

**THE PRACTICES AND PROBLEMS OF DONORS' ASSISTED
EDUCATIONAL PROJECTS IN PROVISION OF PRIMARY
EDUCATION IN OROMIA REGIONAL STATE**

**BY
AWELU ABDI**



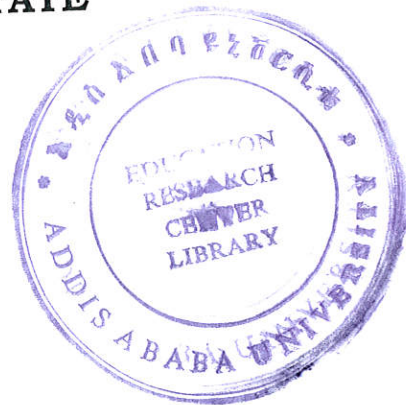
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THE SCHOOL OF GRADUATE STUDIES
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BY

AWELU ABDI

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Abbreviations and Acronyms

ABE	Alternative Basic Education
ADB	Africa Development Bank
ARM	Annual Review meeting
BORED	Bureau of Finance and Economic Development
CPA	Critical Path Analysis
DAG	Development Assistance Group
DPSA	Development Projects Study Authority
EFA	Educational For All
EU	European Union
FTP/GTZ	The German Agency for Technical-Cooperation
JRM	Joint Review Meeting
IDA	Institute of Development Agency
JICA	Japan International Cooperative Agency
ManaBU	Mana Barnoota Ummataa(Community Based Basic Education School)
MDGs	Millennium Development Goals
NEPAD	New Partnership for Africa Development
OEB	Oromia Education Bureau
OPEC	Oil Producing and Exporting Countries
PEAP	Primary Education Assistance Project
PERT	Program Evaluation and Review Technique
PRSP	Poverty Reduction Strategy Paper
SIDA	Swedish International Development Agency
SMAPP	School Mapping and Micro Planning
TICAD	Tokyo International Conference for Africa Development
UNDP	United Nations Development Program
UNICEF	United Nations International Children Funds
UNICRD	United Nation Center for Regional Development
UPE	Universal Primary Education

ABSTRACT

The process of making education universal has become both very important and most challenging commitment for most low-income countries. This endeavor, in spite of creating many school places and bringing about a relative decrease in the enrollment has stretched the scarce resources of these countries beyond the limits of being effective in attaining the goal of universalizing of primary education. The inability to satisfy the growing needs of more school places, more teachers, more equipment and facilities as well as more learning and teaching materials only from domestic source of resources forces officials to look disparately for any alternative at least not to let the situation get worse that is external aid. Thus the main purpose of this study was to assess the practices and the problems of donor support in provision of primary education in Oromia Regional State.

The method employed was descriptive survey and the data were collected from nine zones of twenty Woredas of donor catchment's areas of the region. Totally 130(one hundred thirty) subjects (80 beneficiaries, 20 donors and 30 decision makers) selected by purposive and availability sampling techniques were included in the study. The data were collected by means of questionnaires, interviews and field observations transcribed and analyzed qualitatively and quantitatively using statistical tools such as percentage, weighted mean, chi-square, t-test, f-test and correlations.

The major findings of the study indicate that donors don't provide the budget timely, and this resulted in increased cost. The amount of budget is less than the required one, and this shows lack of transparencies on budgetary matters among the concerned body. It is also observed from the study that determining priority is the joint decision of only donors and OEB, but this exclusion of the beneficiaries resulted in poor accomplishments of the educational project. The sustainability of the educational projects are also completely depends upon the external aid. Therefore, it can be concluded that the implementations of donor assisted educational projects remained inefficient and ineffective in the region.

Therefore, it is suggested that further studies must be conducted on the issues under the consideration. In addition, making agreement around the objectives of the donors, proper use of the budget, involvements of beneficiaries in making decisions of priority and the sustainability of the projects are indispensable for the effective and efficient implementations of educational projects.

CHAPTER 1

THE PROBLEM AND ITS APPROACH

The problem studied in this chapter and the approach that the researcher has taken to analyze, interpret and discuss. The chapter also describes the background of the problem, states the problems studied, identifies the significances of the study, presents research methods and procedures used in analyzing the problems, identify the limitations of the study and describe the organization of the study at the end.

1.1. Background

Oromia region is located between 3⁰ to 40⁰ north (latitude) and 34⁰ to 42^{0.55} east longitude. The region borders with Amhara National Regional Administration to the north, Afar National Regional Administration to the north east, Kenya and Southern Nations Nationalities and peoples region to the south, Somali National Regional Administration to the east, Gambella National Regional Administration, Benishangul National Regional Administration and the Sudan to the west (Oromia Economic Study Project Office, 1999).

Area of the land of the region covers 32% of the country, Location of the land just, as much of that of country, is 75% high land out of which big and small rivers that flow in different direction. Weather conditions of Oromia too have variations due to difference in the location of land. Accordingly, 0.2% cold high land, 42.3% mid-land, 42.7% low land and 0.3% dry low land. Administrative structure of Oromia region is divided in 19 zones, 6 special zones, 250 rural Woredas. Power of authority to decide has been set up on decentralization up to the Kebele level since 1994 and is under implementations (OEB, 2004). The estimated population size of Oromia is 23 million, constituting 35% of the entire population (Oromia Economic Study Project Office, 1999).

In many developing countries in recent years, there have been signs against the background of economic and social crises of widening the gap between the objectives set by national authorities and the result obtained. While the reasons for this are numerous and vary from country to country, there is one factor common to many of them: the lack of links and even cohesion between the national policies and measures aimed at bringing about the desired change such as universalizing of primary education (Magnan, 1991: 7).

Most of the primary education projects that financed by the donor agencies have not been completed within their time frame. It shows deviations. These deviations could result due to constraints in project inputs, absence of unclear working procedures, socio-cultural and political factors of assumptions not considered or anticipated designs or not holding during implementations as well as many other technical reasons (USAID, 1999: 27). This statements or ideas have also been supported by (UNESCO, 1995:35) as follows,

Many projects have failed in the past because of unrealistic objectives to judge the realism and sustainability of project; planners need a lot of experience. They must obtain information about the out come of similar projects executed within the country and the neighboring countries and about the obstacles they encountered.

Therefore, there are certain factors that can affect the size of the educational projects. Regarding this (UNESCO, 1999) states that, the size of a project is a function of five elements: operational capacity, availability of resources, place, population size and the complexity of the problems the project is supposed to solve, the number and classification of staff institutional standards and the existing degree of decentralization determine operational capacity. The availability of resource also determines the feasibility of a project.

Primary education can play a tremendous role in bringing about development many different ways. Regarding this, Magnen (1993:25) states that the relationship between education and development in the world has emphasized the essential role of primary education increasing productivity and its high social rate of return. That is why bilateral and multilateral banks have given due emphasis to the expansion and qualitative improvement of primary education as noted by the same author.

By giving due attention to the economical and social returns to the investment in primary education, Carnoy et.al (1982:34) adds that the investment in primary education will be the most effective means of improving the incomes and social outcomes of the poor over the medium of long term than other leaders of educational levels.

For successful implementation of education projects in general and that of primary education in particular there has to be continuous process of monitoring and evaluation and an assessments of impacts that the project will bring about change on the beneficiaries. Regarding to this, Chris Roche (1999:20) states that there are different kinds of assessments, which examine the efficiency, effectiveness, and consistence impact of intervention. The first of these analyses is the relationship between the resources put in to given project or program and the outputs and outcomes achieved. Therefore, an efficiency assessment helps to decide whether the same or significantly better results or changes could have been achieved with a minimum cost. Secondly, an effectiveness assessment looks at the degree to which project has achieved what has been set out to do. Thirdly, one can evaluate the degree to which the process or methods adapted where consistent or in harmony with the out comes achieved.

Ethiopia is one of the developing countries where there is shortage of highly educated manpower at all levels. Also Oromia can share this problem. This shortage of highly qualified manpower results in low productivity, low

efficiency and low effective utilization of scarce resources such as human, material and finance. To tackle these problems, the Ethiopia government has prepared the New Education and Training Policy (1994), which favors the expansion of education in general and that of primary education in particular. This needs more construction of schools, training of teachers of primary education, curriculum revision or development and textbook preparations. But, all these are very costly which government cannot tackle alone and this needs the interventions of donors to help the sector of education. Thus, the purpose of this study is therefore, to assess the practice and the problems of donor support in provision of primary education in Oromia Regional State and to identify why and how the donors support the provision of primary education.

1.1 . Statement of the Problem

The inability to satisfy the growing needs for more school places, more teachers, more equipment and facilities as well as more learning and teaching materials only from domestic sources of resources force officials to look desperately for alternatives and these alternative sources are external by nature.

The process of making education universal has become both very important and most challenging commitment for most low-income countries. This endeavor, in spite of creating many school places and bringing about a relative increase in enrollment has stretched the scarce resources of these countries beyond the limits of being effective in attaining the goal of universalizing primary education.

The main problems that block the attainment of universal primary education are task complexity of universalizing of economic limitations, socio-cultural set backs, demographic and geographic constraints and school inefficiencies

that make the issue of universalizing primary education day dream for countries like Ethiopia (UNESCO, 1984:5-6).

Recently, the gap between the plans and actual achievements for educational projects in general and that of donor assisted educational projects in particular have become wider although the government budget allocations and the bilateral and multi lateral agencies assistance have been continued. This is a remarkable issue in the financial utilization and management of other limited resources (Damte, 2000:1).

This shortage of finance, material and skilled manpower can also results in low production or productivity, low efficiency, and effective utilization of scarce resources such as human, material and financial resources. To tackle these problems the Ethiopia Government has prepared the New Education and Training Policy (1994), which favors expansion of primary education. But expansion of primary education such as construction of more schools, training of primary education, curriculum revision and text book preparation ...etc are so costive that can not be covered by government alone and this needs the interventions of donor's to interfere this sectors.

Resource allocation and utilization in education is not healthy in developing countries. As a result, a wider gap is observed between what is planned and what is implemented in educational projects. These gaps are observed because of low capacity of educational management, inefficient use of resources, delays in formal authorization, delays in budget allocation and release, lack of enough coordination of people in different corner, lack of understanding of project objectives ... etc are some of the major factors that affect the project implementation (World Bank, 2001, and MOE, 2002).

Donors supported primary education projects in Oromia Regional State are not implemented as planned. It shows delays at the start up period. This also leads to improper and poor consumption of donor support even though the

donor support for primary education increase from time to time (Oromia Education Bureau, 2003). In addition, the recent study conducted by Oromia BOFED shows that the degree of implementation of donor-supported education projects in general and that of primary education in particular were found poor (Oromia BOFED, 2002).

Thus, assessing the practices and the problems of donors support in provision of primary education in Oromia Regional State is the central findings of this study. The study examined the practices of donors support, the extents of donor support, the problems of educational managements and how to enable the environments. Since there was no specific study made on the problem pertaining to the practices and the problems of donor supports in provision of primary education in Oromia Regional State, the student researcher is motivated to conduct the study. In addition, most of the donors are involved in provisions of primary educations because of the fact that the region is larger than other regions and low status of primary education coverage in terms of quality, access, equity and efficiency.

1.3 . Objective of the study

The general objective of the study is to assess the practice and the problems of donor support in provision of primary education in Oromia Regional State. The specific objectives of the studies are to:

1. Assess the areas of donor support in provision of primary education in the region.
2. Assess the levels to which donor support the provision of primary education in the region.
3. Identify problems of educational management in donor-assisted educational projects.
4. Explore mechanisms and strategies that will help to improve the provision of donor supported educational projects.

✓ In order to achieve the above stated objectives the study was guide by the following basic questions.

1. What are the areas of Donors support in provision of primary education in Oromia?
2. To what levels donors support the provision of primary education of the region?
3. What are the major problems in the management of donor assisted primary educational projects in the region?
4. What are the mechanisms in place to improve the provision of primary education in the region?

1.4. Significance of the Study

The study is essential in assessing the practices and the problems of donors support in provision of primary education in Oromia Regional State. Currently, the mission statements of donors tend to be working with community to affect an integrated societal development and hence, there are some donors that have been engaged in expansion of primary education opportunity for the marginal segments of society. Results of the study would light into the contributions of the donors as:

1. It may serve as feedback on the role of donors in the provision of primary education;
2. It may help the donor community to improve their support in the provision of primary education;
3. It may create awareness among regional, local authorities and the larger community and donors agency in the utilization of donors' resources;
4. It could encourage others for further investigation;

1.5. Delimitation of the Study

The scope of the study was delimited to twenty (20) beneficiary Woredas of the nine (9) zones and 25 twenty-five public schools of the Oromia Regional State, so that, the work can be manageable and feasible. The selected sample areas involved in the study can represent the whole population. Furthermore, the study is delimited to the practice and the problems of donors' catchments areas of donors assisted primary education projects in the Oromia Regional State. The temporal boundary of the study covers the prevailing situations about six years back to the time of data collection. The temporal delimitation is so bounded to the situations six years back so as to ensure decency of the study on one hand, and also it is the time when donors have been involved extensively in this sublevel of education in the region. There are many donors were involved in provision of primary education. These are JICA, UNICEF, AED/BESO, Ethio-Italian, World Bank, GTZ-PEAP ... etc and the study exhaustively includes all donors, local NGOs in the region who were involved in provision of primary education in region.

1.6 . Limitations of the Study

The Student researcher does not believe that the study is totally free of any sort of limitations. Accordingly, there were a number of factors, which such limitations could be attributed to. This includes:

- I. Unavailability of reference books and finding pertinent literature in the area
- II. Respondents' failures: few respondents were found to respond hastily, or without understanding the questions, to some extent.
- III. Scattered geographical locations of the sample areas
- IV. Lack of information

V. Financial and time constraints;

As a result, the scope and depth of the information desired were limited and thus, had an implication on the outcome of the study to some extent.

1.7 . Definition of Terms

Bilateral: Having to do with or affecting both sides (Good, 1897:62).

Donors: Non-profit making voluntary organizations, which are formed by, people who share common objective and cooperate to achieve it (Prather, 1993:7);

Impact: Sustained changes in people's lives brought about by a particular intervention. (Chris Roche, 1999:20);

Program: A series of planned activities with a broader scope than a project (Magnen, 1991:14);

Project: A set of investments and other planned activities aimed at achieving specific objectives with in a pre-determined time frame and budget (Magnen, 1991:14);

Universalization of Education: is a process of making educational opportunities available to all children (UNESCO, Ibid);

1.8. Research Methods, Sources of Data and Sampling Techniques

1.8.1. Research Methods

The descriptive survey methods was employed for this study for it allows the researcher to find the acute description of the present status of the practices and problems of donor support in provision of primary education in Oromia. The descriptive survey methods were appropriate, because it helped in obtaining information about the strength and weakness of donor assisted educational projects in provisions of primary education and it enabled to find possible solutions through the analysis of variable relationship in the region.

questionnaire was administered at West-Arsi and East Shoa zones education offices expertise and officers and in Regional Education Bureau expertise. Improvements and modifications were made on some of the items of instruments particularly questionnaire part. Some ambiguity statements were corrected based on the results of pilot-test.

1.9. Methods of Data Analysis

The raw data was tallied and structured so as to make it manageable for analysis. Tally forms were used to organize and systematically frame the data obtained by questionnaire, observation and interviews. Based on the data collection instruments the qualitative and quantitative data were analyzed using logical statistical tools like,

1. Calculating mean values, weighted mean, percentages and rating scales;
2. Chi-square, T-test, correlation, F-test were used;
3. Tables were used to interpret the findings;
4. Archives and documents were reviewed and analyzed;

1.10. Organization of the Study

The Study is organized in four major chapters. The first chapter deals with introduction. Under introduction, background of the study, statement of the problem, significance, delimitation, limitation, sampling techniques, tools for data collections, methods of analysis and definitions of important terms are included. Review of the related literature takes the second chapter. The third chapter comprises of presentations and analysis of data. The last one constitutes summary, conclusions, and recommendations. Finally, list of reference materials and papers containing important information are annexed in the appendices

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.1. Essence of Donor Assisted Educational Project

Donor assistance to education in the third world countries expanded gradually during the nineteen sixties and nineteenth seventies. The share of total assistance increased from time to time (Haddad, 1980: 74). Until the beginning of the seventeenth century, most of the donor agencies gave priority to assist the upper levels of education systems perceiving that education has a key role to provide the economy with skilled manpower. However; UNICEF, AED/BESO, JICA, ... etc were the exception for many years and they gave sixty percent of their funds for the expansions of primary education (Haddad, 1980:75).

Nevertheless during the early 1970s, a shift in policy took place among donor agencies as a result of profound changes in the perception of the development process. For instances, in 1972 SIDA established new priorities in the provisions of educational assistance in the areas of non-formal education, elementary education, vocational and agricultural training as well as the training of administrators and teachers. When we consider the issues of external aid to education, the debate is concerned with issues of size, cost and coordination (Damtew, 2004:14).

According to Dollar (1998:7), donor assistance from the very beginning had twin objectives. The first objective was to promote long term growth and poverty reduction in developing countries. The underlying motivation is the welfare and happiness of others and amore self interested concern that in the long term, their economic and political security would benefit of poor

countries were growing. Their second objective was to promote the short-term political and strategic interests of donors. Therefore external assistance went to meet the above two mentioned objectives.

2.1.1. Definition and Origin of the Project

The notion that investment can and should be planned and executed in the form of specific projects is itself relatively new. Although the use of the term project in the general sense of plan, design, or scheme for doing something can be traced back for several centuries, it is only in the post war period, beginning in the 1950s that the development pioneers and academicians have focused on project as the units in to which investments in all sectors could be packaged.

Effective project work does not necessarily require a universally accepted definition of a project since none exists in the real world. This shows there are different and variety of definitions of the word project.

According to the World Bank, a project can be defined as discrete package of investments, policies and institutional and other action designed to achieve a specific development objectives or set of objectives within a designated period (Baum and Tolbert, 1985:146). According to Magnen (1991:15), a project is a set of investments and others planned activities aimed at achieving specific objectives within a pre-determined time frame and budget.

According to the definitions of the World Bank, the project may consists the following five elements, although in varying proportions and with different emphasis. First, it includes capital investments in civil works and equipments, or both the so-called bricks and mortar of the project. Secondly, it consists of provisions of services for design and engineering, Supervisions of construction and improvements of operation and maintenance. Thirdly, it consists of strengthening of local institutions concerned with implementing and opening the project including the training of local managers and staff.

The fourth elements that is corporate in the project is improvements in policies such as those in pricing, subsidies and cost recovery that affect project performance and the relation ship of the project both to the sector in which it falls and to broader national development objectives. Finally the project includes a plan for implementing the above activities to achieve the projects objectives within a given time.

There are other definitions of the word project provided by different authorities and organizations. According to Keeling (2000:1), a project is a temporary endeavor undertaken to create a unique products or services. It implies a limited time span, a target date for completion and an out come different from that product in the course of operational routine.

According to FTP/GTZ international (1994:1), a project is a series of interlinked activities leading to the achievement of clearly defined objectives in a situation where we want to solve a problem or further develop some activities.

According to World Bank (2001), a project has a single set of objectives, achieving them represents completions of the project. These objectives so far involve research, development, design, manufacturer and construction and installation of hard ware, but they may also include completion of study, developments of computer soft ware ...etc.

The Developing Project Studies Authority (DPSA, 1990:6) is also defined the word project as a proposed undertaking involving a complex of economic activities in which scarce resources are committed in expectations of benefits that exceed the resources. It is of paramount to understand that resources and benefits are to be explained broadly in various aspects. Generally, it is very difficult to give a universally accepted definition of a project as it has been seen above. It is better to explain the word project than to define the project.

2.1.2. The Project Cycle

Different scholars define the project cycle in different ways even though there is no basic difference in their meaning. According to Magnan (1991:26), the life of the project is usually divided into several consecutive stages. This sequence is often known as the project cycle, because each stage is the logical successor of the preceding one, while the last stage prepared the first of the next cycle. According to the Development Project Studies Authority (1990:11), the project cycle is the different stages through which a project passes constitute. These stages are not clearly demarcated and hence are liable for variations.

Ministry of Foreign Affairs of Finland (1998:9), also defined the project cycle as a detailed model of the entire life span of a development intervention starting from its identification, going through the implementation, monitoring and evaluation phases and ending with the lessons learned. Other authors like Harold (2002:71), defines the project cycle as follows:

Every program, projects, or products has certain phases of development. A clear understanding of these phases permits managers and executive to better control total corporate resources in the achievement of desired goals. The phases of development are known as life cycle phases.

The life of a project is usually divided into several consecutive stages although the distinctions between the various stages are not always drawn sharply (Magnen, 1991:26 and Baum and Tolbert, 1985:334). There are various ways in which the project cycle may be viewed depending upon the purposes and emphasis. In general, the project cycle may be said to comprise three major phases: pre investment, investments and operation (DPSA, 1990: 11). The pre-investment phase consists of the first three stages while the investment phase incorporates the fourth stages. The operation phase includes the last two stages. The first three stages of the cycle those occurring

before project implementation have two complementary objectives (Magnan, 1991:27). The first is to select high priority projects that are considered to contribute substantially to the country's development. Secondly, to study them in detail so as to be sure of their feasibility and prepare their implementation of the three major phases are subdivided in to cycles. Thus, the stages of the project cycle are described as follows.

Identification: According to Baum and Tolbert (1985:334), identification is the first phases of the cycle, which is concerned, with identification of project ideas that appear to represent a high- priority use of the countries resources to achieve an important development objective. According to Magnan (1991:25), identification is precisely to select one or several projects and then to define their objectives, strategy and main characteristics. Thus the main function of identification is to justify the priority of identified projects.

Preparation: Once a project idea has passed the identification test it must be advanced to the point at which a firm decision can be made whether or not to proceed with it (Baum and Tolbert, 1985: 334). In addition Magnan (1991:29) states the project preparation has two main purposes: Studying in detail all the aspects of the projects, so as to ensure that it is reasonably feasible; planning its execution so that it can starts with out delays. By the same author on the same page project preparation is long and costly operation contrary to identification. Preparation studies all aspects (technical, institutional, socio-political, economic and financial) that have bearings on the projects success.

According to Development Project Study Authority (1990:6), in a project preparation there are two stages to be considered. These are pre feasibility and feasibility stages. According to Tolbert and Baum (1995:347), the purpose of feasibility study is to provide decision makers, national or foreign with the basis for deciding whether or not to proceed with the project and for choosing the most desirable option or alternative between the few remaining.

Appraisal: is the comprehensive and systematic assessment of all aspects of a project proposal (DPSA, 1990:26). According to Magnen (1991:29), appraisal is more or less in-depth study of the project by the government departments or organizations that are to arrange for financing before approval is given. It has the goal of ensuring that the project is justified and feasible like that of identification and preparation. Appraisal also verifies that the project has been sufficiently well prepared for implementation to start as soon as the project has been approved. Before approving a loan, external agencies normally require a formal process of appraisal to assess the overall soundness of the project and its readiness for implementations. This stage of project cycle involves a systematic review of all aspects of the project in order that decision can be made so as to see whether or not to proceed with it and the following aspects should be covered in the appraisal process.

- *Technical:* Will the project work as suggested?
- *Financial:* Has the proper provision been made to cover the costs of the projects?
- *Commercial:* How will the necessary inputs be obtained and its outputs?
- *Economic and social:* is the project advantage from the point of view of the economy as a whole and both advantageous to the people affected by?
- *Managerial:* is there a capable manager to implement and operate the project?
- *Organizational:* is the project organized in such a way as to allow for the project proposals to be carried out and for any subsequent organizational changes take place?
- *Environmental:* Feasibility and desirability of the project.

Negotiations: According to Magnan (1991:30), the appraisal stages close with negotiations between representatives of the ministry of Education and that of financial decision makers. However the negotiations result in agreement as to the projects objectives, design, content and mode of financing. Other authors like Baum and Tolbert doesn't incorporate this stage

as an independent stage in project cycle. However all of them have believed its importance and have considered implicitly or explicitly in the project cycle.

Implementation: According Development Study Authority (1990:30), implementation is the stage that will appear once financing is secured and a final go ahead given to proceed with the implementation of a given project. Inter organization linkages for its smooth implementation are streamlined and a project office set up. According to Magnan (1991:30), project implementation includes all the implementations of all the investments and other actions provided for by the project: constructions of buildings, purchase of equipment, training of staff, technical assistance, miscellaneous services, project monitoring and evaluation. Implementation is putting the project plan into reality and practice. However, problems frequently occur when project plans are put into actions. For this reason it is important for feedback to be obtained through the monitoring process. Furthermore Baum and Tolbert (1985:357) explain that implementation begins when resources are committed to a particular investment. In addition Keeling (2000:14) explains these stages as a period of concentrated activity when plans are put into operations. Each activity is monitored, controlled and coordinated to achieve project objectives.

Retrospective Evaluation: This ex-post evaluation of a completed project seeks to determine whether the objectives have been achieved and to draw lessons from experience with the project that can be applied to similar projects in the future (Baum and Tolbert, 1985:335). This stage involves studying the project's results after its completion when its costs are known. The impact of the project can normally be assessed after the project has been implemented for a few years but impact assessment costs too much. Concerning this, the Ministry of Foreign Affairs of Finland (1998:51) states that the issue of impact assessment can be costly and complex and it is the backbone of any evaluation exercise and must be addressed already during planning and implementation. It is further stated that evaluation is a

else on the project. He further tries to explain that disciplined time management is one of the keys to effective project management. Time management is personal process and must fit your style and circumstances.

In project environment there are numerous opportunities for the project manager to get in problem. Regarding to this, Kerzner (2000:317) identifies the most common time management traps that can deter one from effective project management. These are incomplete work, poorly done job, delayed decisions, poor communications, casual visitors, waiting for people, failure to delegate, and poor retrieval system.

Effective time management is the best tools in completing the project at the expected time, cost and technology or performance and to do this there are certain techniques that the project managers can practice. Regarding this Kerzner (2000:334) stated that there are several techniques that the project managers can practice in order to make better use of time. These are to delegate, to follow seclude, to decide fast, to decide who should attend, to learn to say no, to start now, to do the tough part first ...etc. He further states that, to be effective the manager must establish time management rules and regulations. Project managers typically understood well the role of the project manager of project conception but seen to forget it during project execution. These lose of understanding, which creates time management problems for the project manager.

Proper communications are vital to project success. Communications is the transmitting or exchanging of information or knowledge and the creation of understanding between two parties. Regarding to these, Kerzner (2002:265), defined the communications as the process by which information is exchanged and can be in the form of oral, formal, written formal, oral informal, written informal. There fore, communication in project management is the sharing, receiving, and understanding of instructions, concept's, opinions, and information's about the project affairs and reacting to such

systematic and objective assessment of the design, implementation, and outcome of an on going or completed intervention.

According to World Bank (2000), evaluation is the process of reviewing the completed project to see whether the intended benefits are likely to be achieved. It is further stated that an independent evaluation team may carry it out. This evaluation, according to Magnan (1991:13), is to provide project officers with periodic information regarding a number of indicators. He also states that evaluation stage involves studying the projects results after its completion and hence when its final costs are known. It compares actual outputs and results achieved with the projects original estimates. Furthermore, he states that the main purpose of evaluation is to identify the reasons for apparent success and failures so as to inform the competent authorities and to draw lesson for future projects. Other authors like Albert (2000:187), state the evaluation and monitoring as follows.

Monitoring is the periodic review of the project inputs, activities and out puts undertaken during implementation. It includes the review of the procurement and delivery of inputs, the schedules of activities, and the extent of the process of collecting information about the actual projects performance during implementation. Evaluation on the other hand is the judgment on the effectiveness of a project are, and there are three types of evaluation namely Ex-ante evaluation, on going (concurrent) evaluation and Ex-post (impact) evaluation.

These distinctions between and among the various stages of the project cycle are not clearly in the sense that they appear blurred. In other words, there is no clear cut-demarcation between and among the various stages of the project cycle. Their importance greatly varies depending up on the character and history of each project.

2.2. Project Planning and Management

Managing projects with in time, cost and performance is easier said than done. Regarding the time management, Kerzner (2000:317) stated that if the project manager cannot control his own time, then he would control nothing

activities in one way or another. Generally, project management may not be the best system for managing resources but it is better than any thing we have had in the past.

2.2.1. Project Planning

The success of a project will depend critically upon the effort, care and skill applied in its initial planning. Planning in a project environment may be described as establishing a predetermined course of action within a forecasted environment. Regarding to this, Kerzner (2002:536) defines planning is determining what needs to be done, by whom and when in order to fulfill one's assigned responsibility. Other authors like Albert (2000:143), define planning means listing in details what is required to successfully complete the project along the three critical dimensions of quality, time and cost. Keeling (2000:153) defines planning, as it is essentially a systematic process of involving the integration of a variety of activities, resources and span of time.

Project planning is important to provide a basis for organizing the work on the project and allocating responsibilities to individuals. It is a means of communication and coordination between all those involved in the project, induces people to look a head, it installs a sense of urgency and time consciousness, and establishes the basis for monitoring and control (Chandra, 2002). Successful project management whether it is in response to an in-house project or a customer request must utilize effective planning techniques. The quantitative and qualitative tools for project planning must be identified (Kerzner, 2002:543). Because the planning phase provides the fundamental guidelines for the remainder of the project, careful management control must be established. In addition since planning is an ongoing activity for a variety of different programs, management guideline must be established in order to achieve unity and coherence.

All functional organizations and individuals working directly or indirectly on a project are responsible for identifying, scheduling and planning problems that require corrective action during both the planning cycle and the operating cycle. In general from the above definitions of planning one can generalize that planning is a formal process by which specific objectives are set and detailed ways of accomplishing these objectives are established. In a more concrete statement planning is a thinking process and organized foresights and vision based on fact and experience that is required for an intelligent action.

2.2.2. Project Implementation

Project must be implemented once it is planned. Unless a plan is implemented, it remain more blue print which is only statement of intent that is the basis for action but do not themselves produce output (Solomon, 2004:18). Planning is a means to an end rather than an end it self. To be an end it must be implemented. Therefore, implementation occurs and it is a way how well the purpose of the plan is being achieved. The fact that project plan implementation is a process of transforming the plan in to action is not random activity but it has its own strategies and methods, which involves the various tasks and activities.

At the implementation stage of the project, one of the necessary conditions required for success is that availability of the necessary resources needed to transform the plan in to action. Regarding to these Shiferaw (2003:26) stated that during implementation resources should be provided in a desired quantity and quality. According to Shiferaw, resources are human, materials and programming of them in an indispensable task, and hence effective plan implementation requires administration's talent, skills, and abilities in coordination efforts to wards the objectives envisaged. The administration

process in the implementation stage is a cumbersome task that will affect the implementation. Therefore, administrators should necessarily maintain constant check to ensure the proceeding plans in the light of track.

It is surprising that project implementation has received relatively little attention, not only from the academic community but also from those directly engaged in the development process (Baum and Tolbert, 1985:357). The emphasis was on the decision making process of defining alternative, studying their feasibility and then preparing a particular set of investments and action programs.

Some authors like Keeling (2000:15) calls it as execution. He further explains the project implementation as a period of concentrated activities when plans are put in to operation. Each activity is monitored, controlled and coordinated to achieve project objectives. Work efficiency will be directly related to the quality of the plans already formulated, the effectiveness of administration, technology, leadership and control. According to Baum and Tolbert (1985:357), implementation begins when resources are committed to a particular investment.

Some projects have been highly successful if they have been completed on the time, at or reasonably close to the original cost estimates, and with the expected benefits realized or even exceeded. Others have experienced shortcoming in one or more of these respects and some times in all of them. What are the principal factors or essential ingredients of a successful project? Regarding to these, Baum and Tolbert (1985:366-370) identifies essential ingredients of successful project as follows.

First political commitment which is the first and most probably most important reasons for success is strong and sustained commitment by the governments to the projects objectives. It is the continuing interest and active support of those agencies and individuals who are in the positions to

influence attainment of the projects objectives whether through the allocation of human and financial resources or through the workings of the administrative and political apparatus.

Second simplicity of design that means the projects with relatively simple and well-defined objectives and based on proven and appropriate technologies or approaches has a better change of being implemented successfully.

Third careful preparation that means thorough preparation pays hand some dividends. Although the extent of preparation varies according to the type of project, certain actions should always be undertaken during preparations. These are detailed engineering studies, testing technical packages, to check whether project objectives is adapted to local conditions, organizational and institutional arrangements ... etc.

Forth good management that means good projects is associated with good manager. The influence of the quality of management on project performance is usually very visible. What can be done to ensure the availability of good project managers? The best long-term solution lies in the education and training of more managers that can take several forms from special short courses to the establishment of management institutes. Success is relative to say that good managers make good projects are not implying that they have achieved flawless performance in unfavorable policy environment. But experience shows that good managers have brought about better performance because good managers attract good staff and alert to the importance of doing so.

Baum and Tolbert further underlined that there is no simple formula for success. Each projects faces a unique set of circumstances, many of which can be foreseen and controlled but some of which cannot. But effective project planning, design and implementation lie at the heart of successful projects. According to the World Bank (2000) report, the first step to implement the

planned development activities is the preparation of implementation plan. Implementation plan is a plan that can be used as a device for effective and efficient implementation.

The technical design of a project has implications for how it is implemented. Regarding to this, Baum and Tolbert (1985:359) state that the implementation of a project that uses an advanced and capital-intensive technology may be relatively simple to organize since it requires a small number of highly skilled manpower and can be structured along a well-established pattern applicable in many countries. In contrast, projects using intermediate or labor-intensive technologies may require amore elaborate organization and management since they usually rely on a large number of workers performing several different tasks over a wide geographical area.

Another way of looking of how projects design influences the way its implementation should be managed is to distinguish between projects that can and cannot be blue printed. The projects for which it is most difficult to have a blue print are those that are people oriented and require that a large number of participants to change their behavior.

A variety of techniques have been devised to assist in planning and managing implementation. These are Program Evaluation and Review Techniques (PERT), Critical Path Analysis (CPA), Monitoring and Evaluation (M&E) and Management Information Systems (MIS).

According to Kerzner (2002:601) program evaluation and review technique is perhaps the best known of all the relatively new techniques. A program evaluation review technique has many advantages; First, PERT is the kind of planning required creating a major network. Network development and critical path analysis reveal interdependence and problem areas that are neither obvious nor well defined by other planning methods. The technique determines where the greater effort should be made for a project to stay on

schedule. The second advantage of PERT is that one can determine the probability of meeting specified deadlines by development of alternative plans. The third advantage is the ability to evaluate the effect of changes in the program. Finally, PERT allows large amounts of sophisticated data to be presented in a well-organized diagram from which both contractor and customer can make joint decision.

Unfortunately PERT is not without its disadvantage. The complexity of PERT adds to the implementation problems. PERT is therefore, becomes an item that is expensive to maintain and is utilized most often on large and complex programs (Kerzner, 2002:601-603).

PERT is basically a management planning and control tool. It can be considered as a road map for a particular program or project in which all of the major events have been completely identified together with their corresponding interrelations. One of the purposes of constructing PERT chart is to determine how much time is needed to complete the project. PERT, therefore, uses time as a common denominator to analyze those elements that directly influences the success of the project namely, time, cost, and performance (Kerzner, 2002 and Bhavesh, 2000).

Implementing even the simplest project requires completing a number of tasks that have to be undertaken in a particular sequence and with a particular set of interrelations. The complexity of the process increases with projects that have several components or are geographically scattered. Techniques developed to deal with this problem employ critical path analysis. The analysis entails first, establishing the sequence of activities that minimizes the cost and time of implementation and secondly, identifying those activities whose timing is critical to each stage of implementations (Baum and Tolbert, 1985:361).

2.2.3. Project Monitoring and Evaluation

The essence of a project monitoring system is a continuous comparison of actual progress against planned targets. It is an external project activity which essentially taken as an integral part of day-to day management activities (Kumar and Casely, 1987). The main objectives of monitoring and evaluation are to assess whether the objectives of the original project have been attained or not. Hence, as a result of undertaking proper monitoring and evaluation, major achievements and problems are identified, recommendation for remedial actions are made and lessons of experience drawn (DPSA, 1990: 35).

Monitoring can be relatively straightforward and inexpensive system that provides an early warning to project management about potential or actual problems (Baum and Tolbert, 1985:362). Other authors like Magnen (1991:118) states monitoring as a system of continuous information for the use of a project manager is also referred to as a dashboard. To be effective, monitoring must be an integral part of the project. In other words prepared at the same time as the project with consideration given to the main indicators to be collected, the collection methods, the sources, the persons in charge and costs of monitoring (Magnan, 1991).

Evaluation is aimed at making judgment on the value of an output or of an activity or project. It simply means to assess the value of something (Feuerstein, 1988:2), and evaluation is the determination of a thing's value (Worthen, 1987: 22). In education evaluation is the formal determination of the quality effectiveness of value of a program, project, product, process, objective or curriculum. According to Baum and Tolbert (1985:362), evaluation is an ongoing activity as distinct from ex-post evaluation, which is undertaken when implementation has been completed and is used for accountability, planning of future projects and research. The purpose of

ongoing evaluation is to assess objectives and the means of achieving them in the light of experience and of new developments as implementations process it goes hand in hand with project monitoring.

Once one understood what the evaluation is, the next question to be raised is who the evaluators are. Regarding to these Feuerstein (1998:8) has identified two types of evaluators: external and internal. An external evaluator is said to be a person who is able to take fresh look at a program because he or she is not involved personally and so has nothing personal to gain or loses from the evaluation. The other evaluator is the internal evaluator. An internal evaluator is a person inside the program or one who knows the program very well. An internal evaluator already knows the way in which the program or the project function and its objectives, problems, strength and weaknesses. However, since the internal evaluators know their program or the project very well, it is supposed that they may find it hard to produce an evaluation report that is not biased. They may influence too much by their feelings, likes, dislikes, ... etc. In other words they may be too subjective. Never the less being subjective is not a bad thing in it self, but in evaluation a subjective attitude can destroy clear thinking and honest reporting.

Monitoring and evaluation goes hand in hand and are normal functions of project management to be performed and then used directly buying it. Regarding to this Magnan (1991:122-123) states that even though the methods of on-going evaluation differ from those of monitoring because the analysis goes deeper these two modes of gathering information are closely linked with in the framework of a project. Like monitoring and for the same reasons evaluation must be an integral part of the project in order to be fully effective. Evaluators utilize information collected periodically by the monitoring system.

There are several pre-requisite that must be fulfilled in order for the monitoring and evaluation to be successful. Regarding to this Baum and

Tolbert (1985:363) have stated some of pre-requisite for successfulness of monitoring and evaluation. These are; firstly, managers have to want the system and be committed to its use; secondly, decisions on the data to be collected should be based on the problems that will need to be solved during implementation; thirdly, requirements for data collection have to be adapted to realistic standards of accuracy, timeliness and cost; lastly, the system has to be designed at an early stage of project preparation and baseline data collected well in advance.

2.2.4. Problems in Project Implementations

Every project is not completed smoothly because there are problems that encounter the implementation of education projects in particular and any other projects in general. It is clear that any project is not completed within the envisaged time, budget, plan... etc. Regarding to these Sukhmog (1987:41) states that there are implementation problems, which arise due to following three-condition. Firstly, planning authorities are plainly inefficient in gathering the relevant information within the needed range of precisions. Secondly, in most cases planning authorities respond with considerable time lags when underlying situations changes. Thirdly, the agencies through which the planning authorities are supposed to implement plans have little capacity to carry out them. Project implementation problems are varied and complex in their nature but the major ones are categorized in to four groups according to the Baum and Tolbert (1985:371). These include financial, managerial, technical and political.

Financial Problems: Financial difficulties occur frequently during implementation. The effect of financial difficulties on implementation is clear. The project is delayed, its cost increased and even its scope reduced. The financial problems can be seen in two ways, funds may not be available at the commencement of the project or shortage may occur during the full

implementation period. In most cases financial shortages occur frequently during the implementation stage of projects.

Cost overruns are both a cause and can affect financial difficulties. One essential factor explaining overruns is implementations delays, inadequate management, insufficient project preparation, deficient technical design, political interference and procurement problems which gives inflation result higher financial out lay. Thus the measures that should be taken to avoid cost overruns largely coincide with those necessary for avoiding delays and ensuring successful implementation (Baum and Tolbert, 1985:373).

Managerial Problems: According the World Bank's report, managerial problems are the most pervasive because it encompasses what are usually considered institutional problems. Lack of managerial talent can make it self at three levels: in the government administration, in the upper or middle management of the project or implementation agencies and at the provincial or local level. The managerial or institutional problems are often the root cause of implementation delays and cost overruns. They result inadequate planning, failure to obtain necessary legislation, delays in card acquisitions, insufficient project supervision, slow responses to change in the policy environment and low staff moral and productivity. Later, they may drastically reduce the effectiveness of project operations. The success of educational projects supported by donor's is mainly depends up on the good management.

Technical Problems: The success of implementation of a project technically depends up on its design. In addition to these, a project that is too complex for administrative capacity of the agencies responsible for implementation will almost certainly encounter problems. When errors are committed in the preparation of the original design of a project and in the underlying estimates and projections then benefits will be minimized to a minimum. Same errors in

the original design of the project and in the underlying estimates and projections can generate benefit under runs.

Political problems: Political problems affect the successful implementation of educational projects in particular and any other project in general. Regarding to this Forojlla (1993:85) states that political problems affect educational project planning in to two ways: lack of clear and rational educational aims and failure to distinguish between the political and technical aspects of education decisions. Other authors like (Baum and Tolbert, 1985:375) state the political problems as even in the absence of such obvious disruptions as wars and serious internal up heaves are at the heart of many of the difficulties experienced by projects. Government commitment when it is weak, absent or variable, project implementation suffers. The public administration of a country is closely linked with its political machinery and it is almost impossible to dismantle political problems from the administrative difficulties encountered by a project entry in its relation with the rest of the public sector.

2.2.5. Project Sustainability

Sustainability of the project is assessed in terms of political, institutional, financial and technical aspects by examining the extent to which the achievements of the project would be sustained or expanded after the project period. According to the World Bank (2000), the sustainability of the projects are the development needs of the present generations with out compromising the ability of future generations to meet their own needs. From the definitions one can infer that there must be continuity of the project in the level of productivity from year to year. People make projects sustainable. Infrastructure doesn't self-destruct, people make or break these structure. The meaning of sustainability is uninterrupted flow of benefits as it was gravity

system which people maintain. A project is likely to be on the road to sustainability if the project has,

- Long term visions, mission and goals to its partners;
- A written commitment describing the financial and intellectual contributions and time lines for the collaborations;
- A depth chart that lists individuals who can step in and contingency plans for key personnel and partnership change;
- Specified methods and time to use to collect data about the project to use with project staff and collaborations;
- A written plan for incorporating the project with the institutions;
- Strategies to obtain additional funding and support for the project beyond the time of original grant;
- The project promotion and marketing plan for raising awareness of the project and updating and disseminating its products;

Participation or partnerships are very important in education in general and that of primary education in particular. Education for all (EFA) and millennium development goals (MDG's) don't achieve by the efforts of governments alone. Regarding to these World Bank (2000) states that the government cannot deliver on EFA alone- partnerships are key. Engagements of civil society at large are need for EFA. Communities can create an environment conducive to learning, by supporting the teachers' role, by contributing to school by raising funds and by ensuring the good health and nutrition of children. Participation should also focus on the developments of sustainable developments of school managements systems so that local communities can obtain benefits when the projects end.

Participatory approach has great advantage of dropping bad traditional approach to modern approach, facilitating local communities to undertake their own analysis, sharing ideas and information ... etc (Solomon, 2004:24). Participation according to World Bank (2000) is not a tool to implement the

project. It is state of mind and an attitude. It is about having genuine concern and respect for the values, skills, and the needs of others particularly those who are least advantaged.

Community participation may be varying. According to UNCRD (2000) there is four levels of intensity might be distinguished. These are consultation, information sharing, decision-making and initiating action. There are stakeholders in educational projects. According to the World Bank (2000), educational project stakeholders are individuals, groups and organizations who are actively involved in educational project or whose interest may be positively or negatively affected as a result of project execution or successful project completion. According to Ayalew (2000) the central and local governments including education office, international donors, non-government organizations, private sectors, cultural organizations, employers, communities, principals, teachers, students and other interest sharing groups and organization are stakeholders.

2.3. Donors Interventions in the Primary Education

2.3.1. Japan International Cooperation Agency (JICA)

JICA's Missions, we, a bridge between the people of Japan and developing countries, will advance international cooperation through the sharing of knowledge and experience and will work to build a more peaceful and prosperous world. JICA was founded in October 1,2003 for the purposes of contributing to economic and social development in developing countries as well as to the promotion of international cooperation (Annual Report of JICA, 2005:52).

The main pillars of aid to Africa are to alleviate poverty (Annual Report of JICA, 2005:52). After the end of the cold war era, in order to stimulate world

interest in African development, Japan jointly stated hosting the Tokyo International Conference on African Development (TICAD) with the international organizations such as UN in 1993. At TICAD III in 2003, Japan announced that it would contribute to African development, poverty reduction through economic development and consolidation of peace. JICA specifies poverty reduction on the bases of human security as the ultimate goal in African development. Based on Japan's guidelines for aid to Africa and the common goals of the international community such as the MDGs, JICA will provide support in line with the following areas.

1. Contribution to MDGs;
2. Development of project taking human security in to consideration;
3. Timely reconstruction assistance in post-conflict convention;
4. Follow up of TICAD III (human centered development, poverty reduction through economic development, and consideration of peace) and collaboration with the New Partnership of Africa's Development (NEPAD);
5. Support for the policy process of each African country and strengthening and coordination through the Poverty Reduction Strategy Paper (PRSP);

In light of Africa's sever poverty, it cannot be disputed that the social development sector, such as health and basic education is important. In the field of basic education in addition to construction of school buildings with grant aid, JICA is making efforts to improve the quality of education. Recently JICA has been working on administrative capacity development (study on school conditions, improvement of planning capacity in local education administration training for school principals, etc) and the promotion of school management with the participation of parents and community. In Ethiopia, JICA provides support for capacity building based on community participation.

Basic education is defined as education enabling individuals to acquire the necessary knowledge and skills to live in society specifically pre-primary, primary, first half-secondary education and non-formal education are collectively called basic education (JICA, 2005:80). Under the basic policy of providing co operations in line with the needs of partner countries, JICA has identified the following five points as priority areas for cooperation in basic education

1. Quantitatively expanding primary and secondary education;
2. Improving the quality of primary and secondary education;
3. Reducing the gender disparities;
4. Promoting the non-formal education;
5. Improving the education management;

In order to implement effective and efficient cooperation, it is necessary to implement projects that meet the needs of developing countries. It is also important to evaluate what has been achieved by the project and then reflects the lessons and recommendations on improvements in the implementations of new projects. JICA evaluates projects to assess the relevance of project and effectiveness as objectively as possible at the ex-ante, mid-term, terminal and ex-post stages. JICA utilizes the results of evaluation in planning and improvement of project management and in securing accountability, striving to implement more effective and efficient cooperation's. JICA project evaluation can be categorized based on several perspectives. The classification according to evaluation focus (What to evaluate) and stages within the project cycle (when to evaluate)

As far as methods of project evaluation is concerned, project evaluation conducted by JICA is structured with three frame works; first, assessing performance of a project; secondly, making a value judgment based on five evaluation criteria (relevance, effectiveness, efficiency, impact and sustainability); thirdly, making recommendations, drawing lessons learned,

and then back to the next stage. JICA current evaluation systems are composed of the evaluation study committee, the advisory committee on evaluation, the planning and coordination department and the project implementation departments.

2.3.2. United Nations Children Emergency Fund (UNICEF)

It is one of the multilateral assistance to education in Ethiopia and it is the second sources of fund for educational assistance. It was established in 1946 and its main objective was to continue the relief work with children undertaken in the post war period by the United Nations Relief and Rehabilitation Administration (Hawes and Coombe, 1986: 157). In line with the national objectives, UNICEF seeks to provide support to those sectors, which aim to promote the survival and development of children and to improve the conditions and the well fare of the Women.

In its effort to assist the Ethiopian education sector through the country program of cooperation covering the period 1988-1992, major achievements in the areas of primary education, non-formal education, planning and communication had been undertaken when the new government was established following the down fall of the military government, abridging assistance had been launched that ranges from 1992-1994. In the last consecutive years of 1994-1999 program, it was mainly directed at improving educational access to primary school age children particularly for girls and improving the quality and relevance of primary education (MOE and UNICEF, 1993:226).

The major activities were to strengthen institutional capacities at the regional level for the design and development of regional specific text books and other instructional materials based on the revised curriculum for primary education, to enhance distance education programs designed for supporting

classroom instruction in primary schools for in service teacher training and for education of out of school children, adolescent and youth develop institutional structures and mechanism for professional developments and training of in-service teachers to promote active learning in primary schools, and to develop target group-specific and locally relevant strategies and interventions to enhance participation of girls in primary education.

Currently the bridging program has been implemented nation wide. The objectives of the program as has been stipulated (UNICEF Master Plan of Operations, 2000: 14) are to support the national effort to make primary education of acceptable quality available to all children, to facilitate the reaching of ESDP goals of increasing gross enrollment ratio, increasing the proportions of girls to total enrollment at the primary level of education, reducing gender disparities, increasing retention and completion rates.

2.3.3. Ethio- Italian Support to Education Sector

Italian support to the education sector is provided through bilateral program entitle “Italian Contribution to the Education Sector Development Program” for the period from 2002 to 2005. The main purpose of Italian support is to improve the education status of Ethiopian population through the support to ESDP of federal level for the MOE and regional level.

2.3.4. German Technical Cooperation (GTZ)

Unlike other donor agencies the objectives of GTZ has mainly focused on the technical and vocational training aspects of both the primary and tertiary levels of the Ethiopian education system. It has long been assisting the Ethiopian education system and its focus of attention was to assist the sector in relation to the decentralized process and the coordination of aid activities. The two parties jointly promote the qualitative and quantitative developments

of the structures and contents of the vocational training system in Ethiopia under TVET program. To this effect, along-term project called Ethio-German TVET programs planned for seventeen years has been formulated to be implement which will enable the TVET institutions to meet the needs of Ethiopian industries with vocationally qualified personal.

Thus, the first phases of the Ethio-German TVET program was at three years program that ranges from march 1999 to February 2003, with the objective of developing, introducing and setting up of employment oriented vocational training system at national and regional levels. The component of the program for the first phase includes TVET reform, Vocational/Technical Teacher Training at Colleges and Skill Development Center.

The areas of interventions of GTZ includes strengthening of primary education assistance project, the strengthening of the Nazareth Technical College, rehabilitation of TTIs in Oromia Region, the construction of primary schools, assisting AAU, ...etc. In light of the idea of decentralization of the Ethiopian education, GTZ/ Primary Education Assistance Project is assigned to assist in the improvement of the quality and efficiency of teaching and learning in the primary education.

2.3.5. Save the Children Denmark

The project funded by save the Children Denmark in Oromia Region, access to basic education for children in North shewa, Oromia, started in December 2004 and was ended in 2006. The development objective was to improve development opportunities for children in seven Woredas of North Shewa by 2007. Activities are to strengthen ABECs, to assist financially formal schools to strengthen their capacity in school level, and to build capacity in Woreda and zonal levels by implementing the ABEC project. Save the Children USA was implementing SCOPE project funded by USAID. There are three major

objectives for the project. The objectives are capacity building at regional, zonal, and Woreda office, empowerment of community and strengthening of the PTAs.

2.4. An Overview of Primary Education Status

Highly skilled and educated manpower is the primary out put of the education system. Because the skilled and educated people are supposed to enhance productivity and contribute to overall socio- economic development of society and such development is resulted in equality of a given society. Hence, development improves way of life and education may be seen as interdependent issues. Regarding to this Prather (1993:12) states that literacy and numeracy promote workers productivity as a result of which one's earnings will be improved so that the quality of life that an individual might enjoy would improve.

Authors like Magnan (1993:25-26) also states that the relationship between education and development in the world has emphasized the essential role of primary education in increasing productivity and its high social rate of return. That is even why most multilateral banks and funds given high priority to the expansion and qualitative improvement of primary education. Investment in primary education may well be the single most effective means of improving the incomes and social out comes of the poor over the medium of long term than other levels of education sector (Carnoy, et.al, 1882).

Primary education contributes to the slower population growth and raises workers' productivity and earnings by helping them take advantage of technological changes. In addition to these education is also taken as an instrument that increases value and efficiency of the workers' labor, intellectual flexibility of the labor force, contributes to nation-building and interpersonal tolerance and reduces poverty (World Bank, 1998).

The role of primary education in particular and that of education in general has gained a greater prominence in contributing to the development of a society. Regarding to these, Lockheed and Verspoor (1991:1-5) stated that education is a corner stone of economic and social development and primary education in its foundation.

Education is an investment, which costs all types of resources: human, material and financial. All these costs are with the expectation returns from the investments. It is also reasonable and purposeful to invest in education in general and in primary education in particular. Regarding to this UNESCO (1984:5-6) has identified five basic purposes to be served by financing primary education. Firstly, it helps to develop basic skills in innumeracy, literacy, and communications. Secondly, it helps in development of life skills for meaningful interaction with physical and social environments of the learner. Thirdly, introduction of work experience is to provide children with the ability to help them selves and to orient them to the work process of society. Fourth, promotion of values finally, development of good attitude towards further learning.

There is a rationale of funding education i.e. funding education is reasonable in general and in primary education in particular. According to Lewis, Little and Colcough (1982:25-27) reasons for funding education is summarized in to five categories; these are man power development, social equity, nation-building improving quality of schooling and improving efficiency of schooling rationales.

There are some obstacles that make the primary education available to all children. It is very difficult especially to developing countries to make primary education universalize. Those factors, which contribute to the failure of universalizing of primary education, are: task complexity, economic determinants, socio-cultural determinants, demographic and geographic determinants, and school inefficiency (UNESCO, 1985). Recently the level of

education is increasing rapidly in developing countries even though there is some challenging to it. Regarding to these, World Bank (1955:32-34) states some of the challenges that the primary education faces. These are: first, the absolute number of children in the World with no educational opportunity is increased rapidly; secondly, only about two-thirds of primary school students complete the primary cycle; third, the formal educational system in poor countries is likely to continue at mechanisms for over coming literacy.

2.4.1. Primary Education in Ethiopia

In 1994 when Education and New Training Policy (ENTP) was issued based on objective condition of country strategy that implement the policy was used in 1995. In the policy the issue that was given priority was primary education than other education programs being taken up strongly. In the implementation of this program long, medium and short-term plans were prepared, better financial allocation for the sector was done and the program is being taken up.

On the other hand, the present stand fully accept the resolutions passed on Dakar, Senegal on "Education For All" with respect to this policy and training in order to make the program practical line with the resolutions. Development Program of Education Sector (ESDP) was prepared for the first five-year cycle (1998-2003), completed while the three year second cycle (2003-2006) had been prepared and implemented. Since this program is taken up with full understanding with the government body and political leadership way up to the people, the change being achieved on the goal of education for all is reliable.

Even though the government of Ethiopia gives due attention to the development of primary education, it has many problems. It is not able to serve the primary school age children in terms of providing quality education. There is also a problem of gender gap in educational participation, high

dropout rate are among the major problems of primary education in Ethiopia because of shortage of skilled man power, financial and material resources, problems of relevance of curricula, shortage of text books, long distance of home to school. Continuous and undivided attentions must be made in order to mitigate the problems of primary education. Effort must be done in order to improve primary education in the areas of creating access, enhancing the learning environment, improving the preparation and motivation of teachers, strengthening educational management (Ayalew, 2000).

2.4.2. Primary Education in Oromia

The over arching strategic goal of primary education for Oromia region is the achievement of Universal Primary Education (UPE) by 2015. Based on the fifteen-year perspective plan to achieve UPE, key policy-issues and strategies, developed by the OEB includes focusing on increasing NIR, promotion of Alternative Basic Education (ABE) to improve access to school, reduction in dropout, improvement in repetitions and continuous assessment, achieving gender and geographical equity, improving access to school through reducing the distance between school and community, promotion of low cost constructive of schools, promotion of decentralization, community participation and financing of education, changing from double shift to single shift, strengthens of teacher training in collaboration with the private sector ,reduction of students- section ration, student- teacher ration, and students-text book rations.

Access: As of October 2004 (1997 E.C), there were 6,463 formal primary schools in Oromia Region in the 7 SMAPP pilot zones there were 2,701 formal primary schools. The formal primary schools include both of government schools and non-government schools as private schools, missionary schools etc. There are on average, 20-40 formal primary schools in each woreda. According to the federal education policy, each kebele should have one formal

primary school and one ABE center. There are some kebele which have neither formal schools nor ABE centers.

Quality: The pupil to teacher ratio in Oromia Region was 78 in 2004/05 (1997 E.C), while the pupil to section ration was 74. The regional government has tried to improve the classroom environment to decrease the pupil to section ration to 60 and to stop the double and triple shift classes next year through increasing the classrooms with the low cost construction scheme in all over the region. Grade 1 has the largest number of pupil to section ration 84 among the 8 grades. To decrease the repetition and dropout rates, it is critical to improve this situation. The numbers have been decreasing but still require a lot of effort.

When we look at the figures of the pupil to teacher ratio and the pupil to section ratio, we can say that the quality of the education services in Oromia Region has been increasing. However the classroom environment is deteriorating because of too much depending on the low cost construction scheme with community participation. The conditions of the newly built classrooms are quite poor and the furniture is not fully equipped in those classrooms. These situations may affect seriously the quality of the education such as dropout rate and repetition rate. Although the low cost construction scheme may contribute to the increase in access to schools, OEB and WEOs need to control the quality of the classroom blocks and environment in addition to focusing on increasing the number of classrooms. In the 1st cycle primary schools most of the zones have the good percentages, which are more than 90percent in Oromia Region. The entire 7 SMAPP pilot zones have the percentages more that 90percent, while Shewa East has the lowest figure of 93.0percent, which is lower than the regional average of 96.8percent. However, the percentage of qualified teachers in the 2nd cycle primary schools and the secondary and preparatory schools are quite low; 43.1percent and 31.4percent are the regional average, respectively. The 7 SMAPP pilot zones

have the percentage between 38.4percent (Arsi Zone) to 52.4percent (Shewa East Zone) for the 2nd cycle primary schools.

Equity: When looking at the AIR, NIR, GER and NER data by gender, the figures for the female are still much lower than the ones for the male. The regional GER for male was 97.9percent in 2004/05 (1997 E.C), while the one for female was 72.6percent. The gender gap here was 25.3percent. Among the 7 SMAPP pilot zones, Hererge West zone has the largest GER gender gap of 42.9percent. The percentage of female teachers in Oromia Region was 33percent. Among the 7 SMAPP pilot zones, Arsi Zone has the lowest percentage of 27percent and Shewa East and Shewa North Zone have the largest percentage of 39percent. The low percentage of the female teachers has negatively affected the girl's enrolment ratio in Oromia Region.

The difference of the GERs between the rural and the urban areas are very critical. In the rural area the accessibility to primary schools needs to be increased, although the average GERs of the zones have been increasing. On the other hand, in urban area the GER shows the crowdedness of the classrooms. Both of the situations in the rural areas and urban areas are required to be improved.

2.4.3. Experience of ESDP I-III in Oromia

Education is a basic tool to enhance a country development because it increase and strengthen the creative and production capacity of human beings. In short, education motivates and encourages people socio-cultural changes and facilitates people's tendency to change their ways of thinking and behaviors to wards change. It nourishes people's ability to accommodate changes and promote development. This is why it is universally agreed that in this 21st century that education is a basic tool to emancipate mankind from the vicious circles of poverty it is infiltrated with (ORS-ESPP III, 1988-2002)

In Oromia the gross enrolment ratio of primary education (1-8) has been increase to 85.4% (97.9% male, 72.6% Female) at the end of ESPP II. However, the net intake rate (NIR) for grade one remained at 49.95% (52.04% male, 47.83% female), which calls for unreserved exertion of efforts and special attention in ESDP III in order to bring the rest 50.05% of the school age children to schools so as to achieve UPE goals.

Even though maintaining quality of education is the central focus of ESDP III, expanding access to education, attaining equity towards access to educational opportunity and improving efficiency of the education system are the main gate ways to wards the realization of the program targets.

To advance education services, further decentralization of education and training management to the Woreda level has been taken place during ESDP II with the purposes of enabling the local environment to take full part in managerial process of educational programs and successive skill training was also given to school leadership and supervisor through continuous professional trainings and improvements of the necessary finance incentives was also made during ESDP-II. A low cost construction design effort of financial generation was made during ESDP-II. As a result, the number of primary schools shows fast growth, textbook provision also increases.

Access to primary education was substantially expanded during ESDP- II, and I as a result enrollments of grades 1-8 shows significant growth. The target of ESDP I was to reach primary gross enrollment rate of 50percent, but it achieved to 62percent. The same trend also continued in ESDP II. During ESDP II plan implementation, in expanding access to primary education in the region, great emphasis was given to develop and introduce alternative design for school construction that fits into the local context in terms of cost and management of its process. These were among the favorable conditions that have contributed to the substantial growth of primary school enrollment.

In the region there was a continuous efforts made to improve curriculum since the implementation of ESDP I. To improve the curriculum the primary school textbooks, teachers' guide, and syllabi have been revised to fit the existing situation. Civic education for grade 5 to 8, which was not in place before ESDP II has been developed and introduced in to the school curriculum in the same period.

Improving textbook provision for school was one of the activities that have been given top priorities regarding quality improvement in ESDP-II plan. Accordingly, the regional pupil textbook ratio, which was 3:1 for grades 1-4 and 5-8 in year 2001/02, became 2:1 and 3:1 for grades 1-4 and 5-8 respectively. Even though continuous effort has been made in the past both by the government and the sector in increasing budget allocation for textbook production, low capacity of domestic printing enterprise is still a problem to get textbooks available on time.

Primary level pupil section ratio that was 74:1 in 2001/02 remains the same in 2004/05, which is different from ESDP- II target which was 60:1 even though there is variation among grades, Woredas and Zones. Shortage of qualified teachers against the policy standard is critical problems that hindered the regions efforts to improve quality of education. Available data shows that the percentage of TTI graduates to teach in the first cycle primary (1-4) was 97.1percent for the last four years (2001/02 to 2004/05) and diploma graduated to teach in the second cycle primary (5-8) was 12.9percent in 2001/02 to 43.1percent in year 2004/05.

Ensuring gender equity is one of the objectives the Education and Training Policy as well as the Millennium Development Goals number 3 (MDG, 3). Both ESDP II and I gave much attention to realize this policy objective. As a result gender gap at primary level (1-8) narrowed from 31percent in 2001/02 to 25.3percent in 2004/05. Moreover the share of girls' students has increased from 35percent to 42percent in the primary schools between 2001/02 and

2004/2005. Even though regional average primary grades (1-8) gross enrollment rate shows considerable growth during ESDP I and II, the issues of inequity was observed among different Woredas' in the region.

One of the objectives of ESDP -1 and ESDP-II was improving the internal efficiency of the education system. Internal efficiency of the education and training system is measured mainly using repetition rate, drop out rate, and transition rate. The drop out rate of primary level was the highest in grade one, which was 28.5percent (boys 28.1percent and girls 29.1percent) in 2001/02 but lowered to 22.75percent (boys 21.78percent and girls 23.89percent) in 2003/04 (ORS/ESDP III, 1998-2002:29).

Some of the major causes for the drop out and repetition of students that have been identified through different studies conducted in the region include poverty, families demand for their children's labor, un attractive school environment, school distances, poor management of schools, harmful traditional practices...etc. To improve this situation, strengthening community involvement through decentralized system and implementing Education Sector Development Plan in line with the Poverty Reduction and Sustainable Development Strategy will be among the main strategies.

Major Targets of ESDP -III on primary Education: maximum effort will be made to make all school-age children complete their primary education by the year 2015 through expanding primary education opportunity by opening alternative basic education centers, implementing multi-grade classes in the government owned regular schools, expanding NGOs and community owned primary schools especially in the pastorals areas.

1. Increasing primary grades enrollment;
2. Increasing Gross Enrollment Ratio of primary education from 85.4percent to 113.5percent at the end of 2009/10;
3. Increasing the net intake rate of grade one from 49.9percent to 97percent;
4. Decreasing drop out rate from 22.8percent to 12.1percent;

5. Decreasing pupil section ratio from 76:1 to 50:1;
6. Decreasing pupil section ratio from 90:1 to 50:1;
7. Increasing the percentages of qualified teachers;

2.4.4. Projects to Improve Access to the Primary

ManaBU project: The implementation of the community-Based Basic Education improvement project (ManaBu project) was launched in November 2003. This is four-year project to channel four years of technical assistance of JICA with a primary purpose to develop a model of community- Based Basic Education Centers (CBBESs) in the three selected zones in oromia Region. The three zones include: Arsi, West Hararge and North Showa Zones.

The expected outputs of the manaBU project are four;(i) strengthened capacity of the WEO in planning and management of basic education; (ii) direct benefits through construction and furnishing the twenty CBBECs in the three target woreda; (iii) establishment of CBBECs management models in partnership of the WEO and local communities; and (iv) trained teaching staff for the CBBECs.

To attain the four expected outputs, the ManaBU project is making full efforts to develop field guidelines to be used as reference materials for woreda level education officer in order to ensure woreda capacity to duplicate the established CBBEC models. In relation with school mapping for micro planning, the ManaBU project is under implementation of two types of school mappings at woreda-level and kebele-level in order to incorporate this planning tool into capacity-building programs for WEO in planning exercise.

SMAPP Projects: -is the project on increasing access to quality basic education through developing school mapping and strengthening micro planning which was launched from May 2005-May 2007. It is aimed to prepare Woreda education development plans and to develop school mapping database with

GIS (Geographic Information System): working with education officers of the region and the selected Zones and Woredas in Oromia Region. SMAPP is the nickname of the OEB/JICA technical cooperation project named. SMAPP is a sister project of the manaBu project. The objectives of the SMAPP are:

1. To enhance the education improvement capacity at all levels
2. To increase access to quality basic education.
3. To contribute to the achievement of the education related MDGs of universal primary education.

To achieve the objectives mentioned above, the SMAPP will undertake the following four major activities.

1. To enhance education data collection and management system (EMIS);
2. To develop a school mapping data base (tool for education planning with GIS (Geographic Information System));
3. To strengthen a micro-planning system and assist in production of Woreda level education development plans;
4. To develop capacity of the Regional, Zone and Woreda education officers in data management, planning and management;

School mapping is an education database with maps for education data management and planning. The data for school mapping is collected through the annual education census. It is a tool to understand the needs of the woreda, kebele and school levels and to create more appropriate education development plans to improve quality basic education and to distribute financial, physical and human resources efficiently. It is also determinations of the location of highest priority needs, the development of geographically and demographically target strategies school mapping process includes base map preparation, data collection and inputs of school location data using GPS (Global Positioning System) and integration of education data from EMIS.

Micro planning is the process through which educations issues are analyzed and polices are generated, implemented, evaluated and up dated. An

educational plan is a written strategy or strategies for the education sector. Based on an analysis of the national or local contexts, a plan specifies policies, strategies targets and the resources needed to achieve the stated policy objectives.

BESO I and II projects: -BESO I project funded by USAID started in 1995. BESO I was implemented in two focus regions: Tigray and SNNP regions and in the Ministry of Education. In planning BESO I focused on strengthening the Education Management Information System, developing decentralized planning processes and tools, and management tools for personnel management and materials management.

BESO II started in September 2002. In planning and management area, the main objective of BESO II was to implement countrywide, the planning and management models developed and tested during BESO I. Activities were implemented in all regions are in the center during BESO II. Oromia Region was one of the beneficiaries.

CHAPTER 3

PRESENTATION AND ANALYSIS OF DATA

This is the third chapter of the thesis dealing with data presentation, analysis and discussion. The first section of the chapter presents characteristics of the respondents, which includes personal and professional characteristics. The second section presents the analysis of the main features of the practices and problems of donor assisted educational projects in provisions of primary education in Oromia Regional State in four categories.

3.1. Characteristics of the Study Population

Three categories of respondents were involved in this study in order to increase the variety. These were decision makers, planning experts, from OEB and Zone education offices, Woreda education offices officers, principals, directors, key teachers and students from primary schools, employees, advisors of NGOs and donor agency's. Selections of these respondents were based on their experiences, relevance to the job and their current position. An interview was also conducted for top officials in Regional Education Bureau, Woreda and Zone dep't heads and primary schools students who don't write and understand the questionnaires.

Accordingly, 143 copies of the questionnaire were prepared and distributed to the respondents to be filled out and returned to the researcher. However, for various reasons, it was only 90.91percent(130) of the copies of questionnaire, which were filled out and returned. Of the total Donors and NGO's comprised of 15.4percent(20), beneficiaries comprised of 61.54percent(80) and decision makers comprised of 32.1percent (30).

Table 1 below shows the characteristics of the respondents' by age and sex that are sampled from the donors, beneficiaries and decision makers'; the purpose of which is to show sex and age compositions of the sample.

Table 1: Respondents by Age and Sex

Items	Donors and NGOs N=20		Beneficiaries N=80		Decision-makers N=30	
	f	%	f	%	f	%
1. Sex						
1.1. Male	17	85%	77	96.8%	26	86.7%
1.2. Female	3	15%	3	3.8%	4	13.3%
Total	20	100%	80	100%	30	100%
2. Age						
2.1. 20-29	4	20%	31	38.8%	--	--
2.2. 30-39	--	--	38	47.5%	9	30%
2.3. 40-49	10	50%	8	10%	19	63.3%
2.4. 50-59	6	30%	3	3.8%	2	6.7%
2.5. > 60	--	--	--	--	--	--
Total	20	100%	80	100%	30	100%

From the above data, it can be observed that the number of female at different echelon is very insignificant or much less than that of males. The data on the sex structure show that out of the total respondents 7.7 percent (10) are female and 92.3 percent (120) are male. This is not something miracle in countries like ours where the participation of educational management in general and that of women in particular is low (Melaku, 1992).

As far as age is concerned, almost 64.62 percent (84) of the respondents are found between 30-39 and 40-49 or 30-49 age limits. Each alone account of 36.2 percent and 28.5 percent respectively whereas all the other age groups together add up to the rest 35.4 percent. On the other hand, most of the donors and decision makers fall in the interval of age groups ranging from 40-49 (50 percent and 63.3 percent respectively). This also brings about new in sight that highly experienced people are at the regional levels than at Woreda level. This might probably be due to expertise knowledge, better benefits and position requirements.

To sum up, it would be possible to generalize that continuous and undivided attentions have been made to maintain reasonable proportions of sex and age variations in sampling. Because, those minor sex and age discrepancies mentioned in the preceding paragraph have no significant effect on the study as the practices and problems of donor support in provision of primary education is not sensitive to sex and age variables when compared to variations among responses from donors, beneficiaries and decision makers.

Table 2 below shows the educational levels of the respondents. The table presents that the respondents vary from certificate, diploma, first degree to second degree holders, the purpose of which is to depict the compositions of the respondents as far as an educational qualification is concerned.

Table 2: Respondents by Educational Level

Educational Level	Donors and NGO's N=20		Beneficiaries N=80		Decision-makers N=30	
	f	%	f	%	f	%
Certificate	--	--	26	32.5%	--	--
12+1	--	--	12	15%	--	--
Diploma	--	--	37	46.3%	--	--
12+3	--	--	5	6.3%	3	10%
Degree	6	30%	--	--	21	70%
MA/MSc/MED	14	70%	--	--	6	20%
Total	20	100%	80	100%	30	100%

As shown in Table 2, most of the respondents are certificate, diploma and degree holders (20 percent (26), 28.5 percent (37) and 20.8 percent (28)) respectively which accounts 69.3 percent of total educational level, while the rest (about 36.7percent) of them were 12+1, 12+3 and MA holders. The table also shows that certificate, 12+1 and diploma. This probably shows that most of the donors and decision makers at regional levels are educated and have adequate experience. The table also shows that there was no beneficiary who holds even 1st degree at the Woreda level and majority of them were diploma holders. The other thing was that the majority of decision makers (90 percent (27)) and all of the donors hold first degree and above. This shows that there is

no wide gap in educational status between donors and decision makers in Oromia Education Bureau. But there is a wide gap in educational level among respondents at woreda and regional level as this may be probably due to the transfer of highly experienced workers to regional and zonal offices.

Table 3 shows the composition of the respondents by the respective fields specialization. Its objective is to identify wither the personnel or the man power serving in donor agency, selected from the beneficiary and acting as decision makers are from relevant fields or not.

Table 3: Respondents Training

Fields of specialization	Donors and NGOs N=20		Beneficiaries N=80		Decision-makers N=30	
	f	%	f	%	f	%
1. Natural Science	1	5%	18	22.5%	10	33.3%
2. Social Science	1	5%	16	20%	4	13.3%
3. Language	--	--	13	16.25%	5	16.67%
4. Pedagogical Sciences	5	25%	15	18.75%	3	10%
5. Management	13	65%	4	5%	7	23.3%
6. Agriculture	--	--	--	--	1	3.3%
7. Others	--	--	14	17.1%	--	--
Total	20	100%	80	100%	30	100%

As shown in Table 3, most of the respondents are trained in Natural Sciences (22.3 percent), Managements (18.5 percent) and Social Science (16.2percent), which accounts about 57 percent of the total fields of specialization and the rest accounts of 43 percent. When we see within group of fields' of specialization 65 percent (13) of donors are specialized in management, 22.5 percent (18) of beneficiaries in Natural Science and 33.3 percent (10) of decision makers in Natural Science.

Therefore, there are different training fields among the groups and respondents (beneficiaries, donors and decisions makers), which probably do have significant effect on performance of donors assisted educational projects in the region and have no effect on sampling of this study. The fact that majority of donors are specialized in management might have helped the people to make better management of educational projects.

Table 4 below depicts the respondents' years of services both on current positions in particular and other positions in general. It summarizes categories of respondents' services with their respective position. It is assumed that personnel that do have greater years of experiences on their current positions and then he/she does have better chance of performing their duties and responsibility. The table, therefore, presented the data regarding whether the personnel in the three categories of the respondents possess potential experiences or not.

Table 4: Respondents by Years of Service

Years of Services	Donors and NGO's N=20		Beneficiaries N=80		Decision-makers N=30	
	f	%	f	%	f	%
1. Total years of services						
1.1 0-5 years	1	5%	13	16.3%	1	3.3
1.2 5-10 years	1	5%	28	35%	--	--
1.3. 11-15 years	7	35%	25	31.3%	3	10%
1.4. 16-20 years	10	50%	5	6.3%	10	33.3%
1.5. 21-25 years	1	5%	7	8.8%	15	50%
1.6. > 26 years	--	--	2	2.5%	1	3.3%
Total	20	100%	80	100%	30	100%
2. Total years of services on Current position						
2.1 0-5 years	12	60%	65	81.3%	24	80%
2.2 6-10 years	8		10	12.5%	6	20%
2.3. 11-15 years	--	40%	4	5%	--	--
2.4. 16-20 years	--	--	1	1.3%	--	--
2.5 21-25 years	--	--	--	--	--	--
2.6. >=26 Years	--	--	--	--	--	--
Total	20	100%	80	100%	30	100%

I. Respondents Total Years of Services

As far as total experience is concerned, the largest proportion of Donors and NGO's falls in the intervals of 11-15 years and 16-20 years work experience each of which constituting 35 percent (7) and 50 percent (10) respectively. The

largest proportions of beneficiaries falls in the intervals of 6-10 and 11-15 years of service each of which constitutes 35 percent and 31.5 percent respectively and majority of decision makers falls in the interval of 16-20 and 21-25 years services respectively. When we see it generally from the table most of the respondents fall in the interval of 6-25 years of service, which constitutes 89.2 percent of the total respondents.

II. Respondents Total Years of Services on the Current Position

Again when we observe the table, the largest proportion of respondents fall in the intervals of 0-5 years of services on their current position which accounts about 77.7 percent (101) of the total respondents and out of these donors, beneficiary and decision makers constitutes about 60 percent (12), 81.3 percent (65) and 80 percent (24) respectively i.e. almost majority of respondents were in the same services intervals on current positions. This might be probably due to the high frequent turn over of educational personnel at the different echelon in the region.

In general, it is possible to conclude that all of the respondents (donors, beneficiaries and decision makers) are sampled almost from similar service year intervals and similar years of work experience. Thus, the sampling distribution of all respondents' types has maintained representative-ness in terms of total work experience that the service year might not be the source of barriers.

3.2. Data Analysis, Interpretations and Discussions

This is the main section of the thesis where data from the subjects of the study are collected, analyzed and interpreted. The first parts of this section analyze and discuss issues pertaining to the practices of donors' supports in provisions of primary education. The second parts of this section discuss about the extent of support in provision of primary education. The third part

treats about problems in management of donors support in provisions of primary education and the last part of this section treats issues of enabling environment.

3. 2.1. The Practices of Donors Support in Provisions of Primary Education

There are different activities undertaken by donors in the provision of primary education even though it varies from donors to donors. But these activities do have significant effects on a quality, access, equity and efficiency of primary education in the region. Under this sub topic issues like the time when donors starts to support, which sub sectors are in focus of donors, to what extents, the areas of their interventions, the amount and the time when they release budget are the main activities undertaken by donors and these are the points through which we are going to assess their practices since the actual practices do have significant effects on provisions of primary education in the region.

Table 5 shows the time when donors start to give emphases to the provisions of the primary education in the region under consideration. Its objective is shortly to clarify whether donors focuses to such a provision has a relation with implementation of the New Training and Education policy.

Table 5: Respondents Response in Percentages Regarding the Time Donors Start Support

S.N	Item	Respondents					
		Donors and NGO's N=20		Beneficiaries N=80		Decision-makers N=30	
		f	%	f	%	f	%
1	Before the NETP (1994)	--	--	8	10%	6	20%
2	During the implementation of NETP	8	40%	24	30	19	63.3%
3	During ESDP I 1997/98-2001/02	1	5%	12	15%	2	6.7%
4	During ESDP II 2002/03-2004/05	2	10%	15	18.8%	--	--
5	During ESDP III 2005/06- 2007/08	2	10%	13	6.3%	--	--
6	2 &4	--	--	2	2.5%	--	--
7	1,2, 3, 4,5	7	35%	1	1.3%	3	10%
8	2, &3	--	--	2	2.5%	--	--
9	4 & 5	--	--	2	2.5%	--	--
10	2,3,4 &5	--	--	2	1.3%	--	--
11	All	20	100%	80	100%	100%	100%
Total		20	100%	80	100%	30	100%

From the Table 5, one can observe that the donors started to support the provision of primary education in the region during the implementation of New Education and Training Policy. Out of the total respondents almost 39.23 percent were started to support the sector under consideration. Of total, the percentage of donors, beneficiaries and decision makers constitute 40 percent (8), 30 percent (24) and 63.3 percent (19) respectively. An insignificant number (18.81percent(15)) of beneficiaries also revealed that there are some donors who started to support the provision of primary education during ESDP II (2002/03-2004/2005). In general, the provision of primary education in the region would not be realized with out interferences of donors support. NETP also promotes donors interventions since the costs of education in general and that of primary education in particular is very high. One can wind up that the supports of donors in provision of primary education has started during the implementation of NETP and help to realize the successful implementation of new education and training policy, EFA and MDG's goals.

Table 6 below depicts about the program focus of the donors. In the region there are many programs out of which the focus of the donors is the issue treated under the table below. The program is divided in to levels and the data are analyzed using percentages.

Table 6: Program Focuses of the Donors

SN	Program Areas	Respondents					
		Donors and NGOs N=20		Beneficiaries N=80		Decision-makers N=30	
		f	%	f	%	f	%
1	Primary educ	15	75	62	77.5	24	80
2	Secondary educ	5	25	9	11.25	4	13.33
3	Tertiary educ.	-	-	9	11.25	2	6.67
Total		20	100%	80	100%	30	100%

$\chi^2_{obt}=4.77 < \chi^2_{crit}=13.28$ at $\alpha=.05$ and $df=4$

Table 6 presents the data revealing the fact as to which level of program area donors pay attention in relative terms. As to the 75 percent (15) of the donors, 77.5 percent (62) of the beneficiaries and 80 percent (24) of the decision makers, primary education has got focus by the donors. Whether donors

support the provision of secondary education in the region the issue was supported only by 25 percent (5), 11.25 percent (9) and 13.33 percent (4) of the donors, beneficiaries and decision makers, respectively.

Except less number of the respondents from the prevailing three groups, majority of them confirmed the priority or emphasis of the donors has been turned to the primary level (program) of the education in the region under consideration. This should not be surprising, as universalizing of primary education has become a global agendum these days. Indeed, this guarantees the choice of the target program is inline with that of the national target in general and that of the region in particular.

Regarding to this, Magnen (1993:25) states that the relationship between education and development in the world has emphasized the essential role of primary education in increasing productivity and its high social rate of return. Other authors like Carnoy et.al (1982:34) state that investment in primary education will be the most effective means of improving the incomes and social out comes and poor over the medium of the long term than other ladders of education levels.

Whether there is statistically significant difference on the responses or not, the analysis is made by employing chi-square test of homogeneity. To see homogeneity whither there exists uniformity of the responses among the prevailing three groups of respondents, chi-square test of homogeneity was employed. Like wise, computations of the chi-square from the data in Table 6 resulted in its calculated value to be 4.77. At $df=4$ and $\alpha=.05$ (two tailed) the critical value is 13.28. Here, $\chi^2_{obt} < \chi^2_{crit}$ at $\alpha=.05$ and $df=4$; implying the fact that there is no difference among responses of the three groups of the respondents.

Table 7 below depicts the extents to which donors support the provisions of primary education. Accordingly, respondents were asked to give their insights

on the extent of donors support in provisions of primary education. The data were collected from the respondents and analyzed using likert scale and then discussed using mean value.

Table 7: The Extent of the Donors Support

Item	Respondents					
	Donors and NGOs N=20		Beneficiaries N=80		Decision-makers N=30	
	f	%	f	%	f	%
Very high (5)	8	40%	7	8.8%	3	10%
High (4)	11	55%	51	63.8%	14	46.7%
Medium (3)	--		3	3.8%	--	--
Little (2)	1	5%	17	21.3%	12	40%
Very little (1)	--		2	2.5%	1	3.3%
Total	20	100%	80	100%	30	100%
Mean	4.3		3.55		3.2	
Weighted Mean	3.68					

As per the data in Table 6, it has been witnessed that donors give focuses to primary level of the educational hierarchy. However, the extent or the degrees of their support to the said level need to be examined, as has been done in Table 7. Table 7 depicts that 40 percent (8) of the donors rated the extent of their support was very high, 55 percent (11) of them rated as high, and 5 percent (1) of the donor respondents rated the support was very low. Beneficiaries on their side rated the extent to which donors support the provision of primary education in the region as follows. It is very high, high moderate, very low and low, respectively as to 8.8 percent (7), 63.8 percent (51), 3.8percent (3), 21.3 percent (17) and 2.5 percent (2) of the respondents respectively. Moreover, it is the views of 10percent (3), 46.7percent (14), 40percent (12) and 3.3 percent (1) of the decision-makers that donors support to the primary education has been very high, high, moderate, low and very low degree respectively.

A closer look at Table 7 also presents that the mean of the responses of the donors is found to be 4.3; which falls in the range closer to high, i.e. they

witness their support to be of high degree. Similarly, the mean of response from the beneficiaries turned to be 3.55 which again be approximated to high, coinciding to the rating of the donors, i.e. high. Decision-makers; however, rated the extent of the support to be moderate with a mean of 3.2. These high or very high supports of donors could make the issues of UPE, EFA and MDGs to be realized easily. Concerning this, UNESCO (1984:5-6) states that the main problems that block the attaining of UPE are task complexity, economic limitations, socio-cultural setbacks, demographic and geographic constraints, and school inefficiency. Another writer Damtew (2004:14) states that when we consider the issues of external-aid to education, the debate is concerned with issues of size, cost and coordination.

To summarize, it would be reasonable to depend up on weighted mean to show the better image of the extent to which donors support. The weighted mean was found to be 3.68 that could be approximated to fall in the range approaching to high degree, but a little bit beyond moderate rating. In conclusion, the weighted mean justifies that donors support the provision of primary education in the region to a high degree.

Table 8 below shows the kinds of donors support in provision of primary education in Oromia Regional State. The respondents were asked whether the type of support rendered by donors have been provided in terms of finance, labor, material, technical, all or combination of them or not. The data were collected from the respondents' analyzed and then discussed using percentage.

Table 8: Kinds of Support Given by Donors

No	Items	Respondents					
		Donors & NGO's N=20		Beneficiaries N=80		Decision Makers N=30	
		f	%	f	%	f	%
1	Finance	-	-	1	1.3%	2	6.7%
2	Labor	-		1	1.3%	-	
3	Materials	-		7	8.8%	4	13.3%
4	Tech. Support	5	25%	13	16.7%	-	-
5	All	-		3	3.8%	-	-
6	1,3	-		6	7.5%	-	-
7	1,2,3	-		13	16.7%	11	36.7%
8	1,3,4	15	75%	36	45%	13	43.3%
Total		20	100%	80	100%	30	100%

Concerning the participation of donors in provision of primary education, one can see from Table 8 that the majority of respondents replied that the participation of donors in provision of primary education is in terms of finance, materials and technical support which accounts of 49.23 percent (64). Out of these donors, beneficiaries and decision maker constitutes 75 percent (15), 45 percent (36), and 43 percent (13) respectively. From these response we can infer that since the costs of provisions of primary education is very high and cannot be afforded by the government alone, the interventions of donors to support these sector could enable the realization of the objectives of primary education. Writers like Shiferaw (2003:31) stated that achievements of objectives of educational planning require commitment of resources and it is the preliminary imperative for the realization of the educational project. Accordingly, 25 percent and 16.7 percent of donors and beneficiaries respectively revealed that donors provide a technical support and this support helps the successful completion of the project implementation. According to Baum and Tolbert (1988:371) the success of implementation of educational projects technically depends up on its design. If the projects commit some errors in its original design, the benefits will be minimized to the minimum and we can generalize that the technical support in provision of

primary education could increase the benefits from the education. In nutshell, we can conclude that donors support the provisions of primary education in terms of financial, material and technical support.

Table 9 below shows the respondents' responses regarding to whether resources (financial and material) are allotted on time. The table also presents the data concerning the timely completion of projects and the quality of such projects.

Table 9: Quality and Timely Completion of Educational Projects Supported by Donors

Respondents	Items																							
	Financial and material resources allotted by donors for educational projects are provided to the region.						Have educational projects financed by donor Agencies been completed in expected time frame						Educational project financed by donor agencies have been completed within expected quality.											
	Early		On time		Lately		V. Lately		Never		Seldom		Some times		Always		Never		Seldom		Sometimes		Always	
Decision Makers N=30	f	-	f	8	f	37	f	13	f	10	f	4	f	20	f	11	f	4	f	13	f	21	f	10
	%	-	%	26.7%	%	46.3%	%	63.3%	%	33.3%	%	13.3%	%	66.7%	%	36.7%	%	13.3%	%	43.3%	%	70%	%	33.3%
Beneficiary N=80	f	7	f	37	f	34	f	2	f	10	f	12	f	47	f	11	f	13	f	14	f	37	f	16
	%	8.75%	%	46.3%	%	42.5%	%	2.5%	%	12.5%	%	15%	%	58.8%	%	13.8%	%	16.25%	%	17.5%	%	46.3%	%	20%
Donors & NGOs N=20	f	-	f	13	f	7	f	3	f	-	f	1	f	6	f	13	f	-	f	3	f	10	f	7
	%	-	%	65%	%	35%	%	10%	%	-	%	5%	%	30%	%	65%	%	-	%	15%	%	50%	%	35%

I. Supply of Resources by Donors

Concerning the resource allocation of donors to primary education in the region, i.e whether they provide the resources on time or not, it is observed from Table 9, 46.2 percent (60) of the three groups of respondents responded that there is delay resource supply i.e. donor's do not allocate and release resources on time, whereas 44.6 percent (58) revealed that the donors allocate and release resources on time. Similarly 63.3 percent, 42.5 percent and 35 percent of the decision makers, beneficiaries and donors respectively revealed that donors do not provide resource on time and these also do have significant effect on provision of education. It may cause delay of the educational project in general and that of primary education in particular. It shows deviation. This deviation could probably result from the delay of inputs, absence of unclear working procedures, socio-cultural and political factors (USAID, 1999:35). 65 percent of the donors on their side revealed that they provide financial and material resources on time, which contradicts with the counter parts of the decision makers and beneficiaries, which is 63.3 percent and 42.5 percent respectively. This might happen because, the donors were the provider and the provision is at the favorable time to them. Generally the data shown in Table 9 revealed that the donors don't provide financial, material and technical support on time.

II. Completion of Projects on Time

Concerning the completion time of educational projects that assisted by donors as it is observed from the Table 9, majority of the respondents 55.4 percent (72) agreed that educational projects supported by donors are not sometimes completed within expected time frame. This shows deviation of projects from the planned time. This may be probably due to late provision of resources by donors. Managing projects within time, cost, and performance is easier to say than to do. Regarding time management, Harold (2000:317) states that if the project manager cannot control his own time, and then he

would not control anything else on the projects i.e. disciplined time management is one of the keys to effective project management. Supporting the above idea, UNESCO (1995:35) state that most projects have failed in the past because of unrealistic objectives, to judge the realism and sustainability of the project planners need a lot of experience. They must obtain information about the out come of similar projects executed within the country and out side the country. Therefore, we can conclude that education projects assisted by donors are not completed within expected time in the region.

III. Quality Issues

Concerning the quality issues, the data in Table 9 depicted that 52.3 percent (68) of the total respondents 70 percent, 46.3 percent and 50 percent of decision makers, beneficiaries and donors replied that educational projects financed by donors were sometimes completed within expected quality. From this one can infer that the quality of primary education is under question and it must be given due attention by donors. In a nutshell, educational projects assisted by donors were not completed within expected quality. The measure of the success of any project is that it must be completed within time, cost and quality. Turner (2004:267) further states good that quality project must be defined in the contexts that it meets customer requirements and specification, solves problems, fits purposes and satisfies or dissatisfies the customer.

Field observation also revealed the reason why projects delay. There were poorly done job, poor communication, failure to delegate, and accidental visiting are among the seriously stated problems. To complete the project at the expected time and quality, field observation and interviews shows that certain techniques must be practiced. These are to delegate, to schedule, to decide fast, to start the tough part first and to establish rules and regulations. In general, donors do not provide resources on time and do not complete the projects within expected time and quality

Table 10 below shows that donors interventions areas in the region. Accordingly, respondents were asked to give their insights on donors' interventions areas such as quality, access, equity and efficiency. The data were analyzed using percentage and T-test.

Table 10: Intervention Areas

No	Items	Respondents					
		Donors & NGO's N=20		Beneficiaries N=80		Decision Makers N=30	
		f	%	f	%	f	%
1	Quality	3	15%	1	1.3%	2	6.7%
2	Efficiency	-	-	1	1.3%	-	-
3	Access	-	-	2	2.5%	2	6.7%
4	Equity	-	-	-	-	1	3.3%
5	All	11	55%	43	53.75%	22	73.3%
6	1,3,4	-	-	3	3.75%	3	10%
7	1 & 4	-	-	7	8.75%	-	-
8	1,2	-	-	17	21.25%	-	-
9	1,2,4	6	30%	6	7.5%	-	-
<i>Total</i>		20	100%	80	100%	30	100%
N_1		$N_1=9$		$N_2=9$		$N_3=9$	
X_1		$X_1=2.22$		$X_2=8.88$		$X_3=3.33$	
S^2x		$S^2x=13.51$		$S^2x=190.86$		$S^2x=50.25$	
$t_{1obt} = 1.4$		$t_{2obt}=0.42$		$t_{3obt}= 1.07$			

Concerning the areas of intervention of donors in provision of primary education 55 percent (11), 53.75 percent (43) and 73.3 percent (22) of donors, beneficiaries and decision makers respectively revealed that donor's intervene in quality, efficiency, access and quality and this accounts of 58.5 percent (76) of the total sample population. Donors' intervention helps to realize the objective of primary education in the region. 15 percent (3) of donors also revealed that donors intervene in quality of education whereas 21.25 percent of the beneficiaries reveal that donors intervene in quality and efficiency of education.

The issues under consideration (i.e. of quality, efficiency, access, and equity) are basic ones and thus have secured greater attention these days. As such, they need to be elaborated once more as to whether the attention given to each is perceived differently or not by the three respondent groups. To see whether there is a statistically significant difference or relations among the pairs of respondents, two-sampled t-test is used. This is simply to check the relationship between the responses of the groups (Paired as donors vs. beneficiaries, donors vs. decision makers and beneficiaries vs. decision makers).

As shown in Table 10, $N_1=N_2=9$, $\alpha = .05$ (two tailed) $df=N_1+N_2-2=16$, $\bar{X}_1 = 2.22$, $\bar{X}_2=3.33$, $S^2_{1x}= 13.51$ and $S^2_{2x}= 190.86$. Calculation has revealed that $t_{1obt} = 1.4$. At the above conditions, $t_{1crit}=2.12$, i.e. $t_{1obt} < t_{1crit}$. Hence, null hypothesis is to be retained, implying that there is no significant difference between the responses of the donors and the beneficiaries. That is, both (Donors Vs Beneficiaries) of the respondent groups agree in the areas of intervention.

As depicted in Table 10, $N_1=N_3=9$, $\bar{X}_1= 2.22$, $\bar{X}_3= 3.33$, $S^2_{1x} = 13.51$ and $S^2_{3x} = 50.25$. The computed value of $t_{2obt}=0.42$ while t_{2crit} at $\alpha = .05$ (two – tailed) and $df (16)$ is 2.12. Since $t_{2obt} < t_{2crit}$, the null hypothesis is to be accepted. This implies that the responses of both (Donors Vs Decision makers) of the group coincide.

Employing the data in Table 10, i.e. $\bar{X}_2=8.88$, $\bar{X}_3=5.55$, $N_2=N_3=9$, $df= N_1+N_2-2= 16$, $S^2_{2x}= 190.86$ and $S^2_{3x}= 50.25$, the Computed value of t_{3obt} is 1.07. At $\alpha = .05$ (two tailed), t_{crit} is 2.12. That is $t_{3obt} < t_{3crit}$, which is the ground to accept the null hypothesis. This means, the responses from both (Beneficiaries Vs Decision makers) respondent groups coincide concerning the areas of intervention or support. Generally, the above three tests highly show the existence of the relationship among the three pairs, implying that there are agreements in their witness. Specifically, the respondents confirmed that

donors' support to education sector is mainly targeted to all areas (quality, efficiency, access and equity).

Table 11 below depicts about the educational indicators. These education indicators include quality, access, equity and efficiency. Detail activities were listed under each educational indicator. Accordingly, respondents were asked to give their insights on which activities donors give more focuses and emphasis. The data were gathered and analyzed with percentages and then discussed.

Table 11: Education Indicators (Quality, Equity, Efficiency & Access)

No	Indicators	Respondents					
		Donors & NGOs N=20		Beneficiaries N=80		Decision Makers N=30	
		f	%	f	%	f	%
	I. Quality -oriented Activities						
1	Increasing number of qualified teacher	5	25%	30	37.5%	8	26.6%
2	Increasing student text book ration	2	10%	-	-	-	-
3	Decreasing class size	3	15%	3	3.8%	5	16.7%
4	Developing Relevant school curricula.	-	-	6	7.5%	-	-
5	On school Administration	-	-	6	7.5%	1	3.3%
6	All	-	-	24	30%	5	16.7%
7	1,3,4&5	-	-	6	7.5%	4	13.5
8	1,2,3, &5	10	50%	5	6.25%	7	23.5%
	II. Access-oriented activities						
1	Increasing in-take rate of 1 ⁰ school	6	30%	16	20%	16	53.33%
2	On increasing PPR of 1 ⁰ school	6	30%	42	52.5%	7	23.3%
3	On increasing NIR of 1 ⁰ school	-	-	12	15%	2	6.67%
4	On decreasing the class size	-	-	4	5%	-	-
5	All	8	40%	6	7.5%	5	16.67%
	III. Equity-oriented activities						
1	On-decreasing gender disparity	12	60%	33	41.25%	11	36.67%
2	On decreasing urban-rural disparity	5	25%	8	10%	4	13.33%
3	On increasing students- promotion	-	-	20	25%	5	16.67%
4	On decreasing dropout	-	-	15	18.75%	-	-
5	All	3	15%	11	13.8%	10	33.3%
	IV. Efficiency oriented activities						
1	On decreasing PTR	5	25%	4	5%	5	16.67%
2	On " PSR	3	15%	4	5%	-	-
3	On increasing student promotion	-	-	18	22.5%	-	-
4	On decreasing student repeat ion	-	-	12	15%	5	16.67%
5	On decreasing student drupe outs	-	-	8	10%	-	-
6	All	12	60%	34	42.5%	20	66.67%

Education indicators are qualitative measures designed to indicate the nature, direction and extent of change in education. They play an important role in providing clear picture of the education system. It is these issues that are discussed in Table 11.

I. QUALITY ISSUES

As we observe from Table 11, it was the belief of the beneficiary (37.5 percent (30)) and decision maker (26.6 percent (8)) that activities undertaken by donors to increase the quality was increasing the number of qualified teachers through summer and in-service programs. In addition, 50 percent (10) of donors and NGO's responded that to increase the quality of primary education they undertake activities like increasing the number of qualified teachers, increasing student text book ratio, decreasing class size, developing relevant school curricula and on quality school leadership. 30 percent (24) of beneficiaries and 16.7 percent (5) of decision makers also agreed on the same issues. This might be because of the fact that quality of education is determined by the quality of major educational inputs.

II. ACCESS ISSUES

Concerning access oriented activities, 53.33 percent (16) of decision makers revealed that donors gave attention on increasing intake rate of primary school. In addition, 52.5 percent (42) of the beneficiaries answered that donors give due attentions on increasing participation rate of primary school and it is the opinion of the 40 percent (8) of donors that activities undertaken to increase the access were on increasing intake rate, participation rate, net-intake rate and on decreasing the class size of primary education.

III. EQUITY ISSUES

It was the belief of 60 percent (12) of donors, 41.25 percent (33) of beneficiaries and 36.67 percent (11) of decision makers that activities undertaken to increase equity was mainly decreasing gender disparity. This is the opinion of the majority of the respondents (43.1 percent (56)). As we can see from the Table 11, almost non-attention was given to student dropouts and on increasing students' promotion. 25 percent (20) of the beneficiaries responses show that donors give due attention on increasing students promotion which contradicts with the counterpart responses of the donors. It

is the issues of providing equal opportunity of education for boys and girls. According to Education Statistics of Oromia (1996E.C: 27), the equity of education in Oromia was not fair and this was particularly unfair to girls. Data in the Table 11 revealed that the majority of the respondents argued that donors gave attention to access in general and on-decreasing gender disparity in particular. According to 25 percent (5), 10 percent (8) and 13.33 percent (4) of donors, beneficiaries and decision-makers respectively, donors also undertake some activities to decrease urban-rural disparity. But none of the donors revealed that they do much on student promotion and dropouts.

IV. EFFICIENCY ISSUES

As far as efficiency is concerned, 50.8 percent (66) out of the sample population revealed that donors were undertaking activities like decreasing PTR, PSR, increasing students' promotion, decreasing student repetition and decreasing student dropouts. 60 percent (12), 42.5 percent (34) and 66.67 percent (20) of donors, beneficiaries and decision makers respectively conformed the issues under the consideration.

In general, one can conclude that there are different activities that were undertaken to increase the quality, equity, efficiency and access by donors even though the degree varies from activity to activity i.e. some donors give due attention to quality, some to equity and so forth.

Table 12 below depicts the amount of budget the donors provide and the skills of their employees; the objective of which is to determine whether the donors offer sufficient budget and whether the donors themselves are properly staffed with skilled manpower. Accordingly, respondents were asked to rate the amounts of budget as greater, equal, less or unknown; and also if they agree or disagree concerning the skills of workers in donor agencies. The data were analyzed using percentage and ANOVA.

Table 12: Amounts of Budget Allotted and skills of the Employees

Respondents	Items																	
	When compared with the required amounts of budget the funds funded by donors for education project						The employees serving in donor assisted education projects are skilled enough to accomplish their duties and responsibilities											
	Greater		Exactly equal		Less		Unknown		S. Agree		Agree		Not-Decided		Disagree		S.D.A	
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Donors & NGO's N=20	3	15%	8	40%	7	35%	2	10%	7	35%	10	50%	3	15%	-	-	-	-
Benefices N=80	5	6.3%	8	10%	56	70%	11	13.8%	9	11.3%	52	65%	4	5%	14	17.5%	1	1.3%
Decision Makers N=30	-	-	1	3.3%	29	96.7%	-	-	1	3.3%	13	43.3%	2	6.7%	13	43.33%	1	3.3%

$F_{obt} = 0.97 < F_{crit} = 4.26$ at $df(2, 9)$ and $\alpha = .05$ (two tailed)

$F_{obt} = 1.265 < F_{crit} = 2.89$ at $\alpha = .05$ and $df(2, 12)$,
 $F_{obt} < F_{crit}$

I. AMOUNT OF BUDGET

Table 12 depicts the amount of budget that donors donate to conduct the provision of primary education. Based on the data in Table 12, 96.7 percent (29) and 70 percent (56) of decision makers and beneficiaries revealed that the amounts of budget they release is less, where as 40 percent (8) donors replied that the amount of budget they donate for primary education is exactly equal to the amount required. Here there is a contradiction among the responses of the respondents that there might be a lack of transparency among the three bodies. 35 percent (7) of respondents' from the donors themselves confirm that the amounts of budget required were less than the expected one. Efficiency in providing and managing resources is fundamental to educational project success. Regarding to these keeling (2000: 66) states that each project will demand a unique combination of type, quality and volume of resources and these resources are project lifeblood. To wind up, the amount of budget that donors donate in provision of primary education was less and these less amount of budget do have significant impacts on provision of primary education.

II. Skills of the Employees

As far as the skills of employees serving in donor agencies are concerned, 50 percent (10), 65 percent (52) and 43.3 percent (13) of donors, beneficiaries and decision makers respectively revealed that the employees serving in donor assisted educational projects are skilled enough to accomplish their duties and responsibilities. From this we can conclude that there was no as such statistically significant difference in responses of the three groups of respondents. In addition 43.3 percent (13) and 17.5 percent (14) decision makers and beneficiaries respectively responded that they disagree as to the skill of employees serving in donor agency i.e. there were some employees who were not skilled enough and work in donor-assisted educational projects. In general, there are fewer amounts of budget and skilled personnel in donor-assisted educational projects.

To examine whether the responses among the three groups of respondents in relation to the amount of the budget the donors provide to the provision of primary education is significantly differs or not, let us see by employing the ANOVA. The analysis of Variances of one variable (ANOVA)-test was employed (see Appendix---). The calculated F_{obt} is yielding to be 0.97. The table value of F_{crit} at $df(2,9)$ and $\alpha = .05$ (two tailed) is 4.26 which is greater than F_{obt} . Thus, the null hypotheses is to be accepted, leading to the conclusion that there was no statistically significant mean difference on the amount of budget required and the amounts the donors release and we can conclude that there was less amounts of budget the donors secure or the difference may be due to lack of transparences or corruptions on the budget implementation.

The computation for F_{obt} has yielded 1.265, while the critical value for F-test at $\alpha = .05$ and $df(2,12)$ is 2.89. Here, it is observed that $F_{obt} < F_{crit}$. This ensures the acceptance of null hypothesis that there was no statistically significant mean differences on the skills of employees serving in the donor-agency and we can conclude that the employees serving is the donor agencies were skilled enough to accomplish their duties and responsibilities.

3.2.2. The Extent of Donors Support in Provision of Primary Education

This sub section deals with issues of the extents of donor support in objectives and priorities setting. It also deals with the managerial process like planning, managing, organizing and evaluation. Community participation and their degrees of participations, methods of monitoring and evaluations are the part and parcel of this part. The extents of donor supports are assessed and analyzed through these points since they do have significant impacts on donors support in provisions of primary education. Accordingly, the respondents were asked to put their insights on issues under the

consideration. The data were collected and then analyzed using appropriate statistical tools.

Table 13 below deals with the issues of objectives and the responsibility of making decisions of priority of educational projects assisted by donors in the region. Accordingly, respondents were asked to give their insights whether the objectives of OEB and that of donors go hand in hand and the responsibility of making decisions of priorities. The data were gathered and then analyzed and interpreted using percentage and ANOVA as follows.

Table 13: Objectives and Making Decision of Priorities

Respondents	Items																	
	Are the objectives of donors assisting educational projects in congruent with those of regional are?								Who is responsible for making decision on the Priorities for educational projects assisted by donors									
	Yes		To some extent		No		Not sure		1.OEB		2. Benefice		3. Donors		4. 1& 3		5. 1,2&3	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Donors NGOs N= 20	15	75%	.	.	.	.	5	25%	8	40%	.	.	1	5%	11	55%	.	.
Benefic es N= 80	49	61.3%	18	22.5%	4	5%	9	11.3%	26	32.5%	29	36.3%	17	21.3%	8	10%	.	.
Decisio n Makers N=30	10	33.3%	17	56.7%	1	3.3%	2	6.7%	5	16.7%	8	26.7%	5	16.7%	12	40%	.	.
F _{obt} is 2.54 while F _{crit} at $\alpha=. 05$ and df(2,9) is 4.26.																		

I. SIMILARITY OF OBJECTIVE

Table 13 depicts whether there is the conformity of objectives between the donors support in provision of primary education and OEB. 75 percent (15), 61.3 percent (49) and 33.3 percent (10) of donors, beneficiaries and decision makers confirms the conformity between the objectives of donor support and the regional one, where as 56.7 percent (17) decision makers confirm the

congruence between the objectives of the two organizations to same extent. Regarding to this, Devid (1998:7) states that donor assistance from the very beginning had twin objectives. The first objective was to promote long-term growth and poverty reduction in developing countries. The second objective was to promote their short-term political and strategic interest. The first objective has to do with the education of our region and this can also support the idea of the conformity between the objectives of donors and the region, and we can conclude that there was congruence between objectives of donors support in provision of primary education and that of the regional one.

II. PRIORITY ISSUES

Table 13 also depicts the priorities of making decision. It can be seen from the Table 13 that 55 percent (11) and 40 percent (12) and donors and decision makers respectively revealed that the responsibility of making decision of participation was the responsibility of the Oromia Education Bureau and donors, where as 26.7 percent (8) and 36.3 percent (29) of decision makers and beneficiaries revealed that the responsibility of making decision of priority was the beneficiaries' which may be because of the decentralization policy. Another issue that are very insignificant, 16.7 percent (5) of decision makers and 32.5 percent (26) beneficiaries and 40 percent (8) of donors confirmed that the responsibility of making decisions of priority was that of Oromia Education Bureau. According to Magnen (1991:25) prioritizing the project is to select those projects with high priority that are considered to contribute to the countries development and the responsibility of making priority is not the issues of one body and must be integrated. In general, one could infer from this that the responsibility of making decision of priority was a joint decision of Oromia Education Bureau and Donors.

Whether these differences on the percentages as rated by respondent in Table 13 is statistically significant or not the following hypothesis test was made using ANOVA. As it can be seen in Table 13, $n_1=n_2=n_3= 4$, $X_1= 5$ $X_2= 20$, $X_3=$

7.5, the calculated value of F-test is 2.54 while F_{crit} at $\alpha = .05$ and $df(2,9)$ is 4.26. Since F_{obt} is less than the table value of F-test or F_{crit} , then the null-hypothesis is retained. In other words, the differences in percentages and mean in Table 13 are not statistically significant enough to be evidence to conclude the existence of inconformity of objectives of the Donors and OEB among the respondents.

Table 14 below deals with the participation of local community and authorities in managerial process of donor assisted educational projects in the region. Accordingly respondents were asked to put their insights on the participation of local authority and beneficiaries regarding project managements. The data were analyzed using percentages and then interpreted.

Table 14: Involvement of Beneficiaries and Local Authorities in Project Management

Decision makers N=30	Beneficiaries N=80	Donors & NGOs N = 20	Respondents		Local beneficiaries get involved in planning, managing& implementing of donor's assisted educational projects.	Local authorities get involved in planning Managing and Implementing of donor assisted educational projects.	If your answer was "Yes" for the above two question, what is the degree of their involvements?		
			Yes	Uncertain				NO	Yes	Uncertain	No	High	Medina	Low	Nostrum
10	49	19	f		Local beneficiaries get involved in planning, managing& implementing of donor's assisted educational projects.	Local authorities get involved in planning Managing and Implementing of donor assisted educational projects.	If your answer was "Yes" for the above two question, what is the degree of their involvements?		
33.3%	61.25%	95%	%						
13	16	-	f						
43.33%	20%	-	%						
7	15	1	f						
23.33%	18.8%	5%	%						
16	43	19	f		Local authorities get involved in planning Managing and Implementing of donor assisted educational projects.	If your answer was "Yes" for the above two question, what is the degree of their involvements?			
53.33%	53.75%	95%	%						
9	20	-	f						
30%	25%	-	%						
5	17	1	f						
16.7%	21.3%	5%	%						
3	5	13	f		If your answer was "Yes" for the above two question, what is the degree of their involvements?	If your answer was "Yes" for the above two question, what is the degree of their involvements?			
10%	6.25%	65%	%						
15	30	7	f						
50%	37.5%	35%	%						
11	45	-	f						
36.7%	56.25%	-	%						
1	-	-	f		If your answer was "Yes" for the above two question, what is the degree of their involvements?	If your answer was "Yes" for the above two question, what is the degree of their involvements?			
3.3%	-	-	%						

I. Participation of Local Authorities and Beneficiaries

Table 14 shows the participation of local authorities and beneficiaries in planning, managing and implementing of donors assisted educational project. 95 percent (19), 61.25 percent (49) and 33.3 percent (10) of respondents, donors, beneficiaries and decision makers respectively confirm the participation of local beneficiaries in planning, managing and implementing donor assisted educational project. But 43.33 percent (13) and 20 percent (16) of decision makers and beneficiaries respectively were uncertain whether the local beneficiaries were involved in managerial processes of donor assisted educational projects. 23.33 percent (7), 18.8 percent (15) and 5 percent (1) of decision makers, beneficiaries and donors respectively revealed that local beneficiary's do not involved in managerial process of educational project assisted by donors. By the same argument, local-authorities are involved in managerial process of donor assisted educational projects. In a nutshell, one can conclude that local beneficiaries are involved in managerial process of donor-assisted educational project.

II. Degree of participation

Table 14 also depicts the degree of participation of local beneficiaries and authorities involvement in managerial process of donor-assisted educational project. 65 percent (13) of donors and NGOs revealed that there was high participation of local beneficiaries and authorities in managerial process and 50 percent (15) and 37.5 percent (30) of decision makers and beneficiaries confirms medium involvements of local beneficiaries and authorities in managerial process of donor-assisted educational projects .In addition 36.7 percent (11) and 56.25 percent (45) of decision makers and beneficiaries confirmed the low involvements of local authorities in donor-assisted educational projects. On the whole, without active participation of community and local authorities the UPE, MDG's and EFA goals are not realized with the

efforts of government alone. Concerning this, the World Bank (2000) states that the government cannot deliver EFA alone. Participation or partnerships are key. It is further stated that participation is not a tool to implement the project but it is state of mind and attitude and this change of attitude helps to drop bad culture, facilitate the local communities to undertake their own analysis, sharing ideas and information. Generally, there was the participation of local authorities and beneficiaries in managerial process of donor-assisted educational projects even though the degree of participation varies from place to place and from community to community.

Table 15 below depicts about the kinds of community participation whether it is financial, technical or material. It shows whether the donors involve the local community in their projects or not. Accordingly the respondents were asked to put their views on whether the communities participate in terms of financial, technical, labor or combinations.

Table 15: Mode of Community Participation

Respondents	Mode of Community Participation											
	Finance		Labor		Material		No Contribution		1,2, &3		2&3	
	N	%	N	%	N	%	N	%	N	%		
Donors and NGO's N = 20	-	-	-	-	-	-	3	15%	13	65%	4	20%
Beneficiaries N = 80	1	1.3%	14	17.5%	3	3.80%	2	2.5%	40	50%	20	25%
Decision Makers N = 30	-	-	1	3.3%	-	-	-	-	28	93.3	1	3.3%
$F_{obt} = 1.36 < F_{crit} (\alpha_1 = .05) df (2,15) 3.68. F_{obt} < f_{crit}.$												

According to the data in Table 15, none of the respondents from donors and decision makers revealed that the participation of community in donor assisted educational projects were only in terms of finance, labor material and technical. But the majority (62.3percent(81) of the total sample) of respondents revealed that most of the community participation in donor-

assisted educational projects was in terms of financial, material and labor. 65 percent (13), 50 percent (40) and 93.3 percent (28) of donors, beneficiaries and decision-makers respectively underlined that community participation in donor-assisted educational projects was in terms of financial, material and labor. 20 percent (4) of donors, 25 percent (20) of beneficiaries and 3.3 percent (1) of decision makers revealed that community contribution is in terms of financial and labor. 15 percent (3) of donor and 2.5 percent (2) of beneficiaries also revealed that there was no contribution of community in donor assisted educational projects. This might be due to lack of awareness, weak community leaders. In a nutshell, there was no statistically significant difference between the responses of the three groups of respondents. Whether this similarity in percentage in Table 15 was statistically significant or not, the following hypothesis test was made by employing ANOVA. As it can be seen from the Appendixes G, F_{obt} is 1.36. The table value of the F_{crit} ($\alpha= .05$) with degrees of freedom (2, 15) is 3.68. Since F_{obt} is less than f_{crit} , then null hypothesis is to be accepted at $\alpha=.05$. This implies that there is no statistically significant mean difference among the responses of the three respondents and community participation was in terms of finance, labor and material.

Table 16 below depicts the degree of stakeholders' participation in managerial process of donors' assisted educational projects. Accordingly, respondents were asked to rate the stakeholders' participation as high, medium, low or none. The data were gathered and analyzed using percentages and then discussed.

Table 16 shows the degree of stakeholders' participation in managerial processes of donor- assisted educational projects. 85 percent (17) and 40 percent (12) of the respondents from the donors and decision makers revealed that there is high government participation in managerial process of donor assisted educational projects, whereas, 50 percent (40) of respondents from beneficiaries and decision-Makers revealed that there was moderate participation of government in donor assisted educational projects. On average, one can conclude that there was moderate government participation in donor assisted educational projects.

As far as the degrees of participation of donors in managerial process of donor assisted educational projects was concerned, almost the three groups of respondents revealed that there was high participation of donors in managerial process of donor assisted educational projects which constitutes of 55.4 percent (76) of the respondents (80 percent (16), 55 percent (44) and 60 percent (18) of donors, beneficiaries and decision makers respectively). 20 percent (4), 38 percent (31) and 30 percent (9) of donors, beneficiaries and decision makers revealed that there was moderate participation of donors in managerial process of donor assisted educational projects. Majority of the respondents (55 percent (11) of donors, 41.25 percent (33) of beneficiaries and 56.7 percent (17) of decision makers) revealed that the participation of private sector in managerial process of donor-assisted educational projects was low .

Further more, the majority of respondents (45 percent (9) of the donors, 28.8 percent (23) of beneficiaries and 43.31 percent (13) of decision makers) have revealed that there was high participation of project staff workers in managerial process of donor assisted educational projects. Where as, 40 percent (8), 51.25 percent (41) and 36.71 percent (11) of the respondents (donors, beneficiaries and decision makers) respectively revealed that there was moderate participation of project staff in managerial process of donor assisted educational projects. As it can be seen from Table 16, majority of the

respondents from donors and NGOs (50percent (10) revealed that community and principals have high participation in the managerial process of donor-assisted educational projects. According to the 55 percent (44) of the beneficiaries' responses, there was moderate participation of community and principals respectively in donor assisted educational projects. On the contrary, 53.3 percent (16) of decision maker responded that there was low community participation and 46.7 percent (14) of decision makers of responded that there is moderate participation of principals in donor's assisted educational projects. From the same table, we can observe that 55 percent (44) of the respondents from the beneficiaries responded that there are moderate participation principals in managerial process of donor assisted educational projects.

According to the 45 percent (9) donor and 53.75 percent (43) beneficiaries' respondents there is moderate participation of teachers in the managerial process. Inversely 50 percent (15) of respondents from the decision makers revealed there was low participant of teachers. 15 percent (12) and 50 percent (15) respondents from beneficiaries and decision makers respectively revealed that there was no participation of students but 48.75 percent (39) of the beneficiaries' respondents revealed that there is moderate participation of students in managerial process. Almost 90 percent (27) of the decision makers and 60 percent (12) of donors responded that there was low or completely non-participation of students in donor assisted educational projects.

Once more, the participation of Regional Education Bureau and Woreda education bureau from the Table 16 shows that majority of the respondents from donors and decision makers responded that there was high participation of Regional Education Bureau, where as 48.75 percent (39) of the beneficiaries revealed that there was low participation of Regional Education Bureau in managerial process of donor assisted educational projects. 50 percent (10) of donors, 61.25 percent (49) of beneficiaries and 40 percent (12) of decision-

makers are revealed that there WAS high, medium and low participation respectively of Woreda Education Bureau in donor-assisted educational projects.

Table 17 below depicts issues pertaining to managements of donor assisted educational projects. It deals with resource planning, implementing, monitoring and evaluation. This is meant for investigating how donors manage the projects funded by them selves. The data were gathered and analyzed employing percentage and then interpreted.

Table 17: Managements of Donor Assisted Educational Projects

Respondents	There is a better management of donor Assisted educational projects in terms of resource planning, implementing, monitoring and evaluation									
	Strongly agree		Agree		Not decided		Disagree		Straggled agree	
	f	%	f	%	f	%	f	%	f	%
Donors & NGO's No= 20	6	30%	13	65%	1	5%	-	-	-	-
Beneficiaries N=80	10	12.5%	50	62.25%	3	3.8%	13	16.3%	4	5%
Decisions makers N=30	1	3.3%	15	50%	4	13.3%	8	26.7%	2	6.7%

It could clearly be seen from Table 17 that the majority of the respondents agreed that there was the better managements of donor assisted educational projects. This is 65 percent (13), 62.25 percent (50) and 50 percent (15) of donors beneficiaries and decision makers respectively agreed that there was a better managements of donor assisted educational projects in terms of resource planning, managing, implementations, monitoring and evaluation. Further more, 30 percent (6) of donors, 12.5 percent (10) of beneficiaries and 3.3 percent (1) of decision makers strongly agreed that there were better managements of donor assisted educational projects. On the other hand, none of the respondents from the donors confirmed that there was poor or weak managements of donor assisted educational projects. But a very insignificant percentage of beneficiaries and decision makers strongly disagree or disagree

about the managements of donor supported educational projects i.e. there was poor managements of donor assisted educational projects. The success of any project in general and that of primary education in particular will depend critically up on the effort, care and skill you apply in its initial planning. Planning, according to Keeling (2000:153), is the systematic process of involving the integration of activities, resources and span of time. The planned activities must be implemented other wise of remains simple blue print (Solomon, 2004.). As far as monitoring and evaluation is concerned, Kumar and Casely (1987) stated that the main objectives of monitoring and evaluations are to assess whether the objectives of the original projects have been attained or not. From the proceeding authorities we can conclude that the donors special focuses to planning, implementation, monitoring and evaluation of educational project leads to the successful implementation. In conclusions, there is an agreement of majority of the respondents that there was better management of donor assisted educational projects in terms of resource planning, implementing, monitoring and evaluating.

Table 18 is concerned with securing responses whether there have been mechanisms of monitoring and evaluation. It also assesses how often they use the mechanisms. Accordingly, respondents were asked to put their insights on such mechanisms and the data were gathered and the analyzed using percentage and then discussed.

Table 18: Mechanisms of Monitoring and Evaluation

Respondents	Are there mechanisms of mentoring and evaluating of the educational projects financed by donors?							
	Yes mostly		Yes some times		No		I am not sure	
	f	%	f	%	f	%	f	%
Donors % NGO's N=20	8	40%	12	60%	-	-	-	-
Beneficiaries N=80	21	26.3%	38	47.5%	10	12.5%	11	13.8%
Decision Makers N=30	4	13.3%	16	53.3%	6	20%	4	13.3%

Table 18 depicts the existences of mechanisms of monitoring and evaluation and how often the mechanisms are employed. As it could clearly be seen from the Table 18 that 40 percent (8), 26.3 percent (21) and 13.3 percent (4) of donors, beneficiaries and decision-makers respectively revealed that mostly there was mechanisms of monitoring and evaluation. But the percentage is very insignificant and we have no fertile ground to say that there are proper mechanisms. On the other hand, majority of the respondents from the three groups of respondents' 60percent (12) (donors), 47.5 percent (38)(beneficiaries) and 53.3percent (16)(decision-makers) revealed that sometime there is mechanisms of monitoring and evaluating of the donor-assisted educational projects through interview, formal and oral reports as revealed by interview made with top officials of OEB and Donors.

Once more, 12.5 percent (10) and 20 percent (6) of beneficiaries and decision-makers respectively revealed that there were no mechanisms of monitoring and evaluating of donor assisted educational projects where as, 13.8 percent (11) and 13.3 percent (4) of beneficiaries and decision-makers revealed that they were not sure of it whether there was a mechanism of monitoring and evaluation. In a nutshell, there was sometimes mechanisms of monitoring and evaluating of donor-assisted educational projects. And this might help them to compare the actual progress against the planned targets. Concerning this, Magnan (1991) states that monitoring and evaluation must be an integral part of the project and must be prepared at the same time as project.

3.2.3. The Problems Pertaining to the Project Management

There are problems, which affects the successful completion of primary education. This sub sections treats issues like kinds of problems, the extents the problems affects the provisions of primary education. The issue of improper uses of resources in donor assisted educational projects is also

treated under this topic. Over all, the researcher wants to know the problems those do have significant effects in the region and the degrees of their impacts are analyzed using statistical tests such as percentage, F-test, correlation coefficient and other related tools.

Table 19 below presents data regarding the prevalence of the problems regarding the project under the considerations. Since knowing the problems paves the way to solution, identifying the types the problems in the region helps the donors to come up with the solution. Accordingly, respondents were asked to put their insights on the existences of the problems in the region. The data were gathered and then analyzed using percentage and ANOVA.

Table 19: Existence of Problems

Respondents	Is there any problem in the region that significant affects educational projects-assisted by donors?					
	Yes		To some extent		No	
	f	%	f	%	f	%
Donors & NGOs N=20	10	50%	9	45%	1	5%
Beneficiaries N=80	54	67.5 %	15	18.75%	11	13.8%
Decision Makers N=30	21	70%	7	23.3%	2	6.7%
$F_{obt}=1.51 < F_{crit}=5.14$ at $\alpha= .05$, and $df (2,6)$						

From the data in Table 19, most of the respondents (50 percent (10) of the donors, 67.5 percent (54) of the beneficiaries and 70 percent (21) of decision – makers) confirm the existence of the problem in the region. Only 45 percent (9) of the donors, 18.75 percent (15) of the beneficiates and 23.3 percent (7) of the decision-makers revealed the existences of the problem were to some extent. It can also be seen that 5 percent (1), 13.8 percent (11) and 6.7 percent (2) of donors, beneficiaries and decision-makers respectively responded that there was no problem in the region that has significant effects on performance of donor-supported projects. Generally, when we see the total percentages of

respondents those who assure the existences of the problem accounts 65.4 percent (85).

Every project is not completed smoothly within expected time, budget and plan. Concerning to this Sukhmog (1987:41) states that there are implementation problems that arise due to the following three conditions. Firstly, planning authorities are plainly inefficient in gathering the relevant information within the needed range of precisions. Secondly, in most cases planning authorities respond with considerable time lags (slow responses) when underlying situations changes. Thirdly, the agencies through which the planning authorities are supposed to implement plans have little or no capacity to carry out them. Other authorities like Baum and Tolbert assure the existence of project implementation problem even though they are varied and complex in their nature from country to country. One can conclude that there are problems in the region that do have significant impacts on performing of educational projects assisted by Donors and NGO's.

Whether the variation in the Table 19 percentage is statistically significant or not, it is shown below by employing F-test. at $\alpha = .05$, $df (2,6)$, $F_{obt} = 1.51$ and $F_{crit} = 5.14$. At $df(2,6)$, $n_1 = n_2 = n_3 = 3$, $\bar{X}_1 = 6.67$, $\bar{X}_2 = 26.67$, $\bar{X}_3 = 10$ $\alpha = .05$, F_{obt} is less than F_{crit} ensuring the acceptance of the null hypothesis. It could, therefore, be concluded that variations in means of the responses of the three groups is not statically significant (i.e. it is tolerable differences) and there were problems in the region that do have significant effects.

Table 20(a) below depicts the kinds of the problems in the regions. These problems are suspected to be political, financial, technical, managerial and social. The degrees of their effects are also depicted in the same Table. Accordingly, respondents are asked to put their perceptions on the issues under consideration. The data were gathered and then analyzed using percentage and Spearman Rank Order. Moreover, Table 20(b) is the

extensions of the problem related issues, particularly addressing the degrees of the said problems as ranked by the subjects of the study.

Table 20(a): Kinds of Problems and the Degrees of its Effects

Respondents	Degrees of its effects	Kinds of problems									
		Political		Financial		Technical		Managerial		Social	
		f	%	f	%	f	%	f	%	f	%
Donors & NGOs N=20	Very high	5	25%	2	10%	8	40%	5	25%	--	--
	High	1	5%	10	50%	3	15%	8	40%	--	--
	Not-sure	4	20%	7	35%	3	15%	4	20%	4	20%
	Little	1	5%			4	20%			6	30%
	Very-little	9	45%	1	5%	2	10%	3	15%	10	50
Beneficiaries N=80	Very high	11	13.8	39	48.75	11	13.8%	15	18.8%	6	7.5
	Highly	17	21.3%	32	40%	56	70%	49	61.25%	44	55%
	Not-sure	10	12.5%	2	2.5%	4	5%	5	6.3%	4	5%
	Little	31	38.75%	6	7.5%	9	11.3%	11	13.8	19	23.8%
	Very-little	11	13.8%	1	1.3%	--	--	--	--	7	8.8%
Decision Makers N=30	Very-high	2	6.7%	6	20%	5	16.7%	9	30%	2	6.7%
	High	8	26%	23	76.7%	17	56.7%	18	60%	6	20%
	Not-sure	5	16.7%	--	--	1	3.3%	2	6.7%	7	23.3%
	Little	14	46.7%	1	3.3%	7	23.3%	1	3.3%	12	40%
	Very little	1	3.3%	--	--	--	--	--	--	3	10%

I. POLITICAL PROBLEMS

Table 20(a) shows kinds of problems and the degree of the problem it affects the donor-assisted educational projects in provision of primary education in the region. Majority of respondents (45 percent (9) of donor and NGOs, 38.75 percent (31) of beneficiaries and 46.7 percent (14) of decision makers) revealed that there were little political problems in the region and political problems do not have highly pronounced impacts on provision of primary education. On the other hand, 25 percent (5) of donors, 13.8 percent (11) of beneficiaries and 6.7 percent (2) of decision makers rated the effects of political problems in donor assisted educational projects very high and 20 percent (4) of donor, 12.5 percent (10) of beneficiaries and 16.7 percent (5) of decision makers were not sure of the existences of political problems in the region. Political problems affect the successful implementations of educational projects in many ways.

Concerning this Forojlla (1993:85) states that political problems affect educational project planning in two ways: lack of clear and rational educational aims and failure to distinguish the political and technical aspects of education decision. Other authors like Tolbert and Boum states the political problems are at the heart of many of the difficulties experienced by projects. From the preceding theory we can conclude that the political problems are always there under any situations but from Table 20 (a) we can observe that the issue is almost similar even though the degree is low. To summarize, there is no as such serious political problem in the region that affects significant on donor assisted educational projects.

II. FINANCIAL PROBLEMS

As far as the financial problem is concerned, majority of the respondents (60 percent (12) of the donors, 48.75 percent (71) of beneficiaries and 96.7 percent (29) of decision makers) revealed that there is a serious financial problems and they rated it as it is high i.e. there is serious financial problems and this problem significantly affect the donor assisted educational projects in the region and these totally accounts of 86.15 percent (112) of total respondents. Once more, 35 percent (7) of donors 2.5 percent (1) of beneficiaries and none of the decision makers were not sure whether there exists financial problem or not that do have significant effects on donor assisted educational projects. In general there was a serious financial problem and this problem was very high. This might be caused because of shortage funds as it was seen from the Table 20(a).

III. TECHNICAL PROBLEMS

As can be clearly seen from the Table 20(a) 40 percent (8) of donors responded that there is technical problems and they rated its effect is very high, whereas 70 percent (56) of beneficiaries and 56.7percent (17) of decision makers also confirms the existence technical problems and were rated as high. On the other hand, 30 percent (6) of donor 11.3percent (9) of

beneficiaries and 26.67 (8) of decision makers responded that there was low or very low technical problem. In general we can conclude that there was a technical problems and this problems is rated high or very high and probably originated from the problems of original design or the complexity of the projects to implement.

IV. MANAGERIAL PROBLEMS

Another important point was the issues of managerial problems. As can be clearly seen from the Table 20 (a), majority of the respondents (40 percent (8) of donors 61.25 percent (49) of beneficiaries and 60 percent (18) of decision makers) revealed that the degree of managerial problem in donor assisted educational projects was rated high. This accounts of 57.7percent (75) of the total respondents. In addition 22.3 percent (29) of total sample responded that there was a managerial problem and it was rated very high even though it don't have statistically significant effects. Totally when we see the issue there was high managerial problem in donor-assisted educational projects. Managerial problems are the most pervasive because it encompasses what are usually considered institutional problems (World Bank, 1998). It is also further stated by World Bank that managerial problems are the root causes of implementation delays and cost overruns because of inadequate plann.ng. This report can ensure the seriousness of managerial problem and this will decrease the effectiveness and efficiency of educational projects.

V.SOCIAL PROBLEMS

As far as the social problem is concerned, it was revealed that 80 percent (16) of donors revealed that there are little social problems where as when we see the responds of beneficiaries it was reveled that 55 percent (44) of beneficiaries assured the existences of serious social problems. In addition, 40 percent (12) of decision makers reveled that there was little social problems.

Despite variations in degrees, the entire three groups' respondent confirmed the existence of political, financial, technical, managerial problems. It would, therefore, be reasonable to test which types of the said problems are of the highest hindrance to the implementation of the projects under consideration. Table 21(b) below depicts the ranks of such problems as responded by the respondents.

Table 20(b): Suggested Problems by Rank

S. N	Items	Donors and NGOs (N=20)		Beneficiaries (N=80)		Decision makers (N=30)		D ₁ r ₁ -r ₂	D ₁ ²	D ₂ r ₁ -r ₃	D ₂ ²	D ₃ r ₂ -r ₃	D ₃ ²
		%	r ₁	%	r ₂	%	r ₃						
1	Political	25	2	13.8	3	21.3	5	-1	1	-3	9	-2	9
2	Financial	10	4	48.75	1	40	4	3	9	0	0	-3	9
3	Technical	40	1	13.8	3	70	1	-2	4	0	0	2	4
4	Managerial	25	2	18.8	2	61.25	2	0	0	0	0	0	4
5	Social	0	5	7.5	5	55	3	0	0	2	4	2	4
Summations of D ² & Values of ρ								ΣD ₁ ² =14 ρ _{1obt} =0.30	ΣD ₂ ² =13 ρ _{2obt} =0.35	ΣD ₃ ² =25 ρ _{3obt} =0.25			

Whether there exist relationships among the ranking of the problems as perceived by the donors, beneficiaries and decision makers, these are tested by making use of Spearman Rank Order Correlation Coefficient.

The calculation for Spearman Rank Order comparing the rankings between these of the donors and the beneficiaries revealed that $\rho_{1obt}=0.30$, the critical value of ρ in this case, at $N=5$ and $\alpha=.05$ (two-tailed) are 1.00. That is, $\rho_{1obt} < \rho_{crit}$. This implies that the null hypothesis is to be accepted, which confirms that there is no statistically significant relationship between the rankings. Thus, it can be concluded that the problems under consideration have different degrees of seriousness in view of the Donor and Beneficiaries.

The computation of the spearman-Rank order Correlation has given that $\rho_{2obt}=.35$. At $\alpha = .05$ (two-tailed) and $N=5$, ρ_{crit} is 1.00. This means, $\rho_{2obt} < \rho_{crit}$ which leads to the acceptance of the null hypothesis implying that there is no statistically significant relationship between the rankings of the seriousness of

the problems by the responding groups in this case. Therefore, it would be concluded that the donors and the decision makers have different perceptions about seriousness of the problems. That is the problems, which are seen as highest by one group are not perceived the same by the other.

The Spearman Rank order correlation coefficient for the case of the beneficiaries and decision makers was computed to be ρ_{3obt} is 0.25. At $\alpha = .05$ (two-tailed) and $N=5$, ρ_{3crit} is 1.00. That is $\rho_{3obt} < \rho_{3crit}$ leading to the acceptance of the null hypothesis. This could lead to the conclusion that the beneficiaries and the decision makers perceive the degrees of the seriousness of the problems differently. Generally, all the three pairs of the tests above, the donors, beneficiaries and decision makers rank the seriousness of the political, financial, technical, managerial and social problems differently. This could lead to the generalization that it seems to be difficult to rank the problems in order of their seriousness in the implementation of the projects. In other words, when seen totally the said problem (in Table 21a) has almost equivalent effects, or there is no exaggerated variation among their seriousness as confirmed by the pairings tested above.

Table 21 below depicts detail on kinds of the problems we have already discussed in Table 20(a). There are different sub problems under the given problems. The table treats all such problems, and the data were gathered and then analyzed using percentage. Accordingly, the respondents were asked to put their perception as presented in the table.

Table 21: Details on Kinds of the Problems

Kinds of Problems		Donors & NGOs N=20		Beneficiaries N=80		Decision makers N=30	
		f	%	f	%	f	%
1.	Political Problems						
1.1.	Frequent turn -over	8	40%	27	33.75%	5	16.7%
1.2.	Lack of clear and rational aims	--	--	2	2.5%	--	--
1.3.	Failure to distinguish b/n the political and technical decision	--	--	2	2.5%	--	--
1.3.	Weak commitment from Gov't	--	--	1	1.3%	--	--
1.4.	Variable " " "						
1.5.	Absent " " "	--	--	1	1.3%	--	--
1.6.	War and serious external upheave	--	--	2	2.5%	--	--
1.7.	War and serious external upheaval	--	--			--	--
1.8.	All	--	--	30	37.5%	3	10%
1.9.	1.3,4,5	9	45%	8	10%	17	56.67%
1.10.	1.2. & 4	3	15%	7	8.75%	5	16.7%
2.	Economic or Financial Problems						
2.1.	Project implementation delayed	1	5%	4	5%		
2.2.	Costs of the project increased	--	--	19	2%	5	16.7%
2.3.	Scope Reduction	--	--	14	17.5%	--	--
2.4.	Funds may not be available	--	--	13	16.25%	--	--
2.5.	Cost overruns	--	--	11	13.75%	26.7%	
2.6.	All	19	95%	19	23.75%	4	133%
2.7.	2.1,2.2,2.5					19	63.3%
3	Managerial problems						
3.1.	In adequate planning	--	--	37	46.25%	--	--
3.2.	Failure to obtain necessary legislation	1	5%	6	7.5%	--	--
3.3.	Slow response to change in policy env't	3	15%	7	8.75%	2	6.7%
3.4.	Insufficient project supervision	4	20%	15	18.75	5	16.7%
3.5.	All	--	--	15	18.75	--	--
3.6.	1,2,4	12	60%	--	--	19	63.3%
3.7.	3,4					4	13.3%

Table 21 depicts detail about kinds of problem in the region. It was observed from the Table 20 that the three groups of respondents rated the degree of the effects of the political problem on donor-assisted educational projects low. From these data we can observe that there was a political problem that do have significant effects on donor assisted educational projects even though the degree of its effects was low.

I. POLITICAL PROBLEMS

As far as the kinds of political problems are concerned, 45 percent (9) of donors and 56.67 percent (17) of decision-makers revealed that frequent turn over, weak, variable and absent commitment from government. 40 percent (8) of donors, 16.77 percent (5) of decision makers alone revealed that most of the political problem in the region is the frequent turn over of the educational leaders and personnel at the different each lone. Similarly, 37.75 percent (30) of beneficiaries and 16.7 percent (5) of decision makers seriously underlined the problem of frequent-turn over. On the other hand majority of respondents from beneficiaries (37.5 percent (30)) revealed that the observed political problem in the region were frequent turn over, lack of clear and rational aims, failure to distinguish between the political and the technical design, weak, variable or absent commitment from the government, war and serious internal and external up-heaves were the seriously observed political problems.

II. FINANCIAL/ECONOMIC PROBLEM

As far as economic or financial problems are concerned, 95 percent (19) of donors and 23.75 percent (19) of beneficiaries and 13.3 percent (4) of decision-makers responded that dalliance of project-implementation, increasing costs, reduction of the scope, an availability of funds and cost over runs are among the seriously observed economic or financial, where as 63.3percent of decision-makers showed that dalliance of project implementation, increased project cost overruns were among the frequently observed problems.

III. MANAGERIAL PROBLEM

As far as the managerial problems are concerned, from Table 21 we observed that there was highly pronounced managerial problems of donor-assisted educational projects. From Table 21 as it can be clearly seen that 60 percent (12) of donors, and 63.3 percent (19) of decision makers are revealed that in adequate planning, failure to obtain necessary legislation and slow-response

to change in policy are among the observed managerial problems in the region. According to 46.25 percent (37) of the beneficiaries' response, 46.25 percent of the managerial problems were in adequate planning .In addition 20 percent (4) of donors, 18.75 percent (15) of beneficiaries and 16.7 percent (5) of decision makers responded that insufficient project supervision is the main managerial problems. In general, when we observe the detailed description of the problems in the region, the entire problems were observed in the region even though the degree varies from problems to problems.

Table 22 presents the data concerning the status of the resource utilizations. The table shows whether there was an improper uses of resources (financial, human, material or information) in donor assisted educational projects. Accordingly, the three groups of respondents were asked to put their perception on the issues under the consideration. Data were gathered and analyzed using percentage and then interpreted.

Table 22: Status of the Resource Utilizations

Respondents	Are there Improper uses of resources in donor-assisted educational projects in the region?					
	Yes		<i>I am not sure</i>		No	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Donors and NGOs N=20	-	-	10	50%	10	50%
Beneficiaries N=80	34	42.5%	24	30%	22	27.5%
Decision Makers N=30	11	36.7%	16	53.3%	3	10%
Total N=130						

Table 22 depicts about improper uses of resources. As it can be seen clearly that none of the respondents from the Donors and NGOs revealed that there are improper uses of resources in donor assisted educational projects. 50 percent (10) of the donors revealed that they are not sure of it whether there were improper uses of resources where as similar percentages of donors responded that there are proper uses of resources in donor-assisted

educational projects. From these one can conclude that according to the data from Table 22 there are improper uses of resources in donor –assisted educational projects.

As far as the responses from the beneficiaries and decision makers are concerned, 42.5 percent (34) of beneficiaries and 36.7 percent (11) of decision-makers responded that there are improper uses of resources in donor-assisted educational projects. On the other hand, 50 percent (6) of donors, 30 percent (24) and 53.3 percent (16) of decision makers responded that they are not sure whether there exist improper uses of resources in donor-assisted educational projects. On the other hand 27.5 percent (22) of beneficiaries and 10 percent (3) of derision-makers responded that there was no problem in using resources in donor assisted educational projects. In general there was an improper use of resources according to beneficiaries and decision makers but donors do not accept the critics.

In Table 22 above were discussed about the existences of improper uses of resources in donor assisted educational projects. Table 23 below, presents the basic reasons of improper uses of resources in donor assisted educational projects. Accordingly, respondents were asked to tick the reasons mentioned in the table. The data were gathered and then analyzed using percentage.

Table 23: Reasons for Improper Uses of Resources

S.N	Possible reasons for improper uses of resources	Respondents					
		Donors and NGOs N=20		Beneficiaries N=80		Decision Makers N=30	
		f	%	f	%	f	%
1.	No competent professional to handle the resources	-	-	6	7.5%	2	6.75
2.	Procedures of financial flow do not follow the rules and regulation of the regional government	-	-	7	8.8	-	-
3	Some corrupted people abuse it and most of them are family worker	-	-	53	66.25%	18	60%
4	Gap between what is planned and what is implemented	-	-	-	-	1	3.3
5.	All	-	-	14	17.5%	9	30%

From Table 22 we observed that, beneficiaries and decision makers responded that there are improper uses of resources but none of the donors responded

that there is improper use of resources or they are not sure of it. Table 23 depicts the basic reasons why beneficiaries and decision makers responded that there are improper uses of resources in donor assisted educational projects. As can be clearly seen from the Table 23, the basic reason for improper uses of resources is some corrupted people abuse it and most of the employees are family or friendly workers i.e. 66.25 percent (53) of beneficiaries and 60 percent (18) of decision makers revealed the existence of some corrupted people in donor agency's who abuse use of resources.

In a nutshell, it is observed from 54.62 percent (71) of the respondents from the beneficiaries and decision makers, there is an improper use of resources in donor-assisted educational projects even though the donors and NGO's completely deny this fact. The probable reason why donors used resources improperly may be the problems of weak or poor management and this must be corrected by the interferences of government or government intervention must be there to correct this problem

3.2.4. Assessing the Enabling Environment for Donors Support in Provisions of Primary Education

Project preparation and implementation is the key step in donor assisted educational projects. After implementation of the project is over, the basic question raised is its sustainability issues. The sustainability issue affects the practices and the problems of donor assisted educational projects. Accordingly, issues like corrective measures, sustainability of the projects are treated under these subtopics. The data were collected and then presented analyzed using percentage, F-test and other related statistical tools as follow step by step.

Table 24 below depicts data concerning the measures taken and also to be taken for ensuring the projects completion. Related points are exhaustively

mentioned in the table for securing respondents views. The data were collected, presented and analyzed using percentages.

Table 24: Enabling Environments

No	Enabling Environments	Respondents by percentage					
		Donors & NGOs N=20		Beneficiary N= 80		Decision markers N=30	
		N	%	N	%	N	%
1	To Negotiate with donors to add fund	20	100%	60	75%	20	66%
2	To quit the program with the achieved out put	-	-	16	20%	3	10%
3	There must be good planner and sound planning	-	-	-	-	1	3.3%
4	To take over and finish it	-	-	-	-	6	20%
5	No action	-	-	-	-	-	-
6	1, 2&3	-	-	4	5%	-	-

Table 24 depicts about the enabling issues of the projects after the project period is over. As it can clearly be seen from the Table 24, 100 percent (20) 75 percent (60) and 66 percent (20), of the donors, beneficiaries and decision makers respectively revealed that there must be negotiation must be done with donors to add extra fund and this may help the project to continue. 76.92 percent (100) of respondents who were revealed that negotiation with donors to add extra fund. Where as other 20 percent (16) and 10 percent (3) of beneficiaries and decision makers respectively revealed that the program must quit with the achieved out put. But other 6percent of decision makers replied that the project must be taken over and finished by local beneficiaries and authorities by fund raising, creating good condition etc by stakeholder.

Table 25 below deals with the sustainability of the projects after completions. Accordingly, the respondents were required to put their perception on the alternative given in the table. The data were collected and analyzed using percentage and ANOVA.

Table 25: Sustainability Issues

No	Sustainability issues	Respondents by percentages					
		Donor and NGOs N=20		Beneficiaries N=80		Decision-makers N=30	
		f	%	f	%	f	%
1	Continue to operate with out any difficulty	4	20%	14	17.5%	2	6.7
2	Continue to operate with minimum difficulty	16	80%	39	48.75%	19	63.3%
3	Cease its operation until alternatives means are fund	-	-	24	30%	8	26.7%
4	Cease to exist at all	-	-	2	2.5%	-	-
5	1,2, &3	-	-	1	1.25%	1	3.3%

As it can clearly be seen from Table 25, the sustainability of the project is more on continuity with minimum difficulty. The majority of the respondents (80 percent (16) of donors, 48.75 percent (39) of beneficiaries and 63.3 percent (19) of decision makers revealed that there is a continuity of the project with minimum difficulty and this accounts about 56.9 percent (74) of the total respondent. On the other hand 30 percent (24) of beneficiaries and 26.7 percent (8) of decision makers revealed that the program had to cease its operation until alternative means are found. Even there are very insignificant percentages of (15.4percent (20)) of the total respondents were revealed that there is continuity of educational projects with out any difficulty. According to World Bank (2000), the sustainability of the projects are the development needs of the present generations with out compromising the ability of the future generations to meet their own needs and from the definition we could infer that there must be continuity of the project with out interrupting productivity from year to year. The sustainability of the project is assessed in terms of political, institutional, financial and technical aspects by examining the extent to which the achievements as the project would be sustained or expanded after the project period.

As it can be seen from Table 25, and its calculation of F-test, showed that at $\alpha = .05$ and df (2,13) F_{obt} is 1.699 less than $F_{crit} = 3.81$ the table Value. This

implies that the sustainability of educational project could be its continuity with minimum difficulty. Any educational projects in the region continue with minimum difficulty even though very small percentages showed that there is some projects those continued with out any difficulty and these are not statistically significant figure. We, there fore conclude that there is adequate evidence confirming that educational projects in the region are continued with minimum difficulty and all the stakeholders have to give due attention to increase the maximum possibility of the project to continue with lesser difficulty.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was aimed at assessing the real practice and the problems of donor support in provision of primary education in Oromia Regional State. The following specific objectives of the studies are to:

- i. Assess the practices of donor support in provision of primary education in the region.
- ii. Assess the extent to which donor support the provision of primary education in the region.
- iii. Identify problems of educational management in donor-assisted educational projects.
- iv. Explore mechanisms and strategies that have helped to improve the provision of donor support projects.

In order to achieve the above stated objectives the study was guide by the following basic questions.

- i. What are the practices of Donor's support in provision of primary education in Oromia?
- ii. To what extent donors support the provision of primary education of the region?
- iii. What are the major problems in the management of donor assisted primary educational projects in the region?
- iv. What are the mechanisms in place to improve the provision of primary educational in the region?

The major purpose of the study was to assess the practices and the problems of donor support in provision of primary education in Oromia. The subjects of the study were decision makers at zonal and regional education bureau and department experts, department heads, Donor's and NGO's officers, workers, advisors, expertise, and the beneficiaries of woreda and schools levels such as

woreda education head, expertise, supervisors school principals, key teachers were the subjects of the study. The total number of respondents responding to the study questionnaire was 130. Questionnaire, interviews and field observation were data gathering instruments used. The researcher employed mean, percentage, t-test, spearman rank order correlation coefficient, F-test, variances as statistical tools. Data were analyzed and major findings of the study are summarized as presented in the forthcoming paragraphs.

4.1. Summary of the Findings

The summary of the findings is presented below under four sections

4.1.1. Characteristics of the Respondents

- i. From the study, it is observed that most of the respondents are male which accounts for 92.3% of the total respondents, where as the female accounts only for 7.7%. This shows that there is low participation of women at each administrative each lone. As far as the age is concerned, most of the respondents were found to be in the age limits of 30-49, which accounts for 62.42 percent. Additionally highly experienced employees are found at regional level. To sum up, most of the respondents are male and are found in age limits of 30-49years.
- ii. As far as the educational level of respondents is concerned, most of the beneficiaries are diploma holders and at the educational level of 12+3 and below. All of the donors and decision makers are holders of 1st degree and above. None of the beneficiaries holds even 1st degree and this shows scarcity of highly skilled manpower at woreda level. As far as the services years is concerned, it is observed from the study that donors and decision-makers employees do have longer years of services than the beneficiaries i.e. all falls in the age limits of 11-20 years, and 77.7 percent of the total respondents fall in 0-5 years of service on the current position;

and this is because of frequent turnover in the region and this shows an employee may no longer stay in one position for more than 5 years either because of turnover, transfers and reshufflings of workers.

4.1.2. The Practices of Donors Support in Provisions of Primary Education

- i. Most of the respondents (40 percent (8) of donors, 30 percent (24) of beneficiaries and 63.3 percent (19) of decision makers) revealed that donors were started to support the provisions of primary education highly during the implementation of the New Education and Training Policy (NETP) with the special focus on primary education. This may be due to the fact that the social return of primary educations exceeds that of other levels of educations. It is also observed from the study that donors support the sub-sectors financially, technically, and materially.
- ii. The study also shows that there is no supply of the resource from the donor agency at the expected time as revealed by 55.4 percent (72) the total respondents. This late provisions of resources do have negative impacts not only the successful implementations of the projects, but also delays the accomplishments of the already started projects. Further more, study shows that educational projects assisted by donors are not completed within expected quality as revealed by 52.3 percent (68) of the total respondents from the three groups. Generally we can summary from the study that donors do not provide the resources on time and the projects are not of expected time cost and quality.
- iii. As far as the interventions areas are concerned, donors intervene in all areas even though the degree varies from areas to areas. As it could clearly be seen from the study, majority of the respondents (55

percent (11) of donors, 53.75 percent of (43) of beneficiaries and 73.3% of decision makers) conformed that donors intervene in areas of quality, equity, access and efficiency.

- iv. Concerning the amounts of budget the donors provide in provisions of primary education is concerned, there is a contradictions among the three groups of respondents. Accordingly, 40 percent (8) of donors responded that there is an exactly equal amount of budget released. But 96.7 percent (29) of decision makers and 70 percent (56) of beneficiaries revealed that the amounts of budget the donors secured are less than the expected. This shows there is no transparence on the amounts of budgets among the three groups.

4.1.3. Levels of Donor Support

- i. The study also discloses the congruencies of the objectives of the Regional Education Bureau and that of Donors. As revealed by majority of the respondents (75 percent (15) of donors, 61.3 percent (49) beneficiaries and 33.3 percent (10) of decision makers). However 56.7 percent (17) of decision makers revealed that the objectives of donor assisted educational projects are congruent with that of the regional one to some-extent. This shows that there are somewhat deviations. This deviation is probably due to the dual-objectives of donor agency through which donors promote their short-term political and strategic interest. It is also disclosed in the study that the issues of making decisions of priorities is a joint decision of donors and the REB as revealed by 40 percent (12) of decision makers and 55 percent (11) of donors. The study also shows that the beneficiaries are not included in making decisions of priorities.
- ii. The findings also disclosed that local authorities and beneficiaries were involved in managerial process of donor assisted educational

projects even though the degrees of involvement varies from place to place as witnessed by 95 percent (19) of donors, 53.75 percent (43) of beneficiaries and 53.33 percents (16) of decision makers. It is also disclosed in the study that the degrees of involvements of local authorities and beneficiaries is moderate.

- iii. It is also observed from the study that there is a community participation in donor-assisted educational projects and this participation can be expressed in terms of financial, labor, and material as witnessed by 65percent (13) of donors, 50percent (40) of beneficiaries and 93.3 percent (28) of decision makers. But very insignificant percentages of respondents 38%(5) revealed that there was no contribution of community in donor assisted educational projects. This might be due to the exclusions of beneficiaries in priority setting or lack of awareness on the side of community or lack of commitment of community leaders in mobilizing them. Generally, there were active participations of community in donor assisted educational projects and their participation can be expressed in terms of financial, material or labor.
- iv. The study also disclosed that there is a better managements assisted educational projects particularly in resource planning, implementing, monitoring and evaluation as witnessed by the 65 percent (13) of donors, 62.5 percent (50) of beneficiaries and 50 percent (15) of decision makers. Regarding to monitoring and evaluation, the study shows that there is some times monitoring and evaluation i.e. there is no frequent, continuous regular and scheduled monitoring and evaluations. On the other hand, there are small percentages of respondents who are not even sure of the existences of monitoring and evaluation in donor assisted educational projects.

4.1.4. The Problems Pertaining to the Managements of Donors Assisted Educational Projects.

- i. The study disclosed that there are problems in the region that do have significant impacts on successful implementation of donor, assisted educational projects as witnessed by 50 percent (10) of donors, 67.5 percent (54) of beneficiaries and 70 percent (21) of decision makers. The study further portrays that there were political, financial, technical and managerial problems in the region even though the degree varies from problems to be problems.

- ii. As far as the degrees of the seriousness of the problems are concerned, the study shows that there was no a such serious political problems observed in the region as witnessed by 45 percent (9) of donors, 38.75 percent (31) of beneficiaries, and 46.7 percent (14) of decision makers. On the contrary, there was a serious financial, technical and managerial problem observed in donor assisted educational projects in the regions as revealed by 50 percent (10) of donors, 48.75 percent (39) of beneficiaries and 76.7 percent (23) of decision-makers. The word little doesn't mean that they don't have impacts. A little political problem may cause earth-shaking effects on donor-assisted educational projects. Study also shows frequent turnover, weak, variable or absent of commitments from the government were seriously observed political problems in the region. It is also observed that cost overruns, increased costs of materials, and dalliances of the projects were among the seriously observed financial problems. In addition, inadequate planning, slow response to policy change and insufficient project supervisions were some of the seriously observed managerial problems.

- iii. There is an improper use of resources in donor assisted educational projects as revealed by 42.5 percent (34) of the beneficiaries and 36.7 percent (11) of decision makers. But none of the respondents from the donors revealed the existences of improper uses of resources. In addition, 50 percent (10) of donors, 30 percent (24) of beneficiaries and 53.3 percent (16) of decision-makers revealed that they are not sure of it whether there exists improper uses of resources in donor assisted educational projects or not. The study also revealed the reasons of improper uses of resources in donor assisted educational projects. These are the existence of corrupted people in organizations, nepotisms and so on. On the contrary, none of the respondents from the donors confirmed the presences of such claim because of the fact that naturally one cannot criticize him and natural behaviors of men to defend them selves.

4.1.5. Assessing the Enabling Environment

- i. As far as the mechanisms of improving the functioning of projects supported by donors is concerned, most of the respondents from the three groups revealed that there must be a negotiation with donors to add extra funds. But there are few respondents from the decision-makers who showed interests to take over the projects from the donors and finishing it. This seems a sound idea even though statistically insignificant proportion of the respondents agreed up on it.
- ii. Concerning the issues of the sustainability of the projects, most of the projects are found to be continuous with minimum difficulty. Sustainability in this is political, institutional, financial and technical aspects. The majority of the respondents revealed that educational projects assisted by donors in the regions continued to operate with minimum difficulty. There are projects, which even continued with out

any difficulty even though insignificant percentages of respondents replied it.

4.2. Conclusions

Based on the Preceding analysis and findings the following conclusions can be drawn.

- i. The study revealed that most of the donors and NGO's start to support the provisions of primary education during the implementation of NETP with program focus on primary education. There is also objectives congruence's of donors and the OEB. Local authority and beneficiaries involved in managerial process of donor assisted educational projects moderately. Thus it is reasonable to conclude that there are favorable conditions to achieve the UPE, MDGs and EFA goals in the region.
- ii. On the contrary, the study shows that beneficiaries are not get involved in making decisions on priorities. There is also less and late supply of recourse. The amount of the budget is also not known by all the concerned body. There are serious financial, technical and managerial problems. Further more, the study shows that there is an improper uses of resources. The projects are also continued to function with complete dependency on external aids. Thus it is reasonable to conclude that the projects assisted by donors are not successfully accomplished at the expected cost, time and quality, or there is poor implementation of donor-assisted educational projects. Since there is a misuse of the resources, this also shows the prevalence of corruptions.
- iii. As the study shows that the continuity of educational projects are depends up on external aid, then, this also leads to the conclusion that most of educational projects assisted by donors are not self reliant. In

General, it is reasonably possible to conclude that educational projects assisted by donors are poorly implemented in the region.

4.3 Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations, which are thought to be feasible were forwarded.

4.3.1 The study shows that donors don't provide the budget on time. In addition the concerned body does not know the amount of budget. Thus, in support of the findings of the study the followings are recommended.

- a) The donors have to release the expected budget at the scheduled time.
- b) The concerned body has to know the amounts of budgets i.e. there must be transparencies.
- c) Strengthening promoting the school based budgetary system.
- d) Continuous and serious attentions be given on budget management by the OEB, Donors and Beneficiaries regularly

4.3.2. The study also shows that the beneficiaries do not get involved in making decisions of priority. A local authority and beneficiaries are moderately involved in managerial process of donor assisted educational projects. Monitoring and evaluations is rarely under taken. There fore, the researcher recommends:

- a. The beneficiaries must be highly involved in setting priority in order assisted educational projects in order to ease the problems of implementations. The involvement must begin from the problem identifications, planning, implementation, to a monitoring and evaluation.

- b. Clear guidelines must be prepared by OEB on how, when, in what areas, to what extent and in terms of what the beneficiaries have to be involved.
- c. Donors, decision makers and beneficiaries must make permanent and frequent supervisions.
- d. Donors, decision makers and beneficiaries must assign permanent supervisors.
- e. OEB and Donors must prepare frequent, regular and scheduled mechanisms of monitoring and evaluation. Who, when, how and to what extent the concerned body to be involved and other related issues must be included in planning document in order to make the evaluation reliable.

4.3.3 Educational projects assisted by donors are constrained by a number of problems in the regions. These are political, financial, technical and managerial problems. Improper uses of resources and nepotisms are also seriously observed problem in the donor assisted educational projects in the region as shown in the study. Thus, the researcher recommends:

- a) WEO and school community must create favorable conditions in order to attract highly quality personnel and minimize frequent turnover at grass root levels in the region.
- b) Donors must release sufficient budget, which enables to complete the project successfully.
- c) Technical personnel must be assigned by both OEB and Donors in order to support locally implemented projects technically.
- d) Highly skilled manager must be assigned by donors to solve serious managerial problems. The capacity of implementing institutions must be developed by providing short-term and long-term training for managers.
- e) Clear guideline must be prepared on how to use the resources by OEB & Donors.

4.3.4. The study portrays that the sustainability of educational projects in the region are completely depends up on the external aid. The projects should continue to function when only negotiations could be undertaken with donors to add extra funds. This shows there is no guarantee of educational projects to continue if donors' assistance is stopped. Thus, the researcher recommends that creations of other alternative means of fund generating mechanisms by worda, community leaders and school them selves. These mechanisms may be

- a) Mobilizing local resources such as material and labor.
- b) Making the project self reliant in generating funds by school and projects them selves
- c) Taking over the projects from donors and finishing it by local authority and beneficiaries.
- d) Awareness creation mechanisms such as workshop, symposiums and forum must be created in order to make the beneficiaries to participate in planning, organizing, implementing and monitoring and evaluations.

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ANNEX A
ADDISA ABABA UNIVESITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

General Instruction

FORM A: QUESTIONNAIRE TO BE FILLED BY DONORS AND NGOS

The Education Sector Development Program (ESDP) has been implemented phase by phase since 1997/98. In this sector wide approach some donors support the sector at national level and some assist educational program and projects at regional level. In light of this, the purpose of this study is to assess the practices and the problems of donor support in provision of primary education in some selected zones of oromia regional state

Therefore, this questionnaire is designed to collect the information on the issues under the consideration. The exercise is purely academic and in no way affects you personally or organizationally indeed (Your comments will be kept confidential). So, your genuine, frank and timely responses are quite vital to determine the success of this study. Therefore, the researcher kindly requests your contribution in completing the questionnaire honestly and responsibly.

Note:

1. No need to write your name
2. Mark your response in the space provided by putting an "X" .
3. For any additional opinion or explanation, you are kindly requested to write briefly in the space provided.
4. The questionnaire consists of five parts

Please follow the specific instruction at the beginning of each section and try to read each question before attempting to complete it. It may help you to respond as accurately as possible.

THANK YOU FOR YOUR COOPERATION!

Part I- Personal Information

1.1 Your current position _____

1.2 Sex.

Male

Female

1.3 Age 20-29

40-49

30-39

50-59

>=60

1.4 Educational level: -

Certificate

12+3

12+1

M.A./M.Sc

Diploma

B.A/B.Sc/Bed

If any other, please specify _____

1.5 Your field of specialization _____

1.6 Other short term or long term specialized training you attended

- _____
- _____
- _____

1.7 A: Total Years of service _____

B: Total Years of service on your current position _____

C: Others _____

Part- II Assessing the Practices of the Donors Support in Provision of Primary Education

2.1 When did your organization start to support the provision of primary education in the region? (It is possible to choose more than one answer)

- Before the new Education and Training Policy was launched (1994 E.C)
- During the implementation of the new Education and Training Policy.
- During ESDP I (1997/98-2001/02)
- During ESDP II (2002/03-2004/05)
- During ESDP III (2005/06-
- If any other, please specify.

- i. _____
- ii. _____

2.2 To which sub-sector of education, do donors give special focus and support more? (It is possible to give more than one answer)

Primary Pducation To Secondary Education

To Higher Education

If any other please specify

i. _____

ii. _____

2.3 If your answer for question no: 2.2 above is "to primary education" to what extent do donors assist the provision of primary education in the oromia regional state?

Very high High Average Low Very Low

2.4 The participation of donors in provisions of primary education can be expressed in terms of: Finance Labor Materials
 Technical support

If any other, please specify

i. _____

2.5 Financial and material resources allotted by donors for educational projects are provided to the region:

Early On time Lately Very lately

2.6 Have Educational projects, financed by donor-agencies, been completed to the expected timeframe in Oromia?

Never Seldom Some times Always

2.7 Educational projects financed by donor-agencies have been completed with in expected quality in Oromia?

Never Seldom Some times Always

2.8 If your answers for questions No.2.6and 2.7 above are "Never" what do you think the possible reasons are? (More than one response is possible)

Over-ambitious designing. Complexity of the project

Lack of qualified personnel Shortage of fund

Inappropriate technology Lack of comparative advantages

Lack of commitment comunity Lack of commitment from Gov't

If any other, please specify

I. _____

II. _____

2.9 What are the *intervention areas* in donor assisted educational projects in the region? (More than one response is possible)

Quality Efficiency Access Equity

If any other, please specify

I. _____

II. _____

2.10 If your answer for question No- 2.9 above is “*quality*”, which activities to increase the quality of primary education have been assisted by donors in oromia regional state?

- Increasing number of qualified teachers through *summer and in-service program*
- Increasing the student text book ratio
- Constructing and furnishing schools and decreasing class size.
- On developing relevant school curricula
- On school Administration.
- If any other please specify

i. _____

ii. _____

2.11 If your answer for question No. 2.9 above is “*Access*” what activities have been under taken to increase the access to primary educational projects that are assisted by donors?

- Increasing intake rate of primary schools
- On increasing the participation rate of primary school.
- On increasing the net intake rate of primary school
- On decreasing the class size
- If any other, Please specify

i. _____

ii. _____

2.12 If your answer for question No: 2.9 above is “*Equity*”, what activities have been undertaken to increase the equity in donor assisted educational projects in the region?

- On decreasing gender disparity
- On decreasing urban and Rural disparity
- On decreasing Zone disparity
- On decreasing Woreda disparity
- If any other, please specify.

i. _____

ii. _____

2.13 If your answer for question No: 2.9 above is *Efficiency*, what donor-assisted activities have been under taken to increase the efficiency of primary education in the region?

- On decreasing Pupil –teacher ratio (PTR)
- On decreasing Pupil – section ration (PSR)
- On increasing students promotion
- On decreasing students repetition
- On decreasing dropouts
- If any other, please specify/

i. _____

ii. _____

- 2.14 When compared with the required amount of budget the funds secured by the donors for educational projects are:
 Greater Exactly equal Less Unknown
- 2.15 If your answer for question No: 2.14 above is "less" what would be the possible reason? Please specify
- I. _____
 II. _____
- 2.16 The employees serving in donor-assisted educational projects are skilled enough to accomplish their duties and responsibilities.
 Strongly agree Agree Not decided Disagree Strongly disagree
- 2.17 If your answer for question No. **2.16** above is *disagree or strongly disagree* what do you think the possible reasons to be? (More than one response is possible)
- Low Experience Low qualification
 Lack of motivation
 If any other, please specify
- I. _____
 II. _____

Part-III Concerning the Extent of Donors Support in Provision of Primary Education

- 3.1 Are the objectives of donors assisting educational projects congruent with those of the regional one?
 Yes To some extent No I am not sure
- 3.2 If your answer for questions No. 3.1 above is **No**, please specify how they deviate from regional educational objectives
- I. _____
 II. _____
- 3.3 Who is the responsible for making decision on the "*priorities*" for educational projects assisted by donors?
 The Oromia Education Bureau The beneficiaries.
 The donor agency
 If any other, please, specify: -.
- I. _____
 II. _____
- 3.4 Do local beneficiaries participate (get involved) in planning, managing, implementing of donor-assisted educational projects in the region?
 Yes Uncertain No
- 3.5 Do local authorities participate (get involved) in planning, managing, implementing of donor-assisted educational projects in the region?
 Yes Uncertain No
- 3.6 If your answer for question No. 3.4 and 3.5 above are "**Yes**", what is the degree of participation of the local authorities and beneficiaries in planning, managing, monitoring and evaluating donor assisted educational projects?
 High Medium Low Not sure
- 3.7 If your answer for question No. 3.4 and 3.5 above are "**No**", what do you think the possible reasons to be? (It is possible to choose more than one answer)
 Only donors accomplish the project

- Lack of awareness on the side of local authorities
- Lack of awareness on the side of local beneficiaries
- Lack of capacity of local authorities
- If any other, please specify

I. _____
 II. _____

2.8 If the community has participation over all performance of donor assisted educational projects, its contribution is expressed in terms of:

(It is possible to choose more than one answer)

- Finance Labor Material No contribution.

If any other please specify

I. _____
 II. _____

3.9 If your answer for question No. 3.8 above is “No contribution” what is the possible reasons do you think?

- Lack of full information about project
- They are suspicious of comparative advantage
- It may not be their concern.
- Community leader is not reactive.
- If any other, please specify

I. _____
 II. _____

3.10 To what degree do stakeholders participate in *planning, implementing, decision-making, monitoring and evaluating* donor assisted educational projects? Put “√” in the space provided in the table for your answer.

Participants /stake holders/	Degree of participation in planning, implementing decision making and evaluation of project			
	High	Medium	Low	None
➤ Government /regional and local.				
➤ Donor				
➤ Private sector				
➤ Project staff				
➤ Community				
➤ Principals				
➤ Teachers				
➤ Students				
➤ REB				
➤ ZEB				
➤ WEB				
. Others (please specify)				

3.11 There is better Management of donor-assisted educational projects in terms of resource planning, Managing, Implementing, Monitoring and evaluation in Oromia educational bureau.

Strongly agree Agree Not decided Disagree Strongly disagree

3.12 If your answer for question No. 3.11 above is “Disagree and Strongly disagree” what do you think the possible causes are?

(It is possible to choose more than one answer)

- Shortage of financial resources
- Shortage of material resources
- Dalliance of financial resources
- Low capacity of institution
- Communication gap
- If any other, please specify
- Shortage of qualified staff
- frequent turnover
- Political instability
- less demand for the proposed out

I. _____
II. _____

3.14 Is there a mechanism of monitoring and evaluating of the educational projects financed by donors?

Yes mostly Yes some times No I am not sure

3.15 If your answer for question No. 3.14 above is “No”, what are the possible reasons? (It is possible to choose more than one answer)

It is not included in the project document Shortage of qualified

personnel

Shortage of finance Shortage of Transportations.

If any other, please specify

I. _____
II. _____

Part-IV Concerning the Problems Pertaining to Management of the Donors Support in Provision of Primary Education

4.1 Is there any problem in the Oromia region that has significant effect on your project implementation?

Yes To some extent No

If any other! Please specify

I. _____
II. _____

4.2 If your answer for questions No-4.1 above is “Yes”, what kind of problem you observe in the region?(It is possible to choose more than one answer)

NO	Problems	To what extent it affects donors support in the provision of primary education				
		Very high	High	Not sure	Low	Very low
1	Political					
2	Financial					
3	Technical					
4	Managerial					
5	Social					
6	Others					
6.1						
6.2						
6.3						

4.3 If your answer for question No 4.2 is “Political” What kind of political problems do you observe in accomplishing educational projects financed by donors? (It is possible to choose more than one answer)

- Frequent turn over
- Lack of clear and rational educational aims
- Failure to distinguish between the political and technical aspects of educational decisions
- Weak commitment from government
- Variable commitment from government
- Absent commitment from government
- War and serious internal upheaval.
- War and serious external upheaval
- If any other, please specify.

i. _____

ii. _____

4.4 If your answer for questions No 4.2 is “Economic”, what kind of Economic problems do you observe in accomplishing educational projects financed by donors? It is possible to choose more than one answer.

- Project implementation delayed
- Costs of the project increased
- Reduced scope
- Funds may not be available.
- In adequate allocation of budgetary fund.
- Cost overruns may occur (weak management, insufficient project preparation, deficient technical design, and political interference etc.
- If any other places specify.

I. _____

II. _____

4.5 If your answer for question No: 4.2 is "Managerial" what kind of Managerial Problem do you observe in accomplishing educational projects funded by donors. It is possible to choose more than one answer

- Inadequate planning
- Failure to obtain necessary legislation .
- Slow response to change in the policy environment
- Insufficient project supervision.
- If any other please specify.

I. _____

II. _____

4.6 Are there improper use of resources in donor-assisted educational projects in the region?

- Yes I am not sure No

4.7 If your answer for question No. 4.6 is *yes*, what are the possible reasons for the improper use of resources? It is possible to choose more than one answer

- No competent professionals to handle the resource.
- Procedures of financial flow don't follow the rules and regulation of the regional government
- Some corrupted people abuse it.
- If any other, please specify!

I. _____

II. _____

PART -V Concerning the Mechanisms in Place to Improve the Functioning of Projects supported by Donors

5.1 What corrective measures do you recommend, if educational projects funded by donors are not completed within the expected time frame, quality, cost, scope and resources?

- To negotiate with donors to add fund. To quit the program with the achieved out put.
- No action. If any other, please specify

I. _____

II. _____

5.2 What will happen to the project activities after the project has become phase out?

- Continue to operate without any difficulty.
- Continue to operate with minimum difficulty.
- Cease its operation until alternative means are found.

- Cease (stop) to exist at all.
- If other, specify if possible

I. _____
II. _____

PART VI: Comments and Opinion

6.1. What do you think about the practices of donor support in provisions of primary education in your Region/Woreda/School?

6.2. What are the implementations problems of the educational projects assisted by donors in your Region or Woreda? If so, what are the possible solutions do you suggest for any problems in your Region or Woreda?

6.3. If you have any suggestions, comments or opinion, please mention below.

ANNEX B

ADDISA ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FORM B: QUESTIONNAIRE TO BE FILLED BY DECISION MAKERS AND BENEFICIARIES

The Education Sector Development Program (ESDP) has been implemented phase by phase since 1997/98. In this sector wide approach some donors support the sector at national level and some assist educational program and projects at regional level. In light of this, the purpose of this study is to assess the practices and the problems of donor support in provision of primary education in some selected zones of oromia regional state

Therefore, this questionnaire is designed to collect the information on the issues under the consideration. The exercise is purely academic and in no way affects you personally or organizationally indeed (Your comments will be kept confidential). So, your genuine, frank and timely responses are quite vital to determine the success of this study. Therefore, the researcher kindly requests your contribution in completing the questionnaire honestly and responsibly.

Note:

5. No need to write your name
6. Mark your response in the space provided by putting an "X" .
7. For any additional opinion or explanation, you are kindly requested to write briefly in the space provided.
8. The questionnaire consists of five parts

Please follow the specific instruction at the beginning of each section and try to read each question before attempting to complete it. It may help you to respond as accurately as possible.

THANK YOU FOR YOUR COOPERATION!

Part I- Personal Information

1.8 Your current position _____

1.9 Sex. Male Female

1.10 Age 20-29 40-49
30-39 50-59
>=60

1.11 Educational level: -
Certificate 12+3
12+1 M.A./M.Sc
Diploma B.A/B.Sc/Bed

If any other, please specify _____

1.12 Your field of specialization _____

1.13 Other short term or long term specialized training you attended

- _____
- _____
- _____

1.14 A: Total Years of service _____

B: Total Years of service on your current position _____

C: Others _____

PART- II Assessing the Practices of the Donors Support in Provision of Primary Education

2.1 When Donors and NGOs start to support the provision of primary education in the region? (It is possible to choose more than one answer)

- Before the new Education and Training Policy was launched (1994 E.C)
- During the implementation of the new Education and Training Policy.
- During ESDP I (1997/98-2001/02)
- During ESDP II (2002/03-2004/05)
- During ESDP III (2005/06-
- If any other, please specify.
 - i. _____
 - ii. _____

2.2 To which sub-sector of education, do donors give special focus and support more? (It is possible to give more than one answer)

To Primary Education To Secondary Education

To Higher Education

If any other please specify

i. _____

ii. _____

2.3 If your answer for question no: 2.2 above is "to primary education" to what extent do donors assist the provision of primary education in the Oromia Regional state?

Very high High Not known Low Very Low

2.5 The participation of donors in provisions of primary education can be expressed in terms of Finance Labor Materials

Technical support

If any other, please specify

i. _____

2.5 Financial and material resources allotted by donors for educational projects are provided to the region:

Early On time Lately Very lately

2.6 Have Educational projects, financed by donor-agencies, been completed to the expected timeframe in Oromia?

Never Seldom Some times Always

2.7 Educational projects financed by donor-agencies have been completed with in expected quality in Oromia?

Never Seldom Some times Always

2.11 If your answers for questions No.2.6 and 2.7 above are "Never" what do you think the possible reasons are? (More than one response is possible)

- Over-ambitious designing. Complexity of the project
 Lack of qualified personnel Shortage of fund
 Inappropriate technology Lack of comparative advantages
 Lack of commitment community Lack of commitment from Gov't
 If any other, please specify

I. _____
II. _____

2.12 What are the *intervention areas* in donor assisted educational projects in the region? (More than one response is possible)

Quality Efficiency Access Equity If any other, please specify

i. _____

ii. _____

2.13 If your answer for question No- 2.9 above is “*quality*”, which activities to increase the quality of primary education have been assisted by donors in oromia regional state?

- Increasing number of qualified teachers through *summer and in-service program*
- Increasing the student text book ratio
- Constructing and furnishing schools and decreasing class size.
- On developing relevant school curricula
- On school Administration.
- If any other please specify

i. _____

ii. _____

2.11 If your answer for question No. 2.9 above is “*Access*” what activities have been under taken by donors to increase the access to primary educational projects that are assisted by donors?

- Increasing intake rate of primary schools
- On increasing the participation rate of primary school.
- On increasing the net intake rate of primary school
- On decreasing the class size
- If any other, Please specify

i. _____

ii. _____

2.14 If your answer for question No: 2.9 above is “*Equity*”, what activities have been undertaken to increase the equity in donor assisted educational projects in the region?

- On decreasing gender disparity
- On decreasing urban and Rural disparity
- On decreasing Zone disparity
- On decreasing woreda disparity among the woredas
- If any other, please specify.

i. _____

ii. _____

3.2 If your answer for questions No. 3.1 above is **No**, please specify how they deviate from regional educational objectives

- i. _____
- ii. _____

3.3 Who is the responsible for making decision on the “*priorities*” for educational projects assisted by donors?

- The Oromia Education Bureau The beneficiaries
- The donor agency If any other, please, specify: -.

- i. _____
- ii. _____

3.4 Do local beneficiaries participate (get involved) in planning, managing, implementing of donor-assisted educational projects in the region?

- Yes Uncertain No

3.5 Do local authorities participate (get involved) in planning, managing, implementing of donor-assisted educational projects in the region?

- Yes Uncertain No

3.6 If your answer for question No. 3.4 *and* 3.5 above are “Yes”, what is the degree of participation of the local authorities and beneficiaries in planning, managing, monitoring and evaluating donor assisted educational projects?

- High Medium Low Not sure

3.7 If your answer for question No. 3.4 *and* 3.5 above are “No”, what do you think the possible reasons to be? (*It is possible to choose more than one answer*)

- Only donors accomplish the project Lack of awareness
- Lack of capacity of local authorities If any other, please specify

- i. _____
- ii. _____

2.9 If the community has participation over all performance of donor assisted educational projects, its contribution is expressed in terms of:

(It is possible to choose more than one answer)

- Finance Labor Material No contribution.

If any other please specify

- III. _____
- IV. _____

3.9 If your answer for question No. 3.8 above is “No contribution” what is the possible reasons do you think?

Lack of full information about project suspicious of comparative advantage

It may not be their concern. Community leader is not reactive.

If any other, please specify

i. _____

ii. _____

3.10 To what degree do stakeholders participate in *planning, implementing, decision-making, monitoring and evaluating* donor assisted educational projects? Put “✓” in the space provided in the table for your answer.

Participants /stake holders/	Degree of participation			
	High	Medium	Low	None
➤ Government /regional and local.				
➤ Donor				
➤ Private sector				
➤ Project staff				
➤ Community				
➤ Principals				
➤ Teachers				
➤ Students				
➤ REB				
➤ ZEB				
➤ WEB				

3.11 There is better Management of donor-assisted educational projects in terms of resource planning, Managing, Implementing, Monitoring and evaluation in Oromia educational bureau.

Strongly agree Agree Not decided Disagree Strongly disagree

3.12 If your answer for question No. 3.11 above is “Disagree and Strongly disagree” what do you think the possible causes are?

(It is possible to choose more than one answer)

Shortage of financial resources

Shortage of qualified staff

Shortage of material resources

Frequent turnover

Dalliance of financial resources

Political instability

Low capacity of institution Low demand for the proposed
 Communication gap(barrier) If any other, please specify

- i. _____
- ii. _____

3.14 Is there a mechanism of monitoring and evaluating of the educational projects financed by donors?
 Yes mostly Yes some times No I am not sure

3.15 If your answer for question No. 3.14 above is “No”, what are the possible reasons? (It is possible to choose more than one answer)

- It is not included in the project document Shortage of qualified personnel
- Shortage of finance Shortage of Transportations.
- If any other, please specify

III. _____
 IV. _____

Part-IV Concerning the Problems Pertaining to Management of the Donors Support in Provision of Primary Education

4.1 Is there any problem in the Oromia region that has significant effect on your project implementation?

- Yes To some extent No If any other! Please specify

- i. _____
- ii. _____

4.2 If your answer for questions No-4.1 above is “Yes”, what kind of problem you observe in the region? It is possible to choose more than one answer

NO	Problem	To what extent it affects donors support in the provision of primary education				
		Very high	High	Not sure	Low	Very low
1	Political					
2	Financial					
3	Technical					
4	Managerial					
5	Social					
6	Others					
6.1						
6.2						

6.3						
-----	--	--	--	--	--	--

4.3 If your answer for question No 4.2 is "Political" What kind of political problems do you observe in accomplishing educational projects financed by donors? (It is possible to choose more than one answer)

- Frequent turn over
- Lack of clear and rational educational aims
- Failure to distinguish between the political and technical aspects of educational decisions
- Weak commitment from government
- Variable commitment from government
- Absent commitment from government
- War and serious internal upheaval.
- War and serious external upheaval
- If any other, please specify.
 - i. _____
 - ii. _____

4.4 If your answer for questions No 4.2 is "Economic", what kind of Economic problems do you observe in accomplishing educational projects financed by donors? It is possible to choose more than one answer.

- Project implementation delayed
- Reduced scope
- In adequate allocation of budgetary fund.
- If any other places specify.
 - I. _____
 - II. _____
- Costs of the project increased
- Funds may not be available.
- Cost overruns may occur

4.5 If your answer for question No: 4.2 is "Managerial" what kind of Managerial Problem do you observe in accomplishing educational projects funded by donors. It is possible to choose more than one answer

- Inadequate planning
- Slow response to change in policy
- If any other please specify.
 - I. _____
 - II. _____
- Failure to obtain necessary legislation
- insufficient project supervision.

4.6 Are there improper use of resources in donor-assisted educational projects in the region?

- Yes I am not sure No

4.7 If your answer for question No. 4.6 is *yes*, what are the possible reasons for the improper use of resources? It is possible to choose more than one answer

- No competent professionals to handle the resource.
- Procedures of financial flow don't follow the rules and regulation of the regional government
- If any other, please specify!
- i. _____

ii. _____

**PART -V Concerning the Mechanisms in Place to Improve the Functioning of
Projects supported by Donors**

5.1 What corrective measures do you recommend, if educational projects funded by donors are not completed within the expected time frame, quality, cost, scope and resources?

- To negotiate with donors
- No action.
- To quit the program with the achieved
- If any other, please specify

i. _____
ii. _____

5.2 What will happen to the project activities after the project has become phase out?

- Continue without any difficulty
- Cease its operation
- If other, specify if possible
- Continue with minimum difficulty.
- Cease (stop) to exist at all.

i. _____
ii. _____

PART VI: Comments and Opinion

6.1. What do you think about the practices of donor support in provisions of primary education in your Region/Woreda/School?

6.4. What are the implementations problems of the educational projects assisted by donors in your Region or Woreda? If so, what are the possible solutions do you suggest for any problems in your Region or Woreda?

6.5. If you have any suggestions, comments or opinion, please mention below.

ANNEX C

FORM C: Interview Guide For Officials, Planners, Donors and NGOs workers and Advisors, Coordinators, Local Authorities School Principals, key teachers and Students.

1. In your region/woreda/schools, is there any donor assisted educational projects on provision of primary education? If so,
 - a. What are the areas of interventions of donors and NGOs?
 - b. Who is accountable in making decisions of priority?
 - i. Donors and NGOs
 - ii. Decision makers
 - iii. Beneficiaries
 - c. What is the role of beneficiaries in donor assisted educational projects in your Region/Woreda/ School?
 - ii. On managerial process
 - iii. On implementations
 - iv. On monitoring and evaluation
 - d. What are the major problems of project implementation of donor assisted educational in your Region/Woreda/ School?
 - e. What suggestions and recommendations would you like to give regarding the projects assisted by donor on provision of primary educations?
 - f. What are the methods of evaluating and monitoring mechanisms of donor assisted educational projects in the region?

ANNEX D

Calculation of chi-square (χ^2)

Table 6: Program Focuses of the Donors

SN	Program Areas	Respondents						Total
		Donors and NGO's N=20		Beneficiaries N=80		Decision-makers N=30		
		f	%	f	%	f	%	
1	Primary educ	15(1)	75	62(2)	77.5	24(3)	80	101
2	Secondary educ	5(4)	25	9(5)	11.25	4(6)	13.33	18
3	Tertiary educ	0(7)	0	9(8)	11.25	2(9)	6.67	11
Total		20		80		30		130

Cell No	f _o	f _e	$\frac{(f_o - f_e)^2}{f_e} = \chi^2$
1	15	$\frac{20 \cdot 201}{130} = 15.54$	0.0187
2	62	$\frac{80 \cdot 101}{130} = 62.15$	0.00038
3	24	23.31	0.021
4	5	2.77	1.797
5	9	11.077	0.389
6	4	4.154	0.0057
7	0	1.69	1.69
8	9	6.769	0.735
9	2	2.53	0.1142
χ^2_{obt}			<u>4.77</u>

At $\alpha = .05$, and $df = (3-1) \cdot (3-1) = 4$, $\chi^2_{crit} = 9.49 > \chi^2_{obt}$

ANNEX E

Calculation of F-test

Table 13: Objectives and Making Decision of Priorities

Respondents	Items																	
	Are the objectives of donors assisting educational projects in like with those of regional are?								Who is responsible for making decision on the Priorities for educational projects assisted by donors									
	Yes		To some extent		No		Not sure		1.OEB		2. Benefice		3. Donors		4. 1& 3		5. 1,2&3	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Donors NGOs N= 20	15	75%	.	.	.	.	5	25%	8	40%	.	.	1	5%	11	55%	.	.
Benefices N= 80	49	61.3%	18	22.5%	4	5%	9	11.3%	26	32.5%	29	36.3%	17	21.3%	8	10%	.	.
Decision Makers N=30	10	33.3%	17	56.7%	1	3.3%	2	6.7%	5	16.7%	8	26.7%	5	16.7%	12	40%	.	.

F-test on Objective

$$(\sum X_i)^2 = 15^2 + 5^2 + 49^2 + 18^2 + \dots = \underline{3466}$$

$$*CM = \frac{(\sum x)^2}{\sum n_i} = \frac{(130)^2}{16} = \underline{1056.25}$$

$$*SS \text{ (total)} = \sum x^2 - CM = \underline{2409.75}$$

$$*SST = \sum x_i^2 - CM = \underline{868.75}$$

$$*SSE = SS \text{ (total)} - SST = \underline{1541}$$

$$*MST = \frac{SST}{k-1} = \frac{868.75}{2} = \underline{434.38}$$

$$*MSE = \frac{SSE}{n-k} = \frac{1541}{9} = \underline{434.38}$$

$$*F_{test} = \frac{MST}{MSE} = \frac{434.38}{171.22} = \underline{2.54}$$

F-test on Skills of Employees

$$*\sum x_i^2 = 400 + 6400 + 900 = 7700$$

$$(\sum x_i)^2 = 8^2 + 1^2 + 11^2 + 26^2 + \dots + 12^2 = \underline{2314}$$

$$*CM = \frac{(\sum x)^2}{\sum n_i} = \frac{(130)^2}{15} = \underline{1126.67}$$

$$*SS \text{ (total)} = \sum x_i^2 - CM = \underline{1187.33}$$

$$*SST = \sum T_i^2 - CM = \underline{413.33}$$

$$*SSE = SS \text{ (total)} - SST = \underline{774}$$

$$*MST = \frac{SST}{k-1} = \frac{413.33}{2} = \underline{206.665}$$

$$*MSE = \frac{SSE}{n-k} = \frac{774}{12} = \underline{64.5}$$

$$*F\text{-test} = \frac{MST}{MSE} = \frac{206.665}{64.5} = \underline{3.204}$$

ANNEX F

F-test calculation

Table 15: Mode of Community Participation

Respondents	Mode of Community Participation to the education projects											
	Finance		Labor		Material		No Contribution		1,2, &3		2&3	
	N	%	N	%	N	%	N	%	N	%		
Donors and NGO's N = 20	-	-	-	-	-	-	3	15%	13	65%	4	20%
Beneficiaries N = 80	1	1.3%	14	17.5%	3	3.80%	2	2.5%	40	50%	20	25%
Decision Makers N = 30	-	-	1	3.3%	-	-	-	-	28	93.3	1	3.3%
$F_{obt} = 1.36 < F_{crit} (\alpha_1 = .05) df (2, 15) 3.68. F_{obt} < f_{crit}$												

F-TEST CALCULATION

Solution

$$\sum x_i = 130$$

$$\sum x_i^2 = 7700$$

$$(\sum x_i)^2 = 3^2 + 13^2 + 4^2 + \dots + 1^2 = \mathbf{3190}$$

$$CM = \frac{(\sum x)^2}{\sum n_i} = \frac{(130)^2}{18} = \mathbf{938.89}$$

$$SS \text{ (total)} = \sum x^2 - CM = 2251.1$$

$$SST = \frac{\sum X_i^2}{n} - CM = \mathbf{344.44}$$

$$SSE = SS \text{ (total)} - SST = \mathbf{1906.67}$$

$$MST = \frac{SST}{k-1} = \frac{344.44}{2} = \mathbf{172.22}$$

$$MSE = \frac{SSE}{n-k} = \frac{1906.67}{15} = \mathbf{127.11}$$

$$F\text{-test} = \frac{MST}{MSE} = \frac{172.22}{127.11} = \mathbf{1.36}$$

F-test = 1.36

ANNEX G
ρ-test calculation

Table 20(b): Suggested Problems by Rank

	Items	Donors (N=20)		Beneficiaries (N=80)		Decision makers (N=30)		D ₁	D ₁ ²	D ₂	D ₂ ²	D ₃	D ₃ ²
		%	r ₁	%	r ₂	%	r ₃	r ₁ - r ₂		r ₁ - r ₃		r ₂ - r ₃	
1	Political	25	2	13.8	3	21.3	5	-1	1	-3	9	-2	9
2	Financial	10	4	48.75	1	40	4	3	9	0	0	-3	9
3	Technical	40	1	13.8	3	70	1	-2	4	0	0	2	4
4	Managerial	25	2	18.8	2	61.25	2	0	0	0	0	0	4
5	Social	0	5	7.5	5	55	3	0	0	2	4	2	4
Summations of D ² & Values of ρ								ΣD ₁ ² =14		ΣD ₂ ² =13		ΣD ₃ ² =25	
								ρ _{1obt} =0.30		ρ _{2obt} =0.3		ρ _{3obt} =0.25	
										5			

ρ-test calculation

Solution

$$\rho_1 = 1 - \frac{6 \sum D_1^2}{N(N^2-1)}$$

$$= 1 - \frac{6 * 14}{5(5^2-1)}$$

$$= 1 - 0.7$$

$$\rho_1 = \underline{0.3}$$

$$\rho_2 = 1 - \frac{6 \sum D_2^2}{N(N^2-1)}$$

$$= 1 - \frac{6 * 13}{5(5^2-1)}$$

$$= 1 - 0.65$$

$$\rho_2 = \underline{0.35}$$

$$\rho_3 = 1 - \frac{6 \sum D_3^2}{N(N^2-1)}$$

$$= 1 - \frac{6 * 25}{5(5^2-1)}$$

$$= 1 - 1.25$$

$$\rho_3 = \underline{-0.25}$$