

**ADDIS ABAB UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**A STUDY OF NGOs EDUCATIONAL PROJECT  
IMLEMENTATION IN IMPROVING QUALITY OF  
PRIMARY EDUCATION IN SOUTH NATONS,  
NATIONALITIES & PEOPLES REGIONAL STATE**

**BY**

**EYOB GIRMA**



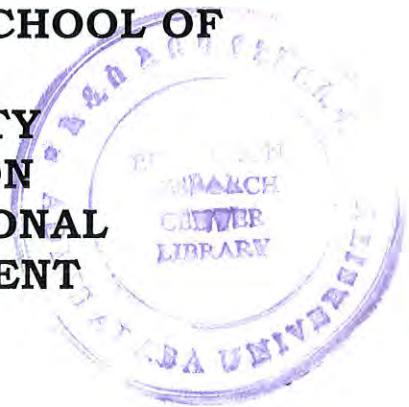
**MARCH 2007**

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**A THESIS SUBMITTED TO THE SCHOOL OF  
GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY  
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DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT**



**IN PARTIAL FULFILLMENT OF THE REQUIRMENT  
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## Abbreviations and Acronyms

BESO	Basic Education Strategic Objective
BoFED	Bureau of Finance and Economic Development
BOJ	Bureau of Justice
BOPED	Bureau of Planning and Economic Development
CGPP	Community Government Partnership Program
CRDA	Catholic Relief and Rehabilitation Development Association
DPPC	Disaster Prevention and Preparedness Commission
ESDP	Education Sector Development Program
GER	Gross Enrollment Rate
GO	Government Organization
KETB	Kebele Education & Training Board
MOE	Ministry of Education
MOJ	Ministry of Justice
NER	Net Enrollment Rate
NGO	Non-Governmental Organization
NIR	Net Intake Rate
OVC	Orphan and Vulnerable Children
PIN	People in Need
PTA	Parent Teacher Association
REB	Regional Education Bureau
RECBB	Regional Education Capacity Building Bureau
SDAs	School Development Agents
SNNPRS	Southern Nations and Nationalities & Peoples Regional State
USAID	United States Agency for International Development
WEO	Woreda Education Office

WFEDO	Woreda Finance and Economic Development Office
WLE	World Learning Ethiopia
ZDPED	Zonal Department of Planning Economic Development

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## **ABSTRACT**

*The purpose of this research was to study the implementation of educational projects assisted by NGOs to enhance quality of primary education in the South Nation & Nationalities Regional State. The study attempted to address problems encountered by NGO in implementing educational projects in SNNPRS with the objectives of identifying key factors affecting NGO project implemented for the enhancement of quality primary education. The findings in this study may help NGOs and Government Offices to take corrective measures for similar educational projects.*

*The study was carried out on NGOs assisted primary education project implemented for quality of primary education in the region that were selected using purposive and available sampling techniques. Data were gathered through questioners, structured and unstructured interviews, and documents from NGOs and regional Government Bureaus. The data were analyzed using percentage, weighted mean and t-Test.*

*The findings of the study revealed that NGOs project implemented for the quality of primary education were concentrated at accessible area of the region. Constraints of upgrading unqualified teachers through in-service training, Lack of ownership of NGOs project by beneficiaries hampered the efficiency of NGOs projects implementation. The study also revealed that, the implementation of NGOs projects was constrained by lack of joint monitoring and evaluation mechanisms, and dalliance/ absence of performance evaluation reports. Therefore, it can be concluded that implementation of the NGOs primary education projects to improve the quality perspective was found inefficient in South Nations and Nationalities People Regional State.*

*To alleviate the prevailing problem it is recommended that the concerned line bureau has to conduct quality need assessment to prepare project proposal based on diagnostic survey and present it to newly applying NGOs. In addition, concerned government agencies have to give due attention to establish supporting mechanisms to provide project materials, effective monitoring and evaluation, basic infrastructure and skilled manpower by establishing links among the relevant institution continues bases.*

# CHAPTER 1

## INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitations and limitations of the study, operational definition of some terms, as well as the research methodology and organization of the study.

### 1.1. Background of the Study

As essential means by which any nation can achieve optimum development is through the provision of quality education. Primary education being the base of the formal education pyramid has often been viewed as the most crucial educational level in the formal system because any problem at this level would be automatically reflected at the secondary and tertiary levels (Berhanu & et al, 2002:110).

A review of the primary education system in Ethiopian regional states reveals profound quality problems. Studying the seriousness of the problem the Education Statistics Annual Abstract (SNNPREB, 2004/05) indicated the major factors that affect quality of education including; inadequately well trained and committed teachers, unavailability of textbooks, lack of spacious classrooms, and low enrolment of girls. Other problems include high level of school dropouts, inadequate teaching equipment, indiscipline among teachers, and inefficient utilization of time and other resource as well as poor quality of primary school graduates, high pupil-teacher ratio, and ineffective school leadership.

Government of the Federal Democratic Republic of Ethiopia has given priority to reform of educational system. Education Sector Development Program, (MOE,1997) in this regard indicated the improvement of the quality of education has to progress hand in hand in collaboration with the enhancement of education in general. Thus, quality is the basic condition of accessibility of education, which is also one of the priorities of the Ethiopian Government. Moreover, the ESDP stressed to make basic education universal by year

2015 and included its strategies of improving quality of education by providing textbook for each child in core subjects, improving educational facilities and improving teacher training(MOE,1997). Further it also targeted to increase gross enrollment ratio by building new primary schools in various region.

Accordingly, a number of strategies have been suggested for the management of improving quality of primary Education. The co-operation of parents, private organizations, non-governmental organizations (NGOs), individuals and other stakeholders in the community is urgently enlisted to overcome the existing problems. In response to the government appeal and their interest to the development of primary education NGOs are working in primary education particularly by focusing on overcoming the quality problems in various region of Ethiopia.

In this respect, there are a number of educational projects assisted by NGOs in Southern Nation Nationalities & Peoples Regional State (SNNPRS) to enhance the quality of primary education. Out of the total 80 estimated ethnic groups in Ethiopia a little over 50 percent of the ethnic groups live in SNNPR (SNNPREB 2007:i). The region has wide diversity in terms of ethnic groups, number of languages spoken, and the number of zone, and special woredas. As a result, low participation rate, high dropout, poor quality education, rigid curriculum, and regional, gender, urban and rural disparities characterize the SNNPR educational system.

Addressing the aforementioned problems that beset the region is beyond the regional state's capacity. Available data from the Ministry of Education (1998 E.C) Education Statistics Annual Abstract show that the overall repetition for several years averages 12%. It is also to be noted that out of hundred pupils who started schooling in the first grade, only twelve of them completed high school in the past thirty or forty years. Repetition rate in SNNRP is large compared to other regional states due to lack of textbooks and trained teachers in the various languages spoken in the region. In addition to this, while the GER is 78.9 percent in the region some of the woredas and zones

showed wide disparity enrollment ratio, which is below the average of their respective zones 40.7 percent girls of school age children, are out of school.

As indicated in the following table, the available data from the Education Bureau of SNNPR (1997/1994-05) indicates that there are about 2.9 million primary school age population (7-14 ages) of which 2.5 million (85.1%) was enrolled in the regular and alternative basic education program of the primary education; (78.7% formal education and 6.4% alternative basic education). The regional GER for (1-8) has also increased by 11.0% compared to the 1999 E.C.

**Table 1: Gross Enrollment Ratio of primary Grade 1-8 (1993-1997)**

Year	School Age Population (Age 7-14)			Primary Enrollment			Gross Enrollment Ratio		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
1993	1290000	1270000	2560000	1039109	589870	1628979	80.6	46.4	63.6
1994	1327000	1308000	2635000	1108758	661661	1770419	83.6	50.6	67.2
1995	1370000	1349000	2719000	1203260	740928	1944188	87.8	54.9	71.5
1996	1415000	1395000	2810000	1253792	827387	2081179	88.6	59.3	74.1
1997	1466000	1445000	2911000	1340996	949905	2290901	98.3	71.8	85.1

Source: SNNPREB: Annual Education Abstract; 1997/2004-05.

On the other hand, the gross enrollment ratios of primary schools of the Zones and Special Weredas disaggregated by sex reveals wide disparities among the Zones and Special Weredas of the region, Sheka Zone has the highest participation rate 124.4%, preceded by Kembata and Tembaro, and Bench Maji 117.7% and 99.1% respectively. Konso Zone has the lowest which is 47.2%, preceded by Derashe and Debub Omo Special Weredas 54.3% and 54.8% respectively. (SNNPREB; 1997/2004-05)

Irrespective of the problem and resource required, NGOs are showing their commitment by launching various educational projects in SNNPR. Currently, the total number of NGOs intervening in education sector in SNNPR by signing agreements is above 30. Besides this, the numbers of projects which are under implementation (operation) are more than eighty five. Moreover, the NGOs have invested about Birr 35 million for the realization of more than eighty five projects for the whole project life. As a result of

these, educational projects are undertaken to the disadvantaged groups to accommodate more additional children and expand the quality of primary education in the region. Further, efforts are exerting to improve the efficiency of schools to reduce dropout and repetition rates in the primary schools.

## **1.2 Statement of the Problem**

NGOs working in education sector, in Africa, tend to believe that governments are inefficient in providing access to quality education for all members of the society. Education statistics that demonstrates the failures of governments to adequately supply quality schooling in most African countries also support this conclusion. Governments, however, say they are not inefficient, but, rather, that they simply do not have enough resources (USAID, 2002:12) .To fill this gap, NGOs have frequently stepped in to designing various programs and implementing projects to the improvement of quality of primary education in most African countries.

Thus, over the years of their existence, NGOs had actively and extensively supported the school program by implementing educational projects. As a result of this, many NGOs had been the founders of educational institutions, constructed new schools, refurbished and upgraded old schools, supplied books and teaching materials, and trained school personnel which had been some of the most common forms of NGOs involvement in education.

However, experience of NGOs in implementing educational projects within the poor countries revealed that many projects tackled shortcomings, difficulties and failures due to various reasons. These obstacles also called for research and study of planning the implementation stage, monitoring and evaluation of project implementation, and detailed study of the technical design of NGO projects.

The most common problems encountered by NGOs educational project implementation in the development of primary education are mainly financial problem. This is due to the

increment of general salaries prices, tariffs, interest rates and losses due to fluctuation in foreign exchange rate. In addition, cost over runs resulted from price variation cause delay of implementation and again persist the higher costs, which means funds are inadequate for project implementation. The other constraint contributes quite obstacles to NGOs educational project implementation is at the managerial level. Lack of people with special skill, discontinuity of management as a result of frequent changes for political reason that can be highly disruptive to the project and result failure to obtain necessary legislation, delays in lands acquisitions, protracted bidding and constructing procedures, insufficient project supervision and slow response to change in the policy implementation lead to low staff morale and productivity which results in inefficiently managed project implementation.

Therefore, this research tried to identify the problems and constraints affecting the implementation of educational projects assisted by NGOs.

### **1.3 Objectives of the Study**

The general objectives of this study were to assess the practice and problems of NGO assisted projects in improving quality of primary education in SNNPRS. Thus, the objectives of this study were:

- (1) To assess the plan and implementation of NGOs educational projects focused on quality of primary education in SNNPR.
- ✓(2) To identify key factors affecting quality of primary education projects implemented by NGO in the SNNPR.
- (3) To identify the strengths and weakness of the educational project implementation assisted by NGOs.
- ✓(4) Assess the contribution of NGOs in improving the quality of primary education in SNNPRS.

To meet the objectives, the study was divided into the following basic questions.

- (1) To what extent do NGOs bring about changes in the improvement of quality primary education through their educational projects in SNNPR region?

- (2) What mechanisms are in place to improve educational project implementation by NGOs from quality perspective?
- (3) What are the strategies, inputs and process used by NGOs in implementing educational projects that lead to quality of primary education?
- (4) To what extent are educational projects run by NGOs monitored and evaluated?
- (5) What are the major problems that hinder the implementation of education project by NGOs?

### **1.4 Significance of the Study**

The study is expected to be useful and important for the following reasons.

1. It may help to examine the efforts made by of NGOs in undertaking the educational project implementation and to scan the strength and weakness of the institutions in the effort they exerted in improving the quality of primary education.
2. It may serve as an additional source of information for NGOs in the process of managing implementation of other similar education projects.
3. It may help to create awareness among NGOs, regional bureaus on the extent of the problems in implementing educational projects.
4. The findings may help NGOs and government offices to take revisit and refine their strategies and policy guides for effective educational projects executed for the improvement of quality primary education.

### **1.5. Delimitations of the Study**

Resource contribution of NGOs has a number of dimensions in terms of human, material, technical, and financial assistance on a specified sector of any development project. However, as employed in this study, the operational dimension of the role of NGOs was delimited to the capacity of NGOs in the implementation of primary sub-sector development projects focused on the improvement of quality education in SNNPRS. The primary education was selected because the problem is severe at this level. Further, the

study delimited to assess the quality perspective of primary educational projects due to the tendency given by the most regional governments and NGOs of improving access to primary education, at the expense of quality education which required equal or even more attention.

It is also important to note that the study mainly attempts to focus on NGOs educational projects implemented for the enhancement of quality primary education, i.e. to the planning and management aspects of project implementation, inputs and process used by NGOs projects, strategies used to bring the desired quality, the extent of evaluation and monitoring of NGOs project implementation. Moreover, the study focused mainly on the efficiency of NGO project to create sustainable quality of primary education in the region.

The concerned NGOs for the study were selected according to their level of involvement with the projects on quality of primary education and which is development oriented International NGOs found in the region. To make it more manageable, the writer assumes fulfill the above criteria, namely:

1. WLE
2. Action Aid Ethiopia
3. PIN

Furthermore, the study is delimited to the SNNPR in selected three Zones and eight Weredas where NGOs implemented their educational projects. The Zones and Weredas were selected based on the variety of projects implemented for addressing problems of quality primary education.

## **1.6. Limitations of the Study**

The most serious limitation to the study was shortage of resource to reach many projects at the local level, difficulty to get available data, lack of immediate accessibility to government authorities occupied in endless workshops.

Though data on the amount of resource contribution in the education sector were available, information about projects on quality of primary education in particular were not available.

More over, some of the officials in higher levels of NGO at the main office and regional level were reluctant and at times suspicious to give available information regarding weakness and problems of implementing educational projects of NGOs in the region. However, technical expertise found at BOFED and REB and its branch at zonal level more often cooperate in providing full information regarding these issues.

Due to these problems, the researcher was not able to cover the task within the planned time frame making the analysis a much difficult task, even for meeting the schedule intended. This in turn affected the study from being deep and exhaustive.

## **1.7. Operational Definition of Key Terms**

NGO	An independent, voluntary, non-profit making, non-self serving, value based society, association, foundation working for a betterment of a target society and which is not regarded under particular system as part of the government sector.
International NGOs	Registered under foreign law, working in one or more country, have international head quarter in Ethiopia or outside.

Project	A set of investments and of other planned activities aimed at achieving specific objective with in a pre determined time frame and budget.
Project Implementation	The period ranging from the signature of the financing agreement and managements approval of the project proposal during which activities are carried out and the results are delivered to the beneficiaries.

## **1.8. Research Methodology, Sources of Data and Sampling Techniques**

### **1.8.1. Research Method**

The research method employed was descriptive survey. The descriptive survey method was found helpful to obtain information about the efficiency of the current practices of implementation of NGO financed education projects executed for improving quality of primary education.

### **1.8.2. Sources of Data**

The sources of the data were NGOs assisting projects on quality of primary education, Bureau of Finance and Economic Development of the region (BoFED) Awassa, Regional Education Bureau (REB) Awassa, Zone Education Bureau as well as Woreda Education Office (WEO) and primary school principals in Awassa, Dilla, and Shebedino Woreda that were immediate beneficiaries of the project. The respondents were education experts from REB Awassa, project coordinators From BoFED Awassa, evaluation experts from BoFED and Sidama Education Bureau and school principals from Shebdino and Dilla Primary schools. Moreover, relevant personnel from NGO country and regional office from Addis Ababa and Awassa were used as data source. To obtain additional information relevant project documents and reports found were assessed.

### **1.8.3. Sampling Technique and the Sample Size**

Different research techniques were used in selecting subjects of the study. For the selection of the subjects of the study, purposive sampling technique was preferred to select NGOs involved in the implementation of educational projects for the enhancement of quality primary education, because it may give room for the researcher to select subjects who can provide insight and share their experience on the problem. Availability sampling technique was also employed to select Woredas and primary schools where NGOs financed primary education projects implemented.

The sample size for the study was eight Woredas from three Zones in Southern Nations and Nationalities Regional State (SNNPRS).

Thus, the sample was comprised of the NGO officials, Regional and Zonal Education Capacity Building Bureau, Woredas and Primary Schools. Accordingly, the numbers of subjects were 37 from NGO, 46 from the regional and zonal bureau, 42 from Woredas and primary schools. Therefore, the total subjects included in the study were 125.

### **1.8.4. Procedures, Data Gathering Instrument, and Pilot Test**

#### **1.8.4.1. Procedures**

In order to get acquainted with the major issues under consideration, relevant literature was reviewed and investigations carried out on project document on what has been done so far. Then, data gathering tools were developed and then pilot tested to recheck the appropriateness of the instruments. Lastly, after improving the instruments on the basis of pilot test result, administration of the instruments were undertaken and eventually analysis of the data was made using statistical tools such as percentage and weighted mean.

#### **1.8.4.2. Data Gathering Instruments**

Both closed and open ended questionnaire and unstructured interview questions were used to collect available information that supported the study. At regional and zonal bureau as well as NGO's regional and main office, both questionnaire and interview were

used. For those subjects at Woreda and school level questionnaire and unstructured interview was used to collect the available information. The questionnaire was prepared in English and then translated into Amharic to suit them to the Woreda and school level considering the language comprehension level of respondents.

#### **1.8.4.3. Pilot Test**

To detect ambiguous and unclear statements and thereby to improve the questionnaire item, a draft questionnaire was first administered at Awassa town Regional Education Bureau which was included in the final research study. Some vague and ambiguous statements were then corrected based on the results of the pilot study which in turn contributed to the clarity of the questionnaire.

#### **1.8.5. Data Analysis**

Based on the nature of the study and the data obtained, various statistical tools were employed in this study for data analysis and interpretation weighted mean score and percentage were used to the basic data collected for the research and statistical tools like T-test and standard error to test the level of significance of the differences between responses given by the respondent. In addition the data analysis involved review of documents, and responses gathered by means of interview made with project planning expert at REB and BOFED level and program officers from NGOs regional and main office in qualitative terms.

### **1.9. Organization of the Study**

The study was divided into four chapters. The first chapter deals with the problem and its approach and research methods. Review of related literature is presented in chapter two. The third chapter presents presentation and analysis of data. Chapter four contains summary of the major findings, conclusions and recommendations. Further bibliography, selected Zones and Woredas, and relevant documents for the study are annexed at the end.



## CHAPTER 2

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Historical Overview

NGOs are organizations that came into being by people who have common goals to fulfill and operate on voluntary basis to achieve their common objectives. In so doing, these organizations do not belong to or considered as part of governmental structure. They are independent in setting their goals and priorities as well as managing their operations. However, this independence does not mean that NGOs do not assist government plans and operate on no consultative activities and devoid of consensus basis with the governments (Cummings, W. 1989:123).

By considering the above factors, Padron (1987:76) enumerated the difference between NGO and a firm, their basic differences is that which is that an NGO is “non-profit” and a firm is a profit making organization this means that although NGO staff might receive a salary and contract individual to perform certain tasks, no individual or group makes a profit or fee from their activities NGOs have some sort of development vision or mission whereas firms concentrate on business mission. When NGOs seek funding from an intervention that they have designed, this vision or mission is quite clear they seek to develop a particular region, or to ensure community participation, or to provide an act of charity. Based on this, NGOs have usually turned to bilateral and international donors to extend their initial program. Although these NGOs are requesting resource to support their program, appealing to donors for financial support leads to a process negotiated priorities and preferences.

NGOs are of various natures. Their role also varies with the purpose they meant for. Despite specific nature of their own, social development is the largest common area that NGOs are established for (Cernea1988:3). More specifically, the purpose of NGOs mainly concentrates on pursuing activities to relieve the suffering of people, promoting the interest of the less-fortune groups of people, protecting environment and providing

for basic services or undertaking initiatives that affect community development in its broader perspectives. Further, NGOs pay greater emphasis to organize people for the intention to build the capacity of that society to make better use of its own local resource and create new ones, allocate poverty and influence government plans and actions to the same direction. In principle, the far-reaching goal to be achieved by NGOs is, therefore, to ensure self-reliance and development through mobilizing people into organized expressions of such voluntarism. (Cernea, 1988:7-8; Malena, 1995:13)

In addition to the above factors, The NGO sector has played an important role in speeding up the development of education sector in a number of countries by developing pilot innovative approaches on small programs. Such as the ACCESS approach (Appropriate, Cost-Effective Centers for Education within the School System) which is successful and some of its lessons are now being integrated in the government's education program Crane in (Kalkidan 2000:2). NGOs also have a good track of record in promoting participatory development, due to their closeness to the people. As a result of this NGOs play an important role in creating grassroots ownership of educational development programs, by mobilizing communities and in creating public awareness about development issues. Above all these, NGOs are known for complementing the government effort through the provision of services in the education sector where no government facilities exist.

NGOs have a long history of service to the people of Ethiopia. Their involvement in the economic and social life of the country began in early twenty century. Their forceful involvement in the development efforts of the country, however, started with the drought-induced famine of 1973/74. Initially, their operations focused on relief that saved millions of lives. Since then, they have become a permanent feature in the country's development process. The recurrence of the 1984/85 draughts gave a further boost to the growth of NGO operations. With the increasing of NGOs in the development of the country, their role and areas of interventions also changed from time to time. Thus, NGOs were increasingly being pulled into the development front. This change in emphasis was influenced by national as well as international factors. Internally, the need to address the

root causes of poverty was becoming increasingly, apparent .The international renewed factor resolved to do away with poverty in the shortest possible span of time was also an important consideration.

The NGO sector in Ethiopia has come to realize that education and development are highly interdependent and that without addressing the multi – faceted problems of education in a country it would be hard to achieve other national developmental goals NGOs also recognize that the many gaps in education need the concerted effort and commitment of all concerned players. Hence over the years, education has increasingly become one of the priority concerns of NGOs, with their role focusing on academic education on one hand, and vocational training on the other (Ahmed, in Kalkidan2000: 25).The NGO sector also considers education and development as highly interdependent and that without addressing the multi-faceted problems of education in a country it would be hard to achieve other national development goals. NGOs also recognize that the many gaps in education need the concerted effort and commitment of all concerned players.

Over the years of their existence in Ethiopia, NGOs have actively and extensively supported the school program in a number of ways. Dating as far back as the turn of the 20th century, many NGOs have been the founders of educational institutions that have continued to provide services to this day. Constructing new schools, refurbishing and upgrading old schools, supplying books and teaching materials, and the training of school personnel have been some of the most common forms of NGOs involvement in education.

## **2.2. The Management of NGOs Assisted Educational Projects**

The implementation phase is the period ranging from the signature of the financing agreement to the completion of the project. During this phase, activities are carried out and the results are delivered to the beneficiaries. In the case of educational project, implementation begins when resource are committed to a particular investment. (Baum and M.Tolbert, 1985:357) It includes the implementation of all investments and other

actions provided for by the project. According to Magnen (1991:30) and Yalokwu in Amare and others (2000:115) the implementation of all investment and other actions for the projects include;

- Construction of buildings, schools or training institutions
- Purchase of equipments, teaching aid and other facilities for learning
- Training of staff, teacher training, and training of educational managers
- Technical assistance, strengthening the civil society organizations
- Miscellaneous services, provide counselors, strengthen the inspection/supervision, establishing nursery schools, community based management and providing scholarship for girls
- Providing monitoring and evaluation.

Particularly, the educational project implementation phase ends when the school, the institution, or the training developed by the project functions independently and when outputs are produced, objectives achieved and the problem solved.

However, as Baum and Tolbert (1985:357) noted planning the implementation stage of the project tends to be neglected as it was given little attention and consideration. The one that got great attention was the decision making process, defining alternatives, feasibility study, deciding on and preparing a particular set of investments on projects but paying little attention to the capacity of the institution to execute and operate the project implementation.

As a result of these many educational projects tackled shortcomings, difficulties and failures. These obstacles also called the need for planning the implementation stage, monitoring and evaluation of project implementation, and detailed study of the technical design of a project. In relation to this, Bohola cited in Damte (2001:199:40) stated that, project management varies according to the situation, nature and objectives it is aiming to attain or with a view of achieving established objectives. However, it is rare to find an educational project which does not include participation or an approach of a participatory nature; it can take many forms and can occur at different phases in the life span of a particular project. Stated differently, "participation can and should characterize all

stages of the project cycle “(Baum and Tolbert, 1985:479). Hence for the purpose of this study, among some of the techniques of management, importance approaches for educational project implementation will be dealt by reviewing some of the different techniques typically relevant for this study.

### **2.2.1. The Process of Planning Educational Projects**

Educational projects requires participatory planning, which is a process that needs decision making by community who participate in a project on how to use resources and plan activities to arrive at the intended objectives. Huberman R.G (1977: 142) In addition planning process requires deciding on the best alternative that ensures the attainments of goal set by the partners in the project works. In view of this, in order to identify major priorities or potential project, it is often necessary to respond to problems or constraint from economic, social or regional inequalities caused by shortages of essential facilities, services, and material or human resources and by institutional or other obstacles. (Harrison, 1990: 141)

For that reason, the priority of a project must be expressed by its objectives. More specifically, according to Magnen (1991: 59) effective participatory planning, particularly and feasibility criteria by stressing or asking the following questions

- Is the project justified by priority needs or problems?
- Does it respond to a demand on the part of future beneficiaries?
- Is the project in conformity with the national policies and plans?
- Is it educationally well designed?
- Is it socially and politically acceptable?
- Is its complexity in line with the administrative capacities of national staff?
- Is the project feasible in financial terms?

In general, for a project affecting larger number of people to succeed, those people must understand and agree to its various features. Participatory planning and priority arrangement must, therefore, take into account of the community's values, beliefs, perceived needs, and goals.

In this regard Wysocki and others (2000:225) discussed the use of joint project planning session (JPP) to create the detailed project plan suitable for educational projects. The JPP is a group session in which all of the people who are involved in the project meet to develop the detailed plan. The session can last from one to three days, and it can be work – intensive. Often, there is conflict between session attendees, but the final result of this meeting is an agreement about how the project can be accomplished within a specific time frame, budget, resource availabilities, and customer specification. The objective of a JPP session is to develop a project plan that meets the conditions of satisfaction as negotiated between the beneficiaries and the provider.

However, project planning does not mean the logical sequencing, scheduling of the work and resource allocation for the project activities, which many people understand by it. Project planning includes all the work necessary: to take the ‘seeds’ of a project from its conception and launch it into the full scale flowering of an operational project, to provide the base lines for the ongoing management and control of the project, and to guide it throughout its life as change occurs and events do not quite work as planned. (Harrison, 1990:28)

Regarding this Baum and Tolbert (1985:358) proposed three main project-planning issues: the selection of an implementation unit to organize and manage resources needed for projects. This is due to a mismatch between the project design and objectives on the one hand and the implementation capacity of an agency on the other has often been the most important reason for poor performance. In addition in the implementation unit, for larger projects or require an integrated efforts by several parts of an organization like educational projects, help to coordinate the activities of other participating entities and sometimes, to allocate funds and to supervise the work carried out by the implementing agencies.

### **2.2.2. Educational Project Implementation**

As to Baum and Tolbert (1985:582) implementation is the process of putting what has been planned into action. At the same time, projects should be designed with a view to how they will be implemented. In view of this, educational project implementation or management includes the implementation of all investments and other action provided for by the project curriculum developed, construction of buildings, introduction of deferent services and innovations, expanding and renovating existing facilities, purchase of equipment, training of staff, technical assistance, research or reform of administration institutions, and other miscellaneous services (Magnen, 1991:30).It also involves monitoring the activity through which corrective measures are taken to overcome constraints in the process of implementation. It ends when the schools, in our context or other institutions developed by the project can function properly.

Hence, there must be a close match between a project objectives and the capacity of local institutions to implement, operate, and maintain it. To accomplish the task, it is almost a requirement that good projects are associated with good managers. The influence of the quality of management on project performance is usually visible. Regarding this Baum and Tolbert (1985:369) stated that many projects in serious difficulties during implementation have been turned around by the appointment of a competent manager. If this is done, care should be taken that it does not delay the development of local managerial capacity but rather fosters it through counterpart an on the job training arrangements. The best long term solution however, lies in the education and training of more managers (Solomon, 20004:51).

In view of this, especially, an education project managed by many organizations: by the staff itself, by the external aid source or NGOs financing it, by anther public body, or by the combined efforts of these parties. In this regard ensuring effective coordination in implementation when several agencies or organization are responsible for different components of a project is inherently difficult. In order to provide valid answers to these pitfalls, from the very outset the project objectives should give enough attention and efforts to ensure that all the concerned parties who will be engaged in the implementation

and practical operations so as to share a common view of the objectives of the strategy for meeting them (Baum and Tolbert, 1985:340).

In order to facilitate coordination among the various tasks and their executers, first and foremost, mutual commitment and support is needed between the relevant political authorities and the ultimate beneficiaries, whose active participation is often important for the success of a project. Similarly, the same applies to the external agency or NGOs that may be expected to help finance the project (Solomon, 20004:51). Nevertheless, the lack of such coordination or failure to reach a mutual understanding of a project's objectives and to secure a firm commitment from all the parties concerned will have adverse effect on the implementation of the programs for the enhancement of the nation's educational development.

Accordingly, to ensure commitment, an internal consensus should be built as early as possible and some coordination mechanisms must be found to maintain it during implementation. Among these that should be considered as the basic requirements are clear definitions of the responsibilities of the participating agencies and adequate orientation for them to cooperate in achieving the project's objectives (Magnen, 1991:112-114). Moreover, probably the most important reason for the success of a project is appropriate design and adequate preparation that particularly adapted to local political, administrative, economic cultural conditions, and other related factors emerge as essential ingredients of successful implementation.

On the other hand, the technical design of a project has implications for how the project is implemented. The approach of implementing an educational project differs with the technology it uses. For instance, Baum and Tolbert (1985:359) stated that, the implementation of a project that uses an advanced and capital intensive technology may be relatively simple to organize since it requires a small number of highly skilled staff and can be structured along a well-established pattern applicable in many countries. On the other hand, project using intermediate or labor-intensive technologies may require a

more elaborate organization and management since they usually different tasks over a wide geographical area.

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

Finally, project implementation or coordination is not an end itself. At end of this stage, the new entities should be able to function on their own, without additional investment or assistance. For that reason, the process has to be checked regularly and the outcomes have to be weighted in terms of the intended objectives.

### **2.2.3. Monitoring and Evaluation of Educational Projects**

Monitoring and evaluation aim to detect and analyze such problems, so as to solve them in a timely manner (Magnen: 1991:30). Monitoring and evaluation, therefore, are of great importance for the successful implementation of projects, and have proved to be especially useful for educational projects, whose execution is particularly tricky because of their uncertainty.

Hence, there must be a different between monitoring and evaluation it requires to discuss each in separate.

Monitoring is a system or the provision of continuous information to enable management to assess progress of implementation: either to detect potential or actual problems in the course of execution in order to apply timely remedies or decisions to ensure that progress is maintained according to schedule (Magnen, 1991:117). In addition, as Baum and

Tolbert (1985:362) stated, monitoring can be a relatively straightforward and inexpensive system that provides an early warning to project management about potential or actual problems. This allows the concerned authorities or officers to detect difficulties quickly, so as to apply early remedies. In view of this, monitoring is concerned with a short period performance of the project. It is an internal project activity and an integral part of management. Thus, monitoring is a continuous assessment of gathering information on all aspects of the project.

Regarding this, Magnen, Baum and Tolbert stated types of monitoring and their functions, summarized as follows:

- Input monitoring: assessment of the quality and type of resource
- Activity monitoring: Identifying and following up of activities being undertaken in the project in order to track deviation
- Output monitoring: assessment of financial flows, expenditures, variances and action needed
- Special diagnostic studies: specific examinations of a new situation or changes that have occurred and may impact on the project.

On the other hand, the purpose or objective of monitoring could be different depending on what to measure and the type of information needed. In light of this view, Magnen, 1991 enumerated objectives of monitoring. The most important objectives for educational project implementation are: assess projects outputs, mobilize stakeholders, and gather information for early warning, ensure the timely availability of project inputs, know whether activities are executed according to specific plans, ensure quality implementation, practice bench marking, plan and implement requires changes and improvements. Thus from these objectives we can understand that effective monitoring system requires more than answering of questions or providing data, it should rather be seen in terms of planning, interpreting findings and using results.

On the other hand, evaluation focus on relevance, effectiveness and impact of any programs that currently exist and that of the future ones (Magnen, 1991:118). Moreover, the same author also suggested on the following evaluation components:

- Relevance of the project
- Effectiveness and efficiency
- Attainment of intermediate results
- Whether the most needy are being reached by the project
- Sustainability factors
- If expected benefits and impacts have been addressed
- Lesson learned for the future.

Thus, educational project evaluation as it is applied to projects is concerned with measurements and assessment of the value of attainment. For that reason, evaluation is concerned with long-term results of a project. Accordingly, any development agencies or NGOs, particularly involved in improvement of quality primary education work at grassroots level, should repeatedly as how the development intervention is affecting the various aspects of the education of the people directly involved. Especially in our context, educational authorities, together with NGOs might consider the possibility of comparative issues or sector specific studies of NGOs activities rather than using the more case by case-project by approaches (UNESCO, 1999:107).

On the other hand, Webb and Others (1995:XIV) noted that project evaluation requires clearly stated objectives for each project type and a well-defined evaluation methodology. As a result, most education projects, particularly those with innovative or experimental features, should include some procedure for ongoing monitoring and evaluation process. This might cover special studies to assess the impact of a particular intervention, For instance, measuring the gains in student achievement from instructional radio programs, as in the Philippines, or tracking the course of implementation of educational reform, as in the Haiti; or monitoring the delivery of educational supplies and materials, as in Ethiopia, assessing the improvements in the context of textbooks as in the Guatemala (Baum and Tolbert, 1984:145)

Among the various models of monitoring and evaluation process, the participatory evaluation that reflects the improvement process is highly essential, particularly in the implementing of the educational projects assuming that it may enhance the quality of primary education. In relation to this, Baum and Tolbert (1985:482) stressed that beneficiaries, being on the spot, are well situated to check on construction and equipment delivery; to determine whether reports of performance by technical agencies are accurate, and to suggest ways of dealing with problems. For that reason, local communities need to be involved in the identification of appropriate indicators of change, and in the setting of criteria for evaluation impact. At the more operational level, self-evaluation, as a formal exercise rather than ad hoc one, ensure that they measure their own performance in terms of impact and efficiency.

In general, Educational project monitoring and evaluation are usually considered as valuable management tools for the successful implementation of projects, Thus, these activities provide information to help project managers, NGO officials and educational authorities to guide the course of the project implementation and modify it as necessary. They also build and institutionalize the capacity to collect and evaluate performance.

### **2.3. The Experience and Practice of Educational Projects Assisted by NGOs**

Examination of the role of NGOs as a development partners within the poor countries reveals that a sizable amount of contribution in terms of education, health, agriculture and other related social sector operations is demonstrated.

However, experience proves that some NGOs fall short of achieving their predetermined goals while others become successful in their way. In fact, failure to reach at one's goal may not be as threatening as a death to all good opportunities to come again. But a failure that could be attributed to one's commitment may not sound as the former one. In more general terms, strengths and problems of an NGO may depend on the nature and quality of that individual NGO.

In further discussion about NGOs it was learnt that they characterized by some strengths and weaknesses. Some of the strengths of NGOs are their capacity to promote local participation, cost effectiveness, and ability to innovate and adopt. On the other hand, limited replicability, limited financial and technical capacity, and narrow programming context were identified as common problems of NGOs in implementing educational projects. (Cernea, 1988:17-18, Cleark cited in Malena, 1995:15, Cummings, 1989:2)

### **2.3.1. The Practice of NGOs in Project Implementation**

NGOs operate both in the rural and urban areas where there is a need to meet according to their objectives to attain. But in most cases these organizations tend to focus on poorer communities that have faced problems even to meet their basic needs and often who where located in hardily accessible areas. Such areas usually characterized by limited existence, absence, or ineffectiveness of government programs.

In addition to the aforementioned facts, NGOs have strong grassroots link that contribute to incorporate and integrate local inputs into their efforts. In some cases there is a possibility of NGOs themselves to be a part of that community in which they operate. In others, they may come as outsiders to the society. Whether they have emerged out of the community or came from afar, local control of programs are essential features of strong NGOs.

On the other hand, Even though some NGOs are accused for their uneconomical utilization of resources and hiring expatriates for jobs that can be easily handled by nationals with reasonable payments, which in most cases by far less than those foreigners s lavishly paid for, (Nibretu, 1998:111), cost effectiveness and efficiency are the most important qualities of strong NGOs. This effectiveness is believed to emanate from their commitment to use low cost technologies and streamlined services, and low staff cost which enables them to function efficiently on low budgets.

Further, NGOs are more flexible than government service, they may have greater conducive environment for innovation to respond more creatively to the local needs. They have also more access to transfer technologies developed elsewhere and adapt them to local condition.

### **2.3.2. Problems in Educational Project Implementation**

The most problems that encounter with educational project implementation are generated from its process. That is problems on identification, appraisal, and preparation to implementation, which is born on cycle of the project

The stream of these problems could be shortage of resource on the part of the NGOs administrative inefficient procedure, which delayed allocation of funds, lack of political commitment and lack of commitment that the implementation process requires. Such problems are not usually identified in advance but emerge as project proceeds in the execution of the implementation phase. Further, project implementation problems are stated under four major categories financial, material, technical and political problems.

**A financial problem,** Finance is towers in educational project implementation. However, financial problems persist in project implementation in several ways.

- The increment of general prices tariffs interest rates and losses due to fluctuation in foreign exchange rates. This situation result in losses. Financial return rates that the agency is notable to meet its financial expansion
- The appearance of inflation in GNP: public and private agencies have been affected not only because of the resulting increase in cost but also due to government struggling against inflation have set limits on the tariffs and fares charged by public utilities and transposition companies.
- Cost over – runs: this is resulted from price variations or currency realignments. If once the project implementation is encountered with cost over-runs, it is exposed for dalliance of implementation and again persist the higher costs, which means funds are inadequate for project implementation.

- **Corruption:** Some project implementation failures could be resulted from corruption. The managers of the project along with technicians make agreements to share certain amount of the project's budget among them, which in fact causes financial problem of project implementation.

**Managerial problem:** managerial problems contribute quite obstacle to project implementation and are categorized in three sections; First, lack of managerial talents can make itself felt at three levels. That is the government and NGO official, in the upper or middle management of project and at the local level. The second factors of these problems are lack of people with special skill and with general administration capacities. Such as inadequate management, accounting, reporting system and procedures, an ill-defined organizational set up, low salaries and poor staffing policies, and lack of coordination among agencies. The third factor is discontinuity of management as a result of frequent changes for political reasons that can be highly disruptive and independence of the quality of the management itself. As a result of this problems revealed around project implementation are: failure to obtain necessary legislation, delays in land acquisitions, and construction procedures, insufficient supervision, and slow response to change in the policy implementation. Generally, bad management inevitably makes other agencies suspicious and endangers in them a tendency to protect themselves in their dealing with the inefficiency-managed entity

**Technical Problems.** Many problems can and do arise in constructing schools and in procuring equipments. These include; quality of materials, technical defect s in design and unsuitability of imported equipment for local consideration or otherwise inappropriate technology. In people oriented activities, as education lack of approaches fully tested for the particular circumstance of a country or region is another technical or design problem.

**Political Problems.** Even in the absence of such obvious disruptions as wars and serious internal upheavals, political problems are at the heart of many of the difficulties experienced by educational projects. The public administration of a country is closely linked to its political machinery and it is almost impossible to disentangle political

problems from the administrative difficulties encountered by a project entity in its relationships to the rest of the public sector.

Project managers must adapt to the level of efficiency of the public administration with which they are linked both directly and indirectly. Bureaucracies in many developing countries are over staffed. Yet there are too few high quality trained staff because of inadequate pay and incentives, inadequate commitment to training and political interference. The organization of government agencies is often badly in need of streamlining and overhaul. Project management has to take into account the potential impact of such political and administrative factors, anticipate the problems in so far as possible and modify the implementation path accordingly.

#### **2.4. NGO-Government Relation in Ethiopia**

Governments generally believe that it their legitimate right and responsibilities to control everything that happens in their country. Although government personnel often talk about partnerships with NGOs they believe that the relationship should be government regulating NGOs. Education is, in part, about social and political control, so government's reluctance to allow NGOs to work in this field is understandable ( Hall, Budd,1986:6)

According to the report presented by CRDA (2004) on the case of aid to Ethiopia, It's described that NGO-Government relations in Ethiopia is poor. NGOs feel that the government is making it difficult for them to operate. On the other hand, the government pointed out grievances about the work of some NGOs.

Among the many obstacles for NGO- Government relation in Ethiopia NGOs also reported that they have they have rarely been approached for a larger consultative role in the national agenda for the promotion and development of education. Even if it existed, they say that the collaboration is weighted in favor of the government. The collaboration extended to NGOs is mostly confined to certain segments of the education system to deal

with hard to reach segment of the population, notably in the areas of pre-education and non formal education sub-sector as stipulated in ESDPII. (CRDA and DPPC, 2004:49)

Further to these, to have the full picture of the NGO-Government relation in Ethiopia it requires to discuss the NGOs perspective, the government perspective, and the theoretical perspectives of the NGO-government relation in Ethiopia, which will be discussed in the next section.

#### **2.4.1. NGOs Perspective**

One of the most commonly cited problem areas for NGO is registration and coordination. According to (CRDA, 99:29) study NGOs say that there are a large number of institutions involved in registration and co-ordination of NGOs, both at the central and the regional level. In addition, procedures and criteria are often unclear and sometimes onerous. This leads to confusion on the part of NGOs and delays in registration. The main complaint is that there is no clarity about the procedure and no apparent explanation for delays. At national level, the Ministry of Justice is responsible for registering NGOs and the Disaster Prevention and Preparedness Commission (DPPC) plays a role in the co-ordination of NGO activities. However, after regionalization, NGOs are now expected to develop their activities from the regions. Agreements therefore have to be reached with line ministries at the appropriate level and the DPPC offices at zonal and regional level. Relations may also have to be developed with the Ministry of Finance, the investment office, the custom authority, the Ministry of Labor and Social Affairs and the Ministry of Economic Development and Co-operation. Because of this multitude of institutional partners, reporting requirements are also rather complicated. Many NGOs suggested that NGO-government relations would be greatly improved if there could be a single government department dealing with both registration and co-ordination of NGO efforts, which has clear and transparent guidelines.

Looking specifically at the education sectors, NGOs also feel that the government's rules and regulations for the registration of schools is too strict, which means that it is often difficult for them to operate. NGO workers feel that the government should review the

appropriateness its standards where NGOs are making a conscious effort to meet the needs of the community. This results in a series of problems. Such as pupils of schools which are not recognized by the government face problems when they want to transfer to a government school, where they may have to start afresh in grade one. The high standards that the government expects schools to attain are perhaps counterproductive in situations where NGO, schools are the only source of primary education available locally. Although the government quest for high standard is commendable, compromises may have to be made in situations where access to primary education is particularly problematic.

Another complaint is also from NGOs active in education, is that it is difficult to obtain land for the premises. This has led to delays in the expansion of NGO-operated services, even though there is a marked demand for them.

A problem specifically for international NGOs is how to obtain work permits for international staff. The government is quite strict about allowing foreign experts to work on NGO projects. While the principle of giving preference to national staff is right without question, it is felt that international NGOs should have the opportunity to bring in international staff where there is a clearly documented need for them. The government's procedures should give realistic guidelines for these situations and deal with applications in a transparent and timely manner.

Both international and national NGOs face problems relating to tax exemptions. The government has withdrawn most tax exemptions for NGOs. The federal government argues that regional governments should pay the taxes on imports by NGOs working in their regions. While again this valuable principle, it should not be too rigidly.

A final grievance mentioned by NGOs is that the government is very averse to bilateral and multilateral donors channeling resources straight to NGOs. Donors interested in direct funding of NGOs find themselves discouraged by this government attitude. The

advent of sector development programs further limits the scope for direct funding of NGOs. According to NGOs, this limits their potential resource base.

#### **2.4.2. The Government Perspective**

The Ethiopian government on its part has grievances about NGOs. One commonly mentioned weakness is that NGOs have a poor capacity for the work they intend to do. This comment is partly justified. A large number of indigenous NGOs have established only in the past six years and therefore it is not surprising that many are still on a steep learning curve. Organizations like Christian Relief and Development Association (CRDA) and also international NGOs therefore make capacity building among indigenous NGOs a top priority. NGOs and government at regional and zonal could usefully enter into partnerships, which would enable all parties to learn and build their capacity.

Another commonly heard criticism about NGOs is that they have overhead costs that are not justifiable. There is an impression that NGO overhead costs are pushed up by high salaries for staff, especially expatriate staff, and the high cost of imported vehicles and office equipment. This leads some observers to believe that many involved in NGOs have a self-centered motivation. Again, there may be some truth in this argument, but it is hard to cast a judgment without access to detailed statistics about NGO and government programs, which are sadly lacking in Ethiopia.

Three factors complicate a direct comparison of overhead costs between NGO projects and government projects funded with bilateral or multilateral aid (CRDA 99:31):

- Bilaterally or multilaterally funded projects implemented by the government incur lower overhead costs because they rely on the existence of a state infrastructure, the costs of which are not necessarily reflected in the project budget.

- NGO projects often use more participatory methods for project design and implementation. As a result, project implementation is slow and overhead costs are relatively high.
- NGO projects, much more than government projects, are low-cost interventions, which de facto raise the percentage of the project budget allocated to overheads.

As more and better statistics about NGO programs in Ethiopia become available, a dialogue around this issue should be held. It is crucial for NGOs themselves to look in to this matter and to judge whether the general claim that NGOs are cheap implementers stands in the Ethiopian context.

Another grievance about NGOs is that they tend to work in uncoordinated manner. They lack joint planning with government at various levels. This may lead to overlap and a duplication of effort. A particular concern is that a lack of co-ordination may jeopardize the sustainability of NGO interventions. The NGOs expect the government to take over the project when the project, clinic or school, comes to an end. But, if the government has not budget for this, it is a serious problem. In this regard the sector development programs provide a more structured and co-ordination with government at all level is the key to the sustainability of NGOs activities.

A further problem observed by the government is that the geographical spread of NGO projects, which does not necessarily reflect the needs of the country. NGOs activities are mainly concentrated mainly in SNNPR, Amhara, Oromia and Addis Ababa, which together represent more than four-fifths of the total cost of ongoing NGO projects. It is a common expectation that NGOs are able to reach where government cannot reach and that this is one of their main strengths. NGOs should ask themselves whether NGOs live up to that expectation in Ethiopia.

### **2.4.3. NGOs Assisted Educational Projects and ESDP**

The goals of primary education in Ethiopia are documented by the ministry of education (MOE, 1997) in its education sector development program (ESDP). The main thrust of

the ESDP which was designed in 1996 was to improve educational quality and expand access to education with special emphasis on primary education in rural and under served areas as well as the promotion of girls education. The cardinal focus of the ESDP that was launched in 1997 / 98 is to make primary education universal by the year 2015 and the goals for the first five years are stated as follows. ( O.yalokwu in Amare and Others, 2002:110)

- More children will attend school with the environment expanding from 3.1 million to 7 million in 2001/02, which increase gross enrollment ratio from 30 percent to 50 per cent. To accommodate the four million additional children 2500 new primary schools will be built. Class size will also be allowed to rise from an average of 33 percent to 50 percent so that more funds can be allocated to other technical materials
- More girls and rural children will attend primary school education, there by increasing girls participation from 38 percent to 45 percent:
- The quality of education will be improved by providing text book for each child in core subjects improving educational facilities and improving teacher training,
- The curriculum will be more relevant
- School efficiency will be improved by reducing dropouts and repetition rates,
- Financing of education will be improved by increasing public spending to 19 percent of the government budget and 4.6 percent of the national output, and encouraging the private sector and community financing

A look at the provisions of the ESDP reveals that an emphasis was placed on the improvement of the level of quality of human and material resources as well as improvement in the training of teachers.

Based on this, ESDP focus on the expansion of primary education improvements in its quality and a more equitable distribution of educational opportunities. In line with the Jometien Conference on Education for All, it puts an emphasis on primary education. (CRDA, 99:21). However, due to the tremendous challenge of primary education for all in Ethiopia, The program sensibly sets a lower, but more achievable time path. Similarly, NGOs are also concerned about some of the implementation issues around ESDP. A

particular concern is about the funding channels to be used for support to the programs, which held back the agreement of common implementation arrangements. Although donors should be aware that delays in the process would result in an increased burden on the Ethiopian government, which in turn may harm the implementation of NGOs program.

In addition to this, NGOs commented the ESDP as an ambitious program that will enhance the quality of aid to education by providing a clear focus on primary education and by integrating foreign funded initiatives in to coherent policy framework. Critics rightly pointed out, however, that the program does not pay enough attention to non-formal education and most NGOs also agree that the most valuable aspects of non-formal education should be integrated into formal education. This can only happen by strengthening the dialogue between government, bilateral and multilateral donors and NGOs implementing non-formal education programs.

#### **2.4.4. Goals and Indices of Quality Primary Education**

What constitutes quality of education and the goals of quality education cannot be an exhausted controversy due to the ever-changing character of the environment. A committee set up by the educational Testing Service in America was commissioned to determine what people envisaged as adequate and quality education ( Yalokwu in Amare and Others , 2004:111). Extensive review of the literature resulted in the formulation of the following ten goals of quality education. The goals, which are relevant to the Ethiopian environment, cover the personal, academic, social and civic development of primary education students.

Though the above refers to what is expected from quality of education to the students, there is no doubt that the teacher himself must be exposed to and be influenced by these quality prescriptions during the teacher's own pre-service and in-service teacher education if the teacher is to remain relevant and accountable in the education system

A review of (Prather, 1993); and Yalokwu in Amare and Others (2001:12) shows that goals of quality should be governed by the following principles:

- Participation: Representatives of the key elements of school community should participate in drawing up the goals of schools located in the community;
- Empowerment: Having established the school wide goals, the leadership empowers the staff by letting them have a say on the goals, especially by creating a connection between individual, team and overall organizational goals;
- Tackling the root cause of the problems and not symptoms;
- Input and process improvements are used as prerequisites for sustainable improvements in academic performance;
- Performance management: Encourage performance management of all the staff and overall performance should not to be fixed to final results of staff performance evaluation;
- Effective communication; school leaders are to communicate the vision of the school to staff and students and this will enhance the attainment of goals;
- Organization as a system: The school is to be viewed as a social system and the people as agents for facilitating the on going process;
- Responsibility of top management: The leadership of primary school management corps at woreda and kebele levels should be seen as important to the realization of goals;

Having reviewed the goals of quality education as related to the Ethiopian primary education, it is pertinent to examine the indices of quality education in the primary school system.

Indices of quality primary Education, in thinking of quality primary education in Ethiopia, it is thinking of the quality of primary schools in which students educate and the ability of the schools to achieve the goals of education in a cost-effective way (Yalokwu in Amare and Others, 2004:112). Indices (or indicators) of quality are neither prescriptive nor static. The indicators will, however, serve to guideposts towards the achievement of goals that are relevant to the task and mega-environments of the primary schools.

A review of Malena (1995) reveals the indicators of education in quality primary schools. The indices of quality education are benchmarks with which we can systematically assess the quality of primary education in Ethiopia. These indices impinge on the process of education (curriculum contents, teaching methods, qualification of teachers, physical and social infrastructure provisions, etc) as well as the personality and performance of the individual graduates in the world of work. Further to these, Yalokwu in Amare and Others (2004) indicated the indices of quality primary education in ensuring healthy relationship among staff members and students, high level of discipline among members of the primary schools and interpersonal regard within the institution in the process of performing their day to day functions serve to as the achievement of goals that are relevant to the task of the primary schools.

## **2.5. The Situations of NGOs Assisted Educational Projects in SNNPR**

The total number of NGOs intervening in education sector in SNNPR by signing agreement is above thirty. Besides this, the numbers of projects which are under implementation are more than thirty five, SNNPREB (2004/05), The NGOs have invested about 35 million birr for the realization of more than 85 projects for the whole project life. Though the duration of the project varies from one NGO to the other the duration of agreement is from 2000-2009.

The NGOs have invested about 35 million birr for the realization of more than eighty-five projects for the whole project life. Though the duration of the project varies from one NGO to the other the duration of the agreement is from 2000-2009

In addition to the NGOs many international organizations such as UNICEF, AED/BESO II, World Learning/BESO II and others have a bilateral or multilateral agreement for the intervention in education sector.

Most of the NGOs involve in more than one area of educational activities. Among the NGO projects thirty-seven of them construct or run kindergarten to quality of primary schooling in the region. The second largest number of NGO projects, twenty-eight,

participates in the capacity building and material supply for different levels of educational sector. About fifteen projects involve in building additional classrooms for first cycle primary schools while others are involving in expansion and construction of secondary schools.

### **2.5.1. Remedial Strategies of NGO Assisted Primary Educational Projects**

It is gratifying to note that Ethiopia as a developing country appreciates the importance of education as a potential instrument for harnessing and developing all her natural and human resources for the overall transformation of her economy. An essential means by which Ethiopia can achieve the desired optimum development is through the provision of quality education from the primary to the tertiary level. Primary education being the base of the formal education pyramid has often been viewed as the most crucial educational level in the formal system because any unsolved problem at this level would automatically reflect at the subsequent (secondary and tertiary) educational level. (Yalokwu in Amare and Others, 2002:117)

The problems facing primary education in Ethiopia were identified in the previous section of this study. While most of the problems are peculiar to many developing countries, their magnitudes in Ethiopia are enormous. Some attempts have been made by the government to solve some of the problems, especially the supply of material resources but due to the enormity of the problem the government actions appear like a tip on iceberg.

Yalkowo in improving the quality of primary education has suggested the following strategies, some of them, which are undertaken by NGOs assisted primary educational projects are designing the goals of primary education, developing relevant education policies and curriculum programs, provide counselors, Improve teacher training, Strengthen the support services, Improvisation, and encourage the establishment of nursery schools. A number of strategies have been suggested for the management and

control of the problems facing the quality of education in Ethiopia. The co-operation of parents, private organizations, NGOs, individuals and other stakeholders in the community is urgently enlisted to overcome the existing problems. Moreover, it is of great importance that creative solutions and strategies required mitigating factors hampering NGOs assisted educational projects.

### **2.5.2. Capacity Building**

Among the many strategies implemented by NGOs in improving the quality of primary education in rural areas capacity building is proved to be more effective in producing the intended results of educational projects. Especially of in marginal groups and groups and individuals to make decisions and act upon their problems, in the area of education, capacity building is becoming a channel to influence the process of social change.

Stressing this point Prather, (1993:79) argued capacity building as a process that cannot be imposed by outsiders although appropriate external support and intervention can speed up and encourage it. Therefore, capacity building calls for facilitative approach and an attitude of complete respect for and confidence in the people being worked with or accompanied. In light of this view, it should be noted that behind the strength of NGOs capacity building is a major developmental tool to incorporate and integrate community inputs into their efforts by initiating local self help by employing participatory approaches and local control of educational projects of primary education.

Based on the above factors NGOs run basic education programs, community initiatives to undertake basic education programs and educational projects intended to improve access to quality of primary education have grown significantly in different parts of Ethiopia. To strengthen this point Ahmed in Kalkidan(2000,25) mentioned the participation of local communities constructing additional centers and running them in partnership with NGOs, Inputs provided by NGOs in this regard have been the provision of educational materials and the employment facilitators. Further to this, in many other cases local communities are replicating NGO educational projects by covering all the required costs and inputs themselves.

Thus, capacity building plays a vital role in building confidence in the community to act and on the world in a way that the community believes can be effective and has an impact. Therefore, capacity building enables a shift from playing the victim to exerting some control over the existing situation of educational quality constraints.

## CHAPTER 3

### PRESENTATION AND ANALYSIS OF DATA

This chapter deals with two parts. The first part presents the characteristics of the study population, which includes personal and professional characteristics. The second part presents the analysis of the data.

#### **3.1. Characteristics of the Sample Population in the Study**

In order to maximize the variety, three categories of respondents were involved in this study. These were Government Organizations (GOs) project coordinators, planners and evaluation experts from REB and BOFED including three Zone Education Bureaus (ZEBs). The second categories of respondents as beneficiaries were School Development Agents (SDAs), Keble Education Training Boards (KETBs) Woreda Education Officials (WEOs) and primary school principals which were involved during the course of this study. The third respondents were, program officers and training experts from NGOs. Selections of these respondents were based on their experience and relevance to the projects implemented in the region by NGOs.

Accordingly, 140 copies of the questionnaire were prepared and distributed to the respondents to be filled out and returned to the researcher. However, for various reasons it was only 89.3 percent (125) of the questionnaire was returned. Of this, Government Organizations (GOs), REB, BoFED and ZED education expert comprised of 33.6 percent, primary school project beneficiaries accounted for 36.8 and NGO officials with 29.6 percent.

The interview, which was conducted with the Regional and Zonal Education Bureau planning experts, Regional Bureau of Finance and Economic Department project coordinators, and NGOs program managers, training experts, and executives, was also analyzed so that it would show problems encountered during the implementation of NGO projects and NGOs capacity in improving quality of primary education in the region.

In addition to this, secondary sources of data, mainly reports and internal documents of the relevant NGOs and the regional government organizations were analyzed to present concrete information for this research.

**Table 2: Sex and Age Structure of Respondents**

Respondents	M		F		26-35		36-45		46 & above		Total
	N	%	N	%	N	%	N	%	N	%	
GOs	40	95.2	2	4.8	12	28.5	17	40.5	13	40.0	42
Beneficiaries	39	84.8	7	15.2	11	23.9	21	45.7	14	30.4	46
NGOs	31	83.8	6	16.2	24	64.9	8	21.6	5	13.5	37
Total	110	88.0	15	12.0	47	37.6	46	36.8	32	25.6	125

The sex and age structure of the respondents in the sample is summarized in Table 2, a striking feature is the dominance of males among the technical staff of government organizations involved in education related activities; there are only 2 women in a sample of 42 employees this indicates the absence of women involvement in the education sector which also has an effect in increasing girls participation in education, gender composition in beneficiary respondents is more or less balanced, with women accounted for 15.2 percent, because the study tried intentionally to involve girls education advisory committee members. Generally, out of the total (N=125) respondents 88.0 percent were male and 12.0 percent of them were female. The data on age structure shows that out of total respondents 37.6 percent were between 26 and 35 years of age 36.8 percent were between 36 and 45 years of age and 25.6 percent were 46 and above.

As attested in Table 3 below, the educational level of the respondents were found to be 69.8 percent (20) and 66.7 (28) with B.A / B.Sc and above. Most of these professionals in GOs are concentrated at REB and BOFED. Among employees of woredas and schools in the sample 45.7 percent were found to be of high school and college certificate, 26.1

percent diploma, 6.5 percent B.A / B.Sc and 21.7 percent unspecified. The share of professionals related to the respective responsibilities in ZEB was also found to be encouraging as close to one half of the respondent's 43.7 percent being holders of college diploma and B.A / B.Sc.

**Table 3: Education Level of Respondents**

Education level	GO		Beneficiaries		NGOs		Total	
	N	%	N	%	N	%		
PhD					1	2.1	1	0.8
MA/MSC	2	4.8			9	19.1	11	8.8
BA/BSC	26	61.9	3	6.5	18	48.6	47	37.6
Diploma	11	26.2	12	26.1	4	10.8	27	21.6
Certificate	2	4.7	21	45.7	5	13.5	28	22.4
Unspecified	1	2.4	10	21.7			11	8.8
Total	42	100	46	100	37	100	125	100

In Table 4, the working experience of respondents with respect to their current position were found to be 47.2 percent (59) 1 to 2 years, 34.4 percent (43) 3 to 5 years, 12.0 percent (15) 6 to 10 years and 6.4 percent (8) 11 to 15 years. Among these respondents those who served on their current position for 1 to 2 years were government employees 50.0 percent (21), beneficiaries 56.5 percent (26) and NGO respondents 32.4 percent (12). Table 3 below illustrates the number of each group of respondents by the range of year they had served on their current position.

**Table 4: Respondents Service Year on Their Current Position**

Respondents	Range of service year on the current position										
	(1-2)		(3-5)		(6-10)		(11-15)		(16-20)		Total
	N	%	N	%	N	%	N	%	N	%	
GOs	21	50.0	17	40.5	3	7.0	1	2.8			42
Beneficiaries	26	56.5	15	32.6	3	6.5	2	4.3			46
NGOs	12	32.4	11	29.7	9	24.3	5	13.5			37
Total	59	47.2	43	34.4	15	12.0	8	6.4			125

### 3.2. Data Analysis on NGOs Intervention in Improving Quality of Primary Education in SNNPR

Although NGOs have participated in different ways in the development programs and operations in the country, their main role has been as project executors; and more specifically, they mainly involved in the country's urgent poverty alleviation needs and the education sector development. In this capacity, they have served as a mechanism for rapid development to target groups.

#### 3.2.1. NGOs Involvement, Trends and Their Program Area Focus

Based on this, at present BoFED, which was appointed as a focal point and has a mandate for organizing and coordinating NGOs activities in SNNPRS, Table 5, has indicated the growth and expansion of NGOs in the region. As the figure given below indicated, the number of NGOs dramatically increased from 3 in 1994/95 to 120 in 2005/06. Specially, From 1997/8 onwards the growth in the number of NGOs has made a steep rise, increasing at an accelerated rate. (For details Annex C )

**Table 5. Growth of NGOs and Projects over the Last 12 Years.**

No	Year	No of NGOs		No of projects	
		No	Percent	No	Percent
1	1994/95	3	0.48	2	0.08
2	1995/96	4	0.64	23	0.92
3	1996/97	10	1.61	46	1.84
4	1997/98	12	1.93	54	2.16
5	1998/99	25	4.03	117	4.68
6	1999/00	38	6.12	167	6.69
7	2000/01	47	7.57	221	8.85
8	2001/02	61	9.82	292	11.69
9	2002/03	80	12.88	347	13.89
10	2003/04	98	15.78	376	15.05
11	2004/05	123	19.81	417	16.69
12	2005/06	120	19.33	436	17.45
	Total	621	100.00	2498	100.00

Source: "The Growth, Expansion and Challenges of NGOs in SNNPRS During the Last Twelve Years: 1994/95-2005/06." (Walquite, 2006)

Among these NGOs, all of them have started to implement 175 different educational projects by allocating adequate resources in their respective areas. When we examine the distribution of Educational Projects (EPs) as shown in table 5, NGOs intervention is prominent again in Sidama, where 31 (17.72%) of the total 175 EPs; followed by Awassa special wereda with 21 EPs (12.00%); and Kembata Tembaro zone with 19(10.86%).The above figure, however, clearly show that three zones account for 71 (40.58%) of the total EPs implemented in the region for 2005/06.

To come to the central point of this study, NGOs assisted Projects on Quality of Primary Education (PQPE) in SNNPRS, we find the distribution of NGO projects was not fair across the region, where Sidama zone with 5 (11.13%) NGOs are implementing 15 (18.51%) have PQPE ; Awassa special woreda with 6 (13.33%) NGOs implementing 11 (13.58) PQPE ; And Gamo Gofa with 4 NGOs (8.89%) has 10 (12.35%) projects on quality of education. Based on the listing data presented in Table 6 below, it is quite clear that Sidama Zone, Awassa special woreda and Gamo Gofa with a total of 44.44 percent, which is nears nearly half of PQPE have obtained the lions share of PQPE. On the Contrary, we can observe from the same table that the number of NGOs and their involvement particularly in PQPE are not distributed fairly, with no (0%) of NGOs and projects on quality of education in Yem, Bench magi and Dawro regions.

Furthermore, as indicated in Table 6 below, we can understand simply by comparing the data figures given to the total number of NGOs in education sector and NGOs committed to enhance the participated quality of primary education through their projects, i.e. 45 NGOs (67.16%) with 81 projects that accounts for 46.29 percent of the total projects implementing in the different zones and special woredas of the region; based on this data, we can understand simply that two third of the total NGOs implementing their projects are committed to quality of primary education in the region with almost half of their assisted projects.

**Table 6. NGOs Intervention in Education Sector and Projects on Quality of Primary Education (PQPE) in SNNPR for 2005/06.**

Zone/special woreda	No of NGOs in Edu . Sector		Total No of Ednal. Projects.		No of NGOs working on QPE		No of projects On QPE	
	No	Percent	No	Percent	No	percent	No	percent
Sidama	10	14.93	31	17.72	5	11.13	15	18.51
Awassa	9	13.43	21	12.00	6	13.33	11	13.58
Gurage	8	11.94	12	6.86	6	13.33	7	8.64
Gedew	6	8.96	16	9.14	3	6.67	7	8.64
Kembata T	5	7.46	19	10.86	6	13.33	8	9.88
Gamo Gofa	5	7.46	17	9.71	4	8.89	10	12.35
South omo	7	10.43	17	9.71	4	8.89	4	4.94
Hadiya	4	5.97	11	6.29	2	4.44	4	4.94
Wollaita	2	2.99	6	3.43	2	2.22	3	3.70
Amaro	2	2.99	5	2.86	1	-	4	4.94
Yem	1	1.49	2	1.14	-	-	-	-
Bench Maji	1	1.49	1	0.57	-	-	-	-
Dawro	2	2.99	3	1.74	-	-	-	-
Kefa	2	2.99	6	3.43	2	4.44	4	4.94
Silte	3	4.48	9	5.14	4	8.89	4	4.94
Total	67	100.00	175	100.00	45	100.00	81	100.00

Source: SNNPRG (2006). " SNNPRS: NGO Introduction profile on Education " REB

When we are discussing in terms of beneficiaries addressed by NGO programs/ projects, based on the existing data presented in Table 7 below, in 2000/01, the number of beneficiaries of NGOs' activities were 6,016.4million people while in 2005/06 the number has reached 12,543.7 million people. Similarly, the numbers of Zones addressed by NGOs activity were 10 in 2000/01-2004/05 while the number has reached 14 Zones in 2005/06(including some special Weredas) with 96 Weredas in the region. Surprisingly, as on can see from the given below in Table 6, though the number of beneficiaries addressed by NGO programs/ projects indicated in growing more than double from 2000/01, the number of Zones covered by NGOs' activities were increased only by 3 Zones. In addition to the figure indicated below in Tble 6, a review of secondary data (Recorded by Regional BoFED from 1994/95 onwards) revealed, the small number of NGOs used to serve a greater number of Weredas before 2001/02; whereas starting from this specific

year, more number of NGOs have been serving relatively smaller number of Weredas, i.e. one or more NGOs now operate in a Wereda.

**Table: 7. Number of Beneficiaries Addressed by NGOs Programs/Projects (2000/01-2005/06)**

Year	Beneficiaries (thousands)	No. of NGOs	Annual Funding Agreement (million)	Annual Operating Budget (million)	No. of Zones
2000/01	6016.4	47	128.3	165.8	10
2001/02	8481.2	61	403.5	330.4	11
2002/03	10523.2	80	270.2	215.2	13
2003/04	11647.2	98	318.9	292.5	13
2004/05	12012.3	123	472.9	338.6	14
2005/06	12543.7	120	447.4	329.9	14

Source: "The Growth, Expansion and Challenges of NGOs Operating in SNNPRS 1994/95-2005/06" Presented at SNNPRS GO-NGO Forum, World Vision Ethiopia (Walqite, 2006:7)

On the other hand, Table 7 above, indicated NGOs signed agreement with Regional Government to avail fund to the amount of 128.3 million for 2001/01 year while annual operation of NGOs showed a total budget of 165.8 million well above the agreed upon budget. In terms of the growth NGOs budget, we can observe from the same table that, NGOs annual funding budgets flowing at decreased and increased rate, which indicated 50 percent of increased in 2001/02 from the previous year 2000/01 annual operating budget and 65 percent of decrease in 2001/01 from 2000/01. However, compared to 2000/01, NGOs annual operating budget increased by 50 percent in 2005/06.

### **3.2.2. Mechanisms in Place to Enhance NGOs Project Implementation**

The problems facing implementation of educational projects assisted by NGOs were identified in the previous section of this study. While most of the problems are peculiar to many developing countries, inadequate commitment of government agencies to the implementation of NGO projects is enormous. However, some attempts have been made by NGOs and the Regional Government in order to facilitate the smooth functioning of projects on quality of education in the target region. In this regard this study had attempted to assess efforts made by NGOs and the Regional Government in the project planning process, communication process, monitoring and evaluation mechanisms, and political support of the region for the enhancement of NGOs project implementation. Hence, in order to indicate the extent of the Regional Governments attempt to improve the working environment for NGOs Vis-à-vis the efforts of the regional government, responses were gathered using the five point linker type scale of very low(1), low(2), medium(3), high(4), and very high.

The weighted mean scores obtains from the data analysis were 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 (4.5 and above). Therefore, weighted mean score below 2.5 were taken as low intervention by the regional government in improving NGOs assisted projects on quality of primary education. The mean scores were exposed for further statistical analysis, to see if there was significant difference between the two independent means for the two respondents separately.

#### **3.2.2.1. The Planning Process of NGOs Educational Projects**

Educational Projects require joint project planning among the implementing agency, beneficiaries and government agencies to create the detailed project plan suitable for the local communities. Concerning this, data was gathered from Regional Government Organizations namely BoFED, REB, and ZEBs, including beneficiary groups of WEOs, PTA committee and target primary school principals.

**Table 8: Extent of Beneficiaries Involvement/Roles in Planning NGO Projects**

	Response											
	Rating Scale											
	GOs N=42						Beneficiaries N=46					
	1	2	3	4	5	X	1	2	3	4	5	X
Overall planning	4	14	15	7	2	2.50	3	17	16	5	5	2.83
Selection of project sites	6	23	11	2		2.21	11	13	20	2		3.53
Type of assistance	3	6	15	16	2	3.19	3	5	16	1	3	3.30
Operating after project completion	20	13	5	4		1.83	19	16	8	3		1.89
Identifying gap	1	4	12	16	9	3.67	2	2	15	1	9	3.65
Average mean						2.68						3.04
Standard deviation						0.67						0.679
						2						

According to Table 8 above, the extent of GOs' involvement in the overall planning of NGO project was found to be medium (weighted mean score 2.50). In this regard NGO project officials revealed the involvements of community members and regional officials in the long and short term objectives of their projects in terms of benefits from the project. Moreover, according to the reviewed NGO document (WLE 2006:28), beneficiary schools are involved in preparing action plans to address the problems of students in their school which the school community has identified and propose to concerned NGO possible strategies to solve observed problems in sustainable ways. With regard to the selection of project sites the data obtained revealed high participation beneficiaries (mean score 3.53), while government officials involvement in selection of project sites for NGO project found to be low (mean score 2.21). The different response observed is due to lack of involvement of beneficiaries in the selection of project sites.

On the other hand, Table 8 depicted the beneficiaries and government response in the participation of NGO project planning the type of assistance NGOs require from the beneficiaries. According to the school principals' informal interview, they revealed the agreement between the NGOs and the school community in participating of providing support to the school construction in terms of material and financial assistance to the schools built/maintained by NGOs. Further, they reported commitment required by NGOs to support income generating activities established in the primary schools for orphan and vulnerable children's by managing and running the established activities.

In related to this, in operating projects after completion the response found from both respondents indicated low participation of planning (average weighted mean 1.87). It implies consideration given to running the projects after completion was not given due attention by NGOs. Conversely, in identifying the gap the beneficiaries and government officials was found to be high (average weighted mean 3.66). This was due to the Regional and Zonal Education Bureaus involvement in appraising of NGOs project before its implementation.

#### **3.2.2.2. Project Monitoring and Evaluation Mechanisms**

All kinds of evaluation reports and the subsequent feedbacks are the necessary inputs for the smooth and successful implementation of projects and are required by the GO and NGO (CBoFED, 2005). Based on this guideline NGO projects in SNNPRS monitored and evaluated by The Zonal Finance and Economic Development Department (ZFEDD) in collaboration with Local Departments (LDs) and other stakeholders, including the target community to ensure the performance of the NGO project matches the annual plan of operation. In addition, BoFED and other signatories involved in both the mid-term and terminal evaluation so as to ensure the general as well as specific objectives of the project are successfully and adequately met.

However, existing experience of some projects have shown that monitoring and evaluation fail for a number of reasons. For this reason, monitoring and evaluation

mechanisms of NGOs and GOs were assessed. In order to get responses on the models of monitoring and evaluation process response were gathered using five point linker type scales of very poor (1), poor (2) , fair (3) , good (4) and very good (5).

As described in Table 9 below, the quarterly report required by NGOs to be submitted for BOFED and other signatories was rated differently. The NGOs rated fair (weighted mean score 3.46), while GOs rated medium (weighted mean score 2.60). On the other hand, information obtained from BoFED disclosed that quarterly reports should be submitted fifteen days after the end of every quarter and should be based on plan versus accomplishment as per attached report format absence and /or delay in submitting quarterly reports were observed as short comings from NGOs side.

**Table 9.Extent of Monitoring and Evaluation on NGO Projects**

		Response Rating scale NGOs N=37						GOs N=42					
		1	2	3	4	5	X	1	2	3	4	5	X
1	Quarterly project report	2	5	12	10	8	3.46	6	15	13	6	2	2.60
2	Special meeting	13	12	5	4	3	2.24	16	15	6	4	1	2.02
3	follow up studies	8	10	12.	6	1	2.51	15	13	8	3	3	2.19
4	Questionnaires	14	14	6	3		1.95	19	15	7	1		1.76
5	Mid term evaluation		2	6	13	16	4.16	2	4	6	15	15	3.88
6	Terminal evaluation			7	13	17	4.27			8	16	18	4.24
	Average mean score						3.09						2.78
	Standard deviation						1.025						1.083

Furthermore, special meetings among NGO project officials and BoFED / signatories, follow up studies by BoFED and questionnaires used for evaluation and monitoring of PQPE in Table 9 items 2, 3 and 4 were found to be poor (weighted average mean score

2.13,2.35,1.86). The cause of this inefficiency might be associated with the lack of institutional capacities (basically human) in assigning personnel specifically to prepare the quarterly report, status report (fixed assets, resource utilization report), and progress report on the basis of submission dates. (Refer to Annex G and H for Quarterly, Terminal and Project Performance Evaluation Report format)

On the other hand, mid- term evaluation conducted at least in the middle of the project life was rated good by both categories of respondents (weighted average mean score 4.02), while terminal evaluation undertaken at the end of the project period was also rated good with average weighted mean score of 4.26. However, NGO personnel's showed their grievance of GOs at the grass root level in lack of ownership of NGOs' development endeavor by asking for per diem to carry out the very duties government professionals were hired for. This might be associated with the BoFED's guideline that pointed about the expenses for monitoring and evaluation of NGOs projects covered from the NGO project fund allocated for this purpose or the cost sharing arrangements made between the regional BoFED and the signatories and the NGOs, if the cost for evaluation and monitoring is not budgeted in the agreed up on project.

Standard error test at one percent level of significance it was found to be 0.113 and observed difference between two means is 0.08, which is about 0.706 times the standard error. This implies that there is no significant difference between responses of the two categories of respondents.

### **3.2.2.3. Political Support of NGOs Educational Projects**

The problems facing implementation of educational projects assisted by NGOs were identified in the previous section of this study. While most of the problems are peculiar to many developing countries, inadequate commitment of government agencies to the implementation of NGO projects is enormous.

In Table 10 below, a review of data indicated that efforts made by GOs, particularly BoFED, REB and ZDFED in improving GO-NGO relation and assisting NGOs in implementing PQPE in SNNPR. Regarding the establishment of regular GO-NGO forum both respondents were rated high (average weighted mean 3.78). Further interview was held from GO and NGO officials to inquire about the objective and the responsible body of the forum. Respondents from BoFED revealed that GO-NGO forum had been established under the auspices of the SNNPRS with a steering committee chaired by the head of BoFED and a vice chairman from NGO (preferably CRDA). According to the NGO officials and BoFED guideline (BoFED 2005), the objectives of the forum was creating a conducive environment, facilitating information exchange and developing transparency and accountability among GOs and NGOs (Refer to Annex E for registration/re-registration form for further information).

**Table 10: Measures Taken by GOs to Improve PQPE**

Item	Respondents											
	Rating Scale											
	GOs						NGOs					
	N=42						N=37					
	1	2	3	4	5	X	1	2	3	4	5	X
1. Organizing the GO- NGO forum		5	10	13	14	3.86		7	7	13	10	3.70
2. Festering legal process for registration procedure		1	4	16	21	4.36	3	8	12	12	2	3.05
3. Providing land for premises		3	11	14	14	3.93	4	8	15	6	4	2.95
4. Obtaining work permits for international staff	1	2	4	15	20	4.21	7	1 1	10	6	3	2.65
5. Provision of basic infrastructure	4	12	19	4	3	3.05	4	7	12	13	1	3.00
6. Prepare information regarding distribution of NGO			3	16	23	4.48		3	9	15	10	3.86
7. Appraising project proposal		3	3	15	21	4.36	2	7	13	12	3	3.19
Average mean score						4.04						3.20
Standard deviation						0.49 1						0.486

In related to measures taken by GOs to foster legal process for NGOs' registration and obtaining work permits for international staff was indicated in Table 10, item 2 and 4. However, the response found to be significantly different with GOs rating high (4.36) for procedures of NGOs registration and providing work permits for international staff, while NGOs rated medium (3.05). Further, NGOs rated fair (weighted mean score 2.95 and 2.65) for acquiring land for their project activities and obtaining work permits for international staff.

According to discussion made with NGO officials, though NGOs' accepted SNNPR as better than other regions as it has its own revised guideline, they also indicated the needs to be further improved. On the other hand, BOFED official stated the procedures for NGO registration with the Bureau of Justice (BOJ) along with required documents and BoFED's part in investigating the eligibility of the applicant. They also confirmed the issuance of certificate of registration within thirty days of the receipt of application. The different view observed might be due to absence of a single regional department dealing with registration procedures that are found to be Ministry of Justice (MOJ), BOJ, BoFED and concerned line bureaus responsible for registration. As a result, this may cause confusion and dalliance on the part of NGOs to start-up projects.

Additionally, regarding obtaining work permits for expatriate staff BoFED's revised guideline (BoFED, 2005) stated that BoFED authorization by the regional government to coordinate all NGOs activities and as a focal point for NGOs initial contact has procedures for employment of expatriate staff. According to the procedure, NGOs should include the employment of expatriate staff in the project document and apply for the letter of recommendation from BoFED for processing work and resident permit for expatriate staff. BoFED in consultation with concerned local bureaus (LBs) review the application and give response to the request within one day of the receipt of the application.

However, some NGOs mentioned the shortcoming from concerned government agencies side in restricting the number of expatriate staff and foreign volunteers who are so

valuable for NGOs, to secure more fund and useful for the community. This might be due to creating employment opportunities for Ethiopian nationals, and to reduce project financial costs incurred for employment of expatriate staff. On the other hand, concerned GO officials expressed their allowance of the employment of expatriate staff by an NGO under the condition of absence of nationals who can substitute the job to be done by the expatriate staff, donor interest to have its own representation in the project, and an international NGO whose memorandum of association or by laws stipulates that key position of the NGO is held by the appointment from its headquarter. This might have an implication for the regional government to limit the number of expatriate staff at the project site to one and regional office to two under normal circumstances.

As presented in Table 10, GO respondents showed the support of GOs in providing land for NGOs project activities was high (mean score 3.93) while that of NGOs was medium (mean score 2.95). In related to this issue, the following problems were reported by NGOs at the regions GO-NGOs forum:

- delay in securing land;
- change of new sites for construction activities planned and agreed earlier; and
- Displacement from working place as the place is given to investors. (Walqite, 2006)

This might have resulted because of confusion resulting from government official change and inconsistent response at various levels of the GOs who have more concern and responsibilities of addressing the needs of other sectors' development in the region.

Similarly, provision of basic infrastructure for NGO projects the data in Table 10 indicates that both categories of respondents were rated medium (weighted average mean score 3.02). However, some NGOs reported lack of or delayed provision of basic infrastructure. According to NGOs grievance, it was revealed that even agreement was reached and NGOs incurred unexpected expense for electric and water supply, most often services were not provided by the government on time. Moreover, telephone service provision took a protracted time of over five months with intensive and demanding networking activities that NGOs task require. The potential seriousness of this limitation

on providing service to NGO projects seems to come from the lack of autonomy of BoFED to prioritize NGOs service need and the high demand of basic infrastructure required by other government agencies to the various regional development endeavors.

The last items 6 and 7 in Table 10 indicated the measures taken to prepare information regarding the distribution of NGO activities and appraising project proposal. The data showed that the duties of GOs in providing updated information and proposing areas where the involvement of NGOs is needed was rated very highly by GO respondents (mean score 4.48), while NGOs rated highly (3.86) for GOs support in preparing baseline in items of geographical and sectoral dimension. On the other hand, appraising NGOs' project proposal was rated high (mean score 4.36) by GOs, while NGOs rated medium (mean score 3.19).

Further information from the interview held with BoFED experts revealed the grievance of the regional government in the geographical spread of NGO projects, which indicated NGOs lack of joint planning with the region at various levels that lead to the concentration of NGO projects in specific area of the region. This might lead to overlap and duplication of NGO efforts in enhancing the quality of education in the region. This could be due to NGOs interest to reach in most accessible areas and lack of basic infrastructure in remote areas of the region. With regard to appraisal of NGO assisted projects, the task of appraising NGO projects was undertaken by Bureau of planning the Economic development (BOPED), Zonal Department of Planning Economic Development (ZDPED), Woreda Finance and Economic Development Office (WFEDO) and the concerned line bureaus and zone departments. This might have an implication on creating a single department dealing with appraising of NGO projects, which has clear and transparent guideline.

In general, as illustrated by Table 10, measures taken by the regional GOs to facilitate NGOs better achievement on projects on quality of education was high (total average weighted mean score 4.04) as responded by GO respondents, while that of NGOs was medium (total average weighted mean score 3.14). Though, it was indicated that the

regional bureaus showed their commitment for securing supports needed to NGO project implementation, NGOs response particularly some of the items indicated in table were found to be significantly different from GO respondents. The cause of this inefficiency may be attributed to the project start up and delay of NGOs project implementation.

### **3.2.3. NGO Projects from the Perspective of Enhancing Quality Primary Education**

What constitutes quality of education and the goals of quality education cannot be an exhausted controversy due to the ever changing character of the environment. However, according to the SNNPREB, quality factors was divided into two major part Factors observed in the school compound, which include the availability of textbooks, furniture, spacious classrooms and above all trained teachers. The other factor that are found out of the school compound includes, the socioeconomic and cultural background of the local community to keep children, especially girls from attending schools that resulted in high rate of absenteeism, drop-out and repetition rate.

In this regard NGOs effort in improving the quality of primary education was observed from program areas, material and human inputs used, process and strategy applied in order to assess the capability of NGOs to bring the desired quality attainment in the target areas. Hence, in order to study the extent of participation of NGOs , responses were gathered using the five point liker type scale of very poor (1), poor (2) ,fair (3), good (4) , and very good (5).

The weighed mean scores obtained from the data only were interpreted as very poor (0.05 - 1.49), poor (1.5 - 2.49), fair (2.5 - 3.49), good (3.5 - 4.49) and very good (4.5 and above). Therefore, weighted mean scores below 2.5 were taken as low extent of intervention. The mean scores were exposed for further statistical analysis, to see if there was significant difference between the two independent means for the two respondents separately.

### 3.2.3.1. Program Area of NGOs Involvement in Improving Quality of Primary Education

As illustrated in the Table 11, the extent of participation of NGO projects in providing financial assistance were found to be low (average weighted mean average 1.84) by both categories of respondents. On the other hand, the role of NGOs in increasing community awareness the respondents rated fair (average weighted mean average score 3.42) and providing instructional materials for primary schools was rated good (average weighted mean score 3.63). Furthermore, the respondents rated NGO's effort in construction and maintenance of primary schools in the region was fair (average weighted mean average score 2.65). It is to be noted that the policies of NGO's in providing assistance might also have the impact on the ratings.

**Table 11. Extent of NGOs/Program/Project in Improving Quality of Primary Education**

Item	Respondents Rating Score											
	GOs						Beneficiaries					
	1	2	3	4	5	x	1	2	3	4	5	X
1. Financial assistance	24	11	3	4		1.69	22	13	5	2	4	1.98
2. Community awareness	2	2	16	18	4	3.48	3	3	19	17	4	3.35
3. Providing Instructional materials	3	3	11	13	12	3.67	3	4	14	13	12	3.59
4. Construction and maintenance of schools	1	17	14	8	2	2.83	15	12	13	5	1	2.46
5. School grants	9	10	17	4	2	2.52	8	9	19	5	5	2.78
6. Training of teachers and staff	15	16	9	0	2	2.00	16	16	11	1	2	2.07
Average mean score						2.69						2.71
Standard deviation						0.748						0.623

Furthermore, improving community awareness for PTAs, KETBs, teachers, idir and religious leaders to send their children to the school in order to decrease the repetition and drop-out rate in the target areas was undertaken as one of the mechanism by NGOs. The information obtained from the beneficiaries at woredas education team leaders revealed that NGOs intervention in the capacity building of school development agents, parent teacher association, kebele Education & Training management boards, and other school stakeholders to enhance quality issues in primary education at the local level are found to be satisfactory. These undertakings also intended to create awareness for neighbors and relatives of orphan and vulnerable children's in primary school to assist them in the home so that the child has enough time to attend school.

However, information collected from target beneficiary schools and the available data from Educational Statistics Annual Abstract (SNNPREB, 2004/05) revealed 11.5 percent of dropouts in the region. The insufficiency of effort in this regard might be associated with the projects related to capacity building .However, efforts were made by NGOs through Community Government Partnership Program (CGPP) with the objective of increasing student retention, participation and decrease in dropouts; particularly among girls to support gender equity and help school stakeholders campaign against abduction, early marriage, forced marriage and harmful traditional practices, and to stress the value of education for girls. These were implemented through women professional development projects designed to encourage girl's involvement in the primary education of the region.

Training of teachers was rated, on the other hand, poor (average weighted mean score of 2.04) This might be due to NGOs might not have the capacity to provide long term training for teachers, However, from observation and interviews with NGO respondents its revealed that NGOs implemented projects on quality of primary education by establishing Center for Modern Teaching Methods (CMTM) in the region. This project is serving as a platform for sharing experience with modern teaching methods particularly

for primary school teachers in cooperation with college of Education of university in Dilla, Awassa college of Teachers Education and Addis Ababa University.

Additionally, the extent of NGOs support of primary schools in providing instructional materials was found to be good. According to the interview held with NGO project officials, the kind of materials provided for the target primary schools were desks, boards, textbooks and related books for the library, equipping pedagogical centers, and establishing school mini media.

As Table 11 depicted NGOs involvement in construction and maintenance of primary schools. With regard to this, the Regional Education Bureau revealed 15 projects involved in building additional classrooms for first cycle primary schools and 10 ongoing projects in building primary schools, which intended to decrease pupil section ratio of 1:90 for primary school to the national standard of 1:50 for primary school in the region.

The statistical analysis for significant difference of two independent average mean showed that the observed difference between is 0.03, which is about 0.563 times the standard error. This might indicate that there is no significant difference between the two categories of responses.

### **3.2.3.2. Remedial Strategies of NGO Assisted Projects**

A number of strategies have been suggested for the implementation educational projects particularly for the improvement of quality primary education. However, experience shows failure of many project implementations due to lack of co - operation of beneficiaries, private organizations, NGOs and other stakeholders in the community. Therefore, it is very important to assess what constraints exist with regard to NGOs strategies in assisting projects on quality of education as currently practiced.

The extent of designing quality primary goals was seen in terms of learner-oriented education that help the students achieve meaningful function in the society. As attested in Table 12, both groups of respondents rated as fair with average weighted mean score

2.74. Based on this factor NGOs operational strategy was reviewed to find out its appropriateness' for the region. Accordingly, some of the strategies related to the quality improvement stated technical assistance and training provided by NGOs to School Development Agents (SDAs) who are experienced educators provided by the WEOs, Parent Teacher Associations (PTAs) and other school stakeholders in order to learn how to design, plan, and implement development activities to improve the quality of their children's school experience, including how to manage the finance for these activities. Most importantly, helping school children to improve their life chances, because the school is a very place where students can get services directly and where they can learn about other service providers. This might imply that there was sound strategy to enhance quality primary education in the local level that suggested from NGOs.

**Table 12: Strategies Undertaken by NGOs**

Item	Respondents											
	Rating Score											
	GOs N=42						Beneficiaries N=46					
	1	2	3	4	5	X	1	2	3	4	5	X
1.Designing quality goals for primary school graduates	5	14	15	7	1	2.64	3	17	16	5	5	2.83
2.Curriculum Development	6	23	11	2		2.21	1 1	20	13	2		2.13
3. Establishment of nursery schools.	3	6	15	16	2	3.19	3	5	16	19	3	3.30
4. Providing or training of counselors.	2 0	13	5	4		1.83	1 9	16	8	3		1.89
5. providing adequate teaching aid	1	4	12	16	9	3.67	2	2	15	18	9	3.65
6. Training of teachers and staff	2	12	14	12	2	3.00	5	10	13	14	4	3.04
Average mean score						2.75						2.81
Standard deviation						0.672						0.679

Furthermore, In response to NGOs strategy of providing curriculum integrated with the values and activities of the surrounding environments, respondents rated for item 2 were found to be poor with average weighted mean score 2.17. It seems that the designed

strategies to encourage educational research and in improving the syllabus is weak. This might be due to the fact that designing curriculum at the regional level could be handled by the REBs. This might have also an implication for NGOs limited interference in the improvement of curriculum experience in the region.

In the matter of establishing nursery schools to enhance the performance of primary school children was found to be good as reported by both groups of respondents ( average weighted mean score 3.25) . Further specific questions were presented to NGO respondents revealed that the establishment of nursery schools as a major strategy for reducing dropout rate in primary schools. This might be due to evidence that children who underwent good nursery education tend to do well in the primary school.

On the other hand, Provision of professionally trained counselors to be posted at schools or training of counselors was found to be low as reported by both groups of respondents (weighted mean score 1.86). Information obtained from discussion made with some NGO personnel also revealed the efforts exerted in developing a general training manual for psychosocial support to give interested teachers and school directors useful guidance in the key issues and the key approaches so that they will be able to provide children's with some assistance in need. However, the following problems were observed by NGOs to provide psychosocial support in primary schools of the region. Teachers lack of training to identify psychological problems, teachers have little knowledge of how to handle the problems if they are identified, and teachers have work loads that limit the time to provide psychosocial support for students at risk. In addition some schools have shortage of facilities like a counseling room, file cabinet, stationary materials, chairs and tables to provide the service.

To overcome the above problems, NGOs has been implementing the following strategies:

- Building the capacity of volunteer teachers in psychosocial training. The training has been given at least for two teachers in each school, at least one male teacher and at least one female teacher;

- Conducting discussion with the trained teachers (teacher counselors) and school directors about their work load;
- In regard to the shortage of counseling room, schools use pedagogical centers, teaching classrooms, office of the directors, etc.

It seems that the above strategies associated with the teachers in observing and interacting with children more than any one else so they should be well suited to see if negative changes are taking place. However, the low absorption response might be lack of application and commitment of trainees in helping children at risk.

As described in same Table 12, providing adequate teaching aid and other facilities for learning as a way of improving quality of education for NGOs was good (weighted mean score 3.66). On top of this, both group of respondents reported that the assistance provided to the schools and education offices in terms of teaching aid and equipments was found to be teaching interesting and effective. This might be due to assistance provided by NGOs in equipping primary schools with adequate teaching aids and other facilities for learning.

The last item in the same table shows the extent of NGOs in increasing the intake capacity of teacher training college was rated fair (weighted mean score of 3.02). This might relate to the fact that NGOs organizing in - service courses on management and pedagogical support for principals and teachers. Moreover, amalgamating small teacher training centers into large ones was observed as a potential instrument for tackling obstacles of quality primarily education. In addition to these, from observation and interviews with NGO respondents it's revealed that NGOs established center for modern Teaching Methods (CMTM) in the region. This project is serving as a platform for sharing experience with modern teaching methods particularly for primary school teachers in cooperation with college of Education of university in Dilla, Awassa college of Teachers Education and Addis Ababa University.

Information obtained from Table 12 disclosed that even though the extent of counseling service and reinforcing educational research in curriculum development was insufficient.

The over all responses of strategies implemented seems to satisfy respondents fairly (Average weighted mean score 2.78).

In order to test difference in responses the mean scores were exposed to further statistical analysis. The test for difference between the two means showed that, at  $\alpha=0.05$ ,  $t$ -calculated (0.123) which is less than that of  $t$ -table (2.132). This means, there is no significant differences between perceptions of the two categories of respondents regarding the effectiveness of strategies implemented by PQPE.

### **3.2.3.3. Capacity of NGO, Personnel's in Implementing PQPE**

According to the review of literature in the previous chapter, governments criticize that NGOs are cheap implementers. The most commonly heard criticism is that NGOs tend to work in uncoordinated manner with governments at various levels. A further problem observed is a poor capacity of NGO projects that resulted slowly and overhead cost that are not justifiable. This was also detailed by comparison of overhead costs between NGO and GO projects that in many cases NGO projects incurred a relatively high overhead costs. As a consequence, this study tends to assess the capacity of NGOs personnel's in terms of implementing PQPE in the region.

In Table 13 below, the responses regarding the capacity of NGO staff in executing project implementation indicated that, abilities of personnel's regarding efficient utilization of time was fair rated poor 2.40 by GOs, while beneficiaries rated fair (3.07). In order to get a clear picture of the data gathered interview was held with the Regional BoFED officials. In response to the reasons for their response GO employees revealed that NGOs delay in handing over projects, particularly in construction of primary schools. Similarly, they indicated NGOs deviations in timely reporting adequate annual and quarter reports.

As far as NGOs justification, delay in securing land, confusion between regional government and Woreda administration that resulted inconsistent response at various levels of the government forwarded as challenges of implementation. It seems that, the ability of the staff was mainly felt at Go level. This might be associated with BOFED's

responsibility in undertaking critical evaluation if NGO fail to submit reporting and handing over periods.

**Table 13: Quality of NGO Staff in Implementing PQPE**

Items	Respondents Rating Score GOs N = 42						Beneficiaries N = 46					
	1	2	3	4	5	x	1	2	3	4	5	x
1. Efficient utilization of time.	1	11	10	8	1	2.40	5	11	14	8	8	3.07
2. Efficient utilization of resource	2	14	15	9	2	2.88	4	15	16	8	3	2.80
3. Promoting local participation.		6	11	11	14	3.79	1	6	12	15	12	3.67
4. Tackling cause of implementation problems	9	10	13	7	3	2.48	7	12	14	10	3	2.78
5. Respond to demand of benefit carries.		4	8	12	18	4.05	1	3	7	14	21	4.11
6. Develop and pilot innovator approaches.	1	3	11	16	11	3.79		3	11	13	19	4.04
7. Establishing good report with GOs	1	13	9	4	3	2.31	3	3	10	17	13	3.74
Average mean Score						3.10						3.46
Standard deviation						0.75						0.56
						3						9

With regard to efficient utilization of resource NGOs' staff ability was rated fair with weighted average mean of 2.84. On the other hand, GO respondents complained some NGO projects overhead costs pushed up by high salary for staff, especially expatriate staff, and the high cost of imported vehicles.

Item 3 in Table 13 the responses to promoting local participation and integrate local efforts into their efforts was found to be good (weighted average mean 3.73). This was due to NGO strategies to encourage parents in general, and members of the kebele as a

whole, to become both interested and actively involved in making primary schools a better place for learning. Similarly, respondents rated good and very well (weighted mean score 4.08 and 3.92) for the capacity of NGO staff in responding to the demand of beneficiaries and developing pilot innovative approaches that are flexible than government service. This might be also associated with NGO operational strategies in identifying and prioritizing problems faced in primary schools by preparing school action plan /proposal to make plans that are achievable and relevant.

On the other hand, in Table 13, GO respondents indicated the poor capacity (2.31) of NGO officials in establishing good report with GOs, while beneficiaries rated good (3.74). Further, discussion and reports were gathered to find out detailed information regarding GOs view. BOFED and REB employees and reports informed shortcomings from NGOs side that lack of collaboration, net working for sharing information, clear budget break down and lack of interest working in remote areas of the region though suggested by government planners. However, the interview held with NGO program officers revealed that the confusion resulting from government officials change constrained the agreements and consensus reached with the woreda officials are challenged and pushed demanding either change activities planned, or new sites for construction activities planned earlier, which also have unnecessary interference that hampered NGO project implementations.

#### **3.2.3.4. Inputs and Process Used by NGOs**

As presented in Table 14 below, NGOs and beneficiary respondents were required to response to the participation of NGOs in terms of financial and technical inputs in improving quality of education in the region. However, an effort of NGOs in PQPE in terms of financial assistance was rated poor (weighted average mean score 1.80). Furthermore, the respondents rated NGO's effort in construction and maintenance of primary schools in the region was fair (weighted average mean score 2.62). This could be probably due to NGOs policy in providing assistance technically and physically which resulted poor financial assistance rate.

**Table 14. Inputs and Process Used by NGO Projects.**

Item	Respondents Rating Score											
	GOs N=42						Beneficiaries N=46					
	1	2	3	4	5	x	1	2	3	4	5	X
1.Financial inputs	24	11	3	4		1.69	22	13	5	2	4	1.91
2.Technical inputs	2	2	16	18	4	3.48	3	3	19	17	4	3.36
3.Construction and maintenance of schools	1	17	14	8	2	2.83	15	12	14	5		2.40
4.Capacity building	9	10	17	4	2	2.52	8	9	19	5	5	2.78
5.Reducing dropouts and reputation rates	12	13	15	1	1	2.19	16	14	10	3	3	2.20
Average mean score						2.54						2.53
Standard deviation						0.748						0.623

Furthermore, capacity building was rated fair (weighted average mean score 2.65). The information obtained from the beneficiaries at woredas' education team leaders revealed that NGOs intervention in the capacity building of school development agents, parent teacher association, kebele Education & Training management boards, and other school stakeholders to enhance quality issues in primary education at the local level.

Data on reducing dropouts and reputations rates of NGOs in the same table shows that poor (with weighted average mean score of 2.20). The insufficiency of effort in this regard might be associated with the projects related to capacity building .However, efforts were made by NGOs through community Government partnership program (CGPP) with the objective of increasing student retention, participation and decrease dropouts; particularly among girls to support gender equity and help school stakeholders campaign against abduction , early marriage , forced marriage and harmful tradition practices, and to stress the value of education for girls. These were implemented through women professional development projects designed to encourage girl's involvement in the primary education of the region.

In general, the average weighted mean score of responses of both categories of respondents showed that NGOs financial inputs and the process used was fair (average

weighted mean 2.62), while financial assistance rated poor and while technical assistance was rated good. This might have an implication on NGOs suspicion of inappropriate utilization of financial resource if directly handed to the beneficiaries.

The statistical analysis for significant difference of two independent average mean showed that the observed difference between is 0.03 which is about 0.563 times the standard error. This might indicate that there is no significant difference between the two categories of responses.

### **3.2.3.5. Over All Capacity of NGOs in Implementing Educational**

As illustrated in the Table 15, the response about capacity of NGOs in completing project on time schedule was found poor with weighted average mean score 2.09. Similarly, The response about completing projects close to original cost estimate was found poor with weighted average mean score 2.22. This might be due to the fact that the price variation of construction materials particularly for projects related to construction and maintenance of primarily schools.

Conversely, the response about the capacity of NGOs in providing expected benefit to the target area rated good with weighted mean score 3.30. Review of documents and discussion particularly with BoFED and REB revealed mechanisms of handing and taking over of NGO projects. Accordingly, before handed over of NGO projects, the relevant regional bureaus, the zonal/sp woredas make the necessary arrangement to take over and run project facilities and properties as indicated in the project agreement document to ensure the expected benefits were addressed in terms of long and short term objectives.

**Table 15. Capacity of NGOs in Implementing PQPE.**

No	Items	Response											
		Rating Scale											
		Beneficiaries N= 46						GOs N= 42					
		1	2	3	4	5	x	1	2	3	4	5	X
1	Completing projects on the time schedule	6	20	18	2		2.35	1 8	17	4	2	1	1.83
2	Completing projects close to original cost estimate	23	17	4	2		1.67	3	18	11	6	4	2.76
3	Providing expected benefit	3	9	12	16	6	3.28	2	10	8	17	5	3.31
4	Attaining quality standard	6	16	15	7	2	2.54	3	2	8	19	10	3.74
5	Establishing political commitment	5	2	8	21	10	3.63	2	4	13	16	7	3.62
6	Implementing proven and appropriate technology.	1	7	12	19	7	3.52	1 6	15	4	5	2	2.09
7	Undertaking preliminary preparation before implementing	20	14	5	6	1	2.00	3	11	17	9	2	2.90
8	Talent and capability of project managers	2	10	19	10	5	3.13	1	7	14	12	8	3.45
	Average mean score						2.77						2.96
	Standard deviation						0.720						0.700

In the same issue of attaining quality standard, the data found indicated different response, GO respondents indicated medium capacity of quality attainment (average weighted mean score 2.63), while beneficiaries good quality of attainment of NGO projects (weighted mean score 3.74). On the other hand, establishing political commitment both at regional and woreda level the capacity of NGO found to be good with average weight mean score 3.63. This might be associated due to the regional, zonal, special woreda and woreda government organizations, guideline and procedures to consider NGOs as a partner in the regional development endeavor and give due concern to their effort. Accordingly, implementing proven and appropriate technology was found to be good by beneficiaries with weighted mean score 3.52 while GOs rated fair (weighted mean 2.90). This might have resulted with the responsibility and duty of BoFED in suggesting the kind of support delivery needed from NGOs to the target areas.

As presented in the same Table 15, item 7 has shown the poor capacity of NGOs in terms of undertaking preliminary preparation before implementing projects with average weighted mean score 2.45. As reported by BOFED and WEO preliminary preparation such as pilot projects were not observed from the side of NGOs. conversely, the response about the talent and capability of project managers in terms of mobilizing human and material resource and related activities for the implementation of projects was found to be good with weighted mean score 3.29.

Generally, the responses, in Table 15 indicated that the capacity of NGOs in implementing projects on quality of education was found to be fair with total average weighted mean score 2.87, while that of completing projects on the time schedule and original estimated cost rated poor, and items related to providing benefits, establishing political support and implementing projects suitable for the region was rated good. Experience of education projects implementation in some countries showed that when project implementation encountered with cost over runs, it is exposed for dalliance of implementation and again persist the higher costs. The major problems observed in this regarded was related to completing projects close to the original cost. This might be associated with the lack of contingency planning which considered the increment of general prices to meet projects financial expansion.

#### **3.2.4. Problems Encountered in Implementing NGOs Educational Projects**

Examination of NGO educational project implementation within the poor countries reveals that most problems that encounter with educational projects implementation are not usually identified in advance but emerge as project proceeds in the execution of the implementation phase.

In view of this, the study had attempted to identify the major constraints contributed quite obstacle to project implementation of NGO projects. Table 16 below, depicted problem encountered in implementing educational projects run by NGOs. Assumed potential constraints were also indicated to GO and NGO respondents in order to show their level of significance in hampering the smooth functioning of project implementation.

**Table 16. Constraints on Implementation of Educational Projects**

Item		Response												
		Rating Scale												
		NGOs					GOs							
		1	2	3	4	5	x	1	2	3	4	5	X	
1	delay of Shortage fund allocation	18	11	6	1	1	1.81	17	14	9	2		2.06	
2	Corruption of project resource	10	13	8	6		2.27	9	15	14	3	1	2.33	
3	Lack of commitment by beneficiaries	12	10	8	4	3	2.57	12	12	9	8	1	2.31	
4	Lack of people with special skill	4	4	10	14	5	3.32	4	6	12	1	6	4	3.24
5	Lack of staffs moral	13	11	8	5		2.14	11	15	8	6	2	2.36	
6	Inappropriate project approach	6	15	9	4	3	2.54	10	11	15	6		2.40	
	Average mean score						2.44						2.45	
	Standard deviation						0.468						0.369	

Table 16 depicted problem encountered in implementing educational projects run by NGOs. Assumed potential constraints were also indicated to GO and NGO respondents in order to show their level of significance in hampering the smooth functioning of project implementation.

Item 1 shows shortage /delay of fund allocation on the part of the NGOs administrative inefficient procedure. Accordingly both respondents were rated the constraints of financial allocation on the side of NGOs (average weighted mean 1.94). With regard to this, NGO officials mentioned some of the constraints regarding financial constraints in their unstructured interview. This was due to the rise in construction materials (metal, cement, etc.) fuel, change of government tax policy (e.g. rise in VAT rate), and

unavailability of certain construction material in the local market, which caused some of the projects to fulfill the stipulated original project agreement upon the completion of the activity.

In related issue, improper utilization of resource as a result of corruption was observed by the respondents rated low (weighted mean score 2.30). Although it was assumed that, agreement between NGO officials and project technicians to share certain amount of the project's budget among them, which in fact causes financial problem of project implementation. The response gathered from both group of respondents proved the wrong hypothesis. This might be due to the audit report of NGOs book of account for previous year to be submitted to the regional BoFED and other signatories within six months of the new fiscal year. Moreover, the regional BoFED in consultation with concerned bodies in undertaking of a review of the audit report of NGOs projects to take action as per the law of the country and concerned donor agency will be informed if inconsistencies or improper utilization of resource are identified.

In table 16, the response on the commitment of beneficiaries was found to be significantly different by GOs and NGOS respondents; where NGOs respondents indicated the lack of commitment as medium (mean score 2,57), while GOs respondents showed the support of beneficiaries (mean score 2.31). In order to get a clear picture formal interview was held with NGO program officers, in this regard the potential problems seems to be lack of ownership of NGOs' endeavor from the beneficiaries. This was observed through the lack of commitment to the teacher trainings offered by NGOs, which some of the school directors refused to send their teachers to attend the training on modern teaching methods provided in NGOs' training centers. The other problem observed was from the side of participant teachers demanded for unreasonable per diem payment. In addition to this, further complain reported by the NGO interviewees were getting volunteer teachers who provide psychosocial support for Orphan Vulnerable Children's (OVCs) in the school without extra payment, and lack of commitment by beneficiary school directors in developing and assisting in the management of income generation activities that intended to serve the economic needs of OVCs.

In the availability of skilled manpower to assist the implementation of NGO projects, lack of manpower with special skill , in Table 15, medium rate of constraints was observed by both respondents (average weighted mean score 3.28); while problems encountered due to lack of motivation and moral of NGOs personnel's to fulfill their respective tasks was rated low (average weighted mean 2.25). This might have an implication on NGO's simple administrative structure, which require their personnel to be responsible for multiple tasks, and multidisciplinary personnel who can work in different capacities. However, NGO interviewees revealed the incapability of the beneficiary schools to develop action plans to identify and prioritize the problems of their school that required by NGOs.

Additionally, the last item in Table 16 indicates that the inappropriate project approach of NGOs projects for the particular circumstance of the region. Thus, the unsuitability of project approach in constructing primary schools was found to be tailored for the region. (Weighted average mean, 2.47). This might have resulted from NGOs experience to consider them selves to be a part of that community in which they operate and test project approaches especially in people oriented projects.

In general, the potential constraints hampered the educational projects implemented by NGOs seems to emanate from the lack of commitment to the trainings to equip primary school teachers with increased capacity and more skills to provide quality education. This might be due to the fact that most of teachers and school directors work load that enabled them to resist additional tasks required by NGOs to fulfill.

Standard error test at one percent level of significance it was found to be 0.078 and observed difference between two means is 0.04, which is about 0.512 times the standard error. This implies that there is no significant difference between responses of the two categories of respondents.

## CHAPTER 4

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

#### 4.1. Summary of the Major Findings

The main purpose of this study was to assess the implementation of NGO assisted projects on quality of primary education in the SNNPRS. To achieve this purpose, the study was carried out on the implementation of NGO assisted projects on quality of education in 8 weredas of 3 zones in the region that were selected using purpose and availability sampling techniques. Relevant data were collected through questionnaires and interviews from department heads, planning experts, project coordinators at the regional and zonal level and project beneficiary weredas levels, Kebele Education and Training Management Boards (KETMBs) and primary school principals. Moreover, relevant project documents were used as secondary source of data. Prior to the actual study, the questionnaires developed were piloted and necessary corrections were made before administration.

The data obtained were analyzed using appropriate statistical tools such as percentage and weighted mean scores. Further, statistical techniques such as standard error and test were used to test the level of significance of the responses. The major findings of the Studies are presented below.

1. It was found that the distribution of NGOs assisted projects on quality of primary Education (PQPE) was not fair across the region. Furthermore, the study showed that share of NGOs assisted PQPE, where Sidama zone with 5 ( 11.13% ) NGOs implementing 15 ( 18.51% ) PQPE, Awassa special Woreda with 6 ( 13.33% ) NGOs implementing 11 ( 13.58 ) PQPE, and Gamo Gofa with 4 NGOs ( 8.89% ) has 10 ( 12.35% ) PQPE. On the other hand, it was also found that in Yem, Bench

Maji, and Dawro zones there were no NGOs implementing PQPE. In addition, from the total of NGO educational projects implemented in the region, it was found that two third of projects were committed to PQPE.

2. Available evidence indicate that the extent of NGOs projects in improving Quality of Primary Education ( QPE ).In this regard, the study showed that the participation of NGOs in providing financial assistance and training of teachers And staff was rated poor (weighted mean score the responses were 1.80 and 2.00 respectively).
3. It was also found that extent of technical assistance, construction and maintenance of primary schools, and capacity building was rated fair (weighted mean score 3.43, 2.72, and 2.59, respectively). The extent to which on reducing dropouts and reputation rates, however, was found poor (weighted score 2.17).
4. The study also revealed that the measures taken by Government organizations (GOs) in the region to facilitate the smooth functioning of NGO assisted PQPE. The findings of this study revealed GOs response in terms of fostering legal process for registration procedures, providing land for NGOs project activities, obtaining work permits for international staff was found to be high (weighted mean score 4.36, 3.93, and 4.21, respectively) while that of NGOs was found medium (weighted mean score 3.05, 2.95 and 2.65, respectively).
5. GOs capacity in terms of organizing GO-NGO forum was found to be high (weighted mean score 3.78) by both GOs and NGO respondents. However, in terms of providing basic infrastructure for NGO projects the commitment of government agencies was found to be medium(weighted mean score 3.02).
6. With regard to the capacity of NGOs in completing projects on the time schedule and close to original cost, and undertaking preliminary preparation was rated poor (weighted mean score 2.37, 2.45, and 1.75, respectively). On the other hand, it

was also found that providing expected benefit to the target community, establishing political commitment and capability of project manager was rated good (weighted mean score 3.30, 3.63 and 3.29; respectively).

7. Concerning the remedial strategies taken by NGOs to improve QPE in the region, such as establishment of nursery schools, training of teachers and staff, and designing quality goals was rated fair ( weighted mean scores 3.26, 3.02, and 2.73, respectively).
8. Providing counselors or training of teacher counselors as a strategy of improving quality of primary education was found to be poor (weighted mean score 1.86). In addition, it was also observed that the inadequacy of NGOs strategy in the involvement of developing primary school curriculum development. (Weighted mean score 2.17).
9. Available evidence indicate the quality of NGOs staff in utilizing project time efficiently was found to be rated poor (weighted score 2.40) by GOs, while beneficiaries rated fair (weighted score 3.07). Similarly, in establishing good rapport with GOs the GO respondents rated poor (weighted score 2.31), while beneficiaries rated fair (3.07). With regard to promoting local participation and developing innovative approaches of NGO personnel's was found good. (Weighted mean score 3.73 and 3.92, respectively).
10. The extent of monitoring and evaluation of NGO projects was extremely inhibited due to the poor NGOs' quarterly project report and lack of special meeting intended for the purpose of monitoring and evaluation. As rated by GO respondents (mean score 2.02 and 2.60, respectively).
11. The undertaking of follow up studies for monitoring and evaluation of project implementation was rated poor by both categories of respondents (weighted mean score 1.99).

12. With regard to mid term and terminal evaluation of NGOs projects, it was found that both mechanisms of evaluations were used effectively for controlling the performance of project achievements by the GOs in the region. (Weighted mean score was 4.06 and 4.26, respectively).

## 4.2. Conclusion

Based on the major findings the following conclusions were drawn.

1. NGOs assisted projects on quality of primary education (PQPE) in SNNPRS were found concentrated mainly on accessible area of the region. Thus, the extent to which the regional government (BoFED) to apply the baseline information regarding the distribution of NGOs or operational areas of NGOs in terms of geographical and sectoral dimension was poor. Therefore, it can be concluded that although BoFED has the mandate to coordinate the equitable distribution of NGOs, however, it was affected by NGOs tendency to lack joint planning with the regional government. Moreover, lack of authority from the side of BoFED was observed to in force/convince NGOs to enable them to reach where government and other NGOs couldn't reach to enhance the QPE in the region.
2. The study also revealed that the project implementation was affected by the lack of support from the government agencies to provide basic infrastructure, land for project activities, and restricting the numbers of expatriate staff required for NGO projects. Thus, it can be concluded that project start-up and implementation of NGOs assisted project was inhibited by confusion and inconsistency responses at the regional government and at various levels of the government agencies.
3. The quality of NGOs staff in implementing PQPE was found to be effective on pursuing activities to provide expected benefits to the target beneficiaries and attaining quality standards of projects output. On the other hand, completing projects on time and close to original cost estimated was found to be hampered by the unavailability of project materials and increment of general prices in the local

market. Thus, NGOs projects exposed for dalliance of implementation and higher costs which resulted for more fund to complete projects.

4. The major problems encountered by NGOs to implement PQPE revealed in the finding of this research were lack of evaluation and monitoring techniques among NGOs and GOs, lack of commitment in assisting NGO projects by government and beneficiaries without NGOs taking the initiative, dalliance /absence of submitting evaluation reports on the side of NGOs, lack of special skills of beneficiaries to involve them in project activities and lack of ownership of NGOs development endeavor from beneficiaries. Therefore, it seems reasonable to conclude that monitoring system or the provision of continues information to enable NGOs and GOs to assess the project implementation was ineffective to collect and evaluate performance of NGOs projects. Thus, it can be concluded that the efforts exerted by NGOs to improve QPE through their projects was affected by lack of creating grassroots ownership about development issues.

### 4.3. Recommendations

Based on the findings and conclusions made from this study the following possible solution are recommended to improve the implementation of NGOs assisted projects on quality of primary education in SNNPRS.

1. This study showed that the distribution of NGOs projects in terms of geographical and sect oral dimensions was found to be concentrated mainly in accessible area of the region, while the Regional Government (BoFED) has the mandate to coordinate the equitable distribution of NGOs. However, to ensure the activities of NGO projects to be in line with the regional policies and development priorities require sufficient commensurate decision making authority. Therefore, it is recommended that in order to distribute equitable quality of the primary education fairly across the region through the assistance of NGOs educational projects the REB and BoFED should:

- a. Conduct quality need assessment by including zonal line departments and line offices of woredas to identify priority problem sites and present it to NGOs before selecting their site of intervention.
- b. Prepare project proposal based on diagnostic survey and present it to NGOs who are newly applying and did not selected their site of intervention.

2. The findings of this study showed that the inefficiency of NGOs projects in improving the quality of primary education in terms of upgrading unqualified primary school teachers in the region by using in-service training, correspondence course or by establishing more training centers at the woreda level. Moreover, the existing teacher trainings offered by NGOs were affected by the lack of commitment to the training from beneficiaries. It is therefore, suggested that NGOs and Regional Education Bureau has to:

- a. Create a joint NGOs - REB experts team on launching a program of mobile teacher training centers in selected Schools particularly in woredas found far from NGOs and other training centers, either by recruiting new or re-arranging the existing staff available in the training centers.
- b. NGOs has to develop an approach that needs decision making by target beneficiary (WEOs and schools) and decide on the best alternative to ensure the attainments of the training goals set by the NGOs and beneficiaries in the implementation of projects such as reaching on agreement about training time frame, resource available, long and short term benefits of the trainings.

3. The provision of timely project performance reporting, monitoring and evaluation mechanism to detect and analyze NGOs project implementation by GOs (RBoFED, ZFEDD and other stockholders) and NGOs were found to inhabit efficiency of project implementation. Thus, it is recommended that the RBoFED and NGOs has to:

- a. NGOs has to prepare clear job description and assign personnel's at the project respective area to prepare all kinds of performance reports for required reporting periods and submit to the relevant line bureaus, further, compile the subsequent feed back received for the smooth implementation of projects.
- b. NGOs and BoFED should clearly state objectives for each project type and define various monitoring and evaluation mechanism particularly for NGO projects with innovative or experimental features including procedure for ongoing monitoring and evaluation process by adding joint special studies and observation to assist the impact of a particular intervention.

4. NGOs should involve the local communities in the monitoring and evaluation of projects, being on the spot, to check on construction and equipment delivery and to ensure their reports of performance are accurate.

5. The study also revealed that the inefficiency of government agencies to provide materials at the local market, people with special skill and basic infrastructures required for project implementation. It is therefore, suggested that the signatory line bureaus and departments has to:

- a. Provide due attention to NGOs endeavor by establishing link of NGOs to relevant offices and institutions for securing supports needed in project implementation.
- b. To give more responsibilities for the established NGOs desk to allocate skilled manpower by reaching an agreement with private or government technical colleges to provide intensive training to produce manpower needed for projects.

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

**PURPOSE**

The purpose of this questionnaire is to collect first hand information on the Educational Project Implementation Assisted by NGOs in improving the quality of Primary Education in SNNPR. Your cooperation in providing relevant and candid information will be of great help to the study.

Therefore, please respond to all questions provided in this instrument completely and honestly.

**Direction**

1. No need to write your name
2. For multiple choice questions, please answer by putting" ✓ "sign in the box provided / encircle your answers for questions with multiple choices.
3. Give concise response for open-ended questions.

**PART ONE**

**General Information**

- 1.1 Name of the organization that you work for \_\_\_\_\_
- 1.2 Your educational qualification \_\_\_\_\_
- 1.3 Years of service on your current position \_\_\_\_\_
- 1.4 Names of zones and special woredas your project is working \_\_\_\_\_
- 1.5 What kind of educational projects are they \_\_\_\_\_

**PART TWO**

Form A: Questionnaire to be filled by Project coordinators, planning experts at Regional and Zonal Education Bureau, and beneficiaries at the Woreda Education Office and School directors.

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4.3. NGOs implement a number of strategies for the improvement of quality primary education. However, experience shows failures of intended strategies due to lack of commitment either on the side of beneficiaries or NGO themselves. With regard to this, please rate the extent of effectiveness of strategies implemented to tackle quality problems in your region?

Strategies implemented	1	2	3	4	5
1.Designing quality goals for primary school graduates					
2.Curriculum development					
3. Establishment of nursery schools.					
4. Providing or training of counselors.					
5. Providing adequate teaching aid					
6. Training of teachers and staff					

4.4. Does NGOs use joint project planning or participatory planning to create detailed project plan suitable for local community?

- A. Always
- B. Often
- C. Seldom
- D. sometimes
- E. Never

4.5. Please mention the possible reasons for your response if your answer for question above was “never” and “sometimes”.

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4.6. From human input perspective, the capacity of NGO project personnel’s can play an important role in utilization of project time and resource, creating grass roots ownership of NGOs projects in mobilizing communities and creating public awareness about the projects’ goal. Based on the current practices of project implementation how do you judge the quality of NGOs’ staff?

Capacity of NGOs staff	1	2	3	4	5
1. Efficient utilization of time.					
2. Efficient utilization of resource					
3. Promoting local participation.					
4. Tackling cause of implementation problems					
5. Respond to demand of benefit carries.					
6. Develop and pilot innovator approaches.					
7. Establishing good report with GOs					

## Appendix B

### PART FIVE

**Assessing the extent of monitoring and evaluation techniques used by NGOs and concerned body of the region. (To be filled by BoFED and signatory bodies, and NGO officials)**

5.1. Monitoring and evaluation has great importance to detect and analyze for educational projects, whose execution is particularly tricky because of their uncertainty. On top of this, participatory evaluation and using various models of monitoring and evaluation process are required to determine the performance of projects implemented to enhance the quality of primary education. Please rate the status of monitoring and evaluation conducted by the NGOs and concerned bureaus of the region.

	Extent of evaluation and monitoring	1	2	3	4	5
1	Quarterly project report					
2	Special meeting					
3	Follow up studies					
4	Questionnaires					
5	Mid term evaluation					
6	Terminal evaluation					

### PART SIX

I. Assessing NGOs intervention in improving quality primary education through educational projects.

2.1. To what extent do NGOs are exerting their efforts in improving the quality of primary education in your area? (Rate them as: 1= Very poor, 2= Poor, 3= Fair, 4= Good, 5= Very good)

Area of intervention	1	2	3	4	5
1.Financial assistance					
2.Technical assistance					
3.Providing Instructional materials					
4.Construction and maintenance of schools					
5.Capacity building					
6. Training of teachers and staff					
7.Reducing dropouts and reputation rates					

2.2. Do you think NGOs are operating in the rural remote areas where there is a need to improve quality of education?

- A. always      B. often      C. Seldom      D. sometimes      E. never

2.3. If you answer for question No 2.2 above where “never” and “seldom” what do you think are the possible reasons?(mention please)

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**PART THREE**

- 3.1. Project implementation requires the commitment of government agencies. Therefore, measures have to be taken by the concerned body of the Regional Bureau to increase the role of NGOs by creating enabling environment for them. Please rate the measures taken in the region to improve the implementation of NGO educational projects implemented for the quality of primary education, by putting “X” mark (1= Very low, 2=Low, 3= Medium, 4=High, 5= Very high)

Measures Taken by GOs	1	2	3	4	5
1 Organizing the GO- NGO forum					
2 Festering legal process for registration procedure					

3	Providing land for premises					
4	Obtaining work permits for international staff					
5	Provision of basic infrastructure					
6	Prepare information regarding distribution of NGO					
7	Appraising project proposal					

3.2. Please explain why you rated Very low and Low in short.

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#### PART FOUR

**Assessing strategies, inputs, and process used to implement projects on quality of primary education run by NGOs. (To be filled by beneficiaries, Woreda Education Office and Primary Schools, and Regional and Zone Education Bureaus)**

4.1. Educational projects said to be successfully completed if it is completed on the time scheduled during planning stage, at or reasonably cost, meeting expected benefits and with quality standards. Based on the current practices of NGOs project implementation how do you judge NGOs performance? (Rate them as: 1= Very poor, 2= Poor, 3= Fair, 4= Good, 5= Very good)

	Capacity of NGOs	1	2	3	4	5
1	Completing projects on the time schedule					
2	Completing projects close to original cost estimate					
3	Providing expected benefit					
4	Attaining quality standard					
5	Establishing political commitment					
6	Implementing proven and appropriate technology.					
7	Undertaking preliminary preparation before implementing					
8	Talent and capability of project managers					

4.2. In your opinion, what are the possible reasons for NGOs to attain your responses rated “Very poor” and “Poor”? (Please mention)

**Assessing problem encountered in Implementing NGOs educational projects (to be filled by NGO and GO officials from BoFED and REB)**

6.1. The most problems that encounter with educational project implementation could be shortage of resource on the part of the NGOs administrative inefficient procedure, which delayed allocation of funds, lack of political commitment that the implementation process requires. Please rate the extent of these problems observed in NGOs project implementation.

	Problem encountered	1	2	3	4	5
1	Delay of Shortage fund allocation					
2	Corruption of project resource					
3	Lack of commitment by beneficiaries					
4	Lack of people with special skill					
5	Lack of staffs moral					
6	Inappropriate project approach					

**PART SEVEN**

3.2. Project implementation requires the commitment of government agencies.

Therefore, measures have to be taken by the concerned body of the Regional Bureau to increase the role of NGOs by creating enabling environment for them. Please rate the measures taken in the region to improve the implementation of NGO educational projects implemented for the quality of primary education, by putting "X" mark (1= Very low, 2=Low, 3= Medium, 4=High, 5= Very high)

	Measures Taken by GOs	1	2	3	4	5
1	Organizing the GO- NGO forum					
2	Festering legal process for registration procedure					
3	Providing land for premises					
4	Obtaining work permits for international staff					
5	Provision of basic infrastructure					
6	Prepare information regarding distribution of NGO					
7	Appraising project proposal					

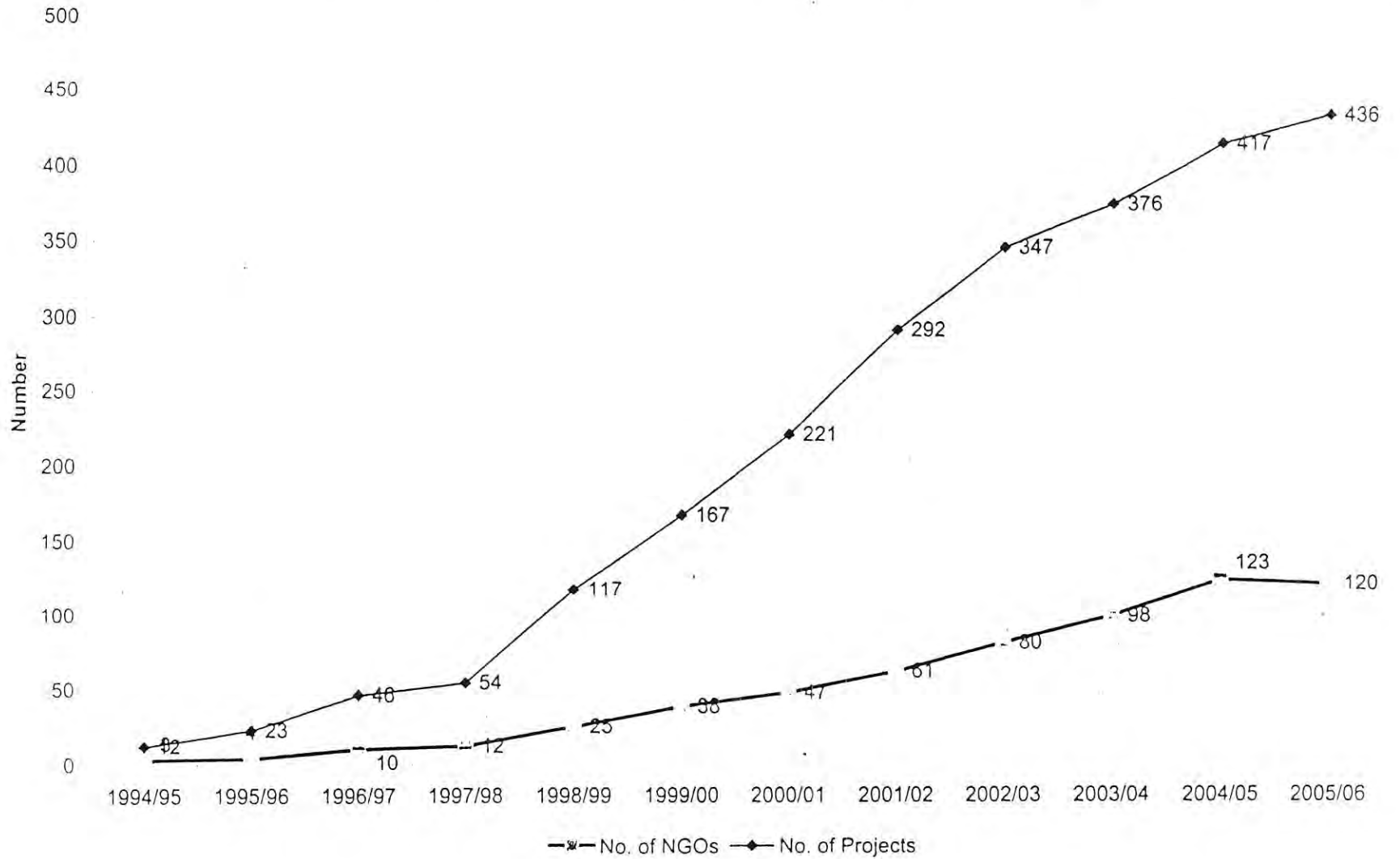
Appendix E

**Selected Zones and Woredas/ Special Woredas and types of NGO run Projects**

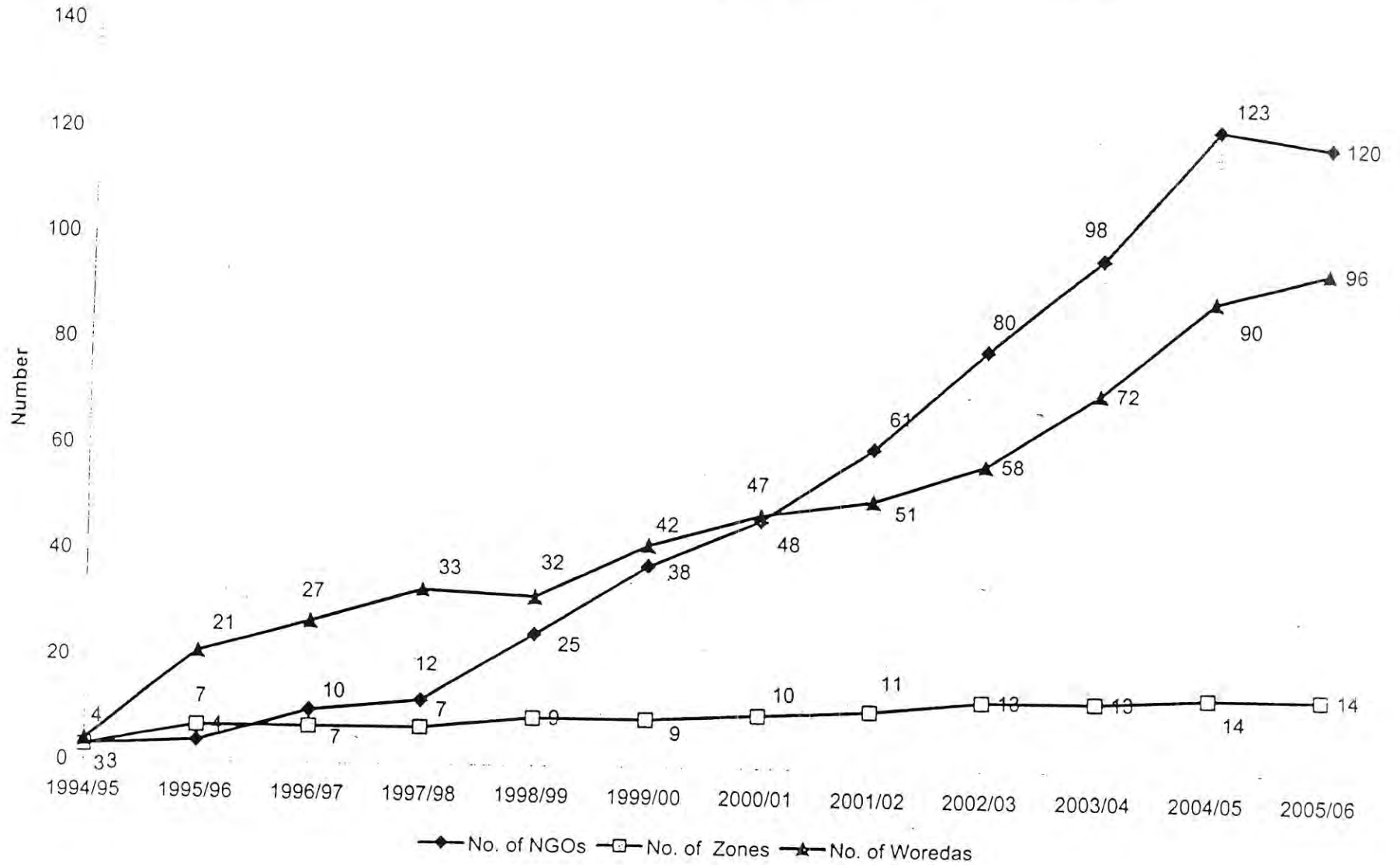
<b>Zone/Sp.Woreda</b>	<b>Woreda</b>	<b>Implementing NGO</b>	<b>Project Title/Component</b>
Awassa	Awassa City	People in Need	Modern teaching method
Awassa	Awassa City	World Learning Ethiopia	Community Government People Program
Awassa	Awassa City	World Learning Ethiopia	Positive Change: Children, Communities and Care (PC3) Program
Sidama	Shebedino	WLE	Capacity building in planning and management of schools
Awassa	Awassa City	WLE	Library development
Silte	Azernet Berbere	Action Aid Ethiopia	Improving Kindergarten school
Silte	Azernet Berbere	Action Aid Ethiopia	Construction of additional Classrooms
Sidama	Dilla	WLE	Capacity Building on TTI
Gedeo	Dilla	WLE	Community Government People Program
Gedeo	Dilla	Action Aid Eth	Supply of school material
Sidama	Shebedino	Action Aid Eth	hool
Alaba	Alaba Kulitu	PIN	Introduction of modern teaching method
Sidama	Shebedino	Action Aid Eth	Support for Kindergarten

# of NGOs

Growth of NGOs in SNNPRS over the Last 12 Years, 1994/05-2005/06



No. of Zones and Woredas Covered by NGOs in SNNPRS, 1994/95-2005/06



**Annex: E**

**Registration/Re-Registration Application Form**

(To be filled by the applicant)

1. Name of the NGO: \_\_\_\_\_
2. Date and place of establishment (applicable for those which are already established in or outside Ethiopia)

\_\_\_\_\_  
\_\_\_\_\_

3. Address in the region:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Identity by name and title the individual who will have final responsibility for your organization

Name: \_\_\_\_\_ Title: \_\_\_\_\_

5. Branch Office (if any)

Country	City	Address	Fax	Telex	Tel.	P.O.Box
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

6. Source of major support or envisaged support

\_\_\_\_\_  
\_\_\_\_\_

7. Preferred field of interest in SNNRRS.

\_\_\_\_\_  
\_\_\_\_\_

8. Previous accomplishment in the field of interest

9. Any previous accomplishment in SNNPRS (if any)

10. Preferred target area (geographic) in SNNPRS (if any)

Reason for preferred area:

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11. Planned annual budget for operation in SNNPRS (in Birr) \_\_\_\_\_

12. Nature of operation in SNNPRS (Yes or No)

a. Funding \_\_\_\_\_. If yes, what type of activities to fund

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b. Implementing employment generation scheme \_\_\_\_\_

c. Implementing development projects \_\_\_\_\_

d. Executing social services \_\_\_\_\_

e. Others (specify) \_\_\_\_\_

13. Staffing in SNNPRS:

a. Ethiopian nationals (numbers)

b. Expatriate (numbers)

c. Professional

d. List the name and amount of compensation you will pay and nature of service that will be rendered by each staff/consultants while you are operational in SNNPRS

e. List six highest paid consultants (e.g. Accountants, attorneys, architects and etc.)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

vi. \_\_\_\_\_

Content of project proposal format

**1. Project ID**

- 1.1 Name of the Project
- 1.2 Location of the Project
- 1.3 Funding Agency (If any)
- 1.4 Executing agency (Government LB)
- 1.5 Implementing agency

**2. Project Summary (short)**

- 2.1 Overall goal
- 2.2 Objective
- 2.3 Scope of the project
- 2.4 Project input
- 2.5 Project duration
- 2.6 Activities
- 2.7 Targeted groups (direct or indirect beneficiaries, male, and female)
- 2.8 Project output

**3. Background and Justification:**

Project area based background, importance, justification and outcome.

**4. Project Objectives**

- 4.1 Long term objective
- 4.2 Short term objective

**5. Project Strategies**

**6. Project Description**

- 6.1 Location (region, zone, woreda, site)
- 6.2 Target group (Male and Female) at woreda and zonal level.
- 6.3 Allocated fund
- 6.4 Duration

**7. Major Activities and Targets**

- 7.1 Sector(s)
- 7.2 Component(s)
- 7.3 Activities and targets under each sector and component at woreda and zonal levels and on yearly basis.

**8. Project Input**

- Human input
- Material input
- Financial input

**8.1 Total cost (in Ethiopian currency)**

1. In cash (at woreda and zonal level and on yearly basis)
2. In kind (material input in monetized form and list down the types and quantities of materials to be imported on duty free basis)

## 8.2 Major cost items

### 8.2.1 Direct Cost

- **Capital cost**-covers the cost of construction works, purchase of project assets, such as, vehicle, motorbike, other related fixed/movable materials and equipment, etc. In one agreed project document, two vehicles are allowed to be imported on duty free basis; however, the cost of the vehicles by no means should never exceed 10% of the total cost of the project.
- **Program cost**-covers salary and benefits of technical staff stationed at the project site, purchase of project materials, such as, drugs, agricultural inputs, training costs, food aids, M and E, auditing, vehicle running cost, etc.

### 8.2.2 Indirect cost

- **Indirect cost** includes cost of office supplies, stationery, cleaning materials, etc.

### 8.2.3 Overhead cost

- **Overhead cost** includes salary and benefits, per-diem and transport fees of supporting staff of the project site and technical and supporting staff of the headquarter . Moreover, costs of postal, telephone, water, electricity and bank service, rents of all kind etc. of the headquarter and the project site are included in the overhead cost.  
Overhead cost should not exceed above 10% of the total project cost.

## 8.3 Personal input

### 8.3.1 National

8.3.2 Expatriate (should not be more than one staff at project site level and its qualification, experience, educational status, nationality, year of stay at the project site, working place and other relevant information should be stated in the project document.)

### 8.3.3 Skilled

8.3.4 Unskilled/ labor (incase of especially EGS)

## 9. Organization and Management

9.1 Responsibility for funding and implementing

9.2 Responsibility for monitoring and evaluation

9.3 Responsibility for periodical reporting

9.4 Community participation

9.5 Responsibility for project property transfer on project termination

## 10. Expected Outputs

10.1 Immediate outputs

10.2 Long term outputs

11. Risk and assumptions (anything thing may negatively and or positively affect the project performance)

12. Phase in strategy

13. Phase out/exit/ strategy

**Terminal report and PPER format**

- I. Project ID
  - a. Name of the project
  - b. Location of the project
  - c. Funding agency
  - d. Executing agency
  - e. Implementing agency
  - f. Project cost (in cash and in kind)
  
- II. Objectives (stating immediate and development objectives as in original project document)
- III. Description of activities and achievements
  - a. Target group
  - b. Activities and the status of each activity as compared to the planned ones (could be in percentage)
  - c. Physical achievement in terms of life saving, employment generation, distribution on inputs, asset building, etc.
  - d. Linkage with development
  - e. Project impact on the target group
  - f. Measure taken to ensure sustainability
  - g. Level of community participation
  
- IV. Resource utilization
  - a. Financial expenditure as compared to original plan
  - b. Status of property transfer to the future project owner
  - c. Manpower input during the period specified as national, expatriate, skilled, semi-skilled and unskilled (can be presented in man days)
  - d. Resource utilized from the community and other agencies
  - e. Resources not utilized during the period or additional resources used
  
- V. Management
  - a. Relation with executing LBs, DPPO and other local offices
  - b. Relations with community and RFOs (if applicable)
  - c. Problems and bottlenecks as well as measures taken to solve the difficulties
  - d. Any other management related information



# QUARTERLY PROGRESS REPORT FORMAT

**Format B: Financial utilization**

Fiscal year: \_\_\_\_\_

Name of Implementing Agency \_\_\_\_\_

Project location:

Zone: \_\_\_\_\_

Woreda: \_\_\_\_\_

Site: \_\_\_\_\_

Project Title: \_\_\_\_\_

Total project budget: \_\_\_\_\_

Project code: \_\_\_\_\_

Project budget for the year: \_\_\_\_\_

Project period: \_\_\_\_\_

Project beneficiaries: \_\_\_\_\_

Donor(s): \_\_\_\_\_

Reporting period: Month: from \_\_\_\_\_ to \_\_\_\_\_

Quarter: \_\_\_\_\_

Serial No	Budget description	Unit of measurement	Project Plan			Project Accomplishments				Remarks		
			For the whole period	For the year	For the quarter	In the Quarter		In the year			Up to the end of this Quarter	
						Qty	%	Qty	%		Qty	%(*)
	<b>I. <u>Activity based budget:</u></b> • • <b>II. <u>Capital</u></b> • Equipment • Furniture • Vehicle, etc. <b>III. <u>Recurrent:</u></b> • Salary • Per diem • Maintenance • Transport, etc.,											

Authorized by:


Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

- N.B. 1. This format is used for the reporting of the budget utilization of ongoing activities of the project.  
 2. Please attach any descriptive information on a separate sheet.

## DECLARATION

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

Name: Eyob Girma

Signature 

Place and date of submission: AAU, MARCH 2007

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

Name: Jeilou Omer(PhD)

Signature 

Place and date of submission: AAU, MARCH 2007