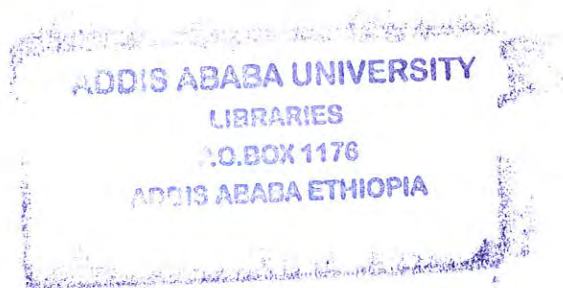


**AN ASSESSMENT OF
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GTZ- PRIMARY EDUCATION PROJECT
IN OROMIA REGION**

BY

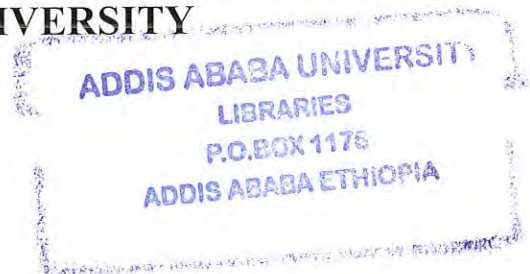
SOLOMON MENGISTU ABEBE



June, 2004

**AN ASSESSMENT OF THE IMPLEMENTATION OF
GTZ-PRIMARY EDUCATION PROJECT
IN OROMIA REGION**

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



**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTERS OF ARTS IN EDUCATIONAL PLANNING
AND MANAGEMENT**

**BY
SOLOMON MENGISTU ABEBE**

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**ADDIS ABABA UNIVERSITY
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**AN ASSESSMENT OF THE
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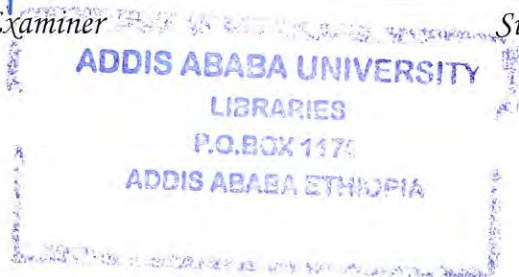


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ACRONIYMS

CSA	Central Statistical Agency
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GTZ	The German Agency for Technical Co-operation
PEAP-----	Is an Acronym that stands for primary education assistance project.
GTZ-PEAP	The German Agency for Technical Co-operation aiding primary education assisted project in Oromia.
NGO	Non Profit Seeking Non-Government Developmental Organization
MoE	Ministry of Education
MoPED	Ministry of Planning and Economic Develoment
OEB	Oromia Education Bureau
SPC	School Pedagogical Classroom
ZED	Zonal Education Desk
WEO	Woreda Education Office

DEFINITIONS OF THE IMPORTANT TERMS

Bilateral Assistance -----	Is assistance given from government to government based on the agreement between them
Educational Assistance----	Is a kind of financial or technical support given to promote the educational system of developing countries.
Equity in process	Refers to education that is fair and just but does not necessary treat every one the same.(Lockheed and verspoor,1991)
Equitable Access-----	Means equal opportunity to enter school and equal access to learning for all children.(Lockheed and verspoor, 1991:145)
In- Service Training -----	Efforts to promote by appropriate means of the professional growth and development of workers while on the job; in supervision of teaching, one of the major tasks; including

planned organized effort, to improve the knowledge skill and attitude of instructional staff members to make them more effective on the job.

- Primary Education ----- That provided by a primary school as elementary school, as those years of study during which no differentiation is introduced either in the form of optional subjects or in the streaming of pupils towards difficult types of instructions or education, (the length of time is eight years)
- Project----- A significant practical unit of activities having educational value and aimed at one or more definite goals of understanding (Good , 1973:451)
- Rehabilitation----- The act of process of putting in to good repair of restoring to a previous good state; for example, the act of repairing or improving plant school (Good, 1973:486)
- Technical Assistance----- Is a type of assistance that is given for developing countries in kinds rather than in financial form. It includes the transfer of knowledge, skills and supplies of educational materials.
- Multi Lateral Assistance-- Is a type of assistance that gives jointly by a number of countries usually through one of the international aid organization.

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ABSTRACT

This study was aimed at assessing the implementation of GTZ-Primary Education Assisted Project (GTZ-PEAP) in primary education of Oromia Region. It was intended to identify the implementation performance of the project, major problems faced during implementation and the appropriateness of implementation strategies used.

To conduct the study, descriptive survey methods was employed. The sample covered six Woredas in three selected Zones out of the total twenty four Woredas found in the eight Zones. Purposive sampling was employed in the selection of the three sample Zone whereas the three Woredas and the six Schools were selected randomly one each from the six woredas. Randomly selected teachers (n=6), and purposively selected school directors (n = 6), Woreda Educational Office experts and heads (n=11), Zonal Education Experts and Heads (n=9), Regional Education Experts and Heads (n=5), PEAP Staff (n=3) were involved in filling questionnaire to obtain first hand information. Interview also made to the Project staff and Educational Heads (n=17). Data analysis was made by using relevant statistical tools such as percentages, mean average, trend.

The study revealed that the over all implementation performance of GTZ-PEAP in Oromia is high. The project successfully rehabilitated , equipped, furnished 224 needy rural primary schools and trained 13,000 teachers of the schools, which is almost covered 28.26% of the total primary school teachers of the region in 2002/03. The Physical activities were accomplished almost as planned and in some case beyond the plan.

The findings of the study also revealed that the project targeted at the deep rooted educational problems of rural Oromia and intervened the primary education system with an appropriate development packages. However, the target was directed only to the problem of rural primary schools. And the total negligence of the project on needy urban primary schools may inevitably create problem of imbalance educational development between urban and rural areas of the Region if it is to continue this way.

The other important fact that the finding revealed is that the educational personnel turn over due to the political instability of the country was one of the big problems that was challenging the implementation of the project. It was undesirable condition for the project, which resulted wide information gap between the Educational heads mainly that of the OEB and the Project staff. The Government is therefore, requires to reduce the rate of personnel turn over in the process of promoting such development projects.

CHAPTER ONE : INTRODUCTION

This chapter discusses the problem and its approach in which the introduction statement of the problem, significance of the study, delimitation of the study, limitation of the study, definition of the terms, research procedures, and organization of the study are presented.

1.1 General Background

Investment in people is becoming more important for two reasons. First, a country's future economic growth will depend less on its natural resources, which are being depleted and are subject to long-run price declines, and more on its labor skills and its ability to accelerate a demographic transition. Growth in today's information-based world economy depends on a flexible, educated, and healthy workforce to take advantage of economic openness. Secondly, in the process of accelerating the demographic transition, reduction of population growth will require education, especially of women, and widely available contraceptive and reproductive health services (World Bank, 2000).

Investing in people promotes individual development and gives ability to reduce poverty. This again requires education and health care as well as some measures of income security. According to the experience gained from many countries, it is clear that government alone may not solve the problem of human capital of the country and bring about desired level of development. Hence, "education as an investment on human capital, calls for collaboration among all stakeholders- NGOS, the community and the government itself" (Carol,1992).

The current Ethiopian Government is also promoting NGO's intervention and foreign assistance to education through its policy, and as a result of that there are many NGOs and Donor Agents who are working in the country on education. Among the bilateral agencies rendering assistance to improve the educational opportunities in Ethiopia, the German Agency for Technical Co-operation, (GTZ), is the one to be mentioned.

As the GTZ News Letter number 15/ 2001 indicates in its publication, in pursuance of the 1994 political based agreement between the Government of Ethiopia and the Government of Germany, the project agreements have been signed in 1994, 1998 and 2001 as a basis for technical co-operation in primary education. Thereby, primary education assistance project was formulated on the bases of education and training policy of 1994 and joins closely in to the Education Sector Development Program (ESDP 1997- 2001/2).

On the bases of the agreement, the established primary education assistance project (PEAP) began operation in February 1995 in two regions of Ethiopia (Oromia and Tigray); one year later in southern peoples, Nations and Nationalities Region (SNNPR).

As indicated in GTZ- PEAP plan document, in Oromia the project was operating in eight of the fourteen zones. The project was targeting 224 selected rural primary schools.

This study, has particularly focused on assessing the implementation of this project , which was operational from 1995 to 2003 and tried to see the way how needs are prioritized, in order to place efforts and allocate resources, activities through which the pre-determined goals achieved, the strategies used to ascertain the attainment of its objectives, major problems encountered in implementing the project, and assesses if there are any lessons that other partners can learn from the project.

1.2. STATEMENT OF THE PROBLEM

Education is an important factor that affects the development of a nation. It plays an important role in changing an individual's knowledge, skills, attitude and view of the world. "It is a process by which man transmit his experiences, new findings, and values accumulated over years, in his struggle for survival and development through generations. Education enables individuals and society to participate in the development process...." (NETP, 1994)

Primary education in particular is an initial phase in the process of life long education and also the fundamental social service that enables the citizens to modern life (FDRE,1995). The 1948 United Nations Universal Declaration of Human Rights declared that every one has a right to education. Following this declaration, Universal Primary Education (UPE) has become a worldwide priority

The International Development Goals for the 21st century that is adopted by the global development community and endorsed by many developing country governments set targets for poverty reduction, education development and health, gender equity, and environmental sustainability for year 2015 (OECD 1996). The provision of UPE has, especially since the early 1960s, figured prominently among the many development priorities of developing nations and targeted dates for reaching this goal have been stipulated in national as well as in regional development plans. At regional level conferences, convened by UNESCO in 1960 (Karachi), (Addis Ababa) and 1966 (Tripoli) set 1980 as the year of achieving UPE in most countries in Asia and Africa. Additionally, on the occasion of the UNESCO regional conferences in Mexico in 1979, Harare in 1982 and Bangkok in 1985, the Ministries of Planning and Education of Latin American, African and Asian countries reaffirmed the urgent need to provide basic education for all in their respective regions, in the form of primary education for children and functional literacy skills for youth and adults. International literacy year was celebrated in 1990, in Jomtien and Major agencies; UNESCO, UNICEF, the World Bank and UNDP jointly announced their support for a new international initiative for meeting basic learning needs. As a follow up, a conference of nine most populous countries was held in Delhi in 1993 and came out with Delhi Declaration (Tilak,1994).

These various initiatives reveal a growing consciousness that in period of economic recessions and adjustments the human aspects of development tend to be neglected and that there is therefore an urgent need to give special attention to, and even take measure to project, the basic services of the poorest segments of society. Evidence is indeed accounting that basic education for all is an essential pre-requisite for an efficient and

equitable development process. With out a minimum education for entire population, a human centered development process cannot be implemented as sustained.

Although countries and regions have pronounced themselves in favor of universal basic primary education, due to the above benefits, it remains under developed. In the case of Ethiopia, the New Education and Training Policy (ETP) along with its strategy were adopted in 1994 mainly for the aims of : expanding equitable access to primary and vocational education to meet the demands of the country, restructuring the education system, changing the curriculum to increase the relevance of education to communities and improving the quality of education throughout the system.

The ETP, which is a relatively long term plan to address problem of education in the country with the goal of Universal Primary education By the year 2015, and the strategy called for the formulation of a sustained public investment program through the mobilization of the national and international resources, ESDP-II (2002).

At present, in Oromia, human population is estimated at over 26 million (CSA), which is more than one third of the country's population. The Region is divided in to 14 Administrative zones and nearly 197 Weredas. The educational infrastructure of the Region, along with the supportive service was at its lowest stages. According to educational survey report of year 1995, the Gross Enrollment Ratio of primary school in the Region is 66.6%. For girls it is 51% and for boys it is 82%. Though about 33.4% of the primary school aged children of the Region are still out-of- schools the current Primary School Gross Enrolment Ratio of the Region shows a significant level of improvement achieved during the past 9 years of implementation of the New Education and Training Policy and has been achieved not by the government effort only but also there are many NGOs, and external agencies which have been contributed to it.

According to the Oromia Education Bureau annual report of 2003, currently, there are about 56 NGO education projects and 7 other organizations and agencies which are giving their assistances to the development of primary education in the region. As an

investment promotion action, there is also specification guideline, which was developed, by the Regional Council and the Regional Education Bureau in 1989 for the objective of designing mechanisms that would enhance stakeholders participation in the pursuit of educational development of the region. Since then, efforts have been made by the government to communicate the guideline to the stakeholders at all levels so as to enable them implement their projects effectively and accelerate development.

In the mid of 1990s, broad assistance was sought from every corner to respond to deep-rooted problems in educational issues of the Region. Thus, to meet this demand, a technical cooperation agreement in the field of primary education was initially signed in 1994 and then in 1998 and 2001 between the Government of Federal Republic of Ethiopia and the Government of Federal republic of Germany. The reform policy to diversify and allow regional / local languages to be used as an instructional language in primary school and administration was a strong pull factor for the German partner to enter cooperation. The Primary Education Assistance Project (PEAP) was mutually formulated with the national and regional sector authorities to assist the implementation process of the new Education and Training Policy in the Region.

It is also obvious that in the project cycle, “Implementation” is one of the identified stages of a project, and perhaps it is one of the most challenging. In the Region, it is also a common phenomenon that many projects be designed and appraised for the implementation but fail to be implemented effectively. Hence, the researcher found that investigating or assessing the implementation of education projects is a paramount important. And since it has been working in primary education of the region for long time in the past and covered very wider areas of the region, GTZ-PEAP has been targeted by the study though it has been completed in 2003.

As stated above, this study is aimed at assessing the implementation of GTZ- PEAP in primary education of the region. The purpose of this study is to examine the problems and practice of implementing primary education projects in the Region with particular emphasis to GTZ- PEAP and suggest relevant recommendations that address the

promotion of primary education development program of the Region. Therefore, this study attempts to answer the following basic questions.

1. What is the level of performance of the project in accomplishing planned activities?
2. What strategies did GTZ used to implement the project? Is there any difference from the common practices of the government?
3. What were the major problems encountered during implementation of the project?

1.3. DELIMITATION OF THE STUDY

GTZ- PEAP in Oromia was launched in 1995 and completed in 2003 after 8 years of life. However, due to its importance, the researcher has forced on the assessment of its implementation at the time when the project is not existing but the Agency GTZ. Further more, because of the fact that Oromia is found in the center of Ethiopia covering the largest share of the land and population of the country, the researcher also deliberately confined to deal with GTZ-PEAP in Oromia.

Moreover, the researcher believes that the study would have been comprehensive enough if it had incorporated all the eight zones where GTZ was operating which was found to be unfeasible. Three zones Bale, West Hararghe, and West Shoa zones were selected for the study among the eight zones. The selection criteria is discussed under sampling design on page 8 & 9 below.

1.4. LIMITATION OF THE STUDY

Due to the relative wide coverage of the study, the researcher faced the shortage of finance and time resources. Problem of communication infrastructure also made the study difficult to go as intended. Since the project is already phased out and not exist during the time of study and all of its personnel are shifted to other projects, the researcher has come across obstacles in reaching the respondent staff personnel while processing the data collection.

1.5. SIGNIFICANCE OF THE STUDY

As stated above, it is recently that NGOs started active involvement in education system of the region. As a result, we have seen that both the Government and the NGOs lack experience on the work it self. And I also mentioned that no studies have been done yet particularly on investigating implementation problems of Non-Profit Seeking NGOs Primary Education Projects. Moreover, the total number of PEAP assisted schools is very large to 224, which all are located in rural areas of 93 woredas found in 8 zones of the region. The coverage of the project intervention is vary wide and purely on primary education. It also has been working long time in the past for 8 years from 1995- 2003. And that is why the researcher gave emphasis to the assessment of the implementation of the project although it is phased out. Therefore, this study is expected to be useful and important for the following reasons:

1. It generate awareness among the decision makers in designing the future tasks of working on promoting primary school projects in particular and similar other projects in general.
2. It also serve as an additional source of information for some of the stakeholders in the process of managing implementation of other similar education projects.
3. This study also suggests relevant and practical possible ways and means to alleviate the problems of implementing educational project.
4. It also helps as springboard to other researcher for further investigation

1.6 THE RESEARCH METHODOLOGY

1.6.1 STUDY DESIGN

1.6.1.1 SOURCE OF DATA

Data used for the study were of two types that are primary and secondary data, which are from different sources. The primary data has been generated from the selected sample areas by using questionnaire and Interview.

The use of the published and unpublished materials to strengthen the primary data is indispensable. Therefore, journals articles, newsletters, magazines, workshop papers, the project performance progress reports, annual educational abstracts of Oromia Education Bureau, and other documents that relate to the topic were extensively used as sources for secondary data.

1.6.1.2 DATA COLLECTION INSTRUMENTS

Three different instruments (questionnaire, focus group discussion, field observation) were used in order to collect required data. Among the instruments, field observation is one of the techniques that the investigator used to know the actual settings of the project and its many activities done.

With regard to the questionnaire, one set of questionnaire was presented. Most of the question items were closed ended and a few were open ended. The question focused on the various stakeholders at which the project based itself that are the project staff, Senior experts and managers of Oromia Education Bureau , Zonal Education Desks, Woreda Education Offices, and the schools and community leaders.

A questionnaire consisting questions was designed and distributed to respondents. The question items in the questionnaire distributed to each respondents of each groups were generally the same. Regarding the extent of the questionnaire distributed and returned, from 40 questionnaires distributed to 40 respondents and all were returned.

1.6.1.3 SAMPLE DESIGN

Out of the 14 zones found in the region, the project was working in eight of them of which three out of the eight zones that are called Bale, West Hararghe and West Shoa were taken as the sample for the study. The selection criterion were distance of the zones from the project office that was in Addis Ababa and their access to basic infrastructure such as road. Accordingly, Bale zone is among those zones which are characterized by

long distance from the center having poor road infrastructure, West Shoa zone is among the zones that are near to the center and with better access to road and other service infrastructures and West Hararghe zone is among those zones found at average distance from the center and which have average level of service infrastructural delivery.

The study focuses on 6 randomly selected schools, which were picked from 6 woredas in the mentioned zones. It is out of 17 schools that were under the project in the 6 woredas which covers 35% of the total population of the schools that were under the project in the 6 woredas indicating that the sample size is representative. The names of the selected school are Web Primary School, Leliso Primary School, Gibibila Primary School, Welmera Primary School, Digagita Primary School, and Meyrelelisa Primary School and their woredas are Agarfa, Adaba, Ambo, Welmera, Doba, and Habro respectively. Agarfa and Adaba woredas are in Bale zone, Ambo and Welmera are in West Shoa zone, and Doba and Habro are in West Hararghe zone.

During the time of research, in the 6 selected schools, there were 65 teachers and 6 directors out of which, 6 of the teachers were randomly selected and 6 directors were purposefully selected as respondents. Totally, 12 respondents were selected from the six schools, which encountered 17% of the total. The other 28 respondents were systematically selected based on their close contact to the project during the implementation time and these were 3 GTZ-PEAP officers, 4 concerned educational heads and senior experts of Oromia Education Bureau, 9 concerned experts and heads of the 3 Zonal Education Desks, and 12 concerned experts and heads of the 6 Woreda Education Offices. Therefore, the sample population size is 40. Though it is small sized, most of the respondents were knowledgeable people who were having direct involvement in the project.

1.6.2 DATA COLLECTION AND ANALYSIS

As mentioned above under 1.6.1.2, questionnaire is one of the instruments that has been used for data collection and in designing the questionnaire, the researcher prepared both closed and opened question items and directly administered them to the respondents that are from the project office, Oromia Education Bureau, selected sample schools, Woreda offices, and the beneficiary communities. Interview would be a kind of “controlled” or “formal” interview where the researcher designed open-ended standardized questionnaires and generate primary data..

Unstructured interview and selected focus group discussion questions have been presented to local community leaders to illicit views, opinions, problems, advantages, and expectations. Moreover, the questionnaire items were tested through pilot administration for reliability and validity before the actual presentation

All the data gathered has been sorted out content wise and properly analyzed and expressed by percentage, average, and trend.

CHAPTER II REVIEW OF RELATED LITERATURES

This section is devoted to what different writers have said regarding about the educational project implementation. It then focuses on aspects like basic concepts of educational projects, the project cycle, project implementation strategies, the nature of primary education in developing countries, problems of primary educational project implementation and field of cooperation of GTZ-PEAP.

2.1 Education in the Development of a Nation

2.1.1 Education and Economic Development

From the very days of the development of economic doctrines, economists started enquiring in to the nature and causes of the wealth of nations. Mercantilists viewed trade as the only source of economic growth. Later during the days of the Physiocrats, land was identified as the most important factor of economic growth. By the end of the eighteenth century, the classical economists came out with a new theory of economic growth in factor of capital (Tilak,1994 :19)

The Marxian economists sang hymns in praise of labor. By the beginning of the twentieth century, entrepreneurship had become the honored factor in the theory of development. According to Tilak, it is at the beginning of the second half of the twentieth century that the crown was captured by economists of education led by the Nobel Laureate Theodore Schultz in 1961 (Tilak, 1994).

Schultz's ' human investment revolution in economic thought' as it is aptly known, resulted in a recognition of education as 'investment' producing ' human capital', come parable with physical capital in production.

All this does not mean that the importance of education had not been recognized earlier. Long back, Plato believed education to be indispensable for the economic health of a

good society as it made citizens 'reasonable men', since education has a higher economic value, Plato argued that a considerable part of the community's wealth must be invested in education. Contribution to the decision on the role of education to development was made by Adam Smith who highlighted the economic 'capital' value of education (Tilak, 1994)

David Ricardo and Thomas Malthus favored education as a means of inculcating good habits, a desire for self-improvement, moral commitment and individual responsibility. Absence of education makes men poor and poverty makes people unhappy. John Stuart Mill highlighted the importance of an education labor force. Marshall emphasized that 'the most valuable of all capital is that investment in human being'. However, this long tradition has been forgotten and Schuilz is credited with the rediscovery of the importance of education (Tilak, 1994).

Ever since, education has been received wide recognition around the World as a key element of development process. On the other hand, though education is a cornerstone of economic growth and social development and a principal means of improving the welfare of individuals, success in education also requires a growing economy. Because a growing economy creates jobs and opportunities that provide an incentive for people to acquire education and create a tax base for government to raise the revenue required for educational implementation (World Bank, 2000).

Today's world is one of rapid change where new priorities and challenges are continually emerging. It is a world in which education is becoming ever more central in determining both countries' and individuals' futures (World Bank, 2000). Education plays a crucial role in economic development. It helps to increase people's productivity, which should ultimately be reflected in their wages and in their nation's economic growth rate. However, the association between education and economic growth is not unidirectional. A growing economy generates job opportunities for people and thus provides them with an important incentive to acquire education.

In the context of a growing economy, education offers the poor an important key to formal labor market access and improved income earning opportunities. A growing economy also provides government with a potential tax base on which to raise the revenue required to make needed improvements in school infrastructure, the quality of the teaching force, teaching materials, and equipment. Conversely, a growing economy needs to be supported by a responsive and adaptable education system capable of providing the skills to promote productivity.

2.1.2 Education and Social Development

As mentioned above, under education is one of the major areas of investment for economic development. However, according to Venkateswaran (1997:171) in (Shiferaw,2003), this does not mean that the relationship of education to social change is exclusively conceived with economic development. He also said that “education is related to all factors of social structure, the facets of social structure being the political, religious family, social classes, mobility, etc.”. However, it is needless to say that return on investment in education is often greater than the return on investment in other capital goods.

2.2 Essence of Educational Project

2.2.1 The Project Concept

There are many definitions of a project and many different types of project. For instance, FTP International (1994:1) defines a project as “a series of inter-linked 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 the organization, the easiest way to define a project is to outline the common characteristics that it might be expected to have and some of the characteristics are the following: A project involves the investment of scarce resources in the expectation of future benefit, it can be planned, financed and implemented as a unit, they are also the subject of special financial arrangements, and it has a special starting and finishing time in which a clearly defined set of objectives is achieved. Often projects have their own management, geographical or

organizational boundaries. A project also focuses on specified groups of beneficiaries or larger group of beneficiaries or target groups.

A project has a single set of objectives; achieving them represents completion of the project. These objectives often involve research, development, design, manufacture, and construction and/or installation of hardware, but they may also include completion of a study, development of computer software, or similar activities not involving hardware. (World Bank, 2001).

Operations and projects differ primarily in that operations are ongoing and repetitive while projects are temporary and unique. A project can thus be defined in terms of its distinctive characteristics- a project is a temporary endeavor undertaken to create a unique product or service. Temporary means that every product has a definite beginning and a definite end. Unique means that the product or service is different in some distinguishing way from all similar products or services (World Bank, 2001).

Human needs are unlimited, and are not the same degree of importance. Thus, in the development planning, project analysis aims at the optimum allocation of scarce resources so that the benefits to the society are maximized.

Project Analysis is also assesses the benefits and costs of projects and by evaluating alternative options leads to the selection of the most beneficiary projects.

Now a day, project Analysis has attracted the attention of development economists usually in market economies for major investment projects by private firms and institutions as a means to check the profitability of the venture (World Bank, 2000).

There are different types of projects. Projects may differ in their duration, objectives, area coverage etc. Some of the common types of projects are: Projects of Long and Short duration, Projects producing Goods, Services, Knowledge, Information, Projects catering to regional, national & international markets, Rural and Urban projects, Educational,

Agricultural, Industrial, Transportation, and other Sectoral Projects, Capital, Labor or Energy intensive projects, Independent projects (which is not medium of money), Complementary project (Integrated project).

2.2.2. *The Project Cycle*

Projects usually go throughout a series of identifiable stages. Some authors describe this as the project cycle. There are a number of models of the project cycle, which usually relate to the organizational perspective of the authors.

Having a formal well-defined project life cycle results in benefits for the organization on the project team. It provides a common frame work and language that makes project work clearly and more predicable for every one on the project, and it makes the decision points explicit, this improves communications, coordination, and control over the project. The over all result is improved efficiency, especially for the large projects (Baum, 1995).

Baum (1995) identified five main stages and these are: *identification, preparation and design, appraisal and selection, implementation and evaluation*. This could close the cycle or might lead to subsequent identification of new projects. The various stages of the cycle are discussed further below.

- i) **Identification: - Project** ideas are usually driven from the identification of a demand, an available resource or need. The process of identification can be generated from a sector analysis, problem analysis or analysis of guiding principles and priorities.
- ii) **Preparation and design: -** This stage (which can also be called the stage of project formulation) involves the detailed planning of the project idea. It comprises collecting and analyzing background data, defining objectives and strategies, presenting the plan for achieving the objectives in a systematic and

logical way. Here, alternatives are considered; technical, economic, and financial feasibility is established. The result of the preparation stage is a set of tangible proposal with associated sets of costs and benefits. The purpose of this stage is to produce a comprehensive and well-analyzed description of the project to be used for further planning during project implementation.

iii) Appraisal and selection: - This stage involves a systematic review of all aspects of the project in order that decision can be made as to whether or not to proceed with it. The following aspects should be covered in the appraisal process.

- **Technical:** - Will the project work as suggested?
- **Financial:** - Has proper provision been made to cover the financial requirements and obligations of the project?
- **Commercial:** - How will the necessary inputs be obtained and (where relevant) how will the output be sold?
- **Economic and Social:** - Is the project advantageous from the point of view of the economy as a whole and both advantageous and acceptable to the people affected by it?
- **Managerial:** - Does capacity available for those responsible to implement and subsequently 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 to take place?

More recently, it would be expected that any project would be subject to some form of environmental appraisal. Some of these aspects of appraisal involve the question of project **feasibility** while others relate to the question of project **desirability** (Baum,1995).

Questions of feasibility are really questions of what will work which need to be answered through critical analysis. The questions of desirability apply particularly to the financial and economic appraisal of project where attempts are made to compare the costs and benefits of the project to decide whether the project is worthwhile (Baum,1995).

There is a general set of technique, which can be used for assessing project desirability, which involves comparing costs and benefits with the intention of establishing whether or not benefits exceed costs. This set of technique is known as Cost Benefit Analysis (CBA).

Sometimes, when benefits are not easy to measure or when comparison is being made of two alternative ways of achieving the some objective a variant of **CBA** technique known as **Cost Effective Analysis (CEA)** is used.

CBA and CEA both make use of common unit of measure, usually (but not always) a unit of currency of the country in which the analysis is being undertaken. Criteria for assessing the desirability of projects are then developed on these units. Sometimes assessment of a project involves comparing CBA and CEA criteria, which are measured in money terms with other criteria, which cannot be measured in money terms. When such situations arise it may be possible to make use of **Multi Criteria analysis (MCA)**. The fundamental principle of the project analysis is that the value of a project is determined by comparing the situation with the project with the situation without the project. In fact, this is difficult to indicate before implementing the project. The only thing that we can do at appraisal of the planning stage is to make intelligent guess by using different aspects of project appraisal (Baum,1995).

- iv) **Implementation:** - This is the stage when project facilities are established and the majority of the funds are disbursed. A major priority is to implement the project on schedule. **Implementation is putting the project plan into reality, practice.** However, problems frequently occur when project plans put into action. For this reason, it is important for feedback to be obtained through monitoring process. Self-assessment and monitoring should be used as integral part of implementation stage. This should allow for modification of the project in the light of experience.
- v) **Evaluation:** - This process of reviewing the completed project to see whether the intended benefits are likely to be achieved. An independent evaluation team

(outsiders) may carry it out. Stakeholders' involvement may also be possible. They may find out how successful the project is vis-à-vis the objectives and for What reason (World Bank, 2000).

2.3 Planning Implementation of a Project

Once a project is planned, it has to be implemented. 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 action.

The best educational project plan that can be devised will be relatively meaningless, unless it is implemented. In relation to this, Mcknnon (1973:12) Clearly stated that “ ... what ever other features are taken in to account in assessing its worth is indispensable that the project plan feasible that it can be carried out”.

Implementation is therefore, occur and it is a way how well the purpose of the plan is being achieved. The fact that project/ Program plan implementation is a process of transforming the plan in to action, it is not random activity but it has its own strategies and methods which involve various tasks and activities.

Along this line, according to Shiferaw (2003), implementing strategies for realizing plan are: Public information, formation of management body to control and monitor the progress of the plan, and plan elaboration by preparing specification plans.

Similarly, Forojalla (1993:79-80) stated the administrative functions in the following way: Public information, participation of other organization, organizing the process of implementation itself, and plan elaboration by reducing the plan in to component units for action by carrying our activities such as programming, project identification and detailed time sequencing of project activities.

At the implementation stage of a project, one of the necessary conditions required for success is that availability of the necessary resources needed to transform the plan in to

action. In other words, during implementation, resources should be provided in a desired quantity and quality (Shiferaw,2003:26). The resources are human, material and programming of them in an indispensable task.

Effective plan implementation requires administration' talent, skills and abilities in coordination efforts towards the objectives envisaged. The administration of process in the implementation stage is a cumbersome task in that will affect the implementation. Therefore, administrators should necessarily maintain constant check to ensure the proceeding plans in the right path.

The idea of the above is that a comprehensive plan that is prepared with greater perfection does not necessarily guarantee implementation and in deeds administrators efforts during the administration of the implementation process (Mcknnon, 1973:15).

Setting action plan is the stage where one has to organize a detailed time table showing when each activity will be carried out including the assigning of responsibilities (World Bank, 2000).

The first step to realize (implement) the planned development activities or programs is preparation of implementation plan. Implementation plan is a plan, which will be used as a device for effective & efficient implementation (World Bank, 2000).

Implementation plan comprise information regarding the resources needed to complete each activity, the required sequence of activities and duration of the project in general & of each activity in particular. It also indicates the expected start & finish time of each activity.

This shows that whether the task to be carried out is narrow or wide, or easy or complex, one has to give due consideration whenever dealing with the preparation of implementation plan. A single portion of a project does not be left to chance.

2.3.1 Steps in Planning a Project for Implementation

There is no hard & fast rule regarding the steps in planning a project for implementation. Different steps can be followed according to the interest of the planner & the nature of the project. However, according to World Bank (2000), the following steps are commonly considered.

a) *Establishing the Project objective*

The objective of a project is defined as what a project should achieve. That is what will be established or strengthened by the project.

b) *Choosing basic strategy for achieving the objective* - i.e., the approach to be followed by the implementing body.

c) *Breaking the project down into subunits or elements*

Breaking a project to be implemented down into subunits is very valuable. It is the starting place for planning the three basic parameters of a project: quality cost and time. It is a technique based on dividing a project into subunits or work packages. This technique helps to identify all elements required to complete the project. So the chance of neglecting or overlooking element of a project is reduced.

d) *Determining performance standards for each subunit*

(Project specification)

This stage is determining project specifications, which include all relevant requirements to meet the project's quality dimension: material to be used, standards to met, tests to be performed, etc. Here one has to take great care because specifications become the controlling factor in meeting project performance standard & directly affect both budget & schedule. This issue is basically determiner in construction projects.

e) *Determining the time required to complete each activity (subunit)*

After breaking the overall activities into subunits, one could determine time needed to carry out each subunit. Determining time required for each segment should be based on load of the activity (element) in consideration in relation to other segments of subunits & the time required accomplishing the whole project.

f) Determining the proper sequence of activities (subunits)

Next to identification of activities & estimation of time, one has to define the logical sequence in which the activities are to be done. While identifying the logical sequence the planner also has to think about activities, which one may be underway at the same time. It is also helpful identifying the time when each activity start one following the other for charting of activities.

g) Drawing of Activity chart

There are two commonly used methods for drawing activity chart: Gantt chart & PERT diagram.

g.1) Gantt chart

A Gantt chart is a horizontal bar chart that graphically displays the time relationship of the subunits in a project. Each step (subunit) of a project has to be represented by a line placed on the chart in the time period when it is to be undertaken. When drawing a Gantt chart is completed, one will be able to see easily: (1) the minimum total time for the project, (2) the proper sequence of steps, and (3) which steps can be underway at the same time(see the sample of Gantt chart annexed).

Gantt chart is limited in its ability to show the interdependencies of activities. In small projects, where the steps flow in a simple sequence of events, Gantt chart can portray adequate information for project management. However, if the project is complex and with several steps PERT (Program Evaluation & Review Technique) diagram is advantageous.

g. 2) PERT Diagram:

PERT is a more sophisticated form of planning & is appropriate for project with many iterative steps. There are three basic components of a PERT diagram:

- 1) Event-represented by circles or other similar symbols
- 2) Activities - represented by arrows connecting the circles, &
- 3) Non - activities - lines connecting two events shown as dotted-line arrows, which represents a dependency between two events for which no work is required.

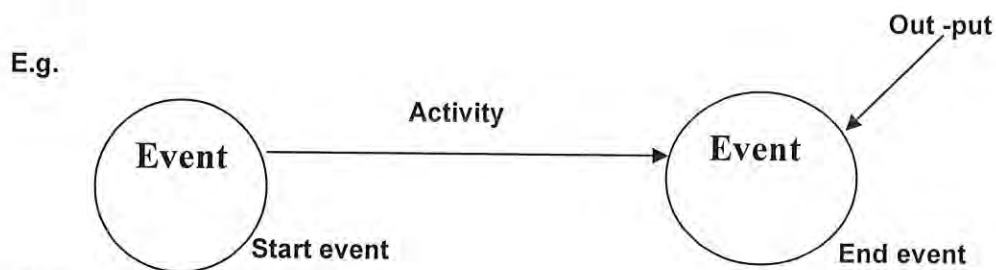


Figure 1: PERT-Diagram.

PERT diagram not only shows the relationship among various steps in a project, but also serves as an easy way to calculate the critical path. The critical path is the longest path through the network (which indicate duration of the project) along which the critical activities (steps) are found. Critical activities (steps) are activities that must be completed on time to avoid delay in completing the project.

h) Planning Cost Dimension

Planning project cost is very important aspect in implementation planning. A good plan incorporates the identification of sources of supplies and materials, which is a ground for realistic cost estimation. In addition to identification of supplies & materials one has to consider how long the project will take since the time of labor is typically the most significant cost item. Thus one has to use the work breakdown structure & project schedule as the starting point for determining project cost (budget) (World Bank, 2000).

Cost components: Cost components could include:

- **Materials** - the cost of items purchased for use in the project, E.g. timber, cement, etc., (in construction projects),
- **Supplies** - the cost of tools, equipment, office supplies, etc needed for the project,
- **Equipment rental** - the cost for renting equipment,
- **Labor cost** - wages paid to all staff (worker) directly working on the project for the time spent on it.
- **General & Administrative cost** - the cost of management & support services such as purchasing & accounting.

The main function of a good budget is to monitor the cost of the project while it is in progress, and to avoid cost overruns. Some inaccuracies in the budget are inevitable, but they should not be the consequence of insufficient work on the original plan. The budget should be realistic as much as possible.

1) Determining staff organization and assigning responsibility

Here one has to identify the necessary staff organization including the number and kind of position and the duties & responsibilities of each. This is better done as early as possible to participate them in the planning of both schedule and budgets. This participation leads to a greater commitment to achieve the project within time and cost limitations. The number of people involved in a project varies with its size and scope. Not every project has a different person responsible for each subunit.

2.4 Development Sustainability (Concept and strategies)

The list of definitions of 'sustainability' continues to grow over a period of time. Sustainable development, a concept and development paradigm for lasting progress, was defined by the World Commission on Environment and Development (WCED) to mean 'development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs' (World Bank, 2000).

It is worthwhile to note that all definitions of sustainability emphasize two points: one is continuity in the level of productivity from year to year and the other is concern about environment and future quality and quantity of resources.

Governments cannot deliver on EFA alone- partnerships are key. Engagement of civil society at large is needed for EFA (World Bank 2000). Families create an environment conducive to learning by reinforcing the importance of education, by supporting the teachers' role and providing, in many cases, uniforms, contributing to school, development funds, and ensuring the good health and nutrition of children.

Participation should be geared directed to wards the development of sustainable management systems so that communities or local agencies can maintain benefits when external support ends.

Participatory development approach gives a great deal of emphasis to some behavioral principles : reversing the traditional roles to outside 'experts' (a reversal of learning from extracting to empowering), facilitating local people to undertake their own analysis (handing over the stick), self-critical awareness by facilitators, the sharing of ideas and information

Participatory techniques are not just tools. It is a state of mind, an attitude. It is about having a genuine concern and respect for the values, skills, and needs of others, particularly those who are least advantaged (World Bank, 2000).

According to World Bank (2000), in the context of rural development, the issue of participation is generally focused on the community, but there will be significant difference of interests and opportunities within any targeted community. The differentiation can be approached in many ways, including on the basis of: *Wealth (people in small scale or large scale business), Livelihood (Agricultural/pastorals/ petty trade), Property (Landowning /Landless/ stack owing/stalk less), Gender (Women/Men, boys/girls), Age (including the elderly and children), Health status (sick, infirm, HIV positive), Class, religion, tribe, clan or ethnicity, Location (lowland, highland, rural /urban dwellers)*. Thus, in participatory development approach participant should be properly identified.

Community participation may vary in the intensity with which it is sought in a particular stage of a development project. According to UNCRD (2000), four levels of intensity

might be distinguished : Information sharing, consultation, decision making and initiating action.

“...Development planners and managers may share information with beneficiaries in order to facilitate collective or individual action. It can have a positive impact on project outcomes to the extent it equips beneficiaries to understand and perform their tasks better. When beneficiaries are not only informed, but also consulted in key development issues, of community participation rises. High level of decision-making role of beneficiaries may result high level of intensity. Decision-Making also implies a much greater degree of control or influence by beneficiaries than that of consultation or information sharing. Community is urged to decide on some specific and relevant activities during varying levels of development activities. When beneficiaries are able to take the initiative in terms of actions/decisions/ pertaining g planning to development projects, the intensity of community participation may be said to have reached its peak. Initiative implies a proactive capacity and the confidence to get going on one's own.”

Educational project stakeholders are individuals, and organizations who are actively involved in educational project, or whose interests may be positively or negatively affected as a result of project execution or successful project completion (World Bank, 2000)

The central and local governments including education offices, international donors, Non-government Organizations, private sectors, cultural organizations, employers, communities, principals, teachers, students and other interest sharing groups and organizations are stakeholders (Ayalew Shibeshi ,2000).

2.5. Problems of Project Implementation

2.5.1 *Political Constraints*

According to Forojalla (1993:85), Political constraints affect educational project planning in to two ways: lack of clear national educational aims and failure to distinguish between the political and technical aspects of educational decisions.

2.5.2 *Administrative Constraints*

This is the second major constraint upon educational plan implementation. Indeed effective plan implementation requires skillful and experienced administrators which know the realities of plan in the field and have to be able to coordinate efforts towards educational goals. Forojalla (1993:85) says that most of the time in developing countries educational administrative personnel are assigned not based on their competence but by there ethnic or political allegiance.

Because of this, mostly they are not efficient and effective to implement a plan. To strengthen this point Coombs (1970:50) adds that administrative milieu is favorable for educational planning and implementation process even if there are good methodologies.

Besides the above instances, the following problems may be cited as the most notable problems of plan implementation which fall under the administrative category:

- Poor communication and transport systems render it difficult to supply materials and equipment as well as monitor effective implementation of educational project plans.
- Poor control mechanisms to ensure that scarce educational resources are efficiently used. Poor coordination of educational project and program with a resulting possibility of duplication of efforts. (Girmaw, 2002)

2.5.3 Resource Constraints

Achievement of objectives of educational planning requires commitment of resources. The availability of man power, financial and material resources at the right time in a desired quantity and quality is the preliminary imperative for the realization of project plan objectives. Absence even shortage of these resources greatly affect educational plan implementation (Shiferaw, 2003:31)

Furthermore, delay in the release of budget, national and man made disasters, absence of built in incentives in the planning process population explosion are also other problems and constraints in the project plan implementation. (Shiferaw, 2003: 31)

2.5.4 Lack of Stakeholders Participation

In project , if different group of society that are influenced by educational decisions and all operational who are responsible for implementing the plan are not given chance to participate in almost all aspect of the project, there is no effective implementation (UNESCO, 1989:87)

2.6 Problems of Primary Education

2.6.1 Problem of Primary Education In Developing Countries

In developing countries primary education can be considered as a corner stone of development. It helps to reduce poverty and improve living standard through sustainable development strategic actions. Primary education has two purposes: It helps to produce literate numerate population that can deal with problems at home and work place, and it serves as a foundation up on which further education is built (Goulds, 1993, World Bank, 1990 :8)

Primary education has direct and positive effects on earnings productivity, as well as international effects on child health, nutrition, and education. However, in many developing countries, education system has been enabled to meet their objectives. This is because they been ineffective in teaching children the basic skills including in their curriculum and they have not provided all school age children with the opportunity to attend school. Consequently, primary education has endangered national efforts to build a human capital base for development (World Bank, 1990:8)

The expansion of access to schooling through the supply of school become the world issue for education development since 1960s. Although enrolment increased since then access to education is still limited.

In sub- Saharan African country schools lack of classrooms, equipment and learning materials are observed. The existing facilities, in most cases are in adequate and dilapidated, often with no water and electricity (Odaga and Heneveld, 1995).

In many countries, teacher's salaries are irregularly paid which results absenteeism and lack of motivation. Consequently, some parents are discouraged from sending their children to school.

In Bangladesh, in 1991, 71 % of rural schools and 51 % of urban schools had no latrine. As a result, families have withdrawn their daughters from schools. Similarly, 2000 Pakistani parents responded that the absence of latrines affected their schooling decisions (Tietjen, 1991).

The Average level of education in developing countries is increasing. However, there are a number of challenges facing primary education. According to World Bank (1995: 33-34), some of the challenges that primary education faces are:

1. The absolute number of children in the world with no educational opportunity is likely to increase.
2. Only two-thirds of primary school students complete the primary cycle.

3. The combination of an increasing absolute number of children out of school and low primary completion rates means formal education system in the poorest countries is likely to continue at a mechanism for overcoming literacy.

To remedy these bottleneck and realize the achievement of UPE by 2005, developing countries should give priority to primary education to increase children's learning and access to schooling should be improved for all school age children. School attendance should go hand in hand with students learning; otherwise it is a futile exercise(World Bank, 1990: 3,)

According to the World Bank (1990:34), major obstacles to education in the rural areas of developing countries are the following:

1. Lack of schools (Including the problem of long home to school distance)
2. Lack of resources including teachers, materials, facilities and equipments.
3. Lack of reinforcement for education in the local environment
4. Difference between the language of instruction and local languages
5. Household and farm chores and incomplete primary school, and
6. Offering less than the official number of primary school grades.

✕ The prominent obstacles to female children participation in education comprise:

1. Lack of schools for girls when education is sex segregated.
2. Reluctance among female teachers to work in isolated rural areas or in urban slums.
3. Perceived irrelevance of primary schools curricula to women's employment possibilities
4. High demand of household for girls' labor.
5. Restrictions placed upon girls' physical mobility and among older girls increased likelihood of pregnancy and/or preparation for marriage (World Bank, 1990:34)

2.6.2 Problems of Primary Education In Ethiopia

Currently, primary education in Ethiopia has many problems. It is not able to serve the primary school age children in terms of providing quality education. At present, in Ethiopia, out of 13 million school age- children, 5 million are out of school. Out of these out of school children, as mentioned in strategic plan(1996-98 E.C) of Oromia Education Bureau, 1.6 million are found in Oromia. According to the 2002/03 data, the adult literacy rate of Ethiopia is 37 % while that of Oromia is only 28%. The Available data show that Gross Enrollment Rate of primary education in Oromia (2002/03) is 66.7% (82% male, 51% Female). The Net Intake Rate is 55% (67% Male, 43% Female).

Wide gender gap in educational participation, high dropout rate and high repetition rate are also among the major problems of primary education in the country. The main reasons that attributed to this poor educational status are shortage of skilled man power, necessary financial, and material resources. Due to this, schools capacities were not adequately expanded, and educational facilities were not made available to the citizens in sufficient quantity.

Problems of curriculum relevance, shortage of student's textbooks, long home to school distance, and shortage of qualified teachers were also acute problems of the Education system of the region.

2.7. Improving Primary Education in Developing Countries

Improving primary education in developing countries requires efforts regarding the following.

2.7.1 *Creating Access.*

In less affluent countries, one of the most important constraints to access is the lack of school building. The classic solution in areas where there are no schools is to build new schools. Most governments have sufficient information on the number of children in various areas and the number of established schools to make estimates about the number of required facilities (Ayalew, 2000:83). The recommended

distance and time durations vary according to the urban or rural nature of the site, age, and gender of the students, and level of violence. A current rule of thumb is that no child should have to walk more than 1.5 kilometers to reach a primary school.

2.7.1 Enhancing the Learning Environment.

The learning environment leads to be conducive for the child. But the reality in most schools in developing countries does not hold true, i.e., school buildings are in disrepair with no or few educational resources inefficient instructional hours, poor teaching practices, poorly designed curriculum and classes of undernourished and unhealthy children. Given both the impoverished conditions and severe resource constraints facing poor countries, resources must be used efficiently: A) improving the curriculum to give a coherent, appropriately paced and sequenced instructional program to develop children's literacy, innumeracy and problem solving skills. B) providing educational instructional materials in sufficient quantity so that every child has access to textbooks and other reading materials. C) increasing institutional time to ensure a minimum instructional hour of class time in a year; D) improving classroom instruction through different methods of teaching and E) increasing students' learning capacity for the disadvantaged groups (World Bank, 1990).

2.7.2 Improving the Preparation and Motivation of Teachers

Primary school teachers should be equipped with good knowledge of the subject matter, pedagogical skills, and motivation to teach. But primary school teachers in developing countries lack their qualities of teaching. Therefore, improving the condition of teachers is a paramount importance. However, the general education requirements for primary school teachers could be beyond capacity and unaffordable in many low-income developing countries (World Bank, 1995:5)

Therefore, developing countries should strive to shorten teachers teaching and give more emphasis to the development of pedagogical skills and strengthening teachers motivation through improved remuneration policies, career opportunities, and working conditions(World Bank, 1990 :5)

2.7.4 Strengthening Educational Management

Management and institutional capacity must be strong in order to take measure to improve learning conditions. Giving school managers the necessary authority with responsibility and resources to manage and improve instructions as well as developing managerial competence by increasing professional opportunities and incentives.

There are a number of strategies that could be put in to practice to increase access to children who are currently out of school. Among those strategies, increasing the supply of school places could be sighted (World Bank, 1990:35).

To increase enrollment rate, encouraging children who are not in school system is very important. The encouragement could be long lasting. To do so, primary schools reducing direct costs to families, and mobilizing community support and public information are the strategies that could be included to increase demand for schooling (World Bank, 1990:30). Moreover, encouraging children out of school is very important to increase demand for schooling. Farther more, persuading parents that education is valuable by improving the effectiveness of education, so that parents see greater benefits from sending their children to school. Reducing direct cost for families (for fee, transportation, uniforms, and instructional materials), reducing indirect costs (designing colanders that satisfies seasonal demand for children's' labor, providing child care for siblings etc.) and mobilizing community support are the strategies that need to be included to increase demand for schooling (World Bank, 1990). Providing equal treatment for children in schools requires genuine commitment of understanding the source

of an equal treatment and taking corrective measures. On the other hand, expanding access to school for the children who are currently out of school needs increasing the supply of school places. This could include:

1. Building more schools to solve the problem regarding in adequate number of school places, provided that schools are located within children's walking distance.
2. Teacher's recruitment and development. Shortage of teachers in rural areas is common problem. To retain the existing rural teachers, incentives like the provision of boarding facilitators, increasing training opportunities, and additional pay can serve a lot.

2.8. GTZ-PEAP Contribution in Improving Primary Education

After the formulation of the New Education and Training Policy of Ethiopia, and the ESDP action plan, the great challenge faced by the country's educational sector strategy is the how of implementation, because effective implementation of the policy requires allocation of more human and material resources, which the government alone cannot afford. Therefore, given this fact "the implementation of ESDP requires a partnership of international agencies" (GTZ-PEAP, 2000:14).

German government co-operation covers all inputs under technical and financial cooperation. The major areas of development co-operation of the Federal Republic of Germany include: poverty alleviation, environmental protection and conservation of national resources, and education and training (GTZ, 1997:35).

Hence according to GTZ (1997:39), education and training was one of the focuses of German Development Co-operation aiming to assist the establishment of human resource capacity needed for sustainable development of partner countries.

According to the agreement signed between the Government of Ethiopia and the Government of Germany in 1995, the major field of cooperation of GTZ-PEAP are: 1/ giving regular training for heads and teachers of all schools of cooperation on how to

active their staff to work as a team and how to solve pedagogical and managerial problems at school level on their own, 2/ Enabling the Zonal and Woreda experts from PEAP areas to attend educational bi-annual seminars in the Oromia Region and discuss their educational issues, 3/ Undertaking conferences/seminars on the implementation of the integrated curriculum (1st cycle); 4/ Undertaking Regional and cross Regional conferences and seminars with teachers, curriculum developers, TTI instructors, and educational experts from all levels of the system and buildup capacities in developing localized school curricula related to the specific school environment and transferring them in to teaching units and teaching practice; 5/ Undertaking seminars with and for TTI instructors from all five training institutions in Oromia on adjusting the practice of teacher training particularly to the need of the future first-cycle teacher in line with the national and regional education policy, 6/ Giving workshop on communication, training methods, moderation / facilitation and assist REB concerned experts to better handle training activities,7/ Undertaking school /communities of cooperation for training and rehabilitation, 8/ undertaking different studies concerning primary education development in the project areas, 9/ Publishing and provide schools and Woreda Education Offices with materials supporting the teaching practice, school organization and management, wider reading in the regional language, etc.

According to the Plan document of the project (1995-2003), the Goal of the project was to assist in the improvement of learning/ teaching conditions in primary schools in general and quality education in particular through closely working with the Oromia Regional Education Bureau , in line with New Education and Training Policy of the country.

The project directly targeted to the deep-rooted problems in the field of primary education of the Region. It was aiming to improve the poor status of primary school teachers, school buildings, provision of books and other school materials. Accordingly, from the document review, the researcher has identified that the 224 project sites are totally allocated in the rural areas where the need for such an intervention is very high.

CHAPTER THREE

PRESENTATION, ANALYSIS and INTERPRETATION of the DATA

This part of the study deals with socio-economic survey of Oromia Region, general information about the respondents, presentation, analysis and interpretation of the data.

3.1 Socio-economic Profile of Oromia Region

Oromia is one of the regions, which is found in Ethiopia with a total land area of 353,690km². According to the 1994 population Censuses its estimated to have about 26 million population of which about 13 million are male and about 13 million are female. This figure represents 35% of the total population of the country. The average growth rate of the region's population is 2.9%. In the region, about 87.69% are rural dwellers. Demographically, the young, the economically active, and the old constitute 46.5%, 50% and 3.5% respectively. The crude population density of the region is 73.5 per km².

The region is further divided in to 14 zones, which further sub-divided in to 179 woredas. The altitude ranges between 1200m-3700 meters above the sea level. Agriculture is the major economic activity for the people in the region. Crop farming and animal breeding are also the two sub-sector of agriculture where coffee and chat are major cash crops of the region.

In addition to the less attention given by the former government of the country, in some parts of the region, particularly in the rural remote areas, cultural barriers hindered the promotion of education for longer time in the past. Especially, the social status of female in the region is low, the people has low awareness on the benefit of education particularly that of girls and therefore, school enrolment of girls is lower than boys.

Since 1995, due to the change in government policy and the support of many Non-governmental Organizations (NGOs) and donor agencies, this has been considerably changing.

General Information of the Respondents

As mentioned above in chapter1, since the project is designed to assess the implementation of GTZ-PEAP in Oromia region, the researcher employed descriptive survey method and accordingly, four different gathering tools were used and these are questionnaire, interview, document review and field observation.

Questionnaires were distributed to 3 GTZ-PEAP officers, 4 concerned educational heads and experts of Oromia Regional Education Bureau, 9 concerned experts and heads of 3 Zonal Education Desks, 12 concerned experts and heads of 6 Woreda Education Offices, and 12 primary school principals and teachers of 6 selected schools.

The same set of questions were prepared to be filled by all the 40 respondents. Concerning the project manager and officer, although they are recently transferred to other project and currently working on different position of other job, they are selected for the study because the writer believed that they had been members and heads of the PEAP for the whole project life from 1995-2003 and found them as a good evidences to the study.

Furthermore, interview was made to the project manager, to concerned expects of OEB, school principals and the community representatives of the selected schools. Finally, the researcher looked over the agreement, plan and report documents of the project so as to cross examine the authenticity of the information that he had got from the respondents and the interviewee.

Generally, the sample selected to get information are taken purposively because the researcher believed that in one way or another, they were involved in the implementation of the project and so that they are good evidences.

Table 1
Characteristics of the Respondents

No	Item	Respondents											
		PEAP		OEB		ZED		WEO		Schools		Total	
		No.	%	No	%	No	%	No	%	No	%	No	%
1	Sex												
	A/ Male	3	7.7	4	10	9	22.5	12	30	9	22.5	38	95
	B/ Female	-	-	-	-	-	-	-	-	3	7.7	2	5
2	Age												
	A/ <20	-	-	-	-	-	-	-	-	-	-	-	-
	B/ 20-29	-	-	-	-	-	-	-	-	6	15	6	15
	C/ 30-39	1	2.5	2	5	2	5	4	10	4	10	13	32.5
	D/ 40-49	1	2.5	2	5	4	10	6	15	2	5	15	37.5
	E/ >=50	1	2.5	-	-	3	7.5	2	5	-	-	6	15
3	Education Level												
	A/ PHD	-	-	-	-	-	-	-	-	-	-	-	-
	B/ Masters	2	5	3	7.5	-	-	-	-	-	-	5	12.5
	C/ BA/BSC	1	2.5	1	2.5	9	22.5	2	5	-	-	13	32.5
	D/ Diploma	-	-	-	-	-	-	8	20	5	12.5	13	32.5
	E/ Certificate	-	-	-	-	-	-	2	5	7	17.5	9	22.5
	F/ < Certificate	-	-	-	-	-	-	-	-	-	-	-	-
4	Field of Specialization												
	A/Education	2	5	4	10	9	22.5	12	30	12	30	39	97.5
	B/Non education	1	2.5	-	-	-	-	-	-	-	-	1	2.5
5	Year of Service												
	A/ 1-5	-	-	-	-	-	-	-	-	-	-	-	-
	B/ 6-10	1	2.5	-	-	-	-	3	7.5	4	10	8	20
	C/ 11-15	-	-	3	7.5	8	20	5	12.5	6	15	22	55
	D/ 16 and above	2	5	1	2.5	1	2.5	4	10	2	5	10	25

As indicated in item one of the above table 95 % of the respondents are male where as female respondents are only 5%.The cause of this difference is mainly the wider difference that exists between the number of male and female workers and teachers in the education system itself.

In item number two of the same table, it has been identified that 37.5 % of the respondents are between the age of 40-49 and 32.5 of them are between the age of 30-39.Thus, the majority of the respondents are adults and well matured people. Relatively, the respondents from schools are younger.

Concerning the third and fourth items, as data obtained shows, 32.55 and 32.5 % of the respondents have honored their diploma and first degree by the field of specialization of education. Out of the total number of the respondents, 97.5 % of them are specialized in the area of education indicating that they are a good evidences. The fourth item is about the work experience of the respondents. As shown in the table, the most frequent value of this events range between 11-15. In other words, 55% of the respondents have work experience ranging from 11-15 years. And no one of the respondents has work experience below 6 year indicating that most of them could participate in the project and have enough information about it.

Table 2

Activities - planed Vs Accomplishment of the Project

S. No	Description of Activities	Unit	Plan				Achievement				
			1995-1997	1998-2000	2001-2003	1995-2003	1995-1997	1998-2000	2001-2003	1995-2003	% Achievement
1	D/T -Seminars	No	400	952	400	1752	395	945	461	1801	103
2	Seminar with ZED and WEO	No	120	300	0	420	112	296	0	408	97
3	Curriculum Conference	No	670	215		885	696	208	0	904	102
4	Seminars with TTI Instructors	No	67	50	13	130	68	50	12	130	100
5	Print materials	No	1000	2500	2200	5700	1000	2500	2200	5700	100
6	Educational News Letter	No	5000	5000	5000	15000	5000	5000	5000	15000	100
7	Monitoring schools	No	14	28	72	114	12	28	72	112	98
8	Schools rehabilitation	No	131	92	1	224	130	92	1	233	99.6
9	Material provision for schools	Set		80		80		80		80	100

In a school system teachers are one of the components, which have a strong relationship with every other components in the system resulting strong impact in quality and efficiency of education. As discussed above in chapter 2, primary schools of Oromia Region are characterized by poor quality of education and system inefficiency. And these have been the rational for PEAP to plan for the intervention in the area of teacher and school administrators training. By principle, a teacher must have knowledge of a two fold nature. He must first posses a wide general knowledge and, within the confines of this

general knowledge, a sound understanding of the subjects he will be carried upon to teach in the classroom. Secondly, but equally important, he must have a profound knowledge of children.

In line with this basic idea, the project planned to give training for about 2000 school heads and teachers in 224 selected rural primary schools. The aim was to develop team spirit between the staff and enable them work as a team and assist the schools by capacitating the skill of the teachers in solving pedagogical and managerial problems at school level by their own through training. During the whole project life time, the seminars undertaken continuously in seven rounds. The training has been conducted twice a year for 6 days duration in each round. The training subjects for each round were carefully selected and logically ordered in such a way that the trainees can get basic skill in the first round, which support them for the training they get in the next round.

As far as the implementation of planned Directors and Teachers Seminar is concerned, data obtained from the project documents indicates that the project plan was to conduct the training for 1752 primary school teachers and directors on 26 different subjects in 7 rounds. Accordingly during the whole project life, it trained 1801 targeted peoples on all the subjects in all seven rounds. Plan accomplishment of the project in this regard is 103%, which is above the plan by 3%.

Table 3

**Training Participants from the Schools Vs
Participants from Woredas Education Offices /1995-2003/**

Year	Expected No. of Training participant	No of Primary Schools	Round	Participants/Actual					% Participa tion of school heads and teachers
				WEO Experts	School Heads	Teachers	School Heads and Teacher	Total	
1995	2000	12	1 st	5	12	13	25	30	83.33
1996		46	1 st -3 rd	17	47	59	106	123	86.18
1997		94	1 st -6 th	41	82	119	201	242	83.06
1998		139	1 st -6 th	69	142	174	316	385	82.08
1999		141	1 st -6 th	68	141	153	294	362	81.21
2000		74	1 st -5 th	36	74	79	153	189	80.95
2001		64	1 st -5 th	27	35	104	140	166	84.38
2002		85	3 rd -5 th	40	68	100	168	208	80.77
2003		49	5 th -7 th	10	20	66	86	96	89.58
Total		2000	224	1st-7th	313	621	867	1489	1801

As shown in Table4 above, out of the total participants of the seminars, 1489 were school directors and teachers whereas other trainees were from Woreda Education Offices. From this data, one can understand that 82.5% of participants of the training are teachers and school directors indicating that more emphasis has been given to schools. As per the discussion made with the school teachers and directors during the field visit, the researcher also identified that during the training time, there was what we call an experience sharing among participants from different schools and woredas, and was guided and structured through working questions related to relevant issues. After the completion of each round, the participants carried home materials and a plan on how to carryout rounds of the so called *in-staff training* with the professional staff in their school or networking with neighboring schools resulting in joint activities pertaining to prevailing problems. Similarly, as per the information obtained from the discussion made with the Woreda respondents, it has been understood that through the dissemination- in-staff training program, the Woreda education Experts run the seminars on their initiative and subsequent rounds of in-staff training without direct assistance of the project but

based on the preceding the Directors and Teachers seminars experience, topics and methods.

In some cases, topics and methods of the seminars were fed into the Cluster School trainings which only started working in Oromia with delay and so far as a narrow coverage. Through the dissemination program – in-staff training, currently, all teachers and directors of the primary schools under the project are well trained and well capacitated on teaching and school administration skills.

Table 4

Some Results of the Director’s and Teacher’s Seminars

Seri No.	Question	Answer	No.	%
1	Teachers are usually initiated to acquire new knowledge and skills that helps them to implement the curriculum	Strongly agree	16	40.0
		Agree	21	52.5
		Not known	3	7.5
		Total	40	100
2	The project organized workshops or seminars which helps to promote staff development	Strongly Agree	40	100
3	The effort made by the project for staff development focus on the improvement of teacher's performance	Strongly agree	32	80.0
		Agree	8	20.0
		Total	40	100.0
4	The school is gained capacity to prepare its plan	Strongly agree	40	100.0
5	The school principal encourages collaborative work among school community.	Strongly agree	2	5.0
		Agree	33	82.5
		Do not know	5	12.5
		Total	40	100.0
6	The school principal cooperates with staff and share decision making.	Strongly agree	4	10.0
		Agree	30	75.0
		Not known	6	15.0
		Total	40	100.0

Furthermore, the researcher, investigated some of the results of the Director’s and the Teacher’s Seminars as follows:

As depicted in item 1 of the above table 4, the respondents were asked whether teachers had been initiated to acquire new knowledge and skills that helps them to implement the curriculum. Accordingly, 52.5 % and 40% of the respondents agree and strongly agree that teachers acquired new knowledge and skills in the area of implementing the primary school curriculum. As it has been understood from the interviewed school directors, one

of the very important advantage of the trainings was the experience that participants of different woredas and schools sharing each other.

In item number two of table 4, they were asked whether the project organized workshops or seminars which helps to promote staff development. Accordingly, 80 % of them strongly agreed on the project that it organized a type of workshops that could help in promotion of staff development. Similarly, as depicted in item number three, and four the respondents were asked whether the effort made by the project for staff development focus on the improvement of teacher's performance and whether the schools are gained capacity to prepare their plan respectively. The result obtained shows that 80% of the respondents strongly agree that the project staff development program of the project focused on the improvement of teacher's performance and 100% of them replied positively for item number four and asserted that currently the targeted schools are gained capacity on preparing their own plan. In item number 5 and 6 obtained data from the respondents shows that the school principals also developed a culture of cooperating the staff and sharing of decision making and encourage collaborative works among the school community.

The other type of seminars was a type of workshop/ seminars undertaken by the project targeting the zone and woreda experts that are in the project area. In this regard, as shown in table 4 above, the plan for the whole project life was to provide training for 420 zonal and woreda educational experts on issues of improving quality and efficiency of the teaching and learning process and of educational management in the individual school aiming at and in line with the concept of school based educational development. Accordingly, 408 experts were trained and the achievement of this planned activity is 97%, which is significantly high. Similar to the Director's and Teacher's Seminars, in this program, varieties of training topics were also introduced in an integrated manner.

Furthermore, the researcher conducted an interview with the Zonal and Woreda experts, which were the target beneficiaries of the project, and has been understood that as the result of the training, the technical and managerial skills of the woredas' and Zonal

experts are upgraded and the quality of human resource input at the woreda level office improved.

Conducting conference on the implementation of the integrated curriculum was one of the project planned activities, which was partly supported by German Foundation for International Development (DSE). Though the project plan document is not showing quantitatively the plan of this activity from the review of different documents, the researcher identified that regional and cross regional conferences and seminars have been carried out in Oromia with teachers, curriculum developers, TTI instructors, and educational experts from all levels of the education system. The conference had mainly focused on the implementation and practice of the integrated curriculum approach for the first cycle in primary schools designed in the national curricula related to the specific school environment and to transferring them in to teaching units and teaching practice. In the conferences the 224 PEAP schools of cooperation and 180 other primary schools from 180 woredas have been involved and region-wide implementation has been followed up using the Environmental Education Workbook developed in the series of seminars undertaken.

Teacher Training Institute in Oromia Region were also among the project target beneficiaries that had been provided training. The project planned to provide training for the 5 TTI instructors found in the Region. Accordingly, in seminar with and for instructors in Teacher Training Institutes , Instructors from all five training institutions in Oromia have jointly endeavored to adjust the practice of teacher training particularly to the need of the future first-cycle teachers in line with the national and regional education policy. The total number of participants of the five round seminars is 130 and that was accomplished as planned.

Concerning the relevance of the topic discussed in the seminars, from the interviewed instructors, the researcher identified that all the topics were relevant and addressing the existing problems of first cycle primary schools in the education system.

Table 5
School Rehabilitation

Zone	No. of targeted primary schools for rehabilitation	No. of rehabilitated primary schools	New Construction parts of the school					No Schools Equipped and furnished	Financial Contribution (in Birr)			Community Contribution (in 000 Birr)	Total Cost of the Project (in 000 Birr)	% cost contribution of the community and the school
			Classroom	SPC room	Staffroom	Teachers hut	Latrine		Cash Contribution Of PEAP in 000 Birr)	Material Contribution of PEAP (in 000 Birr)	Total PEAP Contribution in 000 Birr)			
Ilubabor	27	27	38	9	20	106	10	27	203.5	692.5	896	295.6	1191.6	24.8
Bale	32	31	36	9	21	66	17	31	286.5	760.5	1,047	670	1717	39
W/Welega	29	29	64	7	13	85	7	29	124.3	153.4	277.7	857.2	1134.9	75.5
Jimma	30	30	33	8	18	57	14	30	177.7	682.0	859.7	283.6	1143.2	24.8
W/Shoa	39	39	29	15	30	95	15	39	277.8	893.1	1170.9	339.5	1510.4	19.9
E/Welega	32	32	31	5	11	50	16	32	194.2	99.7	293.9	856	1149.9	74.4
E/Hararge	22	22	23	12	13	29	8	22	202.9	463.8	666.7	214	880.7	24.3
W/Hararge	13	13	2	5	5	31	10	13	133.4	352.5	485.9	223	708.9	45.9
Total	224	223	256	70	131	519	97	223	1600.3	4097.5	5,697.8	3739	9,436.8	39.6

In education, school buildings are the hardware part of the system, which play an important role in the process of teaching - learning and school administration. In line with the New Education Policy of Ethiopian Government, Ministry of Education developed different school designs for different education levels and introduced to the Regions for implementation. Accordingly, since the year 1995, the Oromia Regional Education Bureau has been implementing the designs and constructing schools in the urban and rural areas of the region. According to the standard of the government, the average cost of constructing one primary school is Birr 1.3 million.

Similar to the school construction, school maintenance, as per the government standard, in the form of replacing the old mud house by house with concrete material requires higher expenditure, which ranges from Birr 450,000 to 600,000 for 1st cycle primary school. During discussions with the educational officers of the Regional Education Bureau of Oromia, the researcher new that as the result of this high construction cost ,

many of the old mud house schools in rural areas had been remained with out maintenance and most of them were decaying.

This was the ground for the PEAP project from which the project idea of making an intervention in the school system through school rehabilitation was emanated. In this regard, the project planned to rehabilitate 224 rural primary schools by a cooperative effort of the respective community, and the schools. From the interviewed education officers and the project manager, the researcher identified that all needy schools that had been selected for the rehabilitation program were screened and proposed by the zonal and woreda education offices. And the criteria of selecting the schools were: location of the school should be in rural area, willingness to cooperate with PEAP in all aspects including sharing the cost, community with stabilized socio-political and language situation, confinement of need to project assignment, concentration on rehabilitation of school buildings constructed in the traditional stile – the mud house, accessibility of area, and its intervention in the area of school maintenance.

Accordingly, during the whole project life, the project accomplished the rehabilitation of 233 primary schools by the total cost of Birr 9.4 million. The average unit cost of rehabilitating school was Birr 43,497, which is 11.5 times less than the cost as per the government standard. As indicated in table 6, the cost share of the community is Birr 3.7 million, which is 39.6% of the total.

Under the rehabilitation program, six sub activities had been undertaken and these are the construction of 256 classrooms, 70 SPC rooms, 131 staffrooms, 519 teacher huts, 97 dry latrines and the provision of 223 schools with SPC equipment, spot, and other equipments and materials.

Among these achievements, the construction of 256 classrooms and 519 teacher huts brought big change in the teaching learning system of the schools. Due to the construction of the 519 teachers hut, today, teachers of these schools are living near the schools, not wasting their scarce time resource traveling long distance from school to

home or home to school and as the result they are spending much of their time in the school. This in turn can be taken as an additional input in the school system as an indicator of educational quality improvement.

With regard to the construction of 256 classrooms, the researcher identified that there is a very wide difference between the situations before and after the intervention. Before the intervention most of the schools had no roof, no plastered wall, no furniture and other materials, also were not clean and almost they were decaying (See some of the photograph in the Annex). Where as after the rehabilitation is over, the physical nature of the schools were completely changed and become friendly with teaching and learning process, clean and attractive to the eyes of every body in the schools and in the surrounding areas.

The other important change observed in the rehabilitated schools is that after the rehabilitation of 223 schools completed, these schools are capacitated to the level that they can accommodate more than 19,200 students with better building and furniture facilities.

According to the researcher field observation, this is, in fact, one of the project intervention areas, where the project has achieved significant change in improving the educational status of the schools in many of its aspects. Today, as the result of the intervention, school buildings that were hardly damaged and not comfortable to the teaching learning process are replaced by new and become more comfortable and supportive to the teaching and learning process. The school physical environment has been positively changed and became friendly to the health of students and other school community members. Unlike the time before intervention, schools became attractive and have increased their socio economic value for their localities i.e. the community is using the school buildings as center of meetings, center of adult education and also counting as a fixed asset of them.

From direct observations of the schools, the researcher found that the physical environment of the schools has been completely improved. Though it is difficult to quantify the outcomes objectively, the existing working relations among the school staff seems to have improved. These improvements are objectively reflected mainly in : improved school management , better handling of school children, maintenance of school buildings, beautification of school compounds, cleanliness of school premises and classrooms, working in team spirit for solving school problem, co-operation with communities on schools and schooling issues, the functional organization of school pedagogical centers.

It is also indicated in table 6 that the community contributed 39 % of the total cost of the project in the form of : provision of construction materials such as stone, sand, wood ; in the form of labor by undertaking some part of the construction work such as earth work, and fencing the school ; and in the form of cash contribution, which was almost covering 10% of the total cost.

The other activity implemented by the project under the rehabilitation program is the provision of different types of school equipments and learning materials. Data obtained from the schools indicates that during rehabilitation of the school building and after the completion of the rehabilitation, the project has provided the schools with four sets of materials where each set consists 6-13 different types of materials. And the type of materials were as listed bellow.

Set of Construction materials

- Corrugated iron sheet (for roofs)
- Corrugated iron sheets (for walls)
- Corrugated iron sheet (for doors and windows)
- Transparent top plastic
- Nails (for roofs)
- Nails (for walls & boards)
- Cement in quintals
- Boards for desks and benches
- Door and window frames
- Door and window hinges
- Door and window bolts

A set of SPC equipments

Item	Unit	Qty
• Clump (1 meter size)	No	1
• Wood plan (size 4)	No	1

• Wood drill	No	1
• Linear saw	No	1
• Bowed saw	No	1
• Wood rasp file	No	1
• Folding meter (wooden)	No	1
• Screw driver (different types)	No	2
• Scissors (Plastic handle)	No	3
• Claw hammer (steel- plastic handle)	No	2
• Chisel	No	1
• Drill bits (different size)	No	15
• Sand paper	No	20

Set of Sport Materials

Item	Unit	Qty
• Volley ball	No	1
• Foot ball (size 3,4,and 5)	No	3
• Ball pump	No	1
• Ball pump needle	No	1
• Volley ball net	No	1
• Skipping ropes	No	5

Set of agricultural equipments

Item	Unit	Qty
• Pick axes (2 kg wt)	No	2
• Three finger hoes	No	2
• Machetes	No	2
• Shovels	No	2
• Spades	No	3
• Sickles	No	5
• Watering can (plastic)	No	1
• Metal bucket	No	1

In all the sample schools, the researcher observed these sets of materials and found that they are well protected and functioning in the school system. As also mentioned by the project manager, in all the schools, distribution was done successfully. In addition to this, it is also identified that orientation had been given for the respected school personnel on “how to use and keep the materials” during the distribution time.

The other type of materials that were distributed by the project to each of the school are books that were purchased from market and published under PEAP publications. These are also listed down.

The Set of Books Published by PEAP and Distributed to Each of the schools

Title	Unit	Qty
• The workbook for Primary School Staff-an assistant to in-staff training (Afan Oromo and English version) Addis Ababa 1997	No	1
• Environmental Education Workbook for Primary School Staff in Oromia, Grade 1-4 as an assistant to the Integrated Curriculum Approach (Afan Oromo and English version) Addis Ababa 2000	No	1
• Hambaa Weedduu Oromoo / Some Oromo Traditional Songs Addis Ababa 2000	No	1
• A Dictionary of Oromo Technical Terms (Oromo English) December 200	No	2
• Seena Hundee Oromoo Addis Ababa 2002	No	1
• A Case Study on Female Participation in Four Schools In Bure Woreda (1998)	No	1

Here, among the above listed books, the workbooks and the dictionary have been found more important in guiding and assisting the teachers in their day-to-day teaching activity.

The Set of Books Purchased from the Market and Distributed to Each of the Schools

Title	Unit	Qty
• Kitaaba Fakkii Afoola Oromoo, Finfinnee 1998	No	1
• Where There is No Doctor. A Village Health Care Hand Book for Africa, May 1992	No	1
• Where Women Have no Doctor. A Health Guide for Women, 1997	No	1
• Dhamsa Abbaa, Finfinnee 2002	No	1
• Aaraamuu Oofkale, Finfinnee 1999	No	1
• Qorsa, Finfinnee 1999	No	1
• Abddii Dukkanoofta, Finfinnee	No	1
• Xiiqqii Dhiira, Finfinnee 1999	No	1
• Abbaa Boja'a, Finfinnee 1999	No	1

During the field trip, the researcher observed all these books in the sample schools and found them properly handled and functioning in the teaching and learning system of the schools. From this, one can understand that, the project has improved the problem of access to some basic reference books that the 224 targeted rural primary schools had.

As per the interviewed directors mentioned, before the intervention, the schools were lacking these materials and the equipments. After the intervention of the project however, all of the materials listed above availed to each school and this in turn assisted the school in improving the quality of education in the system.

Table 6

Financial plan Vs Expenditure of the Project

S. No	Description of Activities	Unit	Plan				Expenditure				
			1995-1997	1998-2000	2001-2003	1995-1003	1995-1997	1998-2000	2001-2003	1995-1003	%Expenditure
1	HPO -Seminars	Birr	240000	749760	553000	1542760	240000	732853	513200	1486053	96
2	Seminar with ZED and WEO	Birr	9527	245500	0	255027	9527	178142	0	187669	74
3	Conference Seminars On the Integration of Curriculum	Birr	50000	0	67000	117000	50000	0	71000	121000	103
4	Seminars with TTI Instructors	Birr	42150	9500	0	51650	42150	10000	0	52150	101
5	Print materials developed in the PEAP and work book translation	Birr	20000	121500	13000	154500	20000	125800	13000	158800	103
6	Educational News Letter	Birr	3700	27750	4500	35950	3700	29950	4000	37650	105
7	Monitoring	Birr	0	69800	196300	266100	0	91983	192000	283983	107
8	Schools rehabilitation	Birr	1944407	2819000	172000	4935407	1944407	3579393	174000	5697800	115
9	Material provision	Birr	0	105000	0	105000	0	105000	0	105000	100
	Total		2309784	4147810	1005800	7463394	2309784	4853121	967200	8130105	109

Similar to the physical plan accomplishments of the project, the financial plan accomplishment is an indicator of a project performance. As it can be understood from the above table 7, data is not available concerning to the over head cost of the project that includes salary payment of the staff, Payments for consultancy services , per diem and other office expenses. As discussed with the project manager, the reason for the absence of the over head cost in the plan as well as in the report document was that the policy of the donor and the head quarter office of the project that was found in German.

The head quarter office did not want to mention the over head cost of the project as it was mentioning the other expenditures. In fact, over head cost expenditure is not direct cost of the project and if it is high, it is an indicator of poor performance of a project. In Ethiopia, it is mentioned in the NGO guideline that over head cost of the project should not exceed 20% of the total cost of the project.

As it is also shown in the same table 7 above, the project cost breakdown of the financial requirement and the progress of expenditure are shown on each of major planned activities such as different types of seminars, printing materials including educational news letters, school rehabilitation, and provision of different materials and equipments.

Data obtained from the project annual report shows that the project has made all the necessary expenditures during the three phases of implementation. The total budget plan for the 1st phase (1995-1997) was Birr 2,309,784 and the total expenditure is 2,309, 784 , which is 100% achievement. The plan for the 2nd phase (1998-2000) Birr 4,147,810 and the expenditure made in the phase was Birr 4,853,121, which is 117% achievement. And in the 3rd phase (2001- 2003), the budget plan was Birr 1,005,800 where as the expenditure was Birr 967,200, which is 96.16% achievement.

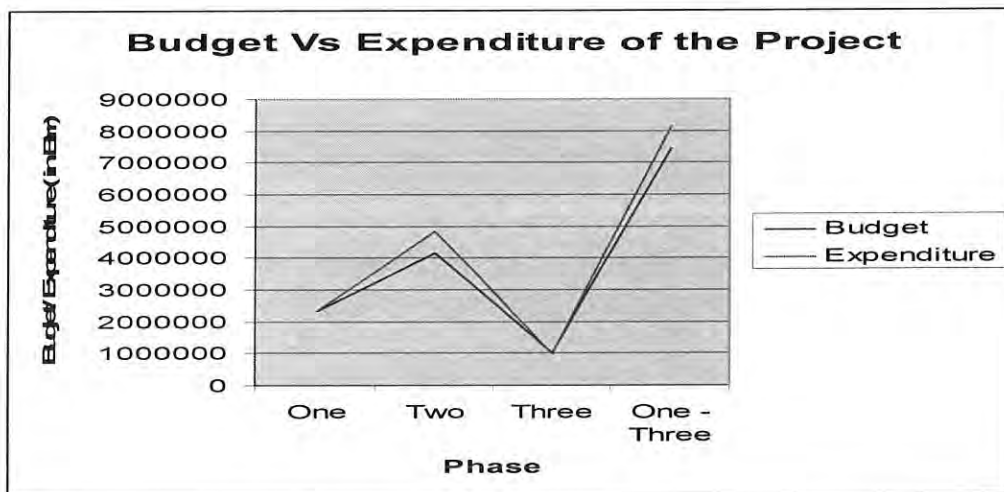


Figure 4 Expenditure Vs Budget of the Project

Budget expenditure performance is different for different activities of the project. As it is depicted in table 6 above, out of the 9 major planned activities of the project, budget has been over spent for 7 of them and two activities expenditure was below the plan. From the graph in figure 4 above, one can understand that during the 1st phase of the project, expenditure was the same to the budget for the phase. And then, during the second phase it raised up above the budget and then during the 3rd phase it has been fallen bellow the budget. As it has been understood from the project report document review, the reason

for the up and down level of expenditure performance of the project was the price fluctuation existed in the input market and lack of considering the impact of inflation during planning. On the other hand, budget under expenditure of the project, as it has been mentioned by the project manager, happened in the two activities of the project that are the directors and teachers - seminars and Seminars with ZED and WEO was due to the list cost purchasing practice and efficient use of training materials.

In general, for the whole project life, the financial expenditure of the project is 109%, that shows over expenditure by 9%. This is, in fact, an indicator of good performance of the project with regards to budget utilization.

3.4 Implementation Strategies of the Project

Concerning to implementation strategies of the project, the researcher identified four major ones from the interviewed respondents and from the review of the project documents. These are: use of an implementation plan, the use of stakeholders participatory approach, the maximum use of local construction materials and promotion of local contract, The complement of labor input with capital input and the use of small size staff, and local resource mobilization.

3.4.1 The Use of an Implementation Plan

Once a project appraisal and negotiation is over with the government, what comes next in a project cycle is an implementation of a project. Implementation also starts with a preparation of an implementation plan or action plan. During the document review, the researcher identified that the project had gone through the preparation of action plan for each year in the whole project life taking it as first step towards implementation.

After he went through these plan documents, the researcher found them with the following shortcomings.

- Some of planned activities are not quantified
- In stating the cost breakdown of the financial requirement of the project, the overhead cost is not mentioned in the document.
- The cost share of the project, the community, and the school side is not properly mentioned.

As it has been understood from the discussion made with the respondent from Oromia Education Bureau, the problem was very serious during the first phase of the project i.e. in 1995, 1996 and 1997. And Latter on, during the second and third phase of the project, in the year 1998-2003, after critical comment given from the Bureau, the project made a little improvement and tried to incorporate some of these issues in its plan of action.

3.4.2. The Use of Stakeholders Participatory Approach

Since the project is an educational project, it has a very large number of stakeholders . However, in the day to day activities of the project, the key stakeholders that have close contact with it are MoPED, MoE, OEB, ZED, WEO, Schools, and the respective communities. Among these stakeholders, MoPED and MoE are less important for this study in assessing the implementation of the primary education project, which is more of the responsibility of the Regional Education Bureau and the stakeholders found below that to the grass root level. Rather, the researcher relied on identifying the participation level of OEB, ZED, WEO, Schools and the respected communities in the implementation of the project on some of the main activities such as preparing an implementation plan, implementing planned activities, participating in decision making, and participation in cost sharing.

Table 7
Stakeholders' participation in planning process

No.	Item		N0.	Percentage
1	Participation of the project staff on project planning process	Very high	40	100
2	Participation of the Regional education Bureau on Planning process	Medium	26	65
		Low	6	15
		Missing	8	20
		Total	40	100
3	Participation of the Zonal education Department on planning process.	Low	30	75
		Missing	10	25
		Total	40	100
4	Participation of Woreda Education Office on planning process	Low	20	50
		Very Low	10	25
		None	4	10
		Missing	6	15
		Total	40	100
5	Participation of School on planning process	Low	2	5
		Very Low	34	85
		Missing	4	10
		Total	40	100
6	Participation of the Community on planning process of the project	Low	2	5
		Very Low	32	80
		None	6	15
		Total	40	100

As depicted in item number one of the above table 7, the respondents were asked about the level of participation of the project staff in planning process of the project. Accordingly, 100% of them replied positively and asserted that the participation of the project staff in planning is very high. Similarly, the researcher continued asking the respondents about the level of participation of other stakeholders – the Oromia Education Bureau, Zonal Education Desk, Woreda Education Office, Schools, and Community in planning process. As shown in item number 5, and 6, 85 % of the respondents replied as the community participation is very low and 80 % of them replied participation of schools in plan preparation was very low. Moreover, from the discussion made with the school directors and the community representatives, the researcher identified that the stakeholders did not participate in planning the project but they were introduced about it and invited for the implementation.

From this, one can understand that PEAP followed the traditional way of planning a project considering the community and the school as a passive recipient of the decisions made by the project particularly in determining the level of cost contribution of the schools and the community and the type of training given for the teachers and other

personnel. This shows that preparation of implementation plan was highly centralized at project head office and Oromia Education Bureau with out participation of stakeholders at grass root.

Table 8
Stakeholders Participation in Implementation

No.	Item	No.	%age	
1	Participation of the project staff ➤ Valid	Very high	2	5
		High	24	60
		Medium	14	35
		Total	40	100
2	Participation of Oromia education Bureau ➤ Valid	Medium	20	50.0
		Low	14	35.0
		➤ Missing System	6	15.0
		Total	40	100.0
3	Zonal Education Desk ➤ Valid	Low	10	25.0
		Very low	24	60.0
		➤ Missing System	6	15.0
		Total	40	100.0
4	Woreda Education Office ➤ Valid	Medium	35	87.5
		Low	3	7.5
		➤ Missing System	2	5.0
		Total	40	100.0
5	Participation of the schools under cooperation ➤ Valid	Very high	32	80.0
		High	8	20.0
		Total	40	100.0
6	Participation of the community ➤ Valid	Very high	31	77.5
		High	7	17.5
		➤ Missing System	2	5.0
		Total	40	100.0

As depicted in item one to 6 of the above table 8, the respondent were asked about participation of the staff, OEB, ZED, WEO, Schools, and Community in implementing the planned activities of the project and responded in both way positively and negatively and asserted as the project staff, the schools and the communities were highly participating in the implementation of the project activities where as the participation of OEB, ZED, and Woreda Education Office were very low. This indicates that the during the implementation stage, the project had loosely connected itself with the government organizational structure and strongly connected itself with the grass root stakeholders mainly the schools and the respected communities.

Unlike planning, the participation of the grass root partners was very high in implementation with particular emphasis to that rehabilitation and in- service training

activities. Accordingly, it was the community who took all the contracts of the 233 schools and accomplished all the constructions. With respect to training, it was also key teachers and school directors that had got the TOT under the Director's and Teacher's seminar and undertaken the in-service training. According to data obtained from the project terminal report, during the whole project life time, under the in-service training program, about 13,000 primary school teachers took the training and were upgraded on their teaching skill.

Table 9
Stakeholders Participation in Decision Making

No	Item	N0.	%age
1	Participation of the staff ➤ Valid	very high 40	100
2	Participation of OEB ➤ Valid ➤ Missing Total	Medium Low System 40	80 15 5 100
3	Participation of ZED ➤ Valid ➤ Missing Total	High Medium System 40	5 65 30 100
4	Participation of the WEO ➤ Valid ➤ Missing Total	Very high High Medium System 40	5 75 5 15 100
5	Participation of the schools ➤ Valid ➤ Missing Total	very high High Medium System 40	5 72.5 12.5 10 100
6	Participation of the community ➤ Valid ➤ Missing Total	Very high High Medium System 40	5.0 77 5.0 12.5 100

As depicted in items one to 6 of the above table, the respondents were asked about the level of participation of the stakeholders in decision making over the project issues and responded positively about the participation of the project staff, the WEO, the Schools and the communities and asserted that they were having high participation where as the participation of the OEB and ZED in decision making was at medium level.

The researcher also identified from the document review that the type of decision that the WEO making were limited only in the area of site selection. Where as the schools and the communities were having relatively wider areas of involvement in making decisions such as determining the level and type of contribution of the school and community, processing the local contracts and handing over the sites to the local contractors, undertaking annual review jointly with the project staff and decide over many issues of the project so as to end with successful implementation results.

More over, the researcher identified from the interviewed community leaders that the project were giving more emphasis and high respect for grass root stake holders participation or involvement in the process of realizing the goal of the project, and as the result of this approach the community and the school were highly motivated and increased their commitment to the project and created the sprit of ownership in their mind.

Table 10
Participation of the Stakeholders in Project Cost Sharing

No	Item	NO.	%age	
1	Participation of the project ➤ Valid	Very high	2	5
		High	30	75
		Medium	6	15
		System Missing	2	5
		Total	40	100
2	Participation of OEB ➤ Valid	Low	30	75
		Very low	5	12.5
		System missing	5	12.5
		Total	40	100
3	Participation of ZED ➤ Valid	Low	29	72.5
		Very low	4	10
		System Missing	7	17.5
		Total	40	100
4	Participation of the WEO ➤ Valid	Low	32	80
		Very low	4	10
		System Missing	4	10
		Total	40	100
5	Participation of the schools ➤ Valid	very high	2	5
		High	36	90
		System Missing	2	5
		Total	40	100
6	Participation of the community ➤ Valid	Very high	2	5
		High	38	95
		Total	40	100

As depicted in items one to six of the above table 11, the respondents were asked about the stakeholders level of project cost sharing and responded positively for the three stakeholders named the project, the schools and the respective communities. The percent cost share of these partners was very high where as the percent cost sharing of the other partners named the OEB, ZED, and the WEO were mentioned very low.

Similar to the stakeholders participation in implementation, here also the project emphasized on the participation of the grass root level partners that are the schools and the communities. As indicated above in table 7, the % cost share of the schools and the communities out of the total project cost is 39.6%. The cost share has been also identified from the document review interviewed community leaders and project head that it was done in the form of labor, material and financial contribution.

In general, the researcher found the project that it was a kind of project that actively allowed the involvement of the grass root partners that are the school and the community. Except the planning, one can say that the intensity of the participation of these partners were very high

3.4.3 Local Resource Mobilization

Resource is one of the key components in the process of implementing any planned activity. As mentioned by the project managers during discussion, from the very beginning point of time, PEAP knew that with the financial, human and material resource of the project alone, the project could not accomplish all the planned activities and achieve its goal. Based on this believe, the project used the strategy of maximizing the mobilization of the potential local resource in the intervention areas.

Traditionally, the government school construction projects are designed in such a way that they can not allow the exploitation of local resource potential. Most of them are characterized with high quality standards and not allowing the local community to take the contracts. In case of PEAP however, the school projects were characterized by low

quality standards in terms of durability of the building, but allow the local community easily take the contracts.

Accordingly, in its whole project life, the project gave 223 local contracts to the farmer contractors and effectively utilized the potential capacity of the local community in the process of achieving the projects goal. And the use of local contractors for the construction of formal schools, are good lessons to be learned from the project in the promotion of rural and agricultural lead industrialization development program of the country.

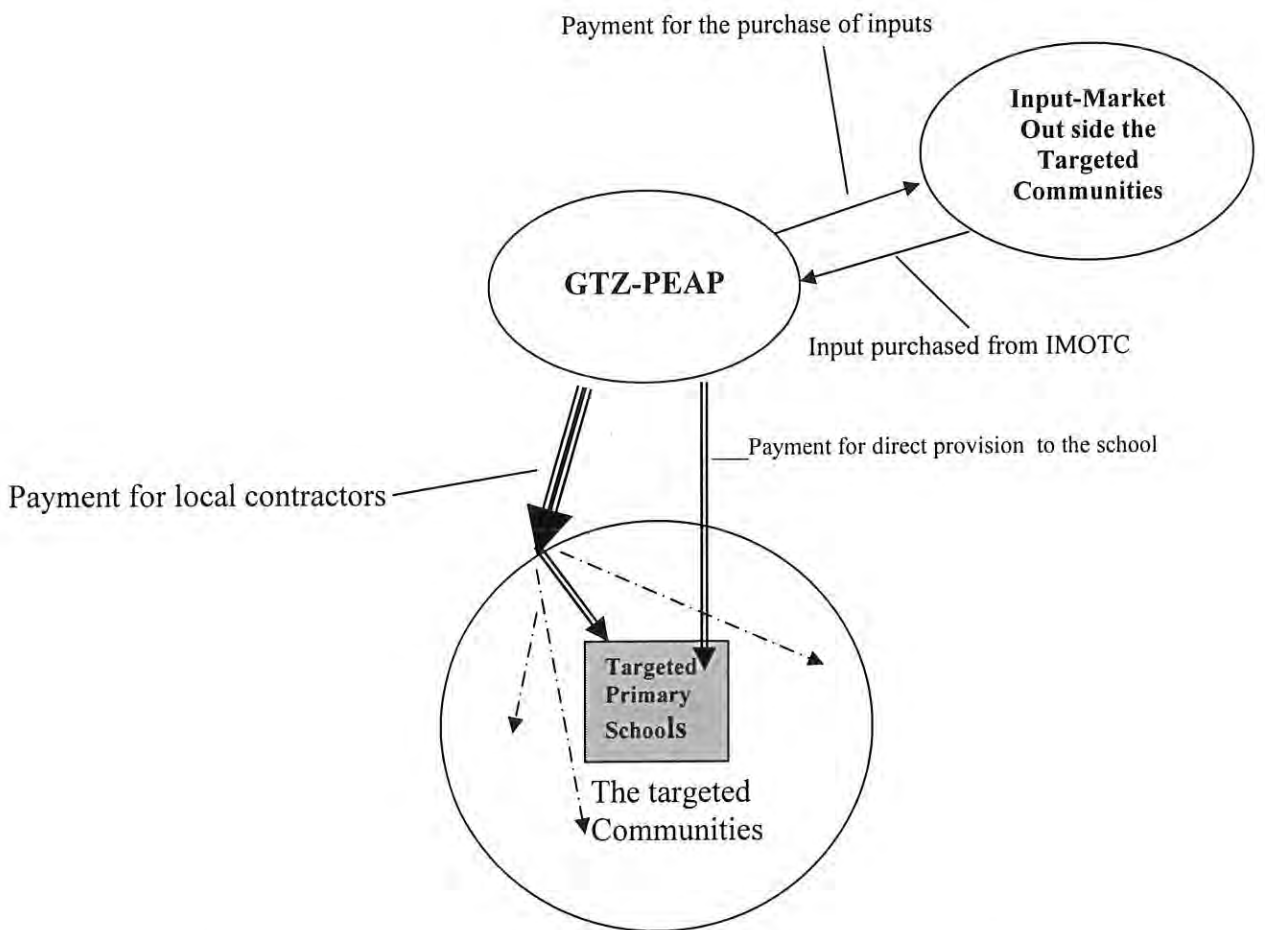


Figure 5: The Financial Leakage of the Project to the Local Communities

Figure 5 above shows that because of the involvements of the local contractors from the targeted communities, the project created a financial leakage to the members of the targeted communities. If the project would have been given the contracts to the rich contractors living in the urban community, the resource could be taken by the urban community members and the targeted rural community could be disadvantaged. But in case of the PEAP approach, it was the local contractors who are from the rural community that were involved and as the result the resource leaked in the targeted areas benefited the targeted community. This is, in deed, good indicator for the increase of the income of the local community members. Increase in income level of the local community members is again some thing, which contribute to the increase of the economic status, which is the financial power of the community members that is directly related to the intensity of community participation in the development endeavors. From this, one can understand that the project is promoting local development in the targeted areas of the Region.

On the other hand, the use of local construction materials, and the labor, material, and financial contribution of the schools and the community are a good indicators that the project used the mobilization of the local resources and as the result the project covered every bit of its activity as planned. Even in certain aspects it has gone beyond what has been originally planned.

3.4.4 Small Size Staffing and Complementation with Capital Inputs

This was one of the techniques that the project used as implementation strategy of the project activities. From the document review and discussion made with the project staff, the researcher identified that the size of the project staff was very small when it compared with the project area which was 224 rural primary schools that are scattered in eight zones and 24 woredas of the entire region.

Table 11**Professional staff and Support Staff in PEAP Oromia**

No.	Position	Qty	Educational qualification	Remark
1	GTZ Project Coordinator and Project advisor	1	MA in education	Expatriate
2	PEAP Project Manager	1	MA in education	Ethiopian
3	Education Officers	1	MA in education	Ethiopian
		2	BA in education	Ethiopian
4	Supporting staffs in PEAP			
	➤ Accountant	1	Diploma in Acc.	Ethiopian
	➤ Secretary Typists	2	Certificate in Se.	Ethiopian
	➤ Driver	1	Licensed	Ethiopian
5	Counterpart to PEAP assigned by OEB			
		1	MA in Education	Ethiopian
Total PEAP		9		
Total PEAP and OEB		10		

Table 13**The Project Equipments**

No.	Type of Equipment	Unit	Qty
1	Vehicles (3 Mercedes station Wagons 290 GD/ 4XD)	No.	4
2	Personal computers with full of their accessories and printers	No.	4
3	Photocopy machines	No.	3
4	Fax Machine	No	1
5	Printing Machine	No	1
6	Other equipments (adding machines, calculators, telephone lines including mobile, etc.	Set	9

As shown in the above table 12, the total number of project staff was only nine out of which eight of them were Ethiopian and one was expatriate from Germany. All of the staff members were professionals with the required educational qualifications. In addition to the nine staff members there was also one counterpart to PEAP that was assigned by OEB and ,which was having close contact with the project acting as a bridge between the project and the OEB.

The other important feature of the project that the researcher has observed is that the extent to which the human labor input of the project was complemented with the capital input. As one can understand from table 13 above, the project was well equipped with high quality equipment and also in adequate quantity. It has provides the project coordinator and the project manager with two Mercedes station Wagons 290 GD/ 4XD

one for each and the three project officers with one Mercedes station Wagons 290 GD/4XD as a group. And the remaining one WW Combi Bus was assigned for the whole staff members for general transportation service. The ratio of car to professional personnel was 1:1.7.

Regarding equipment other than vehicles, the project provided each professional staffs with computer, telephone and other necessary office equipment and created high working capacity of accomplishing the diversified planned activities of the project.

Form this, one can understand that *the project human labor input was complemented with capital inputs at higher level and created the required capacity of controlling its developmental activities in every corner of the Region.* As the result of this implementation strategy, having the small sized project staff that was concentrated in the project head office found in Addis Ababa, the project realized the achievement of its planned activities that were targeting the schools in the rural areas of the Region successfully.

3.5 Major Problems that the Project Encountered During Implementation

Table 14

Major Problems Encountered During Implementation

Seri. No.	Item	High		Medium		Low	
		No.	%	No.	%	No.	%
1	Lack of Budget	4	10	12	30	24	60
2	Shortage of man power	2	5	15	37.5	23	57.5
3	Lack of effective and efficient management			5	12.5	35	87.5
4	The problem of delay in budget					40	100
5	Frequent change of A/ Educational Personnel B/ Project Personnel	38	95	2 11	5 27.5	29	72.5
6	Political problem	6	15	30	75	4	10
7	Lack of initiatives on the part of project workers	2	5	4	10	34	85
8	Unrealistic objectives					40	100
9	Lack of grass root participation					40	100
10	Absence of follow up and evaluation			16	40	24	60
11	Lack of transparency on information of budget. A/ The Government side B/ The Donor Side C/ The Project Side	8 36 35	20 90 87.5	10 3 5	25 7.5 12.5	22 1	55 2.5
12	Problem of all weather road	16	40	24	60		

Table 14 above shows major problems that the project faced during implementation. As depicted in items number 1 to 10 of the above table 14, the respondents were asked about the major problems that the project faced during implementation phases of the project. Accordingly, 95% of them replied positively and asserted that there was high educational personnel turn over in government side. The interviewed project staff members, OEB and other partners also mentioned that the personnel turn over problem was existing at all levels i.e. REB, ZED, and WEO.

As far as the personnel turn over of all levels of the education government offices is concerned, the respondents asserted that it was very serious problem, which created wider information gap between the project and the Regional Education Bureau. The rate of the turn over in the OEB was 1.12 per year, showing that one bureau head was not stay for a year in the Bureau. As the result of this fact, the Bureau Heads were always lacking sufficient information about the project and this in turn weakened the joint effort and strongly affected the collaboration of the bureau and the project. In relation to this, the researcher has been also identified that there were lack of follow up and delay in assigning counterpart to PEAP in OEB side. This problem due to instability in the political atmosphere of the government was not easy for the project to bring solution by avoiding it. However, the project adjusted itself to exist in that very difficult conditions that was resulted due to the turn over and strengthen its relation more and more with the grass root level partners. In addition to this, the project conducted several informal meetings in every time of changes with the new Bureau Heads and introduced the objectives, the intervention areas and the progress of the project until the end of the project time. Though the scares implementation time resource of the project was wasted through the informal meeting that was undertaking with the Bureau on the same topic every time repeatedly, the researcher found the action as part of solution in narrowing the information gap between the project and the Bureau.

As shown in item number 11, the respondents were also asked whether their was lack of transparency of the stakeholders mainly the Government, the donor (GTZ) and the project (PEAP) on budget information. Accordingly, 87-90% of them replied positively

and asserted that there was a high problem of transparency in the project and the donor sides on giving budget information. Concerning the donor side problem, as the respondents mentioned during the interview, financial disbursement was highly centralized in the GTZ Head Quarter Office that was found in Germany. And due to this, every time, it was must to request budget release for each of activities from Germany. Though there was no budget delay problem, the highly centralized system of financial management was creating additional job burden on the project personnel. On the other hand, it has been also mentioned by the project manager that since the central finance office in Germany did not have interest in showing the over head cost of the project in its budget plan, this donor's interest was also conflicting with government interest. This conflict however, was not resolved democratically between the two parties but by domination of the donor. From the interviewed education personnel, it has been understood that many times, the donor was asked by Oromia Education Bureau to give information about the over head cost of the project and they did not respond to the question. Though the action of the donor was risky at that time, the Oromia Education Bureau finally agreed and received the approach of GTZ for the sack of maximizing the benefit of the schools and the targeted local communities from the completion of the project.

Farther more, as the researcher conducted the interview with the project manager and officers, and from various project documents review, he knew that during the implementation of the project, the physical infrastructure and inflation were among the major problems faced by the project. Because of absence of all weather roads to the schools it was sometimes difficult to reach the schools particularly during the rainy seasons. Increase in price of some commodities (goods and services) in the local and international market created variation between the cash required to purchase the commodities and the planned budget. The measure taken as a solution for the problem was requesting additional budget from GTZ head Quarter Office and in that the project has been succeeded and solved the problem due to inflation.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

General

The study was intended to assess the implementation of GTZ-PEAP in Oromia Primary Education to seek answers for the following basic question:

- 1 What are the level of accomplishment of planned activities?
- 2 What strategies did the organization used to implement the project? Is there any difference from the common practices of the government?
- 3 That Were the major problems encountered during implementation of the project?

To meet the objectives of the study related literature was reviewed, questionnaire and interview was also used as an instrument of data collection. The data obtained were tabulated and hence analyzed and interpreted in chapter three. Finally, the major findings are summarized and presented here under followed by conclusions and recommendations.

4.1 SUMMARY

Primary education in developing countries are characterized by no access, poor quality, in efficient system and inequitable in its distribution. In solving this poor status of the system, developing countries have problem of resource such as shortage of trained man power and lack of finance. In the process of tackling against their problem and fostering their development therefore, the support of external aid plays significant role.

At present, many NGO's and other voluntary agencies are making appreciable contributions to the development efforts of Ethiopia and hence in Oromia Region and among these NGO's and Agencies GTZ was the one that was plaid a considerable role in promoting the primary education in Oromia Region from the year 1995- 2003.

On the base of the understanding and from the analysis of data collected, the following major findings were derived.

- 4.1.1 Directors and teachers of the 224 selected rural primary schools under cooperation received training on how to activate their staff to work as a team and how to solve pedagogical and managerial problems at school level by their own. And As a multiplier effect it has been identified that more than 13,000 teachers from PEAP primary schools and Non-PEAP neighbor primary schools were trained trough the seminars and the in-service training undertaken and the over all management in the schools under cooperation. And this coverage is 28.2 % of the primary school teachers of the Region in 2002/03.
- 4.1.2 Zonal and Wereda Experts from all PEAP areas have regularly attended bi-annual meeting and worked on the issues of improvement of quality and efficiency of the teaching and learning process and of educational management in the school aiming that they assist the development activities in at school level in any occasion.
- 4.1.3 Regional and Cross Regional conferences and seminars have been carried out with teachers, curriculum developers, TTI instructors, and Educational Experts that were from all levels of the system focusing mainly on the implementation and practice of integrated curriculum approach for the first cycle in primary schools designed in the national curricular framework and the Regional adaptation. As a result, two workbooks, one is for primary school staff – an assistant to in-staff training and the other one is Environmental Education workbook for primary school staff in Oromia grades 1-4 as an assistant to the integrated curriculum approach have been developed distributed to the 224 schools.
- 4.1.4 In seminars with and for instructors in teacher training, TTI instructors from all five training instructors in Oromia have jointly endeavored to adjust the practice of teacher training particularly to the need of the future first –cycle teacher in line with the national and regional education policy. In these seminars, topics related to the training of 1st cycle teachers, the integrated

curriculum/ Environmental Education and the Teaching of Mathematics in the important initial years of grade 1 and 2 have been main issues taken up.

- 4.1.5 During its 8 years of commencement, the project rehabilitated 224 rural primary schools, found in 8 selected zones, replacing the school buildings by new construction, furnishing and equipping them with all the necessary basic SPC and sport equipments and other learning materials. The coverage of this activity is 9% of the total primary schools of the Region in 1989/90. The plan accomplishment of the project of this activity was also 100%. During his field observation, the researcher found the schools building comfortable to the school system and the teachers and students are well facilitated with equipments and materials which is indicating the improvement achieved in quality of education services as the result of the intervention of the project.
- 4.1.6 In addition to the different seminars and school rehabilitation, the project has performed many other activities such as developing six supplementary reading materials and guide books and including the nine different types of reading materials purchased from market, all the 224 schools have been provided with 15 different types of books one set for each.
- 4.1.7 The project has been identified that it used participatory approach, the use of locally available construction materials and local contracting, local resource mobilization and using small staff labor input highly complemented with capital inputs as strategies for the successful implementation of the project activities.
- 4.1.8 The project faced several problems during implementation out of which the all levels staff turn over (in OEB, ZED, WEO) was very serious that was created wider information gap particularly At OEB level because of the high frequency of change of Bureau Heads rating 1.12 per year.

In general, the researcher from its analysis, understood that, in all the problems faced, the project took an appropriate measures and accordingly it existed itself in the uncomfortable conditions and affording the multi dimensional problems faced, it accomplished its planned activities.

4. 2 CONCLUSIONS

Based on the data analysis and interpretation made in chapter three above, the researcher gave his conclusions on the implementation of the GTZ-PEAP in Oromia Primary Education, as follows:

- 4.2.1 GTZ-PEAP in Oromia Primary Education has made an *appropriate educational development interventions* in the areas of teachers training, schools rehabilitation and improving educational facilities in the schools aiming improvement in quality of education and system efficiency development. However, the 224 targeted primary schools are 100% from rural areas and the project totally excluded many of the needy urban primary schools from the intervention. Since the coverage of the project area was very wide i.e. 57% of the region, the project might result unbalance status of educational quality and system efficiency between the needy urban primary school that are in the project area of the level and the selected rural schools.
- 4.2.2 The Project has been successfully implemented and covered every bit of activity as planned. Even in certain aspects, it has gone beyond what has been originally planned for a period of 8 years.
- 4.2.3 Though the project's planning process was highly centralized at the project central office and at Region level, it has been used appropriate strategies during implementation and among the strategies used, the one which resulted the high level participation of the respective communities in the implementation, decision making, contribution to the project cost by 39.6 % and the one that the project used to control project activities that were highly stretched in to 224 rural primary schools of 24 woredas by only four professional staff personnel and five supporting staff are found very much important.
- 4.2.4 The project started its implementation at the time of government transition in 1995 and lasted in 2003 after 8 years of commencement. Henceforth, it encountered problems related to political instability which was reflected in the form of frequent staff turn over mainly that of the Educational Heads at all levels. And the infrastructural problems such as lack of all whether road to the selected

rural schools was also challenging. However, the project overcame the problems and successfully reached to its end with good performance.

- 4.2.5 The financial management of the project was highly centralized at its head quarter office found in Germany . And more over, the agency was not transparent in the budget aspects of the project particularly it was not showing the over head cost of the project in its plan or report documents. This intern resulted conflict between the project and the Oromia Education Bureau.
- 4.2.6 At last but not the least, the researcher concludes that the conflict between the interest of the donor and the Oromia Education Bureau that was due to the unwillingness of the donor to give information about the project's over head cost was resolved by the power domination of the donor side.

4.3 RECOMMENDATIONS

Based on the above conclusions, the researcher gave the following recommendations:

- 4.1 It has been learnt from the study that the agency GTZ planned and implemented a kind of project which was targeting only to the problem of rural primary schools. And the total negligence of the project on needy urban primary schools may inevitably create problem of imbalance educational development between urban and rural areas of the Region. So, it is recommended that such a project covering wide area should try to maintain the balance in addressing such problems which exist at the same educational level and the same district.
- 4.2 As the findings of the study revealed, PEAP used appropriate implementation strategies and has been *successfully implemented* and covered every bit of activity as planned. So, the researcher recommends every development project that it has to use appropriate implementation strategies so as to successfully achieve its objective/s. And in the process of implementing any development project particularly in the developing countries where there is lack of financial and skilled labor resources, active participation of stakeholders and local resource mobilization are very much critical.

- 4.3 Despite of the promotional development policies introduced by the current Government of the country, the political environment is not yet stable and poorly attractive in the eyes of development assisting Agencies. Particularly the political instability, which is still reflecting by the personnel turn over, especially, that of the educational heads has been created an environment, which hinders the undertakings of development projects in the Region as well as in the country. Hence, the researcher recommends the government to reduce the rate of educational personnel turn over at all levels in the sector offices so that development projects will be facilitated better.
- 4.4 Moreover, from the perspective of the current economic problem of the country and its goal to achieve Primary Education For All by the year 2015, and based on the result obtained from PEAP intervention, the researcher recommends the Region and hence the country to revise its formal primary school construction design to the least cost construction type so that the country will afford the cost of expanding access to primary education and maximize participation of the grass root level stakeholders particularly that of respective community including the participation of contractors from local community. The researcher also would like to underline the fact that working with grass root level needs close cooperation with the local community and supporting them to identify their own problems and making closely with them lead to big achievement.
- 4.5 GTZ-PEAP in Oromia primary education was a project ,which targeted at the deep rooted educational problems of rural Oromia that has intervened the primary education system with an appropriate development packages . The intervention of this project was made soon after the fall of the Derg Regime in 1995 and ended in 2003 aiming quality and system efficiency improvement in line with the promotion of the New Education and Training Policies. Accordingly, the project contributed a lot to the system through its significant positive changes that it brought by rehabilitating, furnishing, and equipping 224 selected rural primary schools and giving training for more that 13,000 primary school teachers that were under PEAP and out of PEAP schools on relevant educational issues. As it

schools, the researcher recommends GTZ to continue such an intervention in the area of education until the educational problem of the Region and hence the country solved.

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APPENDICES

Addis Ababa University School of Graduate students
Faculty of Education
Department of Educational Planning and Management

Questionnaire to be filled by Education Officials, Senior Experts, Planners, Supervisors, School Principals and Teachers.

General Instructions:

In the current National Development Program, Ethiopia is giving due attention to education and it is known that since 1994 Education and Training Policy has been implemented. Since then, attempts have been by different NGOs to assist the implementation of the Education Sector Development Program of the country., GTZ-PEAP is among the NGOs who are made sound intervention in the system. With this in view, this questionnaire is designed to collect information about the implementation of GTZ-PEAP. Analysis of the relevant documents and the field data are important components to assess the actual practice of the project in the process of implementation.

The purpose of the study is purely academic and in no way affects you personally or organizationally. The findings may serve educational planners, policy makers and other NGOs in the project management actions. Your genuine, frank and timely responses are quite vital to determine the success of this study. So, I kindly request your contribution in filling the questionnaire honestly and responsibly.

N.B

1. No need of writing your name
2. Mark your responses in the space provided by putting "X" mark
3. For and additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided.
4. Please follow the specific instruction at the beginning of each section and try to read each before attempting to complete it. It may help you to respond as accurately as possible.

Than you for your cooperation!

Section 1 : Personal Information

1.1 . Name of your Organization _____ Your current position _____
Zone _____ Woreda _____ School Name _____

1.2 *Bio-graphic information.*

Choose one of answer from the choices given and put "X" in the space provided.

1.2.1 Sex ----- 1. Male _____ 2. Female _____

1.2.2 Age ----- 1. < 20 _____ 2. 20-29 _____ 3. 30-39 _____ 4 . 40-49 _____
5. >=50 _____

1.2.3 Education Level

1. PHD _____
2. Masters _____
3. BA(BSC) _____
4. Diploma _____
5. Certificate _____
6. < Certificate _____

1.2.4 Field of Specialization

1. Education _____
2. Other _____ write here _____

1.2.5 Year of Service

1. 1-5 _____
2. 6-10 _____
3. 11-15 _____
4. 16 and above _____

Section II .

Choose one of your answer among the given choice of answers for the following questions putting "X" in the box provided and write also your opinion in the space provided if any.

2.1 Information on input resource

2.1.1 The extent of the amount of budget that the project received from the donor is

1. Less than the expected
2. Equal to the expected
3. Over the expected
4. Not Known (KN)

If your response is “less” for item 1. what could be the likely reason explain.

2.1.2. Is there any delay in budget?

1. Yes 2. No

If your answer is “Yes”, what is the reason for budget delay?
Explain _____

2.1.3. Is there adequate & qualified staff in the project?

1. Yes 2. No

If your answer is “No”, what are major problems observed in the project in regard ?
Explain _____

2.1.4 Is there a delay in provision of construction materials that are industrial products to the schools?

1. Yes 2. No

If your answer is “ Yes”, What is the reason ? Explain.

2.1.5 What are other problems facing in the process of purchasing and distributing the construction materials?

No	Item	Very high	High	Medium	Low	Very Low	None
A	Inflation						
B	Non- availability of materials						
C	Damage and Loss						
D	Transportation						

2.1.6 How far is the location of project office from the targeted schools.

1. Very far 2 . Far 3. Closer

2.1.7 If your answer for item 2.1.6 is 1 or 2, what are the problems faced by the project because of this distance? Explain

In relation to monitoring the sites

In relation to Providing materials and finance

Other

2.1.8 What are the attempts made by the project to over come the problems due to long office to site distance? Mention

2.2 Degree of Stakeholders participation in Planning, implementation and decision making. Put “X” in the space provide in the table for your answer.

2.2.1 Stakeholders degree of participation on project planning.

Participants	High	Medium	Low	None
Project Staff				
REB				
ZEB				
WEO				
School				
Community				
Other				

2.2.2. Degree of stakeholders participation in project implementation.

Participants	High	Medium	Low	None
Project Staff				
REB				
ZEB				
WEO				
School				
Community				
Other				

2.2.3 Degree of stakeholders participation in decision making

Participants	High	Medium	Low	None
Project Staff				
REB				
ZEB				
WEO				
School				
Community				
Other				

2.2.4. Degree of stakeholders participation in cost sharing

Participants	High	Medium	Low	None
Project Staff				
REB				
ZEB				
WEO				
School				
Community				
Other				

2.3 Information on the current status of schools that were under the project assistance.

Please indicate, whether you agree with the following current status of the target schools of GTZ-PEAP 1=strongly disagree, 2= disagree, 3= don't know, 4= agree 5= strongly agree.

No.	Items	Level of Agreements				
	Planning and leadership role of the school principals	1	2	3	4	5
2.3.1	The school is empowered to plan according to its specific conditions.					
2.3.2	The school principal encourages collaborative work among school community.					
2.3.3	The school principals cooperates with staff members in solving problems pertaining to the teaching learning process					

No.	Items	Level of Agreements				
	Teachers role in curriculum implementation	1	2	3	4	5
2.3.6	Teachers are usually initiated to acquire new knowledge and skills that helps them to implement the curriculum.					
	Training the staff development					
2.3.8	The project organizes workshops or seminars which helps to promote staff development.					
2.3.9	The effort made by the project for staff development focus on the improvement of teacher's performance					

No.	Items	Level of Agreements				
	Teachers role in curriculum implementation	1	2	3	4	5
2.3.12	The local community provides material support for the school.					
2.3.13	The local community provides financial support for the school.					
2.3.14	Parents and community members encouraged to send their children to school.					
2.3.15	The community considers the school as its own property.					

2.4 Information on the project implementation strategies

2.1.5 What are the major approach of the project that are used to have successful implementation of planned activities? Please, explain

2.1.6 What are the special responsibilities of GTZ-PEAP, Ministry of Education, Oromiya Education Bureau, Zonal Education Desk, Woreda Education Office, and Schools on the project?

GTZ-PEAP

Ministry of Education

Oromiya Education
Bureau

Zonal Education
Desk

Woreda Education Office

School

What are major problems that the project faced during implementation? Please indicate, whether you agree with the following problems putting "X" mark in the box provide for each item.

Seri. No.	Item	High	Medium	Low
1	Lack of Budget			
2	Shortage of man power			
3	Lack of effective and efficient management			
4	The problem of delay in budget			
5	Frequent change of A/ Educational Personnel B/ Project Personnel			
6	Political problem			
7	Lack of initiatives on the part of project workers			
8	Unrealistic objectives			
9	Lack of grass root participation			
10	Absence of follow up and evaluation			
11	Lack of transparency on information of budget. A/ The Government side B/ The Donor Side C/ The Project Side			
12	Problem of all weather road			

2.1.7 Do you believe that project is implemented as planned?

1. Yes 2. No

If your answer is No, Please, explain why .

2.1.8 In your opinion, what are the lessons to be learned from the project in managing similar project?

On planning

On Staffing

On Resource Utilization

Human

Financial

Material

On Activity Implementation Management

On Collaboration with Stakeholders

**Addis Ababa University School of Graduate students
Faculty of Education
Department of Educational Planning and Management**

Interview Questions to be answered by the project manager and officers, Oromia education Bureau Educational Managers and senior experts, ZED Heads and Experts, WEO Heads, School Directors and community leaders.

- Do you know GTZ- PEAP well?
- What was the components of the package of its intervention?
- Do you think that the package is relevant to the area of intervention?
- What were the strategies used by the project to implement the project? Was it participatory? How the community participated?
- Do you believe that the project is implemented?
- Do you know any problem that the project faced? Could you mention ?
- How were the problem solved?
- What do you say about the sustainability issue of the project out puts?

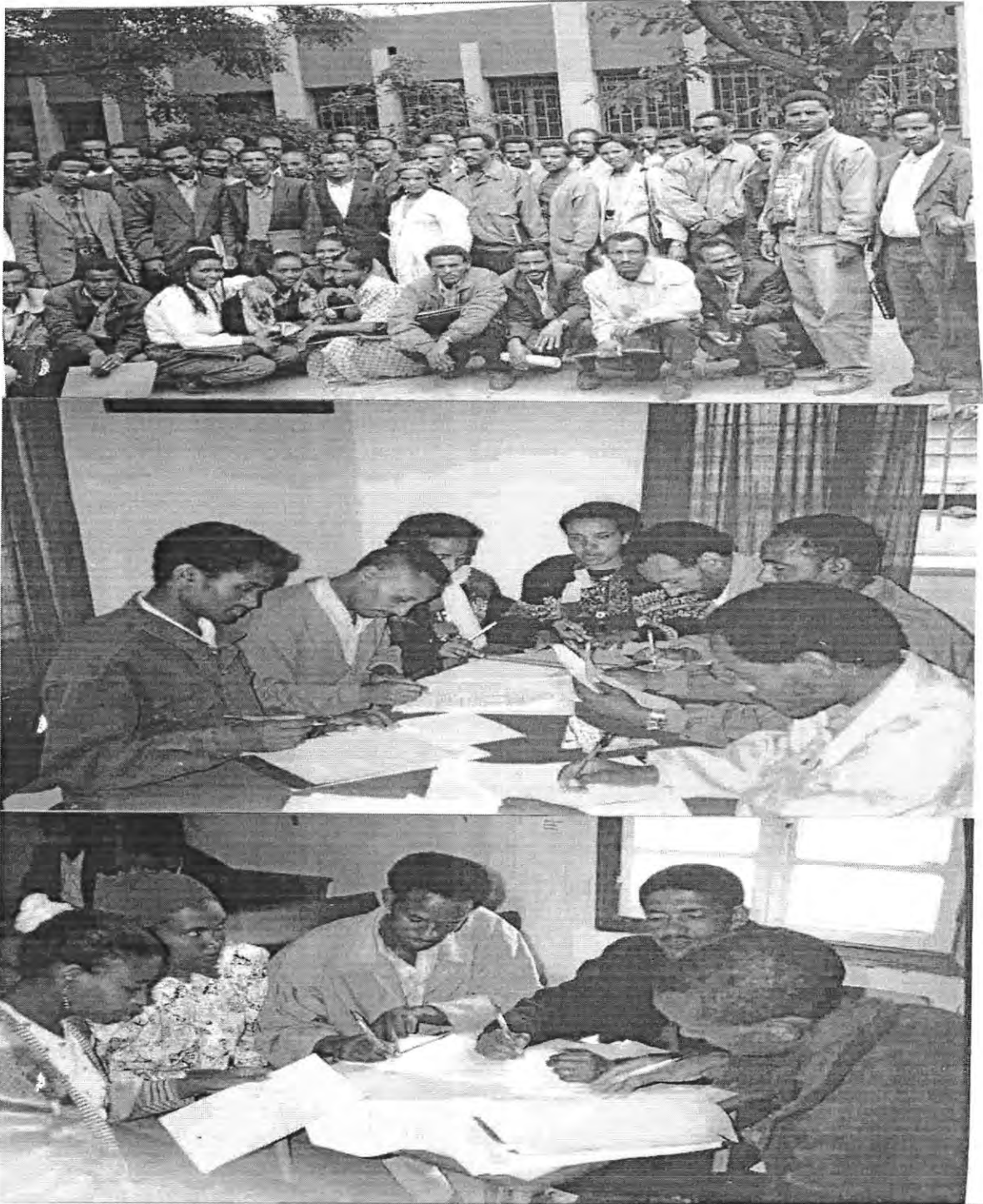


Figure 3: Some of the training participants sharing experience each other and learning together

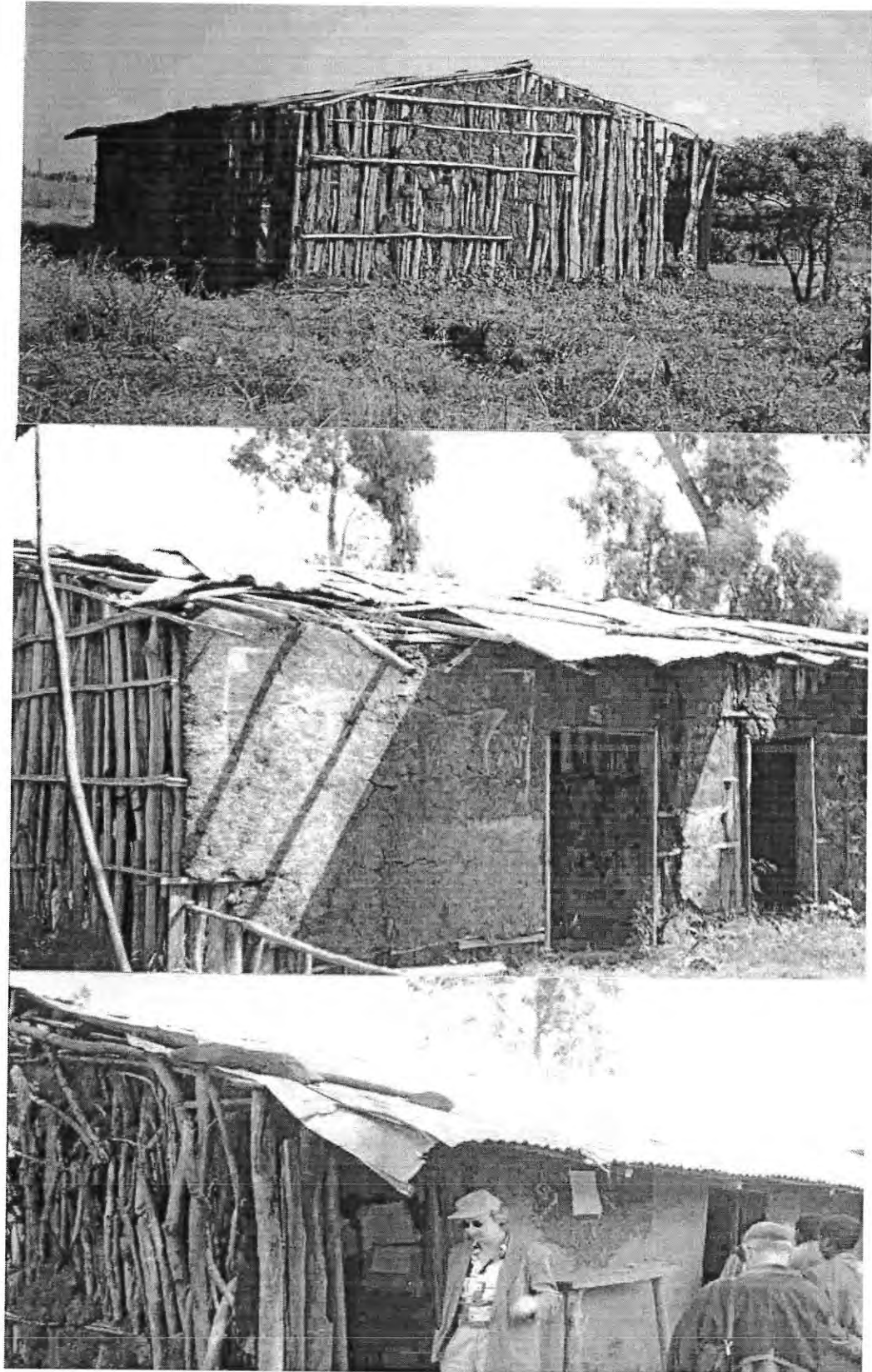


Figure 1 : Some of the selected schools before the rehabilitation

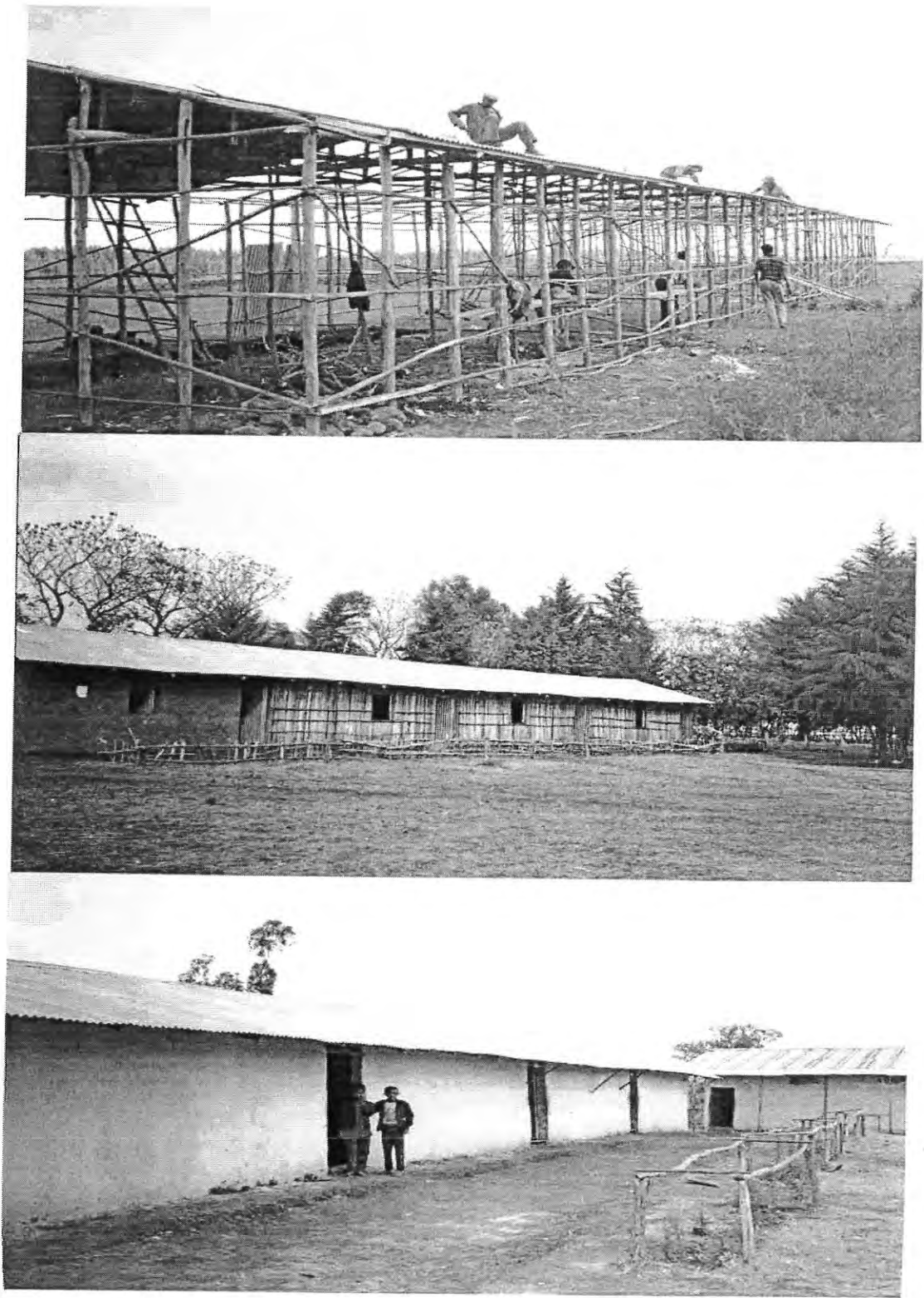


Figure 2: Some of the schools during and after the rehabilitation

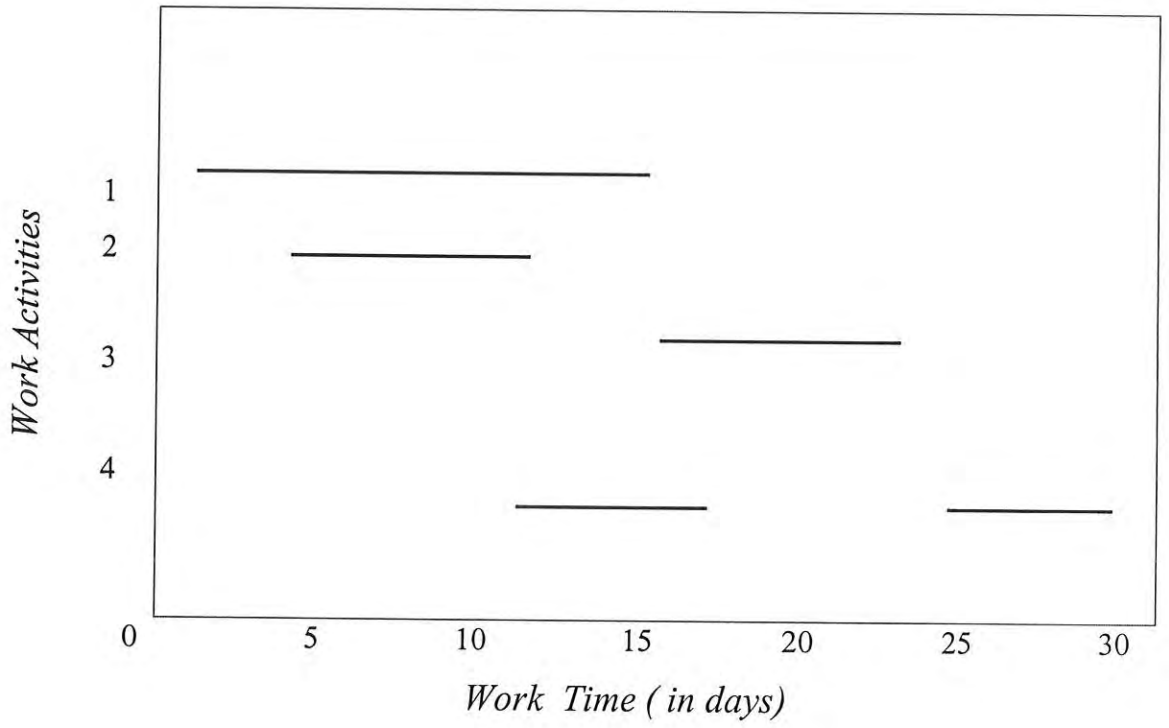


Figure 5: On the occasion of annual meeting of the project and the target community. .



Figure 6: One of the occasions that the project was signing contract with the local community
Source : From one of the target ed school.

Gant Chart



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