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ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT MANAGEMENT

**THE ROLE AND CONTRIBUTION OF PROTECTION OF BASIC SERVICES (PBS) PROGRAM
IN SUPPORTING THE DECENTRALIZED EDUCATION SERVICE DELIVERY: A CASE
STUDY OF ADA WOREDA IN OROMIA REGION**

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DECLARATION

I, the undersigned, declare that this thesis entitled “The Role and Contribution of PBS Program in Supporting decentralized education service delivery: The Case of Ada woreda in Oromia Region”, is my original work and has not been presented for a degree in any other university or organization, and that all sources of materials used for the thesis have been duly acknowledged.

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LIST OF ABBREVIATIONS AND ACRONYMS

AfDB	African Development Bank
APL	Adaptable Program Loan
DfID	Department for International Development, UK Government
DPs	Development Partners
ESDP	Education Sector Development Program
ETB	Ethiopian Birr
EU	European Union
FBG	Federal Block Grant
GEQIP	General Education Quality Improvement Project
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan
ICR	Implementation Completion Report
IDA	International Development Association
KfW	German Development Bank
LGs	Local Governments
LGDP	Local Governments Development Program
MoE	Ministry of Education
MoFEC	Ministry of Finance and Economic Cooperation
MoH	Ministry of Health
NA	Not Available
NER	Net Enrolment Rate
OECD	Organization for Economic Co-Operation and Development
PBS	Protection Basic Services Program (now, Promoting of Basic Services)
PAD	Program Appraisal Document
SDPs	Sector Development Programs
WEO	Woreda Education Office
WoFED	Woreda Office of Finance and Economic Development

ABSTRACT

The purpose of this study was to assess the role and contribution of PBS program in supporting the decentralized education service delivery in the study Woreda in view of adequacy of recurrent budget and availability of skilled manpower for the provision of education service delivery in the Woreda. The study was conducted at Ada Woreda of Oromia National Regional State. To meet the above objective, In-depth interviews, and questionnaire were conducted with key informants and professionals. Data for the research was collected from primary sources of data with the help of interview guide and questionnaire. Secondary data was also equally reviewed to assess the nature and performance of decentralization on education service delivery in Woreda. According to the results of the study the student net enrolment rate and pupil-Teacher ratio in the Woreda show that improvement. The finding also indicated that Education Office of Woreda and school are found to have relatively sufficient manpower, which appears to have positively impacted the service of the office in the Woreda. These result from the PBS program support. As stated by the information obtained from officials through interviews indicated that, Woreda suffered from inadequate operation cost and capital budget. Despite the block grant transfer increase from year to year for the Woreda, the revenue capacity of the Woreda was minimum because, of the Woreda lack of appropriate tax base identification.

Key words: PBS Program, Service Delivery, Education and Decentralization

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Now a day, decentralization is becoming a popular and prominent development strategy in most developing countries. Most research findings indicate that it has been highly accepted since the late 1980s. Decentralization helps to reduce the highly centralized system of government and administration in developing countries. It is also considered as a paradigm shift from top-down to bottom-up and participatory approaches. A complete centralization of provision of public services, increasingly led to problems. This is mainly because in a centralized system, all government activities regardless of their complexities are vested up on consolidated agencies of the central government. As a result, many countries have implemented decentralization to provide effective public service delivery and local self-rule (Thomas, 2011).

Ethiopia with different ethnic, linguistic and cultural diversity requires state organizations that allow autonomy power and decision making authority at regional and local levels. In line with this, many countries have practiced decentralization by devolving authorities and responsibilities of the central state to local government. This attributes to a belief to improve government's responsiveness to the public and increase the quality of the services it provides. Besides, decentralization is considered as a way of mobilizing support for national development policies at the local level. Apart from this, greater participation in development planning management and decision making promotes national unity and it maintains political stability. Thus, transfer of power brings political stability, increase democratic governance and improve service delivery (Ibid).

Decentralization as currently practiced in Ethiopia began with the establishment of an ethno-federal state first created in the early 1990s and codified in the Constitution of 1995. This decentralization process has taken place in two waves: the 1990s decentralization from the center to the regional states and the early 2000s Woreda decentralization that devolved power to the

district level. The regional decentralization of the 1990s featured stability and ethnic federalism as the central issues, while the Woreda decentralization was directed more at the goals of improved service delivery, deeper and more participatory governance, and promotion of economic development (Dickovick and Tegegne,2010).

Furthermore, Decentralized governance structures facilitates local and regional development particularly by helping regions and localities enhance their resource capacity, facilitates local planning and participation ,strengthen human capacity and service delivery and enhance policy formulation processes at local level (Tegegne,2014). Ethiopia introduced decentralization as the strategic tool for empowering citizens and devolving power to lower levels, following the Constitution. This, in turn, was expected to establish a conducive environment for enhancing the delivery of basic services (Garcia and Rajkumar, 2008).

The Government of Ethiopia in collaboration with its Development Partners (DPs) is undertaking different development programs to meet Growth and Transformation Plan (GTP).Of these development programs ,the protection of Basic Services (now called Promoting of basic services) is one of them.

It is a nationwide program that aims to contribute to (i) expanding nationwide access to basic services notably education, health, water supply and sanitation, rural roads and agricultural extension services, and (ii) improving the quality of these services. It funds block grants that support adequate staffing and recurrent expenditures for these services, accompanied by measures to promote transparency and accountability at the woreda (district) level. It has also helped to strengthen the decentralized public financial management system and supports local civil society organizations that improve opportunities for citizens to provide feedback on service delivery to local administrators and service providers (PBS III PAD, 2012).

The Government of Ethiopia (GoE) has worked closely with its Development Partners (DPs) over many years. For more than a decade GoE has taken the lead in Sector Development Programmes (SDPs) in education and health, seeking to align DP support with national strategies, and to operate through government systems in ways that respect Ethiopia's

constitutional federal system. Up to 2005, DPs provided substantial funds in the form of Direct Budget Support (DBS). DBS served as a focus for dialogue with DPs and was an important means of providing financial support to the expansion of basic services.

After the violence which followed the 2005 elections, donors were unwilling to continue DBS, although all the conditions for DBS disbursement were fulfilled at the time. At this time there had already been work towards designing an instrument that could support key sectors in the context of Ethiopia's unique system of decentralization, and the PBS concept drew on this preparatory work. The PBS instrument was rapidly prepared and introduced as a way to continue targeted support for basic services that would prevent ordinary Ethiopians from being the victims of disagreement between governments. PBS continued to provide a harmonised framework for aid, avoiding a return to fragmented bilateral project activities, and making appropriate use of country systems. PBS has been one of the most important flows of aid funds since 2006 (PBS II ICR, 2013).

PBS deliberately focused on objectives shared by GoE and DPs. Its development objectives are: to protect and promote the delivery of basic services by sub-national governments while deepening transparency and local accountability and to contribute to expanding access and improving the quality of basic services in education, health, agriculture, water supply and sanitation, and rural roads delivered by sub-national governments, while continuing to deepen transparency and local accountability in service delivery (Ibid).

Woredas are considered the key local government units in each region, with significant responsibility for providing basic services like establishing, planning and administering basic education services (Garcia and Rajkumar, 2008).

Ethiopia primarily manages the delivery of basic services at the woreda (district) level. Those services are financed predominantly through intergovernmental fiscal transfers (IGFTs) from the federal to the regional and then the woreda administrations, although some woredas raise a small amount of revenue to support local services. Since 2006, development partners and the government have cofinanced block grants for decentralized services through the Promoting Basic Services (PBS) Program.

Aside from funding the delivery of services, the program supports measures to improve the quality of services and local governments' capacity to deliver them by strengthening accountability and citizen voice (World Bank, 2014). Moreover, OECD, 2004, pointed out that decentralization can only be successful when local governments have sufficient resources to fulfill the tasks assigned to them. In addition, these resources should be predictable and stable. There are three ways in which local authorities can obtain resources: through transfers from central governments, by raising their own taxes, and through donor contributions.

1.2. STATEMENT OF THE PROBLEM

As stated earlier since 1991, Ethiopia has been experimenting with a policy of regionalization, which is aimed at devolving governmental power from the center to the regions. The policy has created nine ethnic-based Regional State governments and two city administration that comprise the Ethiopian Federal Structure. All the Regions are given a considerable degree of internal self-rule including the authority to raise local revenue and administer their own budgets and development plans.

The deepening of decentralization to Woreda level has contributed to strengthen Woreda level educational institutions. It has also offered opportunities to strengthen local governance, encourage initiatives, increase accountability, broaden the participation of communities, and improve school management and transparency (ESDP III,2005).

Studies undertaken by scholars like Rondinelli, Nellis and Cheema (1983) show that financial, human and physical resource constraints have hindered the successful implementation of decentralization in nearly all developing countries. These scholars emphasize that the limited resources made available to local organizations in the initial stages of decentralization undermine decentralization policies and maintain weak local institutions. According to the same sources studies of decentralization in Kenya, Sudan, and Tanzania show the crucial effects of shortages of trained manpower on the success of decentralization in those countries. Leadership and management training courses for local officials were found inadequate. The shortage of skilled staff at local level has been an equally important factor in the implementation of decentralization in Asia. Many programs are plagued with a chronic lack of trained technicians and managers.

Moreover, Studies carry out by researchers like, Kumera, (2006), Garcia and Rajkumar, (2008), show that financial, human and physical resource constraints have hindered the successful implementation of decentralization in the provision of public service delivery in Ethiopia. As they pointed out, most of the problems in the successful implementation of decentralization in the provision of public service delivery in the Woreda government are inadequate budget allocation, poor and inadequate revenue base to undertake service delivery, scarcity of skilled manpower to provide public service delivery, lack of experience in decentralizes government and effective legal and policy framework, absence in the process of popular community participation, and lack of efficient organizational structure and locally adopted working system for planning and budgeting.

The expenditure trends of school education reveal, most Woreda authorities have faced shortage of teachers and class rooms in both primary and secondary schools. Hence, the high pupil-teacher ratios observed in many schools of woredas and the concerned regional authorities could explore ways to improve the distribution of block grant to woredas, to better align available resources to where teachers shortage are more acute (Ethiopia education public expenditure review,2010)

ESDP III (2005) also pointed out lack of a sufficient number of qualified teachers is persistent problem. Even if effort is being made to increase the supply and improve their professional capacity through various programs, the problem is very sever in the second cycle of primary education and in the secondary schools. On the other hand, to ensure the realization of universal primary education (UPE), the government will make every effort to provide financial, human and material resources. However it is apparent that the government“s resources will not be sufficient to expand access and improve quality in education sector. It will therefore require the partnership of a wide range of domestic and international partners.In view of this the study assess the role and contribution of PBS program in supporting the decentralized education service delivery in the study Woreda.

1.1. OBJECTIVES OF THE STUDY

1.1.1. GENERAL OBJECTIVE OF THE STUDY

General objective of the study is to assess the role and contribution of Protection of Basic Services (PBS) program in supporting the decentralized service delivery with a focus of education service by concentrating on variables like budget adequacy and availability of sufficient skilled manpower in the provision of education service delivery in the study Woreda.

1.1.2. THE SPECIFIC OBJECTIVES OF THE STUDY

The specific objectives of this study are the following:

1. To assess the role of Protection of Basic services (PBS) program in supporting the decentralized education service delivery in the Woreda.
2. To examine the contribution of Protection of Basic Services (PBS) program in adequate staffing of primary school teachers in the Woreda.
3. To analyse performance indicators like student teacher ratio and net enrolment rate in primary schools of Woreda as a result of adequate staffing of teachers through PBS program.
4. Identify the challenges of Protection of Basic Services (PBS) program in supporting the decentralized education service delivery in the Woreda.

1.2. RESEARCH QUESTIONS

This study attempts to answer the following research questions.

1. What is the role of PBS program in supporting the decentralized education service delivery in the woreda?
2. Dose PBS program contribute for adequate staffing of primary school teachers in the woreda?

3. How adequate is staffing of teacher financed by the PBS program to increase net enrolment rate and decrease student-teacher ratio in primary schools of woreda?
4. What are the challenges faced PBS program in supporting decentralized education service delivery in the Woreda?

1.3. METHODOLOGY

1.3.1. RESEARCH DESIGN

The qualitative and the quantitative approaches are the two main approaches used in addressing the research project. Quantitative research is often based on measurable numbers. In this kind of research one may draw law-like conclusions and generalizations from the obtained data. All phenomena is, however, not measurable and a qualitative research focuses on more in depth issues and is aimed to study an occurrence rather than draw population-wide solutions.

A quantitative and a qualitative approach are combined together in the study and they are complemented to each other. Therefore, depending on the above reasons, a combination of the two approaches is used in doing the study.

1.3.2. STUDY POPULATION

Woreda Finance and Economic Development office head, supervisors and experts; Woreda education office head, supervisors and experts; teachers and directors at primary schools were the population of the study. In addition to this, out of 30 primary schools available in the woreda, the study will be conducted in 2 primary schools of Ada Woreda in Oromia region. Prior to the selection a very close consultation is undertaken with Woreda education Official regarding the number and which primary schools were taken for the study.

1.5.3. SAMPLING AND SAMPLING FRAME

It is necessary to take representative sample of the whole population. Hence, purposive sampling technique has been chosen for conducting the study. Purposive sampling technique has considered to be the most appropriate for this study, since it helps to chosen officials and experts

from different offices and schools according to their responsibility to deliver education service for the population of the study Woreda. As a result of this, 10 experts and supervisors from Woreda Finance and Economic Development office, 10 experts and supervisors from Woreda education office as well as 10 teachers from sample primary schools were selected for questioners purposively. On the other hand, 1 WoFED head, 1 education office head and 2 primary school directors were selected for key informant interview purposively. On the basis of this selection, the sample size was 34.

1.5.4. INSTRUMENT OF DATA COLLECTION

To achieve the aforementioned objective, data were collected and reviewed relevant documents and information from both secondary and primary data sources. The secondary data source includes published and unpublished pertinent documents such as government policy documents, official report and publication, laws, book, workshop proceedings, research reports and periodic and statistical reports, journal, etc were reviewed. The primary data obtained via questionnaire and interviews from selected respondents.

1.5.5. METHODS OF DATA ANALYSIS AND INTERPRETATION

Since the study is concerned with assessing the role and contribution of PBS program in supporting decentralized education service delivery in the study Woreda, the process of data analysis has been carried out with the help of descriptive statistics such as, frequencies, percentages, tables and graphic representation of data. Information gathered from interview was presented in descriptive way.

1.4. SIGNIFICANCE OF THE STUDY

The study is expected to present to some extent the current picture of the role of Protection of Basic Services (PBS) program in supporting the decentralized service delivery. The findings of the research are expected to contribute a lot for different stakeholders. The primary significance of this study is to give an insight to the medias, policy makers, policy analysts and the society at large with regard to the roles and contributions of PBS program in education service delivery

issues such as budget adequacy and availability of sufficient skilled manpower. In addition, it will help other researchers as a point of reference to conduct a research on the roles of PBS program in supporting education service delivery in other areas.

1.5. SCOPE OF THE STUDY

This study attempted to cover the role of PBS program in supporting decentralized education service delivery in terms of budget adequacy and availability of sufficient skilled manpower at Ada Woreda primary schools only. It is not possible to cover all the Woreda found in the region due to financial and time constraints. Moreover, the study is delimited to the education service delivery at the Woreda and not addressed the others basic services provided by the study Woreda.

1.6. THE LIMITATIONS OF THE STUDY

This study expected to face the following challenges: Challenge in getting program document for review on time, some respondents are not provided accurate information, Unwillingness of the respondents to fill the questionnaire that is due to busy office work and we have faced with time and financial constraints.

1.7. ORGANIZATION OF THE STUDY

This research is organized under four chapters. Chapter one includes: the background of the study, statement of the problem, Objective of the study, Methodology of the study, significance of the study, Scopes of the study, limitation of the study, and organization of the study. The second chapter deals with review of the related literatures and the third chapter focuses on data presentation, analysis and discussions. The final chapter is about the summary of the findings, conclusions and recommendations.

CHAPTER TWO

The Related Literature Review

2.1. Introduction

To make proper assessment of any subject matter, it is crucial to have a look at a conceptual aspect and previous related literature of the study. As such this chapter reflects on the conceptual framework and related literature of the subject matter-models of Public service delivery, impact of decentralization on service delivery are described. Hence, international experience of decentralized education service delivery and donor funded programs supporting decentralized services in Africa also discussed. Then, financing social services through intergovernmental fiscal transfers are described. Finally, development programs supporting education service delivery in Ethiopia also presented.

2.2. Theoretical literature review

According to UNDP (1999), service delivery is a set of institutional arrangements adopted by the government to provide public goods and services to its citizens. Therefore, it is the specific institutional arrangements that critically influence the performance of public service delivery. Same paper highlights four basic broad models of public service delivery arrangements that governments everywhere have implemented:

Direct Service Delivery Model - The central government brings out legislation enforces it, hires staff, produces and distributes services, invests, either directly operating from the headquarters or through de-concentrated line agencies, assumes full responsibility, and is accountable not only for provisioning but also for providing services (<http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan047344.pdf>).

Privatization Service Delivery Model - The central government transfer the delivery of public services to the private companies. In this case it assumes no responsibility except for monitoring the company's compliance to legal codes. In many countries transportation and communication services are privatized. The basic rational of privatization is to gain advantages of allocative efficiency of the market mechanism and to meet resource gaps by mobilizing private sector

investment in the public service sector (<http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan047344.pdf>).

Decentralization Service Delivery Model - Decentralization of service delivery functions to local government bodies is the most popular service delivery model in the world. Decentralization is based on subsidiary principals of governance; a rule where provision, production and delivery of services are to be devolved to the lowest layer of the government, local bodies, subject to economics of scale and capacity. By virtue of being closest to the public, local bodies are better positioned to match supply of a given service to citizens' demands, transforming citizens from service recipient client, and ensuring citizens greater accountability for service quality for providing services (<http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan047344.pdf>). This service delivery model was the base of the research because it is relevant with the study area.

Alternative Service Delivery Model - In the public service delivery arena, Alternative Service Delivery Model is a relatively new phenomenon. It simulates a marriage between the government and private sector (Public-private Partnership) with different contractual arrangements. However, the ultimate ownership is generally vested to the government, and it retains the power to provide public services, whereas the private parties make the actual delivery (<http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan047344.pdf>).

2.1.1. Decentralization

The theory of decentralization is closely related with democracy, public administration, good governance and development (Khan, 2009). In the mid of the twentieth century, it has become the latest fashion in development administration, and it used as a tool for the development. The word decentralization could be defined as a transfer of power, authority, responsibility and functions from the central government to local or sub national units of the government for the meeting of grass root peoples demand (Hossain, 2005). Decentralization is the transfer of authority from a higher level of government to a lower, delegation of decision making, placement of authority with responsibility allowing greatest number of actions to be taken where most of the people reside, removal of functions from the center to the periphery, a made of

operations involving wider participation of people in the whole range of decision making beginning from plan formulation implementation (Hossain, 2005). D. A. Ronedenelli (1981) defined decentralization as a transfer of authority to plan, make decision and manage functions from national level to any individual organization or agency at the sub-national level.

2.1.1.1. Forms of Decentralization

Decentralization is a comprehensive concept that takes various forms. Three major forms of decentralization which distinguished by the various scholars, namely de-concentration, delegation and devolution.

De-concentration means to the redistribution of administrative powers, functions and responsibilities only within the central government (Rahaman & Khan, 1997). It is a process that involves the transfer of powers, functions and responsibilities within the central government hierarchy through the shifting of the workload from central ministries to field offices, the creation of field agencies, or the shifting of the responsibility to local administrative bodies that are part of central government structure (Hossain, 2005; Rahaman & Khan, 1997).

Delegation means to the central government transfer powers or responsibility for decision-making and administration of public functions to semi-autonomous organizations those are not directly controlled by the central government, but accountable to it. For example sub-national housing authorities, transportation authorities, regional development corporations (Lai & Cistulli, 2005).

Devolution is the preferred form of decentralization and it means to transfer of full powers, functions and responsibility for delivery of public goods and services to the local government bodies, including law making and revenue-raising powers (Hossain, 2005; Rahaman & Khan, 1997). Akpan H. Ekpo (2008) and Md. Awal Hossain (2005) identified following five as the fundamental features of devolution;

- I. Powers are transferred to autonomous units governed independently and separately without the direct control of central government.
- II. The local governments are given legal powers to exercise authority over a recognized geographical area.
- III. The units have corporate status and power to secure resources to perform its functions.

IV. It implies the need to develop local government institutions.

V. It is a process of reciprocal, mutually beneficial and coordinated relationships between central and local governments (Ekpo, 2008; Hussain, 2005).

2.1.1.2. Dimensions of Decentralization

Decentralization can be looked at further in terms of various dimensions. Three major dimensions of decentralization which distinguished by the scholars, namely political, administrative (institutional) and fiscal decentralization.

Political decentralization is the transfer of authority to sub national bodies. It aims to give citizens or their elected representatives more power to participating the decision making process. It is often related with pluralistic and representative government, but it can also support democratization by giving citizens, or their representatives, more influence in the formulation and implementation of policies. Political decentralization assumes that decisions made with greater participation will be better informed and more relevant to divers interest in society than those made only by national political authorities (Hussain, 2005). The concept implies that the selection of representations from local electoral jurisdictions allows entireness to know better their political representatives and allows elected officials to know better the needs and desires of their constituents. Political decentralization often requires constitutional or statutory reforms, the development of pluralistic political parties, the strengthening of legislatures, creations of local political units, and the encouragement of effective public interest groups (Akramov & Asante, 2009; Hossain, 2005; Rahaman & Khan, 1997).

Administrative decentralization seeks to redistribute authority, responsibility and financial resources for providing public services among different levels of government (Hossain, 2005). It means the transfer of responsibility for planning, management, and the rising and allocation of resources from the central government and its agencies to field units of government agencies, subordinate units of levels of government, semi-autonomous public authorities or corporations, area wide regional or functional authorities, or non-governmental organizations or voluntary organizations (Lai & Cistulli, 2005; Rahaman & Khan, 1997).

Fiscal decentralization means the transfer of financial responsibility in as far as the generating of revenue as well as authority to make expenditure decisions from the central government to the

lower levels of government. (e.g. user charges, co-financing with users, property taxes, borrowing, etc...). This is a core component of decentralization, as the discharge of devolved functions by the local governments requires matching financial resources from the central government. It must, however, be stressed that all the three dimensions are cardinal in ensuring that the goals of decentralization are achieved and that all three operate in an interdependent fashion albeit the fiscal the fiscal aspect is critical (Hossain, 2005; Lai & Cistulli, 2005).

2.1.1.3. Why decentralization to service delivery?

Tomaney, p.etal,(2011), outline that decentralization could have following benefits on service delivery:

Administrative efficiency - Multi-tier government makes it possible to satisfy citizens' demands for public goods and service more precisely and cost-effectively. Decentralized service delivery may open up opportunities for closer user involvement in more clearly articulating their needs and preferences and making and implementing decisions within their local area.

Local competition - Competition among local governments to attract mobile residents or investment induces them to be more honest, efficient and responsive service delivery.

Fiscal incentives. - Increasing local governments' share in a shared tax should increase their motivation to support local economic activity, resulting in better performance of service delivery. Moreover, decentralization gives sub-national governments an incentive to produce public goods and services more efficiently by creating inter-jurisdictional competition for residents and economic activity through making use of local resources, knowledge and capacities.

Democracy - Decentralization, by reducing the scale of government increases citizen participation and cultivates civic virtue and enhances electoral accountability because citizens are more informed about local issues. Hence, decentralization stimulate participation and accountability by reducing the distance between those in government and their constituencies, this allows effective public services to fulfill local demand.

Coordination - positive implication of decentralization arises in terms of better coordination of regional and/or local agents. Decentralised provision of public services and goods can facilitate and encourage the closer relationships and dialogue helpful to co-ordination and

integration amongst multiple regional and local agents involved the administration and delivery of public services.

Local information and policy innovation - Decentralization could encourage creativity and innovation. Decentralisation enhances autonomy and empowers regional and local actors with the responsibility, resources and decision-making powers to address regional and local policy on service delivery issues.

2.1.1.4. What variables affect the better service delivery?

Akpan H. Ekpo (2008) has identified following as key variables affecting the better service delivery of lower levels of government:

Appropriate Constitutional and Legal Framework - Powers and functions of lower levels of government must be clearly defined through an appropriate constitutional and legal framework. Through this process central government must be willing to give up control and recognize the importance of sub-national government in service delivery (Ekpo, 2008).

Sufficient and Competence Human Resources - A one of the major decisive variable of efficiency and effectiveness of services provided by sub-national governments is the human resource or staff which it has. In this way, sufficiency and competency of that staff is very important. Where shortages of qualified and experienced persons exist, the training, retraining and opportunities for higher education must be given in order to develop professional and technical expertise that would be help to enhance the efficiency and effectiveness of the service delivery at the sub-national levels (Ekpo, 2008).

Adequate Financial Resources - Lower levels of government must have legal authority to raising needy revenue to support its expenditure requirements. Thus, the fiscal relationship between the center and lower - levels of government must be clearly worked out on the basis of equality, fairness and justice (Ekpo, 2008).

Accountability and Transparency - Decentralization must be accompanied by accountability and transparency, so that is no abuse of power. This will help to fight against the corruption. Corruption implies a breakdown of cooperative behavior in which few collude to detriment of

all. Thus, devolving functions to smaller units that are closer to the population should in theory increase consensus and legitimacy concerning the choice of public services. This, in turn, can be expected to foster cooperation, vigilance, as well as acceptance of and adherence to rules of public sector integrity (Rule-obedience). This could be effective where the financing of the public services decentralized through the assignment of tax instruments or the collection of user fees (Ekpo, 2008).

Ensure the Easy Access to Community for Information and Services - A one of the important problems faced by the developing countries" public sector is that policy-makers as well as ordinary people have limited access to information and services. Implementation of strategies like Citizen Charter, e-Government will be helpful to overcome these problems and ensure the easy access for public to information and services, and end result of that is the enhancement of efficiency and effectiveness of services (Ekpo, 2008).

Mutual Understand Between Central and Lower level of Governments - It is important that both central and lower level of governments engage in dialogue to reduce tension and conflict. In additionally, dialogue is necessary to face the new challenges and ensure coordination and to guarantee macro-economic satiability of the country (Ekpo, 2008).

2.2. Empirical Literature review

2.2.1. Decentralized Service Delivery

As cited in Thomas (2011), according to Litvack (2005) the process of decentralization can substantially improve efficiency, transparency, accountability, and responsiveness of service provision compared with centralized systems. Decentralized education provision promises to be more efficient, better reflect local priorities, encourage participation, and, eventually, improve coverage and quality. In particular, governments with severe fiscal constraints are endowed by the potential of decentralization to increase efficiency.

Thomas by citing Tegegne and Kassahun,(2007) decentralized good governance approach at the Woreda level brings the improvement of Public service provision and improvement in the quality and made of service delivery is expected to enhance socio-economic development.

Decentralization has been gaining increasing attention as a means of improving the provision of public goods and service as reforming public-service delivery has moved to the forefront of the current policy agenda. The main economic reason behind this increased interest is the prospect of improving citizens' welfare through efficiency gains (World Bank, 2008).

Furthermore, decentralization is at the heart of a range of reforms seeking to improve service delivery through paving a short road to accountability. Citizens under a centralized regime normally have to voice their demand for better services to central authorities who in turn direct local level bureaucrats to respond. By bringing policy makers closer to the public, decentralization makes it easier for citizens to voice their demands on government, as well as better monitor the performance of the responsible politicians or bureaucrat. Policy makers are also better able to monitor their subordinates who are in the front-lines of service delivery (Scott A. Fritzen & Patrick W. O. Lim, 2006).

2.2.2. Financing Social Services through Intergovernmental Transfers

In Ethiopia, Public financing of basic social services is implemented through intergovernmental fiscal transfers from the federal government to the regions as well as from regional governments to woredas. In implementing the decentralization strategy, the Government has developed a body of rules that govern transfers from one tier to the next. The most important source of financing of the regional and woreda-level governments is the block grant transfer from the next higher level of government. A major transfer of federal resources to the regions takes place through the federal grant system, which consists of block grants and specific-purpose grants. Most of the transfer takes place as block grants. With the decentralization to local governments in 2002, block grants to local governments were introduced in four regions: Amhara, Oromiya, SNNPR, and Tigray, with other regions soon following suit. The aim was to replace the incremental budget allocation method with a transparent general purpose grant that gives autonomy to local governments (Garcia and Rajkumar, 2008).

Regions are heavily reliant on transfers from the Federal government because of their limited share of total government revenues. Regions on average collect 18 percent of total consolidated

government revenue (including Federal revenue), even though regional budgets in total are about 38 percent of the total consolidated (including the Federal) government budget (ibid).

2.2.3. Countries Experience with Education Decentralization

The most widespread and far-reaching decentralization reforms have occurred in Latin America. Argentina transferred the responsibility for financing and providing education services from the central government to its provincial governments with the responsibility of direct management of educational services, detailed curriculum design for each province on the basis of national core content, and promotion of the participation of educational stakeholders in the management of the education system (UNESCO,2005).

The Ugandan education system was one of the best in Sub-Saharan Africa. Uganda, decentralization is taken to mean the reassignment of some decision-making (management) authority, responsibility and tasks from the central government to local governments. Legal, financial, administrative and political management of public functions has become the responsibility of the local community, under the leadership of Local Councils (LCs). Education has been decentralized to local governments beginning with primary (an equivalence of elementary) education. Many programs have been put in place to facilitate decentralization of education service delivery. It appears that the decentralization of education has been more effect at the elementary level than at other levels. Most countries in Africa have attempted to shift responsibilities from MoE offices in the capital city to MoE offices at the regional and/or district level. Ghana, for example, has undertaken several such decentralization initiatives over the years, leading most recently to authorizing district assemblies to assume control over primary and Secondary school (Namukasa and Buye, 2007).

Similarly primary education is the most important responsibility of local governments in Tanzania. Half of all their funds is spent on this activity (although most funds are provided by the central government), and two-thirds of all local government employees are teachers. Local government decision-making is vested in the district council. A majority of its members are directly elected at the ward level. At the lower level, the village council has much the same functions as the district council. At the school level the school committee - in which parents are

represented - is supposed to oversee the running of the school (Alec Ian Gershberg & Donald R.Winkler, 2003)

2.2.4. Donor funded development programs support decentralized service delivery in Africa

The Republic of Uganda Government in cooperation with the development partners of World Bank is implemented Local Government Development Program (LGDP) aims to contribute (i) decentralized service provision and devolution of the development budget through the provision of investment funds to the Local Governments (LGs) (ii) Build the capacity of the Ministry of Local Government , the Local Government Finance Commission Secretariat and a sub-set of the Local Governments for improved service delivery, accountability and transparency. LGDP grant funds both recurrent and capital expenditure for administration, education, health, production, roads and drainage, solid waste as well as water and sanitation sectors at local government level to alleviate poverty (LGDP ICR, 2004).

The Republic of Sierra Leones in collaboration with development partners of World Bank is implemented decentralized Service delivery adaptable Program Loan (APL) program to support decentralized delivery of basic services in Sierra Leone. In addition to providing Councils with substantially more funding for basic service delivery, the program will focus on strengthening Government institutional and organizational capacity at the central and local level to enable LCs to fulfil their core devolved functions and launching an “umbrella” platform to consolidate all financial flows to Local Councils. The focus will be on strengthening key processes in the service delivery value chain that will reinforce efficient use of existing and additional resources: namely, development planning, budgeting, and expenditure monitoring, monitoring of service delivery results, and strengthening citizen involvement in the service delivery cycle (APL, 2009)

2.2.5. PBS Program contribution for decentralized Basic services delivery in Ethiopia

Since 2006, through the three phases of the Protection of Basic Services (PBS) projects, development partners (DPs) have been supporting the Government of Ethiopian (GoE) in the financing of the decentralized delivery of basic services, with the objective of expanding access

and improving quality of basic services in education, health and other sectors. Through the years, the PBS project supported financing of basic services at decentralized levels, which in turn, has helped the Government of Ethiopia (GOE) make substantial strides in reaching several of the Millennium Development Goals (MDGs) as well as its own targets set out in the Growth and Transformation Plan (GTP). In the education sector, for instance, the primary school net enrollment rate has increased from around 68.5 percent in 2005 to 92.6 percent in 2014; Gender parity index for primary 1-8 has improved from 0.81 in 2005 to 0.91 in 2014, whereas school completion rate for grade 5 has improved from 57.4 percent in 2005 to 69.5 percent in 2014 (MoE, 2006; 2014). These improvements in output and outcome of education service provision indicators are impressive. At the same time, they largely reflect only one dimension of the objectives of additional funding for these services, which is improved access. This initial focus on access is understandable given the challenging service delivery environment at the start of the millennium. Moving forward, there is growing emphasis on addressing other dimensions of service delivery which are critical to its effectiveness in improving development outcomes. Improvement in access and quality of primary education has been one of the central focus areas of development for Ethiopia in the past decades. Specifically, since 2006, significant achievements have been made in expanding access to primary education services for local communities through decentralized service delivery mechanisms. The Promoting Basic Service (PBS) project and the General Education Quality Improvement Project (GEQIP) are among the key projects that support expansion and improvements in quality of education services at decentralized levels.

The education sector is a major beneficiary of PBS. It continues to claim a large share of total government expenditures on basic services, and within the sector, recurrent costs are typically the largest share of expenditures. In EFY 2014, more than half of the sector's budget was allocated to recurrent expenditure covering costs for frontline service providers' (teachers') salaries, operations and maintenance at sub-national level. Currently, there are more than 400,000 school teachers in the country, out of which around 85 percent are primary school teachers (Wondem and Bereket, 2015).

Over half of the resources channelled to local governments under the Promoting Basic Services (PBS) Program are used to hire primary school teachers. Demographic and Health Survey (DHS) data indicate that the net enrolment rate for primary school climbed from 68 percent to 82 percent between 2005 and 2011, and the completion rate rose from 34 to 49 percent.

The analysis that follows sought to determine if there was an association between per capita expenditures on primary education at the woreda level and the net enrolment rate (NER) and pupil-teacher ratio (PTR). The third phase of the PBS Program is expected to achieve specific improvements in both of these education-related indicators, which are included in the results framework. Both net enrolment rate and pupil-teacher ratio show a strong and significant relationship with woreda-level per capita recurrent expenditure, after controlling for the effects of rural/urban percentage and ethnicity. For every additional Ethiopian birr (ETB) per capita of woreda education spending, net enrolment rate increases by 0.20 percent. These results are all significant at the 1 percent level and robust to changes in specification. The results for pupil-teacher ratio are similar (World Bank, 2014).

PBS has been of pivotal importance in its effects on aid flows to Ethiopia, and on the relationships between GoE and its DPs, and amongst DPs. Its introduction to deal with a crisis in aid relationships gave it a particularly high profile, but other collective aid instruments (e.g. budget support in numerous countries) play a similar role in providing a framework or a platform that other aid instruments can build on. In Ethiopia, PBS's pivotal role is more pronounced because of the way it reinforces decentralisation and complements sector programmes. In other words PBS has strong positive externalities, and should be judged in terms of what it adds to the overall pattern of aid to Ethiopia. Its contributions have included: (i) providing an effective forum for dialogue (among DPs as well as with GoE) contributions to harmonisation and policy alignment (ii) supporting through the FBG bulk and predictable MDG sector funding for basic Services, and platform for complementary sector-specific programmes (iii) supporting decentralisation and capacity development at local levels (iv) keeping open a broad dialogue about decentralisation, service delivery, accountability and effectiveness (v) providing a platform for other sector specific operations including complementary results-based approaches (EU, 2012).

2.2.6. Development Program Support Decentralized Education service delivery in Ethiopia

General Education Quality Improvement Program (GEQIP) takes a holistic approach to improve the quality of general education by adapting the concept of the school effectiveness model (World Bank 2000). The framework is particularly suitable for GEQIP given the politically and fiscally decentralized structure of the Ethiopian education system, paired with the Government's recent efforts to implement a broad sector reform to improve the quality of education. The "value added" contribution of GEQIP, towards fulfilling the objective of improving the quality of general education, rests on the extent to which the components are implemented in coordination with other inputs. GEQIP will contribute to the overall quality improvement of the Ethiopian education system by providing support for activities that complement inputs in other domains, such as teacher salaries and school construction, financed mostly through PBS and the government budget.

The GEQIP Program consists of the following components: (i) Curriculum, Textbooks and Assessment and Inspection; (ii) Teacher Development Program (TDP), including English Language Quality Improvement Program (ELQIP); (iii) School Improvement Program (SIP), including school grants; (iv) Management and Administration Program (MAP), including EMIS; and (v) Program Coordination, including monitoring and evaluation activities (MoE,2008).

2.2.7. Decentralization in the Education sector

Decentralization has taken place in Ethiopia. Implementation and management of primary education and (in most cases) junior (general) secondary education are managed by WEO, accountable to the woreda cabinet and REB. Regions manage senior (preparatory) secondary education and a large part of TVET, as well as the institutions training teachers for primary and junior secondary education. Regions are also responsible (within the framework of federal guidelines) for curriculum development in primary education, the choice of the language of instruction and textbook provision at primary level.

Most of the education finance is disbursed from the federal government to the regional government, and to the woreda government, as a form of block grant. The share of the federal government in the education sector budget is 43%-49% (2003-2008) and that of the regional government is 51%-57%. The share of woreda budget in the regional budget varies region by region: 51% in Oromia region (regional budget is 47%); 61% for rural woreda, 8% for urban woreda, and 24% for zones in SNNP region (regional budget is 24%)

The allocated budget for woreda is allocated to each sector after discussed in the woreda council. The share of woreda's education budget in the regional budget is 66% to 89% in the primary and junior secondary level. In Lume woreda of Oromia region, the education budget in 2010/11 was ETB 11 million. ETB 10 million out of 11 million (91% of the total) were meant to be teacher salary (JICA, 2012)

2.2.8. Conclusion

Some authors defines service delivery is a set of institutional arrangements to provide public goods and services to its citizen that critically influence the performance of public service delivery. These authors also highlights four basic broad models of public service delivery arrangements that governments everywhere have implemented i.e direct, privatization, decentralization and alternative service delivery model. Decentralization of service delivery refers functions to local government bodies is the most popular service delivery model in the world.

Advantage of decentralization on service delivery were facilitating good governance, improving service delivery, productive efficiency, improving the efficiency of central government, reducing the government costs on public services and enhancing competition for public goods and services. On the other hand, the key variables affecting the better service delivery of lower levels of government are appropriate constitutional and legal framework, sufficient and competence human resources, adequate financial resources, accountability and transparency, ensure the easy access to community for information and services and mutual understanding between central and lower level governments.

Furthermore, different writers argue that, the process of decentralization can substantially improve efficiency, transparency, accountability and responsiveness of service provision compared with central system.

Donor funded development program support decentralized service delivery in Africa like Local Government Development Program (LGDP) in Uganda and decentralized service delivery adaptable program loan (APL) Sierra Leone supported by the World Bank implemented and improved public service delivery. On the hand, since 2006 through the three phases of Protection of Basic Services (PBS) projects, development partners (DPs) have been supporting the Government of Ethiopia (GoE) financing of the decentralized delivery of basic services, with the objective of expanding access and improving quality of basic services in education, health and other sectors as well as General Education Quality Improvement Program (GEQIP) to support the overall quality improvement of the Ethiopian education system implemented by the World Bank and other development partners support.

In Ethiopia, public financing of social services is implemented through intergovernmental fiscal transfers from federal government to regions as well as from regional Government to Woredas. Hence, Argentina and Uganda experience with education decentralization in Latin America and Africa respectively discussed.

CHAPTER THREE

Data Presentation, Analysis and Discussion

3.1. Introduction

As discussed earlier this study is to assess the role and contribution of Protection of Basic services (PBS) program in supporting the decentralized education service delivery at the study woreda. To finish this study and accomplish this task mainly documents have been reviewed, interviews with woreda finance and education office head as well as primary school directors have taken place and questionnaires were dispatched to supervisors and experts at woreda finance and education office along with sample primary school teachers.

This chapter of the study is classified into four parts, the first and the second part discussed about the background of the study area and the characteristics of the respondents respectively as well as the third part presents the profile of respondents. Hence, the fourth part confers about the empirical evidence collected from documents reviewed, interviews conducted and questionnaires and views of the sample respondents concerning the research title.

3.2. Background of the study area

Ada is one of the 309 woredas in east Shewa zone of Oromia Region and bordered by Akaki district in the west, Gimibichu district in the North, Lume district in the East and Liben Chukala district in the South. It also enclaves Bishoftu town Administration area. The larger of the district boundaries are demarcated by rivers namely Modjo, Modjo-jalo, Kolbe and Wodecha rivers. The capital of Adea district is located almost at an equal distance of 47KMs from Addis Ababa. Because of geographical location i.e. near to the capital city of the Ethiopia (Addis Ababa) the district has a great advantage for accessing the local products to the market and creates suitable condition for provision of the demanded commodities to the local communities.

It is the largest woreda with a total surface area of 80,313 hectare currently; the district is divided into 23 rural kebeles and four (4) urban centers. According to population projection by the Central Statistical Agency in 2008 E.C, this woreda has an estimated total population of 162,192, of whom 84,205 were Males and 77,987 were Females.

The woreda has an average altitude of 1,800 meter above sea level and the largest proportion of Adea woreda land belongs to Woina dega about 94% of its surface area agro-climate and the remaining small proportion of land categories to Dega about 3% and 3% is desert agro-climate. The vast area of the woreda annual rainfall varies between 800 and 1300 mm. The woreda has moderate temperature characterized by relatively warm temperature ranging between 160 C-290C most woina dega area of the woreda produce cereals such as teff, wheat and chick pea (Physical and socio-economic profile WoFED, 2007).

Map 1. Map of Adea woreda source socio economic profile of Woreda



3.3. Characteristics of the respondents

To analyze the data, 30 close ended questionnaires were prepared and distributed to at experts and supervisor in woreda education and woreda Finance and Economic Development office as well as to sample primary school teachers. Among these questionnaires, 27 respondents filled the questionnaires properly and returned, while 3 respondents were not able to give their response, that result in a response rate of 90%. In addition to the questionnaires, key informant interview were carried on with key government officials who consist of WoFED office head, WEO head and Sample primary schools Director.

3.4. Profile of the respondents

Table 1 .Profile of Respondent

Variable	Response	Number of Frequency	Percentage
Gender/Sex	Male	20	74%
	Female	7	26%
Experience	less than two years	4	15%
	2-4 years	6	22%
	greater than 4 years	17	63%
Education Level	Diploma	10	37%
	Bachelor	17	63%
	Masters	0	0%
Age categories	18-24	0	0%
	25-35	19	70%
	36-45	6	22%

Variable	Response	Number of Frequency	Percentage
	above 45	2	8%
Positions	Supervisor	3	11%
	Expert	14	52%
	Teacher	10	37%
	Other	0	0%

Source: own survey (2016)

Out of the total respondent 74 % are male and 26 % were female respondents. The experience of respondents 63 % of the respondents have been working for more than four year of experience , 22 % have 2-4 years of experience and the remaining 14% have less than two years of experience. The educational back ground of respondents, the majority of respondent's 63 % bachelor degree and the remaining 37 % have diploma. The age categories of respondents, the greater part the study respondents are were in the age bracket of 25-35 years (70%), age bracket of 36-45 are 22 % and 8% are within age bracket of above 45 years.

The positions of respondents are supervisor (11%), experts (52%) and teachers (37%) which include Woreda finance and education office supervisor, experts and primary school teacher's. The above data presentation shows that more of the respondents have high work experience and educational background as well as high percent of within youth age bracket.

3.5. Data Analysis from Questionnaire and Interview

A total of 30 Questionnaires were dispatched to the sample respondents. However, the researcher has only able to collect 27 questionnaires. The following questions from the questionnaire are analyzes and presented using tables, percentages, figures and statement. Mainly, the response collected by the administered questionnaire represents the views of the sample respondents.

Table 2: The extent to which the respondents from WoFED and WEO agreement to budget adequacy and availability of skilled manpower in the study woreda

S/N	Variable	Reponses									
		SA		A		N		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Sufficient recurrent budget allocated to Woreda education sector	0	0	8	47	1	6	8	47	0	0
2	The region subsidy transfer to the woreda is the main source of revenue to deliver education services	2	12	10	59	2	12	3	18	0	0
3	Adequate manpower available in the Woreda education office and schools	3	18	8	47	4	23	2	12	0	0
4	All primary schools in the Woreda staffed by the required number of teachers	1	6	7	41	3	18	5	29	1	6

SA-strongly Agree; A-Agree; N-Neutral; DA-Disagree; SDA-Strongly Disagree

Source: Field Survey, 2016

The data summarized in Table 2, according to the first inquiry or to sufficient recurrent budget allocated to woreda education sector, 1 respondent i.e. (6%) of them were neutral and 8 respondents (47%) out of the total agreed and the rest 8 respondents (47%) disagreed to sufficient recurrent budget allocated to woreda education sector.

In addition to the above responses head of Woreda Finance and Economic development office is also interviewed to give their opinion about sufficient recurrent budget allocation for the Woreda education sector. His/her response was as follows, even if there is relatively better budget allocation for the education sector of Woreda, there is budget constraints that hindered full decentralized education service delivery in the woreda. On the other hand, Woreda Education

Office head confirmed during the interview, they suffer a lot with scarcity of budget for operation cost.

Moreover, as per the responses made to the second inquiry or to the region subsidy transfer to the woreda is the main source of revenue to deliver education services, the majority of the respondent's i.e. 2 respondents of which (12%) and 10 respondents (59%) of them were strongly agreed and agreed respectively. It shows that the region subsidy transfer to the Woreda is the main source of revenue to deliver education services in the woreda.

Besides, as per the interview conducted with the head of woreda Finance and Economic Development office, the region subsidy or block grant transfer to the woreda is the main source of revenue to deliver education services, this is due to the woreda own revenue generation is minimal.

The data summarized in table 2. Particularly to the third inquiry or to adequate manpower available in the Woreda education office and schools, 8 respondents i.e. (47%) of them were agreed and 4 respondents (23%) out of the total were neutral and 3 respondents (26%) strongly agreed as well as 2 respondents (12%) to the inquiry. Therefore, from these the author of this study has noticed that adequate manpower available in the woreda education office and schools.

The next inquiry revealed that the responses made to all primary schools in the Woreda staffed by the required number of teachers, 3 respondents i.e. (18%) of them were neutral and 7 respondents (41%) out of the total agreed and the rest 1 respondents (6%) strongly agreed as well as 1 respondents (6%) strongly disagree to the inquiry.

Furthermore, as per the information gathered from the interview, the Regional block grant transfer to woreda increased year to year enable the Woreda Finance and Economic Development Office to allocate relatively better recurrent budget for the woreda education sector and this result in assigning the required number of teacher in the woreda primary schools to deliver education service delivery.

Table 3: The extent to which the respondents from sample primary school teachers agreement to budget adequacy and availability of skilled manpower

S/N	Variable	Reponses									
		SA		A		N		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	Sufficient budget allocated to your school to deliver appropriate services	0	0	4	40	3	30	3	30	0	0
2	Are teachers assigned for all subjects in your school	3	30	3	30	1	10	3	30	0	0

SA-strongly Agree; A-Agree; N-Neutral; DA-Disagree; SDA-Strongly Disagree

Source: Field Survey, 2016

As per the responses made to the first inquiry of table 3, a total of 4 respondents (40%) agree that sufficient budget allocated for schools to deliver appropriate services whereas, 3 respondents (30%) of the sample population disagree. Hence, the rest 3 respondents (30%) remain neutral. From these responses, the author of this study noted that relatively sufficient budget allocated for primary schools to deliver education services.

Moreover, as per the responses made to the above second inquiry, a total of 6 respondents (60%) Strongly agree and agree that required teachers assigned for all subjects in primary school whereas, 3 respondents (30%) disagree; the rest 1 respondents (10%) remain neutral. From these responses, the author of this study noted that required number of teachers assigned for all subjects in primary school to deliver education services.

As per the interview made to the sample primary school directors, even if the required number of teachers assigned in primary schools, the primary schools suffer in the scarcity of budget for operation cost. The schools receive only stationery materials in kind bought by operation budget allocated to them from the Woreda Education Office, which do not meet their annual requirement. During interview the school director also describe, they suffered a lot with budget constraints that schools do not have any means of generating income and they do not have any power on budget decisions.

3.6. Data Analysis from Documents reviewed

3.6.1. PBS Program Contribution for decentralized education service delivery at sub national level

PBS Program allows increasing block grant transfers from the Federal Government to Regions and from Regions to woredas, proved an effective instrument for supporting Government's core service delivery objectives and deepening the decentralization.

Table 4. PBS II Disbursements to the Federal Block Grants for Basic services by GOE and DPs in million ETB

Financer	EFY 2001	EFY 2002	EFY 2003	EFY 2004	EFY 2005	PBSII Total
Government	9,905.77	2,269.06	5,838.25	13,439.60	7,054.07	38,506.72
IDA	237.09	4,808.38	3,443.50	3,638.78	3.23	12,130.98
DfID	680.25	2,219.05	1,688.27	2,041.60		6,629.17
EU	482.91		337.65		1,208.45	2,029.02
AfDB		1,351.86	2,522.93			3,874.78
KfW		405.62	239.34		241.47	886.13
Austria	37.71		30.09	45.76	55.04	168.59
Irish Aid		251.90	84.41			336.31
Spain	143.86	281.61	135.06			560.53
Total	11,487.59	11,587.49	14,319.51	19,165.74	8,561.92	65,122.24

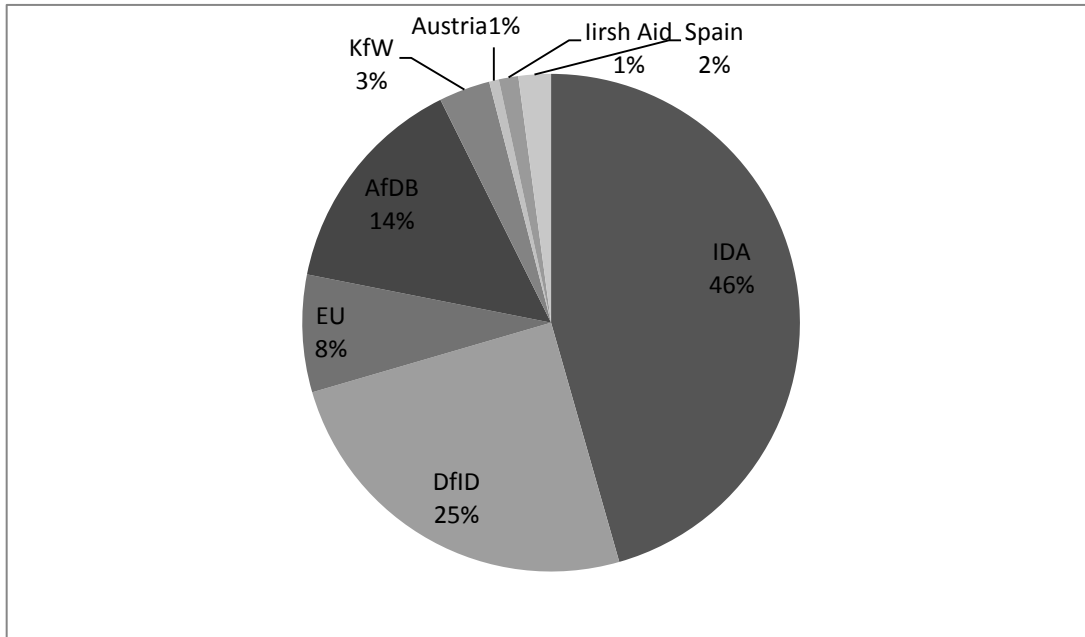
Source: MoFEC PBS Program Audit Report

The above table shows phase two PBS program contribute 65,122.24 million ETB to Federal block grant for basic services. The bulk of this fund was spent on the provision of basic services at Regional and woreda level. Disbursements in the PBS program are dominated by the support to the Federal Block Grant (FBG), and as a result Ethiopia has seen increased decentralized spending on basic services.

This increased expenditure in social services brought about by PBS support for the FBG has also been accompanied by increases in the contributions of the Government to the FBG. Finally, most

of the expenditure of the FBG, is carried out by regions and woredas, fulfilling the PBS expectation of decentralized basic service provision.

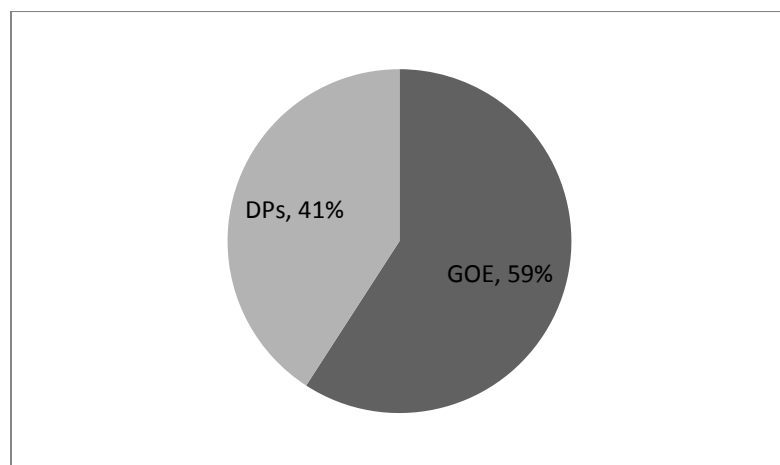
Figure 1. DPs' Share from PBS II Disbursements to the Federal Block Grants for Basic services



The above figure illustrates the share of different development partners' disbursement from phase two PBS program to the federal block grant which support basic service provision at regional and woreda level. International Development Association (IDA), Department for International Development (DfID) and African Development Bank (AfDB) are the major development partners which contribute 46%, 25% and 14% respectively out of the total development partners' contribution for phase II PBS program.

Development partner contributions to block grants for sub-national recurrent expenditures reflect support for the Government's commitment to improve the quality and access of basic services nationally.

Figure 2. DPs and GOE Share from PBS II Disbursements to the Federal Block Grants for Basic services



The above figure shows the contribution of the Government of Ethiopia and the Development partners for the PBS phase two program which contribute 59% and 41% respectively.

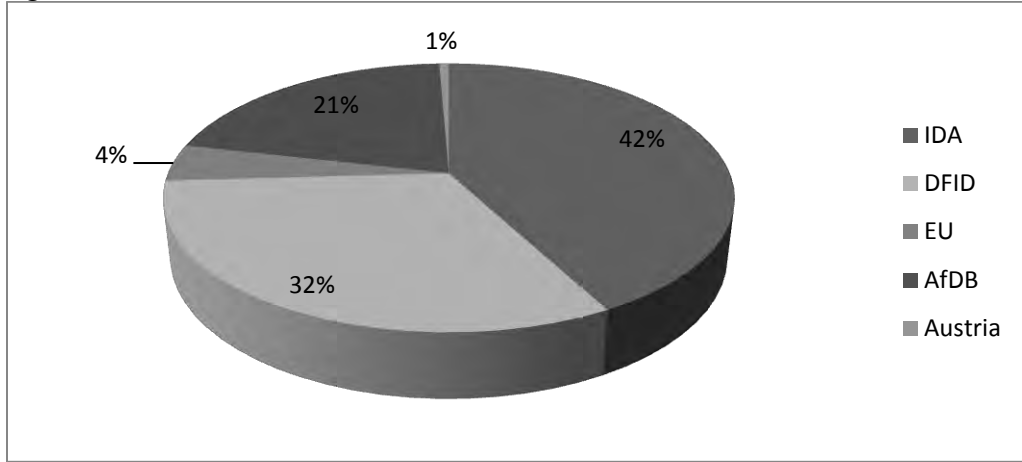
Table.5.PBS III Disbursements to the Federal Block Grants for Basic services by DPs and GOE in million ETB

Financer	EFY 2005	EFY 2006	EFY 2007	Total PBS III
Government	14,358.97	17,677.98	31,044.26	63,081.21
IDA	3,433.45	3,574.52	2,722.22	9,730.19
DfID	1,621.73	2,784.70	2,961.40	7,367.83
EU		643.72	385.66	1,029.39
AfDB	1,574.82	1,564.36	1,659.71	4,798.90
Austria		62.80	86.78	149.58
Total	20,988.97	26,308.10	38,860.02	86,157.09

Source: PBS Program Audit Report

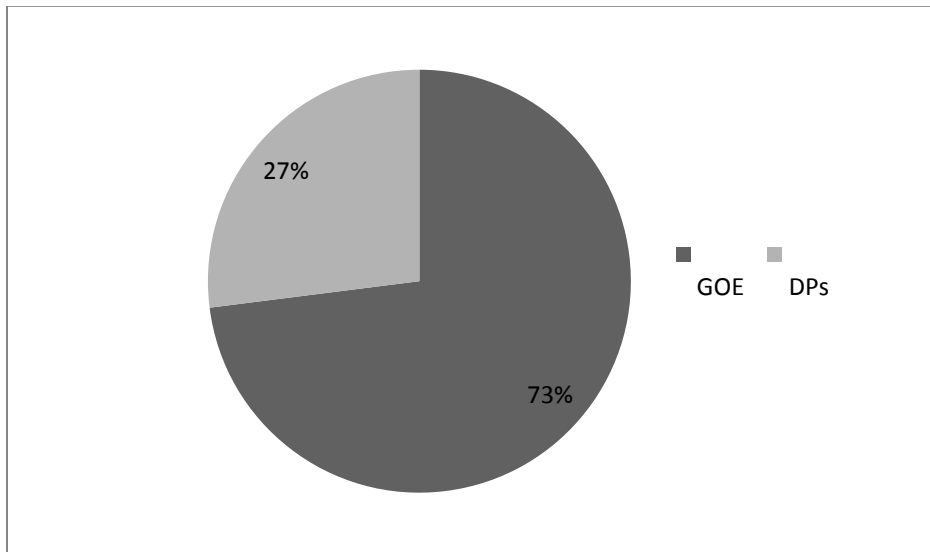
The above table shows phase three PBS program contribute 86,157.09 million ETB to Federal block grant for basic services. The bulk of this fund was spent on the provision of basic services at Regional and woreda level.

Figure 3.DPs' Share from PBS III Disbursements to the Federal Block Grants for Basic services



The above Figure 3 indicates that the contribution of the development partners from phase three PBS program disbursement to the federal block grant for supporting basic service delivery. Relatively small development partners finance phase three PBS program block grant components compared with phase two PBS program financing development partners. Out of the development partner's contribution, the major share is 42%, 32% and 21% from IDA, DfID and AfDB respectively.

Figure 4..DPs and GOE Share from PBS III Disbursements to the Federal Block Grants for Basic services



The above figures shows the share of the Government of Ethiopia and the development partners contribution from phase three PBS program disbursement to the federal block grant for supporting the basic services provision at regional and woreda level. Government of Ethiopia contributes 73% whereas the Development partners contribute 27% of the block grant disbursements for PBS phases three Program.

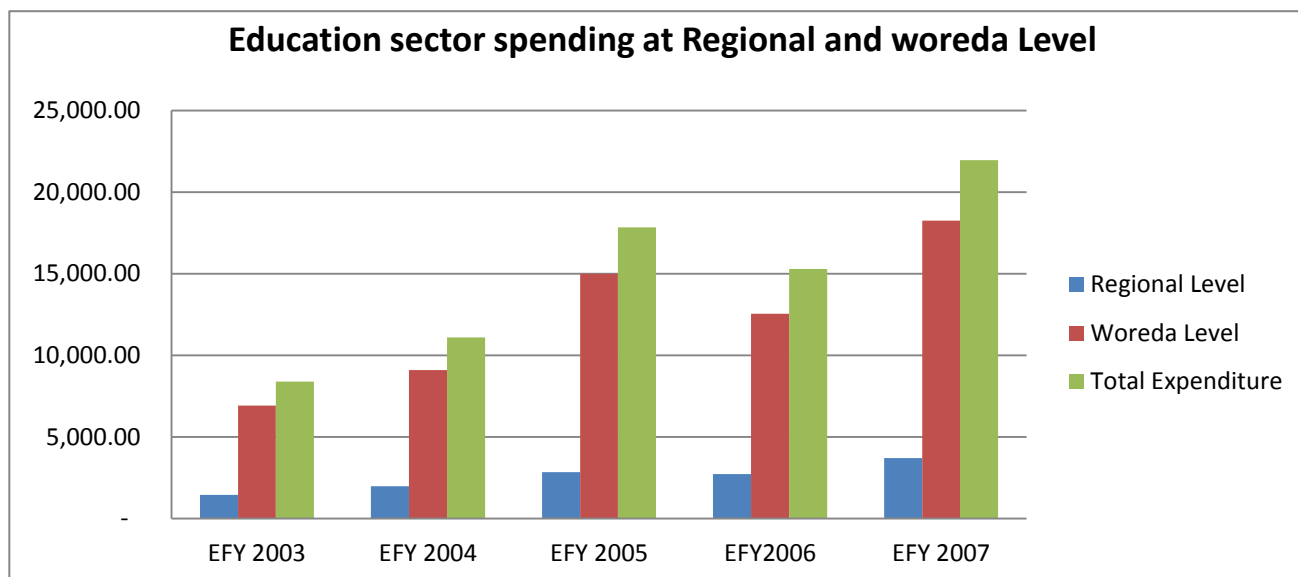
Table.6.All Region excluding Addis Ababa Basic sectors spending from EFY 2003-EFY 2007 in million ETB

Basic Sectors	EFY 2003	EFY 2004	EFY 2005	EFY 2006	EFY 2007
Education	8,387.55	11,093.84	17,844.68	14,830.17	21,966.70
Health	2,564.70	3,565.05	6,256.45	5,540.00	8,594.37
Agriculture and Natural Resource	2,709.75	3,354.23	5,455.70	4,660.44	6,374.32
Water Supply and Sanitation	370.59	519.40	864.25	906.99	1,297.83
Rural Road	121.84	179.78	331.79	315.43	412.20
Total	14,154.42	18,712.79	30,725.87	26,253.03	38,645.42

Source: MoFEC PBS Program Audit Report

The above tables demonstrate Basic sector spending increase in the past five years due to the PBS program support through the federal block grant which transfers to Regions and subsequently to woredas for the provision of basic services across the country, excluding Addis Ababa, which does not receive a federal block grant because of substantial own revenue-base. A large share of total government expenditures on basic services spent on education sector, as shown in the above table on average 58% of total government expenditures on basic services spent on education sector.

Figure 5. Trends in education sector spending at Regional and Woreda Level in million ETB



The above figure shows that the share of education sector spending at the woreda levels is higher than regional level because woredas are the last service provider. These also indicates the second wave of decentralization or woreda level decentralization delegates more responsibility for service delivery to woreda and this result in woreda spend more percent of Regional public expenditure.

3.6.2. Result of document reviewed at the study Woreda

The secondary data collected from the study woreda Finance and Economic Development Office and Education office Presented and discussed below.

Table 7. Woreda Educational level of primary school Teachers

Education Status	Male	%	Female	%	Total	%
Degree	61	25.2	15	8.53	76	18.2
Diploma	178	73.55	158	89.77	336	80.4
Certificate	3	1.23	3	1.7	6	1.4
Total						

Woreda Education Office (EFY 2008)

As it is observed in the above table, in the Woreda, there were relatively sufficient skilled Teachers. Since the standard of teachers required for Primary school is diploma level, about 80% of primary school teachers were diploma holder.

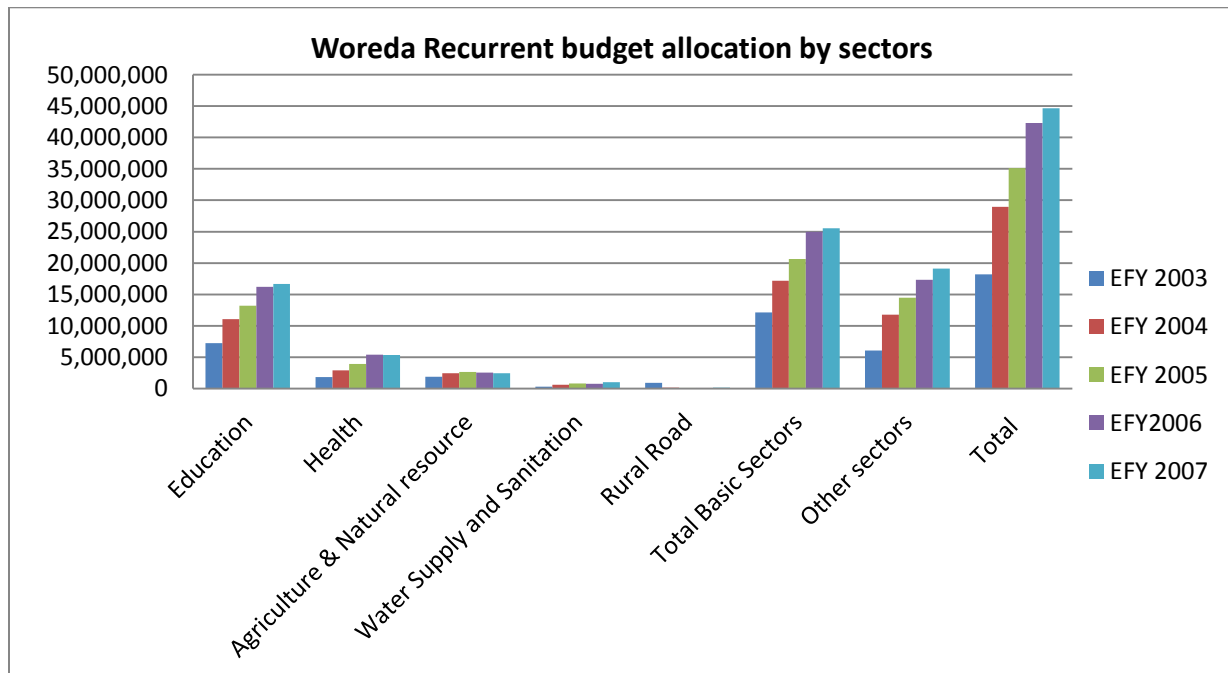
3.6.2.1. Woreda recurrent budget allocation

Table 8. Trends in Woreda recurrent budget allocation for Basic Services in million ETB

Sectors	EFY 2003	EFY 2004	EFY 2005	EFY2006	EFY 2007
Education	7,244,402	11,065,868	13,201,341	16,217,136	16,652,326
Health	1,832,728	2,907,340	3,914,560	5,379,568	5,350,776
Agriculture & Natural resource	1,877,595	2,425,803	2,654,866	2,552,826	2,429,921
Water Supply and Sanitation	284,063	621,961	792,999	738,600	990,178
Rural Road	910,032	162,708	97,957	93,972	126,824
Administration	6,032,420	11,772,678	14,477,237	17,339,739	19,126,044
Total	19,269,405	28,956,358	35,138,960	42,321,841	44,676,069

Source: Woreda Finance and Economic Development Office (EFY 2008)

Figure 6. Trends of woreda recurrent budget allocation by sectors



As the above table and figure indicates, the trend in allocation of recurrent budget for the basic sector by the woreda ranges from 57% to 67% of the total recurrent budget. There is great variation in the budget allocation for basic sectors. Education has got the biggest share of the budget 38 % whereas, Health 11%, Agricultural 8%, Water 2% and road 1% which receive the lowest share of the total recurrent budget of the woreda and the remaining 40% allocated for administrative or non-basic sectors.

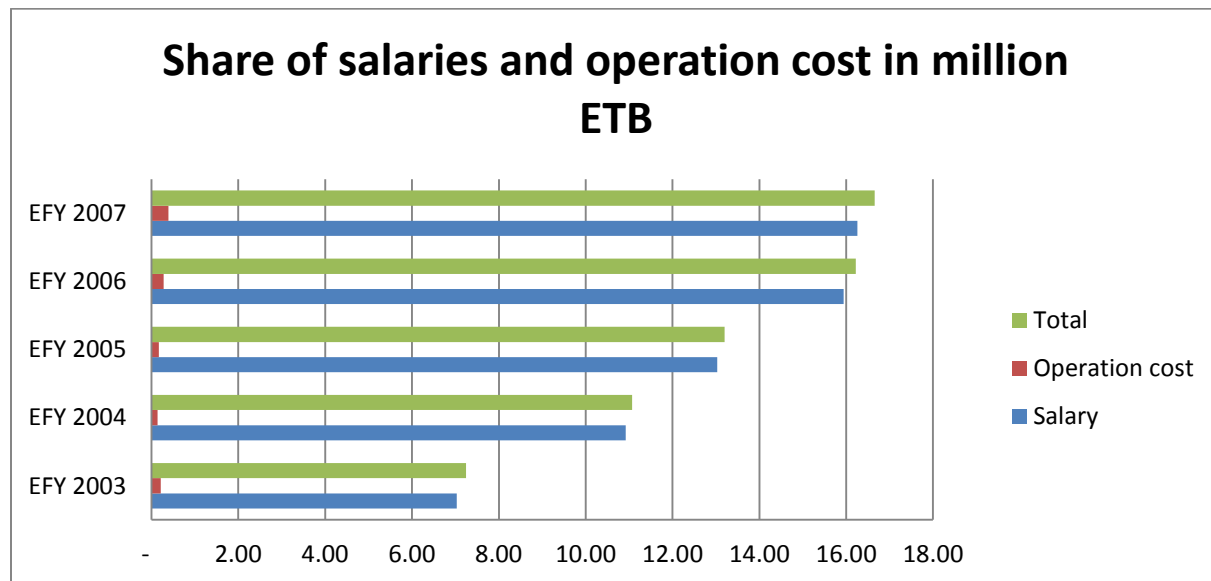
3.6.2.2. The share of Salaries and Operating costs on education sector recurrent budget of woreda

Table.9 Woreda Education sector recurrent budget Salary Vs Operation cost in million ETB

	EFY 2003	EFY 2004	EFY 2005	EFY 2006	EFY 2007
Salary	7,030,402.00	10,924,868.00	13,029,340.00	15,937,136.00	16,260,326.00
Operation cost	214,000.00	141,000.00	172,000.00	280,000.00	392,000.00
Total	7,244,402.00	11,065,868.00	13,201,341.00	16,217,136.00	16,652,326.00

Source:Woreda Education office (EFY 2008)

Figure.7. Trends of salaries and operating costs in woreda education sector recurrent budget



The above table and figure shows almost 98% of the woreda education sector recurrent budget allocated for salaries whereas only 2% of education recurrent budget allocated for operation costs. This indicated that the budget constraints for operation cost for education service delivery noted.

3.6.2.3. Oromia region own revenue Vs Federal subsidy

Table 10. Trends of Region own revenue Vs Federal subsidy in million ETB

Years	EFY 2004	EFY 2005	EFY 2006	EFY2007	EFY 2008
Federal subsidy	20,373.66	24,542.24	27,325.15	38,997.53	43,976.38
Region own revenue	3,937.27	5,375.14	7,447.92	9,921.07	11,275.08
Total revenue	24,310.92	29,917.38	34,773.07	48,918.60	55,251.46

Source: Oromia BoFED EFY 2008

The above tables illustrate that on average 81% of the region revenue collects from the federal subsidy and the remaining 19% share of revenue generated from the region. The region capacity to collect the revenue from its own sources increased year to year, however the lion share of the region revenue depends on federal subsidy. From the above data the researcher understand that most of the resources allocated for woredas from region are the federal subsidy financed by PBS program through government and development partners.

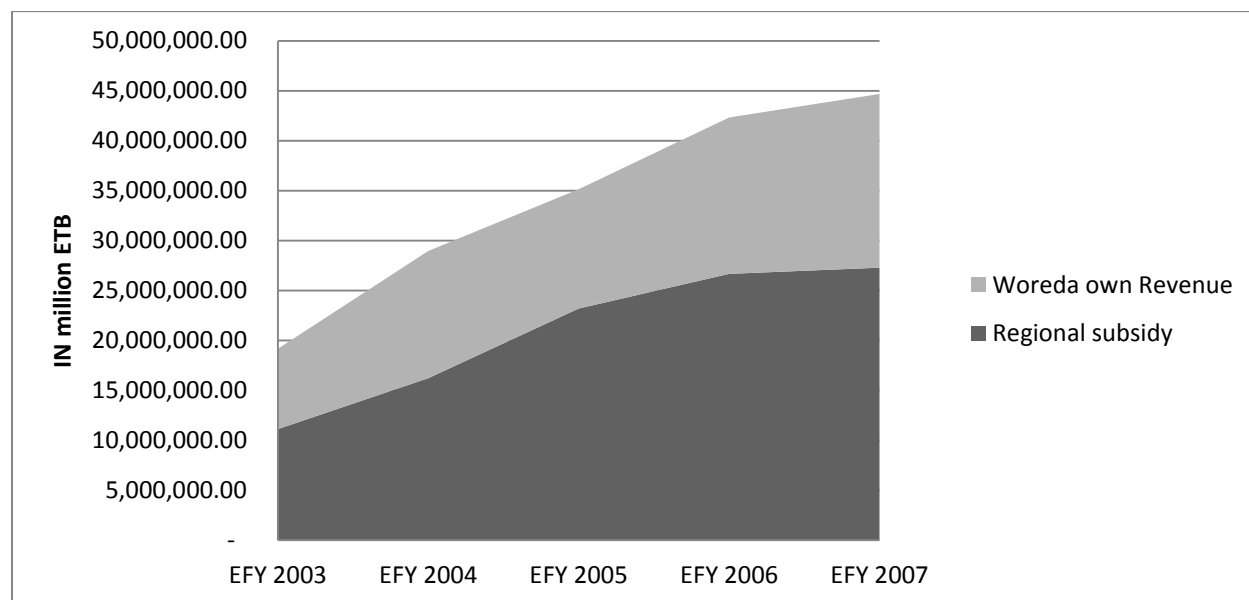
3.6.2.4. The Share of Regional subsidy and Woreda own revenue on woreda recurrent budget

Table 11. Trends in the Share of Regional subsidy and woreda own revenue on woreda recurrent budget

Description	EFY 2003	EFY 2004	EFY 2005	EFY 2006	EFY 2007
Regional subsidy	11,118,254.90	16,215,560.48	23,191,713.60	26,662,759.83	27,282,802.00
Woreda own revenue	8,051,150.10	12,740,797.52	11,947,246.40	15,659,081.17	17,393,267.00
Total recurrent budget	19,169,405.00	28,956,358.00	35,138,960.00	42,321,841.00	44,676,069.00

Source: WoFED EFY 2008

Figure 8 . Trends in woreda recurrent budget financed from regional subsidy and woreda own revenue in million ETB



The above tables and figure confirms that 61% of the woreda recurrent budget financed by regional subsidy whereas the remaining 39% of the budget financed by the Woreda own revenue. This ascertains that the woreda recurrent budget dependent on regional subsidy and the woreda revenue generation capacity is minimal.

3.6.2.5. Woreda Capital Budget allocation

Table.12.Trends in woreda capital budget allocation for basic services in million ETB

Sectors	EFY 2003	EFY 2004	EFY 2005	EFY 2006	EFY 2007	EFY 2008
Education	902,975.45	NA	NA	126,355.00	810,248.00	871,033.00
Health	NA	NA	NA	416,492.00	789,270.00	1,326,698.00
Agriculture and Natural Resource	215,408.00	90,000.00	1,135,599.00	1,480,504.00	1,641,680.00	764,000.00
Water Supply and Sanitation	406,500.00	400,000.00	491,000.00	1,771,043.00	1,318,000.00	2,940,984.00
Rural Road	461,469.00	1,930,884.00	1,650,000.00	1,914,485.00	1,316,544.89	3,669,400.00
Administration	401,721.00		889,088.00		1,323,642.00	640,312.00
Total	2,388,073.45	2,420,884.00	4,165,687.00	5,708,879.00	7,199,384.89	10,212,427.00

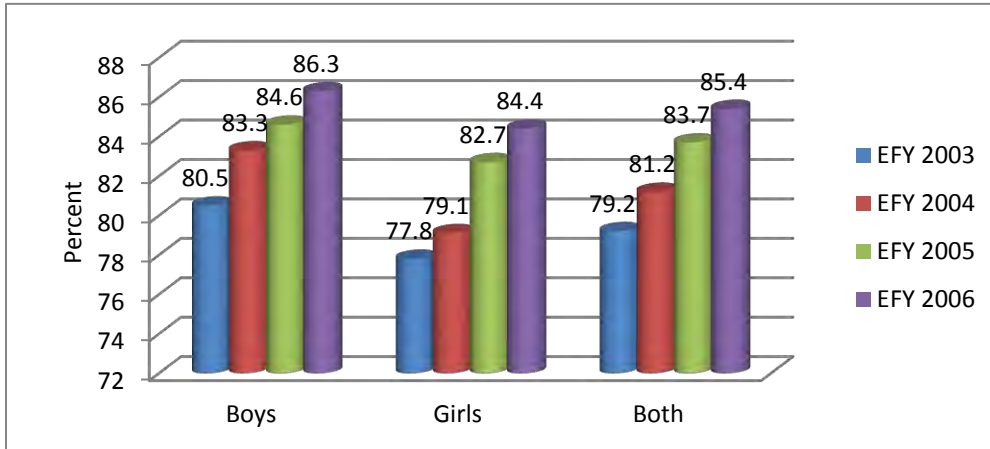
Source: WoFED EFY 2008

The above table shows that the woreda capital budget allocation for the last six years was small portion compared with the woreda recurrent budget allocation. On the other hand, the woreda not allocated for basic sectors like education and health in some years.

3.6.2.6. Performance Indicators of woreda education sector

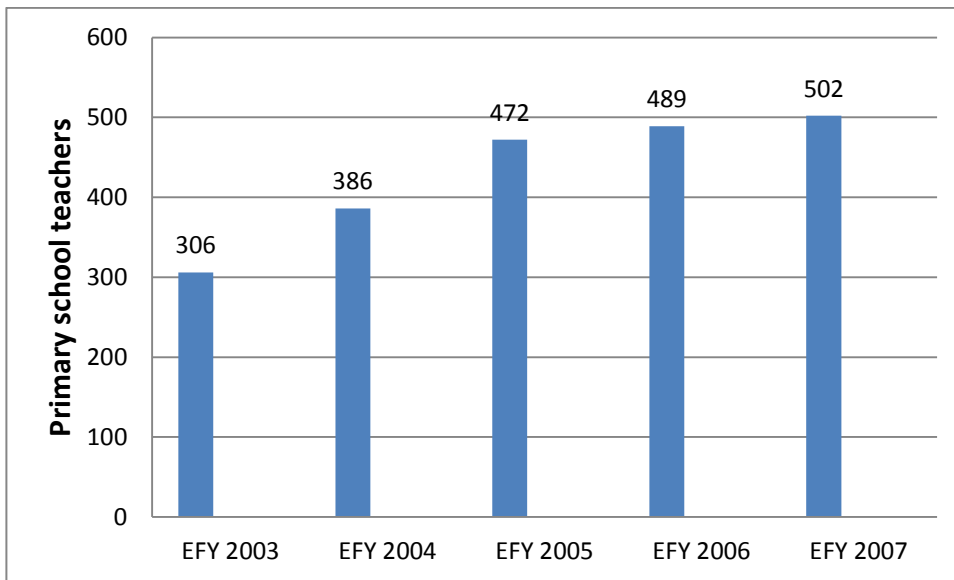
NER is the best way of measuring organized on-time school participation. It is a more refined indicator of school and enrolment coverage and explains the proportion of students enrolled in terms of official age group. NER is calculated by dividing the number of properly aged primary students (for Ethiopia ages 7-14) by the number of children of school age (7-14). NER is usually lower than the GER since it excludes over-aged and under-aged pupils (MoE Annual statistics, 2003).

Figure 9. NER Trends at Primary school (1-8) of woreda



The above tables show the trend of NER for the last four years. As noted, in the year 2006 EFY NER has slightly increased by 1.7 percentages from the previous year and by 6.2 percentages from the year 2003 EFY.

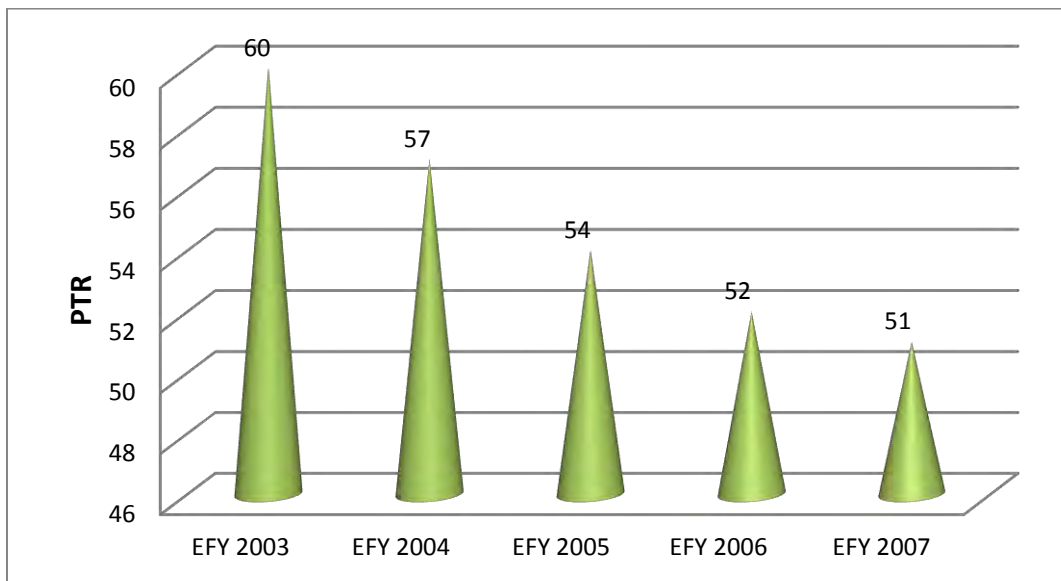
Figure 10. Trends in number of primary school teachers



As the above figure depicted the number of primary school teachers increased in the past five years and the availability of sufficient number of teachers is important to provide better education services.

Pupil- Teacher Ratio (PTR) is one of the common education indicators used to measure the education system efficiency and quality. Regarding PTR the basic assumptions are; The lower the PTR indicates the better the opportunity for contact between the teacher and pupils and for the teacher to provide support to students individually and hence a better teaching/learning process , thereby improving the quality of education; PTR is also used to measure the level of human resource input (teachers). On the other hand, very low PTR may indicate low efficient use or underutilization of teachers. This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. In Ethiopia, the standard set for PTR is 50 at primary level (1-8) and 40 at secondary level (MoE Annual statistics, 2006).

Figure 11. Trends of woreda Primary school (1-8) Pupil Teacher Ratio



The above table shows the relative change in primary school (1-8) PTR for the last five years. Woreda has managed to reduce PTR in the last consecutive five years and from the chart one can notice that for the academic year 2007 EFY the calculated value of PTR has been resulted 1:51 which is nearest to the national standard of 1:50.

3.6.2.5. Conclusion

The data have been presented analysed and discussed in this chapter thematically. The themes were selected basically from the research questions and of course from the responses in the questioners and interview as well as from document review. In the process of data collection so many data were gathered regarding various aspects of the role and contribution of Protection of Basic Services (PBS) Program in supporting decentralized education service delivery but the researcher got very selective and focused only on few themes and analysed them under four major themes in order to address the objective of the study. They include: the role of PBS program in supporting decentralized education services at sub national level; contribution of PBS Program for adequate staffing of primary school teachers at woreda level, PBS Program support and education sector performance indicator improvement, challenges faced the PBS program in supporting decentralized education service delivery at woreda level. These are the only themes presented, analysed and discussed on this paper and since the other are either out of the scope or it makes the paper complicated, it is already left to the other researchers to study.

The role and contribution of PBS Program in supporting decentralized education services at sub national level

Decentralization in Ethiopia assigns different services to different tiers of government, with annual work plans and budgets at every level determined by these mandates. The PBS will continue to support the delivery of basic services at sub-national levels, given that it is at these levels that primary and secondary services are financed and provided. Funding for basic service delivery at sub-national levels is expected to contribute to increases in service coverage, utilization, quality and social inclusion.

As the data collected through various instruments reveals, the major increases in primary education service delivery noted in the study woreda were financed mostly by the Federal Block Grant (FBG) through PBS program funds transferred from their respective Region. Thus, the increased woreda recurrent budgets for education sector have helped to increase the number of teachers in primary schools to deliver education services effectively. The other important point that the data demonstrates, the PBS program phase II and III contribute about 151.3 billion ETB through block grants for the Basic Service delivery including education services at sub national

level. As a result, the size of block grant transfers from federal Government to the Regional governments and from Regional Government to woreda Government.

The PBS support lead to increase expenditures on basic services, as indicated on table 6 in the past five years all Region excluding Addis Ababa basic sector spending increased dramatically. On average the share of 58% of Government basic sector spending is on education sector. On the other hand, the woreda recurrent budget also increased in the past five years as depicted on table 7 and from the total basic sector recurrent budget allocation about 38% allocated for education sector.

Furthermore, the data demonstrated that, the woreda recurrent budget highly dependent on block grant transfer from the region due to the revenue generating potential of the woreda is very minimal. We can infer that, PBS is the major aid instrument supporting improved and more accountable decentralized basic services at woreda level.

The presented data highlighted the important achievements in the provision of basic services and corresponding result indicators. The extent to which higher expenditure on basic services funded by the FBG has generated these positive results is difficult to measure precisely, the more so that an exhaustive picture of all expenditure in the basic service sectors is not available (SPG donors, NGO projects, community participation and/or initiatives). Nevertheless considering the past 5 years" trends, the increase in funding of basic services has been dramatic with a commensurate increase in staffing levels and social infrastructure and observed improvements in social indicators. Given the volume of funding involved, PBS can certainly be credited with substantive assistance towards more access of basic services.

Contribution of PBS Program for adequate staffing of primary school teachers at woreda level

The growing budget and expenditure by woreda has helped to finance large increases in frontline staff for basic sectors. The collected data indicated the woreda primary schools staffed by the required number of teachers as a result of the size of block grant transferred from regions to woreda increased because of PBS program funding the recurrent budget for basic services.

Moreover, the data collected shows that in the past five years the number of primary school teachers in the woreda increased as a result of adequate budget allocated for education sector of woreda.

PBS Program support and education sector performance indicator improvement

The positive relationship between financing the education services and improvement of education sector performance indicator like net enrolment rate and pupil-teacher ratio. As the collected data shows the number of teachers in the woreda primary schools from 308 in EFY 2003 to over 502 in EFY 2007 which allows reducing the pupil-teacher ratio for grades 1-8 to 51:1 (1 point above the national target of 50:1) from 60:1. On the other hand, the net-enrolment rate for grades 1-8 also rose from 79.2% in EFY 2003 to 85.4% in EFY 2006.

PBS has been essential to support the expansion of social services in woreda and the improvement in social indicators. The data collected from different sources ascertain that the PBS program contribute to support decentralized education service delivery in the woreda specially through staffing of primary school teacher. PBS program is funds block grants that support adequate staffing and recurrent expenditures for basic services including education services in the woreda. On average PBS accounted for about one-third of the overall external finance in the budget.

The development partners contributions to the provision of basic services and highlights the fluctuating but consistently high donor contributions to the FBG – and thus to the financing of the provision of basic services in the regions: donors have on average over the period EFY 2001–2005 for PBS phase II program disbursed 41% of the total federal block grant that disburse to the regions and woredas for basic services. PBS donors are thus the most important partners after government itself in funding basic services at regional and woreda level.

Challenges faced the PBS program in supporting decentralized education service delivery at woreda level

PBS finances recurrent costs of basic service provision in social sectors of which a large portion is used to cover salaries whereas small portion covers operation costs. According to the data collected from various sources indicates that the main challenge the PBS program encounter is

unable to cover operation costs for basic service delivery. As per the data collected indicates that 98% of the woreda recurrent budget allocated for salaries whereas only 2% of the budget allocated for operation costs.

Hence, during the interview with Head of Woreda Finance and Economic Development Office, Education Office head and schools directors assured that at different schools there was scarcity of operation costs. They also confirm that it is difficult to deliver appropriate education services without sufficient operation costs. On the other hand, the interview and document review analysis illustrated that the woreda education sectors also suffer by shortage of capital budget.

Furthermore, the share of woreda owns revenue for the woreda recurrent budget is low due to Woreda lack of appropriate tax-base identification and capacity to generate revenue. This effect on shortage of operation cost and capital budget. Expansion of education service delivery through increased the recurrent budget specifically teacher's salary is not all that matters for better outcomes. Availing of sufficient operation cost and capital budget is important for improving education service delivery.

CHAPTER FOUR

Summary of the Findings, Conclusions and Recommendations

This chapter deals with the summary of the findings and conclusions driven from the discussions and analysis of the study. It also ends up with the recommendations on the basis of the findings of the study.

4.1. Summary of the Findings

A system of Decentralized Service Delivery in general and Education Service Delivery in particular has been adopted in different countries for different and similar reasons. Generally speaking, decentralization has many roles to play in solving political, administrative and economic problems. As a result of effective decentralization, quantity and quality of service provision could be improved. Providing some sort of decision making power to local managers could facilitate improvement in service provision. Most of the government of developing countries resources not sufficient to provide decentralized basic services including education. Therefore they require the support of a wide range of domestic and international partners. Thus, the purpose of this the study is assess the role and contribution of PBS program in supporting the decentralized education service delivery in the study Woreda.

As seen in the literature review, the rationales of decentralization have been supported by theoretical justifications in the study. Decentralization increases the efficiency and responsiveness of government, locally elected leader know their constituents better than authorities at the national level and so should be well positioned to give the public services local residents want and need. It also improves governments" responsiveness to the public and increases the quantity and quality of services it provides. In view of these and other rationales, Ethiopia adopted a decentralized system at regional and subsequently at Woreda level. In the effort towards realizing these benefits, Woredas were initially empowered to undertake delivery of public services under the mandate of Central, Regional and Zonal Offices. Accordingly, Ada Woreda is delivering decentralized public services in general and decentralized education service delivery in particular with in this framework. Prior to establishing the findings of the study particularly in view of the problem statement it was stated that delivering decentralized education service is great significant challenges in the country due to a variety of reasons. These

were stated as institutional and capacity of problem in terms of financial and human resources, accountability and transparency, which predominantly stands as inhabiting factors in education service delivery.

In line with this, the study has raised questions related with the specific objective of the study. It asked the role of PBS program in supporting the role of PBS program in supporting the decentralized education service delivery in the woreda,

PBS program contribute for adequate staffing of primary school teachers in the woreda, porting the decentralized education service delivery in the woreda, adequate staffing of teacher financed by the PBS program increase net enrolment rate and decrease student-teacher ratio in primary schools of woreda and the challenges faced PBS program in supporting decentralized education service delivery in the Woreda.

With the objective of addressing these and related questions, this study has assessed the role and contribution of PBS program in financing decentralized education service delivery in view of adequacy of recurrent budget and availability of skilled manpower.

In this regard, related literature was reviewed, and the data collected using interviews, questioners and analysis of documents. Accordingly, the data from various sources with different data collection methods were critically discussed. It was found out that the data collected from education Office of Woreda confirmed that currently the student net enrolment rate of primary school (1-8) in the Woreda show that there is increment in student net enrolment in the past years. According to the data collected from education Office of Woreda, the net enrolment of students" was 79.2%, 81.2%, 83.7%, and 85.4 % in the year 2003, 2004, 2005, and 2006 respectively which is good progress throughout the year. It was also identified by the study that, in the Woreda pupil-teacher ratio fail from EFY 2003 1:60 to EFY 2007 1:51 nearest to the national standard of 1:50. These improvements of performance indicator in education sector of woreda result from PBS program support the federal block grant transfer to regions and in turn to woredas to sustain adequate staffing of teachers at woreda level.

Despite the block grant transfer increase from year to year for the Woreda, the revenue capacity of the Woreda was minimum because of the Woreda lack of appropriate tax-base identification and capacity.

In the findings, the education sectors budget in the Woreda is the highest recipient of budget compared to other sectors still there is scarcity of budget for operation cost. The schools receive only stationery materials kind bought by operation budget allocated to them from the Woreda education office, which do not meet their annual.

The findings indicated that the Woreda Education Office is found to fairly good manpower which appears to have positively impacted the service of the office. At school level also sufficient manpower in terms of qualification and number is observed in the Woreda.

4.2. Conclusion

Based on the major findings derived from the discussions and interpretation of the data collected through interview, quaternaries and document analysis, the following conclusions are made

In the Woreda the effort made to increase the number of school teachers and net enrolment rate is encouraging. It results in the improvement of teacher-student or teacher-pupil ratio. PBS program can certainly be credited with substantive assistance towards this achievement.

Decentralized education service delivery requires ample amount of financial resource. In order to realize the decentralized education service duties and responsibilities, Proportionate amount of budget should be decentralized to Woreda education Office and schools. PBS program contribute huge financial support through block grant for recurrent budget to woreda education services. However, lack of appropriate tax-base identification in the Woreda, the Woreda faces budget shortage for operation costs and capital budget.

In order to manage and sustain decentralization for effective delivery of education service, it needs adequate skilled manpower. Thus, Woreda is endowed with a relatively sufficient manpower to provide education services.

5.3. Recommendation

Taking in to consideration all the findings, the analysis and the conclusion drawn, the following points were made as recommendations:-

- The analysis suggests that while PBS has been essential to support the expansion of Social services in Ethiopia and the improvement in social indicators, if donor support for PBS program were to fall unexpectedly, it would cause difficulties for reaching the Government's basic service goals. The government should exert efforts to fully financing of basic service delivery through increasing domestic revenue at Federal and Regional level.
- Although the block grant transfer has been increased for Woreda development in general and education service delivery in particular, Woreda own budget coverage is insignificant due to lack of appropriate tax base identification. Therefore, the Woreda should appropriately identify tax sources in the Woreda to increase its own revenue.
- Community contribution should be encouraged as additional financing source for the provision of basic service delivery at subnational or woreda level
- The government should conduct detail revenue mobilization and costing of basic services study to design appropriate policies that ensure continuing service delivery regardless of the external financing situations.

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APPENDICES

ADDIS ABABA UNIVERSITY, COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT MANAGEMENT

Dear Respondents,

The objective of this questionnaire is to secure the necessary and relevant first-hand information that may be useful to conduct a Thesis regarding “The Role and Contributions of Protection of Basic Services (PBS) Program in supporting the decentralized education service delivery: A case study of Adea Woreda in Oromia Region” which will be used to prepare a Thesis required for my MA degree. The study focuses specifically on budget adequacy and availability of sufficient skilled manpower in the provision of education service delivery in the study Woreda. Therefore, your response in this regard helps a lot to undertake the study. The result of this survey will be treated with utmost confidentiality and will be strictly used for academic purpose only. The researcher thus appreciates in advance your cooperation and sparing your valuable time in filling this questionnaire.

Please put (✓) mark in front of the alternative you thought as an answer.

Part I. personal Information

1. Gender/sex?

a) Male b) Female

2. Age category

a) 18 - 24 years b) 25 - 35 c) 36 - 45 d) Above 45 years

3. How long did you stay in the organization?

a) Less than 2 years b) between 2 to 4 years c) More than 4 years

4. Could you tell us your Educational background?

a) Diploma b) Bachelor c) Masters

5. Your current position _____

Part II. Question related to budget adequacy and availability of skilled manpower for decentralized education services

Please tick one box to indicate the extent to which you agree or disagree

SA=strongly agree; A=Agree; N=Neutral; DA=Disagree; SDA=Strongly Disagree

	Budget adequacy and availability of skilled manpower	SA	A	N	DA	SDA
6	Sufficient recurrent budget allocated to the woreda education sector					
7	The region subsidy transfer to the woreda is the main source of revenue for the woreda to deliver education services					
8	Adequate manpower available in the woreda Education office and schools					
9	All primary schools in the woreda staffed by the required number of teachers					

10. What are the major constraints in implementing decentralized education service delivery in the Woredas in terms of budget adequacy and availability of skilled manpower?

B. Questionnaires for experts and supervisor in Woreda Finance and Economic Development office

Part I. personal Information

1. Gender/sex?

- a) Male b) Female

2. Age category

- b) 18 - 24 years b) 25 - 35 c) 36 - 45 d) Above 45 years

3. How long did you stay in the organization?

- b) Less than 2 years b) between 2 to 4 years c) More than 4 years

4. Could you tell us your Educational background?

- a) Diploma b) Bachelor c) Masters

5. Your current position _____

Part II. Question related to budget adequacy and availability of skilled manpower for decentralized education services

Please tick one box to indicate the extent to which you agree or disagree

SA=strongly agree; A=Agree; N=Neutral; DA=Disagree; SDA=Strongly Disagree

	Budget adequacy and availability of Skilled manpower	SA	A	N	DA	SDA
6	The woreda allocate sufficient recurrent budget for the education sector of woreda					
7	The region subsidy transfer to the woreda is the main source of revenue for the woreda to deliver education services					
8	Adequate manpower available in the woreda Education office and schools					
9	All primary schools in the woreda staffed by the required number of teachers					

10. What are the major constraints to finance decentralized education service delivery in the woreda

C. Questionnaires for primary school teachers in the sample schools

Part I. personal Information

1. Gender/sex?

a) Male b) Female

2. Age category

a) 18 - 24 years b) 25 - 35 c) 36 - 45 d) Above 45 years

3. How long did you stay in the school?

a) Less than 2 years b) between 2 to 4 years c) More than 4 years

4. Could you tell us your Educational background?

a) Diploma b) Bachelor c) Masters

5. Name of primary school _____

Part II. Question related to budget adequacy and availability of skilled manpower for decentralized education services

Please tick one box to indicate the extent to which you agree or disagree

SA=strongly agree; A=Agree; N=Neutral; DA=Disagree; SDA=Strongly Disagree

		SA	A	N	DA	SDA
	Budget adequacy and availability of skilled manpower					
6	Sufficient budget allocated to your school to deliver appropriate service					
7	Teachers assigned for all subjects in your school					

8. What are the major constraints in delivering education service in your school in terms of budget adequacy and availability of skilled manpower?

Part III. Interview guide questions

A. Interview guide question for Woreda Finance and Economic Development Office Head

1. What are the main sources of finance for the Woreda to deliver Education Service
2. Is there sufficient finance for decentralized Education Service Delivery in the Woreda? If no what are the problem?
4. What is the contribution of Protection of Basic Services (PBS) program in supporting decentralized education services in your Woreda?

B. Interview guide question for Woreda Education Office Heads

1. In relation with access and quality what education service delivery looks like in the Woreda?
2. Are there adequate manpower in the Woreda Education Office and Schools in the Woreda?
3. Are there sufficient primary school teachers in your Woreda? If yes or no explain the reason?
4. Adequate budget allocated for education sector to deliver the services effectively?

C. Interview guide question for sample primary school Director

1. Is there adequate number of teachers in your school?
2. How do you see it the budget allocated for your school?
3. What are the challenges and problems of education service delivery in your school?

Part IV. Summary of Points that used as to collect Secondary data

1. Socio Economic and Demographic Profile of the Woreda
2. Budget of Woreda, Education Sector Office and other sector offices
4. Segregation of the woreda Budget by regional subsidy and woreda own revenue
5. Basic sector spending of the woreda
6. Teachers in School with their Education level
8. Guidelines and policies of Woreda and Region
9. Trends of the woreda primary schools Net enrolment rate and pupil-teacher ratio
10. PBS program different phase disbursement data for block grant to basic services
11. Trends of Regional level spending on Basic Services