AN ASSESSMENT OF THE EFFECTIVENESS AND CONTRIBUTION OF UNICEF ASSISTED PRIMARY EDUCATION PROJECT TO EDUCATION DEVELOPMENT OF OROMIA REGION

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

TEMESGEN ADISSU

JUNE 2011

ADDIS ABABA

AN ASSESSMENT OF THE EFFECTIVENESS AND CONTRIBUTION OF UNICEF ASSISTED PRIMARY EDUCATION PROJECT TO EDUCATION DEVELOPMENT OF OROMIA REGION

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

BY:

TEMESGEN ADISSU

JUNE 2011

ADDIS ABABA

AN ASSESSMENT OF THE EFFECTIVENESS AND CONTRIBUTION OF UNICEF ASSISTED PRIMARY EDUCATION PROJECT TO EDUCATION DEVELOPMENT OF OROMIA REGION

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY

IN PARTIAL FULFULMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS

IN EDUCATIONAL POLICY AND PLANNING

BY:

TEMESGEN ADISSU KITILA

JUNE 2011

ADDIS ABABA

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

AN ASSESSMENT OF THE EFFECTIVENESS AND CONTRIBUTION OF UNICEF ASSISTED PRIMARY EDUCATION PROJECT TO EDUCATION DEVELOPMENT OF OROMIA REGION

BY:

TEMESGEN ADISSU KITILA

APPROVAL OF BOARD OF EXAMINERS

Yerunodmelak Alemu (PhD)

Chairperson, Department

Mekuria

Signature

Graduate Committee

Advisor

Signature

Examiner

Signature

ACKNOWLEDGEMENTS

At this place I would like to thank individuals who directly or indirectly supported me during the study. First of all, I would like to extend my profound thanks to my thesis advisor, Jeilu Oumer (PhD) for his unreserved guidance, critical comments and invaluable technical assistance, throughout the course of my thesis work. Certainly, without his comment, the development and completion of this study would have been impossible.

I would like to extend my deepest gratitude to OEB for providing me to attend this program. I am also thankful to REB and UNVs, BoFED, UNICEF, WEO, WOFED experts, primary school directors for their good collaboration in providing me necessary information and covering my office work during difficult days.

My sincere thanks also go to W/ro Alemitu Wakjira for her tolerance, financial support, regular encouragement and understanding throughout study time are highly appreciable.

Addis Ababa

Temesgen Adissu

June 2011

ABBREVIATIONS AND ACRONYMS

ABE: Alternative Basic Education

BoFED: Bureau of Finance and Economic Development

CPAP: Country Program Action Plan

CRC: Cluster Resource Center

ECD: Early Childhood Development

EdAD: Educational Administration

EdPM: Educational Planning and Management

EFA: Education for All

EFY: Ethiopian Fiscal Year

ESDP: Education Sector Development Program

ETP: Education and Training Policy

GER: Gross Enrolment Rate

GPI: Gender Parity Index

IIEP: International Institute for Educational Planning

MDG: Millennium Development Goals

MoFED: Ministry of Finance and Economic Development

MTR: Mid Term Review

NER: Net Enrolment Rate

NGOs: Non-Governmental Organizations

NIR: Net Intake Rate

PASDEP: Plan for Accelerated and Sustained Development to End Poverty

PERT: Program Evaluation and Review Technique

PTA: Parent Teacher Association

REB: Regional Education Bureau

SWAP: Sector-Wide Approach

TGE: Transitional Government of Ethiopia

UN: United Nation

UNCRD: United Nations Center for Regional Development

UNDAF: United Nations Development Assistance Framework

UNDP: United Nations Development Program

UNESCO: United Nations Educational, Scientific, and Cultural Organization

UNFPA: United Nations Populations Fund

UNICEF: United Nations Children's Fund

UPE: Universal Primary Education

USD: United States Dollar

WASH: Water Supply Sanitation and Hygiene Education

WEO: Woreda Education Office

WFP: World Food Program

WOFED: Woreda Office of Finance and Economic Development

ZEO: Zone Education Office

TABLE OF CONTENTS

LIST OF TABLES

Abstract

The main purpose of this study was to assess the effectiveness and contribution of UNICEF assisted primary education project to education development of Oromia Regional State from 2007/08 to 2009/10. In order to attain objectives of the study a descriptive survey method was employed. The study was carried out on UNICEF assisted primary education project 12 woredas of 9 zones in the region. These samples were selected using stratified random sampling technique. Data were gathered through questionnaires, unstructured interview, focus group discussion, and project and education documents. The data were analyzed using frequency, percentage, mean values, standard deviation (SD), standard error of mean (SEM) and T-test. The findings show that the fund contributed from 2007/08 to 2009/10 were 85,672,912 from this utilized amount within planned years were 31,487,018 whereas, utilized in the next fiscal year were 42,065,307and unutilized were 791,367. The project was contributed through constructed and maintained ABE Centers, CFS, and classrooms, furniture, uniform and basic learning materials supplies and provision of capacity building trainings. The number of primary schools in sample woredas was increased from 430 in 2007/08 to 535 in 2009/10. As a result the number of enrolled students shows an increase from 243,274 in 2007/08 to 291,143 in 2009/10. However, these achievements were not only UNICEF effect but also joint effort with government. The study further disclosed that inadequacy of existing project organizational design, lack of project knowledge, technical and conceptual skill and experience among project decision-makers and personnel, frequent project personnel turnover, lengthy of financial process and procedures, delayed fund release and liquidation, unreleased fund, lack of industrial materials at local level, delayed, piecemeal and incomplete set of supplies provision, short of execution period, and lack of effective monitoring and evaluation system inhibited project contribution and effectiveness. Thus, effectiveness of the project within planned time was found to be below desired. Finally the study recommended that the Oromia education bureau has to organize project structure by matrix system, build capacity of project decision-makers and personnel's through in-depth and continuous training, reduce scope of project as per resource, develop workable schedule and manual, compromise with donor organization to decentralize purchase of locally available supplies, maintain activities execution as schedule and develop efficient monitoring and evaluation system.

CHAPTER ONE

THE PROBLEM AND ITS SETTING

This chapter comprises of the background to the study, statements of the problem studied, objectives of the study, significance of the study, delimitations of the study, definitions of terms and organization of the study.

1.1. Background of the Study

Education is a process by which man transmits experiences, new findings, and values accumulated over the years in struggle for survival and development, through generations (MoE 1994:1). It is one of the most essential instruments to break the vicious circle of poverty and pave the way for further development and prosperity as well.

In line with this, the Government of Ethiopia has been working towards the realization of UPE through consecutively launched ESDP I, II, and III that have resulted in meaningful achievement. In line with this, Oromia National Regional State has also developed and implemented Regional ESDP I, II, and III.

Moreover, the current ETP of Ethiopia confirms that primary education is compulsory and education is free up to grade 10 (MoE, 1994:31). Given this fundamental rights of education, expanding education and there by achieving a time-bounded goal of UPE has been a priority agenda for many countries including Ethiopia. Ethiopia, since the Addis Ababa UNESCO Conference on African Education in 1961, has given due attention to ensure free primary education for all. However, until the adoption of the current ETP in 1994, the education system was entangled with many complex problems of relevance, quality, accessibility and equity. At the time of the formulation of the ETP, below 22% of the school age children had the opportunity to attend grade 1-6 education in the country (MoE, 1994:3). In order to solve the problems of education system, the government of Ethiopia has ETP along with the sector strategy (MoE, 1994). The policy focuses on extending accesses to education, ensuring quality, relevance and quality of education at all levels.

To implement ETP a 20 year perspective plan which was the multi-year ESDP was designed and started in 1997/98 with the long-term goal of achieving UPE by the year 2015 and now reached

its third phase (ESDP III). Based on the national framework of ESDP III and regional education system status; the Oromia National Regional State ESDP III was developed and implemented accordingly.

EFA is a commitment made by some 150 countries and their external partners in Jomten, Thiland in 1990 and reaffirmed at the World Education Forum in Dakar, Senegal in 2000. The EFA commitment broadly is to extend the benefits of education to every citizen of every society throughout the developing world, and specifically to: ensure UPE for all children by 2015; Eliminate gender disparities in primary and secondary education; improve early childhood care and education; ensure equitable access to "life skills" programs; achieve a 50% increase in adult literacy by 2015; and improve all aspects of the quality of education (UNESCO, 2001).

Since the inauguration of Education Policy in 1994, Ethiopia has made tremendous progress towards the goal of UPE. The GER have been more than quadrupled from 22% in 1993/1994 to 95.6% in 2007/08 (MoE, 2007/08:23). In Oromia region the GER was mere 33% in 1993/1994 and the GER was 95% in 2007/08 (OEB, 2007/08:43).

Education is an expensive and costly business in terms of finance, manpower and materials of which most are scarce. These inadequately available resources in education need multivariate sources. Thus, the scarce resources need proper preparation and utilization to warrant the effective and efficient use of resources allocated to education. Concerning education input resources, Education Sector Strategy (MoE, 1994:19) states that improving the quality of teaching and the standard of education cannot be achieved without an extensive improvement in school facilities and provision of better instructional materials. In support of this, strategic areas of cooperation (MoFED, 2006:109) states that UN agencies will have significantly supported national efforts to achieve MDGs relating to improved and equitable access and utilization of decentralized social services, including those for health, nutrition, education, water, sanitation and hygiene, by developing capacities of both those who demand and use such services, while giving special focus to the most vulnerable and underserved groups.

Oromia is one of the nine National Regional States in the Federal Democratic Republic of Ethiopia. Oromia region borders Afar and Amhara regions in the North, Kenya in the South, Somali region in the east, the Republic of Sudan and Benishangul Gumuz region in the West, the State of Southern Nations, Nationalities and Peoples' and Gambella region in the South. The

region is located between 3° to 40^0 N and 34^008 to 42^055'E. Based on the 2007 Population and housing census the estimated area of the region is about 363,136km^2. According to the Central Statistics Authority projection the total population of the region in May 28,2007 was 26,993,933 of which 13,595,006 (50.4%) are male and 13,398,927 (49.6%) are female and the school age population 6,386,177 of which 3,229,973 are male and 3,156,200 are female (age 7-14) in 2010. The age structure of the region shows that over 46% of the population is less than 15 years of age, while the economical active age group (15-64) is about 50% (Population and Housing Census of Ethiopia Analytical Report, 2007). Concerning the major economic activities of the region, over 87.7% of the people live in the rural areas, and agriculture has remained the source of livelihood for the overwhelming majority of the people (OEB, 2005/06:1).

In the region, due to the difference between the census projection of 1994 and 2007, GER shows declining. However, when we compare the number of enrolled students the data shows an increasing trend. Thus, at the beginning of 2007/08 (2000 EFY) there was 9,325 government primary schools with an enrollment of 5,390,193(Boys=2,949,040, Girls=2,441,153) with GER 95%(Boys=103%, Girls=86%) (OEB, 2007/08:43). In 2009/2010 (2002EFY) the number of government primary schools reached 10,742 and GER 89.2%(Boys=94.2%, Girls=84.1%). (OEB, 2009/2010:7).

As it was stated in Ethiopia-UNICEF CPAP agreement document that the total allocated education country budget were 53,853 USD in thousands (10,346 USD in average) for the years 2007-2011 (MoFED:2007:32). From this country wide project assistance resource one can judge that the region has much share and benefited from this. Corresponding to this, UNICEF budget plan were prepared by REB in collaboration with woredas. Each woreda has prepared its own draft of five years budget, organized and finalized at REB level, and finally the REB request UNICEF through BoFED via MoFED. The budget ceilings was given from the MoFED through MoE to REB, then the REB shares among 40 target woredas and retain some amount of the budget for activities to be done at REB level. The distribution list of budget for Woredas was sent to BoFED. Then BoFED send budget shared to REB and to WoFED. The budget for the REB were managed by REB while the budget allocated for WEO is managed by WEO and financial utilization of this budget for activity implementation is at primary school level.

1.2. Statement of the Problem

In relation to the multi dimensional problems that entangled primary education of Ethiopia, low access, low quality and inequality education are the major challenges. Similar to ESDP-I and ESDP-II Government, donor, NGO and Community would be the major source for financing ESDP III (OEB, 2005:61). The participation of various organizations and individuals were enhanced in the production, supply and distribution of educational support inputs (MoE, 1994:28).

In developing countries like that of Ethiopia, specially at woreda and school level many people working on education projects receive little or no education or training in project management. As a result, the same mistakes are made again and again in the region and the success of the project is adversely affected. UNDAF-Oromia MRT 2007-2011report stated that a significant number of UNICEF education support projects are facing difficulties in achieving their goals and objectives due to management, implementation problems and other related reasons (UNICEF, 2009:10). Currently, there are various educational projects undertaken by UNICEF in collaboration with the REB. However, many of them were successful; some of such projects are not also free from managerial and implementation problems that negatively affect the project execution.

As the annual REB reports of the years 2007/08 to 2009/10 and UNDAF-Oromia MRT 2007-2011reports of the project conducted by UNICEF in collaboration with BoFED and REB, there are problems really not identified for the under utilization of UNICEF support to primary education development of the region (UNICEF, 2009:10).

The existing practice in Ethiopia shows that funds obtained from different donors go to finance different educational projects under ESDP III. However, the expectation foreseen in ESDP III implementation was not materialized as desired. Particularly research made to improve the effectiveness and extent of contribution of this project for the delimited time to take appropriate remedial action to speed up the implementation process were not observed.

It was stated that "... the financing of education be just, efficient, appropriate equity and quality of education" (MoE, 1994:6). The main reason why the student researcher is concerned with this study is to assess the effectiveness of UNICEF support, the contribution achieved so far, what

remains to be done for its fully effectiveness and to identify the pressing problems from the years 2007/08 to 2009/10.

This study, therefore, planned to assess the obstructing problems in accomplishing project planned activities, inefficient fund utilization and to address the need for more effective use of these resources. To this end, the study was intended to investigate the problem and to find feasible solution for the following basic research questions:

1. What are the major contributions of UNICEF assistance in improving the primary education of the region?
2. To what extent were UNICEF assisted primary education projects effectively carried out in the region?
3. What are the major managerial and implementation factors that affect the effectiveness of UNICEF assisted primary education projects in the region?

1.3. Objectives of the Study

The general objective of the study was to assess the effectiveness and contribution of UNICEF assisted primary education projects to education development of Oromia Region.

The specific objectives of the study were:

1. to assess the contribution of UNICEF assistance in the primary education of the region.
2. to examine the extent to which UNICEF assisted in improving access to primary education of the region.
3. to assess the extent to which UNICEF assisted in improving quality of primary education in the region.
4. to examine the effectiveness of UNICEF assisted primary education projects implementation in the region.
5. to identify major factors that affected the implementation of UNICEF assisted primary education projects in the region.

1.4. Significance of the Study

Good project management is one of the most important factors that positively affect the outcomes of a given education project. On the contrary, poor educational project management leads to the wastage of human, financial and material resources. Hence, any attempt that contributes to the mitigation of the project managerial problems and/or to improvement of educational project management can have a significant role in the general growth of our education system.

Thus, the study is essential to generate the necessary information for decision makers and planners of the donor and education institutions in order to take corrective actions regarding how resources to be secured timely, how managerial problems to be solved, how to improve implementation problems and how to achieve planned goals with the resource allocated by accomplishing planned activities of the project.

Hence, this study will have the following major contributions:

1. It may help to understand the general present situation of primary education assisted by UNICEF in collaboration with the region.
2. It may help to identify managerial and implementation problems of the educational projects so as to take appropriate measures and minimize/solve the existing bottlenecks.
3. The results of this research will provide some insights and feedback for the education bureau and UNICEF so that they improve the management and implementation of the current and future UNICEF educational projects.
4. The study findings may also create interest for concerned Research Institutions or other researchers who want to conduct an in-depth study on this particular area.

1.5. Delimitation of the Study

This study was delimited to 40 UNICEF supported primary education development target woredas in Oromia Regional State. The study focuses on the utilization of project resource inputs, achievement, effectiveness, contributions to education development of the region and bottlenecks to implement the project in the target woredas.

The number of those targeted woredas, however, is beyond the scope of this study due to various reasons. *First,* due to the geographical location and distances among targeted woredas there was shortage of time and financial constraints to address all areas. *Secondly,* the rational for selecting those woredas as research setting was that the investigator is working as an expert in the region. As a result, the investigator has acquaintance with woredas' education officials, and this can help the investigator to get valuable evidence. *Thirdly,* the size of the study is manageable within the study time bounded, budget and human power. Therefore, the scope of this study was delimited to the 12 UNICEF target woredas in 9 zones of the region.

Such delimitation is appropriate, because the investigation involves 9 (53%) zones out of 17 zones, 12 (30%) woredas out of 40 target woredas and one primary school from each sample woreda which was totally 12 schools. This is why most of (more than half) the zones were included in the study and assumed woredas in the same zone or other related zones might have almost similar/common problems in donor financed education project. This is to find out the most common serious deep problems of all target woredas. In terms of time dimension, the study was delimited to 2007/08 to 2009/10.

1.6. Definitions of Terms

Access: the ability of all people to have equal opportunity in education, regardless of their social class, ethnicity, background or physical disabilities (UNESCO, 1974).

Assessment: is a process of gathering and documenting information about the achievement, skills, abilities, and personality variables of an individual. Assessment is used in both an educational and psychological setting by teacher, psychologists and counselors to accomplish a range of objectives (UNESCO, 2010).

Client: The client is anyone who will ultimately use the final project, as either a customer outside the organization or a department within the organization (Cleland, 1997:18).

Contribution: a voluntary gift (as of money or services or ideas) made to some worthwhile cause; act of giving in common with others for a common purpose especially to a charity (UNESCO, 2010).

Community Contribution: is a development strategy in which the beneficiaries are active participants at all stages of the development and execution of a project from identification of a project, selection of a site, supervision of work and provision of labour to appropriate utilization, management, and maintenance of the final product (MoE, 1999).

Educational effectiveness: is whether or not a specific set of resources has a positive effect on achievement and, how large this effect is. Clearly, since effectiveness does not directly compare resource users or costs, what is effective is not necessarily what most efficient (Jeilu, 2009).

Management: the process of working with and through individuals and groups to accomplish managerial goals (Butterworth, 1984).

Project: can be a multibillion dollar investment in … the development of curricula and textbooks and the training of teachers for primary education; or the provision of equipment and facilities to recognize and improve the maintenance of a highway system; or the building of health clinics, the of paramedics, and the provision of information and education programs to promote family planning (Baum, 1985:7).

Project implementation: a project stage which covers to actual development or construction of the project up to the point at which it become fully operational (Yekunoamlak, 2009).

Primary education: In Ethiopia, Primary Education, defined as education in grade 1-8, in two cycles 1st cycle (grade 1-4) and 2nd cycle (grades 5-8) (MoE, 2000).

Project management: Involves application of knowledge, competencies and skills in defining, planning, scheduling, and controlling it to successful completion. As management in general, it also involves leading, communicating, and motivating (World Bank Institute, 2000).

Primary School Age Population: is the total number of school age population for complete primary (7-14 ages) education (OEB, 2000).

Woreda: Administrative hierarchy above kebele that have all the powers necessary to prepare, determine and implement within its own areas plans concerning social services and economic development (Negarit Gazeta 51st Year:1995).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter encompasses the review of related literature and lays down the conceptual framework for the study. It is generally divided into four topics and under those major topics it has eleven sub topics. The chapter mainly comprises of the essence and meaning of project; approaches to managing educational project; major problems of project management and implementation; and overview of education projects.

2.1 The Essence and Meaning of Project

Projects are parts of overall programs and may be broken down into tasks, subtasks, and further if desired. Organizations carry out development activities as operations and projects.

Harrison (1985) has described operations and project activities as follows:

> *In management of operations, work normally follows a well-oiled routine; people know their job and carry out basically the same work, week in, week out. Relationships and information flows are more or less permanent and there is an effective learning carves brought about by work repetition. Conversely, a project is by its very definition a non-routine undertaking; thus in all but the simplest project, the people, the companies, the work, the management information system, and many other factors require to be organized uniquely in temporary but ever changing relationships. (p. 20)*

Samuel, J. (2001) states that, "the difference between a project and a *non-project* is not always crystal clear. At base, however, projects are unique, have a-specific deliverable, and have a specific due date" (p. 2). A project, then, is a temporary endeavor undertaken to create a unique product or service. It is specific, timely, usually multidisciplinary, and always conflict ridden.

As we have seen the above differences between project and operations cited by different authors types of jobs that needs projects for a specified developmental activities are; with own nature and have relatively longer time for accomplishment, demanded gap from the well defined beneficiaries' side, entirely new and uncertain to handle it, involves several organizations for input and cost-effective, needs collaborative effort to actualize, and requires active participation of all stakeholders to accomplish, and require special follow-up, monitoring and evaluation process.

As many authors in the area agree, a project idea is new and unique process to create a unique product, service and result. Baum (1985) states project as follows:

> *The notion that investment can and should be planned and executed in the form of specific project is relatively new. Although the use of the term project, in the general sense of a plan, design, or scheme for doing something, can be traced back for several countries, it is only in postwar period, beginning in 1950's, that development practitioners and academics have focused on projects as the units into which investments could be packaged (p. 6).*

The above idea indicates that a project approach is relatively new.

Similarly, Duncan (2004) explains as follows:

> *Organizations perform work to achieve a set of objectives. Generally, work can be categorized as either projects or operations, although the two sometimes overlap. They share many of the following characteristics; performed by people, constrained by limited resources, planned, executed, and controlled. Projects and operations differ primarily in that operations are ongoing and repetitive, while projects are temporary and unique (p. 6).*

In this regard, jobs that require projects are complicated and light must be shed from several directions; entirely new and there is uncertainty about how to handle it; involves several organizations or units and demands cooperation; cost-intensive and requires special follow-up; task to be carried out within a definite period of time; limited and specified; demands broad and active participation.

Butterworths (1984) states that, "project objectives involve the key parameters of time, cost and performance. Indeed a project organization has a specific goal and end point: the completion of the project" (p. 5). In order to explain the unique and complexity of a project, Robert (2003) indicates that, "a project is a sequence of unique, complex, and connected activities having one goal or purpose and that must be completed by a specific time, within budget, and according to specification" (p. 3). Similarly, Randolph and Posner (1992) states that, "common characteristics of projects are a unique, one–time focus, a specific end result, a start and a finish time, an involvement of an ad hoc, cross-functional group of people, limited set of resources, a sequencing of interdependent activities, and a clear user (client, customer) of the results (p. 3).

Gregory (2005:9) has compared projects and operation activities as follows:

Feature	Projects	Operations
Key similarities	Planned, executed, and controlled, Performed by people, resource constrained	Planned, executed, and controlled, Performed by people, resource constrained
Purpose	Attain objectives and terminate	Sustain the organization
Time	Temporary, definite beginning and end point	Ongoing
Outcome	Unique product, service, or result	Non-unique product, service, or result
People	Dynamic, temporary teams formed to meet project needs, generally not aligned with organizational structure	Functional teams generally aligned with organizational structure

Projects are different from regular activities. Gilbreath (1986) states that:

> *Projects represent unique, one-time-only efforts with singular objectives. The distinct project use a uniquely different set of resources in a unique configuration that is different from any other project ever under taken, and the distinct environment in which the project undertaken is constantly changing, risks differ, approaches to decision-makers do not enjoy following rules or complying with procedures established by others (p. 22-23).*

Jason (2007) states that, "a project is a unique endeavor to produce a set of deliverables within clearly time, cost and quality constraints. Projects are different from standard business operational activities as they are unique in nature, have a defined timescale, have an approved budget, have limited resources, involve an element of risk and achieve beneficial change" (p. 2).

As far as the result of projects are concerned, Gregory (2005), "a project is the work performed by an organization one time to produce a unique outcome. By "one time," we mean the work has a definite beginning and a definite end, and by "unique," we mean the work result is different in one or more ways from anything the organization has produced before" (p. 8). Thus, a project is the task of creating an outcome with predetermined objectives, complex interaction of resources, services and organization.

According to Baum (1985) states that, "the project approach has endured as a disciplined way to manage the use of resources to achieve important project objectives" (p. 5-6). A project then, is a essentially provides a disciplined and systematic approach to analyzing and managing a set of investment activities. Thus, there are diverse specific project activities in varying proportions and with different emphasis.

When we summarize the above all definitions of project given by different authors, a project is a set of planned activities aimed at achieving specific objective for specific purpose having results (output and outcome), for determined target, to accomplish with a pre-determined input (human, material and financial) within a given time frame and defined geographical location for specific target group (beneficiaries). In order to know what project is, how it is managed, what kind of organization suits to operate, who to implement a project constraints it is essential to make clear of in the following parts.

Paul (2005) has written that "the origin of project is linked to the identification of a need, a problem or an opportunity within the organization" (p. 9). In the case of project-driven organizations, projects originate from customer requests, orders for work or invitations to tender.

There is no a commonly, universally agreed upon one definition of project i.e a number of writers define project in different ways. According to Magnen (1990) states that, "project is a set of planned activities aimed at achieving specific activities within a given time frame and budget; and a program as a set of projects pursuing several interrelated objectives within what is generally a longer time frame than that of the project" (p. viii).

Furthermore, Harrison (1985:1), has noted "a project can be defined as a non-routine, non-repetitive, one–off undertaking, normally with discrete time, financial and technical performance goals" (p. 1).

In strengthening this Keith and James (2005) states that, "project – unique process, consisting of a set of coordinated and controlled activities with start and finish dates, undertaken to achieve an objective conforming to specific requirements including the constraints of time, cost and resources" (p. 1). Thus, all projects are unique in some respect or other and may differ from the usual business for which the parent company exists.

According to Baum (1985) a project is taken to be "a discrete package of investments, policy measures, and institutional and other actions designed to achieve a specific development objective (set of objectives) within a designated period" (p. 8).

Similarly, Robert (2003) states that, "a project is a sequence of unique, complex, and connected activities having one goal or purpose and that must be completed by a specific time, within budget, and according to specification (p. 3). In support of this, David et al., (1998) states that, "a project is any underlying that has a defined objective, a cost parameter, and a time element for its development" (p. 8-9). Similarly, Duncan (2004) argued that, "a project is temporary endeavor undertaken to create a unique product, service, or result" (p. 5).

Therefore, a project is a temporary endeavor undertaken to create a unique product or service. It is specific, timely, usually multidisciplinary, and allows conflict ridden. Projects are parts of overall programs and may be broken down into tasks sub tasks, and if desired.

2.2 Approaches to Managing Educational Project

According to Duncan (2004), "project management is the application of knowledge, skills, tools and techniques to project activities to meet project requirements. The project management system is the set of tools, techniques, methodologies, resources, and procedures used to manage a project (p. 8-33). Therefore, a system is a set of processes and the related control functions that are consolidated and combined into a functioning, unified whole.

As Augustine (1989) has noted, "there is no definite ground rule for determining the extent of project management authority.... must be divided by organization after consideration of project requirements and organization and managerial strengths" (p. 71). Day (1994) wrote that "project management is the management of change" (p. 1).

According to David (1998) states that, "project management saves money. Time is money ....in planning, resource, deployment, tracking, use of resources, and project close-out" (p. 27). The writer argued that project management can be a money-saver.

Oakley (1991:32) states that, "we can ask whether government officials can ever come to see rural people as having good minds and useful skills, and not just strong backs and keep pockets.

So in fact governments need rural people with their skills, innovativeness and resources to carry out necessary national improvements, and genuine transfer of power" (p. 32).

Therefore, the project management is a wider process which includes the whole managerial activities, efficient organization, continuous coordination, skilful operation, periodic monitoring and effective follow-up.

2.2.1 Project Cycle

A project usually goes through a series of identifiable sequences of stages. Thus, the stages are described in different terms by different scholars. There are different models of the project cycle given by different authors. According to Butterworths (1984) the stages noted were, "definition, selection, implementation and communication" (p. 5). Baum and Tolbert (1985) have pointed out project stages, "identification, preparation, appraisal, implementation and evaluation" (p. 334).

Furthermore, Magnen (1991) states that, "Identification, preparation, appraisal, negotiation, implementation retrospective and evaluation" (p. 27). Dingle (1997) reveales that, "identification, preparation, appraisal, negotiation, implementation, operation, post project evaluation and close down" (p. 6). Similarly, the World Bank uses: Identification, preparation, appraisal, implementation and evaluation. Moreover, Cleland (1997) cites that, "conceptual, planning, execution and completion" (p. 49). Other, Lewis (2005) states that, "concept, definition, planning, execution and close out" (p. 36). A project for reasons of size, complexity, level of risk, and cash flow constraints, phase can be further subdivided into sub phases.

Duncan (2004) describe the project cycle as follows:

> *There is no single best way to define an ideal project life cycle. The project life cycle connect the beginning of a project to its end. Project life cycles generally define: what technical work to do in each phases, when the deliverables are to be generated in each phase and how each deliverable is reviewed, verified, and validated, who is involved in each phase, how to control and approve each phase. Most project life-cycles share common characteristics: phases are generally sequential and are usually defined by some form of technical information transfer or technical components handoff. (p. 21-25)*

The summarized models of the project cycle show that although projects vary considerably, most projects go through almost similar various stages. However, for our purpose, the five stages of the project cycle developed by Baum and Tolbert seems more convenient.

Magnen (1990) states project evaluation as follows:

> *Projects were usually monitored with regard to buildings and financial operations: monitoring and evaluation of educational projects are a major preoccupation. In terms of periods of evaluation, four types of evaluation may be ex-ante evaluation which is carried out before the implementation to determine the needs and potentials of the target group, and to assess the feasibility, potential effects and impacts of the project. Mid-term evaluation takes place while the project is on-going. Terminal evaluation is a project completion report conducted to assess the sustainability of the benefits and rate of return on investment and ex-post evaluation is project impact evaluation. It can be conducted by internal or external evaluators. (p. 17)*

With regard to this David (1997) states that, "most models of the project management process are based on the concept of the project life cycle in which the project is broken into phases based upon the type of work being performed in that phase and the type of individuals needed to perform the work (p. 49).

Thus, each project phase is marked by completion of one or more deliberation. A deliverable is a tangible, verifiable work product such as a feasibility study, a detail design, or a working prototype. The deliverables, and hence the phases, are part of a generally sequential logic designed lacks the phase of monitoring and evaluation.

Furthermore, Mike (2004) states that, "a project has a life cycle, which is the path and sequence through the various activities to produce the final product" (p. 7).

A project manager or the organization divide projects into phases to provide better management control with appropriate links to the ongoing operations of the performing organization. Collectively, these phases are known as the project life cycle. Many organizations identify a specific set of life cycles for use on all of their projects. Project life cycle defines the phases that connect the beginning of a project to end.

Furthermore, Duncan (2004) describes that, "the project life cycle will identify which transitional sections at the end of the project are included or not included, in order to link the project to the ongoing operations of the performing organization" (p. 19).

Similarly, James (2005:36) indicates that, "life-cycles model for projects are concept, definition, planning, and execution and close out" (p. 36).

In support to this Butterworths (1984) states project life cycle as follows:

> *First, definition phase, this includes the analysis of project need and objectives, alternative solutions, and feasibility of alternatives. Second, selection phase, this embrace the preferred alternative, project preparation, specification, investment and funding decision. Third, implementation phase comprises of the engineering, establishment of plan, budgets and project specification, project drawing and schedule, supplies and handover for operation. Fourth, communication phase, this holds test for operation and translation to full operation. (p. 5)*

According to different authors noted project usually go through a series of identifiable logical progressions stages. These different identifiable phases constitute a project cycle.

2.2.2 Planning the Project

Forecasting exercise generally has time bounded. Project planning refers to the importance of creating a detailed outline of the required stages in the implementation process, including work breakdown, resource scheduling, and activity sequencing.

About educational project Baum (1985) states that, "planning has tended to emphasize quantitative expansion and the setting of goals, with insufficient attention to quality. School location planning can be an efficient technique for determining the distribution, size and spacing of and the kinds of educational and related facilities to be provided" (p. 124-129).

Furthermore, Keith and James (2005) indicate planning as follows:

> *Any endeavor should be planned and, the larger or more complex or uncertain it is, the more essential a plan becomes. It forms the first major step in the project management process, and sets out 'how', 'who does what' and 'when'. At the next stage of sophistication it will also state to 'what level of performance and quality' and at 'what cost'. At a higher stage of sophistication it will also be related to the availability of the resources required to carry out the activities. (P. 21-36)*

Therefore, planning is essential to the organizational decision making and resources allocation on a project, integrate and co-ordinate efforts of all people working in a project; to ensure good communication; to promote time and cost consciousness; and to contribute to the authority of the project manager; to establish the base lines for the control of the project and to guide it throughout the project life.

It was stated in Baum (1985) states that, "in focusing their planning efforts on an investment program for the public sector, rather than for the economy as a whole, countries have adopted approaches which vary in detail but have several elements" (p. 24).

According to Day (1994) wrote that, "prior to the commencement of any project, a project implementation plan needs to be defined and set down....Such planning technique is not only to control small projects but also large and complex projects effectively" (p. 26).

Concerning project planning process, Magnen (1991) states that, "the project management of implementation involves various planning and organizational issues including selecting a project unit, recruitment, planning, applying different techniques of management" (p. 109).

Therefore, planning is essential to look ahead constantly and systematically as it is an integral part of managerial activities. Thus planning cannot be considered as a one-off activity it is a continuous process through the project cycle.

A project has the scope of work that needs to be accomplished to develop a product, service, or result with the predetermined inputs within time bounded. The scope is primarily concerned with what is and what is not included in the project.

In line of this Duncan (2004) states that:

> *A project schedule includes at least a planned start and planned finish date for each schedule activity. This schedule can be presented using one or more of the following forms: Project schedule network diagrams- this diagram shows both project network logic and project critical path. This diagram can be presented in the activity-on-node diagram format. Bar charts- representing activities show activity start and end dates as well as duration. It is relatively easy to read and frequently used in management. Milestone charts- Similar to bar chart but not show start or completion of deliverables. (P. 103-149)*

Similarly, Harrison (1985) indicates that, "Bar-charts: The oldest formal planning technique in use today is sometimes termed a Gantt or multiple activity charts. CPM/PERT- network analysis: PERT as originally conceived, used three time estimates for each activity, optimistic, a most likely and a pessimistic" (p. 136-169).

Furthermore, Augustine (1989) states planning techniques, "PERT naturally is attended by a certain amount of confusion and doubt. PERT does indeed have its problems. For assumptions on

manpower and resources, it is easiest to apply PERT in project-structured organizations, were the level of resources and available facilities are known to be estimator" (p. 264).

According to Gilbrath (1986), "Network Phenomenon: indicated that, network phenomenon doesn't structure people into an organization, but to exploit the natural structure that exist among people. Milestone charts: used as an effective control tool, to update plan, simple, useful summary plan, and show trends in slippage of completion dates for parts of project" (p. 67-87).

Furthermore, Randolph and Posner (1992) explains that, "effective project decision-makers and task force leaders take the time necessary to plan their projects with the team and to manage that plan well. Effective project leaders know the importance of planning; they also know when to move into action" (p. 3-4).

Here different authors agreed that human resource planning determines project, roles, responsibilities, and reporting relationships, and creates the staffing plan. Project roles can be designed for persons or groups. Those peoples or groups can be from inside or outside the organization performing the project.

Furthermore, to manage plan effectively there are certain rules cited by Randolph and Posner (1992), "set a clear goal, determine objectives, establish checkpoints (activities, relationships, and time estimates), create a picture of the schedule, develop people individually and as a team, reinforce, inform everyone connected with the project, vitalize people by building agreements, empower yourself and others, and risk approaching problems creatively" (p. 5).

Generally, the essentiality of project planning are organizing the work of project, deciding who does what, when, how and for how much, determining the resources required, allocating these resources on a time-phased basis, allocating and defining responsibility, communicating between all those involved on a project, co-coordinating all the activities and people involved, controlling progress, estimating time to completion, handling unexpected events and changes, basis for the authority of the project manager, basis for budgeting and financial control of project, basis for self analysis and learning i.e. real experience, means of orienting people to look ahead, and way of initiating and maintaining a sense of urgency that is time consciousness.

2.2.3 Effective Project Management and Implementation

Effective project management is a successful project that delivered as expected by beneficiaries, completed on-time and within budget, delivered all quantity and quality specifications. In support of this Milton (1981) states that, "successful project management is the accomplishment of the performance specification (that is, objective or technical goals), on schedule, and within the budget limit....accomplishing the performance specification on or before the deadline and within the budgeted cost" (p. 15).

Thus, effectiveness of the project is a measure of how well or complete a project task will carry out. A project can be described as effective if it meets with established objectives including the required needs of the user producing quality standards that have been specified to satisfy the needs. Furthermore, a project can be considered effective if it is able to integrate within the existing organizational system structures and processes with sufficient flexibility; in addition, if it is capable of responding to the changes in the environment in which the system will operate according to the change in the requirement of the users.

Effectiveness feedback relates to output to the goal of the organization. Thus, while efficiency measures how well an organization is doing in transforming inputs to output, effectiveness assesses how well is output measures up to that which it wishes to achieve (Cleland, 1983:22).

Furthermore, Jason (2007) states that, "project management requires a set of skills, a suite tools and knowledge of series of management processes to undertake a project successfully" (p. 3). To reduce the level of risk within a project and thereby enhance its likelihood of success specialist knowledge, skills and experience are required.

Similarly, Butterworths (1984) explained that, "project management requires the application of management methodology, systems and skills to the accomplishment of a project. For management to be effective, complete technical, financial and schedule responsibility should be vested in the project manager..." (p. 7).

In addition, Baum (1985) indicates that, "successful factors contributed to project implementation are political commitment, simplicity of design, careful preparation and good management" (p. 366).

Oakley (1991) has noted project effectiveness and Efficiency "project effectiveness equals the successful completion of objectives.... Efficiency: implies a greater chance that resources available to development project will be used more efficiently" (p. 17).

David et al., (1997) states project contribution to society:

> *Looking at the project's long-term potential, one must admit that its contribution to society may be significant. There are definite benefits involved in waiting until after the project has been completed and is introduced to its intended clients before assessing the success and impact of the system. A Ten-Factor success model; project mission, top-management support, project plans and schedules, client consultation, personnel, technical tasks, client acceptance, monitoring and feedback, communication, and troubleshooting. This determines the client is the ultimate arbiter of successful project implementation, not the project manager. (P. 18)*

Furthermore, regarding project management Bucki (1996) reveals that, "project management used to be primarily a catch phases used to flesh out a resume" (p. 4).

Satisfying the customers' needs means identifying and understanding those needs, translating them into requirements and ensuring that all work in the project contributes to them. In support of this, Keith and James (2005) identifies five main concepts as critical to the achievement of quality in projects and project management "maximizing the satisfaction of customer and interested parties needs is paramount; all work is carried out as a set of planned and interlinked process; quality and reliability must be built into both products and processes; management is responsible for creating an environment for quality and reliability; and management is responsible for continual improvement" (p. 35).

Managing the project processes properly is therefore, essential and entails planning, coordinating and integrating, ensuring that the processes have skills, processes, material, equipments and specifications, and monitoring and evaluation. An organization organizing projects is responsible for continually seeking to improve the project management process.

Various organizational forms are better suited to the implementation of different types of institutional capacity. In support to this Butterworth (1984) notes that, "project organization can be organized by functional, project organization and matrix structure. Functional and project organization are line and specialist management while the matrix functions are vertically and projects horizontally" (p. 18-20).

Therefore, the classic *functional* organization is a hierarchy where each employee has one clear superior. In a *projectized* organization, team members are often collected in the form of units called department, resources are involved in project work, project manager have a great deal of authority. *Matrix* organizations are a blend of functional and projectized characteristics. Weak matrices maintain many of the characteristics of a functional organization and the project manager role is more that of coordinator than that of manager. The functional form of organization is more efficient in use of resources, but less effective in meeting project organization objectives, where as the divisional form of organization is less efficient in the use of resources, but more effective in meeting project objectives. Generally, most modern organizations involve all these structure at various levels in their composite form.

2.2.3.1 Pure Project Organization

According to Harrison (1985:13) has explained, "project organization is a separate division project goal-oriented.... strongest form....personnel are allocated completely to the project organization for the life of the project and the project manager has full line management authority ....a separate goal-oriented division of the company with its own functional departments" (p. 13). The project management still has the problem of managing and coordinating the other companies contributing to his project, but he is the complete master of his own company organization.

Gilbreath (1986) states pure project organization, its advantages and disadvantages that:

> *Project Island gathers all project personnel, detach them organizationally and place them in what is called a project island organization. This project island consists of project specific personnel working solely for the benefit of the project either full or part time. Its advantages are freedom to direct skills towards the project, one-dimensional loyalties and a focus on outcome rather than methods, activities are centered around the achievement of project goals (task oriented), unity of command allows for rapid decision-making, reduces conflict over resources use and facilities communication. Conversely, its disadvantages are project doesn't go on forever, people may diluted, they must return to their functional nest; characterized by short-term planning and short-term relationships; networks requires time and patience; and consistency of control is not a project objective. (p. 72)*

Moreover, its shortcomings are duplication of inputs with other areas within the organization, expensive and time consuming to establish, removing staff reduces the amount of professional support they receive and temporary structure may lead to problems of termination.

This type of organization makes the project planning and control easier, better integration of those involved, communication both formal and informal more frequent, and probability of completing the project on time and to budget. But the use of scarce resources is less efficiently. This type of organization is necessary to duplicate the project specialists in various projects but expensive to have a division of labour within a specialty. As cited by Harrison (1985), "this structure can be used when proposed project is large, complex and requires a long time to implement and when an organization available skilled manpower is limited" (p. 11).

Therefore, though the separate division form of project organization enables projects to be managed more effectively than the functional forms. It can only generally be used when a company is handling a single important project and cannot be used where a company is handling several projects on a continuous basis. When faced with a new project it is better often try to gain the advantage of both by adopting a hybrid of the two: the matrix organization.

2.2.3.2 Functional Organization

Functional organizations are concerned for only their own portions. According to Augustine (1989), "no one in functional organization besides the company or division manager is essentially responsible for project costs and benefits.... concerned only with doing specialized work within budget.... jealous of their prerogatives and fight to promote and preserve their specialties rather than work toward a unified project objective" (p. 67).

Functional organization is suitable for small projects existing structural lines within an organization. Similarly, Baum (1985) has explained that, "an important issue in the education as in other sectors is whether to assign the responsibility for managing a large project to the established ministry or to a specially created project implementation unit" (p. 144).

Furthermore, Augustine (1989) has described the functional departments "...reporting directly to the project manager depends on the effectiveness, responsiveness, and attitude....authority is defined in organization description, but in practice it may be something else" (p. 71).

Gilbreath (1986) wrote functional organization concepts, advantages and disadvantages:

> *Is founded on the concept of division of labor, and works well for repeated operations requiring sustained support of various skills....focus on tasks rather than goals. In terms of advantages it makes efficient use of resources (specialist) through functional groupings, provides specialist support to staff through groupings of specializations, provides an obvious path for career progression and job motivation, no confusion after the project because staff remain in the same functional positions and avoids selection of project manager and auxiliary force, and allows interchangeability of people. Conversely, it is likely to be oriented to meeting the needs of functional departments rather than the project, responsibility for project co-ordination and execution may be unclear, lacks flexibility and adaptability, Vertical lines of command lead to difficulties in communication at operational level and lacks an identity, a "center". (p. 70-73)*

Furthermore, Harrison (1985) states that, "the emphasis in this form of project organization structure is on co-ordination, communication, planning and control....project coordinator acts as a focal point for information on the project"(p. 11). The approach provides consistently directed and trained personnel for project applications, assures at least a minimum level of consistency and control, in each functional area, from project to project.

2.2.3.3 Matrix Organization

According to Harrison (1985), "Matrix organization is required for each individual project, which is normally separate from the normal operational management information system....efficient in the use of resources, effective in meeting project objectives, communication and co-ordination can exist horizontally and diagonally, as well as in a traditional vertical pyramid form" (p. 7-14). In this form of organization, authority is shared between the project manager and functional decision-makers.

Gilbreath (1986) wrote concepts, advantages and disadvantages of matrix organization as follows:

> *Matrix organization is matching of functional skill suppliers with project skill users. From the functional world we gain specialization of skills, divisions of labor, immediate application and reduction of personnel, levels of consistency through each project and transfer of knowledge, via the persons in the matrix from one project to another, flexible, inputs can change readily with regard to project demands, staff remain within functional groupings and so have access to professional support and staff are made more task oriented through awareness of objectives and allows for efficient resource use. Conversely, it divides loyalty up the top and across and conflicting objectives and methods. (P. 73)*

2.3 Major Problems of Project Management and Implementation

Project management is to foresee or predict as many of the dangers and problems as possible and to plan, organize and control activities so that the project is completed as successfully as possible in spite of all the difficulties and risks. This process starts before any resources are committed, and must continue all work is finished.

Keith and James (2005) indicates that, "managing the project processes is planning, which includes identifying and documenting the processes and their quality and reliability requirements as part of the project management plan; coordinating and integrating the interlinked processes; ensuring that the processes have the appropriate skills, processes, material, equipment and specifications; and monitoring and controlling the processes" (p. 21).

Problems encounter the project management and implementation may be due to failure to met expectations of planned accomplishment. Concerning the failure of projects David et al., (1998) states that, "projects may fail for the reasons such as; the enterprise lacked suitable resources to support the project; development costs are too high; development fails too far behind what competitors are offering; the market changes too quickly; technology needed to support project is not developed; and the project does not fit with the strategic direction of the enterprise" (p. 4).

Furthermore, Gilbreath (1986) reveals that, "given an excellent budget and careful, disciplined cost control efforts the budget may still be exceeded due to schedule delays or technical errors....unrealistic planning baselines, poor planning (unachievable work) and poor performance" (p. 2-5).

The reasons indicated cost, schedule, and technical are so highly interrelated and interdependent that any change in one will almost certainly cause (or have been caused by) changes in the others.

Similarly, Harrison (1985) indicates that, "the problems of man-management, financial management, planning and control, where many firms are involved, with long time spans, large uncertainties and very large sums of money, can lead to inefficiency, delays in completion and wasted money, unless effective project management is used" (p. 3). Thus, success or failure of the project is the ability to meet those three expectation areas. This means the project may cost too much money, it may need much time to complete and it may not work as it should.

2.3.1 Problems Associated with Project Organization and Management

As cited by Oakley (1991), "organization is a critical dimension of the practice of project....very common argument that an organization is vital as a mechanism by which rural people can relate or gain access to existing development services" (189).

Here inadequacies of managerial capacity in the education sector are part and parcel of the much wider problems of limited administrative, managerial, analytical capacity, limited scope and reliability of data, and the inadequacies of public administration generally.

Similarly, Duncan (2004) states that, "the key aspects of these larger organizational structure that are likely to influence the project are; organizational systems; organizational culture and styles; organizational structure; the role of the project management organization; and project management system" (p. 27).

These shows project organizations can influence the project and projects as typically part of an organization that is larger than the project.

Magnen (1990) cites administrative problems in project as follows:

> *Administrative indicators that influences on the success of the projects are delays; implementation costs; quality of building; quality of furniture and equipment; maintenance of buildings, furniture and equipment; quality of technical assistance; staff training and studies. The causes most frequently referred to for accounting for delays were: inadequate project preparation before implementation and under-estimation of the time required for this task; financial constraints, particularly shortage of counterpart funds; limited efficiency of national administrations. (p. 3)*

The efficiency of administrative management often has a determining influence on the success of the projects.

According to Baum (1985), "a variety of problems arise during the start-up period perhaps delays in selecting and appointing staff, delays in budgetary allocation....Staff turnover is another problem of manpower" (p. 364).

Furthermore, Augustine (1989) states that, "shifting people from project to project or to the other may disrupt the specialists, thereby hindering their growth and development within their fields of specialization" (p. 79).

These problems revealed that project human power may not be communicated to other projects, ne executive who was transferring from a project being phased out to another position found the same mistakes being made and the management of projects in the public sector can present a number of problems in the design team.

Concerning organizational and managerial problems Baum (1985) states that, "lack of managerial talent, specific project skills, inadequate managerial skills, slow response, inadequate coordination, planning, reporting system, insufficient project supervision, and failure to obtain necessary legislation.... defects in design, operating equipments and poor quality of materials are the root causes of implementation delays and cost overruns" (370).

Typically, project has all-encompassing technical assistance programs going on simultaneously, financed by the multilateral and bilateral sources.

2.3.2 Problems Associated with Project Human Resource and Finance

The human relations system is essential for the successful execution of a project. According to Lokyer and Gordon (2005) states that, "peoples are the most important part of any organization. On them the success or failure of the organization and the quality and reliability of its products depends" (p. 40). The performance of any personnel in the project is related to the opportunities offered to the project implementation members for personal involvement, satisfaction and development and will have significant effects on the quality and success of the project.

The project people cited by Milton (1981), "there are many sources of people, including the proposal team, other people already employed by the organization, and people from outside the organization....The amount of project labor obtained from each category depends on the project organizational form (that is, functional, project, or matrix) and project size" (p. 118). The project teams mean according to authors that people work together to accomplish a goal of the overall project, or in terms of any individual task.

Similarly, Duncan (2004) indicates that, "a Project Human Resource Management includes the processes that organize and manage the project team. The project team is comprised of the people who have assigned roles and responsibilities for completing the project.... can be from inside or outside the organization performing the project" (p. 199). The general idea of project human

resource management is planning for human resource, acquiring the planning team, developing them and managing them in the project work.

David, I. (1998) has states impact of internal and external factors on project as follows:

> *Almost every researcher who has studied the impact of internal and external factors on project outcomes has concluded that it is the human, rather than the technical factors that are the primary determinant of whether a project will succeed. Managerial issues are typically the key determinants of a project's likelihood of success. A Ten-Factor Success Model; Project Mission; Top management support; Project plans and Schedules; Client Consultation; Personnel; Technical Tasks; Client Acceptance; Monitoring and Feedback; Communication; and Troubleshooting. (p. 19)*

The above mentioned notions stated that project management is the application of knowledge, skilled, motivated people and tools and techniques to project activities to meet project requirements.

Day (1994) wrote that, "project manager is a person appointed to supervise the efficient process of that procurement so it follows that the project manager's role is of key importance to the success of a project" (p. 1). The managerial activity of education according to Baum (1985), "in many countries, the managerial activity of the education ministry is weak....high-level decision-makers are usually former teachers without managerial training" (p. 139-144).

Furthermore, Keith and James (2005), indicated that "if a project manager cannot be able to deal with communication, conflict, motivation, leadership skills, interpersonal skills, decision making, policies....Culture designates values, attitudes, traditions, behaviors and so on a project may fail" (p. 39-40).

Since time is considered as a resource cannot be increased, it follows that time management really relates to the management of activities involving any other resource within an allocated period. Time itself is unmanageable, and if it is critical, must be treated as a diminishing resource from day one.

Day (1994) states that, "efficient management of time is one of the most important aspects of project management; frequently it is the most critical aspect for a client" (p. 109). It is essential for the project manager to keep the project objectives in mind at all times, considering each and every aspect in its relationship within all the others. Other people working on the project will be

blinkered by their particular responsibility, but the project manager must always consider the wider view.

Furthermore, Keith and James (2005) indicates that, "project decision-makers, to be successful, must possess capabilities...respect their honesty, integrity, and a willingness to back their staff....technological understanding; understanding of project economics; knowledge of man management; competence in planning, control, financial, procurement; and has good personnel communication skills" (p. 17).

These concepts indicated that projects are people, and project decision-makers should have a high level of people skills before they are allowed to manage projects. In addition, every project must have the right people assigned to do various tasks, and most of the time project manager don't get choose their team members.

Furthermore, Augustine (1989) states that, "it is of course, essential that the project manager have leadership ability....administrative experience, skilled in planning, budgeting, scheduling, and controlling techniques" (p. 74).

This indicated the need for capacity building investments to put in place and maintain the necessary infrastructure and to train and employ qualified personnel. But without good governance, strong institutions and a clear commitment to rooting out corruption and mismanagement whether it is found, broader progress will prove elusive.

In such a case, a manager must have time available to devote to exercise the role of project decision-makers. The role of project decision-makers according to Duncan (2004), "project integration management, scope management, time management, cost management, quality management, human resource management, communication, risk management and procurement management" (p. 72).

Concerning project managers strengths and weakness Milton (1981:119) states that, "the project manager may know their strengths and weakness and thus be able to assign project personnel to appropriate work packages. The project manager will not be ask them to do more than their capabilities permit or give them a work package so trivial as to be humiliating" (p.119).

It is therefore important that the project manager exercise control over the timing of these assignments so as to have people with the right skills available when required and have other assignments for them when they are not required.

According to Milton (1981) states that, "projects are accomplished by resources, namely, people and resources only marginally under the effective control of the project manager" (p. 3). Usually, project work involves large capital expenditures, and the financial management, to minimize the overall cost of the project.

Furthermore, Oakley (1991) reveals that, "inevitably the rural poor have limited economic resources. The initial resource base of organizations of the rural poor is, therefore, often quite low and this is a serious obstacle in terms of trying to get something done" (p. 192).

Similarly, project finance as to Pollio (1999) states that, "project financing in its broadest sense encompasses all sources of funds used to finance project investment. It includes loans and credit....Project finance is concerned with the quantification and management of project risks within a project context means different things to different participants" (p. 1-6).

Furthermore, problems encountered in project implementation according to Baum (1985) indicates that, "financial problems are frequently occurs during implementation. The effect of financial difficulties on implementation is clear: the project is delayed, its cost increased, and in some cases its scope reduced" (p. 370).

A vicious circle is then set in motion: delays induce higher costs, which-in view of budgetary constraints means funds are inadequate for project implementation. Thus, in turn, causes more delay and further cost increases.

Project constraint cited by Milton (1981), "the Triple Constraints are performance specification, time schedule and money. Resources are not available when required, not being used as effectively as planned and funds are not occurring according to plan" (p. 15-18).

Similarly, project decision-makers with respect to Duncan (2004) states that, "Triple Constraint-project scope, time and cost-in managing competing project requirements" (p. 8). Looking in to those forwarded ideas on constraints high quality projects deliver the required product, service or result within scope, on time, and within budget.

Furthermore, James (2005) indicates that, "one of the major reasons that organizations have problems with projects is that they are trying to do too many projects given their resources" (p. 97-98).

This indicated that unless any one has unlimited resources, you can't do everything at the same time. While organizations have problems with limited project resources execution needs priority order.

Furthermore, Augustine (1989) reveals that "financial departments do the work, but project decision-makers see to it that assigned projects are completed on schedule, within budget, and in conformance with specifications" (p. 85). Adequate financial management is a limited capability within a sector.

In support of this Baum (1985) reveals that, "the process of decentralization has to take into account the responsibilities of central agencies for overall fiscal and monitory policy, including any short-term stabilization programs, as well as for orderly financial management" (P. 63).

Similarly, James (2005) indicates that, "the difficulty with cost and schedule is that durations for tasks are estimated, and these estimates may not be very good-especially for poorly defined work" (p. 60).

Generally, more than any time now a day difficulties to implement projects are the basic project cost, materials cost, equipment price, delay of suppliers, inefficiency of management, low implementing capacity and inefficiency of supervision. For the effect it will be necessary to estimate the rate of change to be valued for the future and allocate contingency. Delays in project completion can have significant effect on extra cost of the project.

2.4 An Overview of Education Projects

The education sector program ought to cover all input contributions, regardless of their form, both internal and external contributions and the financing provided by the partner country for investments and operating costs in the sector. In this support Cleland (1983) states that, "the opportunities for project management techniques in school administration are many. eg., a public school system, must be viewed as a collection of teams composed of teachers, administrators, students, parents and so forth, acting in a coordinated way" (p. 209).

According to the UNESCO (2006), a Sector Program Support is a process-oriented form of support, based on country's sector objectives, sector policy and sector strategy, which all parties have agreed to support. The support is given to a sector program, which focuses on the development of a sector (or a sub-sector), i.e. a subject area which has a specific institutional and financial framework. Cooperation in sector programs is expected to have a long-term perspective and be linked to the country's development objectives. This facilitates a greater degree of ownership compared to project support.

Gregory (2005) describes the following reasons that stack the project success and measures of project effectiveness:

> *The "ultimate" successful project would be defined as a project that: delivered as promised, completed on-time and within budget, delivered all quality specifications. Achieved original purpose, goals, objectives, and purpose, met all stakeholder expectations and each key stakeholder accepts the project results, maintains "win-win" relationships. Measures of project effectiveness are customers' expectations of a project or how effectively a project be performing or has a quantitative nature. (p. 28)*

Generally, there is a lack of universal harmony of what comprises project success, for many projects, the acceptance and success criteria are never established or agreed and in many cases, an organization may define a project as successful even when some of the project activities are success and others are not completely met.

2.4.1 Project Approach to Educational Development

In the field of education, in spite of the considerable efforts made to increase resources there was shortage of experienced people capable of designing, managing and implementing education development projects adapted to circumstances with effectiveness.

According to UNESCO (n.d.), the shift from "project approach" to the "sector approach" states "Until late 1980s, aid for educational development generally took the form of projects…" (p. 11).

Foster (2000) states that, "the Sector-Wide Approach (SWAp) means that all significant funding for the sector supports an integrated policy and expenditure program, under government leadership, adopting common approaches across the sector, and progressing towards relying on government procedures to disburse and account for all funds (as cited in UNESCO, n.d.).

Cleland (1983) states education project organizations as follows:

> *A matrix view of school "organization" naturally results in many crossings of "chain of command" to manage team effort on projects which cut across many different subsystems. Some examples of the use of project-management techniques in an educational system includes: Conception, design, and construction of a new school facility; Project for improved reading and vocational education programs; Regional planning and evaluation agencies; Development of new teaching equipment, performing community projects, testing out ideas generated by teachers, students, administration etc. (p. 208)*

Looking in to this structure and the nature of educational design in the region a matrix organizational approach is required for educational system.

Furthermore, Baum (1985) reveals that, "the international community has become much more knowledgeable about the development process, recognizing that there is no single blueprint or prescription for overcoming the problems of underdevelopment....Economic development is now perceived as a long, slow, and often painful process of learning from experience" (p. 6).

The involvement of community in development process is an obvious means to bring schools closer to communities for increasing enrollment and solve lack of school facilities.

Keenleyside (1966) states that "assistances to governments to organizing and expanding their primary and secondary education systems; improving the methods as well as strengthening the institutions of teacher training; introducing better methods of teaching science; developing efficient and economic methods for production of textbooks to meet local needs" (p. 194-195).

The joint effort of foreign and public institutions UNESCO (2006) indicates that, "although foreign aid is important in promoting development, it is most effective when coupled with sound policies and high quality public institutions" (p. 155).

The sustainable development-require a broad development strategy that puts in place when supported by government policies and efficient education institution.

The purpose of project investment in education Magnen (1990) states that, "projects are often aimed at implementing investment with a view to making an education system more efficient....Such investments may include an increase in the number of school places or the

introduction of qualitative innovations" (P. viii). External sources of project funds either multilateral or bilateral have also been among the main sources for developing education.

Generally, both from within and outside the country education resource, is essential to the ultimate development of education. The external support can take on a variety of forms but essentially it must support the process of education as a means and not to disregard education ends.

2.4.2 An Over view of Educational Project Management in Ethiopia, Oromia Regional State

One way or another, governments must explore and develop strategies for generating other financial resources and for improving the efficiency of the system. In this support Baum (1985) indicates that, "education is heavily subsidized in developing countries. The level of funding necessary to move with reasonable speed towards the objectives of expanding the educational system and expanding the quality of education is likely to be beyond the financial capability of many governments through increases in budgetary allocations alone" (p. 125). Such investment in education may include school construction, provision of school supplies, equipments, education materials and capacity building trainings.

Oakley (1991) states community participation as follows:

> *A major controversy around the practice of participation concerns the potential role of government and the extent to which it can facilitate or is an inevitable obstacle to a process of participation. The issue is controversial for two main reasons. First, in the analysis employed by some studies, government and its bureaucratic apparatus are seen as essentially hostile to the whole notion of reducing central control, devolving decisions to local level and supporting demands made by rural people for the kinds of radical changes that might be required to find lasting solutions for the poverty they suffer. Second, in many regions it could be argued that this is the government which is the basic instrument for maintaining the status quo and, correspondingly, for perpetuating the wretched quality of poor people's lives. (p. 21)*

Furthermore, MoFED (2007) states that, UN agencies will have significantly supported national efforts to achieve MDGs relating to improved and equitable access and utilization of decentralized social services, including those of health, nutrition, education, water, sanitation and hygiene, by developing capacities of both those responsible for service delivery, and those who

demand and use such services, while giving special focus to the most vulnerable and marginalized groups.

Many bilateral and multilateral agencies are stepping in with significantly increased resources for building classrooms, training teachers and providing furniture.

Looking into UNICEF cooperation and experience, according to Government of Ethiopia-UNICEF CPAP, since 2002 it has fully supported the Government of Ethiopia in developing integrated poverty reduction and sector development plans that are targeted at achieving the Millennium Development Goals by contributing to girl's education promotion, school cluster development and Alternative Basic Education Center construction. The 2007-2011 project includes innovative and complementary education, quality and girl's education, national capacity enhancement and education in emergency (MoFED, 2007:3-26).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research method, source of data, sampling and sampling techniques, data gathering instruments, data gathering procedures, and methods of data analysis.

3.1. Resear ch Method

It is very vital to systematically assess the current status and problems of effectiveness, contributions, managerial and implementation problems encountered UNICEF education projects. The research method employed was descriptive survey. The descriptive survey method was found helpful to obtain information about effectiveness and contribution of the current practices of the project.

3.2. Source s of Data

In this study, data were collected from various sources. The primary and secondary sources of data were consulted to obtain the necessary information about the subject under study.

The primary sources of data constitutes the OEB (process owners, experts, focal person, planners and accountants), sample WEO (heads, project focal person, planners), BoFED and WOFED accountants, from UNICEF-Ethiopia Office and BoFED who engaged in the project decision making, planning, implementation and in charge of M&E and project supported primary school directors. This source of data provided actual information, prevailing situation, their views and opinion, problems encountered of the project and attitudes on the subject understudy. To secure facts and figures for this study various officials, education documents and project data were used.

The secondary sources of data comprises Education Statistics Annual Abstract of the region, budget agreement documents comprises of an allocated budget amount, budget disbursement documents, budget utilization evidence documents, student enrolment database and UNDAF-Oromia MTR report has consulted for the study. For this the necessary formats was developed by the investigator.

3.3. Sampling and Sampling Techniques

3.3.1. Sample Population

The institutions of the data collection were government organizations REB, UNICEF, BoFED, WOFED, WEO and Schools. In the region there are 17 Zones and from every zone one to four woredas are intervention areas of the project which is totally 40. Out of those 40 UNICEF assisted woredas 12 of them with one each primary school supported by the project were proportionally selected and included in this study.

These 12 sample selected woredas from 9 zones in the region and respondents from REB, UNICEF, BoFED were presented in Table 2 below. The target study groups were five; REB, UNICEF, BoFED, WEO and Schools. The sample populations from these five areas were 32 from REB, two from UNICEF, two from BoFED, 24 from 12 sample WEOs and 12 from UNICEF education project supported primary schools which was totally 72. The selected respondents from REB, UNICEF, BoFED, WEO, WOFED, Schools and community including relevant personnel from WOFED and WEOs were who directly involved in donor financed decision-making and/or implementation.

Accordingly, the selection criterion for those woredas was their relative project performance best, medium and poor performance of UNICEF education support project with proportion within the project duration. The select respondents were who engaged in UNICEF education project support activities, they can provide full and relevant information from their experience about the subject under study and describe the current status in quantitative and qualitative ways and problems in such a way that constructive solutions will be forwarded. Those sample respondents were selected also because they are the most important group to spell out the various problems encountered during the management and implementation of the project. Primary schools are not authorized on financial matters of the project support. Schools can hand over what is provided to them by woreda and directly by UNICEF and responsible to organize community participation. Due to this significant role schools have for the project one school per sample woredas were included in the sample study.

The respondents were 32 from REB (process owner=2, expert=27 and focal person=1, planners=2), two from UNICEF-Ethiopia Office (education program coordinators) and two from BOFED (project coordinators), 24 WEO (heads=8, focal person=8, planners=8), 12 primary school directors and other relevant personnel (WOFED experts working on project fund). In each woreda there are 10 primary schools that were supported by this project for five years of the project duration. One primary school director from each sample woreda was included in the study. The Parent Teacher Association (PTA) chairman from each sample primary school was involved as community representatives by way of responding to interview items. The WOFED accountants were involved in responding to interview items and collection of project data due to the type of roles and responsibilities they have in the project execution. The researcher selected those individuals because they were particularly informative about the subject under study.

3.3.2. Sampling Techniques

The researcher has employed stratified random sampling of probability sampling technique in order to collect relevant and detailed information of the study. The stratified random sampling procedure helps quantitative researchers to obtain "information-rich" individuals and sites for the study (UNCRD, 2004:67). In this sampling, the researcher investigated an individual and groups who manage and implement the project in their woredas, informative of all other assisted woredas and who has sufficient knowledge about the important characteristics (effectiveness and contribution of the project) of all other project target (supported) woredas.

The stratified random sampling techniques were used for two reasons; *firstly*, as long as the woredas are identified by a variable related to their effectiveness results in more homogenous zones and woredas, the same sized sample individuals from sample woredas were more representative of all woredas than if taken from the whole woredas, and *secondly*, stratified sampling is used to ensure that an adequate number of woredas are selected from different zones and ample number of individuals are selected from different woredas.

To get sufficient number of woredas for study it would be necessary to stratify woredas into three groups as with relatively best, medium and poor in UNICEF education support project management and implementation within the project time. This status of information has been collected from REB annual reports, UNDAF-Oromia MTR reports and from BoFED. This sort of

classification helped to identify specific factors that both favor and/or discourage woredas performance. The sample woredas were selected using proportional stratified random sample based on the percentage of target zones and performance status of target woredas. This is because the number of sample woredas selected from each stratum (best, medium and poor) was based on the percentage of sample woredas in the supported woredas (population) that have the characteristics used to form the stratum. This is 9 (53%) of 17 zones and 12 (30%) of 40 woredas.

In summary, stratified sampling procedure guarantees that sample were representative of the population in terms of some critical values that have been employed as a basis for stratification and also guarantees of sufficient cases for stratum analysis. In stratified sampling the population is first classified into three strata. A sample random is taken from each stratum, and the sub sample woredas are then put together to make the whole sample.

3.4. Data Ga thering Instruments

To collect the necessary data, four basic instruments will be employed for the purpose of the study; namely, questionnaire, interview, focus group discussion and statistical and available documents were used in order to gather relevant and full information.

The set of questionnaire made up of both closed-ended and open-ended items on the research problem were prepared for all groups of respondents. This was because the questionnaire is the most appropriate tool to reach all people included in the sample. The closed-ended question items of the questionnaires also enable respondents fill in the questionnaire without difficulty, while the open-ended question items allow them to express their own opinion, views and ideas on issue under study. Key elements included in the questionnaire items were the project planning, implementation, achievements and constraints. The questionnaires were designed in accordance with the phases of the project.

Unstructured interview were conducted with respondents of WOFED, BoFED, REB, UNICEF-Ethiopia Office, WEO and schools to gather information from the horse's mouth (directly responsible persons). The unstructured interview technique is helpful to address small number of respondents and to raise various additional questions on the issues that can be difficult to be included in the other types of data collecting tools like questionnaires. Unstructured interview will be conducted to gather information from one person than from other. This is because

unstructured interview is selected to cover some aspects more fully than others, and new areas not already identified (Seyoum and Ayalew, 1989).

Furthermore, focus group discussions, observation, checklist and formats were used to reveal the necessary information. Focus group discussions made with WEO planners and focal persons, REB focal person, planners, school directors, accountant group and with community. The researcher with accountants of REB, BoFED and WOFED, and WEO planners made observation of REB, BoFED, WOFED, and WEO archives to collect actual and factual information. Checklist was prepared to ensure whether each activity in study was undertaken as per schedule.

The validity of data collection tools were certified to measure the extent to which the device measures what it is supposed to measure and reliability were confirmed to insure consistency of the tool across the same group of respondents. The pilot test was administered to Degam and Kimbibit WEOs, primary schools in sample woredas and WOFEDs of North Shawa Zone from December 11-20/2010. The pilot were administered to WEO heads, project focal persons, planners, one primary school director, one PTA chairman from both WEOs and also one accountant from both WOFED totally 12 respondents who did not included in the final research. The pilot test administered was served to check the appropriateness, to detect unclear statements, to correct vague statements, to remove ambiguous of all types of questionnaire and improved accordingly. The appropriateness of different questionnaire items for different group was tested and as a result WOFED and PTA respondents were identified to respond interview item while all other respondents recognized to respond to all items. Thus, the reliability and validity of data collecting tool was checked before distributing to final research respondents.

3.5. Data Gathering Procedures

In conducting the study the researcher prepared the research questionnaire, translated in to Afan Oromo and distributed to Degam and Kimbibit Woredas of North Shawa Zone to administer piloting. The pilot test was administered to WEO heads, project focal persons, planners and WOFED accountants from both woredas. Based on feedback obtained from these respondents the instrument was corrected and distributed to target respondents. The interview and focus group discussion were also conducted as scheduled. Filled out questionnaires were collected from respondents and organized for analysis together with data gathered through interview, focus group discussion and document reviewed.

Field work has managed by the researcher with the support of data collectors from WEOs. Orientation was provided for WOFED and WEO data collectors on how to collect data from WOFED, WEO and schools. Schedule to visit woredas and bureaus was prepared and informed to every sample woredas and group of respondents in advance.

3.6. Methods of Data Analysis

After collecting the research questionnaire back from respondents checking was done to identify and discard questionnaires papers with no response. Then, responses were tallied for each questionnaire items excluding vague responses. Then, grouping and tabulation of clearly responded questionnaires was done. The data analysis was done using frequency, percentage, mean values, standard deviation (*SD*) and standard error of mean (*SEM*). Information from interview, focus group discussion and document review were also analyzed qualitatively and interpreted accordingly. Those data analysis methods are adequate to analyze the data, search for findings and convey the information on effectiveness and contribution of the project input in simple and understandable way.

Different types of respondents were categorized into two groups for analysis; *the first group* decision-makers (REB process Owners, REB experts, REB project focal person and REB planners, BOFED project coordinators and UNICEF-Ethiopia Office education project coordinators, and *the second group* experts (head WEO, WEO project focal persons, planners and school directors).

CHAPTRE FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter of this thesis 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 their organization, current position, sex, age, level of education and service years. The second part deals with the analysis of the findings of the study. Data collected from the respondents REB, BoFED, UNICEF, WOFED, WEO and school by using questionnaire, interview, focus group discussion and document reviewed were organized into tables. Then frequencies were computed using frequency, percentage, mean values, standard deviation (SD), standard error of mean (SEM) and T-test to seek appropriate answers to the basic questions of the study raised in chapter one.

In this section analysis of the data gathered through questionnaires, interview, focus group discussion and relevant project documents were analyzed systematically in an integrated way. Questionnaire items and responses given from respondents on similar and/or related issues were presented together in tables and then analyzed. The analysis of information gathered through the questionnaires was made by rearranging and bringing together question items that address similar issues from sets of questions field by the two groups of respondents for the sake of integrated analysis.

The respondents were from REB, BoFED, UNICEF, WEO, Primary Schools and community. The sample populations from those areas were 32 from REB, two from BoFED, two from UNICEF, 24 from WEOs and 12 from primary schools totally 72. Those respondents were categorized in to two groups for the purpose of analysis. Thus, REB process owners and experts, BoFED project coordinators and UNICEF-Ethiopia Office Project coordinators were taken as decision maker group of respondents; whereas WEO heads, WEO experts and school directors were taken as experts which are the second group of respondents. The PTA chairman from each sample primary school was involved in this study likelihood of community representatives by way of responding to interview items. All (100%) of the questionnaire were returned from both groups of respondents.

4.1. Characteristics of the Respondents

Table 1: Respondents by Sex, Age, Educational Level and Field of Study.

Item	Decision-makers (N^{O}=36)		Experts (N^{O}=36)		Total (N^{O}= 72)	
	F	%	F	%	F	%
1. Sex						
A) Female	4	11.1	3	8.3	7	9.7
B) Male	32	88.9	33	91.7	65	90.3
Total	**36**	**100**	**36**	**100**	**72**	**100**
2. Age						
A) ≤25	5	13.9	-	-	5	6.7
B) 26-30	14	38.9	3	8.3	17	23.4
C) 31-35	4	11.1	5	13.9	9	12.3
D) 36-40	4	11.1	15	41.7	19	26.2
E) 41-45	8	22.2	9	25	17	23.4
F) 46-50	1	2.8	3	8.3	4	5.4
G) ≥51	-	-	1	2.8	1	2.6
Total	**36**	**100**	**36**	**100**	**72**	**100**
3. Education level						
A) Grade						
B) Certificate						
C) Diploma	25	69.4	7	19.4	32	44.4
D) First degree	10	27.8	26	72.3	36	50
E) Second degree	1	2.8	3	8.3	4	5.6
Total	**36**	**100**	**36**	**100**	**72**	**100**
4. Field of study						
A) EdPM	12	33.3	6	16.7	18	25.0
B) Management	2	5.6	3	8.3	5	6.9
C) Teaching	20	55.5	23	63.9	43	59.7
D) Accounting	1	2.8	-	-	1	1.4
E) Economics	-	-	1	2.8	1	1.4
F) Business	1	2.8	2	5.6	3	4.2
G) Regional and Local Development	-	-	1	2.8	1	1.4
Total	**36**	**100**	**36**	**100**	**72**	**100**

Table 1 depicts sex, age, education level and field of study of the two groups of respondents. With regard to sex, 32 (88.9%) of the decision-makers, 33(91.7%) of experts were male

respondents. Whereas 4(11.1%) of the decision-makers, 3(8.3%) of the experts were female respondents. Thus, 65 (90.3%) of the respondents were male while 7(9.7%) of were female respondents. From this data one can understand that the attention given to gender balance seems little i.e the level of female participation in the region's educational management areas particularly in the areas of project activities were found very low.

Item 2 in Table 1 shows the age of decision-makers ranged from between 25 to 50, whereas the age of experts ranged from 26 to above 50. Accordingly, 30(83.3%) of the decision-makers are from 26 to 45 years of age. On the other hand, 35(97.2%) of the experts are between 26 and 50 years of age. This indicates that, as far as age is concerned 66(90.7%) of the respondents were ranged from 26 to 50 years of age.

Regarding the education level of respondents of the study, 36 (50%) of the respondents were first degree while 32(44.4%) of them had diploma. Few of them 4(5.6%) had second degree. This implies that all (100%) of the respondents seem to have adequate qualifications to manage the response to education projects under study.

Since all of them 72(100%) were diploma and above, it is possible to understand that they were in a position to understand and fill in the questionnaire distributed to them and contribute to the study by providing the necessary information.

In item 4 of the above table the field of specialization of the respondents is presented. The decision-makers and experts respondents all come from varied fields of specialization. Their fields can be grouped as EdAD/EdPM, Management, Teaching, Accounting, Economics, Business, and Regional and Local Development. Out of the total 36(100%) decision-makers 12(33.3%) of them studied EdAD/EdPM and 24(66.7%) of them are drawn to administrative positions from other subjects. Regarding experts 6(16.7%) of them are trained in EdAD/EdPM and 30(83.3%) of them are drawn from other subjects. When looking in to the field of specialization of respondents the majority 43(59.7%) are from the field of teaching.

This shows that the region needs to consider some mechanism to upgrade or assign the employees preferably in the field of educational management so as to increase project effectiveness and efficiency of the education decision-makers and experts.

Table 2: Respondents by Year of Work Experience

Item	Decision-makers (N^{o}=36)		Experts (N^{o}=36)		Total (N^{o}= 72)	
	f	%	F	%	F	%
1.Total year of work Experience						
A) ≤3	3	8.3	-	-	3	4.2
B) 4-5	9	25	2	5.6	11	15.3
C) 6-10	13	36.1	6	16.6	19	26.4
D) ≥ 11	11	30.6	28	77.8	39	54.1
Total	**36**	**100**	**36**	**100**	**72**	**100**
2. Service year in current Position						
A) ≤3	23	63.9	25	69.5	48	66.7
B) 4-5	5	13.9	6	16.6	11	15.3
C) 6-10	3	8.3	3	8.3	6	8.3
D) ≥ 11	5	13.9	2	5.6	7	9.7
Total	**36**	**100**	**36**	**100**	**72**	**100**

With regard to total years of work experience, 69(95.8%) of the respondents had 4 and above years of entire work experience. With regard to relevant work experience in current position, 59(82%) of the respondents had bellow 5 years of relevant work experience in the area of development project. Moreover, 48(66.7%) of respondents have up to 3 years project work experience. This shows that they are less experienced in the area of education development project.

Besides, many of the respondents might not be familiar with the ongoing project. This was identified when respondents' current position and their project experiences were assessed. In case of such low experienced woreda project professionals, key informants assist to give response for the study.

Therefore, it could be realized from the data that such relatively shorter years of relevant project area experiences of decision-makers and experts both at regional and woreda level might hinder the project management and implementation. However, the better experience by the project staff might help in sharing experience of the practices and problems while preparing and implementing education project. Of course, it is not difficult to infer that majority 24(33.3%) of

the respondents had relatively adequate work experience in the areas of development project to manage and implement education development projects under study.

Table 3: Respondents by their Organization

List of organizations	Decision-makers (N^{O}=36)		Experts (N^{O}=36)		Total (N^{O}= 72)	
	F	%	f	%	F	%
A) REB	32	44.4	-	-	32	44.4
B) BOFED	2	2.8	-	-	2	2.8
C) UNICEF	2	2.8	-	-	2	2.8
D) WEO	-	-	24	33.4	24	33.4
E) Schools	-	-	12	16.6	12	16.6
Total	**36**	**50**	**36**	**50**	**72**	**100**

As presented in Table 3 out of the total 72 (100%) respondents, 32(44.4%) of the respondents were from REB, 24(33.4%) from WEO, 12(16.6%) from primary schools, 2(2.8%) from UNICEF-Ethiopia Office, 2(2.8%) of the respondents from BOFED. These respondents were involved in decision making and/or implementation to attain successful accomplishment of the project work.

This shows that almost all 72(100%) of the respondents were involved in project work at different positions in various organizations. This reveals that respondents have exposure of the existing project status in their organization. Since the respondents were who involved in the management and implementation of the project, they are good informative about the subject under study, the data collected from them meaning their opinions can be trustworthy.

Table 4: Level of Respondents by area of Project Responsibility

Area of responsibility	Frequency and percentage of respondents	
	Frequency (N=72)	%
1. Decision-makers		
A) REB process owner	2	2.8
B) REB experts	27	37.5
C) REB project focal person	1	1.4
D) REB planner	2	2.8
E) UNICEF-Ethiopia Office	2	2.8
F) BOFED project coordinator	2	2.8
Total	**36**	**50**
2. Experts		
A) Head, WEOs	8	11.1
B) WEO project focal person	8	11.1
C) WEO planners	8	11.1
D) School directors	12	16.7
Total	**36**	**50**

As depicted in Table 4, out of the total 72(100%) respondents, in terms of post, 27(37.5%) were REB experts, 2(2.8%) REB process owners, 2(2.8%) REB planners, 2(2.8%) UNICEF-Ethiopia Office education section project coordinators, 2(2.8%) BOFED project coordinators and 1(1.4%) REB project focal person were considered as decision-makers whereas a group of experts consisting of 8(11.1%) WEO heads, 8(11.1%) WEO planners, 8(11.1%) project focal person and 12(16.7%) were primary school directors.

These two groups would serve to categorize the respondents for analysis of the study depending on the nature of the basic questions and collected data. This will make simple and understandable ways for findings and convey information on the project under study.

Table 5: Training of Respondents on Development Project

Item	Decision-makers (N^{O}=36)		Experts (N^{O}=36)		Total (N^{O}= 72)	
	F	%	f	%	f	%
1. Getting training on development projects and/or educational project in particular						
A) Yes	26	36.1	20	27.8	46	63.9
B) No	10	13.9	16	22.2	26	36.1
Total	**36**	**50**	**36**	**50**	**72**	**100**
3. Areas of respondents trained on project						
A) Project planning	2	2.8	4	5.6	6	8.3
B) Project implementation	4	5.6	-	-	4	5.6
C) Project monitoring and Evaluation	14	19.4	5	6.9	19	26.4
D) Project planning, implementation, monitoring and evaluation	6	8.3	11	15.3	17	23.6
E) I did not attend any training on Project	10	13.9	16	22.2	26	36.1
Total	**36**	**50**	**36**	**50**	**72**	**100**

Table 5 portrays the training of respondents on project areas. Out of the total respondents 26(36.1%) of them reported that they did not get training on development project and/or educational project management in particular, whereas 46(63.9%) said that they were trained in different areas of the projects. The data shows that different respondents were trained only on some aspect. Thus, 19(26.4%) of the respondents were trained in project monitoring and evaluation, 17(23.6%) on project planning, implementation, monitoring and evaluation, 6(8.3%) on project planning and 4(5.6%) on project implementation.

Among those who got access to training, the majority 24(52.2%) were REB, BOFED and UNICEF respondents, while 12(16.7%) of them were WEO heads, experts and school directors trained only on some aspects of the project. Moreover, 26(36.1%) of respondents working on donor financed education project did not get an access to training. The reason sorted out from WEO respondents, through interview questions were that those who trained were leaving for other sector or position, on the other hand the training had no continuity and trainees lack sufficient project conceptual and technical skill, and have capacity gap in implementation. One can deduce from this project might not realized as desired and planned. This calls for the relevant and continuous training for existing project staffs and as new project professionals who join the project work.

4.2. Analysis and Interpretation of Data

The second part of this chapter deals with the presentation and analysis of the major contributions of UNICEF assistance in improving primary education of the region, the extent of how this project effectively carried out and the major managerial and implementation factors that negatively affect the effectiveness of the projects in the region. The data were analyzed and interpreted based on the responses obtained from REB, WEOs, UNICEF, BoFED, WOFEDs, Schools and community respondents.

4.2.1. Major Contributions of UNICEF Assistance in Improving Primary Education of the Region

The contributions of donor assisted primary education project in improving primary education of the region were examined in light of improved access, equity, quality and internal efficiency. To this end, significance levels of these contributions to community were treated in this category.

In sample woredas the project contributions in terms of student participation were assessed in light of student enrolment and narrowing gender gap. The number of enrolled students shows an increase from girls 106,850, boys 136,424 total 243,274 in 2007/08 (2000EFY) to girls 134,992, boys 156,151, total 291,143 in 2009/10 (2002EFY). It was found that NIR, GER, NER and GPI (in terms of NIR, GER and NER) were 63.14, 87.5, 76.15, 0.91, 0.85 and 0.88 in 2008/09 (2001 EFY) In 2009/10 (2002 EFY) it seem reached 58.7, 86.7, 74.7, 0.97, 0.88 and 0.89, respectively. Moreover, GPI comes near to 1.00. The NIR, GER and NER seem declining due to the difference between the old census projection of 1994 and new projection in 2007. Due to this population data base variation at woreda level using absolute growth was essential for comparison of student enrolment. Thus, the absolute growth of enrolment within the project year was Girls 28,142(26.3%) Boys 19,727(14.5%) Total 47,869(26.3%). The detail of enrolment data were annexed at the end of this material.

Respondents were asked to rank the level of significance of the project contribution to the region education development. In order to assess the level of significance of the project contribution responses were gathered using five point likert type Scale of very low (1), low (2), medium (3), high (4) and very high (5). The weighted mean score obtained from the respondents response were grouped and interpreted as, very low (0.05-1.49), low (1.5-2.49), medium (2.5-3.49), high

(3.5-4.49), and very high (above 4.5). Therefore, the weighted mean score below 3.5 were taken as a significant level not as desired. This labeling helped to organize respondents' response to the levels of project significance.

Table 6: UNICEF Projects Contribution to the Region's Education Development

S.N	Item	Response														
		Rating scale														
		Decision-makers (No=36)						Experts (No=36)						AMS	SD	SEM
		1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$			
1	ABE Center construction			24	12		3.31			25	11		3.33	3.32	0.470	0.055
2	Classroom maintenance and renovation			25	11		3.28			30	6		3.31	3.29	0.458	0.054
3	Child Friendly School Construction			29	7		3.22		1	26	9		3.19	3.21	0.442	0.052
4	Dry latrine construction			29	7		3.17		1	28	7		3.19	3.18	0.422	0.050
5	Furniture supply			28			3.25			27	9		3.22	3.24	0.428	0.050
6	Provision of school uniform		1	28	7		3.14		1	29	6		3.17	3.15	0.433	0.051
7	Provision of learning materials		2	27	7		3.11		1	30	5		3.14	3.13	0.442	0.052
8	Provision of stationary materials		1	32	3		3.08		3	27	6		3.06	3.07	0.422	0.050
9	Conduct capacity building short term trainings		3	29	4		3.00		2	32	2		3.03	3.01	0.052	0.046
Average Mean core							**3.17**						**3.18**	**3.18**		
Standard deviation							**0.439**						**0.432**		**0.434**	
Std. Error of Mean							**0.073**						**0.072**			**0.051**

Table 6 indicates respondents UNICEF project level of ABE center construction, classroom maintenance and renovation, furniture supply, Child Friendly School construction, dry latrine construction, provision of school uniform, provision of learning materials, provision of stationary materials and conduct capacity building training contributions were found fair (weighted mean score 3.32, 3.29, 3.24, 3.21, 3.18, 3.15, 3.13, 3.07 and 3.01, respectively). This shows that ABE center construction project has the first value followed by classroom maintenance and renovation thereby furnished with basic furniture (weighted mean score 3.32, 3.29, 3.24, respectively). Nevertheless, the degree of validity varies; all of the respondents were agreed that the entire delivered projects benefit primary education development in the region.

In an interview made with WEO planners the responsibility of constructing project by UNICEF education support were asked. Accordingly, the interviewee replied that the responsibilities of

construction projects were undertaken by WEO. The respondents explained that woredas have no construction engineers. However, they said that WEO uses local engineers and small and micro enterprises. As information gained through group discussion with five primary schools Parent Teacher Associations (PTA) as community representatives, community will collect locally available raw materials to construct ABE centers and maintain classrooms but sometimes industrial materials were not provided on time.

As far as the procurement, provision and transportation of furniture were concerned, the respondents released that it was done end to end by UNICEF. However, in the interview made with WEO decision-makers they suggested procurements of local supplied items to woreda level.

In an interview made with REB and WEO planners it was explained that sometimes training of trainees was given to WEO and they train other supervisors, directors, etc. but high turnover of woreda project officials, directors, supervisors, PTA members, it was difficult to address the training needs of all concerned stakeholders of the project on continual bases of the same project.

One can understand from this that waiting for more funds from the donor did not solve all problems of education in donor supported woredas. It seems government budget might be reduced from those supported schools assuming that they are supported by this honor donor organization. Generally, the study shows all project activities described were contributed to primary education development of the region.

Standard error test at one percent level of significance was found to be 0.051 and observed difference between two means is 0.01 which is about 0.196 times the standard error. This implies that there is no significant difference between responses of the two categories of respondents of the project achievement.

4.2.2. Effectiveness of UNICEF Assisted Primary Education Projects

Effectiveness feedback relates to output to the goal of the organization. Thus, effectiveness of the project is a measure of how well or complete a project task carried out successfully. The effectiveness of donor financed primary education project in improving primary education of the region were examined by comparing plan with achievement in light of fund utilization, constructed projects, supplies provided and trainings conducted.

Table 7: Project Plan Against Achievement

S.N	Activities	Unit	Plan	Achievement	
			Qut.	Qut.	Percent
1	ABE Center construction	No. of ABE Centers	232	126	54.3
2	Classroom maintenance and renovation	No. of classrooms	92	46	50.0
3	Child Friendly School construction	No. of CFS	60	53	88.3
4	Dry latrine construction	No. of dry latrines	208	192	92.3
5	Furniture supply	No. of furniture	108,000	107,734	99.8
6	Provision of school uniform	No. of students	108,000	23,200	21.5
7	Provision of major learning materials by item (exercise book, pen and pencil and student bag)	No. of students	144,434	23,200	16.1
8	Provision of education supplies (computer, duplicating machine and typewriter)	Supply items	180	166	92.2
9	Conduct capacity building training (on ABE facilitators, CRC supervisors, directors, community dialogue, minimum learning standard, etc)	No. of trainees	4,240	3,260	76.9

Source: *REB 2007/08 to 2009/10 UNICEF Education Support Project Annual Report and Project MRT Report.*

The number of primary schools in those woredas were increased from 430 in 2007/08 (2000EFY) to 535 in 2009/10 (2002EFY) shows absolute increase of 105 primary schools. This was as a result of ABE Centers constructed by donor was changed to formal primary schools.

Concerning fund mobilization to education development of the region specific issues treated in this category were project budget allocated, utilized and unutilized with in panned year and in the following year only in cash while in terms of kind it was discussed above.

Table 8: Fund Allocated and Utilized (only cash) from 2007/08 (2000 EFY) to 2009/10 (2002 EFY)

Annual plan year	Allocated amount in ('000 birr)	Utilization in ('000 birr)			Performance in Percent		
		Utilized within the planned year	Utilized in the next fiscal year	Unutilized amount in ('000 birr)	Utilized within the Ethiopian fiscal year	Utilized in the next EFY	Unutilized amount in ('000 birr)
1	2	3	4	5=2-(03+04)	6=3/2*100	7=4/2*100	8=5/2*100
2007/08	19,121,049	5,149,463	13,825,631	145,955	26.93	72.3	0.76
2008/09	31,757,514	10,168,735	10,214,147	45,412	32.02	32.16	0.14
2009/10	34,794,349	16,168,820	18,025,529	600,000	46.47	51.81	1.72

Source: *REB 2007/08 to 2009/10 UNICEF Education Support Project Plans, Annual and MRT Report.*

Fund allocated for 2007/08 was 19,121,049 similarly for 2008/09 year 31,757,514 and for 2009/10 it was 34,794,349. From this amount of fund utilized within planned year were 26.93%, 32.02% and 46.47% respectively. Similarly, fund utilized in the next fiscal year 72.3%, 32.16% and 51.81% respectively. Furthermore, fund unutilized were found 0.76%, 0.14% and 1.72% respectively. While this was for the purpose of examining project contribution, analysis of effective fund utilization was done under the topic 4.4.4.

Available evidences from respondents were collected to measure how the project carried out to satisfy customers' expectations of the project. Responses were gathered from decision-makers and experts to assess the extent to which project supported primary schools, line departments of WEOs and REB participated in project planning, level of problems identified and prioritized, project scope of activities in terms of the extent of fund, efficiency of preparing workable schedule and reallocation of the project fund.

In order to assess effective implementation of the project, responses were gathered using five point likert type Scale of very low (1), low (2), medium (3), high (4) and very high (5). The weighted mean score obtained from the respondents response were grouped and interpreted as, very low (0.05-1.49), low (1.5-2.49), medium (2.5-3.49), high (3.5-4.49), and very high (above 4.5). Therefore, the weighted mean score below 3.5 were taken as not effective. This labeling helped to organize respondents' response to the levels of project effectiveness.

Table 9: An Assessment of Effectively Planning for Implementation of UNICEF Assisted Primary Education Projects

S.N	Item	Response														
		Rating scale														
		Decision-makers (No=36)						Experts (No=36)						AMS	SD	T_{test}
		1	2	3	4	5	$\bar{x}$*	1	2	3	4	5	$\bar{x}$*			$T_{obtained}$
1	Extent of government entities involvement in project planning process:															
1.1	School	-	1	30	5	-	3.11	-	2	29	5		3.08	3.10	0.417	0.28
1.2	Woreda line departments	-	1	29	6	-	3.14	-	-	33	2	1	3.11	3.13	0.409	0.29
1.3	Regional line departments	-	1	29	6	-	3.14	-	-	30	6	-	3.17	3.15	0.399	-0.29
2	Level of problems identified and prioritized based on beneficiaries needs	-	-	28	8	-	3.22	-	-	27	9	-	3.25	3.24	0.428	-0.27
3	Extent of selecting the project scope of activities in terms of resource inputs	-	1	28	7	-	3.17	-	-	29	7	-	3.19	3.18	0.422	-0.28
4	Efficiency of preparing workable project schedule	-	-	3	31	2	3.97	-	-	3	31	2	3.94	3.96	0.391	0.30
5	Extent of reallocation of the project fund when adjustment were required	1	2	33	-	-	2.89	-	5	31	-	-	2.86	2.88	0.373	0.31
	Average Mean core						**3.28**						**3.27**	**3.28**		
	Standard deviation						**0.413**						**0.460**		**0.406**	
	Std. Error of Mean						**0.069**						**0.067**			

$\bar{x}$*is the mean value throughout similar tables.

$T_{critical}$ = 1.98 throughout similar tables.

Table 9 shows efficiency of preparing workable project schedule, level of problems identified and prioritized based on beneficiaries needs, extent of selecting the project scope of activities in terms of resource input, extent of government entities participation in project planning process and extent of reallocation of the project fund when adjustment were require was found moderate (weighted mean score 3.96, 3.24, 3.18, 3.13 and 2.88, respectively). Correspondingly, responses on the planning process varied and ranged from medium to high.

As presented in item 1 of the above table the two groups of respondents were asked the extent of government entities at various levels and beneficiaries involvement in project planning process. The two groups of respondents rated the involvement of regional education bureau line departments, woreda education offices line departments and schools were found medium (weighted mean score 3.15, 3.13 and 3.10, respectively). The general group means score value

found was 3.13. This means that the degree to which schools, woreda education offices line departments and regional education bureau involvement was medium, which shows absence of involvement in some way. This showed that the planning process lacks full involvement of all stakeholders. This leads one to infer that all stakeholders' involvement in donor assisted education project planning process is essential for the successive accomplishment of the project.

As presented in item 2 of the above table the respondents were asked to rate the level of need/problems identified and prioritized based on beneficiaries needs. Level of problems identified and prioritized based on beneficiaries needs was found to be moderate (weighted mean score 3.24). The extent of identifying and prioritizing the needs of beneficiaries replied by decision-makers and experts were rated (weighted mean score 3.22 and 3.25, respectively). This might indicates that the planning process fails to identify the primary needs of beneficiaries.

An evidence for this is the demand of community from assistance project was to construct primary schools other than ABE Center construction. As a result of unsatisfied need as soon as ABE Center was constructed by donor organization in the meanwhile community has changed it to formal primary school. This was noticed during data collection of the study from woredas and schools. The donor plan might base on Government of Ethiopia-UNICEF CPAP Program of Cooperation 2007-2011. This is in good agreement with interview responses of WEO planners. Nevertheless, the stage of need identification and prioritization is to find high priority identified projects that are feasible and contribute substantially to beneficiaries.

One can deduce from this that the project was sometimes not identified and prioritized based on beneficiary needs. This implies that some projects might not be priority to individual school needs and this contributes to difficult implementation process.

The overall assessment of selecting the scope of project activities in terms of resource inputs was found medium (average means score value 3.18). Respondents experts and decision-makers reported that the level of refining project scope in terms of time and resource in project planning process was found medium (weighted mean score 3.19 and 3.17, respectively). The respondents' response shows that weighing project resource with activities; it seems that the project planned activities were exceeding the resource likely to be allocated.

Efficiency of preparing workable project schedule is a competency that one has to have at project planning stage to assign project fund on local priorities. As attested in Table 9, the two groups of respondents rated the level of preparing workable project schedule was found high (weighted mean score 3.96). It seems that the prepared project schedule demands more effort to be very high for project execution through limiting the scope of the project as per the resource.

Reallocation of the project fund for adjustment was fund medium (weighted mean score 2.88). The extent of project plan revision was seen in terms of amendment for more serious problem coming late. The two groups of respondents decision-makers and experts reported the extent of project revision was found (weighted mean scores 2.89 and 2.86, respectively). The regional UNICEF assisted education project AWP revision made in January 2010 justifies the likelihood of resource reallocation.

This might lead to the assumption that either the nature of planned project activity will take long time to permit for amendment or it might be ongoing in integration with other activities like huge purchase of supplies by UNICEF or fear of time taking while the budget was time bounded.

One can conclude from this that flexibility of UNICEF financial procedure in line with local context was found to be difficult as per the regional financial rules and regulations. This leads one to infer that the immediate revision of the project plan were not as such easy to reallocate resource. This confirms to the need for critical thinking of planning.

T-test was computed to check if perceptual difference exists between the two study groups. Accordingly, the result revealed that T-test was found to be greater than the calculated value. This shows that there is no statistically significant difference between the two groups in the case of effectively planning for implementation.

The project needs unique in line with managerial processes such as: planning, organizing, staffing, coordinating, resource mobilization, put into effect and monitoring and evaluation. Projects have their own input, process and output. The status of input and process determine the efficiency of implementation and expected output of the project. To assess the status of project implementation efficiency of existing organizational setting, extent of adequate and qualified human power for the project, sustainability rate among project decision-makers and professionals, efficiency of timely utilizing the available project fund, extent of technical

assistance given to who manage and implement, consistency of cash flow with work schedule, consistency of project physical activities timely start-up and accomplishment, extent of coordination among internal and external stakeholders, provision of supply items on time maintaining its quality as well as quantity planned and lengthy of execution period for each planned project activities were studied.

Table 10: Project Implementation Process

S.N	Item	Response														
		Rating scale														
		Decision-makers (No=36)						Experts (No=36)						AMS	SD	Ttest
		1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$			Tobtained
1	Efficiency of existing organizational setting to carryout donor financed project work	-	2	32	2	-	3.00	-	3	29	4	-	3.03	3.01	0.393	-0.30
2	Extent of adequacy and qualified human power at:															
2.1	Woreda level	-	3	31	4	-	3.03	-	2	31	3	-	3.03	3.03	0.410	0.00
2.2	Regional level	-	1	30	5	-	3.11	-	1	31	4	-	3.08	3.10	0.381	0.31
3	Sustainability rate among project professional at:															
3.1	Woreda level	-	4	29	3	-	2.97	-	3	31	2	-	2.97	2.97	0.410	0.00
3.2	Regional level	-	4	30	2	-	2.94	-	4	31	1	-	2.92	2.93	0.381	0.30
4	Efficiency of timely utilizing the available project fund	-	3	31	2		2.97	-	4	31	1	-	2.94	2.96	0.391	0.30
5	Extent of technical assistance given at:															
5.1	Woreda level	-	2	29	4	-	3.03	-	1	32	3	-	3.06	3.04	0.391	-0.30
5.2	Regional level	-	1	30	5	-	3.11	-		31	5	-	3.14	3.13	0.373	-0.31
6	Consistency of cash flow with work schedule	-	3	28	5	-	3.06	-	2	31	3	-	3.03	3.04	0.426	0.27
7	Consistency of physical activities timely start-up and accomplishment	-	3	31	2	-	2.97	-	2	32	2	-	3.00	2.99	0.356	-0.33
8	Extent of coordination among internal and external stakeholders	-	2	30	4	-	3.06	-	2	29	5	-	3.08	3.07	0.422	-0.28
9	Timely supply procurement and distribution to schools	-	1	30	5	-	3.11	-	2	29	5	-	3.08	3.11	0.417	0.28
10	Quality of supplies provided	-		31	5	-	3.14	-	-	30	6	-	3.17	3.15	0.362	-0.32
11	Length of execution period for planned project activities	-	3	32	1	-	2.94	-	3	31	2	-	2.97	2.96	0.354	-0.33
Average Mean core							**3.03**						**3.04**	**3.03**		
Standard deviation							**0.400**						**0.384**		**0.391**	
Std. Error of Mean							**0.067**						**0.064**			

Responses were gathered from decision-makers and experts to assess provision of quality supply items on time maintaining planned quantity, extent of technical assistance given to who manages and implement, extent of coordination among internal and external stakeholders, extent of adequate and qualified human power for the project, consistency of cash flow with work schedule, efficiency of existing organizational setting, efficiency of timely utilizing the available project fund, lengthy of execution period for each planned project activities, physical activities timely start-up and accomplishment and sustainability rate among project professionals were found (weighted mean score 3.15, 3.11, 3.09, 3.07, 3.06, 3.04, 3.01, 2.96, 2.99 and 2.95, respectively).

Correspondingly, responses on the planning process ranged within score of fair. Furthermore, similarities of responses were observed among extent of adequate and qualified human power for the project, consistency of physical activities timely start-up and accomplishment and extent of coordination among internal and external stakeholders. The complement might from comparable extent of project implementation.

The overall reported data shows implementation status of the project was fair (average means score 3.04).

As attested in item 1 Table 10 the decision-makers and experts notify efficiency of existing organizational setting to carryout donor financed project was fair (weighted mean score 3.01).

As an information gained through group discussion with woreda heads the project organization at woreda level were organized by assigning someone focal person in one of the departments in the form of functional organization. The same scenario is to REB project organization. As cited by Harrison (1985:11) states that, this functional form of organization is by appointing someone, whose prime responsibility is to co-ordinate the work on the project of the people in the functional departments. This implies that the projects were coordinated by coordinator with less status and authority. As a result REB and WEO might become less effective in meeting the objectives of project in the organization.

The assessment of adequacy and qualification of human power were viewed in the areas of project management, physical plan performance, resource mobilization and timely utilization, communication, coordination, monitoring and evaluation. As presented in item 2 of the above

table, the extent of adequate and qualified human competency to manage and implement the project at woreda level were rated fair (weighted mean score 3.03) and at regional level it was found fair (weighted means score 3.10). This shows that human power at regional level surpasses that of at woreda level.

However, informant interview made with expert from the project work process showed that on top of substandard form of project organization, the project management and implementation were affected due to lack of well trained existing project person and decision-makers that created capacity gap in project management and implementation.

Item 3 of the above Table revealed both decision-makers and experts respondents responses to the sustainability among project personnel at woreda level was found fair (weighted mean score 2.95. On the other hand, data proves that similarities of responses were observed for decision-makers and experts at woreda level. For the region decision-makers and experts replied sustainability rate among project personnel at regional level was found medium (weighted mean score 2.94 and 2.92, respectively). As the result of this study showed attrition rate among project personnel at regional level exceed that of woreda level.

Interview responses of regional education bureau process owners also indicated that turnover of project experts was high due to assignment to another position for the necessity of job twice in each two years. This might bring loss of memory of the project work ongoing. Furthermore, the newly appointed might lack project knowledge, skill and experience. This might lead to poor project management and implementation.

Item 4 in Table 10 demonstrates efficiency of timely utilizing the available project fund where found fair (average means score 2.96). Efficiency of timely utilizing the available project fund in line with local context were found (weighted mean score value 2.97 and 2.94, respectively). However, information obtained from focus group dissection made with regional project expert showed that the efficiency of timely utilization of project fund was highly affected by low implementation capacity of the region. The incapability to use allocated fund in time might be either due to delay in fund release, lengthy of financial process and procedures, absence of full commitment in addition to lack of project knowledge, conceptual and technical skill and experience among project professionals.

Item 5 in Table 10 reveals technical assistance given to facilitate and improve the management and implementation of the project in the region was rated (weighted mean score 3.04 and 3.13, respectively). Data presents technical assistance given to facilitate and improve the management and implementation of the project at woreda level was rated medium (weighted mean score 3.06 and 3.03, respectively). Meanwhile technical assistance given at the regional level was found fair (weighted mean score 3.14 and 3.11, respectively).

The data shows woredas obtain less technical assistance than that of the region. The range of the responses indicates that technical assistance to woreda lack continuity and less than that of the region. This indicate that expert at the frontage did not develop necessary skill and experience to effectively to manage projects.

As explained by regional respondents there were two United Nation Volunteers (UNVs) to assist the region. Furthermore, the regional experts reported in an open ended question under this item those UNVs were fully provide technical assistance at bureau level but not succeeding to assist woreds due to lack of vehicle.

The study result shows REB might not much involved in actual technical assistance of the project at woreda echelon and projects specific to school level. Through technical assistance might be provided, experience might be shared, conceptual skill, knowledge and technology transferred to facilitate the project execution. As a result of lack of technical assistance the project effectiveness might be negatively affected.

As illustrated item 6 in Table 10 the respondents rated consistency of cash flow with work schedule were fair (weighted means score 3.06 and 3.03, respectively). Moreover, experts response in particular indicated there was low consistency of cash flow (weighted means score 3.03).

Item 7 in Table 10 Consistency of timely start-up and accomplishment of physical activities were rated fair (weighted means score 3.00 and 2.97, respectively).

The WEO project focal persons attribute to delay in payment and material supply. While WOFED accountants attribute to late start-up and delayed accomplishment of the projects. Work overload on the part of WOFED accountants, lack of human power and time constraint were also

taken problematic. Further WOFED accountants said that "we are doing financial affairs of all government sectors in our woreda-not only for education." On top of this WEO heads replied quarterly watch from WOFED for what has been said from UNICEF about the past performance and future release of budget was "heart suspending". In interview responses, WEO experts disclosed that project finances were sometimes left unutilized because of late budget release, long budget transfer and bidding process, WOFED sometimes do not pay cash on time, do not buy local supplies on time, lag behind and has problem of disclose information on status of budget.

This can lead one to conclude that a significant number of woreda accountants had no adequate time to run the education project budget as aspired by the education sector.

Concerning the mobilization of resource allocated at regional level the respondents replied in an open ended question once the resource were put in to the regional bureau account it was up to the bureau to utilize as per the plan. Continuing REB accountants and planners explained sometimes the region do not use his budget on time even once there was 600,000 ETB returned to UNICEF in 2010 without requesting for reprogramming.

Weighing the regional and woreda level process of fund mobilization the region has fully owned on its budget to whereas WEO were watching for the WOFED goodwill.

Item 8 in Table 10 shows extent of coordination among internal and external stakeholders rated fair (weighted means score 3.08 and 3.06, respectively). The average mean score was found 3.07. The data reveals that the designed system of coordination for both internal and external stakeholders is moderate. Since the organizational design do not complement with the unique characteristics of the project to coordinate, it is reliable that efficient coordination of the project were nonexistent. From experience of implementation of international funded development projects coordination of stakeholders are often the key factors for the success or failure of the project.

Item 9 in Table 10 reveals timely supply items procurement and provision were found fair (weighted mean score 3.11 and 3.08, respectively). Quality of supply items provided was found (weighted mean score 3.17 and 3.14, respectively).

Item 10 in Table 10 portrays quality of supply items provided was found fair (weighted mean score 3.17 and 3.14, respectively). Analyzing the data results of respondents maintaining the quality of supplies exceeds material availability. This might be due to absence of efficient material management system that enhances efficient implementation of project as scheduled, inefficient producers or shortage of supplies. In an interview with WEO decision-makers, planning experts, project focal persons and school directors agreed on the existing procedure of purchase undergoing by UNICEF for overseas purchase and local supplies has to be purchased by REB and WOFED in collaboration with WEO.

However, the REB together with UNICEF, BOFED and MoFED needs to consider mechanisms to decentralize procurement responsibility to regional level and some amount left to woredas except foreign purchase left to UNICEF. This shows that currently UNICEF supply purchase was not fully decentralized to the region and woreda level.

Item 11 in Table 10 reveals lengthy of execution period for each planned project activities were found to be fair with weighted mean score 2.97 and 2.94, respectively). In an interview made with REB accountants and experts replied that the region was unable to utilize full fund and liquidate the received cash within three months period which is strict procedure of the UNICEF project in particular to release the next quarter budget. Furthermore, review of the three year (2007/08-2010/11) UNICEF assisted primary education project plan document of the region explained that every annum the implementation of the project plan and release of cash lag behind the schedule by about a month. One can infer from this lengthy of financial process and procedures highly affected donor financed education projects.

One can deduce from this that quarterly repeating similar financial process and procedures, lengthy of financial flow, budget transfer process, bidding process of the country were time and resource consuming, not cost effective and wasting of effort. For this and others to be identified causes execution period for each planned project activities were found inadequate in the existing local circumstances.

The t-test was computed to check if perceptual difference exists between the two study groups. Therefore, the result revealed that T-calculated was found to be less than the T-critical value. This shows that there is no statistically significant difference between the two groups in the case of

project implementation process. As a result of this study shows similarities of responses among decision-makers were observed and the same scenario is true among respondents categorized as experts in responding to project implementation. Generally, one can deduce from this that there were much obstruction emanated from stakeholders, honor donated organization and largely sector to implement the project.

The extent of monitoring and evaluation of the projects was seen in terms of organizational systems of monitoring and evaluation design, physical activities progress and financial utilization and day-to-day follow-up practices of the donor financed education projects. The essence of project monitoring is a continuous comparison of actual physical activities progress and resource utilization in implementation against planned target.

Table 11: The Situation of Monitoring and Evaluation Processes

S.N	Item	Response														
		Rating scale														
		Decision-makers (No=36)						Experts (No=36)								Ttest
		1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$	AMS	SD	Tobtained
1	Extent of efficiently designed monitoring and evaluation system	-	5	31	-	-	2.89	-	6	29	1	-	2.86	2.88	0.409	0.29
2	Extent of undergoing periodic monitoring and evaluation by:															
2.1	Woreda	-	1	30	5	-	3.11	-	1	29	6	-	3.14	3.13	0.409	-0.29
2.2	Region	-	3	32	1	-	2.94	-	3	31	2	-	2.97	2.96	0.354	-0.33
3	Functionality of monitoring and evaluation activities in day-to-day project activities	-	2	31	3	-	3.03	-	2	31	3	-	3.03	3.03	0.374	0.00
4	Level of communication among stakeholders	-	1	30	5	-	3.11	-	1	31	4	-	3.08	3.10	0.381	0.31
5	Extent of information flow between the regional and local level government entities	-	1	31	4	-	3.08	-	2	30	4	-	3.06	3.07	0.387	0.30
6	Extent of transportation facilities for monitoring and evaluation activities	-	3	28	5	-	3.06	-	2	31	3	-	3.03	3.04	0.426	0.27
Average Mean core							**3.46**						**3.46**	**3.46**		
Standard deviation							**0.393**						**0.394**		**0.391**	
Std. Error of Mean							**0.065**						**0.066**			

The situations here under addressed were monitoring and evaluation organizational designed system, periodic undergoing and functionality of monitoring and evaluation in day-to-day project activities. Elements of communication among stakeholder, extent of information flow between the regional and local level government entities and extent of the availability of transportation facilities for monitoring and evaluation activities were also addressed.

Table 11, portrays the status of monitoring and evaluation as fair with average grouped means score 3.46. Accordingly, level of communication among stakeholder, extent of information flow between the regional and local level government entities, extent of undergoing periodic monitoring and evaluation, extent of the availability of transportation facilities for monitoring and evaluation activities, functionality of monitoring and evaluation activities in day-to-day project activities and extent of effectively designed monitoring and evaluation system were found (average means score 3.1o, 3.07, 3.05, 3.04, 3.03, and 2.88, respectively).

An interview was conducted with WEO heads, planners and project focal persons about monitoring and evaluation types, evaluating bodies, attention given to monitoring and evaluation and provision of feedback. They replied differently to the type of evaluation conducted in their specific woreda mid-term evaluation and terminal evaluation. The respondents were asked to tell who did monitoring and evaluation of the project. To this respondents replied that projects were evaluated by WEO, WOFED and UNICEF or through forming team from these organizations. Continuing, respondents replied REB were not physically involved in monitoring and evaluation except sometimes quarterly and annually making review meetings and evaluating projects by examining quarter and annual reports prepared by WEO and WOFED in partnership. Above all one of the respondents replied that ex-anti evaluation was not conducted. Thus, project plan was started execution without pre-feasibility study.

One can understand from this that there was no effectively designed project monitoring and evaluation system in the entire sector.

According to item 2 in Table 11 the extent of undergoing periodic monitoring and evaluation by woreda was found fair (weighted mean score 3.13 and 2.96, respectively). Respondents rated the extent of undergoing periodic monitoring and evaluation by region and woreda were found uneven. The extent of undergoing periodic monitoring and evaluation activities by region were

found less than that of by woreda. Generally, REB and WEOs gave less attention to monitoring and evaluation activities. This might be due to weak monitoring and evaluation system, insufficient awareness on the purpose of monitoring and evaluation, inadequate or lack of fund, limited or no vehicle to monitor the project through field visit.

As attested in item 3 in Table 11 the functionality of monitoring and evaluation activities in day-to-day project activities for both groups of respondents was found fair (weighted mean score 3.03). This finding has complemented with the findings of item 1 and 2 in Table 13. This might show monitoring and evaluation were not included in organization plan as an activity, not practiced or not integrated in day-to-day activities. Moreover, the absence of project monitoring and evaluation in day-to-day organization activities was extremely limited by the absence of monitoring and evaluation schedule.

Information obtained from the discussion made with planning and project focal persons at woreda level revealed that for monitoring and evaluation purpose the region received written reports of physical and financial project progress and there was no quick way to check the reality.

Item 4 in Table 11 shows the responses of decision-makers and experts level of communication among stakeholder were rated fair (weighted mean score 3.11 and 3.08, respectively). The study result ensures the level of communication mean score of experts were relatively better than that of decision-makers respondents.

This shows that project professionals at frontage have low access to project information than decision-makers. This might be due to decision-makers exposure in project events, conference, forum and from practice there were instances that participating in the project review meetings requested or unrequested. In an open ended question under this item WEO project focal persons explained that WEO heads do not share information obtained. On the other hand, WEO planners in the other woredas explained; project focal person were not transparent about the project physical activities particularly project finance.

In terms of feed backs gained through monitoring and evaluation, in an open ended question under this item WEO respondents pointed out REB did not make field visit for monitoring and evaluation except oral explanations on review meetings made some times at the end of quarters. They reported that the donor agency sometimes physically present at woredas and schools to

make monitoring and follow-up at the same time provide oral feedbacks through dissection with WEO and WOFED professionals. Besides they mark lack of infrastructure such as telephone and vehicle to inspect projects were the severe problems of communication. One can infer from this existing phenomenon of communication among stakeholders hindered project implementation.

Concerning item 5 in Table 11 the extent of information flow between the regional and local level government entities were found fair (weighted mean score 3.08 and 3.06, respectively). The respondents response shows average mean score 3.07. This implies that the attention given to the information system, which helps to detect improper physical functions and financing to take early decisions to remedy them, seems little and this might cause failures during implementation.

One can deduce from this status of information flow about monitoring and evaluation of the project implementation was extremely limited by absence of efficient vertical communication for supervision and follow-up between local and regional level project implementing bodies.

As attested in item 6 in Table 11 the availability of transportation facilities for monitoring and evaluation activities were found fair (weighted mean score 3.06 and 3.03, respectively). Thus, the data shows average mean score 3.04. However, informant interview made with regional project focal person explained that two vehicles were assigned for regional bureau by donor organization for the purpose of periodic monitoring and evaluation of project activities in 2008/09. However, these vehicles were assigned for other activities by REB.

In addition to these respondents explained twenty nine motorcycles were procured and provided to REB to be provided for project assisted woredas to serve monitoring and evaluation activities in 2009/2010. However, all the motorcycles were rewarded to other woredas for unintended purpose. This might result from lack of commitment to give priority to monitoring and evaluation activities.

Therefore, to test the perceptual difference in responding to the situation of monitoring and evaluation between the two groups of respondents, a T-test was computed. Accordingly, the result revealed that $T_{critical}$ is greater than $T_{obtained}$. This implies that there is no statistically significant difference between the two groups of respondents.

4.2.3. Managerial and Implementation Factors that Affect the Contribution and Effectiveness of UNICEF Assisted Primary Education Projects

Factors affecting the project contribution and effective management and implementation in terms of constrains in project planning, coordinating, resource mobilization and utilization, human input related constraints, and monitoring and evaluation constraints were addressed under this category. The rating of potential seriousness of constraints was approached by assessing lack of necessary conditions for each those project activities.

In order to asses constraints of both project input and the process, responses were gathered using five point likert type scales of extremely constrained (1), very constrained (2), moderate (3), observed but not serious (4), and not observed (5). The weighted mean score obtained from the responses of respondents were grouped and interpreted as, extremely constrained (0.05-1.49), very constrained (1.5-2.49), moderate (2.5-3.49), observed but not serious (3.5-4.49), and not observed (above 4.5). The problem analysis presentation was sequenced in their level of potential constraints throughout this topic. Therefore, the weighted mean score below 3.5 were taken as factors affecting the project contribution and effective management and implementation. This labeling helped to organize respondents' response by levels of constraints in project implementation.

4.2.3.1. Factors Negatively Affecting the Contribution of UNICEF Assisted Primary Education Projects

Furthermore, Gilbreath (1986:5), given an excellent budget and careful, disciplined cost control efforts the budget may still be exceeded due to schedule delays or technical errors, which almost always have negative cost ramifications.

Table 12: Resource Mobilization and Utilization Related Constraints

S.N	Item	Response														
		Rating scale														
		Decision-makers (No=36)						Experts (No=36)						AMS	SD	Ttest
		1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$			Tobtained
1	Inadequate funds	3	28	5	-	-	2.08	-	33	3	-	-	2.06	2.07	0.387	0.30
2	Unreleased budget	3	29	4	-	-	2.06	1	32	3	-	-	2.03	2.04	0.391	0.30
3	Delay to release funds	3	30	3	-	-	2.03	2	31	3	-	-	2	2.01	0.393	0.30
4	Lengthy of financial process and procedures	4	30	2	-	-	1.94	4	30	2	-	-	1.94	1.94	0.407	0.00
5	Piecemeal release of funds		4	30	2	-	2.89	-	5	30	1	-	2.92	2.90	0.417	-0.28
6	Delay of liquidation	4	30	2	-	-	1.92	4	31	1	-	-	1.94	1.93	0.387	-0.30
7	Low operation cost	-	5	29	2	-	2.94	-	3	32	1	-	2.92	2.93	0.387	0.30
8	Inaccessibility of industrial materials for construction at local level	1	30	5	-	-	2.14	1	29	6		-	2.11	2.13	0.409	0.29
9	Delay of supply provision	-	3	28	5	-	3.11	-		32	4	-	3.08	3.10	0.417	0.28
10	Low quality of furniture	-	-	30	6	-	3.14	-	31	5	-	-	3.17	3.15	0.362	-0.32
11	Incomplete set of supply provision on-time	-	-	32	3	1	3.11	-	-	32	4	-	3.14	3.13	0.373	-0.31
12	Inaccessibility of vehicle to transport supplies		2	29	5	-	2.11	1	31	4	-	-	2.08	2.1	0.417	0.28
Average Mean core							**2.46**						**2.45**	**2.45**		
Standard deviation							**0.359**						**0.431**		**0.396**	
Std. Error of Mean							**0.060**						**0.072**			

Table 12 shows the result of resource mobilization and utilization constraints rank-order response given by decision-makers and experts. Accordingly, lengthy of financial process and procedures, delay of liquidation, delay to release funds, unreleased budget, inadequate funds, inaccessibility of vehicle to transport supplies, inaccessibility of industrial materials for construction at local level, piecemeal release of funds, low operation cost, delay of supply provision, incomplete set of supply provision on-time and low quality of furniture scored very constrained (weighted mean score 1.94, 1.93, 2.01, 2.04, 2.07, 2.1, 2.13, 2.90, 2.93, 3.10, 3.13 and 3.15, respectively).

Item 4 in Table 12 reveals lengthy of financial process and procedures were very constrained problem weighted mean score 1.94. In an interview made with WEO decision-makers, planners and WOFED accountant project fund were delayed to release and achieve beneficiaries due to lengthy of financial process and procedures among who donate, transfer and receive. Thus, lengthy of cash transfer procedures from donor to BoFED, from BoFED informing to REB to

share for each beneficiary woredas, after sharing sending the share of each woredas to BoFED to transfer to central bank, central bank to transfer to local bank, moreover WOFED to receive fund transferred and informing to WEO quarterly took time.

As can be seen item 6 in Table 12 response of experts and decision-makers for delay of liquidation rated very constrained (weighted mean score 1.94 and 1.92, respectively). The study revealed delay of fund shorten utilization period and as a consequence liquidation might be delayed. As a result future quarter's budget will be pushed forward by not less than a quarter in each year. The potential seriousness of limitations on fund liquidation seems come from late release of fund, low capacity to utilize on time, or lengthy of financial process and procedures. This inability of liquidating budget on time by executing the planned activities as scheduled were obliged to push forward some or many of the planned activities to the following year which its budget might be confined. One can infer from this delay of liquidation highly affected donor financed education projects.

As presented in item 3 of Table 12 delay to release fund were found the very constrained (weighted mean score 2.03 and 2.00, respectively).

The study shows the existence of lengthy of financial process and procedures among who donate, transfer and receive project fund. This might be due to low capacity to utilize project resource on time, shortage of experienced project personnel, lack of project follow-up, deficiency to fulfill donor requirement to liquidate the fund at hand before the release of the next round quarter fund, mismatch between duration of budget-three months time and lengthy of bidding process in the meantime and the respondents assured this in an interview with them. One can infer from this project resources were not reached to beneficiaries to use for the intended purpose on time.

Item 2 of Table 12 reveals unreleased budget was found very constrained (weighted mean score 1.94 and 1.92, respectively). This shows that there was remained amount of fund that was not released and utilized within planned years. This in turn shows that there were planned activities not executed due to unreleased budget. Information obtained during discussion held with regional education bureau experts to this issue showed the potential seriousness of limitations on unreleased budget seems come from low capacity to utilize released budget on time to liquidate and receive the next quarter fund. The incapability of liquidating used budget on time push

forward the time to receive the next quarter fund. One can understand from this project resources were under utilization and project achievement might reduce.

The interviewee from REB explained even lagging behind for one quarter will result in unlikelihood to release the annual end quarter budget. This shows us that from planned budget there was some unutilized project budget amount within a budget year and this indicates that there was unreleased budget amount.

One can infer from this that the under utilization of the project fund hinders the success of project targets consequently about beneficiaries educational need satisfaction.

Item 12 in Table 12 portrays that the accessibility of transportation facilities was found very constrained problem with a value weighted mean score for both groups were found 2.10. This reveals availability of means of transportation facilities for supplies were a serious problem. The same scenario is to monitoring and evaluation facilities. It seems construction facilities were run out of time due to lack of means of transportation and monitoring and evaluation of undergoing donor financed education projects.

Item 5 in Table 12 reveals response to quarterly piecemeal release of fund were found moderate (weighted mean score 2.89 and 2.92, respectively). Information obtained during dissection held with woreda level planning experts in relation to quarterly piecemeal release of fund explained that high capacity contractors were not interested in small and cut short projects (part by part bidding to complete a set of building) whereas poor capacity contractors do not capable to complete the project on time despite the fact that sometimes projects constructed by them has short of quality. One can deduce from this the piece-by peace quarterly release of the budget has a negative effect on the project performance.

Item 8 in Table 12 reveals inaccessibility of industrial materials for construction at local level as soon as required were found very constrained (weighted mean score 2.89 and 2.92, respectively). It can be observed from the study that lack of industrial construction materials at local level highly affected donor financed education projects.

One can deduce from this that inaccessibility of industrial materials and contractors at local level delays the project activities start-up and setback its accomplishment. Generally, as the study

revealed at the instant of the program delay of the first quarter budget release which is related to an agreement were the restriction among upper echelon and inability to utilize on time and late liquidation were the constraints aroused from beneficiaries' side.

As illustrated item 9,10 and 11 in Table 12 the rank-order of constraints of delay of supply provision, incomplete set of supplies provision at a time and low quality of furniture were rated (average mean score 3.10, 3.13 and 3.15, respectively).

With the information obtained from discussion made with woreda level decision-makers, planners and project focal persons explained that the supplies were not timely provided from REB and UNICEF as per the working schedule, industrial supplies were provided lately whereas the cost of construction comes first which is difficult to utilize and liquidate on time.

In an interview made with REB decision-makers and planners they explained the region request supply timely but it was provided piece-by-piece like incomplete set of construction items provided to woredas for instance iron sheet and nail items provided at different time. In an interview made with UNICEF-Ethiopia Office officials the delay of supplies was due to bulky purchase by UNICEF and sometimes shortage of supplies like iron sheet from suppliers.

In addition, woreda respondents reported that regional education bureau could not transport supplies as quickly as possible and in contrary to this the regional respondents reported that woredas were not received and transport their share of supplies timely with the budget sent to them for supply transportation. In addition, one woreda respondent reported that there where instances when furniture supplied has poor quality, damaged and unassembled. This might show short of commitment and be deficient in giving priority to the project vocation. One can infer from this delay of supply provision, incomplete set of supplies provision at a time and low quality of furniture lesser donor financed education project contribution.

A T-test of significance was computed to test whether the two groups have different or similar opinion on the given items of resource mobilization and utilization related constraints. Accordingly, the result revealed that $T_{critical}$ is greater than $T_{obtained}$. Therefore, it is statistically evidenced that there is no statistically significant difference between the two study groups concerning their outlook on resource mobilization and utilization constraints.

4.2.3.2. Factors Negatively Affecting Effective Implementation of UNICEF Assisted Primary Education Projects

Concerning human power Oakley (1991:180) states that, project agents are who work within the formal structures of government services whose style and limitations of operation are dictated by the demands of those services; and agents who work in the informal sector, in smaller, less hierarchical structures and whose approach to their work is correspondingly different. Effectiveness of the project was negatively affected due to lack of human, material and financial inputs.

Items addressed under this category were lack of project knowledge, conceptual and technical skill and experience among project decision-makers and personnel, frequent turnover and work overload of project personnel.

Table 13: Human Input Related Project Constraints

S.N	Item	Response														
		Rating scale														
		Decision-makers (No=36)						Experts (No=36)						AMS	SD	Ttest
		1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$			Tobtained
1	Lack of managers' project knowledge and conceptual skill	-	-	31	5	-	3.17	-	1	28	7	-	3.14	3.15	0.399	0.29
2	Lack of managers' technical skill and experience	-	1	30	5	-	3.14	-	1	29	6	-	3.11	3.13	0.409	0.29
3	Lack of project knowledge and conceptual skill among project personnel	-	1	30	5	-	2.97	-	3	30	3	-	2.94	2.96	0.391	0.30
4	Lack of technical skill and experience among project personnel	1	28	7	-	-	2.14	-	31	5	-	-	2.17	2.15	0.399	-0.29
5	Frequent project professionals turnover	-	29	7	-	-	2.17	-	30	6	-	-	2.19	2.18	0.387	-0.30
6	Work overload of project professional	-	29	7	-	-	2.22	-	28	8	-	-	2.19	2.21	0.409	0.29
7	Lack of project professional incentives	-	28	8	-	-	2.25	-	27	9	-	-	2.22	2.24	0.428	0.27
Average Mean core							**2.58**						**2.57**	**2.57**		
Standard deviation							**0.415**						**0.393**		**0.403**	
Std. Error of Mean							**0.069**						**0.066**			

Table 13 presents lack of project technical skill and experience among project professionals, frequent project professionals turnover, work overload of project professionals, lack of project professional incentives, lack of project knowledge and conceptual skill among project professionals, lack of decision-makers project technical skill and experience and lack of decision-makers project knowledge and conceptual skill response for both groups of respondents were found moderate (weighted mean score 2.15, 2.18, 2.21, 2.24, 2.96, 3.13 and 3.15, respectively). Since those items are scored moderate constraints, one can understand from this donor financed education project implementation might be hampered.

The effect of technical skill and experience among project professionals rated 2.15, frequent project professionals turnover rated 2.18, work overload of project professionals rated 2.21 and lack of project professional incentives rated 2.24 responses of both categories of respondents sort at very constrained problem.

One can infer from this project human input point to inevitability of the project focal persons. It seems subjects completed victoriously among focal persons were certainly accomplished.

Item 4 in Table 13 portrays lack of technical skill and experience among project professionals were rated 2.14 and 2.17, respectively. This reveals donor financed education project implementation was hampered by lack of skilled and experienced human power.

As revealed item 5 in the same table reveals existence of inconsistency regarding the assigned project employee were rated 2.17 and 2.18, respectively. From the focus group discussion made with WEO heads about employee turnover, they replied that the reason was seeking for better salary, promotion, less challenging nature of the job, the sense of project task were considered as an additional task that makes work overload on an expert, lack of incentives as to the nature of the job requires extra time all these do not motivate who work on the project.

The frequent turnover of the decision-makers and project staff might cause institutional memory loss of information about the ongoing project. As discussion made with woreda planners particularly due to frequent turnover of project focal persons, sometimes the project work were done by formed temporary group and committee until new persons will assign.

The study reveals that low capacity of decision-makers and experts added with their frequent turnover might leads to worsen the effectiveness and contribution of donor financed education projects in the region.

As illustrated item 1 and 2 in the same Table, effectiveness of project leadership was negatively affected by lack of decision-makers project technical skill and experience, and deficient in project knowledge and conceptual skill were found moderate (weighted mean score 3.15 and 3.13, respectively). The study shows lack of decision-makers and professionals in project knowledge, conceptual and technical skill, and experience influence implementation and highly affect the effectiveness and contribution of donor financed education projects in the region. This might be due to the fact that decision-makers and professionals had little or no knowledge about unique character of project deliverable, time bounded, resource limited and has financial procedures.

Data result of work experience of respondents working on the areas of the project at regional and woredas reveals that majority 48(66.7%) had up to three years of experience on their current position. On top of this about one third 26(36.1%) of them were not attend any type of training on projects. This shows that the education project decision-makers and experts had serious capacity problem in project related knowledge, skill and experience.

A T-test was computed in order to see whether the two groups have different or similar perception on the given items of human input related project constraints. Therefore, the result revealed that calculated value was found to be less than T-critical value. This shows that there is no statistically significant difference between the two groups in the case of the project human input related project constraints.

4.2.3.3. Managerial and Implementation Constraints Affecting the Effectiveness of UNICEF Assisted Primary Education Project

Although project management and implementation problems are varied the major ones observed in donor financed education projects examined in this study were delayed implementation start-up and completion, absence of communication, low cooperation and coordination among project stakeholders. Lack of one or more of those issues hinders project implementation.

Table 14: Constraints in Coordinating Project Implementation

S.N	Item	Response: Rating scale — Decision-makers (No=36) 1	2	3	4	5	$\bar{x}$	Experts (No=36) 1	2	3	4	5	$\bar{x}$	AMS	SD	Ttest Tobtained
1	Delayed implementation start-up	4	31	1	-	-	1.94	4	30	2	-	-	1.92	1.93	0.387	0.30
2	Delayed project accomplishment	2	29	5	-	-	2.14	1	29	6	-	-	2.11	2.13	0.442	0.26
3	Absence of efficient vertical and horizontal communication within and out of the sector	-	4	27	5	-	3.06		3	28	5	-	3.03	3.04	0.488	0.24
4	Low level of transparency among stakeholders	-	4	30	2	-	2.92		5	29	2	-	2.94	2.93	0.422	-0.28
5	Low cooperation among stakeholders															
5.1	REB cooperation	-	2	27	7	-	3.17		1	29	7	-	3.14	3.15	0.465	0.25
5.2	WEO cooperation	-	2	31	3	-	3.08		2	29	5	-	3.06	3.07	0.422	0.28
5.3	BOFED cooperation	-		3	28	5	4.03			3	31	2	4.06	4.04	0.458	-0.26
5.4	WOFED cooperation	-	2	28	6	-	3.14		1	29	6	-	3.11	3.13	0.442	0.26
5.5	UNICEF cooperation	-		1	26	9	4.22			1	27	8	4.19	4.21	0.473	0.25
6	Absence of coordinating project implementation process at															
6.1	REB involvement	-	28	7	1	-	2.25		29	6	1	-	2.22	2.24	0.489	0.24
6.2	WEO involvement	-	4	31	1	-	2.92		5	30	1	-	2.89	2.90	0.381	0.31
6.3	Political support	1	32	2	1	-	2.17	1	30	4	1	-	2.14	2.15	0.494	0.24
6.4	Community involvement	-	8	26	2	-	2.83		6	29	1	-	2.86	2.85	0.465	-0.25
7	Lack of Operational manual	-	6	30	-	-	2.56		15	21	-	-	2.58	2.57	0.499	-0.23
Average Mean core							**2.89**						**2.88**	**2.88**		
Standard deviation							**0.455**						**0.453**		**0.452**	
Std. Error of Mean							**0.076**						**0.076**			

Table 14 presents the result of constraints in coordinating project implementation reported by decision-makers and experts of REB, WEO, UNICEF, BOFED, WOFED and school directors. Accordingly, delayed implementation start-up, delay in project accomplishment, absence of coordinating project stakeholders involvement in project implementation, lack of operational manual, low level of transparency among stakeholders, absence of efficient vertical and horizontal communication within and out of the sector and low cooperation among stakeholders were rated moderate (1.93, 2.13, 2.54, 2.57, 2.93, 3.04 and 3.52, respectively). The study reveals those were intense constraints of donor financed education project coordination in implementation.

Item 1 in Table 14, presents delayed project implementation start-up was rated (weighted mean score 1.92 and 1.94, respectively). Item 2 in the same Table presents delayed project accomplishment was rated (weighted mean score 2.11 and 2.14, respectively). Both delayed project implementation start-up and project accomplishment complement each other. In support of this Magnen (1991:2) has explained, the most common problem encountered in education project management is execution delay. In an interview made with WEO project focal persons the major causes for delayed accomplishment explained were lack of human capacity to complete project activities within three months, lack of construction materials at local level, limited financial inputs at a time and WEO sometimes not give enough attention to the project work.

This also might be complemented with delay in plan preparation, approval, signing of an agreement and poor problem screening and prioritization.

Item 6 in Table 14 depicted the absence of cooperation among stakeholders in donor financed project implementation were rated moderate (weighted mean score 2.15, 2.24, 2.85 and 2.90, respectively). The study reveals that experts rated cooperation among stakeholders least scored (weighted mean score 2.53 and 2.54, respectively). This might show that experts have more exposure to cooperation problems in donor financed education projects. Particularly decision-makers responds community involvement in donor financed education project were not as desired.

Item 7 in the same Table portrays lack of donor financed education support Program Operation Manual (POM) were found moderate (weighted mean score 2.56 and 2.58, respectively).

In interview made with the regional education bureau experts it was explained that operation manual were developed and revised. In interview made with WEO project focal persons and planners they explained the manual were not distributed to WEOs and on top of these project focal persons who have some understanding of operational manual on some occasions were left the project work or release the sector without notifying the following assigned person.

One can deduce from this limited woredas has no copy of the manual, some experts do not go through POM to acquire knowledge and others were not used it for day-to-day project activities and pursue the accustomed ways.

Item 4 in Table 14 presents low level of transparency exists moderately affected project implementation rated (weighted mean score 2.92 and 2.94, respectively). Moreover, as information obtained from project focal persons and experts at woreda level financial information has with WOFED and lack of supplies current information hinders the project implementation. One can infer from this absence of effective developed system for center-local relationship hinders donor financed project coordination and implementation. Generally, lack of detailed assessment of difficulties in project implementation hinders the project implementation. The situation complemented with the monitoring and evaluation analysis item 4 in Table 11.

Item 3 in Table 14 reveals absence of efficient vertical and horizontal communication within and out of the education sector were moderate (weighted mean score 3.03 and 3.06, respectively). The study shows lack of efficient vertical and horizontal communication between regional and local level project implementing bodies hindered project coordination, assistance, monitoring and evaluation, financial utilization, and physical progress information particularly feed-back. This might be associated with the weak organizational design of the project.

Item 5 in Table 14 depicted absence of cooperation among WEO, WOFED, REB, BoFED and UNICEF were found moderate (weighted mean score 3.07, 3.13, 3.15, 4.04 and 4.21, respectively). Thus, the project management and implementation might be affected by the constraints of cooperation, coordination, participation of stakeholders and political support to implement the project. The descending rank order of cooperation constrains among stakeholders from extremely constrained to not observe were rated WEO, WOFED, REB, BOFED and UNICEF (weighted mean score of the two groups 3.07, 3.13, 3.15, 4.04 and 4.21, respectively). It seems the existing status of cooperation among stakeholders affected donor financed education project implementation. One can infer from this donor agency were more cooperative than beneficiary organizations at different levels to implement donor financed education project.

The T-test was computed to test perceptual difference exists between the two study groups. Accordingly, the result revealed that the critical value of the T-test was found to be greater than the T-obtained in the case of constraints in coordinating project implementation. This shows that there is no statistically significant difference between the two groups in the case of coordinating project implementation.

Table 15: Constraints on Monitoring and Evaluation of the Project

S.N	Item	Response														
		Rating scale														
		Decision-makers (No=36)						Experts (No=36)						AMS	SD	Ttest
		1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$			Tobtained
1	Low attention given to monitoring and evaluation	6	29	1	-	-	1.86	5	30	1	-	-	1.89	1.88	0.409	-0.29
2	Lack of complete physical and financial project progress report on time	-	5	30	1	-	2.89	-	5	29	2	-	2.92	2.90	0.417	-0.28
3	Lack of clear information	-	4	28	4	-	3.00		4	29	3	-	2.97	2.99	0.459	0.25
4	Lack of efficiently designed monitoring and evaluation system	5	29	2	-	-	1.92	5	30	1	-	-	1.89	1.90	0.417	0.28
5	Lack of appropriate tools to collect information		3	31	2	-	2.97		4	29	3	-	2.97	2.97	0.410	0.00
6	Lack of vehicle for field visit/observation	5	31	3	-	-	1.94	3	31	2	-	-	1.97	1.96	0.426	-0.27
7	Lack of regular monitoring and evaluation practices	4	30	2	-	-	1.94	4	31	1	-	-	1.92	1.93	0.387	0.30
8	Lack of monitoring and evaluation feed-back	4	29	3	-	-	1.97	2	32	2	-	-	2.00	1.99	0.393	0.30
Average Mean core							**2.31**						**2.32**	**2.31**		
Standard deviation							**0.431**						**0.401**		**0.415**	
Std. Error of Mean							**0.072**						**0.067**			

Table 15 presents low attention given to monitoring and evaluation, lack of efficiently designed monitoring and evaluation system, lack of vehicle for field visit/observation, lack of regular monitoring and evaluation practices, lack of monitoring and evaluation feed-back, lack of complete physical and financial progress report on time, lack of appropriate tools to collect information and lack of clear information were found very constrained (weighted mean score 1.88, 1.90, 1.93, 1.96, 1.99, 2.90, 2.97 and 2.99, respectively).

Among constrains, low attention given to monitoring and evaluation (1.88), lack of efficiently designed monitoring and evaluation system (1.90), lack of vehicle for field visit/observation (1.93), lack of regular monitoring and evaluation practices (1.96) and lack of monitoring and evaluation feed-back (1.99) scored very constrained constraint.

Item 7 in Table 15 portrays lack of regular monitoring and evaluation practices were found very constrained (weighted mean score 1.92 and 1.94, respectively). This shows that donor financed education project implementation, contribution and effectiveness has no regular followed up. One

can deduce from this that monitoring and evaluation practice in donor financed education project implementation were not integrated with day-to-day activities of the school, WEO and REB.

As attested item 8 in Table 15 lack of monitoring and evaluation feed-back scored very constrained (weighted mean score 1.97 and 2.00, respectively). In an interview made with WEO planners and project focal persons REB do not physically observe projects in continual manner except monitoring through conducting interrupted quarterly review meetings. Furthermore, it was assured from WEO respondents that they do not get project physical progress and financial utilization written feed-back from upper echelon.

Item 2 in Table 15 revealed lack of physical activities progress and financial utilization report were rated moderate (weighted mean score 2.89 and 2.92, respectively). The study shows project financial utilization and physical progress reports were not prepared by WEO on time and deficient in completeness. One can understand from this donor financed project monitoring and evaluation has lost attention and not considered as an activity to be practiced in day-to-day activities.

Item 5 in the same Table reveals lack of appropriate tools to collect donor financed project information were rated moderate (weighted mean score 2.97 and 2.97, respectively). It was reported by school directors that lack of providing complete and clear information on time were due to lack of proper tools to collect project information as upper levels desired. Key informant interview with experts from REB confirmed to this issue that project reporting format exists but WEO did not used it as desired. This shows that absence of standard format for reporting to be used at school level.

One can understand from this standardized tool to collect donor financed education project information has to be developed, introduced and has to be efficiently used for project information system.

A T-test was computed to check whether perceptual difference exists between the two study groups. Accordingly, the result revealed that the critical value of the T-test was found to be greater than the calculated value. Therefore, the T-test result revealed that there is no statistically significant difference between the two groups in the case of constraints on monitoring and evaluation of the project.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary of the major findings of the study, conclusions drawn, and recommendations forwarded.

5.1. Summary

The main purpose of this study was to assess the effectiveness and contribution of UNICEF assisted primary education projects in Oromia Regional State from 2007/08 (2000EFY) to 2009/10 (2002EFY).

Basic research questions are:

1. What are the major contributions of UNICEF assistance in improving the primary education of the region?
2. To what extent were UNICEF assisted primary education projects effectively carried out in the region?
3. What are the major managerial and implementation factors that affect the effectiveness of UNICEF assisted primary education projects in the region?

To achieve this purpose, the study was carried out on the implementation of UNICEF assisted primary education projects in 12 woredas of 17 zones in the region selected using stratified random sampling.

Relevant data were collected through questionnaires, interviews and focus group discussion for REB (process owner, expert, project focal person, planners and accountants), UNICEF-Ethiopia Office Education Project Coordinators, BoFED Project Coordinators, WEO (heads, project focal person, and planners), WOFED accountants, primary school directors, PTA chair persons and relevant personnel. Moreover, relevant project documents were used as secondary source of data. Prior to the actual study, the questionnaires were developed, translated into Afan Oromo and pilot test were conducted in two donor assisted education project assisted woredas to make necessary

corrections before full administration. The data obtained were analyzed using frequency, percentage, mean values, standard deviation (SD), standard error of mean (SEM) and T-test.

5.1.1. Respondents Characteristics

Respondents were from government institutions, donor financed non-government organization and from community. Out of the total 72 (100%) respondents, 32(44.4%) from REB, 24(33.3%) were from WEO, 12(16.6%) from primary schools, 2(2.8%) from UNICEF-Ethiopia Office and 2(2.8%) from BoFED. Depending on their roles, responsibilities and level of project information they had 12 accountants from WOFED and 12 PTA chairman from sample primary schools were involved only by way of responding to interview items. Concerning sex, 65 (90.3%) were male while 7(9.7%) were female respondents. As far as age is concerned 66(90.7%) were ranged from 26 to 50 years of age. Regarding the education level, 36 (50%) had first degree, 32(44.4%) had diploma and 4(5.6%) had second degree. Out of the total 36(100%) decision-makers 12(33.3%) of them studied EdAD/EdPM and 24(66.7%) of them were drawn to administrative positions from other subjects. Regarding experts 6(16.7%) of them are trained in EdAD/EdPM and 30(83.3%) of them were drawn from other subjects. When looking in to the field of specialization majority 43(59.7%) are from the field of teaching. With regard to total year work experience, 69(95.8%) of the respondents had 4 and above years of entire work experience. With regard to current position, 59(82%) had bellow 5 years of relevant work experience in the area of development project.

5.1.2. Major Findings

1. Findings related to major contributions of UNICEF assistance in improving primary education of the region:

   1.1. Concerning access to basic primary education the number of primary schools in those woredas were increased from 430 in 2007/08 to 535 in 2009/10 shows an increase of 105 primary schools or absolute growth (24.4%).

   Consequently, the number of enrolled students increased from Girls 106,850, Boys 136,424 Total 243,274 in 2007/08 to Girls 134,992, Boys 156,151, Total 291,143 in 2009/10. The available data revealed NIR, GER and NER were 63.14, 87.5 and 76.15 respectively in 2008/09. In 2009/10 reached 58.7, 86.7 and 74.7 respectively.

The NIR, GER and NER seem declining due to the difference between the old census projection of 1994 and new projection in 2007. Due to this population data base variation at woreda level using absolute growth was essential for measuring extent of access. Thus, the absolute growth of enrolment within the project year was Girls 28,142(26.3%) Boys 19,727(14.5%) Total 47,869(26.3%).

1.2. As far as equity were concerned, GPI in terms of NIR, GER and NER showed 0.91, 0.85 and 0.88 respectively in 2008/09 (2001 EFY) and reached 0.97, 0.88 and 0.89 respectively in 2009/10 (2002 EFY).

1.3. Concerning improvement of quality primary education the project contributed by constructing 126 ABE Centers which was changed to formal primary school and 46 classrooms maintained and equipped with 107,734 furniture supplies contributed to maintain the standard of pupil classroom ratio. Furthermore, capacity building trainings were provided for 3,260 primary school directors, teachers and supervisors.

1.4. To improve internal efficiency 53 Child Friendly Schools were constructed and 192 dry latrines were constructed separately for girls and boys, uniform and basic learning materials were provided for 23,200 needy children. Institutional capacity were strengthened through provision of 166 sets of computers, duplicating machine and typewriters and also and community dialogue were found conducted.

2. As far as findings related to project effectiveness in terms of input and output:

Looking in to project effectiveness in terms of input budget utilized within planned year from 2007/08 to 2009/10 were found 26.93%, 32.02% and 46.47% respectively.

Budget utilized in the next fiscal year from 2007/08 (2000 EFY) to 2009/10 (2002 EFY) were found 72.3%, 32.16% and 51.81% respectively.

Budget unutilized from 2007/08 (2000 EFY) to 2009/10 (2002 EFY) were found 0.76%, 0.14% and 1.72% respectively.

Looking in to project effectiveness planned against achievement in terms of output, ABE Centers constructed 126/232(54.3%), classroom maintained 46/92(50%), child friendly school constructed 53/60(88.3%), furniture supplied 107,734/108,000(99.8%), provision of school uniform for 108,000/23,200(21.5%) needy children, provision of basic learning materials for 144,434/23,200(21.5%) children, provision of (computer, duplicating machine items) 166/180(92.2%) and conduct capacity building training for 3,260/4,240(76.9%) education officials.

3. Findings related to factors that affected the effectiveness of UNICEF assisted primary education projects:

   3.1. Lack of technical skill and experience among project personnel, frequent project personnel turnover, work overload of project personnel, lack of project personnel incentives, lack of project knowledge and conceptual skill among project personnel, lack of decision-makers project technical skill and experience, lack of decision-makers project knowledge and conceptual skill were found moderate (weighted mean score 2.15, 2.18, 2.21, 2.24, 2.96, 3.13 and 3.15, respectively).

   3.2. Lengthy of financial process and procedures, delay of liquidation, delay to release funds, unreleased budget, inadequate funds, inaccessibility of vehicle to transport supplies, inaccessibility of industrial materials for construction at local level, piecemeal release of funds, low operation cost, delay of supply provision, incomplete set of supply provision on-time and low quality of furniture were found very constrained (weighted mean score 1.94, 1.93, 2.01, 2.04, 2.07, 2.1, 2.13, 2.90, 2.93, 3.10, 3.13 and 3.15, respectively).

   3.3. Existing project organizational design both at regional and in all woredas was inadequate, planning process was found delayed, beneficiaries full involvement in donor financed project planning were lacked, the scope of activities were not as per the resource, problem of primary need screening and prioritization were found very constrained problem (weighted mean score were 1.18, 1.83, 1.96, 1.99 and 2.13, respectively).

3.4. Low attention given to monitoring and evaluation, inefficient designed monitoring and evaluation system, lack of transportation facilities for field visit/observation, lack of regular monitoring and follow-up, lack of monitoring and evaluation feed-back, incomplete physical and financial progress report on time, lack of appropriate tools to collect information and unclear information were found very constrained (weighted mean score 1.88, 1.90, 1.93, 1.96, 1.99, 2.90, 2.97 and 2.99, respectively).

4. A T-test was computed to check whether perceptual difference exists between the two study groups for various items in tables. Accordingly, the result of all items revealed that the critical value of the T-critical was found to be greater than the T-obtained. Therefore, the T-test for those result revealed that there is no statistically significant difference between the two groups in the case of constraints on monitoring and evaluation of the project.

5.2. Conclusions

Based on the major findings of study the following conclusions were drawn. Conclusions related to project contribution, effectiveness and project bottlenecks to implementation respectively were drawn.

1. As a result of ABE Centers constructed was changed to formal primary schools an opportunity for the children who needs to attend Alternative Basic Education program were denied within beneficiary community themselves. The available data revealed GPI improved in terms of NIR, GER and NER by 0.06, 0.03 and 0.01 respectively from 2007/08 to 2009/10. Thus, gender gap narrowed to some extent. Maintained and equipped classrooms with basic furniture items contributed to improve pupil classroom ratio which contributed to quality of primary education.

2. Concerning project effectiveness even though planned activities were found not fully achieved within planned years, projects accomplished assisted the regional education development. The data revealed that implementation of the project plan and release of cash lags behind the schedule at shortest by quarter per annum. Thus, the study shows project contribution was not as desired mainly due to low capacity of the beneficiary organization to utilize the project fund on time particularly with in planned year and specifically quarters.

3. Findings of the study revealed that lack of full involvement of decision-makers, implementers, beneficiaries and other stakeholders in planning process, limitations in deciding on the scope of project activities as per the resource available, lack of preparing workable project schedule, lack of organizational setup both at regional and woreda level and short of adequate and qualified human power particularly at woreda level, frequent turnover of experts, lengthy of financial process and procedures with cash transfer practices, delay to release, delay of liquidation, quarterly piece by piece release of budget, inefficient monitoring and evaluation system, absence of regular monitoring and follow-up in day-to-day practices, lack of clear, timely and complete information on the project financial utilization and physical progress were observed. Thus, the contribution of donor financed primary education projects was hampered.

5.3. Recommendations

Based on the major findings and conclusions made from this study the following possible solutions are recommended to overcome the constraints that affect the effectiveness and contribution of UNICEF assisted primary education project in Oromia Regional State.

1. The findings of this research revealed that the responsibility of actual execution of the planned project activities was rested to woreda. Hence, the extent to which REB, ZEO and WEO decision-makers involved in project management and implementation was fair. The study showed that project planning process was hampered by lack of full involvement of decision-makers, lack of limiting the scope of activities as per the resource, delay of plan approval that all resulted in delayed start-up, delayed implementation as a consequence late project accomplishment. Therefore, it is recommended that Oromia Regional State Education Bureau should:

    a. technically assist woredas to manage and implement the project activities.

    b. pro-actively make need assessment to make planning more efficient and effective.

    c. create a situation whereby involve all stakeholders in project planning, implementation, monitoring and evaluation is insured.

2. The findings of this study revealed that efficiency of implementation of UNICEF assisted primary education projects was constrained by inadequacy of project organizational structure, lack of adequate and qualified human power. It is therefore, suggested that Oromia Education Bureau has to:

    a. review the existing organizational setting through re-arranging the existing project design, capacitate who involve in managing and implementing the project through short term trainings and arrange experience sharing programs, strive to mitigate the attrition rate of the project personnel through developing incentive mechanisms and sharing work overload of project particularly at woreda level.

    b. provide a continuous and in-depth training for project decision-makers, project planners, experts working on the project particularly to those at the woreda level that enable them prepare an applicable and manageable size of project activities.

    c. provide continuous technical assistance for woredas to improve organizational implementation capacity to fully utilize the project resource inputs, to liquidate on time, and to start and complete project activities as per the schedule.

    d. reduce the number of activities in congruence with existing resource to applicable plan size to bring impact.

    e. in collaboration with donor organization develop workable manual, activate the developed guideline to entail in day-to-day project activities, provide orientation on those guidelines for stakeholders to develop their understanding on the project.

3. The findings of the study indicated that lack of timely supply provision, incomplete set of supply items to woredas and unavailability of industrial construction materials at local level were found to inhibit efficiency of the project implementation. Thus, it is recommended that Oromia Education Bureau compromise with donor organization has to:

    a. decentralize some supply items procurement to regional and woreda level.

    b. develop mechanisms to provide the necessary facilities (vehicles) for supply transportation to schools and woreda as necessary.

4. This study identifies that delay of liquidation, lengthy of financial process and procedures, delay to release fund, moreover unreleased budget for some activity items, the use of limited fund to solve massive problems in education and quarterly piecemeal release of fund lags behind the schedule by about a month per annum. Hence, it is advisable that Oromia Regional Education Bueau has to take corrective measures in the following areas:

    a. maintain physical activity execution and financial utilization of the project as per the schedule.

    b. timely communicate to UNICEF, BoFED and WOFED to facilitate financial flow to the beneficiary woreda, to utilize project resource effectively, exploit resource on time, liquidate budget timely and thereby to maximize budget amount.

5. The finding of the study also revealed that the project enables to increase access, improve quality of primary education, improve equity and internal efficiency through ABE center construction, classroom maintenance and renovation, furniture supply, provision of learning materials, dry latrine construction, conduct capacity building training, Child Friendly School construction, provision of stationary materials and provision of school uniform. However, education quality improvement still. It is therefore, suggested that Oromia Education Bureau has to:

    a. look for additional resource from other sources of resources to maximize the resource input to improve access and quality of primary education.

    b. increase exertion through mobilizing the sector and community, build team spirit with UNICEF, BoFED, WOFED and other stakeholders.

    c. emphasize on the major local needs identified and prioritized by beneficiary societies in weighing with the project resource.

    d. strive for more achievement of the project activities through entirely using allocated resources, promote project professionals competency and exploiting UNVs assigned for the region.

6. The findings of the study identified attention given to project monitoring and evaluation was weak, no efficiently designed monitoring and evaluation system, lack of vehicle obstruct monitoring and evaluation activities, lack of regular monitoring and follow-up practices to take corrective measures on time, lack of clear and complete project financial utilization and physical progress information, lack of monitoring and evaluation feedback, moreover low involvement of REB and ZEO in monitoring and evaluation of the project activities hinders the project communication. Therefore, it is suggested that Oromia Education Bureau should:

    a. give more attention to monitoring and evaluation of the donor financed primary education project.

    b. develop efficient monitoring and evaluation system, identify basic tools/indicators for monitoring and evaluation purpose.

    c. organize review meeting in constant manner to know the status of the overall project and in particular physical progress and financial utilization on top of this to discuss issues of the project with who do not have an access to go to the local area.

    d. arrange or allocate transport facilities (vehicle) to make timely monitoring and follow-up of the project activities.

BIBLIOGRAPHY

A. Published

Augustine, R. (1989). **Managing Projects and Programs.** New York: John Wiley and Sons, Inc.

Baum, Warren C., Tolbert, Stokes, M. (1985). **Investing in Development.** Oxford: Oxford University Press.

Bucki, A. (1996). **Maanging with Microsoft Project.** New York: Prima Publishing.

Butterworths, H. (1984). **Closing the Gaps in Project Management Systems.** London: Ashford Composition, Ltd.

Cleland, I. (1983). Project Management: Strategies, Design and Implementation. New York: McGRAW-Hall

David, I. Cleland (1998). **Project Management.** New York: John Wiley and Sons, Inc.

Day, W. (1994). **Project Management and Control.** New York: The MacMillan Press, Ltd.

Duncan, W.(2004). **A Guide to the Project Management Body of Knowledge.** Newtown Square: Project Management Institute.

Gilbreath, D. (1986). **Winning at Project Management.** New York: John Wiley and Sons, Inc.

Gregory, M. (2005). **Absolute Beginner's Guide to Project Management.** New York: Que Publishing.

Harrison, F. (1985). **Advanced Project Management.** (2nd edition). London: Gower Publishing Company Limited.

Honary, C. (1948). **Oxford Advanced Learner's Dictionary.** Oxford University Press.

James, P. Lewis, JR. (2005). **Project Planning, Scheduling and Control**. New York: McGraw-Hill Companies.

Jason, W. (2007). **The Project Management Life Cycle.** New York: Kogan Page Limited.

Keenleyside, L. (1966). **International Aid: A Summary.** New York: Johns Hopkins University.

Keith, L. and James, G. (2005). **Project Management and Project Network Techniques.** New Jersey: Prentice Hall

Magnen, A. (1990). **Educational Project Design.** Paries:UNESCO

Mike, A. (2004). **Managing Successful Projects.** New York: Crown

Milton, D. (1981). **Successful Project Management.** California: Wadsworth, Inc.

MoE. (1999). "Education Sector Development Program Action Plan". Addis Ababa: Ethiopia Central Printing Press.

Oakley, P. (1991). **Projects with People: The Practice of Participation in Rural Development.** Geneva: ILO

OEB. (2000). "The Millennium Educational Statistics Annual Abstract, EMIS." Addis Ababa, Ethiopia.

Paul, D. (2005). **Project Management: A Strategic Planning Approach.** New York: Palgrave Macmillan.

Pollio, G. (1999). **International Project Analysis and Financing.** London: Macmillan Press, Ltd.

Randolph, W. and Posner, B. (1992). **Getting Jobs Done: Managing Project Teams and Task Forces for Success.** New Jersey: Prentice Hill, Inc.

Robert, K., Wysocki, R. (2003). **Effective Project Management (2nd ed.).** New York: Wiley Publishing, Inc.

Samuel, J. and Mantel, S. (2001). **Core Concepts of Project Management.** New York: John Wiley and Sons, Inc.

B. Unpublished

IIEP. (2006). "The New Educational Environment: Planning for Participation". Paris: IIEP.

Jeilu Oumer. (2009). "The Economics and Financing of Education". Masters' teaching Module AAU.

Joseph, Bastian. (2004). "Universal Primary Education: An Operational Definition for Ethiopia". Addis Ababa, Ethiopia

MoE. (2000). "Educational Statistics Annual Abstract, EMIS". Addis Ababa: HY International Printers.

MoFED. (2006). "Ethiopia: Building on Progress A Plan for Accelerated and Sustained Development to End Poverty (PASDEP)". Addis Ababa, Ethiopia.

OEB. (2009). "Project Cycle Management (PCM) Training Module". Addis Ababa, Ethiopia.

TGE. (1992). "A Proclamation to Provide for the Establishment of National/Regional Self-Governments". Addis Ababa, Berehanena Selam Printing Enterpries.

UNDAF. (2007). "United Nations Development Assistance Framework in Ethiopia 2007-2011". (Not cited and dated)

UNESCO. (n.d.). "Education Sector Diagnosis: Distance Education Programme on Education Sector Planning (Module 3). Paris: IIEP-Author.

UNICEF. (2009). "United Nations Development Assistance Framework (UNDAF) 2007-11 Oromiya Mid Term Review". Addis Ababa, Ethiopia.

Universal Primary Education. (2004). "Universal Primary Education: An Operational Definition for Ethiopia". Addis Ababa, Ethiopia.

Yekunoamlak, A. (2009). "Educational Project Management and Program Evaluation". Masters' teaching Module AAU.

World Bank Institute. (2000). "Managing the Implementation of Development Projects". Training Module. Washington, D.C: The World Bank Institute.

Annex-A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

An assessment of the effectiveness and contribution of UNICEF assisted primary education projects to education development of Oromia Region.

A questionnaire to be completed by Regional Education Bureau project process owners and experts, UNICEF-Ethiopia Office, Bureau of Finance and Economic Development, Woreda Education Office Heads, Planners, School directors and community.

This questionnaire is designed to make an assessment of the effectiveness and contribution of UNICEF assisted primary education projects to education development of Oromia Region.

N.B: The researcher recognizes time scarcity and work overburden of you. Apart from this, however, the investigator believes that you will kindly cooperate for you know the ultimate purpose and advantages of such study.

You and your organization will be engaged in the management and implementation of education development projects, particularly this questionnaire is only concerned with the UNICEF primary education development project in your respective region on which the regional government reached an agreement with UNICEF Ethiopia office from 2007/08 to 2010/2011.

Therefore, you are kindly requested to fill in the questionnaire accordingly.

Remark:

1. Do not write your name.
2. Your responses will be kept confidential and used only for academic purposes.
3. Failure to complete the questionnaire properly or to leave some items unanswered will heavily affect the study. So it is of a great help not to leave any question unanswered or uncompleted.

General Direction: Please respond to the items in the questionnaire by placing a check mark (√) inside the box of your choice and write short and brief answers to open ended question items.

Thank you in advance for your kind cooperation!

Temesgen Adissu

Part I: Biographic Data

1.1. Name of your organization: _____

1.2. Your current position: _____

1.3. Sex Female ☐ Male ☐

1.4. Age A) ≤ 25 ☐ C) 31-35 ☐ E) 41-45 ☐ G) ≥ 51 ☐

B) 26-30 ☐ D) 36-40 ☐ F) 46-50 ☐

1.5. Qualification/Education level

A) Grade completed _____ C) Diploma ☐ E) Second Degree ☐

B) Certificate ☐ D) First Degree ☐

1.6. Field of study/Area of specialization _____

1.7. Total year of experience

A) ≤ 3 Years ☐ C) 6 to 10 Years ☐

B) 4 to 5 Years ☐ D) ≥ 11 Years ☐

1.8. Service year in your current position

A) ≤ 3 Years ☐ C) 6 to 10 Years ☐

B) 4 to 5 Years ☐ D) ≥ 11 Years ☐

1.9. Have you ever got any training related to development project in general and/or educational project in particular? A) Yes ☐ B) No ☐

1.10. If your response is "Yes" specify the Title/s among the following.

A) Project Planning ☐

B) Project Implementation ☐

C) Project Monitoring and Evaluation ☐

D) Project Planning, Implementation and Monitoring and Evaluation ☐

E) Other please specify _____

F) Do not get any training on project ☐

Part II: Project Planning Process (Note UNICEF Assisted Primary Education Project)

2.1. The process within the organization has managerial activities such as Planning, organizing, staffing, directing, controlling, reporting and budgeting. Thus, projects fail mostly because of the inefficiency of need identification, project preparation, implementation, monitoring and evaluation. In order to assess these planning processes please rate the status of this process after each item inside the box of your choice by putting a check mark (√) very low (1), low (2), medium (3), high (4) and very high (5).

S.N	Item	1	2	3	4	5
1	Extent of involvement in project planning process by:					
	1. Schools					
	2. Wreda Education Offices line departments					
	3. Regional Education Bureau line departments					
2	Level of problems identified and prioritized based on beneficiaries needs					
3	Extent of selecting the project scope of activities in terms of resource inputs					
4	Efficiency of preparing workable project schedule					
5	Extent of reallocation of the project fund when adjustment were required					

2.2. How does education project needs initiated?

- _____
- _____

2.3. Who are involved in project need identification, prioritization, limiting the scope of activities in terms of resource inputs at:

- school level _____ _____
- woreda level_____
- regional level _____

2.4. Suggest any of your comments and opinion so as to improve UNICEF assisted primary education project planning process:

- _____

Part III: Project Implementation Process (Note UNICEF Assisted Primary Education Project)

3.1. Implementation phase covers the actual development of the project. Successful factors contributed to project implementation are simplicity of organizational design, inputs (human, financial and material) including time, political commitment and active support of stakeholders. Please rate the status of these implementation processes after each item inside the box of your choice, as being practiced currently, by putting a check mark (√) very poor (1), poor (2), fair (3), good (4) and very good (5).

S.N	Item	1	2	3	4	5
1	Efficiency of existing organizational setting to carryout donor financed project					
2	Extent of coordination among internal and external stakeholders					
3	Extent of adequacy and qualified human power for the project at:					
	1. Woreda level					
	2. Regional level					
4	Sustainability rate among project professionals at:					
	1. Woreda level					
	2. Regional level					
5	Efficiency of timely utilizing the available project fund					
6	Extent of technical assistance given to:					
	1. Woreda level					
	2. Regional level					
7	Consistency of cash flow with work schedule					
8	Consistency of physical activities timely start-up and accomplishment					
9	Timely supply items procurement and provision to schools					
10	Quality of supply items provided					
11	Lengthy of execution period for each planned project activities					

3.2. What form of project organization exists in your institution might be among the following? (Department/Work process/Unit-*Pure Project Organization,* Appoint someone focal person/coordinator- *Functional Organization,* Coordinated horizontally, diagonally and vertically in different departments- *Matrix Organization or* others, please specify)

3.3. What were the problems encountered when mobilizing the project resource?

- ---

- _____

3.4. If there were delays or any difficulties to run financial process and procedures that hinder the project plan accomplishment, please specify.

- _____
- _____

3.5. If there is any unutilized amount of budget from already planned, what was/are the reason/s?

- _____
- _____

3.6. How much technical support given was adequate to accomplish project activities?

- _____
- _____

3.7. What are the major causes for attrition among project professionals?

- _____
- _____

3.8. How much the supplies were provided to you on time, keeping its quality and quantity as per planned?

- _____
- _____

3.9. Evaluation is a systematical and periodical gathering, analyzing and interpretation of inputs information on the effects and impacts of a development project. In order to assess the status of monitoring and evaluation processes please rate each of the following items inside the box of your choice, as being practiced currently, by putting a check mark (√) extremely constrained (1), very constrained (2), serious (3), observed but not serious (4) and not observed (5).

S.N	Item	1	2	3	4	5
1	Extent of effectively designed monitoring and evaluation system					
2	Extent of undergoing periodic monitoring and evaluation by:					
	1. Woreda					
	2. Region					
3	Functionality of monitoring and evaluation activities in day-to-day project activities					
4	Level of communication among stakeholders					
5	Extent of information flow between the regional and local level government entities					
6	Extent of transportation facilities for monitoring and evaluation activities					

3.10. Who did monitoring and evaluation of UNICEF assisted primary education project implementation?

- _____

3.11. What types of evaluation were made to assess the effectiveness of UNICEF assisted primary education project implementation?

- _____

3.12. How feedback was made through monitoring and evaluation?

- _____

3.13. How was the flow of report timely and its completeness?

- _____

3.14. What major factors do you think that negatively affect UNICEF assisted primary education project implementation?

- _____
- _____

3.15. What solutions do you suggest so as to implement with full capacity of primary education projects?

- _____
- _____

Part IV: Project Achievements

4.1. Gregory (2005:28), the "ultimate" successful project would be defined as a project that: delivered as promised, completed on-time and within budget, delivered all quality specifications. Achieved original purpose, goals, objectives, and purpose, met all stakeholder expectations and each key stakeholder accepts the project results, maintains "win-win" relationships. Measures of project effectiveness are customers' expectations of a project or how effectively a project be performing or has a quantitative nature.

Thus, effectiveness of the project is a measure of how well or complete a project task will carry out. Effectiveness equals the successful completion of objectives. In order to assess the status of project effectiveness by checking plan against achievements please answer to each of the following activity items inside the box by putting number of planned activities and their achievements in number and percent.

Contribution of UNICEF assisted projects in light of improving access, equity, quality and efficiency of primary education from 2007/08 to 2009/10:

S. N	Activities	Unit	Plan	Achievement	
			Qut.	Qut	Percent
1	ABE Center construction	Number			
2	Classroom maintenance and renovation	Number			
3	Child Friendly School construction	Number			
4	Dry latrine construction	Number			
5	Furniture supply	Number			
6	Provision of school uniform	Number			
7	Provision of major learning materials by item (exercise book, pen, pencil and student bag)	Number of students			
8	Provision of stationary materials	Number			
9	Conduct capacity building training	Number			

Source of activities: 2007/08 to 2009/10 UNICEF Regional level project plan document.

4.2. Looking into UNICEF assisted primary education project contribution to primary education development of the region from 2007/08 to 2009/10, rank the following project activities by their *relative **level of contribution*** to increase access, improve equity, quality and efficiency of primary education by putting the appropriate mark after each item. (1=very low, 2=low, 3=medium, 4= high and 5=vey high)

S.N	Planned project activities to implement	1	2	3	4	5
1	ABE Center construction					
2	Classroom maintenance and renovation					
3	Child Friendly School construction					
4	Dry latrine construction					
5	Furniture supply					
6	Provision of school uniform					
7	Provision of learning materials					
8	Provision of stationary materials					
9	Conduct capacity building training					

Source of activities: 2007/08 to 2009/10 UNICEF Regional level project plan document.

4.3. How the provision of those assistance projects was in terms of achieving on time, maintain quality and quantity as per the project plan?

- time: _____
- quality: _____
- quantity: _____

4.4. What major factors do you think that negatively affect UNICEF assisted primary education project achievements and contributions in light of imp roving access, equity, quality and efficiency of primary education?

- _____

4.5. What solutions do you suggest so as to fully achieve planned project targets?

- _____

Part V: Problems

5.1. A variety of constraints arises during project planning, mobilizing resource inputs, implementation processes and monitoring and evaluation. If any one of the planned activities were not completed on-time, within budget limit, maintaining desired quality and quantity please check (✓) the level of difficulties/problem that you imagine is obstacle to implement the project in the following table: (1=Extremely constrained, 2=Very constrained, 3=Moderate, 4=Observed but not serious, 5=Not observed)

S.No	Constraints	Rating the level of difficulties/ problem				
		1	2	3	4	5
I	**Planning related problems**					
1	Lack of problem screening and prioritization					
2	Lack of beneficiaries full involvement in donor financed project planning					
3	Lack of deciding the specific scope of project activities as per the project resource					
4	Inadequacy of existing government organizational setting for project					
5	Delay of the planning process					
II	**Resource mobilization and utilization problems**					
1	Inadequate funds					
2	Unreleased budget					
3	Sometimes delay to release funds					
4	Lengthy of financial process and procedures					
5	Piecemeal release of funds					
6	Sometimes delay of liquidation					
7	Low operation cost					
8	Inaccessibility of industrial materials for construction at local level					
9	Delay of supply provision					
10	Low quality of furniture					
11	Incomplete set of supply provision on-time					
12	Inaccessibility of vehicle to transport supplies					

No.	Constraints	Rating the level of difficulties/problem				
		1	2	3	4	5
III	**Human related problems**					
1	Lack of managers project knowledge and conceptual skill					
2	Lack of managers project technical skill and experience					
3	Lack of project knowledge and conceptual skill among project personnel					
4	Lack of project technical skill and experience among project personnel					
5	Frequent project professionals turnover					
6	Work overload of project professionals					
7	Lack of project professional incentives					
IV	**Implementation related problems**					
1	Absence of coordinating project implementation process at:					
1.1	Woreda level					
1.2	Regional level					
2	Delayed implementation start-up					
3	Delayed project accomplishment					
4	Absence of efficient vertical and horizontal communication within and out of the sector					
5	Low level of transparency among stakeholders					
6	Low cooperation among stakeholders:					
6.1	REB cooperation					
6.2	WEO cooperation					
6.3	BOFED cooperation					
6.4	WOFED cooperation					
6.5	UNICEF cooperation					
7	Low stakeholders involvement among:					
7.1	REB involvement					
7.2	WEO involvement					
7.3	Political support					
7.4	Community involvement					
8	Lack of Operational manual					

S.No.	Constraints	Rating the level of difficulties/problem				
		1	2	3	4	5
V	**Monitoring and evaluation**					
1	Low attention given to monitoring and evaluation					
2	Lack of complete physical and financial progress report on-time					
3	Lack of clear information on-time					
4	Lack of efficiently designed monitoring and evaluation system					
5	Lack of appropriate tools to collect information					
6	Lack of vehicle for field visit/observation					
7	Lack of regular monitoring and evaluation practices					
8	Lack of monitoring and evaluation feed-back					
	Other related problems please specify					

5.2. Comments and Opinion

What solutions do you propose so as to alleviate the following problems and get the most out of the donor financed primary education project problems?

- planning: _____
- resource mobilization: _____
- human input related: _____
- implementation: _____
- monitoring and evaluation: _____

Annex-B

Interview Guide for Regional Education Bureau project process owners and experts, UNICEF-Ethiopia Office, Bureau of Finance and Economic Development, Woreda Education Office Heads, planners, school directors and Parent Teacher Associations.

1. What are the major problems encountered UNICEF assisted primary education projects being from idea generation to completion?
   - Need identification and problem prioritization: _____
   - Planning: _____
   - Implementation:_____
   - Monitoring and evaluation: _____

2. What suggestion and recommendation would you like to give for UNICEF assisted primary education projects to education development of Oromia region?
   - Organizational:_____
   - Human:_____
   - Financial: _____
   - Material: _____

3. In your opinion, how do you evaluate the status of input, process and output of UNICEF primary education support input to education development of the region?
   - _____
   - _____
   - _____

Your general comment and suggestion on UNICEF education support project contribution and effectiveness:

- _____
- _____
- _____
- _____
- _____

Annex-C

Yunivarsiitii Addis Ababaa

Sagantaa Digirii Lammaffaa

Kolleejjii Qu'annoo Barnootaa fi Amalaa

Muummee Karooraa fi Oggansa Barnootaa

Gaafannoo Itti gaafatamaa WBA, Ogeessa karoora, Ogeessa pirojaktii (Focal person), Dura Bua'aan mana barumsaa fi koree gamtaa maatii barsiisotaan deebii itti kennu.

Jaalatamtoota Ogeessota Barnootaa,

Akeekni gaafannoo kanaa odeeffannoo ga'aa raawwii karooraa fi gumaacha piroojaktiin deggersa barnoota **Fandii Dhaabbata Baraarsa Daa'imman Addunyaa (UNICEF)** bara 2000-2002tti misooma barnoota sadarkaa 1^{ffaa} naannoo oromiyaatiif taasise sassaabbachuun qorannoo gaggeessuuf kan qopha'ee dha.

Qorataan akka hojiin isinitti baayyatuu fi yeroon isin hanqatu ni hubata. Haata'u malee galmaga'iinsa qorannoo kanaaf deebii dhugaa, ifaa fi haqaqabeessa ta'e amanamummaadhaan gaafannoo hundaaf kennitan murteessaadha. Kanaaf ammoo duraan durseen isin galateeffadha.

Yaadachiisa:

a) Maqaa keessan hin barreessinaa.
b) Deebiin keessan icittiin qabamee kaayyoo qorannichaa qofaaf oola.
c) Gaafannoo kana guuttanii deebisuu dhiisuun keessanii ykn tokkoo isaafillee deebii osoo hin kennin bira darbuun keessan qorannicha miidha.

Kallattii waliigalaa: Gaaffilee dhiyaataniif filannoowwan kennaman keessaa saanduqa fuula isaa dura jiru keessatti mallattoo "✓" kaa'uun deebisa. Akkasumas gaaffilee ibsa gaafataniif yaada keessan sararoota jiran irratti nuuf barreessa.

Deggersa naaf taasiftaniif baayyee baayyee galatooma.

Qorataan Tamasgeen Addisuu

Kutaa I: Seenaa Dhuunfaa

Gabajeewwan:

BBO=Biiroo Barnoota Oromiyaa

MB=Mana Barumsaa

WBA= Waajjira Barnoota Aanaa

BMMDO=Biiroo Maallaqaa fi Misooma Dinagdee Oromiyaa

WMMDA= Waajjira Maallaqaa fi Misooma Dinagdee Aanaa

MMMD=Ministeera Maallaqaa fi Misooma Dinagdee

UNICEF=United Nation Childrens Fund/ Fandii Dhaabbata Baraarsa Daa'imman Addunyaa

1. Maqaa mana hojii: BBO ☐ UNICEF ☐ WBA ☐
2. Saala: Dhiira ☐ Dhalaa ☐
3. Umurii: A) ≤ 25 ☐ C) 31-35 ☐ E) 41-45 ☐ G) ≥ 51 ☐
   B) 26-30 ☐ D) 36-40 ☐ F) 46-50 ☐
4. Gita hojii amma irra hojjettan
   A) Itti gaafatamaa WBA ☐ C) Ogeessa Pirojaktii/Focal person ☐
   B) Ogeessa karooraa ☐ D) Kan biroo _____
5. Sadarkaa barumsaa
   A) Kutaa xumurtan _____ C) Diploomaa ☐ E) Digirii lammaffaa ☐
   B) Sartifiikeetii ☐ D) Digirii duraa ☐
6. Gosa barnootaa ittiin eebbifamtan: _____
7. Bara tajaajila waliigalaa eessattuu hojjettan
   A) Waggaa 3 fi gadi ☐ C) Waggaa 6 hanga 10 ☐
   B) Waggaa 4 hanga 5 ☐ D) Waggaa 11 fi ol ☐
8. Barri tajaajilaa gita hojii amma irra hojjechaa jirtan irratti waggaa meeqa? _____
9. Hanga ammaatti leenjii/workishooppii/saminaara gaggabaaboo pirojaktootaa fudhattaniittu? A) Fudheera ☐ B) Hin fudhanne ☐
   Deebiin keessan "fudheera" yoo ta'e mata duree maal maal fa'a irratti? (Deebii tookkoo fi tokko ol filachuu dandeessu)
   A) Fedhii sakatta'uu ☐ E) Hordoffii fi madaallii ☐
   B) Pirojaktii karoorsuu ☐ D) Hoggansa pirojaktii ☐
   C) Hojii pirojaktii hojjechuu ☐ F) Kan biroon yoo jiraate _____
10. Hojiilee pirojaktii armaan gadii keessaa maal maal fa'a hojjettanii beektu? (Deebii tookkoo fi tokko ol filachuu dandeessu)
    A) Fedhii sakatta'uu ☐ D) Hoggansa pirojaktii ☐
    B) Pirojaktii karoorsuu ☐ E) Hordoffii fi madaallii ☐
    C) Hojii pirojaktii hojjechuu ☐ F) Kan biroon yoo jiraate _____

Kutaa II: Pirojaktii Karoorsuu (Fandii Dhaabbata Baraarsa Daa'imman Addunyaa-UNICEF)

2.1. Sirni oggansaa hojiilee karoorsuu, gurmeessuu, garee uumuu, qajeelchuu to'achuu, gabaasuu fi leecalloo ni qaba. Pirojaktoonni irra caalaa sababiwwn hanqinoolee fedhii sakatta'uu, karoorsuu, hojjechuu, hordoffii fi madaallii keessatti mudataniin akka yaadametti osoo hin raawwatamin hafu. Raawwii sirna karoorsuu kana sakatta'uuf tokkoo tokkoo hojiilee karoora pirojaktii barnootaa deggersa UNICEFn raawwataman armaan gadii agarsiisota shanan gabatee keessatti kennaman keessaa filachuun mallattoo "✓" (1=Daran gadaanaa, 2=Gadaanaa 3=Giddugaleessa 4=Ol'aanaa 5=Daran ol'aanaa) kaa'uun filadha.

Lakk.	Hojiiwwan	Qabxii				
		1	2	3	4	5
1	Karoora qophheessuu keessatti hirmaannaa:					
	1. Manneen barnootaa					
	2. Ogeeyyii adeemsota hojii WBA					
	3. Ogeeyyoo adeemsota hojii BBO					
2	Fehii/rakkoolee manneen barnootaa filachuu dursuu					
3	Baay'ina hojiilee leecalloo argamuun daangeffamanii karoorsuu					
4	Sagantaa hojiilee gochattii jijjiiramuu danda'an qopheessuu					
5	Karoora fooyyessuun leecalloo gara hojii kanaatti naanneffachhuun danda'amuu					

2.2. Fedhiin hojiilee Fandii Dhaabbata Baraarsa Daa'imman Addunyaa (UNICEF)n raawwataman attamitti sakattama?

- _____
- _____

2.3. Fedhii sakatta'uu, rakkoo dursu filachuu, baay'inaa fi bal'ina hojichaa hanga human leecalloo argamuutti murteessuu keessattii eenyu faaatu hirmaata?

- Sadarkaa mana barumsaatti: _____ _____
- Sadarkaa WBAtti:_____
- Sadarkaa BBOtti:_____

2.4. Qophii karooraa gargaarsa piroojaktii "UNICEF" fooyyessuwwan gargaaran nuuf tarreessa:

- _____
- _____

Kutaa III: Piroojaktii Raawwachuu (Project Implementation)

1.1. Kutaan raawii karooraa boqonnaa hojiin kallattiin keessatti raawwatamuudha. Fiixaan ba'iinsa kanaaf gurmaa'iinsi caasaa piroojaktii mana hojii, ciicattoota (human namaa, maallaqaa fi meeshaalee), itti fayyadamni leecalloo, dhiyeessi meeshaalee, dheerinni yeroo hojii, turtiin yeroo baajataa murteessaadha. Kana qulqulleeffachuuf hojiilee armaan gadii agarsiisota shanan gabatee keessatti kennaman keessaa filachuun mallattoo "✓" (1=Daran gadaanaa, 2=Gadaanaa 3=Giddugaleessa 4=Ol'aanaa 5=Daran ol'aanaa) kaa'uun filadha.

Lakk.	Hojiiwwan	Qabxii				
		1	2	3	4	5
1	Ga'umsa gurmaa'iinsa caasaa piroojaktii mana hojii keessanii					
2	Sadaraa dhimmamtootaa fi maamiloota keessaa fi alaa qindeessanii waliin hojjechuu					
3	Sadarkaa baay'inaa fi ga'umsa dandeettii humna namaa:					
	1. Sadarkaa WBAtti					
	2. Sadarkaa BBOtti					
4	Hoji raawwattoonni gita hojii pirojaktii irra hammam turu?					
	1. Sadarkaa WBAtti					
	2. Sadarkaa BBOtti					
5	Sadarkaa yerootti maallaqa karoorfametti fayyadamuu					
6	Sadarkaa deggersa ogummaa isiniif kennamaa jiru					
	1. Sadarkaa WBAtti					
	2. Sadarkaa BBOtti					
7	Sadarkaa maallaqni sagantaa ba'een dhaabbataan isiniif darbaa jiru					
8	Sadarkaa hojiin fiziikaalaa yerootti eegalamee xumuramaa jiru					
9	Sadarkaa meeshaaleen yerootti bitamanii dhiyaachaa jiran					
10	Sadarkaa qulqullina meeshaalee isiniif kennamaa jiran					
11	Dheerina yeroo hojii karoorri baajatichaa itti raawwatamu (turtii baajataa waliin)					

1.2. Mana hojii keessan keessatti caasaan pirojaktii deggersa barnootaa attamitti gurmaa'e? Adeemsa hojiin, Ogeessa qindeessu tokko akka waajjiraatti ramaduun (Focal person), Adeemsota hojii hunda keessatti ogeessota qindeessan ramaduun, Namni itti gaafatamu hin jiru. kana keessaa ykn kana fakkaatu nuuf ibsa.

- _____

1.3. Sosochii raawwii karoora hojii pirojaktii "UNICEF" keesstti yaada qabdan nuuf barreessa.

- Baajatni turee yookaan yerootti dhufuu _____
- Itti fayyadama baajataa:_____
- Deggersa ogummaa:_____
- Ogeeyyii pirojaktii: _____
- Dhiyeessa meeshaalee: _____

1.4. Hordoffii fi madaalliin hojiileen karoorfaman akkaataa karooraan akka raawwatamanif deggers ogummaa kennuu, akkaataa karooraan raawwatamuu isaanii mirkaneeffachuu fi itti fayyadama baajataa hordofuuf gaggeeffama. Kana qulqulleeffachuuf hojiilee armaan gadii agarsiisota shanan gabatee keessatti kennaman keessaa filachuun mallattoo "✓" (1=Daran gadaanaa, 2=Gadaanaa 3=Giddugaleessa 4=Ol'aanaa 5=Daran ol'aanaa) kaa'uun filadha.

Lakk.	Hojiiwwan	Qabxii				
		1	2	3	4	5
1	Ga'umsa sirna hordoffii fi gamaaggamaa mana hojii keessanii diriiree jiru					
2	Sadarkaa hordoffii fi madaalliin yeroo isa eegee gaggeeffamaa jiru					
	1. Sadarkaa WBAtti					
	2. Sadarkaa BBOtti					
3	Guyyaa guyyaatti hordoffii fi gamaaggamni gaggeeffamaa jiraachuu					
4	Sadarkaa quunnamtii maamiltootaa					
5	Sadarkaa dhangala'a odeeffannoo Biiroo fi caasaalee mootummaa gara gajjallaa gidduu jiru					
6	Hordoffii fi gamaaggamaaf argamiinsa konkolaataa geejjibaa					

1.5. Hordoffii fi gamaaggamaa raawwii hojii pirojaktii gargaarsa "UNICEF" eenyutu, attamitti fi yoom gaggeessa?

- _____

1.6. Duubdeebiin hordoffii fi gamaaggamaa ni kennama?

- _____

1.7. Gbaasni raawwii hojii fizikaalaa fi itti fayyadama maallaqaa guutuu fi qulqulluun yerootti ni qophaa'a?

- _____

1.8. Rakkooleen hojii pirojaktii gargaarsa "UNICEF" keessatti isin mudatan maal fa'a?

- _____

Furmaata: _____

- _____

Kutaa IV: Galma Ga'iinsa Pirojaktii (Project Achievement)

1.9. Mana hojii keessan keessatti bara 2000 hanga 2002tti hojiilee gurguddoo pirojaktii barnootaa deggersa "UNICEF"n hojjetamna hammam akka raawwataman **sadarkaa raawwii isaanii (achievement)** agarsiisota shanan gabatee keessatti kennaman keessaa filachuun mallattoo "✓" (1=Daran gadaanaa, 2=Gadaanaa 3=Giddugaleessa 4=Ol'aanaa 5=Daran ol'aanaa) kaa'uun filadha.

S.N	Planned project activities to implement	1	2	3	4	5
1	ABE Center construction					
2	Classroom maintenance and renovation					
3	Child Friendly School construction					
4	Dry latrine construction					
5	Furniture supply					
6	Provision of school uniform					
7	Provision of learning materials					
8	Provision of stationary materials					
9	Conduct capacity building training					

Madda: Karoora pirojaktii barnootaa deggersa "UNICEF" BARA 2000-2002.

4.1. Galma ga'iinsi hojiilee kanneenii yeroon raawwatamuu, yebaay'inaa fi qulqullinnni isaa akkaataa karooraan raawwatmuun isaal maal fakkaata?

- Yeroo: _____
- Qulqullina: _____
- Baay'ina: _____

4.2. Rakkooleen galma ga'iinsa raawwii karoora hojiilee kanneenii danqan maal fa'a?

- _____

Furmaata yaaddan: _____

- _____

Kutaa V: Rakkoolee Raawwii Hojii Pirojaktii Misooma Barnoota Deggersa UNICEF.

5.1. Naannoo keessan keessa hojii pirojaktii barnootaa deggersa UNICEF hojjechuuf karoorfamee garuu osoo hin raawwatamin kan hafan/turan yoo jiraatan, **sadarkaa cimina rakkoolee** karoorsuu, leecalloo sosochoosuu fi itti fayyadamuu, humna namaa raawwii pirojaktichaa keessatti mudatan mallattoo "✓" (1=Daran ol'aanaa, 2= Ol'aanaa 3= Giddugaleessa 4= Gadaanaa 5= Daran gadaanaa) kaa'uun filadha.

Lakk.	Rakkoolee	Sadarkaa cimina rakkoolee				
		1	2	3	4	5
I	**Rakkoolee karoorsu**					
1	Hanqina rakkoolee calaluu fi tartiibessuu					
2	Qophii karooraa keessatti hanqina hirmaannaa maamiltootaa fi dhimmamtootaa					
3	Hojiile karoorfaman hanga human leecallootti karoorfachuu danda'uu					
4	Hanqina gurmaa'iinsa caasaa pirojaktii fandii gargaarsa "UNICEF"					
5	Adeemsi karoorsuu ta' uu/qususaa ta'uu					
II	**Hanqinoota Sosochii fi Itti Fayyadma Ciicattootaa**					
1	Hanqina baajataa					
2	Bajatni gadi hinlakkifamin hafuu					
3	Baajatni gadi lakkifmuu turuu					
4	Ademsi bu'aa ba'ii yaa'iinsa baajataa dheerachuu					
5	Baajatni xixiqqatee yeroo yerootti gadi lakkifamuu					
6	Yerootti herrega buufachuu dadhabuu					
7	Baajatni hoji adeemsiftuu xiqqachuu					
8	Meeshaaleen ijaarsaa warhaa irra bitaman naannootii dhabamuu					
9	Dhiyeessi meeshaalee turuu					
10	Hanqina qulqullina meeshaalee					
11	Meeshaaleen irraa jalaan turanii ergamuu					
12	Konkolaataan meeshaalee ittiin geejjibsiisan dhibuu					

La kk.	Rakkoolee	Sadarkaa cimina rakkoolee				
		1	2	3	4	5
III	**Hanqinoota humna namaa**					
1	Hanqina beekumsa pirojaktii oggantoonni qaban					
2	Hanqina ogummaa fi muuxannoo pirojaktii oggantoonni qaban					
3	Hanqina beekumsa pirojaktii ogeeyyiin pirojaktii qaban					
4	Hanqina ogummaa fi muuxannoo pirojaktii ogeeyyiin pirojaktii qaban					
5	Irra deddeebii ogeeyyiin gita hojii pirojaktii irra hojjetan jijjiiramuu					
6	Baay'ina hojii ogeeyyii gita hojii pirojaktii irra hojjetan					
7	Ogeeyyiin pirojaktii onnachiiftuu dhabuu					
IV	**Hanqinoota raawwii hojii keesssatti mudatan**					
1	Hanqina hojii pirojaktii qindeessuu:					
1.1	Sadarkaa WBAtti					
1.2	Sadarkaa BBOtti					
2	Hojiin pirojaktii turee eegaluu					
3	Hojiin pirojaktii turee xumuramuu					
4	Hanqina walquunnamtii gajjallaa, gararraa fi daagalee keessaa fi alaa jiru					
5	Hanqina iftoominaa maamiltootaa fi dhimmamtootaaf jiru					
6	Hanqina tumsa:					
6.1	BBO					
6.2	WBA					
6.3	BMMDO					
6.4	WMMDA					
6.5	"UNICEF"					
7	Hanqina hirmaannaa qoodafudhattootaa:					
7.1	Sadarkaa BBOtti					
7.2	Sadarkaa WBAtti					
7.3	Qaamolee bulchiinsaa					
7.4	Hirmaannaa uummataa					
8	Maanuwalii qajeelcha hojii dhabuu					

Lakk.	Rakkoolee	Sadarkaa cimina rakkoolee				
		1	2	3	4	5
V	**Hanqinoolee Hordoffii fi Madaallii**					
1	Xiyyeeffannaan hordoffii fi madaalliif kenname xiqqaa ta'uu					
2	Hanqina qophii gabaasa hojii fiziikaalaa fi itti fyyadama baajataa					
3	Odeeffannoo guutuu yerootti dhabuu					
4	Sirni hordoffii fi madaallii mana hojii diriire laafaa ta'uu					
5	Hanqina meeshaalee odeeffannoon ittiin sssaabamu dhabuu					
6	Hanqina konkolaataa geejjibaa hordoffiin hojii ittiin taasifamu					
7	Hanqina itti fufiinsa hordoffii fi madaallii					
8	Duubdeebii hordoffii fi madaallii dhabuu					
	Other related problems please specify					

5.2. Qeeqaa fi yaada keessan

Furmaatni rakkooleen kun ittiin maqfaman:

- Karoorsuu: _____
- Sosochii fi itti fayyadama leecalloo: _____
- Humna namaa: _____
- Raawwii keessatti: _____
- Hordoffii fi madaallii: _____

Appendix-D

Gaaffilee Qomaa

Gaafannoo itti gaafatamaa WBA, ogeessa karoora, ogeessa pirojaktii (Focal person), dura bua'aan mana barumsaa fi koree gamtaa maatii barsiisotaan deebii itti kennu.

1. Karooraa fi raawwiin hojii pirojaktii barnootaa deggersa UNICEF maal fakkaata?
    - Fedhii sakatta'uun tartiibessuu
    - Karoorsuu
    - Pirojaktii ogganuu fi qindeessuu
    - Hojii pirojaktii hojjechuu
    - Hordoffii fi madaallii

    _____
    _____
    _____
2. Rakkoolee gurguddoon pirojaktii barnootaa deggersa "UNICEF" karoorsuu hanga raawwii isaa madaaluutti aanaa keessan mudatan maal maal fa'a?
    - Rakkoolee waajjira keessan irraa maddu
    - Rakkoolee human namaa wajjin walqabatan
    - Rakkoolee baajata wajjin walqabatan

    _____
    _____
    _____
3. Furmaatni rakkoolee kanaaf ni ta'a jettan maal maal fa'a jettu?
    _____
    _____
    _____
4. Walumaagalatti akka hubannoo keessaniitti sadarkaa ittifayyadama leecalloo, adeemsa raawwii fi bu'aa pirojaktii barnootaa deggersa "UNICEF" irratti yaada qabdan nuuf ibsa.

    _____
    _____
    _____

Annex-E: Student Enrollment from 2007/08 (2000 EFY) to 2008/09 (2002 EFY)

Annex-E1

Student Enrollment from 2007/08 (2000 EFY)

Primary School Enrolments of 12 Woredas of Oromia Regional State Under UNICEF Assisted Project 2007/08 (2000 EFY)																	
S.No.	Woreda	No. of Schools	Enrolment			NIR			GER			NER			GPI		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	NIR	GER	NER
1	Dodota	22	7674	7090	14764												
2	Sire	21	8665	7642	16307												
3	Sirararo	30	13696	6629	20325												
4	Kersa	51	18544	11516	30060												
5	Mieso	45	11112	5847	16959												
6	Chora	41	11210	11202	22412												
7	Omo Nada	65	19384	17673	37057												
8	Boset	53	15527	13179	28706												
9	Fentale	26	5842	4381	10223												
10	Becho	20	8309	7209	15518												
11	Seden Sodo	24	7901	5791	13692												
12	Jima Arjo	32	8560	8691	17251												
	Total	**430**	**136424**	**106850**	**243274**												

* 2007/08 (2000 EFY) NIR, GER, NER and GPI were not calculated due to dalliance of national population census.

Annex-E2

Student Enrollment from 2008/09 (2001 EFY)

Primary School Enrolments of 12 Woredas of Oromia Regional State Under UNICEF Assisted Project 2008/09 (2001 EFY)																	
S.No.	Woreda	No. of Schools	Enrolment			NIR			GER			NER			GPI		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	NIR	GER	NER
1	Dodota	29	7200	6771	13971	83.47	75.51	79.55	98.67	93.96	96.34	85.83	84.84	85.34	0.90	0.95	0.99
2	Sire	24	7563	6965	14528	71.28	68.39	69.87	82.83	79.96	81.43	72.79	72.86	72.82	0.96	0.97	1.00
3	Sirararo	30	10632	6000	16632	41.63	31.26	36.49	68.81	38.99	53.93	61.59	36.86	49.25	0.75	0.57	0.60
4	Kersa	62	18549	11945	30494	91.45	78.13	84.88	96.31	63.96	80.36	84.81	59.85	72.50	0.85	0.66	0.71
5	Mieso	52	10726	5743	16469	45.81	34.12	40.14	73.17	43.06	58.67	65.93	40.59	53.72	0.74	0.59	0.62
6	Chora	38	11118	11384	22502	71.02	68.34	69.68	99.43	101.03	100.23	88.89	93.15	91.03	0.96	1.02	1.05
7	Omo Nada	74	31040	29525	60565	NA	NA	NA	112.41	110.47	111.45	NA	NA	NA	NA	0.98	NA
8	Boset	62	14092	12731	26823	40.80	43.68	42.20	90.89	86.27	88.65	77.25	77.48	77.36	1.07	0.95	1.00
9	Fentale	27	5963	4492	10455	55.05	45.73	50.53	104.55	78.59	92.04	82.51	67.33	75.19	0.83	0.75	0.82
10	Becho	26	8708	7945	16653	70.85	68.55	69.71	101.35	97.19	99.32	87.74	87.43	87.59	0.97	0.96	1.00
11	Seden Sodo	27	7887	6021	13908	102.48	94.89	98.74	102.84	83.65	93.49	93.85	78.17	86.21	0.93	0.81	0.83
12	Jima Arjo	35	7553	8025	15578	52.87	52.70	52.79	92.31	95.83	94.09	84.03	89.25	86.68	1.00	1.04	1.06
	Total	**486**	**141031**	**117547**	**258578**	**66.06**	**60.12**	**63.14**	**93.63**	**81.08**	**87.5**	**80.47**	**71.62**	**76.15**	**0.91**	**0.85**	**0.88**

Annex-E3

Student Enrollment from 2009/10 (2002 EFY)

Primary School Enrolements of 12 Woredas of Oromia Regional State Under UNICEF Asisted Project 2008/09 (2002 EFY)																	
S.No.	Woreda	No. of Schools	Enrolment			NIR			GER			NER			GPI		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	NIR	GER	NER
1	Dodota	34	7040	6818	13858	76.6	77.9	77.3	94.4	92.9	93.6	84.1	85.1	84.6	1.00	1.0	1.01
2	Sire	29	7899	7353	15252	55.0	55.8	55.4	84.1	81.9	83.0	74.6	74.2	74.4	1.0	1.0	0.99
3	Sirararo	35	13024	8115	21139	62.5	46.2	54.4	80.8	51.1	66.0	71.3	47.3	59.3	0.7	0.6	0.66
4	Kersa	65	19259	13028	32287	NA	NA	NA	98.1	68.7	83.6	88.1	64.8	76.6	NA	0.7	0.74
5	Mieso	53	10620	6111	16731	50.6	39.9	45.4	67.9	42.9	55.9	65.1	42.2	54.0	0.8	0.6	0.65
6	Chora	38	11238	11529	22767	56.0	58.3	57.1	97.4	99.0	98.2	86.8	91.0	88.9	NA	1.0	NA
7	Omo Nada	86	42696	41377	84073	NA	NA	NA	114.5	114.3	114.4	NA	NA	NA	NA	1.0	NA
8	Boset	68	13670	12716	26386	44.8	60.0	52.2	76.7	77.8	77.2	60.4	69.5	64.9	1.0	0.8	0.87
9	Fentale	30	5852	4685	10537	47.2	46.3	46.8	87.3	72.9	80.4	74.5	64.4	69.6	1.1	1.0	1.02
10	Becho	26	8916	8345	17261	70.7	78.5	74.5	99.1	97.0	98.1	89.3	90.9	90.0	1.1	1.0	1.02
11	Seden Sodo	32	7755	6387	14142	NA	NA	NA	94.3	81.9	88.3	87.4	77.0	82.3	NA	0.9	0.88
12	Jima Arjo	39	8182	8528	16710	63.5	66.0	64.8	100.9	101.3	101.1	85.4	87.9	76.7	1.0	1.0	1.03
	Total	**535**	**156151**	**134992**	**291143**	**58.5**	**58.8**	**58.7**	**91.3**	**81.8**	**86.7**	**78.8**	**72.2**	**74.7**	**0.97**	**0.88**	**0.89**

Annex-F: Project Intervention areas, Distribution of Project Assisted Woredas, Criteria to categorize Woredas and samples for the Study.

No.	Zone	Project intervention areas	Performance Status of Woredas	Sample		
				Woredas	Organization	Number of Respondents
1	Arsi	1. Gololcha	Medium			
		2. Dodota	Best	Dodota	WEO	3
					School	1
		3. Sire	Medium	Sire	WEO	3
					School	1
		4. Sude	Medium			
2	West Arsi	5. Siraro	Poor	Siraro	WEO	3
					School	1
3	Bale	6. Rayitu	Medium			
		7. Sawena	Medium			
4	Borena	8. Moyele	Medium			
		9. Gelana	Poor			
5	East Harerge	10. Chinaksen	Poor			
		11. Fedis	Poor			
		12. Midhaga	Poor			
		13. Kersa	Best	Kersa	WEO	3
					School	1
		14. Jarso	Best			
6	West Harerge	15. Gemechis	Medium			
		16. Mieso	Poor	Mieso	WEO	3
					School	1
		17. Daro Lebu	Medium			
7	Horo Gud Wolle	18. Abe Dongoro	Medium			
8	Guji	19. Kercha	Best			
		20. Uraga	Medium			
9	Ilubabor	21. Chora	Medium	Chora	WEO	3
					School	1
		22. Halu	Best			
		23. Bure	Best			
10	Jimma	24. Omo Nada	Best	Omo Nada	WEO	3
					School	1
		25. Tiro Afeta	Medium			
11	Kelem Wollega	26. Hawa Walal	Medium			
		27. Yamalogi Walal	Medium			
12	East Shewa	28. Boset	Medium	Boset	WEO	3
					School	1
		29. Fentale	Medium	Fentale	WEO	3
					School	1
13	West Shewa	30. Bako tibe	Medium			
		31. Meta Robi	Medium			
14	North Shewa	32. Kimbibit	Medium			
		33. Degam	Medium			
15	South West Shewa	34. Becho	Best	Becho	WEO	3
					School	1
		35. Sebeta	Medium			
		36. Saden Sodo	Best	Saden Sodo	WEO	3
					School	1
16	East Wollega	37. Nunu Kumba	Medium			
		38. Jima Arjo	Medium	Jima Arjo	WEO	3
					School	1
17	West Wollega	39. Babo Gambel	Medium			
		40. Jarso	Best			
18	REB				REB	20
19	UNICEF				UNICEF	2
20	BOFED				BOFED	2
Total		**40**		**12**		**72**

DECLARATION

I, the under signed, declare that this thesis is my original work and has not presented for a degree in any other university and all sources of the materials used for this thesis have been duly acknowledged.

Name: Temesgen Adissu

Signature: 

Place and date of submission: AAU, June 2011

ADDIS ABABA UNIVERSITY

SUBMISSION OF APPROVAL SHEET

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

Name: Jeilu Oumer (PhD)

Signature _____

Date _____