration zones and one special administration zones in the region , namely Waster, North waster, Central, East, south eastern, south and mekell zones. Six woredas select from twenty four woreda UN agencies educational project beneficiaries were randomly selected for the study. The selected woreda were Degua Tembiyen, Kelteawlaelo, Hawzyen , Werieleke, Hintalo Wajrat and saharti samre. Thus, the Regional Educational bureau, Regional Finance and Economic bureau, Woreda Educational Office, Woreda Finance and Economical Development Office and UN agencies (UNICEF, UNDP and WFP) were samples of the study. Officials and experts in the Education and Finance offices gave responses. Descriptive survey method was employed and to conduct the research questionnaire , and interviews were employed to gather data. Simple random.. Available and purposive sampling techniques were used in selecting the respondents of the study. The study found out those educational projects are planned, prepared by the REB. And to a large extent monitored and evaluated the projects by REB and WEOs. WEOs are not participated decision making on all projects. Inadequacy of monitoring and evaluation contributed to low performance of projects. Beneficiary involvement in the design and implementation of educational UN projects was low. Delay in the disbursement of budget on the part of UN agencies and Weak implementing capacity is a serious problem that affected the performance of educational projects. Strengthening employee capacity at all levels is a key factor for the efficiency of the project management and the educational system at large. Strengthening of monitoring and evaluation system projects one time activities are bound in a scheduled time. There has to be programmed monitoring and evaluation. The budget delay is a serious problem that affects all other activities of educational projects. the fund recipients, MOFED, BOFED and REB, should pay attention to this issue and negotiate with the financers and devise a mechanism for timely release of fund.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Project are development tools that play an important role to successful development Cusworth and Franks (1999: 2) state that, “the need to link appropriate policies to appropriate project is an increasingly important element of the development processes”. Development assumes varied meaning in the context it is used and multidimensional process. However it implies highly valued and positive change in a specific direction. It is bound up with education and planning. The link between education and development is clearly shown by Forojalla (1993: 1) by stating that “no sound development can occur in the absence of a proper planning implementation system and an equally sound education system.”

Fundamental reasons for incorporating education in national developments are its role in production and in human resources development and the proportion of national resources devoted to it. Because of this, expanding access to education is in the fore front of nation’s policies. However developing nations face problems of financing education due to scarcity of resources. Thus, they seek support from external sources.

UN agent project funded from UN through bilateral agreement. Experience shows that many projects face implementation difficulties or failure. Martine (1976; 15) writes;

“Substantial numbers of projects fail or run into serious trouble because the basic organizational structure was not thought out nor was least communicated to all concerned. Or the project team is authorized to proceed, stimulated by the alluring prospect of the end results, without being given sufficient fund to do the job right”.

Developing countries are facing serious resource scarcity, hence Ethiopian as a developing country in general and especially in Tigray regional education bureau and Woreda educational office in particular share the problem that is they have budget scarcity and short comings in

resource utilizing efficiently this necessitates the need for foreign assistance. Unwise use of borrowed money or aid will add to the country's poverty. Therefore, special care must be taken in managing projects funded by both government treasury and foreign assistance.

Projects are useful for policy implementation.(Magnen 1991: 12) states;

“Projects are one of the best ways for decision-makers to gain control of implementation of policies, because their objectives, budgets and implementation period are clearly defined. For this reason, ministries of education as well as sources of external assistance are resorting to projects more and more frequently”.

Thus, it would be advantageous if prospective assistance participate in preparation of projects because it gives an opportunity to meet standards and requirements of assistance (Baum and Tolbert.1985: 352).

While meeting assistance interests, projects should give room to some uncertainties that may appear during implementation. In this regard baum and Tolbert suggest, “when important uncertainties exist, sufficient flexibility should be built into the project design so that elements can be reappraised and arrangements and procedures modified” (1985: 352). The authors also advise to start with small scale pilot project when changes to be made assume a large scale. This would help to test its feasibility and monitor its implementation closely.

Implementation is a test of work done in previous stages of a project cycle. In reality things do not go as intended. As a result the implementation phase takes a life span longer than it is planned. Recently, failures in the past have given lessons to plan project explicitly. Baum and Tolbert (1985: 358-366) emphasize on the planning and organizational issues for effective project implementation. The issues include; selecting an implementation unit, technical design and techniques for managing implementation. Strong and sustained political commitment, simplicity of design, careful preparation and good management are principal factors for success of project.

In relation to the above statement, Chandra (2002: 620) suggests the following points for successful completion of projects. Adequate formulation, Sound project organization, proper

implementation planning, advance action, timely availability of funds, judicious equipment tendering and procurement, better contract management and effective monitoring.

The aforementioned points demand experienced and able project managers that have a legitimate delegated authority to organize and manage their work and discharge their responsibility. For successful implementation of UN agent projects, there has to be a continuous process of monitoring and evaluation and an assessment of impacts that the project will bring about on the beneficiaries. Direct and indirect inclusion of beneficiaries in the design and implementation of project will generate sustained support and commitment

(Vedeld, 2001: 7). The Ethiopian Education sector development programme (ESDP) in its III, term action plan launched many programs and projects to realize the over all national goals of the education sector and the targets set for the period. The programme encompasses all the education levels and modes of delivery such as distance and non-formal education. It also calls for participation of the public, private institutions and NGOs (ESDP III, 2005: 67-68).

The Tigray regional state on its part runs UN educational projects that help to achieve educational goals of the region. The project includes construction of school toilets, procurement of materials and furniture, training of teachers and feeding students and other personnel. This study therefore attempts to assess the financial flow (process) and implementation, planning, monitoring, and evaluation of educational UN projects in the region and challenges in the implementation of UN projects that hinder their success.

1.2 Statement of the Problem

Developing countries, including our country Ethiopia, operate under scarce resources. acquiring and mobilizing resources is essential to achieve the intended goal through planned activities. The success or failure of UN agent project plan and implementation depends to a greater extent on the efficient utilization of resources and sound planning (management). More over, the resent study conduct by Tigray Bureau of finance and economic development revealed that the implementation level of donor financed educational projects in general and that of UN education projects in particular was found poor. This poor implementation which leads to poor utilization of allotted budgets for education. It is mainly attributed to project managerial problems with in

different level from Bureau to woreda level (Tigray, BOFED, 2006). Similarly, the recent mid-term review made on UN Supported education project assisted by UNICEF, WFP, UNDP also indicated that the implementation have been slowed down greatly due to lack of capacity at regional and particularly at woreda level (UNICEF, 2008). Failure to utilize the available fund efficiently and the inability to complete projects on the planned period and bottlenecks in providing and timely and accurate financial information flows on the project and program. These problems resulted in delay in taking appropriate remedial actions and in speeding up the implementation process. The researcher was also working in the finance area and there were problems on the education projects funded by UN agencies. This and the above indicators intended me to undertake the research.

Hence this study try to find out the major problems of implementation of educational UN agent funded projects in Tigray regional state. In doing so the study was focus on the planning, management, monitoring, evaluation and earmarked budget of educational projects. It was also try to examine the overall coordination and communication of different bodies in running educational projects. It also examines the managerial capacity of the different implementing bodies (BOFED, REB, WFEDO and WEO) to utilize the UN agent resources properly.

There fore, the studies try to answer the following basic questions.

1. How the educational project are organized and managed?
2. What is the level of achievement in implementing educational UN agent projects in the region?
3. How efficient the stakeholders playing their role in implementing educational UN agencies projects?
4. To what extent is the earmarked budget utilized in implementing UN agencies projects?
5. How are beneficiaries involved in the implementation of Educational UN agencies Project?
6. How efficient is the monitoring and evaluation system in educational UN agencies projects?
7. What are the basic problems of implementing educational UN agencies project?

1.3 Objective of the Study

The research has the following general and specific objectives: these are

General objective

To assess the implementation problem of UN agent funded educational project in Tigray regional state.

Specific objective

1. To assess the financial flow of UN fund at regional level?
2. To examine how the project is implemented at woreda level.
3. To see how the stakeholders are communicating in implementing the project?
4. To identify the bottleneck of UN supported educational project implementation.
5. To suggest possible solution that could help in improving efficiency in project implementation.

1.4 Significance of the Study

Successful implementation of educational UN projects is essential for fulfillment of educational objectives. Therefore, studying the educational projects designed, implemented, monitored and evaluated in the region will have importance in the following respect;

- It reveals the status of UN educational projects on their contribution in implementing educational plans in the region.
- It may bring the issue to the attention of implementer's, decision makers and planners in the region and may help them to take measures to correct the inadequacies.
- It will provide recommendations that would help in minimizing the challenges in the implementation of UN supported educational projects.
- The study would be used as a source of further investigation and motivate other researchers interest to conduct further study in the area.

1.5 Delimitation of the Study/Scope of the Study/

Even though studies in UN agent project implementation could be carried out at various levels of the educational system and can be analyzed from different angles the emphasis of this study is

delimited only to assessing the major problem Tigray regional state starting from Bureau to woreda level in implementation of UN project and the financial management of UN fund. The study is mainly concerned with challenges faced during the implementation and that constraint the efficiency of educational project in the region. The research treats all aspects of managerial activity(planning, implementing, monitoring and Evaluation).that were be required for the data collection process from the UN project beneficiaries 24 woredas the study was cover only 6 (25%) woredas educational offices and woreda finance offices, regional education bureau, finance and economic development bureau, regional UN agent branch (WFP,UNICEF and UNDP). The study were included the project ranges from 2004 to 2009 only.

1.6 Limitation of the Study

This study was carried out under various constraints. It was difficult to get documents from most offices special from UN agencies regional branch. Furthermore, the WEO and WFEDO expertise and officials were busy in a series of meeting that access to them was really a challenge. The research fund allocated to the study was inadequate to cover reasonably large areas.

1.7 Definitions of Terms

Finance: is money input that is used to achieving organizational goals.

Evaluation: is a systematic assessment of operation and/or the outcomes of a project/a program or policy compared to a set of explicit or implicit standards as a means of contributing to the improvement of the project /program or policy (Weises, 1984; 4).

Project: is a set of investment and of other planned activities aimed at achieving specific Objectives with in a pre-determined time-frame and budget (Maganen, 1991: 196).

Project management; is the use of resources to accomplish project objectives. It involves application of knowledge, competencies and skills in defining, planning, scheduling and controlling a project and bringing it to successful completion. As management in general it also involves leading, communicating, and motivating (World Bank Institute, 2000; 58).

Project Implementation: This is the stage at which the project facilities are established and the majority of the funds are disbursed (MOFED, 2002; 57).

Monitoring: is a continuous assessment of project implementation in relation to agreed schedules, and of the use of inputs, infrastructure and services by project beneficiaries (The World Bank Group, 2005; 5)

Resources; in educational context, are the vital inputs in terms of material or any abstract quality needed to effectively conduct instructional activities at all levels of Educational system (Mbamaba ,1992; 152).

1.8 Organization of the Study

The study is organized in five chapters. Chapter one sets the introduction to the study; Background of the Study, Statement of the problem, Significance of the Study, Delimitation of the Study, limitation of the Study, Limitation of the Study and Organization of the Study. Chapter two Provides Review of related literature. Chapter three treats Methodology of the Study. Chapter four treats Presentation and Analysis of Data. Finally Chapter five presents the Summary, conclusion and recommendations of the study.

CHAPTER TWO

2. Review of the Related Literature

2.1 Over View of situation of primary Education in Tigray

Tigray is located in the northern part of the federal democratic republic of Ethiopia. The capital city of Tigray is Mekelle, which is about 780 kilometers away from Addis Ababa; the capital of Ethiopia. Tigray has seven zones and 46 woredas (34 rural &12 urban). According to the educational statistics released in 2005 the area of the region is about 53,386.18 square kilometers and has population of over 4,223,012. About 50% of the people are estimated to be female. Most of the people are concentrated in the highlands and sparse in the lowlands because of epidemic diseases such as malaria. More than 85% of the people in the region are mainly dependent on traditional agricultural practices for their livelihood. Though, the regional government together with the federal government, NGOs donors & local communities, is exerting maximum effort to bring food security in the region, it still remains challenging to achieve it in short period of time. We realize that Ethiopia and/or Tigray is poor not because the region is poor in natural resources, but is because more than 85% of the people is illiterate that can't be easily transferred in to a better technology to improve their means of income. To overcome this problem, the federal government has given special attention to the education sector.

Education and training constitute an important part of capacity building and human resources development of any nation.(Tigray, REB, 2001)In light of this, Tigray bureau of education and local communities are playing a vital role in strengthening education, particularly at primary level. The regional education policy is shaped by a national educational policy among and its top priorities are Improving access, quality and equity in primary education and improving the quality of secondary education, technical vocational education and training and junior colleges (Tigray REB, 2008 ; 34).

In pursuit of the above- mentioned objectives the regional educations Bureau is trying to put efforts to improve and provide better quality educational services. How ever, the educational sector in Tigray is still facing many problems. The majority of rural population in Tigray is

dependent on traditional Agriculture drought is also another major cause for our poverty situations. Because of the Regions low-income base, educational finance remains in adequate (Tigray, BOFED, 2006; 45)

The Tigray regional education Bureau has learned with appreciation the interest of different actors to keep on assisting the regional educational system which is currently under going encouraging improvements that address issues of access, quality, gender zonal and woredas disparity.

In the year of 2008 the number of primary and secondary schools (government and non governmental) has reached to 1849, of which 68 primary and secondary schools are non-governmental (TRB, 2008). As to the increases in enrolment in the years 2000-2008, primary gross enrolment is estimated to have increased 22.91% from 63.50% to 86.41% The total number of students (GE and GER) by cycle grade one to eight has reached 990,898 this is 106.26% for males and 105.53% for females, for grade one to four 129.75% for males and 122.50% for females; for grade five to eight, 79.44 % for males and 86.41 for females (TRB, 2008).

This results would not have been gained with out the collaborative efforts of international agencies, the Federal and Regional and local government, non-government organization and the local communities. When we look in to teacher qualification in the year 1992 E.C only 64.03% of them are qualified to teach in upper primary cycle (5-8) in the year of 2008. Teachers qualification increased to 99.67% regional (TREB, 2008). As to the instructional materials quality and availability, the Regional educational bureau have tried its best to develop new primary school curriculum, publish text books and distribute them to students. The revision and improvement of the texts will help to develop gender sensitive and local specific instructional materials that would reflect special needs of girls. Concerning the distribution of the ratio was 1:1 in 1991-1994 E.C (TREB, 2002) which is now decreasing from year to year to an estimate of 1:3 mainly at upper primary schools, many students are with out text books at present, because the textbooks in the system turn or lost, are not replaced on the other hand, the number of students is increasing from year to year (TREB, 2008).

The internal efficiency in primary grades 1-8 for the year 2008 is high. The repetition rate for grade eight is highest (4.91) and other grades four (2.6%), grade one (2.6 %). It is reported from woredas that repetition rate for girls has remained higher in all grades. The drop out rate in grade one (10.15%).in general terms the drop out increases as the grade level also increased. These problems combined with the rapid growth in school population, which increases the demand for education, have created financial, material and human resources constraints in the Regional educational system. For these reasons ,the educational system in Tigray still encounter, though, not exhaustively, because of the problems the following gap are stile faced in Tigray education system from the problems: primary enrolment is still low even by the sub-Saharan African countries standard, Enough educational service is not given to rural children in general and girls in particular at all levels, many high schools are opened with poor standards that is, no adequate class room , chemicals equipments furniture etc.(TREB 2008) Drop out and repetition rates are still high indicating the quality of education given is low and this implies the inefficiency of the education system. Management and planning capacity are not commensurate to the roles and responsibilities given to the lower level organizational structures (i.e. woreda schools).

2.2 External Assistance for Education projects

To begin with, external assistance/aid to developing countries comes from various public and private source on the sources of funds for developing countries , Hallak (1995;2) noted that external assistance will comes from different donor countries through the public sector (bilateral aid); or though different development banks or international organizations (multilateral aid); or through different NOGS and privet foundations.

Terms and conditions of external financing vary widely according to the sources: and the content of aid as will as the way of providing assistances also vary from donor to donor. At the same time, most aid agencies or NGOS place limits on the proportion of a project's cost they are prepared to finance: which may vary with the country and with the type of project too. Accordingly, as Magnen (1991: 91-102) indicated that in the last two decades we have seen rapid growth in the number of NGOs and different development agencies and contribute particularly in educational projects by providing equipment, salary supplements, technical assistance in the form

of experts or training of personnel in the sector, and participating in establishment or enlarge existing institutions or to build new schools, etc.

In relation to the above point, Hall (1986: 12) and Hallak (1995: 17) pointed out that there are a number of NGOs whose work is related directly or indirectly with primary education at grassroots level. There are also NGOs which are backed up by governments or agencies as international level that take the responsibility of carrying out primary education projects as a component of development work in order to promote the economic and social conditions of the poor. In addition, several agencies sponsored a serious of research and development studies and soon began to formulate projects and plans to field-test activities that were felt to exemplify the primary education development projects or related approach (in our country, Ethiopia, we can find, for instance, USAID (1992/93) and UNDP (1993).

Accordingly, as Fowler (1992: 15) stated that the rate of official development assistance grew almost give times during the 1980s by funding to NGO. As Clark (1991: 70) and Farrington (1993: 26) reported that more than Us \$ 7 billion is channeled world-wide through NGOS” equivalent to 16 percent of bilateral flows, with most official aid agencies giving 10 percent or more of their aid money to NGOs and other development agencies operating in Africa. To cite an instances, in 1986 over us \$ 1 billion was Channeled through NGOs in Africa (Bratton, 1980: 570); in 1991, an estimated us \$1107 billion was channeled through NGOS to the developing countries in general (Farrington, 1993: 26). Out of this, aid agencies channel 10 percent or more of government assistance through NGOS. This promising step, as Hallak (1995:17) quoted the statement made recently by the USA vice-president, AI Gore, noted that “it is expected that NGOS will become increasingly important as vectors of aid”, and have already important influences on development assistance policy, particularly at the grass roots programmes in matters such as the provision of social services education.

In support of the above point, Magnen (1991: 92-93) reported that from 1981 to 1983, in calculating roughly the main sources of aid for education, bilateral sources provided 70 percent, 23 percent by multilateral. And the remaining 7 percent were provided by private source. In a similar way, during 1980s, as Naumannin Lockheed and others (1994:2007) pointed out, from an

average annual allocation of us \$ 4.2 billion \$2.8 billion by bilateral aid, \$1 billion by multilateral aid. And aid from NGOS, \$ 0.4 billion for development 9.2 percent was targeted to education and related activities, similar to the trend of other countries, in Ethiopia, several multilateral and bilateral donor agencies, as well as a number of NGOs and PVOs, are currently active in the country's annual budget with regard development related grants.

On the question of whether external assistance is necessary at all, there are different views and arguments. Obviously, external assistance can contribute to the social development only if we have an informed understanding of society and of the people's potential, as members of society, to take charges of their lives. Thus, external assistance needs to tap in to existing expertise to help communities understand. Each others perspectives and find their own ways of agreeing on equitable access to resources (Eybeen, 1995: 48).

Therefore, there is no doubt, from this point of view that external aid is necessary and is an important source of educational development and it may even continue to be essential. In this regard, the scope and scale of the educational services provided by external donors at a national or regional level should be encouraged highly: but it will necessitate in turn an effort to coordinate and timely utilize available funds made from these different sources. However, it should be recognized here that primary education, as a basic education, is a basic right then ultimately the provision of 'Education for All' should be a core government responsibility.

Accordingly "the key issue for any donor agencies or NGOs is that to find an effective way to contribute to achieving 'Education for All' with out absolving the governments of ultimate responsibility" (Brasic, 1998: 5).

On the negative aspect of the external assistance to education, Hallak (1972:110) believed that foreign aid is not come without its short comings. In certain instance it can seriously disrupt educational plans, raise costs and put severe strains on local educational budget. This is because sometimes the promised aid due to on reason or another may not come or comes late which is of little helps as the educational priorities. Similarly, despite providing significant support for educational overall from different external agencies, nearly all of those resources are being

observed or goes not to the neediest priority areas; but directed almost to the post-primary level: secondary and tertiary. On the other hand, support for the most cost-effective educational inputs was slight. Particularly, external aid is often poorly placed to finance the development of primary education. To cite an instance, Lockheed and others (1994: 2007) confirmed that:

“Between 1981 and 1986, the international aid disbursed to primary education to more us\$ 181.3 million annually and represented 4.3 percent of the annual total aid to all levels of education for some periods.”

From the above quotation, we can understand that the global average of 4.5 percent of external assistance supported to primary education depicts that donor countries and development agencies have not considered and development agencies have not considered assisting primary education to be a significant part of their mission.

Another short coming of external aid to education according to Lockheed and other (1994: 212) is that the effectiveness of aid depends not only on the volume of funds but also on the kind of assistance being given. For instance, from 1981 to 1986 little of these external aids to primary education were supported for the most cost-effective educational inputs.

For the sake of comparison according to those authors, from the external aid allocated to primary education for the same period above, it was only ninety percent of all aid that devoted to the most cost-effective pedagogical inputs: teachers and text books; while thirty percent are being observed by non salary recurrent expenditures that is used at the discretion of the recipient; and thirty percent were allocated to infrastructure; buildings, furniture, and equipment (Lockheed and others, 1994: 212).

How ever, as different authorities and educational practitioners argue that in this new educational development paradigm, the imperative to build strong, sustainable and good quality of primary education stipulate that former patterns of aid may no longer be appropriate for the urgent need, of developing countries. Hence, by recognizing the current challenges facing educational development, external donors and NGOs should have to made the necessary adjustments and increase their support for broad programmes particularly to development primary education.

Another draw back of external aid to education, according to Hallak (1972: 113) is that an ill-fitting educational model with an intention to transplant to the recipient country, which costs it more than it had ever received. This happens, especially, when the aid doesn't fit the needs of the recipient nations, and this in turn imposes a heavy burden of operating costs on local educational budget. Hallak (1995: 18) further elaborated that the case is particularly complex by stating culture of NGOs-management, operation, accountability, transparency, agenda, scope-may dominate and clash completely with the recipient government's culture. In this context, educational aid in the form of materials or equipment may also create other problems. With regards to this, such equipment, for example, science laboratory machines, different audio-visual materials, etc two basic questions need to be answered. First, even if say it is aid or gifts, can the equipment be used by the teachers available and interpreted into the accepted curricula and teaching method (Mbamba, 1992: 153-154).

The above two factors indicate that in order to put material resources and such different equipment to their best use, in the first place, the objective for which they are to be used must be clear. For that reason, in the urgent need to stimulate educational progress, recipient governments, particularly in developing countries, have to co-ordinate and control these external and contributions by considering justification for the priority and problems encountered in their locality and by examining its high social rate of return to their nations.

For the proposed approach to be effective, therefore, the trends of external assistance towards primary education must be changed by targeting it more effectively in crucial for revitalizing primary education system. In support of this, Lockheed and others (1994: 215-217) proposed that new priorities for donor support must begin to emphasize in the context of broad sub sectoral development programmes instead of individual project. To launch these programmes, it requires the joint effort of donors and recipient governments, particularly in defining investment priorities according to the country's situation, and specifies a policy framework.

To summarize, although most developing countries still require external support for their efforts to expand coverage and improving quality for their educational systems, the determinates or progress are largely dependent on the existing physical, economic and social institutions and resources of the society. Otherwise, these have been an erosion of national sovereignty as

educational priorities in particular and economic policy in general is designed by external donors at their disposal (Fowler, 192: 26). Therefore, sound programmes to develop primary educational typically require careful coordination of the concerned actors through sharing responsibilities and care should be taken not to demotivate of the community effort. In general, it is obvious that such external aid or inputs should be sought out, and must be in line with the general interest of the society and especially the national educational policy as well as that of the institutions involves.

2.3 Trends the Role of UN Agent Projects to Ethiopian Education System

The major sources of development aid to education are both multilateral and bilateral, and it includes both grants and soft loans, the focus of this is only the multilateral specially UN agent fund. The various united nations specialized agencies are important sources of economic assistance. The UN agencies are the major sources of financial and technical assistance for education sector in Tigray are the united nations development programme (UNDP), United Nations children's Emergency fund (UNICEF) and world food programme (WFP). UNDP, UNICEF and WFP are contributed to Tigray Education.

2.3.1. The United Nations Development Programme (UNDP)

By a united nations general assembly resolution adopted in November 1965, it was decided that the expanded programme of Technical assistance and the special fund were to be combined into one programme, the united nations development programme (UNDP) as from January 1966 (Thorp 1971: 100) the UNDP is the largest UN agent fund grant development cooperation organization programs in developing countries. Assistance from the UNDP focuses on specific capacity building targets identified jointly by the UNDP and recipient countries and it is delivered in the form of expert, training and equipment package that enhances domestic capacity.

Documents in the ministry of Finance and Economic Development (MOFED 1999: 1) show that Basic agreement between Ethiopia and UNDP has been signed on 26 February 1993, though mutual cooperation dates back to the year 1967. According to this agreement Ethiopia pledges an annual contribution expected of all member countries and the UNDP commits it self for

assistance with in its broad mandates of sustainable human development. Currently, Ethiopia contributes to UNDP head quarters in New York for programme activities and for local office costs at Addis Ababa. On the other hand, Ethiopia stands first among African countries receiving UNDP assistance (OFED ,1999: 1)

Assistance from the UNDP is channeled through the country programme which covers a coherent set of broad sectoral target relevant to sustainable human development. Since in 1972, Ethiopia has implemented four country programmes. And the year 1992 witnessed an important change in the technical co-operation arrangements in the United Nations system. A new policy framework on the UN operational activities was formulated on the basis of UN general Assembly Resolution 44/211 and various UNDP Governing council decisions. From the objectives of National execution of UNDP agreed to Ethiopian Government mainly capacity building, self-reliance and sustain ability, including capacity Maximization, Utilization and retention presently the fifth country programme is in its third year of implementation.

Documents (MOFED 2006 a: 15) point out that UNDP has earmarked 186 million us dollars for the fifth country guidelines for national Execution of UNDP. Assisted programmes in Ethiopia for the years 2006-2011.

The resources allocated under six-multi-sector programme areas in which 34.2 million us dollar is allocated to support the national programme on capacity building for sustainable human resource development utilization. With particular focus on sustainable human development by increasing access to health and specialist to prevent HIV AIDS, basic needs education and training appropriate science and technical as well as employment out of this 47.244 million dollars or 25.4 percent) is allocated to education and training.

2.3.2 The United Nations Children's Emergency Fund Projects (UNICEF)

The second largest source of found for educational assistance in the United Nations system is the UNICEF. It provides, as depicted by Gurage (1983: 459) assistance that goes to education development in the development world.

UNICEF was created in 1946 to continue the relief work with children undertaken in the past war period by the United Nations relief and Rehabilitation Administration (UNRRA). In 1961, its executive Board made it legitimate for UNICEF to assist education programmes at both primary and secondary level, and later for the expansion of primary education became a key element in UNICEF policies. Phillips (1975: 220). Hawes and coombe (1986: 157) and king (1991:XIV) note that UNICEF, as a result of policy review made in 1972, now allocates its educational assistance to primary and non formal basic education and is phasing out its assistance to the second level.

UNICEF supports educational interventions related to child survival and development (CSD). Advocacy for the implementation of the education for all (EFA), is its high priority since 1992: 1991). Accordingly, in Ethiopia, Major areas that have been receiving support are preparatory and primary education, including curriculum development and teacher training; non formal education development; education inspection and the development of education mass media.

In its attempts to support government efforts and complement the assistances provided by other agencies to the education sector, UNICEF has been and is providing cash technical assistance, supplies and equipment as well as vehicles, and gender affairs. In doing so it assists the ministry of education to increase opportunity for meeting the basic learning needs of children, youth and adults.

UNICEF assistance to Ethiopian education system has been expanding from time to time. About 53.853 million us dollars had been allocated to Ethiopian from 2007 ub to 2011. From the allocated budget total to education sector in the programme of cooperation from 2007 ub to 2011 for 5 years was to about 33.161 million us dollars in the years July 2006 - December 2009. This was increased to about 9 million us dollars education sector budget from 2001 ub to 2005 . In the current on going programme the allocated budget to education in Ethiopia are increasing from time to time (country programme action plan 2007-2011).

Especially in Tigray Region UNICEF's allocation budget to education from 2007 up to 2011, with in two program are about 11 million us direct cash transferred total 6.4324 million us and 1.23 million us provision materials purchased by UNICEF provided supplies delivered to Tigray

education bureau with in for four years. UNICEF focused and expected results are the basic educational programme will directly contribute to the UNDAF outcome on basic social services, focusing on educational out puts that improve both quality and access to primary education for all children. the program support regions to implement the education sector development program.(UNICEF,2007)the program will aim to achieve policies and national standard to monitor school readiness in ECD and learning programmes developed and implemented and to increased net enrolment Rate and intake Rate in primary education ,to gender parity and quality of education achieved in targeted woredas (UNICEF, 2007).

UNICEF also expected institutions at all levels will be strengthened through training of education officials in planning, supervision, monitoring and reporting. UNICEF will also provide educational materials, appropriate equipment and technical support to the decentralization process. UNICEF regions and woredas with low female participation in education will be supported to accelerate gender disparity redaction and improve education quality through (REB, 2001 E.C).

UNICEF programm would promote disparity reduction, reduced school drop-outs and increased retention. Gender- sensitive instructional materials developed and disseminated. Classrooms teaching- learning process supported by educational radio programmes UNICEF in Tigray also works provide education out of school children, including excluded groups and children in emergencies. And early children services and primary school also be supported.

2.3.3 The World Food Programme Projects (WFP)

The world food programme (WFP) aids education mostly through supplying food to school children and students at the different education level there by improving learning capacity, reducing dropout, and increasing the school attendance of a number of children who have long daily journeys to school and could not other wise enroll (Phillips 1976: 58).

In Ethiopia, the Main reasons for low enrolment are long distances between home and schools as well as poverty and hunger, particularly in the draught prone and food insecure northern parts of

the country. To alleviate this as noted by TGE and WFP (1993: 2) and MOE and WFP (2002: 3), world Food programme (WFP) has started in 2003 a programme known as improving education through school feeding one of, which will be providing for a period of five years (2007-2009).

World food called children in local Development based food for education (CHILD/FFE) feeding one of the two components in the US\$166 million country programme. The FFE segments targets 915 schools in food insecure communities selected on the basis on gender disparities, low enrolment, high drop out rates and the community's willingness to own the projects.(WFP,2009). WORLD food programme also works child participatory planning approach that encompasses both schools and communities. It aims to transform schools in to local development centers in partner ship with local development centers in partnership with local government, NGOs and other UN bodies. Complimentary activities can include sanitation and health education, access to water, school gardening, and promoting education of girls. It also empowers communities to mobilize resource for these activities and other larger infrastructure projects. Currently it is implemented in 283 schools (WFP, 2009).

In 2009 482,000 children received a daily cooked meal consisting of 120 grams of balanced food, six grams of fortified vegetable oil and three grams of iodized salt. In addition a take-home ration of eight liters vegetable oil per semester is provided to 78,000 girls in selected schools who have an 80% attendance record to encourage the enrolment of girls, women are also actively encouraged to participate in the food management committees (WFP, 2009).

For children create attraction to school WFP works at a strategic level has supported the ministry of education and other partners in the development of the school health and nutrition strategy. It is awaiting final approved by the ministry. In order to build the capacity of partners the program provided four training sessions on CHILD planning approach, on food handing and management and another on HIV peer education and club management.

For three years programme , WFP has earmarked 10,657,620 us dollars to provide a total of 34,408 metrication of wheat, maize, lentils, vegetable oil, sugar, faffa tea, and iodized salt to our country (BOFED and WFP 2007: 7). In Tigray a total of 92500 students 125 primary school at different 16 woredas of the regions are beneficiaries of this WFP programme. Child frame work

has been implemented in all world food programme implemented schools. All beneficiaries world food programme planned to achieve those out put activated CHILED frame work has been implemented in all WFP assisted schools, mainstream HIV/AIDS and gender in their regular work enhanced, capacity of implementing partners at district and regional level to implement those activities world food program allocated 5,672,456birr budget. More over yearly about 1,044,596 birr is allocated for the transportation, supply of non food resource such as kitchen utensils, vehicles for monitoring, data processing equipment and document duplication equipment (REB, 2009).

The program world food programme regional contribution to achieve the development goals on collaboration in assessing community needs, mobilize resources to meet the programme required, work together in involving the community for sustainable development, drop out rate is reduced, enrollment rate increased attendance rate is improved increased number of girls at school and timely participation in various co-curricular such ant HIV/AIDS clubs, health clubs.

The programme of WFP faced challenges on implementation lack of warehouses for food storage, lack of finance for food storage, procedural delays in financial fund release and liquidation, delay of food delivered to schools and reporting and monitoring is not fully prepared (REB, 2008).

2.3 Definition of project

The way activities are carried out in development sectors and institutions can be broadly categorized as operation and projects. Many people associate the world project with large construction works, but mangers every kind of activeity deal with projects. Individuals have also their own projects although projects are now applicable in all organizations. Every task or work is not called a project. Projects vary its size and complexity. Now a days projects are king, 1983: 188; Maylor 2000: 65). Then what is a project all about and what are its characteristics?

Many authorities have defined the word project. How ever, there is no universal definition of the term. Some of the definitions are given by authorities as follows.

- A project is a sequence of unique, complex and connected activities having one goal or purpose and that must be completed within a specific time, within a budget and according to specification (Wysocki, Beak and Crane, 200: 65).
- Magnen (1991: 14) define a project as a set of investments and of other planned activities aimed at achieving specific objectives within a predetermined time frame and budget.
- A project is a unique set of coordinated activities, with definite starting and finishing points, undertaken by an in defined schedule, cost and performance parameters (Dingle, 1997: 4).

The above definitions indicate that a project is something unique or different from the usual way of doing things. It is time bound uses assigned resource and is meant to achieve specific objectives, according to specification.

A project is unique and different from operation. A project has never happened before, and it will never happen again under the same condition. Besides its uniqueness, a project has a single goal, has sequential activities and is complex. A project comprises activities that have to be completed in a sequence. The sequence of project activities is based on technical requirement (WySociBeck and Crane, 2000: 67).

A project has a specific completion date. The beginning and end of a project is predetermined. It is a narrowly defined activity, which is planned for time duration with a specific goal to be achieved (Schwalbe, 2004: 50).

Cleland and king (1983: 193) state that the emergency of projects has influenced the thinking about organization style.

“The use of projects in modern organizations highlights the growing cultural changes that are affecting the way we manage contemplating organizations. The introduction of a new integrating competence such as project management into a traditional organizational structure has important implications for organizational style and behavior .It also in values significant departments from prevailing patterns of management practice”.

It is explained that a project is a single, non-repetitive enterprise. It is undertaken to achieve planned results within a time limit and budget. Because each project is unique, its outcome can not be predicated with certainty (Birhanu in Mbamba, 1990: 34).

A project requires resources often from various areas. Resources include people, Materials or others assets, Many projects cross departments or other boundaries to achieve their unique purposes. For a single project people may be drawn from various departments people from other organizations will become resources for meeting project objective. Resources however are limited. Thus, they must be used effectively to meet project and other organizational goals (Schwalbe, 2004; 5).

2.4 The project cycle

An organization performing projects will divide each project into a number of project phases. Thus, the life of the project is divided into consecutive stages. The phases or stages are collectively known as project cycle. Each stage is logically linked to the other. Distinctions between the stages are not sharp and marked by completion of one or more deliverables. The end of each project phase enables to determine if the project should continue into its next phase and detect and correct errors cost effectively. Each project phase includes a set of defined work products (Duncan, 1996:11; Maguen, 1996: 26).

Deliverables From the preceding phase are usually approved before work starts on the next phase. However a subsequent phase is sometimes begun prior to approval of the previous phase deliverables. This practice of overlapping phases is called 'fast tracking' project life cycle generally defined what technical work should be done in each phase and who should be involved in each phase. The project cycle includes (Duncan, 1996: 12, Dingle, 1997: 6). Identification, preparation, Appraisal, Negotiations, Implementation; and Evaluation.

2.4.1 Project Identification

Identification is an important initial stage in the project sequences. There is no defined method or guide to do the task of identification. Hence, a wide variety of sources should be assessed to identify good project ideas (Chandra, 2002: 43, 50).

The first three stages of the project cycle (identification, preparation, appraisal) have two complimentary objectives. The first objective is to select high priority projects that contribute substantially to the country's development. The second one is to study them in detail to be sure of their feasibility and prepare their implementation. The purpose of identification is precisely to select one or several projects with high priority for the country's development and then to define their objectives, strategy and main characteristics. Thus, the main function of this stage is to justify the priority of identified project (Magene, 1991: 28).

At all stages, an awareness of the project environment is important because changes in the project environment may have implications for project implementation. The project environment includes the policy environment within which the project has to operate (Potts, 2000: 1-7).

2.4.2 Project preparation

Project preparation is detailed and in-depth analysis of the identified project. Project preparation has two main objectives; is to justify should the project be implemented for it contributes to development and is feasible and profitable. The project preparation document, among other things, needs to incorporate the project context, education sector analysis, and justification project risks.

Projects need to be prepared in sufficient detail to carry out technical, financial, social, institutional analysis. Further more, it has to be assessed whether the projects are in line with the national, sectoral and regional plans (Rondinelli, 1977: 11)

The project preparation is a continuation of the identification process. Defining project objectives and the means of achieving them is an important part of project preparation.
(Baum and Tolbert, 1985: 34).

A feasibility study should form the central core of the preparation process. The purpose of feasibility study is to provide decision makers with the basis for choosing the most desirable option or alternative. This study is undertaken to establish the feasibility or justification of a project as a whole in all of its relevant dimensions (technical, economic, financial, and so forth).

Each of these dimensions is analyzed, not only separately but also in relation to all others (Rondinelli, 1977: 33).

The importance of adequate preparatory works has been borne out again and again by experience. There is no doubt that better project preparation reduces the likelihood of implementation problems. It is essential that project preparation make the fullest possible use of the information that is available. Preparation should specify clearly the project objectives; ensure the commitment of all parties (including the proposed beneficiaries) to those objectives, and outline in some detail the essential inputs and arrangements with respect to organizations, institutions, and procedures (Baum and Tolbert, 1985: 350-351).

Problems in project preparation

There are observed weaknesses in the course of preparing projects. Studies indicate the following

- Inability to draw clearly developmental and specific objectives
- Indicators are not usually included this makes it difficult to measure results and fulfillment of goals.
- Failure to show who the beneficiaries are and how they will be benefited from the project.
- Unable to show appropriate project organization.
- Failure to show changes in project budget, project input and manpower and
- Failure to incorporate monitoring and evaluation mechanisms, how and by whom they are to be carried out.

These weaknesses are exhibited in project preparation. To avoid such weakness it is expected from the people who prepare projects to examine project document and make revisions so that the project has included necessary points. Unless projects are organized properly they are difficult to implement (Rondinelli, 1977: 12).

2.4.3 Project Appraisal

This stage of the project cycle is “in-depth study of the project by the government departments or organizations that are to arrange for financing before approval is given”

(Magnen, 1991: 29). Approval has to show whether the project is justified and feasible. In the course of appraising a project, it has to be assessed that the project has been well prepared (Baum and Tolbert,1985: 334).

Project appraisal is an essential component of the project cycle in which the project is analyzed to assess its feasibility and provide information for decision-making. Thus, appraisal has to deal with different aspects of a project, prior to implementation, the project designers have to adequately analyze the development problem and present proposed solution and Ensure that the proposed solution is feasible. And also ensure that the solution is cost-effective and justify its acceptability. The criteria for appraising a project caused be varied. How ever, the criteria includes economic appraisal ,technical Appraisal ,financial appraisal, institutional appraisal, social appraisal, environmental appraisal ,gender sensitivity appraisal, and sustainability Appraisal; (Rondinelli, 1977: 140)

2.4.4 Project Negotiation

This stage involves those parties who want to win the hearts of financiers and those who hold the finance. The two sides will create relationships to ensure the success of the projects. They will negotiate on the latest version of the project document and may propose modifications and come up to a common agreement (Magnen, 1991: 103).

Agreement must be obtained from national authorities, project supporters and other relevant parties before the loan document is prepared (Randinelli, 1977: 13).

Important points that are essential for good negation preparation are knowing the project well, knowing the goals to be achieved and the admissible margin of flexibility, knowing the other partners and exploring the possible areas of agreement (Magnen, 1991: 104).

2.4.5 Project Implementation

The implementation stage of a project covers the actual development of the project, up to the point at which it becomes fully operational. It includes monitoring and supervision of all aspects of the work or activity as it proceeds. This is the stage “Where earlier preparations and designs

plans and analyses are tested in the harsh light of reality". The work done in earlier stages of the project starting from the identification should be to ensure the successful implementation of the project but most of the time the project cycle does not function as intended. Events may not go according to plan if effective work had not been done in the planning and design. Accordingly, projects face problems during implementation. However, the implementation stage has received little attention (Baum and Tolbert, 1985: 334; 357).

Implementation begins with management is approval of the project proposal and when resources are committed to a particular project. It is the stage at which the institutions are established and facilities constructed. It also involves the disbursement of the largest portion of the project fund (Cursworth and frank, 1999: 7). Project implementation should include provisions for the organization of project implementations, the inputs, alternatives and action planning and control.

In designing the parent organization for project implementation, considerations must be taken concerning the form of organizational arrangements to be adopted, the relationship of implementing unit with the parent organization etc.

Many projects have suffered delay and over expenditure because of inadequate planning and control systems. Information systems are also required for effective project communication, coordination and control (Harrison, 1985: 4).

Chandra (2002: 8) states that putting a proposal to practice is a complex time taking and risk-involving task. In projects delays in implementation may lead to substantial cost overruns. For successful implementation at a reasonable cost, the following points are helpful.

1. Adequate formulation of projects. A major reason for the delay is inadequate formulation of projects.
2. Use of the principle of responsibility accounting. Assigning specific responsibilities to project managers for completing the project within the defined time frame and cost limits is helpful in expedition's execution and cost control.
3. Uses of network techniques for project planning and control two basic techniques are available part (programme Evaluation and review technique) and CPM (critical path method).

Problems in project implementation

It may be difficult to anticipate every problem and prepare a complete list that is encountered during implementation. An important point that has to be borne in mind is that changes are inevitable.

Although prediction of implementation problem is difficult, some problems are identified through experience. Baum and Tolbert (1985: 371) discussed the problems under four categories financial, managerial, technical and political problems.

2.4.6 Project Evaluation

Implementation is not the end of the project life. Evaluation, the last stage of the cycle is carried out before the project enters in the operation. Baum and Tolbert (1985: 584) state, "Evaluation takes place shortly after investment phase of the project is completed." Evaluation has two purposes. The first one is meant for assessing actual performance vis-à-vis objectives set in the plan. The results are viewed in hand sight. In doing so lessons of experience are drawn for better implementation of future projects. The second purpose of evaluation is to ensure accountability (Baum and Tolbert, 1985: 334).

Expost evaluation is different from the monitoring and evaluation activity, which is a regular part of project implementation Baum and Tolbert (1985: 584) state.

Export evaluation should provide a comprehensive and detailed review of the elements of success and failure of the project; what went well and deserves to be repeated; what went wrong and why! How to avoid similar mistakes next time. Thus, evaluation has to show every thing of the project.

2.5 Project planning

A plan in project management is no exception than in any other activities. A working plan is used to help decision making and guide future activities. A well-balanced plan will guide the actions of the project team. Maylor (1996: 45) Argues, "A plan is an explicit statement of the interpreted

timing of project activities and the basis for estimating the resources requirements." The main concern of the planning process is to prevent if not minimize problem and error.

2.6 Project Management

The project management system is the management subsystem designed to ensure successful implementation of the project. It emphasizes on team effort to integrate and synthesize the application of resources to organizational problems and opportunities. Project management is a method and a set of techniques based on the accepted principles of management used for planning, estimating and controlling work activities to reach a desired end result on time, with in budget and according to specification (Wysocki, Beck and Crane, 2000: 79)

The project management operates to ensure that the project is appropriately executed on a day-to-day basis. It begins when a focal point is established for pulling together the work of several different organizational elements. Thus, project managements occurs when management gives emphasis and special attention to the conduct of non-repetitive activities for the purpose of meeting a single set of goals (Cleland and king, 1983: 188).

The task of project management include systematic planning of all activities involved, efficient organization, continuous coordination, skillful; operations, periodic monitoring and effective control. All these diverse activities are interconnected and from a continuous process (Dharwdker, 1996: 37).

2.7 Project organization and coordination

2.7.1 Project Organization

Cleland and king argue that when we talk of an organization we have to, in operational terms, consider it as dynamic. They go on explaining an organization as a system having;

1. An explicit or implicit objective toward which participants are working;
2. A formal and informal pattern of authority and responsibility among the participants;
3. A given quality and quantity of resources; and
4. A constant interaction between subsystems (1983: 270)

The manner in which organizational resources are arranged to support a project takes different forms. An individual project might be established as a distinct organizational element or smaller teams are established within the organization. Functional units participate by the provision of members from the parent organization to serve on the project teams.

2.7.2 Project Coordination

Coordination has a very important role to play in the entire process of project management. The effectiveness of various other activities will depend to a large extent on coordination efforts in the project. It is important that proper demarcation of responsibilities are made with respect to each agency with a good balance of authority, responsible to and accountability so as to ensure proper quality control on the work and prevent cost and time overruns in the project (Dharwadker, 1996: 39).

2.8 Project control, Monitoring and Evaluation

2.8.1 Project control

Project performance is measured regularly to identify variances from the plan. Variances are fed to the management through control and the extent of variance realized. Then adjustments are made and measures taken by appropriate planning process.

“Project control is an essential element in managing a project the cost, scheduling, and technical performance through out the life cycle. Control of the project requires that adequate plans formed, suitable standards developed, and an information system set up that will enable the project to be monitored through comparisons of planned performance with actual performance. When the inevitable deviations of actual performance from planned performance occur, corrective action can be taken to realign the project resources in order to “get back on track” (Clealand and King, 1983:369).

Project control involves a regular comparison of performance against targets, a search for the causes of deviation, and commitment to check adverse variances.

2.8.2 Project Monitoring and Evaluation

A project is monitored during the implantation phase so that time and cost over-runs are minimized. Thus, in order to keep the progress of a project in line with its design, a system of monitoring must be established. This helps in anticipating deviations from the implementation plan, analyzing emerging problems and taking corrective action. In developing a system of monitoring, it has to be borne in mind that, it should focus sharply on the critical aspects of project implementation and it must keep relatively simple (Chandra, 2002: 623).

A project evaluation is a periodic assessment of the relevance, performance, efficiency, and impact of the project in the context of its stated objectives. It usually involves comparisons requiring information from outside the project (Caselly and Kumar, 1987: 2).

It is aimed at making a judgment on the value of an output or of an activity of a project. It simply means to assess the value of something. As evaluation is carried out sometimes after project completion it is used for accountability planning of further projects and research. However, it is also an on going activity at the same time. The purpose in this case is to reassess project objective and the means of achieving them in the light of experience and of new development as implementation proceeds (Baum and Tolbert, 1985; 363).

2.9 Successes in Project Implementation

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 some times 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. when Successes in project implementation fully best in Political Commitment Simplicity of Design Careful Preparation Careful Preparation Good Management (Dr yekunoamlak lema).

CHAPTER THREE

3.1 Research Design and Methodology

3.1.1 Methodology

The main purpose of this study was to assess the implementation problem of UN agent funded educational project in Tigray regional State. The research was used mainly a descriptive survey and qualitative method to supplement it, because this method is appropriate to study the status of project practices, problems and prospects of UN Educational projects that are found in different parts of the region. Descriptive survey was selected because it helps to represent more respondents and collect data at a short period of time. More over the descriptive method was appropriate because it helps in obtaining information on the existing practices or on implementation challenges of UN agencies educational projects.

3.1.2 Source of Data

The major sources of data were REB, BOFED, WEOs, WFEDOs and UN agencies officials and experts. From the above originations were used Both primary and secondary sources. All respondent (officials and experts) REB, BOFED ,Woreda Educational offices, Woreda finance and Economic Development Offices, UN agencies (regional branch) were used as primary sources such as documents which contain data related to the topic. Secondary sources consisted like the assessment annual review (report) official's policies and strategy documents, guidelines, books, magazines of UNICEF, WFP, BOFED and REB.

3.2 Instrument

A) Questionnaire

Both closed and open ended questionnaires were used to collect available information from experts/officials of REB, BOFED, Woreda Education Offices ,Woreda Finance and Economic Development Offices and UN agencies regional branch. The respondent were 5 from each sample woreda educational offices, 5 from each sample Woredas Finance and Development Offices total 60 Questionnaire were collected from WEOs and WFEDOs. 5 from each REB and BOFED total

10 questionnaires were collected. Two from each UN agencies regional branch (UNICEF, WFP and UNDP) experts/officials total from all respondents 76 questionnaire were collected.

B) Interview

Semi-structure interview used to collect data from REB developmental plan process head, WFP, UNICEF, UNDP, WEO heads and WFEDO heads. Semi structure interview was used that it gives chance for the interviewer to raise further questions and make things more clearly. Considering that interview was providing reliable information about what is in the mind of the respondents. The researcher conducted a one-hour face to face interview with Head Woreda Education Offices, Finance and Economic Development Offices, regional Bureau of Education developmental plan process owner, Bureau of Finance and Economic Development donors cooperative process owner and from regional branch UN agencies focal persons.

3.3 Sample Population and Sampling Technique

Tigray regional state has 7 zones and 46 woredas after decentralization the zones to woreda and creates new political administration. The service giving offices are at woreda level. In the UN fund educational project Regional Bureau Finance and Economic Development, WFEDO, REB and WEO are key role in running the project. Out of 46 woredas in the 7 zones the study took 3 zones selected on random sampling basis to give equal chances 24 woredas are UN supported project beneficiaries, 6 woredas were selected randomly to give equal chances. Thus the study included education projects in 6 WEOs and 6 WFEDOs. In addition REB, BOFED, UNICEF, WFP and UNDP were included in the sampling by purposive sampling.

The respondents for the study were REB, WEO, WFEDO and donors regional coordinators. Accordingly one REB Development planning process head and 6 woreda education offices heads and 6 Woreda Finance Offices heads was interviewed included in the sampling by availability sampling. And 5 REB, 5 BOFED, 30 WEO experts/officials and 30 WFEDOs were participated in filled the questionnaire included in the sampling by purposive sampling because get it helps to include subjects who have direct relationships with the topics and those that can provided information pertinent ton the study. Moreover, Interview was conducted with one official from

REB, BOFED, WEO's and WFEDO's and from each UN branch offices (WFP, UNDP and UNICEF) total 15 respondents..

The respondents were selected by using availability and purposive sampling technique. The heads in the regional as well as woreda educational offices and woreda finance economic development offices were selected on availability sampling. The rest of the respondents (experts and officers) both in the REB, BOFED, WEOs, WFEDOs and two experts from each WFP, UNDP and UNICEF were selected on purposive sampling because it helps to include subjects who have direct relationships with the topic and those that can provided information pertinent to the study.

3.4 Data Analysis

Depending on the nature of the collected data and the questions of the study, different statistical techniques and tools were employed for data analysis and interpretation. Hence based on the responses obtained from the sample respondents, frequency, percentage and were employed. The data analysis was done using the latest version 15.0 software of SPSS (package for social sciences).

All the necessary tables were produced after clearing and editing the data. Some close ended and few open ended question items were directly analyzed. Over all analysis and interpretation were made based on the basic questions. In analyzing the data, for percentage and ranking qualitative methods were used as governed techniques which is percentile and frequencies. Information obtains from open ended items interviews and documents were used to support the qualitative data. Direct quotes of interviewees were taken and analyzed by taking the common ideas.

CHAPTER FOUR

4. Presentation and Analysis of Data

This chapter deals with the presentation and analysis of the findings of the research. It contains two parts. The first part presents the characteristics of the respondents of the study. It describes the study population by age, sex, education (specialization and level) and service year. The second part deals with the analysis of the findings of the study. In analyzing the data collected from the sample population statistical instruments and procedures were employed.

Data were collected from the respondents by using questionnaire and interview and were organized into tables. Then frequencies were computed in terms of percentages and rank order was employed depending on the issue under consideration.

4.1 Characteristics of the Respondents

As mentioned in the research methodology part (Chapter one), questionnaire and interview were the two major data collection instruments used in studying the topic under investigation. The TREB, TBOFED, Regional UN agencies branch offices ,WEO and WFEDO were samples for the study. Accordingly, 5 from regional education bureau, 5 from regional finance and economic development bureau, 2 from each (UNICEF, WFP and UNDP) total six from UN agencies regional branch office, 5 from each six WEOs , experts or supervisors and 5 from each six WFEDOs. The entire questionnaire were filled and returned. Interview sessions were also conducted with one from each REB, BOFED, WEOs and WFEDOs and three focal person's one from each UNICEF, WFP and UNDP regional branch officials.

Table 1 A: Characteristics of Respondents

Item	WEO&WFEDO N=60		REB&BOFED N=10		UN agencies officials N=6		Total	
	F	%	F	%	F	%	F	%
1.Age								
25 and below								
26-30	14	23.33%					14	18.42%
31-35	28	46.67%	1	10%	1	16.67%	30	39.47%
36-40	8	13.34%	2	20%	3	50.00%	13	17.11%
41-45	5	8.34%	4	40%	2	33.33%	11	14.47%
46-50	4	6.66%	3	30%			7	9.21%
51-55	1	1.66%					1	1.31%
56 and above								
Total	60	100%	10	100%	6	100%	76	100%
2.Sex								
Male	56	93.33%	8	80%	5	83.33%	69	90.79%
Female	4	6.67%	2	20%	1	16.67%	7	9.21%
Total	60	100%	10	100%	6	100%	76	100%
3.Educational level								
Diploma	12	20%					12	15.79%
B.A/BSC	48	80%	6	60%	3	50%	57	75%
Masters &above			4	40%	3	50%	7	9.21%
Total	60	100%	10	100%	6	100%	76	100%
4. Area of specialization								
-EDPM	15	25%	2	20%			17	22.37%
-Social Science	24		6	60%	5	83.33%	35	46.05%
-Natural Science	16	26.67%	1	10%	1	16.67%	18	23.68%
-Language	5	8.33%	1	10%			6	7.90%
TOTAL	60	100%	10	100%	6	100%	76	100%

Table 1 shows the characteristics of respondents by age, sex and education. The respondents were WEO/WFEDO, REB/BOFED and UN agencies (UNICEF, WFP, UNDP) officials and experts. As it can be seen from item 1 of table 1A, the respondents are between 26 and 55years of age. At the woreda level we find respondents at all age categories (26-55). However, at the region level the

respondents were between 31 and 50. And the respondents of UN agencies experts and official there age (31-45).The majority of the respondents in WEOs and WFEDO from total 81.57% , all the REB and BOFED and UN agencies respondents are above 31 years. This might show that most respondent's age is above 31 years and have rich experience.

Item 2 of table 1A depict the characteristics of the respondents by sex. As it can be clearly seen it is male dominated. Out of the total respondents 56 (93.33%) at the WEO and WFEDOs, 8 (80%) at the REB and BOFED, and 5 (83.33 %) from UN agencies are males. This shows the low level of female participation in the region's educational, finance and economic development and UN agencies management. It calls for an effort to increase the number of female participation in all sectors in managerial position at woreda and regional level even with UN agencies. The educational and training policy (ETP,1994:30) states,' Educational management will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women. ''Despite such a policy provision and a decade long implementation of the policy, women are not in position in the educational management.

Regarding the education level of respondents for the study, item 3 table 1A shows that the majority respondents 80% of the WEOs/WFEDOs were BA/BSC holders and 20% were diploma holders. All the respondent's REB and BOFED and the UN agencies had first and second degree holders. This implies that the majorities of the respondents were first and second degree holder in WEO, WFEDO, REB, BOFED and UN agencies regional branch officials and expertise.

In item 4 table 1A the field of specialization of the respondents is presented. The respondents in WEO/WFEDO come from varied fields of specialization. Fields can be grouped as Education (Educational Administration (EDPM), natural science , social science and language. respondents 17 (22.37%) from the total respondents were trained in EDPM, 35 (46.05%) from the total respondents were trained in social science. 18 (23.68%) from the total in Natural science and 6 (7.90%) from the total respondents were trained in language. Those out of EDPM studied in educational sector in all levels other subjects were drawn to administrative positions from teaching in primary and secondary schools. The respondents at WEOs/WFEDOs 28 (36.84%) were trained in accounting, economics and management but this is include with social science studies .The respondents with the growing process of decentralization the capacity of the workers has to be

built. It is understood that the people at current positions have considerable years of service and experience. Twenty six persons were allocated to the current position because of the new reform BPR to the current positions how ever, the WEO and WFEDO needs to consider some mechanism on job training to up grade the employees preferably in the field of educational management and project finance management because in woreda level UN project finance is managed by woreda finance economic development officials so as to increase the effectiveness and efficiency of the education offices and finance offices. It is also essential to consider the same issue at the REB and BOFED.

Table 1 B: below shows the characteristics of sample respondents by their service. It presents the year of service in their current and previous positions. The year of service of the respondents were majorities in WEO and WFEDO ranges from 6 and above, REB and BOFED 16 and above , UN agencies from 11 to 20. 32 (52.50%) of the WEO/ WFEDO, all of the REB / BOFED and all of the UN agencies regional branch officials and experts have ten and more than ten years service in their current position. This shows that more than 90% of the respondents had enough exposure to their work to release their responsibilities. How ever, relatively small proportion minorities respondents nearly 10 (23.33%) of WEO/ WFEDO, all REB/ BOFED and 32.89% UN have less than 10 years of service in there current position. This shows that they were less experienced in their current position.

Table 1 B: Characteristics of Respondents

Service year	WEO & WFEDO Officials and experts N=60						REB & BOFED Officials and experts N=10						Regional UN Agencies officials and experts N=6						Total					
	Previous		Current		Total		Previous		Current		Total		Previous		Current		Total		Previous		Current		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	f	%	F	%	F	%	f	%
1-5	8	13.33	26	43.33											2	33.33			8	10.53	28	36.84		
6-10	18	30	24	40	6	10	2	20	2	20			1	16.67	2	33.33			21	27.63	28	36.84	6	7.89
11-15	12	20	10	16.67	8	13.33	2	20	6	60	1	10	4	66.67	2	33.33	4	66.67	18	23.68	18	23.68	13	17.11
16-20	6	10			12	20	6	60	2	20	4	40	1	16.66			2	33.33	13	17.11	2	3.95	18	23.68
21-25	10	16.67			16	26.67					4	30							10	13.16		3.95	20	26.32
31 and above	6	10			18	30					1	10							6	7.89			19	25
Total	60	100	60	100	60	100	10	100	10	100	10	100	6	100	6	100	6	100	76	100	76	100	76	100

Table 1 B: shows the characteristics of sample respondents by their service. It presents the year of service in their current and previous positions. The year of service of the respondents were majorities in WEO and WFEDO ranges from 6 and above, REB and BOFED 16 and above , UN agencies from 11 to 20. 32 (52.50%) of the WEO/ WFEDO, all of the REB / BOFED and all of the UN agencies regional branch officials and experts have ten and more than ten years service in their current position. This shows that more than 90% of the respondents had enough exposure to their work to release their responsibilities. However, relatively small proportion minorities respondents nearly 10 (23.33%) of WEO/ WFEDO, 10% REB/ BOFED and 32.89% UN have less than 10 years of service there current position. This shows that they were less experienced in their current position.

4.2 Analysis and Interpretation of the Data

The second part of this chapter deals with the presentation and analysis of the study. In this part, the findings were analyzed based on the responses obtained from the respondents WEOs/WFEDOs, REB /BOFED and UN agencies regional officials and experts.

Table 2: Types of projects run in the woreda/Region.

Item		Frequency and percentage of responses							
		WEB & WFEDO officials and experts		REB & BOFED officials and experts		UN agencies officials and experts		Total	
		F	%	F	%	f	%	F	%
School toilet construction	Yes	60	100	10	100	6	100	76	100
	No	0	0	0		0	0	0	0
	Total	60	100	10	100	6	100	76	100
Teachers and support staff training	Yes	60	100	10	100	6	100	76	100
	No	0		0		0		0	
	Total	60	100	10	100	6	100	76	100
Support for girls education	Yes	60	100	10	100	4	66.67	74	97.37
	No	0		0		2	33.67	2	2.63
	Total	60	100	10	100	6	100	76	100
Provision of educational material	Yes	60	100	10	100	6	100	76	100
	No	0		0		0		0	
	Total	60	100	10	100	6	100	76	100
School feeding	Yes	60	100	10	100	6	100	60	100
	No	0	0	0	0	0	0	0	0
	Total	60	100	10	100	6	100	76	100

Table 2 shows all respondents said the type of educational projects run in the region projects focused on primary separate school toilet construction, teachers/other personnel training, support for girls education, furniture /equipment procurement projects, and school feeding projects. On the interview with REB developmental plan process owner the financial flow is from UN to MOFED to BOFED and to implementer sectors (REB and WFEDO's). However all projects are run by the regional Educational Bureau and woreda Educational Offices the amount of budget allocation 20% to REB to implemented by regional education bureau and 80% allocated to

woreda finance economic development to implement by WEO's with in frame of regional educational plan. With the interview the Regional Education Development plan process head said most of Educational projects are left to the Woreda or projects are concentrated at the lower echelon of the woreda.. It is known that the grass root level woreda Educational offices implements with in the Regional Educational project plans and implements the maximum allocation budget from UN agencies. Thus, it seems WEO's are engaged in implementation project as per the regional plan.

Table3; Bodies Responsible for planning, purpose meeting on issues related to project and financing of projects

Item	Frequency and percentage of responses								
		WEO&WFEDO N=60		REB& BOFED N=10		UN agencies N=6		Total N=76	
		F	%	F	%	F	%	F	%
1.The educational Projects are identified and planned	REB	49	81.67	8	80	2	33.33	59	77.63
	BOFED	0		0		0		0	
	REB & DONER	11	18.33	2	2	0		13	17.10
	DONER	0		0		4	66.67	4	5.27
	WEO	0		0		0		0	
	WFEDO	0		0		0		4	
	Total	60	100	10	100	6	100	76	100
2. Who propos meeting on issues related to projects	REB	26	43.33					26	34.21
	BOFED	43	71.67	8	80	4	66.67	55	72.37
	REGIONAL GOVERNMENT	18	30	2	20	2	33.33	22	28.95
	DONER	15	25					15	19.74
	WEO	26	43.33					26	34.21
	WFEDO								
	Total	128	213.33	10	100	6	100	144	189.47
3. Who is the finances manager of the projects	REB			10	100			10	100
	BOFED					6	100	6	100
	WEO								
	WFEDO	60	100					60	100
	Total	60	100	10	100	6	100	76	100
4. Who makes decisions on issues solutions implementation and reporting of educational projects	REB	45	75	10	100	4	67	59	77.63
	BOFED								
	DONERS	15	25			2	33	17	22.37
	WEO								
	WFEDO								
	Total	60	100	10	100	6	100	76	100%

Item 1 of table 3 majority of the respondent's shows were that 49 (81.67%) of the WEO/WFEDO's, 8 (80%) REB/BOFED and 2 (33.33%) the respondent of UN agencies experts/officials said educational projects were identified and planned by the REB. On the other side relatively small proportion of the respondents were said 11 (18.33%) from WEOs/WFEDOs, 2 (20%) of the REB/BOFED were response the educational projects are identified and planned by REB and donors. Respondents of 2 (20%) BOFED/REB and 4 (66.67%) UN agencies experts/officials responses were the educational projects are identified and planned by donors. Since WEOs and WFEDOs are the lower level of administration system and where policies and the plans are made operational it is important allow them to participate during planning of educational projects.

Item 2 of table 3, indicate who prepares meetings that discuss issues about educational projects. The majority of the respondents were 43 (71.67%) of WEO/WFEDO and 8 (80%) of the REB/BOFED and of UN agencies 4 (66.67%) said BOFED calls meeting that discuss planning implementation utilization and reporting of educational projects. The highest budget allotted and implementation woreda educational offices and woreda finance offices also must be calls meeting in woreda level to solve problems on time.

Item 3 of table 3, indicates the finances managers of the projects. Accordingly respondents of all WEOs/WFEDOs finance was managed by WFEDOs. All respondent of REB/BOFED finance was managed by REB. All respondents UN agencies were said the financial management was managed by BOFED. The Educational UN projects run by the Tigray REB and WEOs were supported by UNICEF, UNDP and WFP fend was translated trough MOFED to BOFED to implementer REB or WFEDOs the educational projects implementation at regional level the finance manager of the educational UN projects were REB. Accordingly, primary school construction projects were financed by donors from UNICEF and WFP. The financing of these all UN educational project manly focused on teacher and staff members training, educational materials procurement projects, were financed by UN agencies. The training and education materials procurement projects and girls support projects were financed by UN agencies and the financial managements were managed regional level by regional education bureau and with in woreda level by WFEDOs.

Item 3 table4 shows the decision making body regarding educational projects. Accordingly the majority respondents 45(75%) WEOs/WFEDOs, all of REB/BOFED and 5 (83.33%) of UN agencies said that the REB makes decisions on all educational projects. Since WEOs and WFEDOs were the lower of decisions on educational UN projects.

From the above data we can see that educational projects are prepared and planned at high level (region).Both the decision making and evaluation of the projects are in the hands of the regional bureau. The WEOs are responsible for primary education activities. But they are not involved at least in the areas they are supposed to implement. Potts (2002:2.6) asserts the need for participating every stakeholder to get a better understanding of their interest and needs and capability in the implementation of the projects. This is not only to assess the degree of participation but the feedback from the stakeholders also influence plans and policies (vedeld, 2001;7). However, WEOs of the Tigray Region were not playing intermediary role in delivering project benefits to the primary stakeholders.

Table 4: Participation of Beneficiaries in planning and Level of participation Beneficiaries in planning projects

Item		WEO & WFEDO officials and Experts N=60		REB & BOFED officials and Experts N=10		UN agencies officials and Experts N=6		Total	
		F	%	F	%	F	%	F	%
1. Beneficiaries have participated in planning the projects	Yes	3	5%	2	20%	2	33.33%	7	9.71%
	No	57	95%	8	80%	4	66.67%	69	90.29%
	Total	60	100%	10	100%	6	100%	76	100%
2. Level of Participation Beneficiaries in planning project									
• High									
• Medium				4	40	2	33.33	6	7.89
• Low		60	100	6	60	4	66.67	70	92.11
Total		60	100	10	100	6	100	76	100

Item 1 and of table 4 shows, majorities respondents 57 (95% WEOs/WFEDOs, 8 (80%) REB/BOFED and 4 (66.67%) UN agencies said beneficiaries did not participate during the planning of educational projects. Relatively small proportion of respondents, three WEOs/WFEDOs, two REB/BOFED and two UN agencies expertise were said beneficiaries participated in planning the projects. In relation to stakeholders involvement Imparato and Ruster (2003:5) state that their participation is important in the gaining their support and commitment studies in idea have also shows that participation of beneficiaries and stakeholders created support for projects during planning and sustained commitment during implementation (Vedeld, 2001; 7)

As item 2 of table 4 shows almost all WEO/WFEDO and all REB/BOFED respondents said beneficiaries were low participated in planning of educational projects similarly the UN agencies regional branch respondents majority 4 (66.67%) said beneficiaries were low participated in planning of educational projects. Beneficiaries and stakeholders need to participate actively in the

planning as well as implementation of educational projects. WEO/WFEDO and REB/BOFED have to make stakeholder analysis and find ways to incorporate beneficiaries' involvement.

Table 5: Availability and Utilization of project finance

Item	Frequency and percentage of responses							
	WEO & WFEDO officials & Experts		REB & BOFED officials & experts		UN agencies officials & experts		Total	
	F	%	F	%	F	%	F	%
1. Project finance is made available to the project								
-On time								
-Late	23	38.33	2	20	6	100	31	40.79
-Very late	37	61.67	8	80			45	59.21
Total	60	100	10	100	6	100	76	100
2. Utilization of UN budget of educational projects								
- Very high								
-medium	45	75	6	60	4	66.67	55	72.37
-Low	15	25	4	40	2	33.33	21	27.63
Total	60		10		6	100	76	100

Item 1 table 5 shows whether financial resource is released at the right time or not. The study revealed that finance is released late and the respondents assured this 37 (61.67%) WEOs/WFEDOs and the 8 (80%) REB/BOFED officials and experts responded that the financial allocated to the educational projects was released very late. Similarly, some of the UN agencies officials and experts disclosed that projects finance was late as a result of technical problems. Project fund is an essential element in the implementation of any projects. The timely release of the budget has effect on the project performance.

The respondents were asked to rate the utilization of project budget. Item 2 table 5 depicts the majority respondents 45 (75%) of the WEO and WFEDO officials/experts, 6 (60%) of REB/BOFED officials/experts and also 4 (66.67%) UN agencies rated the utilization of project

budget utilization on time is on average. However in an interview with Woreda Finance and Economic Development office heads the financial resources was relised time is very late and WFEDOs sometimes there was no idea about the way of how to implemented of the projects. They are made payments only when they were approved by woreda educational officials.

Table 6: Beneficiaries participation in implementation

Item	WEO& WFEDO officials and Experts N=60		BOFED officials and Experts N=10		UN agencies officials and Experts N=6		Total		
	F	%	F	%	F	%	F	%	
1. Beneficiaries have participated in implementing the projects.	Yes	46	76.67	6	60	4	66.67%	56	73.69%
	No	14	23.33	4	40	2	33.33%	20	26.31%
	Total	60	100	10	100	6	100%	76	100%
2..level of Participation of beneficiaries in implementing projects									
• Medium	10	16.67	3	30	3	50	16	21.05	
• Low	50	83.33	7	70	3	50	60	78.95	
Total	60	100	10	100	6	100	76	100	
3. reason for beneficiary low participation on implementation project									
• Low awareness of beneficiary	20	33.33	2	20	1	16.67	23	30.26	
• It requires additional budget and time	40	66.67	7	70	3	50	50	65.79	
• low cooperation of local administration due to low capacities			1	10	2	33.33	3	3.95	
4.Types of beneficiaries participation on implementation project									
• on labor work	45	75	7	70	6	100	58	76.32	
• on supplies material			1	10			1	1.32	
• on financial and material assistance	15	25	2	20			17	22.36	
Total	60	100	10	100	6	100	76	100	

Item 1 and of table 6 shows majorities respondents, 46 (76.77%) WEOs/WFEDOs experts and officials, all REB/BOFED and 4 (66.67%) of regional UN agencies officials and experts said beneficiary are participate during the implementation of the project. On the interview time WEOs and WFEDOs heads said beneficiaries were participated in labor work.

Item 2 table 6 shows majority respondents 7 (70%) of REB/BOFED, 50 (83.33%) WEO and WFEDO and 3 (50%) respondents of UN agencies regional branch experts/officials level of beneficiaries participation on implementation project is low. With the interview time from WFEDOs also said even society are participated low in implementation Woreda administration also contributed 15% of educational materials purchasing projects and construction of separate toilet for boys and girls cost from their own subsidy budget for covering value add tax because UN agencies (UNCEF, WFP, and UNDP) does not pay value add tax. The rest 85% of educational projects material cost covered by UN agencies (WFP, UNDP and UNICEF) fund project.

Item 3 table 6 the majority respondents 40 (66.67%) WEO/WFEDO, 7 (70%) of REB/BOFED, 3 (50%) UN agencies regional branch experts/officials said reason for beneficiary's low participation on implementation projects because the participation it self it requires additional budget and time.

Item 4 table 6 the majority respondents 45 (75%) WEO and WFEDO, 7 (70%) of REB and BOFED and 6 (100%) UN agencies regional branch experts/officials said beneficiaries Participation in implementing on labor work. With in the interview time from WEO, REB, BOFED and WFEDO said communities participated additional to labor work society contributed educational materials.

The table 7 below shows the majority respondents performance and capacity of workers that perform project related activities. Accordingly, More than half respondents 45 (59.22%) in woreda, regions and UN agencies rated their performance and capacity of employees that perform project related activates were low. The low capacity of employee's performances of educational projects in the region has performance of educational projects also low. As the characteristics of the respondents of educational sector reveal, the majority were drawn from teaching career. They might have good experience in educational management. But they need skills in managing projects.

Table 7; Performances and Capacity of Employees

Item	Frequency and percentage of responses								
	WEO & WFEDO Experts/officials (N=60)		REB&BOFED Expert/officials (N=10)		UN agencies/Expert s/officials (N=6)		Total (N=76)		
	F	%	F	%	F	%	F	%	
1. performance and capacity of employees that perform project related activates									
-Medium	23	38.33%	6	60%	2	33%	31	40.78%	
-Low	37	61.67%	4	40%	4	67%	45	59.22%	
-Total	60	100%	10	100%	6	100%	76	100%	
2. Was there program/ training for the project employees for the past three years?	-Yes	34	56.67%	7	70%	6	100%	47	61.84%
	-No	26	43.33%	3	30%			29	38.16%
	Total	60	100%	10	100%	6	100%	76	100%

As depicted in item 2 table 7 majorities 34 (56.67%) WEOs/WFEDOs, 7 (70%) REB/BOFED and all UN agencies regional branch respondents there was training or upgrading program for the workers that perform projects related activities for the last three years but respondents of 26 (43.33%) WEOs/WFEDOs and 3 (30%) REB/BOFED said there was no training or up grading program for the workers that perform projects related activities. This shows that the projects and education offices had capacity problem. Even the majorities said training prepared the woreda educational offices head said the workers capacities perform the projects are low.

Table 8; The Educational projects have been completed with in predetermined time frame

Item	WEO & WFEDO Experts/Officials (N=60)		REB&BOFED Experts/Officials (N=10)		UN agencies Experts/Officials (N=10)		Total	
	F	%	F	%	F	%	F	%
1. Educational projects have been completed with in the predetermined time frame								
-Yes	12	20%	2	20%	1	16.67%	15	19.74%
-No	48	80%	8	80%	5	83.33%	61	80.26%
Total	60	100%	10	100%	6	100%	76	100%

The level of achievement of educational projects was depicted in item 1 of the table 8 the majority, 48 (80%) of the respondents of WEO/WFEDO experts and officials, 8 (80%) the respondents of REB/BOFED experts/officials and 5 (83.33) UN agent regional branch experts and officials said educational projects were delayed or not completed with in the predetermined time frame. This shows that beneficiaries not utilized the allotted budget.

Table 9: Monitoring and Evaluation of projects

Item		WEO & WFED ON=6		REB & BOFED N=10		UN agency N=6		Total	
		F	%	F	%	F	%	F	%
1. Are there adequate and frequent monitoring and evaluation?	Yes	5	8.33	1	10%	0	0	6	7.89
	No	55	91.67	9	90%	6	100%	69	92.11
	Total	60	100	10	100%	6	100%	76	100%
2. Who Monitors and evaluates the projects?	REB	28	46.67	2	20%	2	33.33%	32	42.10%
	BOFED	0	0	2	20%	0	0	2	2.63%
	REB & DONER	5	8.33	4	40%	4	66.67%	13	17.11%
	DONER	0	0	0	0	0	0	0	0
	WEO	27	45	2	20%	0	0	29	38.16%
	WFEDO	0	0	0	0	0	0	0	0
	Total	60	100	10	100%	6	100%		100%

The respondents were asked about the adequacy of monitoring of educational projects in Item 1 Table 9 Accordingly, 55 (91.67%) of WEO/WFEO, 9 (90%) of REB /BOFED and all of UN agencies respondents said the monitoring and evaluation of the projects was not adequate. This shows that the majority of educational projects are not monitored and evaluated regularly. The basic aim of monitoring and evaluation is to assess whether deviations from objectives have occurred and to identify the possible cause. By detecting the factors for the failure of achieving the objectives remedial actions can taken.

Monitoring and evaluation are integral part of management that provides early warning (Baum and Tolbert,1985: 362). Thus, inadequacy of monitoring and evaluation in educational projects of the Tigray Regional Education Bureau implies less information flow, delay in identifying potential and actual problems and difficulty to make decisions for those who manage and implement the projects.

In item2 of table 9, the majority of respondents 32 (42.10%) WEOS/WFEDOs, REB/BOFED and UN agencies said educational projects were monitored and evaluated by REB. 29 (38.16%) respondents of WEO/WFEDOs, REB/BOFED and UN agencies said educational projects are monitored and evaluated by WEO. Since by WEOs educational projects implementation are participated in monitored and evaluated REB and WEOs. With in the interview time regional educational bureau project evaluation and monitoring process owner said the regional education bureau not timely monitored and evaluated the educational project with in woreda level. And this implies the largest UN educational project allotted budget implemented in woreda level and consistently will monitored and evaluated by WEOs.

Table 10; reason for low performance capacity of employees.

Item	Frequency and percentage of responses							
	WEO & WFEDO Experts/official N=60		REB & BOFED experts/offi cials N=10		UN agencies experts/officia ls		Total	
.For reason of low performance capacity employees	F	%	f	%	F	%	F	%
-Low academic standard	12	20					12	15.79
Low relevant job experience	45	75	10	100	3	50	58	76.32
Lack of job interest	25	41.67	4	40	2	33.33	31	40.79
Lack of relevant training	48	80	7	70	4	66.67	59	77.63
Lake of commitment	53	88.33	9	90	5	83.33	67	88.16

Table 11 depicts about reason of low performance capacity employees the respondents the majority of 67 (88.16%) UN agencies, REB/BOFED and WEOs/WFEDOs said reason for low performance capacity of employees was lack of commitment. Secondly respondents UN agencies, REB/BOFED and WEOs/WFEDOs 59 (77.63%) said reason of low performance capacity employees because of lack of relevant training. Thirdly respondents UN agencies REB/BOFED and WEOs/WFEDOs 58 (76.32%) said reason of low performance capacity employees because of low relevant job experience. The least reasons for low performance capacity employees respondents were WEO/WFEDOs, REB/BOFED and UN agencies officials and experts for reason was 12 (15.79%) because of low academic standard.

Table 11: Measures taken on Projects

Item	Frequency and percentage of responses							
	WEO & WFEDO officials and experts		REB & BOFED officials and experts N=10		UN agencies officials and experts N=6		Total N=76	
	F	%	f	%	F	%	F	%
Measures taken if projects are not completed according to their plan								
-Extending implementation period	19	31.67%	4	40%	2	33.33%	25	32.89%
-Closing the project								
-Stop disbursement of additional budget	41	68.33%	6	60%	4	66.67%	51	67.11%
Total	60	100%	10	100%	6	100%	76	100%

Table 11 reveals measures taken while UN agencies projects are not completed with in the predetermined time frame. The majority 41 (68.33%) of WEO/WFEDO officials/experts, all REB/BOFED and 4 (66.67%) UN respondents said the measure taken while projects are not completed with in the predetermined time frame is stop disbursement of additional budget. Considerable proportion of respondents 19 (31.67%) WEO/WFEDO, four respondents of the REB/BOFED and two UN agencies said the measure taken while projects are not completed project schedule would be extended(extended implementation period). This is a usual measure in most projects. In an interview with WEOs/WFEDOs said the delay affect not only the cost and performance of the project but also the education sector development plan implementation time and the price escalation also creates.

Construction of separate toilets for boys and girls

With the interview time from bureau of education and bureau of finance and economic development officials said from UNICEF fund allocated for Construction of separate toilets for boys and girls in the child friendly schools for improving the sanitation condition of the beneficiary schools. The sites of construction are determined by using criteria like population, access to schools, distribution of educational institution etc. The constructed Schools separate boys and girls' toilet construction projects bids are notified and contractors were invited run by the WFEDO and the payments was paid. Because the finance of the woredas works pule system to the whole woreda sectors. To all responsibility was taken by the WEO and WFEDO because it is the bureau that is interested with the education activity at post primary level. Separate toilet for boys and girls were planned and constructed based on the standard regional educational sector development plan.

In an interview with the region's education bureau projects monitoring and evaluation process owner was explained that the financial flow was long MOFED received finance from UN agencies and send the budget to BOFED disbursement to woreda finance and economic development offices as the educational plan for construction of separate toilet for boys and girls and to those other educational projects. The way of financial flow was long and creates delay. The fund was secured from UN agencies through MOFED to BOFED and to woreda finance and economic development offices with in the released time critical problems had delayed realize of budget. The standard of the toilets were set by REB and the bid documents are prepared by woreda finance and economic development office, the construction also monitored and evaluated by woreda education offices and regional education bureau. There was not monitored and evolution of projects on timely and efficiently.

As soon agreement is reached with donors in the initial projects. The regional education bureau and woreda educational offices similarly BOFED and WFEDO responsible for the overall control and monitoring of the educational projects in all level implemented. According to experts at the REB and BOFED new form of procedures are effected regarding involvement of procedures donors in monitoring and controlling educational projects. Since before 2000e.c donors were not participated supervision with education Bureau experts and BOFED. Instead they make prior

review of projects. They also assess projects in terms of their impact or outcome by using key performance indicators.

In an interview with the region's education bureau projects development plan process head was said separate toilet for boys and girls were constructed with since 2006. They disclosed that the above mentioned projects were implemented successfully with the time prime present. They attribute the success to timely release of the fund by UNICEF, good capacity of contractors and frequent control and monitoring by WEO and REB. In general the past primary educational institution projects were successful. However this might be because they were few in number. In an interview also said with WEO communities are participated in educational projects in lobar form and supplies local material for construction of school at the implementation periodic.

Training projects

With the interview time from Bureau of education, Bureau of finance and economic development officials and woreda educational officials said UNICEF, UNDP and WFP finances training of personnel/teachers and training of trainers for female students. UNICEF, UNDP and WFP are from the multilateral agencies that encourage educational activities in Tigray region through donation and financial support. UNICEF, UNDP and WFP support is focused on elementary schools projects run by the REB and woreda educational offices. This responsibility is taken by the bureau because it is the bureau that is entrusted with the education activity at past primary level. Elementary school training is planned based on the education sector development programme at regional level.

In an interview with the region's educational bureau development plan process owner it was explained that REB receives finance from UN agencies (UNICEF, WFP and UNDP) for training of personnel/teachers and training of trainers for female students. Train of train is prepared by regional bureau and teacher training also prepared in woreda level. Promoting school-based on the job training for teachers and girls training on gender issues. The fund is secured from UN agencies (UNICEF, WFP and UNDP).

According similarly to construction projects, new form of procedures are affected regarding involvement of procedures by donors in monitoring and controlling educational projects. Since

2002 e.c donors are directly involved in monitoring each projects in terms of their impacts or outcome by using key performance indicators.

Procurement of furniture and equipment was also triad to accomplished on time but not accomplish mostly on time. The budget not timely release especial to worda finance economic development offices of the fund from UN agencies (UNICEF , WFP and UNDP), lack of good capacity of contractors and frequent control and monitored by the REB and WEOs.

In general the primary education institution UN projects were faced challenges to set solutions. To make this operational, training projects are prepared for trainers at regional level. The trainers, after attending their training are expected to train other teachers in their turn in school cluster centers.

A school cluster is a system of grouping neighboring schools for the purpose of utilizing resources from one center and creating an opportunity for experience sharing and solving problems. Accordingly, primary schools are grouped together and a school is selected among the group to serve as a resource center. Teachers attend training, prepare local teaching materials and discuss academic and other issues by meeting at these centers 2001 E.C. there were create model school with in cluster level to solve all implementation problem by sharing good experiences from the model school , model principals and teachers .There were reached 235 in 1999 E.C UNICEF provides budget for the training of trainers and supplies materials in kind for school beneficiary and other schools support from the government budget.

Since 2000 E.C the scope of clustering center is increased because it was suitable to evaluate the impact of the training and it is supported to share experiences. The training were focused on the new education and training policy, study/child centered teaching ,organization and management of self-contained classroom , lesson planning , continuous assessment, school-based curriculum development, and low and no cost instructional materials preparation. Since 2000 E.C. the training are being given to stabilize the previous trainings and issues like practical lesson planning, pedagogical principles and teachers professional ethics were treated. UNICEF support in the region includes special materials support to additional 32 primary schools. Similarly WFP supported for 56 and UNDP for 27 special materials for primary school.

The training projects were prepared and implemented by the REB. UNICEF has support financials to the whole process. According to interview from the project monitoring and evolution process own in the REB, the major problems of these projects are budget delay. There are also problems related to materials supply. Sometimes materials that are not relevant to the program are supplied specially WFP educational project fund. There is also instance on which poor quality materials are supplied. In an interview time bureau of finance and economic development fund coordinator process owner said WFP, UNDP and UNICEF assisted education programs release of cash and supply to the region, absence of adequate information on supply items and WFP, UNDP and UNICEF requirement to present original financial documents were mentioned bottlenecks for implementation of WFP, UNDP and UNICEF assisted education activities . The delay release of budget from MOFED and low capacity in woreda utilization of budget is critical problem in implementation UN educational projects. Delay of budget release is a problem to all multilaterally funded projects. In tigray region, UNICEF, UNDP and WFP were reported to have budget delay. There fore ,the release of funds on the time set need attention on the part of the regional government and the donors .

The training expert with the bureau explains the impact of the trainings as they

- helped to raise awareness of girls;
- Helped to increase creativity of teachers and students in using local materials and producing teaching materials; and strengthened cluster centers.

School feeding program

The project of school feeding was financed by WFP. In the interview time with BOFED officials and WFP officials they were said projects create active students and school community participation, in most WFP beneficiaries school the gardening school coming strong, Most of those school WFP beneficiaries school programme equipped and comparable with other non beneficiaries WFP. In the interview time with WEO officials also accepted the whole idea of the world food programme and BOFED of the interview. WEO officials raised one problem which was delay of food delivered to school and frequent monitoring and evaluation are the chronic problem of on the implementation of the projects of WFP.

Respondents both at regions and woreda level were asked to identify and rank problems that affected the implementation of educational projects in order of their seriousness.

Table 12: Rank order of implementation problems of educational projects by Respondents.

No	Item	WEO/WFEDO experts/officials N=60	%	BOFED/REB experts/officials N=10	%	UN agencies experts/officials N=	%
1	Delay of released of funds from donors	57	95	8	80	5	83.33
2	Poor integration among BOFED,REB,WEO and WFEDO	54	90	5	50	5	83.33
3	Lack of consistence monitoring and evaluation projects	56	93.33	8	80	5	83.33
4	Lack of beneficiaries participation in planning projects	42	70.00	6	60	2	33.33
5	Delay of financial liquidation and physical reports	29	48.33	8	80	4	66.66
6	Capacity problems at all level	39	65	7	70	4	66.66
7	Delay in transportation bidding and dispatch of food to the programme assisted school	24	40	4	40	2	33.33

Table12 shows the result of rank order of implementation problems of educational projects by WEO/WFEDO, REB/BOFED and UN agencies regional branch respondents. The result of the rank order of the percentiles shows that there is relatively similar ranking between the three groups.” delay of the release of funds “ is the most serious problem for WEO/WFEDO, REB/BOFED and UN agencies regional branch respondents. The second problem ranked for WEO/WFEDO, REB/BOFED and UN agencies respondents similarly ranked Lack of “consistence monitoring and evaluation projects”. Third problem ranked for both WEO/WFEDO, REB/BOFED and UN agencies respondents “Poor integration among

BOFED, REB, WEO and WFEDO'' UN agencies respondents. The least respondents were from the result of rank order of implementation problems of educational projects were delay of financial liquidation and physical reports. Woreda educational officials during interview said that the delay of projects finance release sometimes extends up to six or five month. The main reason for budget delay of such projects is low capacity of employees, the donor requirement to liquidate the fund at hand before another is released and create problems within bid process.

Respondents were asked to propose solutions for successful implementation of educational projects in the region. The following are suggested points by respondents to improve the performances of projects in the education sectors.

- Building the capacity of new staff as required.
- Participation of beneficiaries on planning, implementation and
- Evaluation of the projects.
- Improving the budget release procedure on the part of donor agencies
- Building the capacity of personnel particularly at woreda level
- Involving beneficiaries or the community in the planning as well as implementation of projects.
- Preparing a forum for discussions for all stake holders on periodic consistence basis.
- Frequent monitoring and evaluation and building sound reporting system.
- Strengthening the capacity of local suppliers. The respondents proposed solutions were sat for problems faced on educational project implementation were acceptable and to avoid the problems faced on implementation of educational projects REB will be implemented the proposed solutions by respondents is best way to minimiz problems on implementation of projects.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of this study was to assess the implementation problem of UN agent funded educational project in Tigray regional state and identify the core problem and forward recommendations to solve the problems.

In order to assess the purpose of this study, basic questions were raised regarding the investigation of the problem addressed the level of achievement of educational projects, the bodies that are involved in implementation, the utilization of allocated budget, the monitoring and evaluation of educational projects, and problems of implementing educational projects in the region.

The study was carried out in Tigray Regional state taking six woredas were selected in randomly sampling method from twenty four woredas those are beneficiary of UN agencies funds. The respondents were 60 from WEO and WFEDOs, 10 from REB and BOFED and 6 from UN agencies Tigray branch that perform activities related to UN agencies educational projects. Because the educational UN agencies fund transfers from MOFEDO to BOFED. After utilized all financial documents liquated to BOFED from REB and WFEDO. In woreda the financial resources managed by WFEDO. The respondents both at woreda and regional level were selected by using purposive sampling. This was done because the respondents were relevant to the topic under study and it was assumed they would provide information directly related to the issue. Information was gathered from the sample respondents through questionnaire, which was pre-tested in one woreda and modified for final distribution. Interview was pre-tested in two woredas and modified for final distribution. Interview was also conducted with officials of REB/ BOFED, WEO/WFEDO and UN agencies regional branch to obtain more information and to fill the gap that the questionnaire lacks.

The data gathered was analyzed using windows SPSS 15 to list out frequencies, percentages and rank-order. According to the results of the data analysis and interviews, the major findings of the study are presented hereunder.

1. The study shows the typical responses WEO/WFEDO, REB/BOFED and UN agencies experts and officials are dominated by males. Thus the educational project management is dominated by males in all levels of educational management and support of educational management (UN agencies and finance sector). It seems efforts encourage the participation of women in educational management are far behind from point. With regard to age, 25 percent of respondents at woreda level are between 26 and 35 years and 75 percent are above 35 years. Respondents at the REB and BOFED are all above 35. The respondents of UN agencies regional branch are hundred percent above 31 years.
2. The respondents have found varied fields of study. Only few are trained in educational management. Only 4 out of 30 from woreda respondents are at woreda level and 2 out of 5 regional levels are trained in EPDM field. Similarly from finance and UN agencies respondents are 13 from woreda finance sector and 3 out of 5 regional levels are trained in accounting. From UN agencies regional branch officials or experts are no one trained with EPDM or accounting fields. The rest of all respondents of in all levels and sectors studied natural science, social science and curriculum.
3. More than 90 % of the respondents had an educational level degree and above.
4. The study shows that 95% the respondents at WEO/WFEDO have served more than 5 years. 89% the respondents of UN agencies have served more than 10 years and all the respondents REB and BOFED are served more than 20 years service. Thus have a good exposure and gained considerable experience in their job.
5. It was found that with in the regional education bureau from total the allocated budget 20% of the implemented on teachers and support staff training, support for girls education, provision of educational material and with in the woreda educational level from the allocated budget 80% implemented school toilet construction, teachers and support staff training, support for girls education, provision of education materials and school feeding.

6. The majority of the projects are planned, monitored, and decisions are made by the REB, the role of WEOs is the majority projects are implemented as per regional educational bureau. WEOs is limited participation in educational planned, monitored and decisions on educational projects.
7. The study revealed that the control and monitoring activity in most projects is inadequate and contributed a lot to the delay of projects.
8. There is high turnover of employees that perform projects related activities. The capacity of workers in WEO that are performed activities related to projects is low.
9. In most projects in all level project finance is released late.

5.2 CONCLUSIONS

On the basis of the findings the following conclusions were reached.

The study found out that educational projects are planned and the top-level management makes decision. The woreda educational management delegated authority upwards. Despite the claimed on going decentralization in the country, the Tigray regional educational bureau is exercising centralized management of educational projects. Such a practice inhibits the lower level management from gaining experience and building their capacity. On top of that it will affect the decision-making and implementation process. Managers at woreda level will be in a difficult situation to take corrective decision measures.

It was found that delay of released of funds, low of monitoring and evaluation, lack of coordination among different parties, low capacity of employees, shortage and frequent turnover of personnel are some of the problems of educational projects. Most of the problems are related to administration, coordination, and capacity on educational projects particularly at the primary level did not meet their completion data. Thus, the project management of the REB has affected the education programme.

Resources for implementing projects are secured from varied sources. Projects require the collaboration of many parties. For smooth implementation, participation of stakeholders is crucial particularly in people-oriented projects such as education and health. The study showed, however, that stakeholder's involvement, especially the beneficiaries, in the educational projects

of the REB was very low. Neglecting the parties that would be affected by a given project might result in low sense of ownership, low commitment and problem of sustainability.

On the other hand, their active participation will bring the stakeholders around the goal of the project. Thus, the REB loses potential support from its stakeholders that could have contributed for the success of the projects. The financial flow which is long from MOFED to BOFED to REB or to woreda. This is long way transaction of budget creates delay.

5.3 Recommendations

On the basis of the finding obtained and the conclusions drawn, the following recommendations are forwarded.

1. Involvement of Beneficiaries.

Since beneficiaries are parties that have direct or indirect concern and interest in an activity, it is important to involve all beneficiaries in the design and implementation of projects. Therefore, regional education bureau and bureau of finance and economic development, woreda educational and finance offices, donors (UN agencies regional branch),beneficiaries etc. need to be involved for a good design and smooth implementation of projects and sharing experience. Particularly the inclusion of beneficiaries is an essential element for the success and sustainability of projects. It is also equally important to establish close and healthy work relationship and consider them as partners in the endeavor to provide education services to the people.

2. Timely Release of Fund

Delay of budget seems to be a common problem to activities financed by UN agencies (UNICEF, UNDP, and WFP). Projects fund is released late for some technical reasons.The budget delay is a serious problem that affects all other activities of educational projects. Project agreement is signed and schedule is set ahead well before the projects are started. However, finance is delayed because of this do not implemented on time. Thus, the fund recipients, MOFED, BOFED and

REB, should pay attention to this issue and negotiate with the financiers and devise a mechanism or system of money transfer for timely release of fund.

3. Strengthening Employment Capacity.

Weak implementing capacity is a serious problem that affected the performance of educational projects. Strengthening employee capacity at all levels is a key factor for the efficiency of the project management and the education system at large. Therefore, training should be given to employees of education offices and woreda finance and economic development office for proper project finance management. On the job training could be created on project implementation sector integration regional and woreda level.

4. Strengthening of Monitoring and Evaluation System

Monitoring and evaluation is a managerial activity that helps to ensure proper implementation of a plan. Since projects are one time activities and bound in a scheduled time, there has to be programmed monitoring and evaluation. Thus, the REB should establish monitoring and evaluation system both at the regional and woreda level. The monitoring and evaluation system has to be mentioned by able and experienced personnel.

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Appendix 1

Addis Ababa University
School of Graduate Studies
Faculty of Education

Polices and Planning of Education

- Questions to be filled by regional Bureau of Education and Bureau of finance and economic development officials and experts.
- The main objective of this questionnaire is to collect first hand information for the study on “challenges in the implementations of UN (WFP, UNICEF, and UNDP) projects supporting primary education in Tigray regional state”. Your cooperation in providing pertinent and reliable information will be invaluable. So please fill out the questionnaire completely and honestly.

Thanks you for your cooperation

Instruction

- a) No need to write your name
- b) Please give short answers in space provided for your answers given in a multiple choice from.
- c) Please give short answers in space provided for question items that require your opinion.

Part I

General Information

1. Place :zone_____ Woreda_____ Village/Town/_____

2. Name of the organization you work_____

3. Educational qualification

a) Below 12 grade

b) Grade 12 complete

c) TTI

d) Diploma

e) Degree

f) MA and above

4. Total service year _____
 -With current position _____
 - With proviso position _____
5. Educational specialization _____
6. Sex Male _____ Female _____

Part II

1. UN agencies (WFP, UNICEF, and UNDP) educational project at regional level focused on

- a) Separate toilet for boys and girls construction
- b) Teachers and support staff training
- c) Support for girls education
- d) Provision of educational materials
- e) School feeding
- f) Others if any _____

2. Who plans for UN-agencies (WFP, UNICEF, UNDP) educational projects?

- a) Regional educational bureau
- b) Regional bureau of finance and economic development
- c) Regional educational bureau with donors
- d) Donor only

3. Who decided to implement UN-agencies (WFP, UNICEF and UNDP) educational projects?

- a) Regional educational Bureau
- b) Donors Only
- c) Communities
- d) Finance and economic development Bureau

b) Write if any _____

4. Last three years does training on UN agencies projects (WFP, UNICEF and UNDP) provided to the implementer partners?

a) Yes b) Not provided

5. If training is given the type of training is?

a) On project plan preparation

b) On project formulation and implementation

c) On finance and material managements

d) On communities participation

6. Does the training and support so far implemented as per the plan.

a) Yes

b) No

c) Same times

7. If for question No 6 your answer is no why the reason is?

a) Low capacities of programme coordinators

b) Poor monitoring and evaluation

c) Poor beneficiaries participation on the planning

d) Lack of accountabilities

e) Implementers are think for the sack of utilization the budget out side the plan

8. Does the communities participate in planning for UN-agencies (WFP, UNICEF, UNDP) educational projects?

a) Yes b) No

9. If for question no 8 your answer is **yes**?

a) High b) Medium c) Low

10. For question No 8 your answer is yes then who do you think need to participate in planning formulation?

- a) From UN agencies focal persons or regional education bureau experts work together.
- b) Accepting the plan after briefing by the donors and regional educational bureau
- c) Prepared the plan by them selves and give to concerned bodies.

11. Does UN projects implemented as per the plan.

- a) Yes implemented as per the plan.
- b) Sometimes implemented as per the plan
- c) Completely not implemented as per the plan

12. UN educational projects budget utilized

- a) High
- b) Medium
- c) Low

13. If UN –agencies educational projects are implemented as per the plan what do you think for its timely implementation of the projects.

- a) Beneficiaries comminutes are participated in planning.
- b) Beneficiaries comminutes are participated in implementation.
- c) Financial and materials realized on time
- d) Comments give financial and material supports.

14. If UN-projects are not implemented timely what do you think the reason?

- a) Shortage of budget.
- b) Shortage of trained manpower/skilled manpower/.
- c) Low communities participation
- d) Comments are not give financial and material supports.

e) Poor monitoring and evaluation

f) Specify if any _____

15. If not timely implemented what action is taken?

a) Expanded implementation period

b) Close the project

c) Stop disbursement of additional fund

d) Specify if any _____

16. Performance and capacity of employees that perform of UN-projects related activities is:-

a) High

b) Medium

c) Low

17. For question no 15 if your answer is **low** what do you think the reason?

a) Low academic standard.

b) Low job experience.

c) Lack of job interests

d) Lack of relevant training

e) All are reasons

18. UN-agencies educational projects out put at regional level does the communities satisfied?

a) Yes

b) No

19. For question no 11 if your answer is **no** the reason is?

a) Shortage of skilled manpower

b). Shortage of budget

c) Lack of monitoring and evaluation from the initial of the projects

d) Delay of implementers of the projects

e) Specify if any _____

20. Does beneficiaries of UN-projects participate in UN-implementation?

a) Yes

b) Sometimes

c) Not at all

21. If for question no 19 your answer is yes, the type of the comminute participation is?

a) On labor work

b). on provision of educational materials

c) On financial and material assistances

Specify if any d) _____

e) _____

f) _____

22. If for question no 19 your answer is yes, the level of beneficiaries' participation in implementing

the projects is:-

a) High

b) Medium

c) Low

23. If for question no 19 your answer is no your reason is:-

a) Low awareness of beneficiaries

b) To implement the project is requires time and additional budget

c) Low cooperation of the local administration due to low capacities if any _____

24. When is the allocated budget released UN-agencies?

- a) On time
- b) Late.
- c) Very late

25. Does UN-projects (UNICEF, WFP, and UNDP) at regional level continuous monitors and evaluated?

- a) Yes
- b) No
- c) Not exactly known
- d) Sometimes done

26. If your answer for question no 24 is **yes**, who monitories and evaluate the projects?

- a) Regional educational bureau
- b) Woreda educational office
- c) Donors
- d) Regional educational bureau and donors
- e). Beneficiaries
- f) Together

27. Monitoring and evaluation cared by region is sufficient enough?

- a) Yes it is enough
- b) Not enough

28. Does regional UN-agencies UN- (UNICEF, WFP, and UNDP) educational project implementation performances issues discussed?

- a) Yes
- b) Not at all
- c) Same times

29. If for question no 27 your answer is yes who leads the desiccation?

- a) Regional bureau of finance and economic development
- b) Regional educational bureau
- c) Regional state government
- d) all

30. What are the problems faced on implementing UN-projects.

- a) Staff turns over
- b) Capacity problems at all levels
- c) Delay of released of funds from donors
- d) Delay of transfer of funds from bureau of finance and economic development to released funds timely
- e) Low flow up to released funds timely by the regional educational bureau
- f) Poor integration among bureau of finance and economic development, regional education bureau, wereda office finance and economic development and wereda education office.
- g) Poor fund utilization capacities
- h) Lack of proper monitoring and evaluation
- i) Lack of proper participation in planning with all stack holders
- j) Delay of financial liquidation and reports.

31. Please prioritize the problems on implementation of UN, projects in ranking order of the problems

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- I) _____
- j) _____

32. What are the proposed solutions to the above monitored problems in UN-project implementation? ____

33. If you have any other additional comments and suggestions on improving UN-agencies educational projects. _____

Appendix 2

Addis Ababa University
School of Graduate Studies
Faculty of Education

Polices and Planning of Education

- Questions to be filled by woreda Education and Woreda finance economic development officials and experts.
- The main objective of this questionnaire is to collect first hand information for the study on “challenges in the implementations of UN (WFP, UNICEF, and UNDP) projects supporting primary education in Tigray regional state”. Your cooperation in providing pertinent and reliable information will be invaluable. So please fill out the questionnaire completely and honestly.

Thanks you for your cooperation

Instruction

- h) No need to write your name
- i) Please give short answers in space provided for your answers given in a multiple choice from.
- j) Please give short answers in space provided for question items that require your opinion.

Part I

General Information

1. Place :zone _____ Woreda _____ Village/Town/ _____
2. Name of the organization you work _____
3. Educational qualification
 - a) Below 12 grade
 - b) Grade 12 complete
 - c) TTI

d) Diploma

e) Degree

f) MA and above

4. Total service year _____

-With current position_____

- With proviso position_____

5. Educational specialization _____

6. Sex Male _____ Female _____

Part II

1.UN agencies (WFP, UNICEF, and UNDP) educational project at Woreda level focused on

a) Separate toilet for boys and girls construction

b) Teachers and support staff training

c) Support for girls education

d) Provision of educational materials

e)School feeding

f) Others if any _____

2. Who plans for UN-agencies (WFP, UNICEF, UNDP) educational projects?

a) Regional educational bureau

b) Regional bureau of finance and economic development

c) Regional educational bureau with donors

d) Donor only

e)Woreda Education offices

f)Woreda administration

3. Who decided to implement UN-agencies (WFP, UNICEF and UNDP) educational projects?

- a) Regional educational Bureau
- b) Donors Only
- c) Communities
- d) Finance and economic development Bureau

k) Write if any _____

4. Last three years does training on UN agencies projects (WFP, UNICEF and UNDP) provided to the implementer partners?

- a) Yes
- b) Not provided

5. If training is given the type of training is?

- a) On project plan preparation
- b) On project formulation and implementation
- c) On finance and material managements
- d) On communities participation

6. Does the training and support so far implemented as per the plan.

- a) Yes
- b) No
- c) Same times

7. If for question No 6 your answer is no why the reason is?

- a) Low capacities of programme coordinators
- b) Poor monitoring and evaluation
- c) Poor beneficiaries participation on the planning
- d) Lack of accountabilities

e) Implementers are think for the sack of utilization the budget out side the plan

8. Does the communities participate in planning for UN-agencies (WFP, UNICEF, UNDP) educational projects?

a) Yes b) No

9. If for question no 8 your answer is yes?

a) High b) Medium c) Low

10. For question No 8 your answer is yes then who do you think need to participate in planning formulation?

a) From UN agencies focal persons or regional education bureau experts work together.

b) Accepting the plan after briefing by the donors and regional educational bureau

c) Prepared the plan by them selves and give to concerned bodies.

11. Does UN projects implemented as per the plan.

A) Yes implemented as per the plan.

b) Sometimes implemented as per the plan

C) Completely not implemented as per the plan

12. UN educational projects budget utilized

a) High

b) Medium

c) Low

13. If UN -agencies educational projects are implemented as per the plan what do you think for its timely implementation of the projects.

a) Beneficiaries comminutes are participated in planning.

b) Beneficiaries comminutes are participated in implementation.

c) Financial and materials realized on time

d) Comments give financial and material supports.

14. If UN-projects are not implemented timely what do you think the reason?

a) Shortage of budget.

b) Shortage of trained manpower/skilled manpower/.

c) Low communities participation

d) Comments are not give financial and material supports.

e) Poor monitoring and evaluation

f) Specify if any _____

15. If not timely implemented what action is taken?

a) Expanded implementation period

b) Close the project

c) Stop disbursement of additional fund

d) Specify if any _____

16 .Performance and capacity of employees that perform of UN-projects related activates is:-

a) High

b) Medium

c) Low

17. For question no 15 if your answer is **low** what do you think the reason?

a) Low academic standard.

b) Low job experience.

c) Lack of job interests

d) Lack of relevant training

e) All are reasons

18. UN-agencies educational projects out put at regional level does the communities satisfied?

a) Yes

b) No

19. For question no 11 if your answer is **no** the reason is?

a) Shortage of skilled manpower

b). Shortage of budget

c) Lack of monitoring and evaluation from the initial of the projects

d) Delay of implementers of the projects

e) Specify if any _____

20. Does beneficiaries of UN-projects participate in UN-implementation?

a) Yes

b) Sometimes

c) Not at all

21. If for question no 19 your answer is yes, the type of the comminute participation is?

a) On labor work

b). on provision of educational materials

c) On financial and material assistances

Specify if any d) _____

e) _____

f) _____

22. If for question no 19 your answer is yes, the level of beneficiaries' participation in implementing the projects is:-

a) High

b) Medium

c) Low

23. If for question no 19 your answer is no your reason is:-

a) Low awareness of beneficiaries

b) To implement the project is requires time and additional budget

c) Low cooperation of the local administration due to low capacities

if any

24. When is the allocated budget released UN-agencies?

a) on time

b) Late.

c) Very late

25. Does UN-projects (UNICEF, WFP, and UNDP) at regional level continuous monitors and evaluated?

a) Yes

b) No

c) Not exactly known

d) Sometimes done

26. If your answer for question no 24 is yes, who monitories and evaluate the projects?

a) Regional educational bureau

b). Woreda educational office

c) Donors

d) Regional educational bureau and donors

e). Beneficiaries

27. Monitoring and evaluation cared by Woreda is sufficient enough?

a) Yes it is enough

b) Not enough

28. Does Woreda UN-agencies UN- (UNICEF, WFP, and UNDP) educational project implementation performances issues discussed?

a) Yes

b) Not at all

c) Same times (suddenly)

29. If for question no 27 your answer is **yes** who leads the desiccation?

a) Regional bureau of finance and economic development

b) Regional educational bureau

c) Regional state government

d) Woreda Education office

30. What are the problems faced on implementing UN-projects.

a) Staff turns over

b) Capacity problems at all levels

c) Delay of released of funds from donors

d) Delay of transfer of funds from bureau of finance and economic development to released funds timely

e) Low flow up to released funds timely by the regional educational bureau

f) Poor integration among bureau of finance and economic development, regional education bureau, wereda office finance and economic development and wereda education office.

g) Poor fund utilization capacities

h) Lack of proper monitoring and evaluation

i) Lack of proper participation in planning with all stack holders

j) Delay of financial liquidation and reports.

31. Please prioritize the problems on implementation of UN, projects in ranking order of the problems

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- I) _____
- j) _____

32. What are the proposed solutions to the above monitored problems in UN-project implementation? ____

33. If you have any other additional comments and suggestions on improving UN-agencies educational projects. _____

Appendix 3

Addis Ababa University
School of Graduate Studies
Faculty of Education

Policies and Planning of Education

- Questions to be filled by regional branch WFP, UNICEF and UNDP officials and experts.
- The main objective of this questionnaire is to collect first hand information for the study on “challenges in the implementations of UN (WFP, UNICEF, and UNDP) projects supporting primary education in Tigray regional state”. Your cooperation in providing pertinent and reliable information will be invaluable. So please fill out the questionnaire completely and honestly.

Thanks you for your cooperation

Instruction

- a) No need to write your name
- b) Please give short answers in space provided for your answers given in a multiple choice from.
- c) Please give short answers in space provided for question items that require your opinion.

Part I

General Information

1. Place : zone _____ Woreda _____ Village/Town/ _____

2. Name of the organization you work _____

3. Educational qualification

a) Below 12 grade

b) Grade 12 complete

c) TTI

d) Diploma

e) Degree

f) MA and above

3. Total service year _____
 -With current position _____
 - With proviso position _____
4. Educational specialization _____
5. Sex Male _____ Female _____

Part II

1. UN agencies (WFP, UNICEF, and UNDP) educational project at regional level focused on

- a) Separate toilet for boys and girls construction
- b) Teachers and support staff training
- c) Support for girls education
- d) Provision of educational materials
- e) School feeding
- f) Others if any _____

2. Who plans for UN-agencies (WFP, UNICEF, UNDP) educational projects?

- a) Regional educational bureau
- b) Regional bureau of finance and economic development
- c) Regional educational bureau with donors
- d) Donor only

3. Who decided to implement UN-agencies (WFP, UNICEF and UNDP) educational projects?

- a) Regional educational Bureau
- b) Donors Only
- c) Communities
- d) Finance and economic development Bureau

e) Write if any _____

4. Last three years does training on UN agencies projects (WFP, UNICEF and UNDP) provided to the implementer partners?

a) Yes b) Not provided

5. If training is given the type of training is?

a) On project plan preparation

b) On project formulation and implementation

c) On finance and material managements

d) On communities participation

6. Does the training and support so far implemented as per the plan.

a) Yes

b) No

c) Same times

7. If for question No 6 your answer is no why the reason is?

a) Low capacities of programme coordinators

b) Poor monitoring and evaluation

c) Poor beneficiaries participation on the planning

d) Lack of accountabilities

e) Implementers are think for the sack of utilization the budget out side the plan

8. Does the communities participate in planning for UN-agencies (WFP, UNICEF, UNDP) educational projects?

a) Yes b) No

9. If for question no_8 your answer is **yes**?

- a) High b) Medium c) Low

10. For question No_8 your answer is **yes** then who do you think need to participate in planning formulation?

a) From UN agencies focal persons or regional education bureau experts work together.

b) Accepting the plan after briefing by the donors and regional educational bureau

c) Prepared the plan by them selves and give to concerned bodies.

11. Does UN projects implemented as per the plan.

a) Yes implemented as per the plan.

b) Sometimes implemented as per the plan

c) Completely not implemented as per the plan

12. UN educational projects budget utilized

a) High

b) Medium

c) Low

13. If UN –agencies educational projects are implemented as per the plan what do you think for its timely implementation of the projects.

a) Beneficiaries comminutes are participated in planning.

b) Beneficiaries comminutes are participated in implementation.

c) Financial and materials realized on time

d) Comments give financial and material supports.

14. If UN-projects are not implemented timely what do you think the reason?

a) Shortage of budget.

- b) Shortage of trained manpower/skilled manpower/.
- c) Low communities participation
- d)Comments are not give financial and material supports.
- e) Poor monitoring and evaluation

f) Specify if any _____

15. If not timely implemented what action is taken?

- a) Expanded implementation period
- b) Close the project
- c) Stop disbursement of additional fund
- d) Specify if any _____

16 .Performance and capacity of employees that perform of UN-projects related activates is:-

- a) High
- b) Medium
- c) Low

17. For question no 15 if your answer is **low** what do you think the reason?

- a) Low academic standard.
- b) Low job experience.
- c) Lack of job interests
- d) Lack of relevant training
- e) All are reasons

18. UN-agencies educational projects out put at regional level does the communities satisfied?

- a) Yes
- b) No

19. For question no 11 if your answer is **no** the reason is?

a) Shortage of skilled manpower

b). Shortage of budget

c) Lack of monitoring and evaluation from the initial of the projects

d) Delay of implementers of the projects

e) Specify if any _____

20. Does beneficiaries of UN-projects participate in UN-implementation?

a) Yes

b) Sometimes

c) Not at all

21. If for question no 19 your answer is yes, the type of the comminute participation is?

a) On labor work

b). on provision of educational materials

c) On financial and material assistances

Specify if any d) _____

e) _____

f) _____

22. If for question no 19 your answer is yes, the level of beneficiaries' participation in implementing the projects is:-

a) High

b) Medium

c) Low

23. If for question no 19 your answer is no your reason is:-

a) Low awareness of beneficiaries

b) To implement the project is requires time and additional budget

c) Low cooperation of the local administration due to low capacities

if any _____

24. When is the allocated budget released UN-agencies?

- a) on time
- b) Late.
- c) Very late

25. Does UN-projects (UNICEF, WFP, and UNDP) at regional level continuous monitors and evaluated?

- a) Yes
- b) No
- c) Not exactly known
- d) Sometimes done

26. If your answer for question no 24 is yes, who monitors and evaluate the projects?

- a) Regional educational bureau
- b). Wereda educational office
- c) Donors
- d) Regional educational bureau and donors
- e). Beneficiaries
- f) Together

27. Monitoring and evaluation cared by region is sufficient enough?

- a) Yes it is enough
- b) Not enough

28. Does regional UN-agencies UN- (UNICEF, WFP, and UNDP) educational project implementation performances issues discussed?

- a) Yes
- b) Not at all
- c) Same times (suddenly)

29. If for question no 27 your answer is yes who leads the desiccation?

- a) Regional bureau of finance and economic development
- b) Regional educational bureau
- c) Regional state government
- d) all

30. What are the problems faced on implementing UN-projects.

- a) Staff turns over
- b) Capacity problems at all levels
- c) Delay of released of funds from donors
- d) Delay of transfer of funds from bureau of finance and economic development to released funds timely
- e) Low flow up to released funds timely by the regional educational bureau
- f) Poor integration among bureau of finance and economic development, regional education bureau, wereda office finance and economic development and wereda education office.
- g) Poor fund utilization capacities
- h) Lack of proper monitoring and evaluation
- i) Lack of proper participation in planning with all stack holders
- j) Delay of financial liquidation and reports.

31. Please prioritize the problems on implementation of UN, projects in ranking order of the problems

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

f) _____

g) _____

h) _____

I) _____

j) _____

32. What are the proposed solutions to the above mentioned problems in UN-project implementation? __

33. If you have any other additional comments and suggestions on improving UN-agencies educational projects. _____

Appendix 4

Addis Ababa University
School of Graduate Studies
Faculty of Education
Polices and Planning of Education

Questions to be interview to regional education bureau developmental plan process owner, to regional finance and economical development bureau project support (fund) coordination process owner, to regional branch WFP, UNICEF and UNDP officials and to woreda finance and economical development offices and woreda educational offices . The main objective of this Semi structure interview is used that it gives chance for the interviewer to raise further questions and make things more clearly.

Thanks you for your cooperation

1. Who plans Un agencies (WFP, UNICEF and UNDP) educational projects?
2. Does the beneficiaries participate in planning, implementing, monitoring and evolution of UN agencies educational projects? If beneficiaries participated what is the level of participation? How and in what type beneficiaries participated?
3. In our region (woreda) UN agencies educational project are implemented on time?
- 4, Does the communities satisfied on UN agencies educational project out put ?
5. What are the major problems faced on implementing UN projects?
6. What are the proposed solutions to the above mentioned problems?
7. How is the level of integration on all activities of UN project among UN agencies, BOFED, REB?

DECLARATION

I, the undersigned, declare that this thesis is my original work under the guidance of Ato H/selassie W/gerima. All sources of materials used for the thesis have been duly acknowledged.

Name; Ghebreyesus Ghebremicheal

Signature; _____



Place; Addis Abeba University

Date of submission; June, 2010

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

Name; Ato H/selassie W/gerima

Signature; _____



Date of Approval; _____

11/06/2010

