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THE IMPLEMENTATION OF NON-GOVERNMENT ORGANAZATION ASSISTED EDUCATIONAL PROJECTS IN ADDIS ABABA CITY ADMINISTRATION

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THE IMPLEMENTATION OF NON-GOVERNMENT ORGANAZATION ASSISTED EDUCATIONAL PROJECTS IN ADDIS ABABA CITY ADMINISTRATION

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This is to Certify that the thesis Prepared by *BIRHANU SINTAYEHU*, Entitled: *The Implementation Of Non-Government Organization Assisted Educational Projects In Addis Ababa City Administration Education Bureau* and Submitted in Partial Fulfilment of the Requirements for the Degree of Masters of Arts (Educational Leadership And Management) Complies with the Regulation of the University and Meets the Accepted Standards with Respect to Originality and Quality.

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List of Acronyms and Abbreviations

AA	Addis Ababa
AABE	Addis Ababa Education Bureau
AABoFED	Addis Ababa Bureau of Finance and Economic Development
ACARTSD	Africa Center for Applied Research and Training in Social Development
ARM	Annual Review Meeting
DPPC	Disaster Prevention and Preparedness Commission
DPSA	Development Project Studies Authority
ECA	Economic Commission for Africa
EEA	Ethiopian Economic Association
EMI	Ethiopian Management Institute
ESDP	Education Sector Development Program
Freq.	Frequency
GEQIP	General Education Quality Improvement Program
GTP	Growth and Transformation Plan
M&E	Monitoring and Evaluation
MD	Mean Difference
MOFED	Ministry of Finance and Economic Development
MoE	Ministry of Education
NGO	Non-Government Organization
NPDPM	National Policy on Disaster Preparation and Management
SPSS	Statistical Package for Social Science
Sq. Km.	Kilometer Square
UNDP	United Nations Development Program
USAID	United States Agency for International Development
WANGO	World Association of Non-Governmental Organizations
WB	The World Bank

Abstract

This research aims to determine whether the prearranged educational investments and other planned activities organized by NGOs underAddis Ababa City Administration Education Bureau achieve their objectives within their predetermined time frames and budgets or not . To do this, cross sectional descriptive survey design and a mixed research method were employed. Quantitative data collected via structured and unstructured questionnaires withproject department heads (n=17), executive officers (n=7), educationalexperts (n=24)with total fromAAEB (n=48), andproject execution officers (n=44) and projectmanagers (n=22) with total from NGOs (n=66) and qualitative data collected via semi-structured interviews (n=24) & (n=22) from AAEB and NGOs respectively with total 46 interviewee.Additionally, institutional documents were reviewed to inform the study.Simple random technique was used to select execution officers & experts and purposive sampling techniques was applied for acquisition of department head and project managersfrom Both AAEB and NGOs respectively to collect quantitative and qualitative data. Quantitative data were analyzed via SPSS V.20 computer software and qualitative data were analyzed by narration of themes.The major findings of the study has indicatedonthe status of the major projects implementation processes; degree of involvement of stakeholders in plan and design of projects were less, the extent of planning for project implementation was midway, key stakeholders were not involved in the planning as expected and project managerswere averagely capable to manage overall projects. Furthermore, findings of the study has revealed aims and objectives of the projects were not entirely decided by stakeholders, there were gap between intended and achieved objectives, risks of the projects were considered only some extents before commencement of project and need assessment were not conducted properly before project starts.In addition, findings of the study has indicated that there were challenges that hindered the implementation of projects at starting time of the projects, middle of the projects and finishing on a time of the projects.Even though the problems were averagely serious at all stages, degree of being seriousness were more critical at finishing time of the projects.Moreover, the findings of the research underlined that the involvement of stakeholders in M&E was less and no skilled expert in M&E of projects implementation, more concern was given for formal M&E system.On basis of the findings obtained and conclusions reached at the recommendation given for instance key stakeholdersadvised to participation on planning, designing and deciding project objectives and aims to termination of the projects, consider the risks of projects and made need of assessment before commencement of the project implementation andassign right project managers at right position at right time and regularly updates managers' skill by offering necessary training, more concern given to finishing time of the project to mitigate problems, formulatesystematic follow-p mechanisms, arrange intensive training in project implementation for those experts, create awareness for beneficiaries,offer training for M&E offers and use both formal and informal M&E interchangeably.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background, statement of the problem, basic questions, objectives, significance, delimitation, limitations, definition of key terms, and organization of the study.

1.1 Background of the Study

All sectors such as education, health, agriculture, industry, mining, transport, energy, etc., need appropriate investments to attain their specific developmental goals. Like all others that require development interventions, education always has several projects to initiate and speedup all sorts of improvements. For years, project concepts and their values were unclear to many school communities and education experts, thus resulting in a long period of trial and error. Gradually, the Educational Project has become a tool that enables every community member to have a school that corresponds to its own expectations and characteristics.

"Work performed by an organization can be classified as projects and routine activities '' (Mantel et al, 2001:3). Performing these activities Ineffective ways contributes for underutilization of budget, wastage of material and time, underperformance of the task and it frustrates donors in supporting for future development of the sector as well as resources are scarce in any country whether it was developed or developing. The life of a project is usually divided into several consecutive stages. Cracknell (2001:95) describes project sequences as "identification, preparation, appraisal, negotiation, implementation and evaluation and it is often known as the project cycle, because each stage is the logical successor of the preceding one, while the last stage prepares the first of the next cycle." It has to be noted that whenever project preparations are made, activities may not go according to the plan. Deviations may take place due to external and/or internal circumstances, as well as changes in principal actors. Consequently, the project implementation may take on a life of its own.

Project implementation begins at the actual pre-investment and ends when the project becomes fully functional (Baum and Tolbert 1985:334-335). But from the time early beginning to fully operational, it faced numbers of ups and downs to hinder its

implementation. During this time, all aspects of work or activity are monitored as it proceeds. It includes the procurement of all required investments and logistics, e.g. procurement of equipment, furniture, curriculum development, staff training, technical assistance, miscellaneous services, project monitoring, and evaluation (Magnen 1991: 30). Again, balancing these issues when implementing projects; needs great effort and techniques unless project become fail. On the other hand, implementation is the stage that will appear once financing is secured and a final go-ahead given to proceed with the implementation of a given project, inter organization linkages for its smooth implementation are stream lined and a project office is set up (DPSA 1990:30).According to Baum and Tolbert (1985:357), project objectives can only be realized upon successful implementation. Because of this, it is interesting that the concept of implementation has been unexplored by both academics and those individuals involved in project development.

Project implementation is the process that establishes the standards, techniques, and tools used to ensure that requirements are well-defined and reflect endorser performance needs. This stage ensures "the products are thoroughly tested; that development costs are properly managed; and that the criteria for implementation, training, modification, and documentation are well defined and appropriate" (Gardiner, 2005:18). Therefore, it is essential to formulate preliminary project standards before undergoing implementation. More simply, Problems may arise in any stage of a project, especially if it is inappropriately planned. Ineffective project implementation contributes to an underutilization of budget, wastage of material and time, and underperformance of intended tasks and/or goals. In addition, donors may become frustrated, thus potentially affecting support for future development. Effective project planning is essential, especially when working in countries in which resources are scarce, i.e. developing countries. In Ethiopia, for example, commonly encountered problems are related to financial, managerial and institutional, technical, and political conditions. According to Gittinger (1996:183):

> *Of the 32 different projects reviewed from the global level by the World Bank in 1981, only five (16%) were completed without delay or with delays of 10% or less. Of the twenty seven projects experiencing serious delays, fourteen (44%) were completed within 50% more time, 6 were completed in from 50-100% more time, and seven took*

more than twice as long to complete as scheduled at appraisal. Regarding costs, he states the average increase was 29%. Of the 32 projects, only twelve (37.5%) were completed with cost increase of 10% or less, 5 were within the range of 10-59% cost over-run, 6 were in the range of 50-100% over-run and 5 cost twice or more than the appraisal estimate.

This clearly indicated that project not implemented within predetermined time and budget as planned due to unknown different factor and this study try to see these factors.

Contribution of donors in education sector *development is very significant*. The government of the FDRE has given priority to reform of educational system by working collaboratively with donors. MoE (2010:104) states that:

The total donor financing to education is currently (2009/10) estimated at around $340m: Education's national share of the Protection of Basic Services (PBS) scheme- $167m. On-budget support to the education sector (e.g. GEQIP)–approx. $100m off-budget support to the education sector – approx. $73m as off-budget support may not be in line with government priorities, it is estimated that currently the current donor contribution to ESDP IV is around $310m. The latter figure clearly shows that the contribution of donors in education sector development is very significant.

MoE (2015/16-2019/20:128) states, "*Educational project financing gap is estimated on the basis of the assumptions identified, on the shares of education in the budget. Public spending on education in Ethiopia has increased by 70% in real terms between 2003 and 2012."*

The above ideas clearly indicated that Ethiopian government alone to found education difficult and have to collaboratively work with different partners like NGOs. The national education budget is given a greater allocation than other social institutions. In addition to government support, Wogayehu (2014:50) reported that 67% of non-governmental organizations (NGOs) maintained development projects in the educational sector. Therefore, analogy of aforementioned text obviously indicated that budget resources for education are expected to increase. Thus, financial gap of the education sector is filled by the educational projects and government alone can't fill all necessary educational requirements all over the

country. Therefore, implementing functional and successful educational projects is a crucial task in Ethiopia, generally, and in Addis Ababa, specifically. so, objectives can be achieved on time and on budget. Education sector review report (PHRD 1996) also indicated that "until 1995 NGOs contribution in Ethiopia did not exceed 10%." In 1997, Ethiopian government launched the first five-year ESDP with the framework of education and training policy as part of a 20-year plan to achieve educational goals. In the year of the program the World Bank, African Development Bank, 12 foreign donors' governments and organizations, and Ethiopian-based NGOs participated in covering the financial expenditure of the program.

Training policy of the Ethiopia recognizes the importance role of NGO as ally in education sector in complementing government effort. In this respect recently in Ethiopia, both international and Indigenous NGOs were currently working on educational projects in different aspects. However, the level of partnership between government and NGOs were not such powerful. "Even though these NGOs are supporting education project in the different parties of the countries, But no such strong collaboration between these NGOs and government regarding with policies and procedures with respect to planning, approving and implementing affects the issue" (MoE 2005:25). According to World Bank report (2001), it is also illustrated that, "although the impact is still restricted, developing countries in Africa consistently obtain more external assistance from different donors to address equity, access, quality and relevance of education for a nation whole. Among the many reasons the capacity to implement and manage education project in these countries is low or poor and they finally end up with the received aid not being used as efficiently as they could have been." Article 43.2 of the Constitution of Federal Democratic Republic of Ethiopia (proc. 1, 1987) states that citizens have the right to participate in the national development and, in particular, to be consulted with respect to polices and projects affecting their communities. Despite this declaration, a majority of local NGOs do not consult the communities about the projects being executed in their area (AABoFED, 2013).

Despite international involvement, reports created during project termination periods reveal there is a gap what should be done versus what is actually done. Verspoor et al. (1990) state that "for instance, an evaluation report made from developing countries of Africa on

education project there is consistently serious problem of implementation which is caused by poor implementation." Similarly, Baum and Tolbert (1985), and Magnen (1991) maintain related views as "management or institutional problems, such as lack of coordinated work and working staff, and lack of particularly encountered in educational projects are often root causes implementation delays and cost overruns." Besides, Baum and Tolbert (1985) have argued that "delays in project implementation, cost overruns, reduction in the range of the project, and postponed implementation are the major difficulties occur at the implementation stage of projects. So, it could be summarized that implementing projects is not an essay task and full of ups and downs and it need serious attention from implementing bodies. Moreover, Mussie Tesfaw (2014:87-88) states on his study findings as follows:

> *No feasibility study was conducted before the initiation of the educational projects; the key stakeholders were not involved in the planning stage of the educational projects, delays in starting projects, accomplishing the project activities according to the plan, and lack of project monitoring*

Again the above findings claimed that there are serious problems on feasibility study, stakeholders' involvements and monitoring and evaluation system. On other hand, need assessment, feasibility studies are very crucial task for project design and preparation stages. M&E is very essential tool to check and balance project implementation and progress of project too.

To sum up, all above literature such as national documents, researches and personal experiences evidently indicated that the implementation of educational projects had being experienced many problems, such as during implementation, discussions that have been done between the project assistances and beneficiary might not come with the same conclusions and project supporters take too much time to go to the next step, mutually Planning, timely implementation, periodically monitoring and evaluation processes have not taken place on a time.

Since education is a core component for over all development of the country; therefore, its educational project implementation should guarantee effectiveness in a sustainable manner. This study aims to assess the Implementation of NGOs Assisted Educational Projects in Addis Ababa City Administration Education Bureau.

1.2 Statement of the Problem

Efforts to accurately assess the impact of discrete projects have often been hindered by the cumulative effect of a number of common weaknesses including: lack of clarity concerning the precise project objectives and how they may best be assessed; poor or non-existent baseline data; inadequate monitoring and project completion reports; and the low priority given to assessment and the related problems of inadequate in-house skills (NORAD, 2013).

NGOs working in the education sector in Africa, such as those in Ethiopia, tend to believe that governments are inefficient in providing education for all members of society. As UNESCO (1995: 75) has reported that "failure of governments to adequately supply quality schooling in most African countries". Conversely, governments argue that their shortcomings are not due to inefficiency but rather lack of resources. (USAID, 2002: 12). Numerous strategies have been suggested for education improvement. The cooperation of parents, private organizations, NGOs, individuals, and other stakeholders in the community is required to overcome existing problems. The Ethiopian government has begun focusing on issues of quality, access, and equity in relation to education throughout the country. In most educational projects, deviations may result due to constraints in project inputs, unclear or absent work procedures, socio-cultural and political factors, assumptions not considered or anticipated during design, as well as many other technical reasons (USAID, 1997:27). This statement has also been strengthened by (UNESCO, 1995: 35) as follows: "... many projects have failed in the past because of unrealistic objectives. Thus, over the years of their existence, NGOs had actively and extensively supported the school program by implementing education projects". As the result of this, many NGOs have been the founders of education institutions, constructed new schools, furbished and upgraded the old schools, supplied books and teaching materials, and trained school personnel in their involvement in education. Similarly, Alemayehu (2000:86) has reported that "community participation in the affairs of project was limited only to labor and material support". It shows that community was not actively participating in the project works and their participation only at material and labor.

Regarding time, cost and project progress reports, Gebru Ayehubzu (2002 :84)has reported that :

> *Only seven percent of the projects are completed at and below 12 months. The average completion time is 29 months. No project is concluded according to its budget breakdown. Only 32% of the projects are completed as planned financially in aggregate. Sixteen percent of the approved fund is not utilized by the projects. Sixty-eight percent of this unutilized fund is not returned to the account donors. The results of more than 62% of the projects are shelved. Most of the reports are poorly presented. They are shallow and do not indicate clearly what the project team has done. Sixty-five percent of the projects are completed, 14% and 21% are discontinued and ongoing respectively.*

The above paragraph clearly indicated that there were gaps on cost management, time management and lack of project evaluation and monitoring system and this study aimed to asses these gaps and suggest the recommendation. Likewise, a study conducted in Addis Ababa (Nibretu 1998:111) has stated that "most common problems by NGOs education implementation are mainly financial, managerial and institutional, technical, and political problems." A financial problem may be due to the increment of general salaries prices, tariffs, interest rates and losses due to fluctuation in foreign exchange rate. In addition, cost overruns resulting from price variation cause delay of implementation and may negatively impact project implementation. Thus, study going to focus pushing factors for these problems in depth and breadth. However, experience of NGOs in implementing educational projects within the poor countries revealed that projects tackled shortcomings, difficulties, and failures due to the above mentioned reasons. These hindrances call for research to understand the implementation planning stage, to monitor and evaluate the actual implementation, and to better understand the technical designs of NGO projects. From the above analysis we can understand that, there are enormous problems in project implementation. Particularly in developing countries like ours, the nature and degree of problems varies from sector to sector, from project to project, from region to region and from area to area. However, for the convenience of our discussion we can broadly divide the commonly encountered project implementation problems into four categories.

A limitations of the past studies, Majority of the study s' findings were focused on problems rather than showing pushing factors for these problems. This study shows pushing factors beyond problems. (MoE 2005), (AABoFED, 2013), (Nibretu 1998:111)& (Alemayehu .D,2000) couldn't not shows the degree of seriousness of major challenges that hinder the implementation & they didn't see it in-depth and breadth, so this studies try to fill these gaps. Gebru Ayehubzu (2002), Damte(2001:114), scope and delimitation very vague and this study going to topic in-deepth . Finally, (Nibretu 1998:111), (Alemayehu 2000) & Mussie Tesfaw (2014), data analysis tools which they were used not sufficient for describing data and they had been not seen their analysis and interpretation in different perspectives. This study tries to fill this gap.

This research aims to determine whether prearranged investments and other planned activities revolving around educational programs are actually realized as well as to determine whether their objectives are achieved within their original predetermined time frames and budgets. The presented study attempts to identify the problems and constraints affecting the implementation of educational projects assisted by NGs in City Government of Addis Ababa Education Bureau and offers solutions for future goals and projects.

To do so, this research seeks to answer the following questions:

1. What are the major project implementation processes followed by NGOs under city government of Addis Ababa Education Bureau?
2. To what extent have the identified projects attained the expected objectives?
3. To what extent are education projects monitored and evaluated to rectify the problems?
4. What are the major challenges that affect the implementation of educational projects in the city government of Addis Ababa Education Bureau?

1.3 Study Objectives

1.3.1 General objective

The general objective is to assess Implementation of NGOs Assisted Educational Projects in Addis Ababa City Administration Education Bureau.

1.3.2 Specific objectives

1. Assess the contribution of NGOs for improving education system in AAEB.
2. Assess the implementation process of educational projects by NGOs under AAEB
3. Assess the gaps of the intended and actual implementation of educational projects.
4. Identify the major challenges that affects the operations of educational projects
5. Identify monitoring and evaluation mechanisms to ratify implementation problems

1.4 Significance of the Study

Many organizations use projects as means to accomplish their tasks. Project implementation is the application of knowledge to obtain desired results. This study is useful to provide insight for experts, department heads and higher officials in City Government of Addis Ababa Education Bureau regarding project initiation, planning, implementation and controlling, and close out of educational projects. Furthermore, the presented findings and suggested solutions may be valuable for those involved in implementing education projects in the city government of Addis Ababa education Bureau. More specifically, the study has the following importance:

- The results of this study may help the NGOs' & City Government of Addis Ababa Education Bureau's decision makers and experts to make revisit and refine their strategies and policy guides for effective education projects implementation.
- It may help to examine the effort made by NGOs in undertaking the educational project implementation and to assess the strengths and weaknesses of institution in the effort they exerted in improving the quality of primary education.
- The result of the study may be used as a footprint for these desires to engage in future study on related subject.

1.5 Delimitation of the Study

This study is delimited in the City Government of Addis Ababa Education Bureau which has 17 departments and subunits directly involved in implementing educational projects. This is because under each department there is educational project. These educational projects are

funded and managed by NGOs. Educational projects that are financed by the Ethiopian government are not observed in this study. The observed projects include indigenous and international educational projects which have been functional from 2014 to present. In this regard, the results of the study can only be generalized for educational projects currently operated and implemented under the City Government of Addis Ababa Education Bureau.

1.6 Limitation of the Study

Addis Ababa city government host about 700 NGOs, of which 224 are local and 476 international that signed formal project operational agreement with the respective bureaus of the city government (AABoFED, 2014). Due to resource constraints, the research addresses only 40 indigenous and international nongovernmental organizations that are currently collaborating with the city government of Addis Ababa Education Bureau with intentions focused on education. As a result, the research finding may not be generalized for all nongovernmental organizations executing development projects in Addis Ababa. Other limitation of the study was it not corporate community and beneficiaries of the projects.

1.7 Definition of Key Terms

NGO: Non-government organization that is an independent, voluntary, nonprofit, and value-based society/association/foundation working toward the betterment of a target society.

Project: A unique process consisting of a set of coordinated and controlled activities aimed to assist school community to achieve an educational objective with specific requirements associated with time, costs, and resources under Addis Ababa City Administration.

International NGOs: Non-governmental organizations that are registered under foreign law. They may work in one or more country and may have international headquarters in Ethiopia or elsewhere.

Indigenous NGOs: Non-governmental organization that has originated in Ethiopia or Addis Ababa. It is registered under Ethiopian law and serves Ethiopian and/or Addis Ababa's community.

Implementation: The project stage that covers the actual development or construction of a project until the point at which it becomes fully operational (Baum and Tolbert, 1985).

1.8 Organization of the Study

The study is divided into five chapters. Chapter 1 introduces the current problems and questions. Chapter 2 presents a review of relevant literature on the topic at hand. Chapter 3 discusses research design and methodology. Chapter 4 presents the study results and analysis. Chapter 5 summarizes the major findings of this study and offers solutions for future projects.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

Introduction

This chapter presents the related literatures on the study so as to have an insight in to the research topic that Status of Implementation and problems of Educational projects designed by Indigenous and International NGOs under the City Government of Addis Ababa Education Bureau and briefly expose the readers to some of the major areas of the subject matter under consideration. The following topics will be examined under this chapter: the origin, meaning and significances of the educational project, the concept of the project cycle, educational project implementation, monitoring and evaluation, problems in educational project implementation, action to be taken to mitigate the project implementation problems and the concept of NGOs and its role in the development.

2.1 The Origin, Meaning and Significances of Educational Project

The notion that investment or any economic or social activities can and should be planned and executed in the form of specific object is itself a relatively new phenomenon. Regarding to this, the World bank described as "though the uses of the term project in a general sense of a plan, design or scheme for doing something can be traced back for several countries" (Baum &Tolbert 1985:6).

World Bank claims to have played a decisive role in developing and applying the project concept. Hence, (Baum and Tolbert 1985:6) have stated that "the articles of agreement adopted at the Bretton woods conference in 1944, on which the work of the Bank rests, stipulate that loans made or guaranteed by the Bank shall, except in special circumstance, before the purpose of specific projects of reconstruction or development." So, the concept was only related with the development.

But an early review by the Bank's legal staff regarding to the use of the term "Project" in various places in the articles, concluded that it was ambiguous. In order to ensure this, the executive directors debated whether the first three loans made for general reconstruction purposes to frame, the Netherlands and Denmark in the late 1940sconstituted specific

projects or had to be justified under the term special circumstances. In the last analysis, it was concluded the loans disbursed for the three countries mentioned above were not for specific projects. In any cases however, the executive directors and management, during occasional discussions of the clause on specific projects over the years have been concerned more in identifying the conditions that would contribute special circumstance than with defining a specific project. This is because the exceptions in some causes received more attention than the rule. Nevertheless, it was the intention of the Bank from the beginning to interpret the concept of project broadly to mean the use of the scarce resources for a specific productive purpose and still continues to be the prevailing view.

The origin of the project concept is only in the post war period, beginning in the 1950s, the development practitioners and academicians have focused on project as the units into which investment in all sectors could be packaged. Successful project work does not necessarily require a universally accepted definition of a project since one exists in the real world. This dilates that the great variety of activities is grouped under the term project.

According to the World Bank, a project can be defined as "a discrete package of investment, policies and institutional and other actions designed to achieve a specific development objectives or set of objectives with in a designed period" (Baum and Tolbert 1985: 1465). There are also other definitions provided by the different authorities and organizations. According to Magnen (1991:14), "a project is a set of investment and of other planned activities, which are aimed at achieving specific objectives with in a predetermined time frame and budget." Hence, this definition consists of four important component investment, planned activities, specific objectives, time frame & budget. As (Carmichael, 2004:34- 35; Gardiner, 2005:119) has stated:

> *Projects can be either technical or non-technical. A technical project is associated with an engineering endeavor, which requires mechanical skill and specialist technical knowledge, and non- technical projects involve a group of people doing non-technical activities such as 'moving to a new office', or 'going to shopping.*

Therefore, projects are authorized for different reasons and it needs different professional and non-professional skills. Likewise, Project Management Institute (PMI, 2000), cited in Gardiner (2005:9) has described that major reasons that projects are usually authorized: *"A*

market demand, a customer request, a crisis and a social need (for example, a non-governmental organizations (NGOs) in a developing country authorizes a project to provide potable water systems, latrines and sanitation education to low income communities suffering from high rates of cholera." Therefore, since educational project striving to solve social problems, it should be authorized.

Another definition given by the development project studies Authority ((DPSA) 1990:6) "generally understood in the area of development plan formulation and implementation is that a project is a proposed undertaking involving complex of economic activities in which scarce resources are committed in expectation of benefits that exceed the resources." It is to be understood that resources and benefits are to be interpreted broadly in various aspects. According to DPSA, the concept "Proposed" is intended to emphasize the point that the focus in this definition is on pre investment activities such as the conduct of the studies and appraisals.

In any case, due to the difficulty to give a universally accepted definition of a project as has been indicated above, it is easier to describe then to define a project to make this issue more clear DPSA (1990:7) has put it as the "understanding gained in the process is much deeper, it may highly biased that a good deal of confusion can be avoided by describing a project accurately instead of trying to define it elegantly."

According to Turner, (1999:3) has stated "project is an endeavor in which human, financial and material resources are organized in a novel way to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to achieve beneficial change defined by quantitative and qualitative objectives."

Projects are always focused on delivering specified products to meet a specified Business Case. The benefits are stated in the project's Business Case. Benefits can take many different forms; financial, in the form of additional profit or avoided costs Strategic, by providing a plat form to move towards one of the organizations strategic aims, Legislative, by fulfilling some absolute requirement laid down by head office or a government body. During any project there are often opportunities to discover new benefits, which may enhance the project's product or indeed impact on another project. However, any deviations from the

original Business Case must be controlled through the Project Board (PRlNCE2, 2004:24). Projects make an essential contribution to the development of an organization. A project should be more than just a good idea. It should always support the strategic goals of the organization and satisfy the interests of the community. Otherwise, it consumes resources and it fails to add value (Gardiner, 2005:10). still, Mac Lachlan (1996:2), cited in Gardiner (2005:1), defined a project as "A project is a task with a beginning, middle and an end, which you as a manager need to complete." It is essential to have a clear picture of a project before dealing specifically with project implantation. Different writers have explained the meaning of 'project' at different times, besides, some projects will have maximize products and others will increase services so as people will solve problems by designing short, middle and longer programs and projects.

A project is designed to achieve the required results of the task and it is organized to produce new products for the benefits of an organization. The Project Management Institute (PMI), in Meredith and Mantel (2000:8), has defined a project as "A temporary endeavor undertaken to create a unique product or service.'' It means that no two projects are alike; every project has some elements that make it different. A variety of projects can be found in different organizations. Hamilton (1997:69) defines a project as: "Any series of activities and tasks that together achieve pre-determined deliverables in accordance with a quality definition have defined start and end dates, intermediate milestones, funding limit, and utilize resources such as equipment, materials, people, etc."

As it is seen from the above definitions a project is a complex effort to achieve a specific objective within a schedule and budget secured. It is also unique, and is usually not repetitive in its nature and has to be finalized within a specific period of time. Covey (1999), cited by Phillips et al. (2002:4), defines a project by saying; "a complex series non-routine tasks directed to meet a specific goal." This shows projects are different from routine activities. The British Standards Institution (BS 6079-1, 2000:2), cited in Gardiner (2005:1), defines a project as follows: "A project is a unique set of coordinated activities, with a definite starting and finishing point, undertaken by an individual or organization to meet specific objectives within defined schedule, cost and performance parameters." Thus, the tasks of the project have to be coordinated from the beginning to the end to get the required results and achieve

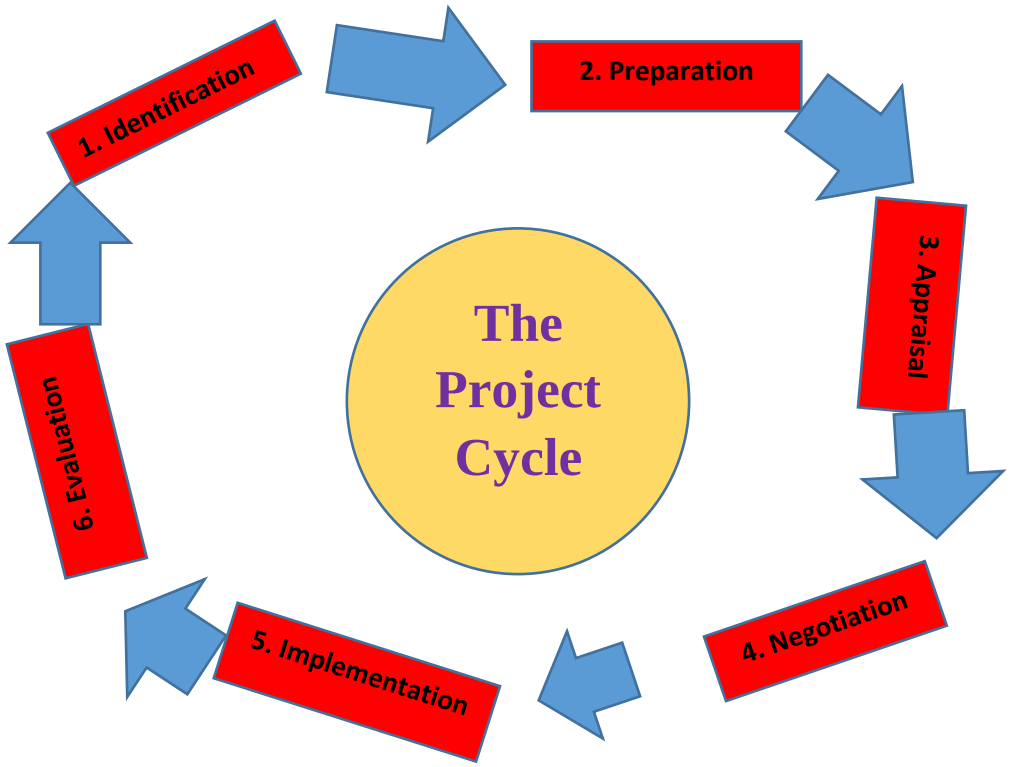
goals that are specified. The achievements of goals and objectives require a budget based on the specification of the project. Most of the authors' definitions are interrelated and show that projects are unique activities to be done to achieve organizational goals and objectives. Projects are useful to achieve organizational goals and objectives as effectively as possible within the required Budget, time and specification. Projects are designed in order to fix the responsibility and authority for the achievement of an organizational goal on an individual or small group when the job does not clearly fall to a routine task (Mantel, et al, 2001: 2).

To sum up, a project should be always to be targeted to support the strategic goals of an organization. What and where ever the sources of the project or the reasons for designing projects, competition and a global market have created a demand for better, faster and more cost effective projects to file the gaps of the country generally and to achieve the organizational goals particularly.

2.2 The Concept of the Project Cycle

Project work is thought to be taken place in several distinct stages. These stages are community referred to as the "project cycle". Each stage of the project is closely linked to one another and it follows a logical progression. That is to say, every project passes through sequences of the stages. The concept of the project cycle was first developed by Baum in 1970. The first project cycle of Baum includes stage like identification, project preparation, project appraisal, and supervision (implementation). Eight years later Baum added evaluation to the sequences (Cracknell, 2001:95). Thus, the 1978 Baum's simple version of the project cycle looked like figure1:

Figure 1**: The 1978 Baum's Simple Version of Project Cycle**



Sources: Cracknell, 2001:95

Baum and Tolbert (1985:334-335) describes the above mentioned stages as follows:

I. **Identification:** the first phase of the cycle is concerned with identifying project ideas that appear to represent a high priority use of the country's resources to achieve important development objectives. Such project ideas should meet an initial of feasibility.

II. **Preparation**: this is appoint at which a firm decision can be made whether or not to proceed with project idea.it require progressive refinement of the design of the project in all its decisions like the technical, economic, financial, social ,institutional and so on. The distinction identification and preparation is often blurred in practice and their relative importance can vary greatly depending on the character and history of each project.

III. **Appraisal**: external agencies or government (the extent of formal appraisal varies widely in accordance with government practices) require a formal process of appraisal to assess the overall soundness of the project and its readiness for implementation before funds are committed or approving loan.

IV. **Negotiation**: it is known that the appraisal stage usually closes with negotiation between representative of the MoE and of the financial decision- makers. The negotiations results an agreement as to the project's objectives, design, content and mode of financing. The MoE representative obviously have a better chance of having their point of view accepted if the project documentation is well prepared and if they are perfectly familiar with the different approach (Magnen 1991: 30)

V. **Implementation:** the implementation stage covers the actual development or construction of the project, up to the point at which it becomes fully operational. It includes monitoring of all aspect of the work or activities as it proceeds and supervision by "over sight" agencies within the country or by external leaders which are the concern of this thesis.

VI. **Evaluation**: the ex post evaluation of a completed project seeks to determine whether the objectives have been achieved and to draw lessons from experiences within the project that can be applied to similar projects in the future. This subpar of the project includes ongoing, impact and other types of evaluation.

Since 1978, there have been many other versions of the project cycle. Craknell (2001:96) has suggested that "Mac Arthur's version captures most comprehensively all of the many stages and inter-linkage between the initial project identification and the eventual ex post evaluation." This version of the project cycle (sequence) is slightly unusual compared with other versions in that it runs anti-clockwise and it is divided in to three phases: pre-investment, investment and operations. However, donors who have developed the project cycle started to challenge its rigidity. In the line with this, Cracknell (2001:96) indicates that "donors adopt different attitude to the rather rigid concept of the project cycle. The new approach recognizes that in real life people centered projects are unlikely to be successfully implemented without involvement of the people and how that there is widespread acceptance of the participatory methods."

The project cycle composes four stages namely listening, piloting, mainstreaming and demonstrating. Cracknell (2001:98) describes each stage as follows:

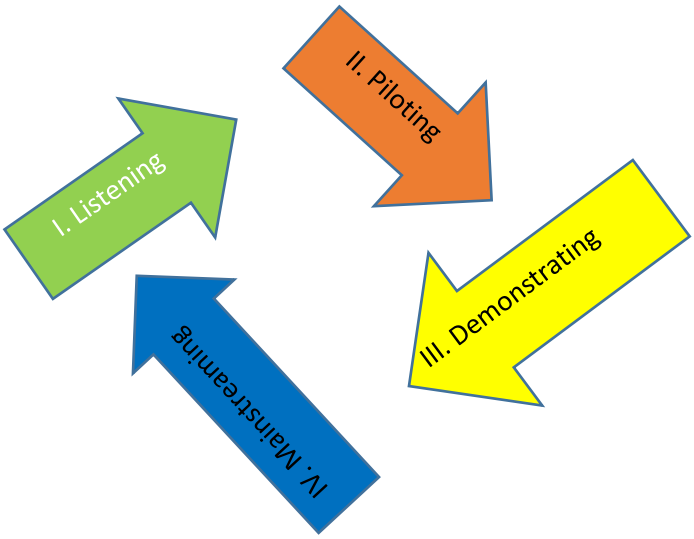
Listening: one listen to all the stakeholders to find what best meets their needs.

Piloting: when various alternatives are explored on small scale to learn lessons and to reduce the risks that are associated with moving into unknown.

Demonstration: when one further develops projects and tests out the various components of the proposed package looking for a consensus in the light of the previous discussion and pilot projects

Mainstreaming: devoted to adaption, on a large package of project proposals that best fits the needs of the beneficiaries, often using NGOs or private sector institutions as agent for implementation.

Figure2: A New Concept of the Project Cycle



Sources: Picciotto and Weaning (in Cracknell 2001)

All in all, each stage of the project is the logical successor of the preceding one, while the last stage prepares the first of the next cycle. In practice the distinctions between the various stages are not always sharply drawn. On the other hand, projects financed by international sources generally follow the cycle quite closely. The board outline of the cycle is also followed by most education projects. The experience up to now shows that considering a

project as a cycle contributes to the development of detailed and exhaustively studied project and implementation.

Starting from proposal up to implementation, projects pass as through different stages. Buam and Tolbert (1985) and Magnen (1991) states "a project goes through a series of identifiable stage, which is called project cycle involving identification, preparation, appraisal and implementation stages." Generally, a single project has to pass though all these five stages to be completed and each stage has its own activities and process to be accomplished. As this study is concerned with the fourth stage of the project cycle, project implementation is treated in detail under.

2.3 Educational Project Implementation

Project implementation involves realizing the planned activities into operational activities. Hamilton (1997:80) has explained project implementation "Executing refers to the coordination of resources to achieve the "requirement."" Project implementation depends on the plan which lists the different requirements for the project. This phase is the practical phase of the project. According to Gardiner (2005:29), "this is the phase in a project where the expenditure is at its greatest and the sponsor expects to see project outcomes arriving on time and meet or exceed expectations." The implementation stage is the execution of the project plan accordingly.

The implementation of the project has to be monitored by collecting sufficient data to make sure that the project team implements the plan correctly. The implementation of the project is based on the plan and the design of the project. Turner (1999:294) has described the implementation stage of project management as follows:

> *During this stage, most of the work to deliver the objectives (build the facility) is undertaken, and thus most of the expenditure made. The stage is started by completion of detailed design…. Work is authorized by the project manager, and allocated to teams or the individuals. As work is done, progress measured to ensure the desired results are achieved; that is the required facility is delivered within the constraints of quality, cost and time, and that this will achieve the required benefits.'*

The implementation stage of project is doing the work and coordinating of the resources to be used for the achievement of the project objectives. The success in managing the implementation of the project depends on efficient use of resources.

According to Baum and Tolbert (1985: 582) states "implementation is the process of putting what has been planned into action." At the same time, project should be designed with a view to how they will be implemented. In view of this, "educational project implementation or management includes the implementation of all investments and other actions provided for by the project curriculum developed, construction of the buildings, introduction of different services and innovations, expanding and renovating existing facilities, purchase of equipment, training of staff, technical assistance, research or reform of the administration institutions, and other miscellaneous services" (Magnen, 1991:30).

Hence, there must be a close match between a project objectives and the capacity of local institution to implement, operate, and maintain it. To accomplish the task, it is the almost requirement that good project performance is usually visible. The influence of the quality of implement on project performance is usually visible. Baum and Tolbert (1985: 369) have stated that "many projects in in serious difficulties during implementation have been turned around by the appointment of a competent manager." If this is done, care should be taken that it does not delay the development of local managerial capacity but rather factors it through counterpart on the job training arrangements. "The best long term solution however, lies in the education and training of more managers" (Solomon, 2004:51). On the other hand, the technical design of a project has implications for how the project is implemented. The approach of implementing and educational project differ s with technology it uses. For instance, Baum and Tolbert (1985: 359) have stated that "the implementation of a project that uses an advanced and capital intensive technology may be relatively simple to organize since it requires a small number of highly skilled staff and can be structured a long a well-established pattern applicable in many countries." On the other hand, project using intermediate or labor- intensive technologies may require a more elaborate organization and management since them usually different tasks over a wide geographical area.

Another way of looking at how a project design influences the way it is implemented should be managed is to distinguish between project that can be and cannot be "blue-printed". However, Baum and Tolbert further argued, the project for which is most difficult to have

blue print are these that are people oriented and require a large number of participants to change their behavior. For this, the state of the art and the knowledge generally available during preparation and appraisal don not allow a precise definition of the tasks required implementation and their sequences such projects include provision of primary or non-formal education projects in urban areas. Project implementation is one among the identified stages of project cycle. A project must be implemented as it is planned. Awelu (2007) has make clear "planning is a means to an end and implementation is a way how well the purpose of the plan is being achieved."

On the other hand, Keeling, (2000) has expressed "project implementation as an execution and a period of concentrate activities where plans put in to actions in which each activity is monitored and controlled and coordinated to achieve project objective so that work efficiency will be directly related to the quality plans." Having similar ideas, Buam and Tolbert (1985) have believed that "implementation of a project is said to be gain when resources are committed." At the implementation stage of a project, among the necessary conditions required for success is that availability of the necessary resources needed to transform the plan in to action. In addition, according to Shifaraw (2003) states "administration process in the implementation is a cumbersome task that will affect the implementation." Therefore, administration should necessarily maintain constant check to ensure the proceeding plan in the light of truck.

2.3.1 Planning Implementation of a Project

Once a project is planned, it has to be implemented. Unless a plan is implemented, it remains more blue print which is only statement of intent that is the basis for action but don't itself produce action. The best education project that can be achieved will be relatively meaningless, useless it is implemented. In relation to this, Mcknnon (1973:12) has clearly stated that "… whatever other features are taken into 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 is that project or program implementation is a process of transforming plan in to action, it is not random activity but it has its own strategies and methods which involve various tasks and 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 into action. In other words, during implementation, resources should be provided in desired quality and quantity" (Shiferaw, 2003:26). The resources are human, materials and programming of them in an indispensable task.

Effective plan implementation requires administers talents, skills and abilities in coordination efforts towards the object envisaged. The administration of process in the implementation stage is a cumbersome task in that will affect the implementation. Therefore, administers should maintain constant check to ensure the proceeding plans in the right path. This idea shows that "a comprehensive plan that is prepared with greater perfection does not necessarily guarantee for implementation and in deeds administers effort during management 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). 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 plan." At the implementation stage of the project, one of the necessary condition of the required for success is that availability of the necessary resources needed to transform the plan into action.

Effective plan implementation requires administrative talents, skills and abilities in coordination effort towards the object envisaged. The administration of the process in the implementation stage is a cumbersome task in that will affect the implementation. Therefore, administrative should necessarily maintain constant check and to ensure the proceeding plan in the right path.

Similarly, Forojalla (1973-80) has stated that administrative function in the following way: public information, participation of other organizing, organizing the process of implementation itself, and plan elaboration by reducing the plan into component units for action by carrying our activities such as programming, project identification and detailed time sequencing of project activities. "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 and efficient implementation"

(World Bank, 2000). Implementation plan comprises information regarding the resources needed to complete each activity, the required sequence of activities and duration of the project in general and of each activity in particular. It also indicates the expected start and finish time of each activity. This shows that whether the task to be carried out is narrow or wide easy or complex, one has to give due consideration whenever dealing with the preparation of implementation plan. Single portion of a project does not be left to chance.

2.3.2 Controlling and Coordinating in Project Implementation

It is important to control the progress of the project during the implementation phase. Project control is the process of ensuring that the project delivers everything it is supposed to deliver in the planning stage of the project. Controlling a project is a comparison of baseline plans and contracts with actual implementation, and deciding what to do when the two do not match. In this case re-planning is the best remedy to resolve the problem of implementation. "To know when corrective action is required, inspection, interim progress reviews, testing and auditing are the common ways to keep abreast of project progress" (Meredith and Mantel, 2000:462). Controlling is applied to keep the work on time by putting additional effort into critical jobs which are at risk of running late. To maintain effective control of projects certain criteria and steps have to be followed. Spinner (1997:64) states the following four stages of controlling a project once it gets underway:

> *Periodically reviewing the performance of each project activity on the schedule, Measuring and evaluating its performance against the planned project objectives, Taking the necessary action on critical activities that are affecting project performance; and Communicating overall progress to management and project team through meetings, memos, and written reports and Controlling the implementation of the activities is to assess the achievement and correct the problem*.

Gardiner, (2005:284) states "the information generated during initiation, scheduling, budgeting and procurement planning become inputs for the control phase". It is essential to check and recheck the implementation of the project. The most important tool in this process is the plan that was developed to define the three parameters of the project- specifications, schedule and budget. These are the standards against which performance is measured. Controlling involves three steps: establishing standards, monitoring performance and taking

corrective action. If the project deviates from the original specifications, the project outcome may fail to meet performance standards. The heart of the control process is monitoring the work in progress. It is the way of knowing what is going on- how it compares with plan. With effective monitoring, it is possible

In view of this, especially, an education project managed by many organizations; by the staff itself, by the external aid sources or NGOs financed it, by the another public body, or by the combined efforts of these parties. In this regard ensuring effective coordination in implementation when several agencies or organization are responsible for different components of a project is inherently difficult. "In order to provide valid answers to these pitfalls, from the very outset the project objectives should give enough attention and efforts to ensure that all the concerned parties who will be engaged in the implementation and practical operations so as to share a common view of the objective of the strategy for meeting them" Baum and Tolbert (1985: 340).

In order to facilitate coordination among the various tasks and their executers, first and foremost, mutual commitment and support is needed between the relevant political authorities and the ultimate beneficiaries, whose active participation is often important for the success of a project. Similarly, "the same applies to the external agency or NGOs that may be expected to help finance the project" (Solomon 2004: 51).nevertheless, the lack of such coordination or failure to reach a mutual understanding of a project's objectives and to secure a firm commitment from the parties concerned will have adverse effect on the implementation of the programs for the enhancement of the nation's educational development.

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

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

2.4 Monitoring and Evaluation

"The basic aim of monitoring and evaluation is to assess whether the objectives of the original project have been attained, and if not why. Hence, as a result of undertaking proper monitoring and evaluation, major achievements and problems are identified, recommendations for remedial actions made and lessons of experience draw" (DPSA 1990:35). "The experience of development projects is fraught with problems; their implementation has frequently run into serious difficulties and their results are far from always having met the hopes placed in it" (Magnen, 1991). Studying past experience, specialists have become aware that the lack of reliable information on the implementation conditions and results of programmes and projects was often at the heart of repeated problems and failures. Specialists noted that in the absence of appropriate information: Managers can neither detect improper functioning, nor of course take early decisions and decision-makers can neither analyze the causes of problems, nor choose more appropriate objectives and implementation strategies on the basis of good understanding. The need to develop and apply practical M&E system is increasingly recognized as an indispensable tool for programme/project management, both to support the implementation and to get feedback for the design of new initiatives (EMI, 2014).

Monitoring and evaluation of development interventions provides government officials, funders, and civil society with better means for learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to key stakeholders. Monitoring and evaluation is a critical and donor often required means of determining whether or not development assistance programs are achieving their planned targets (USAID, 2012). Though different scholars made effort to define monitoring and evaluation, yet there is often confusion about what it entails. The next sub section defines the terms monitoring and valuation separately, Explain why we engage in monitoring and evaluation and clarify what both entails

2.4.1 Project Monitoring

Project monitoring is about collecting sufficient data to make sure that the project team implements the plan correctly. "Project control is the process of ensuring that the project delivers everything it is supposed to physical products and assets, quality products, documentation and deliverables such that there is complete assurance on delivery integrity" (APM, 2000: 35; ISO 10007, 1995) Cited in Gardiner (2005:285). "Monitoring is closely related to change management and configuration management"(IPMA, 1999: 46). The elements that make up project monitoring are focused on the: Selection of control measures, observation of activities, collection of control data and comparison of control data with planning information, such as that contained in schedule, budget and risk management plans.

Monitoring is a key in helping remedy situations before the damage becomes severe. The project design must address the essential information needs of those who manage and implement the project. In most cases, educational projects particularly those with innovative or experimental features should include some procedures for ongoing monitoring or evaluation mechanism, which otherwise the loss will be greater than the benefits to be accrued. As defined by USAID (2012), Monitoring is an ongoing process that indicates whether desired results are occurring or not. It aims to measure progress toward planned results, usually through preselected indicators. Magnen(1991:118) defined Monitoring as a system of continuous information for the use of a project manager. In view of monitoring, implementation is seen as a continuous learning process where experience gathered is analyzed and fed back into planning and updated implementation approaches.

Monitoring is not a difficult fast and it does not cost to men. Thus, the World Bank states as "monitoring can be a relatively straight forward and inexpensive system that provides an early warning to project management about potential or actual problem" (Baum and Tolbert 1985:382). However, if a monitoring system can be so elaborate and time consuming, then it can be a counterproductive. Monitoring should be based on a set of simple indicators that can be collected & processed in time for management to necessary action. For instance, some indicators are construction costs and enrolments on education projects.

2.4.2 Project Evaluation

Evaluation is aimed at making a judgment on the value of an output or of an activity or project. "It simply means to assess the value of something" (Feverstein 1988:2) and

"evaluation is the determination of a thing's value" (worthen Balaine 1987:22). In education, evaluation is the formal determination of the quality, effectiveness or value of a program, product, project, process, objective or curriculum. If we assume that decisions have always been a part of education, it can be said that evaluation has always had a role to play in the system. Evaluation can be seen informal or formal. According to worthen Blaine (1987:12) "informal evaluation or the way in which people form impressions or perceptions about which educational alternatives are best, is as much a part of education as teaching itself."

On the other hand, formal evaluation or the use of accurate information and criteria to assign values and justify value judgments has a much longer and more distinguished history them is generally recognized. There are two basic distinctions in educational evaluation studies formative & summative. worthen Blaine (1987:34) has stated that:

> *Formative evaluation is conducted during the operation of the program to provide program directors evaluative information useful in improving the program. On the other hand, summative evaluation is conducted at the end of the a program to provide potential consumers, with judgments about that program's worth or men it for instance, after the curriculum packages completely developed, a summative evaluation might be conducted to determine how effective the package is with a national sample of typical schools, teachers and students at the level at which it was developed.*

Besides, evaluation has to be planned to get the required result of the evaluation process. We will describe evaluation as the processes of negotiating an evaluation plan; collecting and analyzing evidence to produce findings; and disseminating the findings to identified audiences for use in describing or understanding an evaluated; or making judgment and/or decisions related to that evaluated /the object of an evaluation. So, evaluation has to be planned before collecting data and producing findings about the object to be evaluated. Based on the evaluation results corrective action should be taken for better achievement of project objectives.

Evaluation can broadly be seen in two ways: - In periods of evaluation and persons conducting the evaluation. In terms of the periods of evaluation four types of evaluation are

commonly distinguished: Ex-ante evaluation, mid- term evaluation, terminal evaluation and ex-post evaluation, details of each presented below:

1. Ex-ante evaluation (Start-up evaluation): A form of evaluation conducted prior to startup of implementation of a project/program. It is carried out in order to determine the needs and potentials of the target group and its environment, and to assess the feasibility, potential effects and impacts of the proposed programme/project. At a later stage the effects and impacts of the programme/ project can be compared with this base line data (EMI, 2014).

2. Mid-term evaluation: This type of evaluation takes place while the implementation of the planned project is on-progress. Such evaluations are conducted relatively early in the midway of the project life and are usually external assessments. What distinguishes it from terminal and ex-post evaluations is that correction to the current project still can be made on the basis of findings and recommendations (EMI, 2014).

3. Terminal/Summative evaluation: It is conducted when the funding for the intervention or the whole project activity comes to an end. But this may not mean that the services and inputs being supplied by the programme/project terminate. In the terminal evaluation, in addition to the existing records, documents and outputs, an inquiry should be made for secondary data that are relevant for comparison. Recommendations from terminal evaluation are primarily directed to improve the planning and design of future projects.

4. Ex-post /Impact evaluation: It is designed as in-depth studies of the sustainable impact of a programme/project that has been already executed. It is carried some time (in most cases 3-5 years) after the programme/project activity has been terminated in order to determine its impact on the target group and the local area. However, it is rarely done due to lack of willingness to fund from the financers of the program/project.

On the other hand based on persons evaluating, scholars classified evaluation into two: internal and external.

1. Internal evaluation:

It is performed by persons who have a direct role in the programme/project. On-going or formative evaluation can be done by the management team or persons assigned from the implementing agency. Majority of local nongovernmental organizations engaged in this type of evaluation because it cuts expenses.

2. External evaluation:

The type of evaluation carried out by persons from outside the programme/project. Terminal and ex-post evaluations often conducted by external evaluators. In most cases in local NGOs evaluation is conducted by the funding agencies. Donors often prefer external evaluators because it is believed that they can bring a range of expertise and experience that might not be available within the organization, and they may have more independence and credibility than an internal evaluator.

In general monitoring and evaluation is a management tool that helps to judge if work was going on in the right direction, whether progress and success could be claimed, and how future efforts might be improved. It assists organizations to extract, from past and ongoing activities, relevant information that can subsequently be used as the basis for programmatic fine-tuning, re-orientation and planning (UNDAF, 2011, 58).

2.4. 3 Disparities & Complementary Features of Monitoring & Evaluation

Although monitoring and evaluation are essential component of development intervention usually described as one and the same functions, the two have major differences. Monitoring as depicted in Table 1, is a basic part of project management objectively focus on determining efficiency so as to facilitate an early adjustment, is a continues feedback system, involve tracking of inputs, process, output and work plan, whose result primarily used by project implementers. Evaluation on the other hand objectively focuses on assessing impact, carried out periodically, and its result usually is used by donors and other stakeholders in future program/project design.

Table 1: Major Disparities between Monitoring and Evaluation

	Monitoring	**Evaluation**
Objectives	To determine the efficiency.	To determine whether objectives set were realistic or
	To facilitate an early adjustment	not and assess impacts of project activities
Frequency	Continuous	Periodical
Focus	Inputs, process, output & work plan	Relevance or impact and cost-effectiveness
Analysis	Simple	In-depth & Comparative
Primary users	Mainly project implementers	External such as donors, Government
Type of data	Primarily quantitative	Primarily qualitative
Actors	Internal	Internal/external
Analysis	Simple	In-depth & Comparative

Source: - USAID/Ethiopia, Performance Monitoring Workshop Handout, March 1997

2.5 Problems in Educational Project Implementation

It is obvious that any project will be not successfully implemented as planned. Some project might fail because of any internal and external factors. In relation to this issue, many argue that mot problems have managerial nature. Fisher and Others (1996) has stated that "most problems that clearly presented and perceived everywhere at the project implementation stage are those resulting from inefficient project management." likewise, Buam and Tolbert (1985), and Magnen (1991) have forwarded similar view as "management or institutional problems, such as lack of coordinated work and working staff, and lack of supervision and follow up , particularly encountered in educational projects are often root causes implementation delays and cost overruns." Generally, Buam and Tolbert (1985) have argued that "delays in project implementation, cost overruns, reduction in the range of the project, and postponed implementation are the major difficulties occur at the implementation stage of projects."

There are problems that constrained the implementation of projects in the development process and every project is not completed smoothly. Therefore, projects may fail to be completed within the envisaged time frame due to various reasons. As sukhamoy chakrauarty (1987:41) has stated that an implementation failure may be said to arise of one or more of the following condition hold:

> *Firstly, it is because of the fact that planning authorities are plainly inefficient in gathering the relevant information within the needed range of precision. Secondly, in the most cases planning authorities respond with considerable time laps when the underlying situation changes. Thirdly, the agencies through which the planning authorities are supposed to implement plan have little or no capacity or in some cases there is no motivation to carry out them.*

In any case, it is necessary to distinguish between problems that are symptoms and those that are underlying causes. The lack of funds could be the result of a shortage of resources in the part of the government, an administrative mix up or inefficient procedure that delayed the allocation of the funds or a lack of political commitment. The lack of political commitment in part of the government could cause by bureaucratic infighting or by the class among pressure groups and this clash could stem from cultural factors or other factors.

The following implementation problems are derived from reports of World Bank project officers and of project and of project staff in developing countries (Baum and Tolbert 1985:371):

> *The identification of the factors leading to unsatisfactory performance is based on operational experience of the World Bank. However, it suffers from mixing proximate and deeper causes. Two third of the Bank-assisted projects have been changed while they were in the implementation stage for various reasons but the most common these are delays created from the donor side or inefficient procedures followed by the implementers, cost overrun that force a reduction the scale of the project design change in priorities that materialized during implementation or external factors such as sudden decline in the world price of the project's out puts.*

Project implementation problems are varied and complex or their nature but the major ones observed in most of the project are categorized into four major groups according to the World Bank. These include the financial, managerial and institutional technical and political.

Financial problems

The financial problems can be seen in two ways: funds may not be available at the commandment of the project or a shortage may occur during the full implementation period. Although project and programs are well prepared and endorsed by the government of the recipient country and by the donor agencies, the committed funds may not be released right at the time agreed up on by the two parties. Dalliance of the first disbursement may occur and this in turn will disrupt the planning period. This has been clearly indicated by the second annual review meeting report deliberation of ESDP/ HSDP that was held in ECA conference Hall from march 13-15, 2000 by saying that "fund from external source were not available as expected and even when second the satiation rate was low due to lack of implementation capacity"(ARM of ESDP/HSDP, 2000:15).

On other hand, in most cases, the financial shortages occur frequently during the implementation stage of projects for project supporting revenue earning activities, the most frequent financial problems are pressure on the costs because of the general salary and price increases, difficulties in raising prices, tariffs of interest rates; and also losses due to the fluctuation in foreign exchange rates. The circumstances result in operating losses or a low

financial rate of return so that the agency is not able to meet its mobilizations or finance its expanded operation in the future. For other types of projects including educational projects, inadequate allocations of budgeting funds and to somewhat looser extent of foreign exchange are the most common problems observed in addition, rising of costs could also frequently occur in most projects.

When planning is not sufficiently done or non-existent, the implementation of the projects and programs on supported by external aid is difficult and the results will not be as expected liquidity problems may arise on the part of the funding agencies due to irregularity in the flow of contributions from member states.

Difficulties may also arise on the part of the receiving country of meeting the recurrent costs of new educational facilities or services initiated by external funded projects and programs. Local institution for the coordination of external aid from the various sources are virtually nonexistent which means that the assistance received from abroad is not assimilated in an orderly organized manner and hence a good deal of it is wasted. "It can even happen that a government is unable to spend more money received before the expiration date of project" (Hallak Jacques 1990:282)

The financial shortage in the implementation stage of projects has its own negative impacts: its cost could be increased the service or the product the output for that matter will not be available at the planned time, lack of funds has often meant that contractors or consultants could not be on time, spare parts could not be obtained and generally the project will be delayed. Thus, "it can be said that a project can be under cut or condensed to an early demise simply through the lack of an adequate budgeting instrument" (Hallak Jacques 1990:99). Consequently, governments have been forced to make difficult choices among equally important areas in allocating education investment. Furthermore, the public and private agencies have been affected not only because of the resulting increases in the project costs but also because governments could resist granting the tariff and interest rate increases necessary to cover the cost .the long term reasons for finical difficulties are manly but a few are outside the control of the project or the agency service, as a reduction in world price of a commodity or a country- wide economic crisis. Other reason may also be a reflection of political decisions. The problem of financial resources may rise from a basic miss-much

between the national investment program of a government and the financial resources available to implement the project. When this is the case, the financial flows from the public to the project will be interrupted.

Cost overruns are both a cause and an effect of financial problems. It has a paramount important to distinguish between cost overruns that reflect change in the scope of the projects, those that derive from a change in the technical design or specifications and those that are the result of the price fluctuation and or currency adjustments. Some of these overruns may reflects real change in the costs benefits while others do not and this may have different implications for the outcome of the projects. One of the essential factors that explain overruns are implementation delays and given inflation results in higher financial outlays. Thus, a vicious circle is set in motion i.e. delays include higher costs, which in view budgetary constraints means that funds are in adequate for project implementation. This in turn, causes again more delays and further cost increases.

The other causes of the overruns stem from implementation problems. This can be manifested in various forms such as: inadequate management, insufficient project preparation, deficient technical design, the intervention of the policies and procurement problems. Hence, the results will be higher costs than would be expected. On the other hand, understanding the volume of the work required or necessary time to complete the work is one of the most common problems particularly when adequate physical and price contingencies have no provided. Hence, the appropriate action that should be taken to avoid cost overruns largely coincides with those necessary for avoiding delays and ensuring successful implementation. Therefore, "in effect cost overruns are a barometer of the implementation process (Buam and Tolbert 1985:373).

2. Management Problems

Managerial problems are the most pervasive in a sense that they encompass what are usually considered as institutional problems. The lack of managerial ability can make itself felt at three levels. “These are manifested in government administration and this affects all projects in a country; in the upper and middle management of the project or implementing agencies; and at the provincial or local states or local level” (Buam and Tolbert 1985:373). Due to the managerial problems, many educational projects, programs, policies and reforms are failing.

This is clearly stated by the Richard Sack and Mahieddine Saidi (1997:9) has indicated that "the ministries' administrations or managements are unable to implement the educational projects and programs; they are often unable to manage efficiently the existing or additional resources that the programs entail." The other aspects of this problem are a shortage of the people with specific skills such as accountants, technician with general administrative capabilities, in adequate management, accounting reporting systems and procedures; in ill-defined organizational set up; low salaries and poor staffing policies and lack of coordination among agencies.

Managerial or institutional problems are mostly the root causes of implementation delays and cost overruns. Implementation delays may result among other things inadequate planning, delays in land acquisitions failure to obtain necessary legislation, prolonged bidding and contracting procedures, insufficient project supervision, and slow responses to change in the policy environment and low staff morale and productivity.

The success of the donors' educational program and projects mainly depend up on the soundness of the management that prevails in the system. In other words, the more soundness of the management, the more efficient system will be and the greatest will be the achievement of donor assisted educational programs and projects. However, effective management is not their top priority of most governments. Regarding to this, Richard Sack and Maheddine Saidi(1997:10) has stated the importance of management as follows:

> *The success of the educational programs and projects is absolutely crucial to the future of individuals and countries. If the job is poorly done, scarce resources are wasted and worse still; the costs in terms of wasted lives and generation are huge and irreparable. Effectiveness and success in education system is an imperative. Yet, in spite of this, one often has the impression that effective management is rarely a top priority for policy makers.*

Sound and effective management is a key instrument in achieving the goal of the institution or organization and bring about development for the region under references in particular and for the nation in general. As it is the clearly stated by World Bank (1998:12), "sound management consists of the institutions and policies that will lead to rapid development and poverty reduction in particular country."

It is thus, important to consider all the managerial problems that impede the smooth functioning of the project, which otherwise the effectiveness of project operation will be reduced.

3. Technical problems

Many problems can arise in constructing civil works, in operating equipment or procuring it. These may include or unexpected soil conditions that will jeopardize any constructing activities, poor quality of materials, technical defects on design, mistakes in the installation and startup of equipment ,inappropriate technology and unsuitability of imported equipment for the local conditions. In people oriented activities such as the provision of the health and education ,the lack of the approaches fully tested for the particular circumstances of a region or a country is another technical or design problems. When there is a technical failure, all investment would not achieve the desired goal. Hence as (Hallak Jacques 1990:101) has stated clearly "technically bellow the point referred to as the critical mass, investments are unlikely to affect the system efficiently."

When errors are committed in the preparation of the original design of a project and in the underlying estimates and projections, then benefits will be minimized to a minimum. In many cases, problems stem from the difficulty of defining appropriate solutions. However, some technical problems are the result of a calculated risk.

4. Political problems

When government's commitment at all levels is absent, weak or changing, obviously project implantation suffers. A rapid rotation of political appointees in some areas considerably influences success in project implementation. Project management has to take into account the potential impact of such political and administrative factors, anticipate the problems in so far as possible, and modify the implementation path accordingly.

Even in the absence of such obvious disruptions as wars and serious internal upheavals, political problems are at the heart of many of the difficulties experienced by projects. Government commitment has al-ready been discussed; when it is absent, weak, or variable, project implementation suffers. The public administration of a country is closely linked with

its political machinery, and it is almost impossible to disentangle political problems from the administrative difficulties encountered by a project entity in its relations with the rest of the public sector.

Other problems:

Donor condition ties, lengthy project approval and fund disbursement procedures of donors/financing agencies, low community involvement in project planning and implementation, etc. are other contributing factors in delay of implementation

2.6 An Actions to Mitigate the Educational Project Implementation Problems

We shall consider first the principal factors that account for successful projects, and then those that lead to problems and difficulties during implementation. This twofold discussion is necessary because, as will be seen, the reasons for success are not always symmetrical with those for failure.

Few projects, especially in developing countries have been highly successful. This means that they have been completed on time, at or reasonably close to the original cost estimates, and with the expected benefits realized or even exceeded. Most projects are, however, experienced shortcomings in one or more of these respects, and sometimes in all of them. The following are some of the principal factors that could account for successful projects, and then those that lead to problems and difficulties during implementation.

1. Political Commitment: - strong and sustained commitment by all levels of the government body (national, regional, zonal, *wereda, & kebele*) to the project's objectives is the first and probably most important reason for success. According to Baum and Tolbert(1985:366) states "this is a complex matter, not always readily discernible, that applies not only to projects supported by international development agencies but also to those financed from the country's own resources" By political or government commitment we mean that the continuing interest and active support of these agencies and individuals who are in a position to influence attainment of the project's objectives whether through the allocation of human, financial and other resources or through the workings of the administrative and political apparatus. To support this ideas, Baum and Tolbert (1985:366) have stated as follows: "commitment is a dynamic concept. The coalition can change, at

times drastically, during the several or more years of project implementation. The main supporter may retire or resign, or the political makeup of the administration shift. Thus, a coalition has to be not only powerful but enduring." This does not mean that a project, for which there is a full commitment will not face problems owing Commitment or the absence of it, will have more effect on some kinds of projects than on others. For example, in our country road, agricultural, and education development projects have received greater attention and commitment by the present government than the previous regime. As a result, the success in these sectors is significant. It is strongly advisable that stakeholders' participation and consultation during project preparation would help to ensure commitments i.e. to incorporate the main influencing agencies and actors in the preparation and appraisal process would enhance more the success in implementation. A careful monitoring of the political environment is one of the duties of a good project manager.

2. Simplicity of Design: - Selection of proper project design is central to successful project implementation. "Projects with relatively simple and well-defined objectives based on proven and appropriate technologies or approaches, have a better chance of being implemented successful" (Baum and Tolbert 1985:368). Experience has shown that, the major success factors in some rural development programmes and projects appear to have been the appropriateness of the technologies proposed for the specific local conditions, the complementarities of recommended inputs, and the strength of the support systems, etc. A good example with this regard is the success achieved in the widely adaptation of agricultural extension programme in our country.

3. Careful Preparation: - In some areas, there is a wide tendency to start projects before they have been sufficiently prepared. Indeed the extent of preparation that is feasible varies according to the type of project. "Although the extent of preparation that is feasible or desirable varies according to the type of project, certain actions should always be undertaken during preparation; if they are ignored or short-circuited, the likelihood of implementation difficulties mounts" (Baum and Tolbert 1985:369). For example, the preparation of a school farm irrigation project is sometimes considered to be completed when a design is prepared. During implementation, there may be problems with the school community in using irrigation water or difficulties in soil salinity which may result in large increase in cost. Therefore, careful preparations includes not only matters such as detailed engineering and

land acquisition but also other technological packages, socio-economic factor, environmental issues, organizational arrangements and other supporting services. To support above ideas, Baum and Tolbert (1985:366) has indicated that "among the aspects of preparation most likely to be neglected are the organizational and institutional arrangements. Projects with a clear and well-defined institutional setup and with the right managerial arrangements have greatly enhanced prospects for success"

For big projects, like that of rural development, pilot project is sometimes important to test proposed activities and approaches under local conditions. This would not only improve success in implementation but also help to save both time and money that might be unnecessarily spent.

4. Good Management: - The influence of the quality of management on project implementation performance is usually visible. Many projects in serious of difficulty during implementation have been turned around by the appointment of a competent manager. What are the qualities of good manager and management? Superior performance in managerial job is associated with performing satisfactorily 'key areas' of the job and working in unfavorable environment. A 'key area' can be defined as a major component of a managerial job as such importance that failure to perform satisfactorily will endanger the whole job. To strength the above concepts, Baum and Tolbert (1985:370) point to as "a problem for many developing countries is that they do not have enough qualified managers to run all the projects or activities under way, so that attracting a manager to a particular project is at the expense of another one."

Good managers are not likely to be attracted if the package of remuneration and incentives is inferior to what they can obtain elsewhere. Projects characterized by strong political commitment have attracted good managers. Good managers, in turn, attract good staff and are alert to the importance of doing so.

2.7 The Concept of NGOs and Its Role in the Development

2.7.1 Definition of NGOs

World Association of Non-Governmental Organizations defines a non-governmental organization (NGO) as it is considered to be a non-state, nonprofit, voluntary organization. NGO is generally independent from government influence and either not established by a

government or intergovernmental agreement or, if established in such a manner, is not independent of government influence (WANGO, 2010). World Bank (1995) defines Non-Governmental Organizations as private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development. In another dimension, Liebenberg (2000) refers NGOs to autonomous, privately set up, nonprofit- making institutions that support, manage or facilitate development action by providing socio-economic activities to the needy. NGOs can be either local or international. Local NGOs are the one that operate in one country while international NGOs operate in two or more countries. For the purpose of this study, NGOs will be taken to refer to registered, independent, non-profit organizations that facilitate development to needy communities.

2.7.2 Historical Development of NGOs in International Perspective

Hyden (2006) have explored out that international aid agency (NGOs), first appeared in the second half of the 19th century; organizationally anchor into Red Cross initiatives. Since then NGOs have shown three distinctive orientations; the first kind focused on delivery of relief services directly to the needy (e.g. distributions of food, shelters or health service). Then NGOs changed their approach to building 'self-reliance' and local development (action) follow to the 'development' debate of the 1980s. In its third orientation, particularly since 1990, the efforts of the international development agencies have tried to advance changes in policy and institution; particularly focusing on the issue of development and 'governance'. A study made by Jean Pierre (2007) identifies that NGOs contributes through different ways in Europe. They often work in partnership with persons living in poverty and social exclusion, with public institutions and local structures to facilitate access by the poor to different social services. The first category of important organizations of Africans formed in the 1910s to 1920s were welfare associations which brought black workers together in urban areas and on the mine compounds. (Kagoro,2004 as cited in Takure, 2009). The World War I era saw the development of organizations like burial societies, mutual aid assistance and was mainly composed of black people who were in the towns and mining compounds (Takure, 2009). As argued by Dorman cited in Daina (2012), a transformation occurred which saw previously

political organizations turn to development, following the government's lead in reconstruction and de-radicalization.

2.7.3 The Emergence and Development of NGOs in Ethiopia

In their study on CSOs/NGOs in Ethiopia, Dessalegn, et.al (2008) explained two important aspects in the evolution of the voluntary sector in Ethiopia that have had an enduring impact on the sector: one was that until very recently the sector consisted of a small number of organizations, and the second that they have operated under difficult and sometimes tiring circumstances. The Imperial and Derg regimes were unwilling to tolerate independent citizen activism and to allow autonomous non-state organizations.

Since 1991 the change in the regime has brought about some progress in the government approach towards NGOs. The operational environment for civil society is believed to have improvement under the current regime (EEA, 2005). For the facilitation of the NGOs sector, the current government of Ethiopia has issued policy statement in 1995 and entitled ´the national policy on disaster prevention and management (NPDPM) that define NGOs and viewed as partners in development process. Since 1995 in accordance with national policy, Disaster Prevention and Preparedness Commission (DPPC) become the focal point in the coordination and monitoring of NGOs and the ministry of Justice is responsible for registration process.

Because of different reasons like a relatively better policy environment, the increasing local socio-economic problems that the country is facing and in correlation to the international trends there is a booming of the NGOs sector in general. However, scholars argued that, although, the government has showed some progress still the less hostile environment has not been eradicated. The rules and regulations for the establishment and operation of NGOs are being continually revised and amended. Still civic advocacy organizations have greater difficulty in registration and fund mobilization than developmental and humanitarian NGOs and few of them are engaged in policy advocacy and lobbing issues. (Jeffers and Daniel, 2004 & Spring and Groelsema, 2004).

2.7.4 Code of Conduct and Regulatory Framework for NGOs in Ethiopia

A clear indicator of a more sophisticated carriage on the part of the NGO community in

Ethiopia is provided by the adoption of the Code of conduct for NGOs at the culmination of a collaborative effort on the part of diverse leaders of the sector. The code is meant as a proactive statement of principles by the sector and serves as a symbol that it is capable of self-regulation, monitoring, and evaluation (Jeffrey, 2007). The code of conduct for NGOs in Ethiopia was formally adopted in March 1999, when the overwhelming majority of NGOs operating in the country swore to uphold its principles and its formation is considered one of the major achievements for the sector since the onset of the contemporary era for NGOs in 1991 (Debebe, 2012). The regulatory framework for CSOs/NGOs in Ethiopia is in a state of transformation. The provisions of the 1960 Civil Code and a 1966 Internal Security Act issued by the then Ministry of Interior were used to govern the establishment and operation of the whole range of 'civil society organizations'. On January 6, 2009, the Charities and Societies Proclamation No. 621/2009 of Ethiopia was enacted and defines two categories of formal CSOs in Ethiopia: Charities and Societies (Debebe, 2010). Ethiopian Charities or Societies are institutions formed under the laws of Ethiopia, whose members are all Ethiopians, generate income from Ethiopia and are wholly controlled by Ethiopians. These organizations may not use foreign funds to cover more than 10% of their operational expenses. Similar institutions that receive more than 10% of their resources from foreign sources or whose members include Ethiopian residents are designated Ethiopian Resident Charities or Societies. Foreign Charities, on the other hand, are those formed under the laws of foreign countries, or whose membership includes foreigners, or foreigners control the organization, or the organization receives funds from foreign sources (Chasa, 2011).

The provisions of the Proclamation are applicable to charities or Societies that operate in more than one regional state or Societies whose members are from more than one regional state; foreign Charities and Ethiopian Resident Charities and Societies even if they operate only in one regional state; and, charities or Societies operating in the City Administration of Addis Ababa or Dire-Dawa. This research identified and target implementation status and problems of educational project implementation in Addis Ababa as local NGOs.

2.7.5 The Practice of NGOs in Project Implementation

NGOs operate both in the rural and urban areas where there is a need to meet according to their objectives to attain. But in most cases these organization tend to focus on poorer

communities that have that have focused problems even to meet their basic needs and often who were located in hardly accessible areas such areas usually characterized by limited existence, absence, or ineffective of government programs

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

On the other hand, even though some NGOs are accused for their uneconomical utilization of resources and hiring expatriates for jobs that can be easily handled by national with reasonable payments, which in most cases by far less than those foreigners slavishly paid for, (Nibretu, 1998:111), "cost effectiveness and efficient are the most important quality of strong NGOs." This effectiveness is believed to emanate from their commitment to use low cost technologies and streamlined services, and how staff cost which enable them to function efficiently on low budgets. Further, NGOs are more flexible than government service; they may have greater creatively to the local needs. They have also more access to transfer technologies developed elsewhere and adapt them to local condition.

2.7.6 Contribution of NGOs in Developmental Activities

A study conducted on CSOs/NGOs in Ethiopia pointed out that CSO/NGOs are widely distributed and can be found in all Regions of the country. For example, Oromia and Addis Ababa have more operational NGOs (229 and 217, respectively), the study also indicated that the large of NGO resources have gone into human development (health, education, child welfare) and agriculture and food security. More concretely, social development involves comprehensive human resources development; raising living standards and quality of life, improving health, education and human welfare, ensuring social justice and equality, and providing adequate social security for all segments of the population (ECA, 1985). Social development include- reduction or elimination of poverty, equitable distribution of income and wealth, employment creation, health and nutrition, education and training, housing and ancillary services, social security and welfare (Mohammed, 1991, p.20).

Unfortunately, Africa lacks behind in terms of social development. Families and individuals in absolute poverty are found in Sub-Sahara African. The greatest concentration is in the least

developed countries of Africa (Aliyu, 2003). The participation of CSOs/NGOs in the overall development effort of the country has had a significant impact: on the lives of the poor and the disadvantaged, and the broad range of basic services made accessible to them; on the country's economy and the development programs; on the process of democracy building, access to justice and good governance; on public awareness and empowerment; on the capacity of government agencies especially at the Woreda and Kebele levels. (Dessalegn et.al, 2008) Elleni Tadesse(2007) indicated that in Ethiopia, after the 1990s the role of NGOs has shifted from mainly relief activities to integrated development model. Followed this international trend donors and NGOs have started shifting their attention from relief to rehabilitation and later to community-based development programmes. This shows that NGOs have started to the provision of employment and income generating activities which is part of development.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this chapter was to provide an overview of the research methodology and design that was used to carry out the study. The outline includes description of the study area, the research methodology, research design, the population, sources of data, sample and sampling techniques, data gathering instruments, procedures of data collection and data analysis techniques were treated.

3.1. Description of the Study Area

The study was carried out in Addis Ababa, Ethiopia. Located at 9° ′48″N latitude and 38 ° 44 ′24″E longitude, Addis Ababa can be found in the central Ethiopian highlands and covers 540 km^2. Addis Ababa is the capital city of Ethiopia as well as the African Union. Various national and international organizations' headquarters can be found within the city.

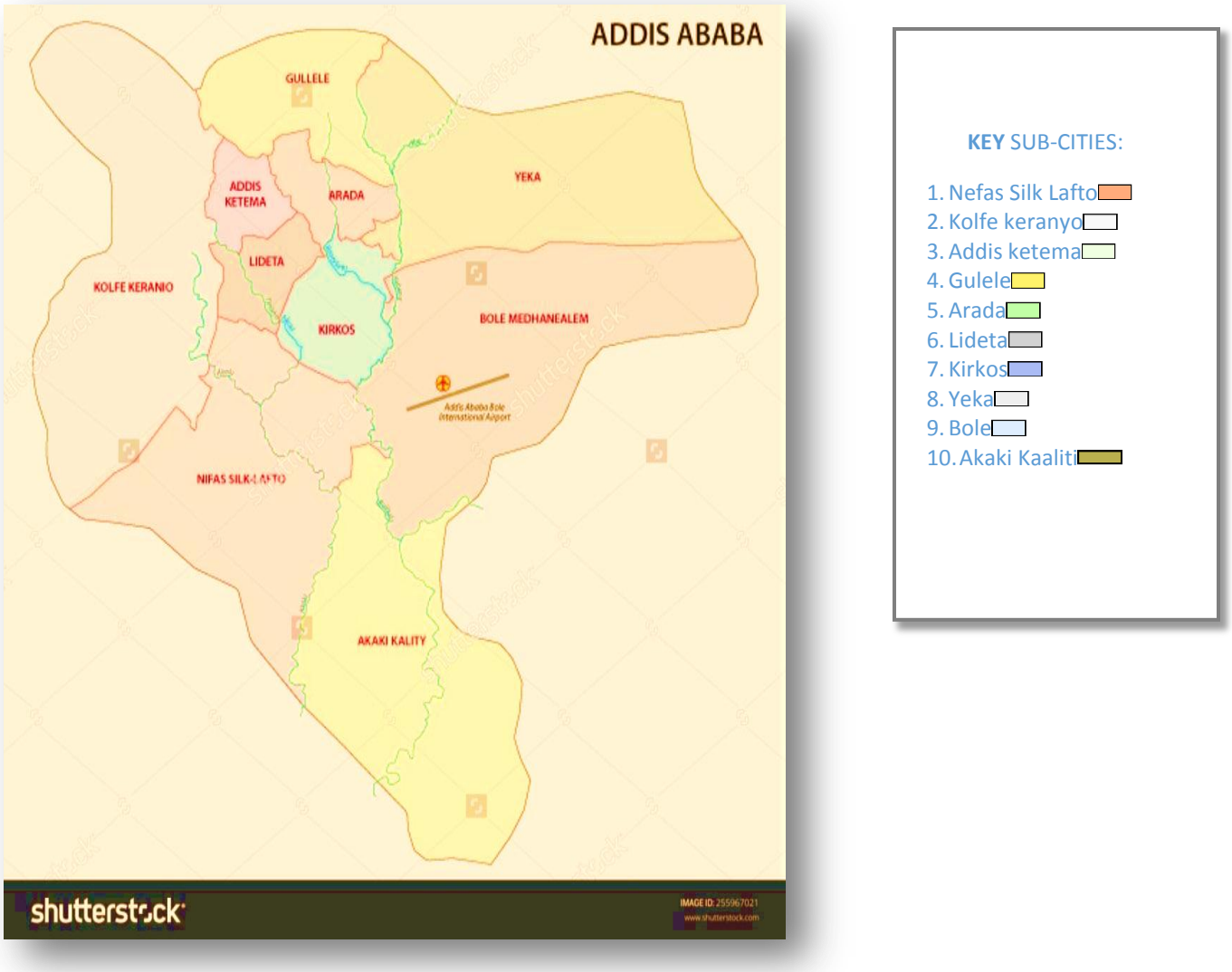
The total population of the city is estimated to 3,048,631 (1,595,968 females and 1,452,663 males). Addis Ababa is comprised of 10 subcities (Addis Ketema, Akaki-Kality, Arada, Bole, Gulele, Kirkos, Kolfe-Keranio, Lideta, Nifasilk Lafto, and Yeka) which are further divided into 116 *woredas* (AA year book, 2014).

The first modern school, Menilik II, was opened in 1908 (AA year book, 2014).Since then, a number of schools at different level had opened and became operational. Currently, According to AABoE of 2004 E.C annual report here were a total of 2,221 schools in the city of which 1,050 kindergarten, 760 primary schools, 188 secondary schools (9-12), 265 alternate basic education centers and one College of Teacher Education.

Addis Ababa reported to have a high concentration of nongovernmental organizations following Oromiya National Regional state (Rahimto, 2008). The total population of local nongovernmental organizations in the study period signed appropriate project agreement and were operational with the Addis Ababa as extracted from a report produced by NGO support desk of Addis Ababa Bureau of Finance and Economic Development was 224

(AABoFED,2014). Among these nongovernmental organizations, currently 40 local and international NGOs that **annexed** end of the study were running educational project collaboratively with the City Government of Addis Ababa Education Bureau. So, this study was treated wholly theses NGOs currently working collaboratively under the umbrella of AAEB.

Figure 3: Administrative Map of Addis Ababa



Source: https://www.google.com.et/search=adminstrative+maps+of+addis+ababa

3.2 Research Design

The cross sectional descriptive survey design was employed to conduct the study. To draw representative sample from Population and to collect data from selected respondents at single point of a time based on purpose (Quirk 1979:45). It is found helpful to obtain enough information about the current practices of the implementation of NGO financed education projects executed on education and to study the general situation of the problem broadly and convenient to describe the existing situation of topic was studied particularly.

3.3 The Research Method

Mixed research method was employed to conduct this study. When combined both quantitative and qualitative data, these two types of data provide a comprehensive understanding (Creswell 2012:535). Qualitative data were collected via semi structured interviews. Quantitative data were collected via structured and unstructured questionnaires.

3.4 The Population

All nongovernmental organizations, 23 local and 17 international NGOs with a total 40 that annexed E end of the study were running educational project collaboratively with the Addis Ababa City Administration Education Bureau. So, this study treated wholly these NGOs currently working collaboratively under the umbrella of AAEB.

3.5 Sources of Data

Primary and secondary sources of data were used to obtain information about the subject under the study. Primary data were collected from all departments and subunits from City Government of Addis Ababa Education Bureau, and Indigenous and International NGOs' coordinators and executive officers that are currently implementing educational projects. Moreover, official documents detailing educational project in the City Government of Addis Ababa Education Bureau are considered as secondary sources.

3.6 Sampling techniques and sample size

23 local and 17 international NGOs with a total 40 which cooperatively working with the City Government of Addis Ababa Education Bureau (Appendix E), among these 40 NGOs, 22 (55%) were selected for this study (Appendix F) via simple random sampling techniques since all NGOs are equally importance for the study and they implementing educational projects (Cohen et al. 2007:102). Two experts from each of the 22 randomly selected NGOs (n=44) were randomly selected to participate in the study as well as each of the organizations' program coordinators (n=22) via purposive sampling techniques. In addition, 24 experts from AAEB were selected via random sampling techniques (Cohen et al. 2007:102). Purposive sampling techniques "they are key informants" (Cohen et al. 2007:102) were used to select the 17 department heads and 7 project execution offices of the AAEB.

Leedy and Ormrod (2005:164) have stated that "in simple random sampling technique each member of the population is equally necessary for study." So, student researcher used simple random technique to give independent chance for all subject. Purposive sampling technique was used because the department heads and projects managers were key informants who have been directly involved with the implementation of the educational projects.

In brief, total respondents who participated in the study were 17 department heads, 7 project execution offers and 24 educational experts with a total of (n= 48) from AABE and 22 Project Coordinators and 44 project executive officers with a total of (n=66) from NGOs. Overall, 114 respondents were participated from both AAEB and NGOs currently working under AAEB. Regarding interview guides, it prepared to AAEB, department heads 17 and project execution officers 7 with a total (n=24) and NGOs, project managers (n=22) with a sub-total (n=46).

3.7 Data Gathering Instrument and Pilot Test

3.7.1 Data Gathering Instruments

The data gathering tools employed in the study were questionnaires, semi-structured interviews, and document analysis.

The questionnaires prepared for both AAEB (n=48) and NGOs (n=66) workers with total 114. The questionnaires consisted of two parts. The first portion collected general background information from each of the participants. The second, and the largest part, was composed of structured and semi-structured questions. In relation to this, Kothari (2004:100) states "structured questionnaires are definite, concrete and pre-determined questions and designed to expected respondent to answer from given alternatives. The questions are presented with exactly the same wording and in the same order to all respondents." Open-ended questions allow for free responses in the respondents' own wards and prepared by expecting to get more information from respondents (Best and Khan, 2003).

Semi-structured interview prepared to AAEB, department heads 17 and project execution officers 7 with a total (n=24) and NGOs, project managers (n=22) with total (n=46). At

times the interviewee may also ask certain questions and the interviewer responds to these, but usually the interviewer initiates the interview and collects the information. Best and Kahn, (2003 :88)haves stated that "[they] can permit the exploration of issues, which might be too complex to investigate though questionnaire and also justify as it allows better flexibility for the interviewer and interviewee had have better chance to explain more explicitly that he/she knows on the issue". Moreover, they allow a researcher to obtain in-depth information that may not be easily secured by questionnaires.

Document analysis was conducted with overall records of sample's organizations documents like portfolio, short and long term plan and reports, feedback, guidelines, modules and manuals were assessed by using structured check list which formulated by student researcher as indicated Annex I. The main purpose of this was to cross-check information which collected from via quantitate and qualitative data various sources and to obtain information that is may not have been revealed via the questionnaires and interviews.

3.7.2 Pilot Test

Prior the actual collection of data, a pilot study was launched. The questionnaires and interview guides were piloted to check whether they can generate the expected information and to identify any issues that may arise during the data collection process. A pilot test were conducted to check whether the prepared tools can generate the desired information (validity) and to judge its internal consistency (relevance). This is because to identifying difficult and/or vague questions and concepts and to make change based on the results of the tests. Festinger etal. (2005:158) has stated that "to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible, which allows for greater confidence in the findings of a given study." To these in effect 8 copies of designed questioners were hand delivered to 8 executives of local NGOs and AAEB by using availability sampling techniques. Two NGOs' project coordinators and two department heads purposively be interviewed 5 interview guides questions.

The result of the pilot test shows that the reliability alphas for overall project implementation status and problems of educational projects practice in past couple years, and the challenges NGOs faced while carrying out project implementation. The result of the test shows that the

reliability of cronbach's alpha was 0.93. & alpha fails at acceptable range (muij 2004:73). Content Validity cheeked by face validity by same respondents; as assumption they are going to judge whether the instruments looks ok to them (muij 2004:66).

Finally, the content validity edited and corrected by adviser's and respondents' comments as follows. Firstly, based on the comments wording &terminology were edited and unclear issue omitted. Secondly, language modifications were made on interview guideline. Originally Semi-structure interviews were prepared in English for both AAEB and NGOs workers. However, after pilot somehow AAEBs' workers couldn't understand interview guideline and researcher decided to interview them in Amharic, and again when he made interview them, they easily understand and responded. Upon completion, Amharic interviews were translated into English. In short, the questionnaires and interview guides were appropriately altered to reflect the results of the pilot study.

3.8 Procedures

A literature review was conducted to identify previous researches on the topic and establish to a theoretical framework. From this review, questionnaires were developed. These questionnaires were prepared in English with the assumption that respondents were can understand English. Student researcher then contacted the City Government of Addis Ababa Education Bureau as well as the appropriate NGOs that were involved in the implementation of educational projects. Upon contact, Student researcher explained the aim of the study and got permission to collect data.

3.9 Method of Data Analysis

The data gathered through questionnaires and semi structured interviews. The data was processed using the Statistical Package for the Social Sciences (SPSS V.20).Major statistical tools were used to analyze data such as Percentage, Frequencies, Mean, Standard deviation, weighted mean, mean differences and Independent-Samples T test, were used to guide the analysis and interpretations of the findings. In addition, the data analysis involved review of documents, and responses gathered by means of interviews made with the project implementing experts at AAEB and donors in qualitative terms. The qualitative data after being collected were edited and organized based on the necessity the research required. There

was a systematic and intensive data analysis phrase by phrase of field notes for semi structured interviews and to identify common themes that ran through the research.

The documents analysis was conducted on overall records of documents like portfolio, short and long term plan and reports, feedback, guidelines, modules and manuals by using structured check list. The main purpose of doing this was simply to cross check information from various sources and to obtain information that is not reveal using questionnaires and interview. This was supported the researcher to consolidate and complement information gathering through different means.

3.10 Ethical Consideration

The researcher gives particular consideration to ethical principles developed by this and other scholars, particularly to ensuring and informing consent and developing confidentiality, maintaining anonymity and other related ethical issues. Cohen et al. (2007) have stated "in research full attention should be given for moral and ethical issues." To give due concern for respondents moral and ethical issue, student researcher receiving an official letter of cooperation from Addis Ababa University, Department of Educational Planning and Management, the researcher appropriately communicated with all participating institutions and individual participants. Per procedure, consent was secured after explaining the purpose of the study and by emphasizing its significance. Finally, researcher assured participants' freedom from any harm. Participants were ensured that their participation was confidential and strictly for academic purposes.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRITATION

The first portion of this chapter discusses the demographic characteristics (e.g. gender, age, marital status, education, occupation, total service years and experience in project implementation) of study participants. The second portion of the chapter presents analysis and interpretation of the collected quantitative and qualitative data as described in Chapter 3.

4.1 General Characteristics of the Respondents

Questionnaires were distributed to a total of 114 individuals. Of these individuals, 48 were directly associated with AAEB (17 department heads, 7 project managers, and 24 education experts) while 66 were associated with indigenous and international NGOs (22 project coordinators and 44 project executive officers). Of the total number of questionnaires distributed to the groups, 44(91.67%) and 60(91%) were appropriately filled and returned by the experts of AAEB and NGOs educational project workers respectively were incorporated in the study. Interview data were collected using interviews from the 17 department heads, 7 project executive officers of the AAEB and 22 Educational Project managers of NGOs with total of both groups 46. Finally, documents which were taken as primary data from educational projects were incorporated to triangulate the study.

Table 2: Characteristics of the Respondents by their Gender, Age and Qualification.

No			By Type of respondents				Total	
	Response items	Variables	AAEB		NGOs			
			No	%	No	%	No	%
1	Gender of the ABEB's experts and NGO's workers	Male	25	56.8	40	66.7	65	62.5
		Female	19	43.2	20	33.3	39	37.5
		Total	44	100	60	100	104	100
2	Age of the ABEB's experts and NGO's workers	≤20 Years	6	13.6	3	5	9	8.7
		21-30 Years	12	27.3	27	45	39	37.5
		31-40 Years	15	34.1	18	30	33	31.7
		41-50 Years	10	22.7	8	13.3	18	17.3
		≥51 years	1	2.3	4	6.7	5	4.8
		Total	44	100	60	100	104	100
3	Marital status of the ABEB's experts and NGO's workers	Married	23	52.3	29	48.3	52	50
		Single	21	47.7	31	51.7	52	50
		Divorced	-	-	-	-	-	-
		Total	44	100	60	100	104	100

Source: (own Field data, 2016)

Table 2 and Figure 4 shows respondents' demographic. Of the 114 participating individuals, 66 (62.5%) and 39 (37.5%) were males and females, respectively. These data can be further broken down based on the group in which the participants are a member. Twenty-five male and 19 female respondents are associated with AAEB while 40 male and 20 female participants are associated with NGOs. In both groups, majority of project implementers were male.

The distribution of participant ages showing at both AAEB and NGOs were indicated as follows: 9 individuals (8.7%) 20 years and below; 39 individuals (37.5%) between 21- 30 year; 33 individuals (31.7%) between 31-40 years; 18 individuals (17.3%) 41-50 between years; and 5 individuals (4.8%) $\geq$ 50 years. This implies that majority of the respondents put down the age range between 21-30 and 31-40 years. In short, project implementers in both groups neither too older nor too youth. Item 3 depicts that the marital status of the respondents in which among ABEB 23 (52.3%) were married while 21(47.7%) were unmarried. On the other hand, in NGOs 29(48.3%) were married and 31(51.7%) unmarried. This clearly indicated as in AAEB respondents who have married were greater in a number than unmarried and vise-versa. Generally, in both groups the married and unmarried ratio was 50 % each. There were none as divorced.

Table 3: Characteristics of the Respondents by Qualification and Service Years

No			By Type of respondents				Total	
	Response items	Variables	AAEB		NGOs			
			No	%	No	%	No	%
1	Educational qualification of the ABEB's experts and NGO's workers	Grad12/10 complete	-	-	2	3.3	2	1.9
		TTI(10+1/12+1	-	-	-	-	-	-
		Diploma Graduate	8	18.2	7	11.7	15	14.4
		First degree	27	61.4	24	40	51	49
		Masters	9	20.4	25	41.7	34	32.8
		PhD	-	-	2	3.3	2	1.9
		Total	44	100	60	100	104	100
2	Total service years of the ABEB's experts and NGO's workers	$\leq$5 Years	7	15.9	14	23.3	21	20.2
		6-10 Years	14	31.8	25	41.7	39	37.5
		11-15 Years	12	27.3	10	16.7	22	21.2
		16-20 Years	8	18.2	8	13.3	16	15.4
		$\geq$21 Years	3	6.8	3	5	6	5.8
		Total	44	100	60	100	104	100
3	Service years at Project implementation of the ABEB's experts and NGO's workers	$\leq$5 Years	28	63.6	42	70	70	67.3
		6-10 Years	6	13.6	14	23.3	20	19.2
		11-15 Years	6	13.6	3	5	9	8.7
		16- 20 Years	4	9.1	1	1.7	5	4.8
		$\geq$21 Years	-	-	-	-	-	-
		Total	44	100	60	100	104	100

Source: (own Field data, 2016)

Regarding educational qualifications of the total respondents, 2(1.9%) were PhD holders.51 (49%) and 34 (32.8) were qualified for their first Degree and MA/MSc degree respectively. Again, 14.4% were Diploma and while only one12 complete. With regard to responses of subgroups in AAEB, 27(61.4%) were qualified for their first Degree and 9 (20.4%) were qualified their MA/MSC respectively and the rest few numbers 8(18.2%) were qualified diploma and no one grade $12/10^{th}$. Concerning NGO project respondents, 25(41.7%) had their second degree and 24(40%) had first degree. In addition, 7(11.7%) were diploma holders and 2(3.3%) were PhD holders. In short, 81.7% of the NGOs' workers were Second and first degree holders whereas as in ABEB majority of the respondents or 61.4% of them were first degree holders.

Table 3 Item 2 portrays the total service years of the respondents. It indicated that 21(20.2%) were less than 5 years while 39 (37.5%) 6-10 years. In addition, 22(21.2%) were 11-15 Years, 16(5.8%) 16- 20 years and 6(15.4%) were >21 Years. As regards to each group of the respondents AABE and NGOs, 31.8 % and 41.7 % were places range between 6-10 years and it take majority part. This shows that total service years of majority of the respondents between 6-10 years. Thus, we can conclude that majority neither novice nor old hand.

In the same Table Item 3 reveals that the service years at project implementation of the respondents. Regarding of the service years at project implementation, dissemination of respondents showed that 70(67.3%) were <5years and 20(19.2%) 6-10 years. In addition, 9(8.7%) were 11-15 Years, 5(4.8%) 16- 20 years and no one was >21 Years. Accordingly, the distribution of the subjects, majority of respondents 70(67.3%) were found under the service year 5 and below on implementation of the projects. Therefore, majority of projects were implemented by beginner experts.

4.2 Perception on the Project Implementation Processes

4.2.1 Planning for the project implementation and level of stakeholders participation

4.2.1.1 Level of stakeholders' participation in design and planning

As indicated in Table 4 below, the respondents were asked their perspectives on planning for the project implementation.

Table 4: Involvement of respondents in the design and planning of the projects

N	Items	Type of respondents				Total	
		AAEB		NGOs		No	%
		No	%	No	%		
1	Have you been involved in the design and planning of the project?						
	Yes	25	56.8	37	61.7	62	59.6
	No	14	31.8	18	30.0	32	30.8
	Not Shure	5	11.4	5	8.3	10	9.6
	Total	44	100.0	60	100.0	104	100.0

Source: (own Field data, 2016)

Table 4 represents that the degree of the involvement of respondents in the design and planning of the projects. The statistics of distribution of entire respondents indicated that 62(59.6 %) participated in the design and planning of the projects. Whereas, 32 (30.8%) not participated. Likewise, 10(9.6%) responded as not Shure. Concerning specific respondents like AAEB, 25(56.8%) participate in planning and designing of the projects. In contrast, 14(31.8%) and 5 (11.4%) not involved and not Shure respectively in the planning and design of the projects. Moreover, in regarding NGOs, 37(51.7%) participated and 18(30%) were not involved. Similarly, 5(8.3%) were not Shure whether they participated or not. In short, even though, majority of the respondents were involved in the design and planning of the projects, it was not such inspiring. Good project should be participatory and comprehensive of all stakeholders in the design and planning. To support this, Baum and Tolbert (1985: 340) have quoted that "from the very outset the project objectives should give enough attention and efforts to ensure that all the concerned parties who will be engaged in the implementation and practical operations so as to share a common view of the objective of the strategy for meeting them." In addition, Turner (1999:294) has stated "Work is authorized by the project manager, and allocated to teams or the individuals." So, actual practice of participation of stakeholders contradicts with theory and the level of their participation below the expectation.

4.2.1.2 Trends of planning for the project implementation

As showed in Table 5, the respondents were asked to rate their perceptions on planning for the project implementation. T-test was conducted on the two groups (AAEB & NGO's).

To assess the results recorded and compare mean of the groups, the scale values organized by equal interval such as Mean < 1.5 completely disagree, 1.5≤ mean <2.5 slightly agree, 2.5≤mean < 3.5 agree to some extent, 3.5≤ mean<4.5 agree for the most part and mean ≥ 4.5 completely agree

Table 5: planning for the project implementation

Sr. No	Items	Type of respondents /workers	Freq.	Mean	Std. Deviation	Independent-Samples T test			
						P-Value	MD	95% Confidence Interval	
								Lower	Upper
1	The plan was appropriate and easy for implementation	AAEB	25	2.70	1.112	.0053	-.495	-.937	-.054
		NGOs	37	3.20	1.132				
		Missed value	42	-	-				
		Total	104	2.99	1.145				
2	Key stakeholders were involved in the planning of the project	AAEB	25	2.11	1.185	.037	.003	-.506	.512
		NGOs	37	2.62	1.209				
		Missed value	42	-	-				
		Total	104	2.40	1.219				
3	The project closeout program was planned at the start of the project	AAEB	25	2.89	1.298	.107	-.471	-1.048	.106
		NGOs	37	2.88	1.290				
		Missed value	42	-	-				
		Total	104	2.88	1.287				
4	The risks of the project were considered by the plan	AAEB	25	2.49	1.470	.026	-.495	-.938	-.053
		NGOs	37	3.02	1.455				
		Missed value	42	-	-				
		Total	104	2.82	1.473				
5	The cost of the project was clearly estimated in the plan	AAEB	25	2.89	1.243	.037	-.503	-.974	-.032
		NGOs	37	3.54	1.281				
		Missed value	42	-	-				
		Total	104	3.21	1.290				

As can be seen in the Table 5 item 1 portrays that the plan was appropriate and easy for implementation. Both AAEB and NGOs have rated mean 2.70 and 3.2.respectively and which indicates they agree to some extent. In addition, P=0.053>0.05 it has indicated that there was no significant mean differences for the groups.

Respondents were asked Table 5 item 2 which depicts whether key stakeholders were involved in the planning of the project or not. Accordingly to the respondents of AAEB by mean value of 2.11 which shows they were slightly agree. Whereas, NGOs were rated 2.62 which means they were agree to some extent. Thus, weighted mean of the two groups were 2.4 which indicated that both groups slightly agree. In addition to this, P=0.037 > there was no significant mean difference between the two groups. This indicated that little bite degree of the involvement of stakeholders were more in NGOs and less in the City government of Addis Ababa Education Bureau. However, in both organizations involvement of stakeholders in the design and plan of project implementation were insufficient.

Regarding item 3 that represents the project closeout program was planned at the start of the project in the Table, AAEB workers were rated mean value 2.89 and NGOs' worker were valued 2.88. This showed that both groups were agreed to some extent. In addition to this, weighted mean also testimonies as they were agree to some extent. Likewise, P- value= 1.07>0.05 point out that there was no significant mean differences between two groups. In a short, we can conclude that at both AAEB and NGOs the projects closeout period was planned at the starting time of the project to some extent.

Table5 item 4 and 5 portrays that the risks of the project were considered by the plan and the cost of the project was clearly estimated in the plan. There was no significant mean differences between the AAEB and NGOs workers in the statements like, and P = .026>0.05 and .037>0.05 respectively on the above mentioned statements. Regarding item 4, the respondents of AAEB and NGOs were reacted mean as 2.49 and 3.02 respectively. This clearly indicated that the risks of the project were considered by the plan more In NGOs than AABE. But, item 5 the cost of the project was clearly estimated in the plan the mean value of AAEB were 2.8 which were agree to some extent and NGOs were reacted 3.45 mean value similar to the above they were agree to some extent. In brief, risks of the projects were considered by the plan and the cost of the project were clearly estimated in the plan were some extent at NGOs that AAEB.

In generally, designing and planning of the project implementation 30.76% of the respondents were not filled the questionnaire due to some of them were not participated and

others were not Shure whether they were involved on designing and planning or not. However, majority of the respondents at both groups were involved.

To sum up, overall mean value of the cumulative items were 2.86 and implied that majorities of the respondents were agree to some extent in the planning and designing of the project for implementation. According to World Bank (2000), "implementation plan is a plan, which will be used as a device for effective and efficient implementation." Therefore, planning is initial and fundamental task for project implementation. If the planning goes wrong, nothing goes right. To support this, Awelu (2007) has indicated that "make clear, planning is a means to an end and implementation is a way how well the purpose of the plan is being achieved"

4.2.2 Preconditions before project implementation

As pointed out in Table 6 below, the respondents were asked their understandings on preconditions before for the project implementation. T-test was conducted on the two groups (AAEB & NGO's). To assess the results recorded and compare mean of the groups, the scale values organized by equal interval such as Mean < 1.5 completely disagree, $1.5 \leq$ mean < 2.5 slightly agree, $2.5 \leq$ mean < 3.5 agree to some extent, $3.5 \leq$ mean < 4.5 agree for the most part and mean ≥ 4.5 completely agree.

Table 6: Time scheduled to meet actual plan before project implementation commencement

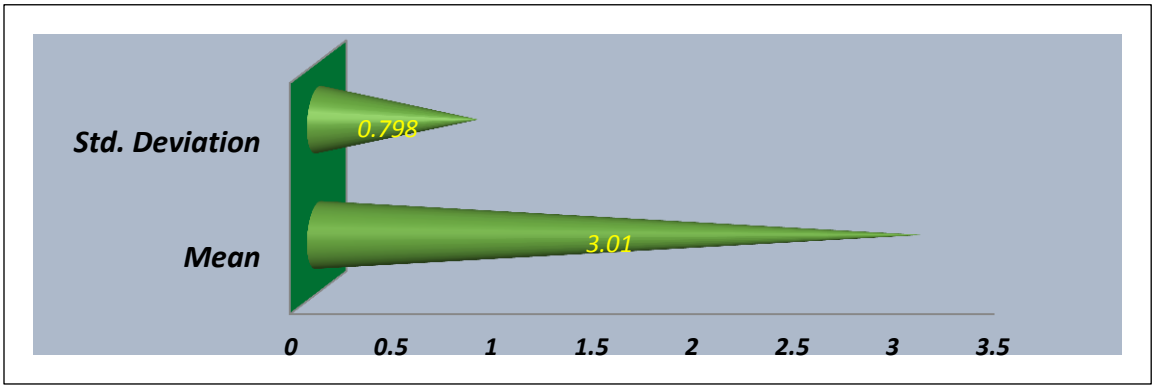
Sr. No	Items	Type of respondents/ Worker	Freq.	Mean	Std. Deviation	Independent-Samples T Test			
						P-Value	MD	95% Confidence Interval	
								Lower	Upper
1	Human and material resources Were assigned on time	AAEB	44	2.39	1.104	.074	-.430	-.904	.043
		NGOs	60	2.82	1.269				
		Total	104	3.06	1.069				
2	The project was get official approval on time	AAEB	44	2.89	.993	.163	-.297	-.716	.122
		NGOs	60	3.18	1.112				
		Total	104	3.06	1.069				
3	The schedule was easy to revise	AAEB	44	3.14	1.002	.277	-.230	-.649	.188
		NGOs	60	3.37	1.104				
		Total	104	3.27	1.063				
4	All work items were included in the schedule	AAEB	44	2.68	.983	.127	-.352	-.805	.102
		NGOs	60	3.03	1.262				
		Total	104	2.88	1.160				
5	The sequence of work clearly shown in the schedule	AAEB	44	3.27	.899	.517	.123	-.252	.497
		NGOs	60	3.15	.988				
		Total	104	3.20	.949				

As it can be seen in the Table 6 item 1, AAEB workers' were replied on human and material resource were assigned on time by mean value 2.39 which shows they were disagree. Unlike wise, NGOs workers' for the same item responded as 2.82 meaning they were undecided whether human and material resources assigned on a time or not. Similarly the weighted mean of the both groups also indicated that 3.06 it means they were responded as undecided. In the same way, P=0.071>0.05 there were no significant mean differences between the groups. So, Both AAEB and NGOs undecided on human and material resources whether assigned on a time or not

In regarding item 2 which portrays the project was get official approval on time at the Table 6 , both AAEB and NGOs were reacted mean as undecided; 2.89 and 3.18 respectively. Both groups' weighted mean were lays under 3.06 and it again assure that they were undecided. Likewise, P=.163>0.05 and it clearly describes that there were no significant mean differences between the groups.

Table 6 Item 3, 4, and 5 the responses of both groups' mean were positions under undecided whether the schedule was easy to revise, all work items were included in the schedule and the sequence of work clearly shown in the schedule or not . In addition, the weighted mean also 3.27, 2.88 and 3.20 respectively convinced above ideas. As well, the P- values of above mentioned respective items were also assured that directly above thoughts which means .277> 0.05, .127>0.05 and .517>0.05 respectively. This means there were no significant mean differences between the two groups on their agreement. Thus, both groups respondents were reacted as they were undecided whether the schedule was easy to revise, all work items were included in the schedule and the sequence of work clearly shown in the schedule or not. This clearly indicated that there was gap on scheduling before actual project implementation commencement and no precondition readiness. The following bar graph summarizes above analysis briefly as follows:

Figure4: Bar graph shows Time scheduled before actual project implementation commencement



As it can be seen in the Figure6, short summary of the time scheduling before actual project implementation commencement and it assure that majority of respondents reacted as undecided on mean 3.01. Thus, we can conclude that there was not as much of pre time scheduling at the both groups before actual project implementation commencement.

4.2.3 Project success factors for implementing the projects

As can be seen on the Table 7 below, it prepared you to identify most and least important project success factor; Please rank them from most success factor to lest success factor that most closely matches your perception by only writing number space provided.

Table 7: Project success factors

No	Items	Types of respondents	1st success Factor		2nd success Factor		3rd success Factor		4th success Factor		5th success Factor		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Simplicity of design	AAEB	**11**	**10.6**	8	7.7	5	4.8	16	15.3	4	3.8	44	100
		NGOs	**25**	**24**	12	11.5	6	5.8	13	12.5	4	3.8	60	100
		Both AAEB&NGOs	**36**	**34.6**	20	19.2	11	10.6	29	27.9	8	7.7	104	100
2	Good management	AAEB	10	9.6	11	10.6	5	4.8	**16**	**15.3**	2	1.9	44	100
		NGOs	11	10.6	21	20.2	3	2.88	**19**	**18.2**	6	5.8	60	100
		Both AAEB&NGOs	21	20.2	32	30.8	8	7.7	**35**	**33.7**	8	7.7	104	100
3	Careful preparation	AAEB	10	9.6	**14**	**13.4**	11	10.6	4	3.8	5	4.8	44	100
		NGOs	21	20.2	**28**	**26.9**	9		1	.96	1	.96	60	100
		Both AAEB&NGOs	31	29.8	**42**	**40.4**	20	19.2	5	4.8	6	5.8	104	100
4	Political commitment	AAEB	8	7.7	2	1.9	4	3.8	3	2.88	**27**	**25.9**	44	100
		NGOs	5	4.8	2	1.9	7	6.7	5	4.8	**41**	**39.4**	60	100
		Both AAEB&NGOs	13	12.5	4	3.8	11	10.6	8	7.7	**68**	**73.1**	104	100
5	Community involvement in project	AAEB	1	.96	4	3.8	**21**	**20.2**	12	11.5	6	5.8	44	100
		NGOs	3	2.88	3	2.88	**33**	**31.7**	15	14.4	6	5.8	60	100
		Both AAEB&NGOs	4	3.8	7	6.7	**54**	**51.9**	27	26.0	12	11.5	104	100

Source: (own Field data, 2016)

As indicated in the Table 7 item 1 which depicts simplicity of the design among project success factor and 36 (34.6%) of the respondents from both AAEB and NGOs workers ordered as first success factors. In addition, 20(19.2%) and 11(10.6%) respondents were well ordered as second and third project success factor correspondingly. Moreover, 29(27.9%) and 8(7.7%) respondents were respectively replied as 4th and 5th success factor. Therefore, the replies from majority of the respondents indicated as simplicity of the design should be first project success factor. To support this, according to suggestion of Baum and Tolbert

(1985:368) Projects with relatively simple and well-defined objectives and based on proven and appropriate technologies or approaches have a better chance of being implemented successfully.

The reaction of the respondents regarding item 2 from Table 7 which revealed good management and the respondents were arranged as 22(21.2%) were 1st success factor, 34(33.5%) 2nd success factor, 8(7.7%)3rd success factor , 35(33.7%) 4th success factor and 8(7.7%) 5th success factor. Therefore, majority of the respondents were reacted as good management should be 4th success factor for the project implementation.

Additionally, the Table 7 item 3 that represents Careful preparation and the respondents of both AAEB and NGOs were ordered as the following: 31(29.8%) 1st success factor, 42(40.4%) as 2nd success factor, 20(19.2%) 3rd success factor, 5(4.8%) 4th success factor and 2(1.9%) 5th success factor. In short, we can draw the meaning from above analysis as careful preparation should be 2nd success factor for project implementation.

Besides, Table 7 item 4 which indicate Political commitment, and the respondents of both AAEB and NGOs workers were ordered as the next. 11(10.6%) were 1st success factor, 2(1.9), 2nd success factor 11(10.6%), 3rd success factor 8(7.7%), 4th success factor and 76(73.1%) 5th success factor. In general, we can conclude from overhead examination as political commitment should be 5th or last but not least success factor for project implementation. However, according to Baum and Tolbert (1985:366) “this is a complex matter, not always readily discernible, that applies not only to projects supported by international development agencies but also to those financed from the country's own resources”

Moreover, the last item in Table 7 which shows community involvement and the respondents of both AAEB and NGOs were well-ordered as the follows: 4(3.8%) were 1st success factor, 5(4.8%), 2nd success factor 54(51.9%) , 3rd success factor 27(26.0 %), 4th success factor and 10(9.6%) 5th success factor. In general, we can draw implication from above analysis as community involvement in project should be 3rd success factor for project implementation.

Interviews were offered to the project coordinators of NGOs and department heads of the AAEB on most success factor for project implementation and most of them were reflected as,

stronged and sustained commitment by all levels of the government bodies' probably most important reason for success. Interviewee X whom head of department of AAEB has spoken that:

> *political or government commitment I mean that the continuing attention and active support of these agencies and individuals who are in a position to influence attainment of the project's objectives whether through the allocation of human, financial and other resources or through the workings of the administrative and political apparatus.*

However, over all analysis clearly indicated as genuine project success factors were ordered as follows: *simplicity of design, careful preparation, and community involvement in a project, good management and political commitment.* More clear summaries were generalized under following graph as follows:

4.2.4 Capacity of the project managers for project implementation

As specified in Table 8 further down, the respondents were asked their viewpoints on capacity of the project managers for project implementation. To assess the results recorded and compare mean of the groups, the scale values organized by equal interval such ***Mean < 1.5*** highly incapable***, 1.5≤ mean <2.5*** slightly capable***, 2.5≤mean 3.5*** averagely capable***, 3.5≤ mean<4.5*** capable ***and > 4.5*** highly capable

Table 8: Measuring project Managers capacity during implementing projects

No	Items	Type of respondents/Workers	Freq.	Mean	Std. Deviation	Independent-Samples T test			
						P-Value	MD	95% Confidence Interval	
								Lower	Upper
1	Prepare and maintain a project work plan	AAEB	44	3.11	1.146	.347	-.203	-.629	.223
		NGOs	60	3.32	1.033				
		Total	104	3.23	1.081				
2	Maintain national and local information	AAEB	44	2.64	1.416	.073	-.464	-.971	.044
		NGOs	60	3.10	1.189				
		Total	104	2.90	1.304				
3	Ability to manage staff	AAEB	44	3.16	1.670	.272	-.341	-.953	.272
		NGOs	60	3.50	1.467				
		Total	104	3.36	1.557				
4	Mobilize project resources properly	AAEB	44	3.32	1.394	.633	-.132	-.678	.414
		NGOs	60	3.45	1.383				
		Total	104	3.39	1.382				
5	Handle overall project funds according to plan	AAEB	44	3.45	1.422	.491	-.179	-.691	.334
		NGOs	60	3.63	1.207				
		Total	104	3.56	1.298				
6	Properly handle materials and other facilities	AAEB	44	2.75	1.037	.144	-.317	-.744	.110
		NGOs	60	3.07	1.118				
		Total	104	2.93	1.091				
7	Maintain communications in all direction	AAEB	44	3.00	1.141	.270	-.233	-.651	.184
		NGOs	60	3.23	.998				
		Total	104	3.13	1.062				

In the above Table 8 which prepared to assess project managers managing ability and first item portrays prepare and maintain a project work plan. The reaction of both AAEB and NGOs were reacted weighted mean 3.23 which indicated that managers were averagely capable to prepare and maintain a project work plan. Regarding the mean value of the both AAEB and NGOs were such as 3.11 and 3.32 respectively and again both groups mean lays under managers were averagely capable to coordinate projects. Similarly, the result of independent sample t-test values for the item indicates that there was no statistically significant difference between the means of the two groups as obtained p values .347 was greater than 0.05. To sum up, project managers at both groups were averagely capable to prepare and maintain a project work plan.

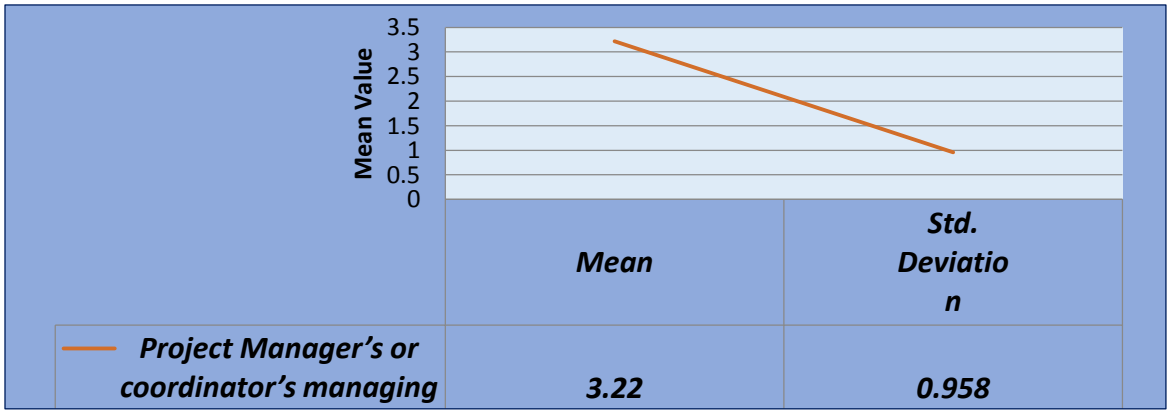
Regarding item 2 Table 8 the respondents were asked either mangers were maintain national and local information or not, and majority of the both groups replied as weighted mean 2.9 that mangers were averagely capable on the issue. Each group responses support also above realty 2.64 and 3.10 respectively AAEB and NGOs. Likewise, p=0.73>0.05 which means there were no significant mean differences between the groups. In general, to maintain local and national information project managers were averagely capable.

In Table 8 items 3, 4, 6 and 7 were represents ability to manage staff, mobilize project resources properly, properly handle materials and other facilities and maintain communications in all direction respectively. Both non-government organizations' and City government of education bureaus' workers were reacted such as 3.36, 3.39, 2.93 and 3.13 respectively for the above mention items and which gave clear image of managing ability of project managers were averagely capable and weighted mean lays positions under*2.5≤mean 3.5 that means they* averagely capable. By the same token, P value of the all items such as.270, .633, .144 and .272 > 0.05 .The result of independent sample t-test values for all items indicates that there is no statistically significant difference between the means of the two groups and as obtained p values which ranges from .270 to .633 were greater than 0.05. Therefore, in both non-government organizations and City government of education bureaus, the project managers managing capacity to manage staff, mobilize project resources properly, properly handle materials and other facilities and maintain communications in all direction the results of investigation clearly shows as they were averagely capable to manage. But it not satisfactory as needed to be. According to Carmichael (2004:4), a good manager by

saying that, "It is often said that good project managers make it happen; poor project manager watch it happen." A project manager is a key person for the project. If the project manager is poor, there will be underperformance of the project. The effectiveness of a project manager is an important concern for the success of the project and the development of the organization. Furthermore, Baum and Tolbert (1985:370)stated as A problem for many developing countries is that they do not have enough qualified managers to run all the projects or activities under way, so that attracting a manager to a particular project is at the expense of another one. In brief, Buam and Tolbert (1985:373) have suggested that "due to the managerial problems, many educational projects, programs, policies and reforms are failing."

Item 5 in the Table 8 which prepared to measure whether managers can handle overall project funds according to plan or not. The respondents of the AAEB were reacted as mean value 3.45 which indicates managers still averagely capable to manage over -all project fund according to plan. On other hand, the respondents of NGOs were responded as on the same item as mean value3.63 which means project managers were capable. We can draw the meaning from above examination as NGOs' managers were more capable to handle overall project funds according to plan than AAEB' project managers. As a whole, both groups' weighted mean 3.56 which means both groups managers were averagely capable to handle overall project funds according to plan. Moreover, P=.491>0.05 which indicated that there were no significant mean differences between the groups. Following graph precisely summarize the above facts as:

Figure 5: Line graph of Project Manager's or coordinator's managing and coordinating ability



Briefly, Project Manager's or coordinator's managing and coordinating ability and respondents' responses were assured as project managers were averagely capable to manage or coordinate overall project in both AAEB and NGOs while implementing educational projects as whole. However, Baum and Tolbert (1985: 369) states, "many projects in serious difficulties during implementation have been turned around by the appointment of a competent manager." So, since they were not competent enough, implementation of projects were on serious. Regarding interview, majority of the interviewees were responded as there was such strong management for implementing the projects.

4.3 Perception of respondents on the project objectives attainment

4.3.1 Familiarity of stakeholders with project objectiv*es*

As showed in Table 9 lower than, the respondents were asked their standpoints on how much knows the shareholders about project objectiv*es*.

Table 9: How much the stakeholders knows about project objectiv*es?*

No		**Type of respondents**				**Total**	
		AAEB		**NGOs**			
No	**Items**	**No**	**%**	**No**	**%**	**No**	**%**
1	Do you know the objective of the project?						
	Yes	33	75.0	50	83.3	83	79.8
	No	4	9.1	4	6.7	8	7.7
	Not Sure	7	15.9	6	10.0	13	12.5
	Total	44	100.0	60	100.0	104	100.0
2	Were feasibility studies conducted before the initiation of the project?						
	Yes	24	54.5	43	71.7	67	64.4
	No	12	27.3	6	10.0	18	17.3
	Not Sure	8	18.2	11	18.3	19	18.3
	Total	44	100.0	60	100.0	104	100.0
3	Were risks of the project considered before commencement of project?						
	Yes	18	40.9	37	61.7	55	52.9
	No	10	22.7	8	13.3	18	17.3
	Not Sure	16	36.4	15	25.0	31	29.8
	Total	44	100.0	60	100.0	104	100.0
4	Do you think that the project has achieved its intended objectives?						
	Yes	22	50.0	36	60.0	58	55.8
	No	6	13.6	9	15.0	15	14.4
	Not Sure	16	36.4	15	25.0	31	29.8
	Total	44	100.0	60	100.0	104	100.0
5	Were aims and objectives of the project decided?						
	Yes	22	50.0	35	58.3	57	54.8
	No	14	31.8	12	20.0	26	25.0
	Not Sure	8	18.2	13	21.7	21	20.2
	Total	44	100.0	60	100.0	104	100.0
6	Was need assessment conducted before project objective was set?						
	Yes	22	50.0	39	65.0	61	58.7
	No	11	25.0	7	11.7	18	17.3
	Not Sure	11	25.0	14	23.3	25	24.0
	Total	44	100.0	60	100.0	104	100.0

As it can be seen, six items in the Table 9 that were prepared to know how much stakeholders were familiar with a project. The first items was do you know the objective of the project? And majority of the respondents were 83(79.8%) of both City government of the educational bureau and no-governmental organizations were replied as they had clear picture of project objectives. On the other hand, 8(7.7%) and 25(24%) of the both groups were don't knew and not sure whether they knew or not the object of the project respectively. In regarding to the each group, AAEB were responded as 75% knew the project's objectives, 9.1% were don't knew the objectives and 15% of the respondents were not sure. Moreover, 83.3% of the NGOs' workers knew the project objective and 6.7% and 10% were respectively not knew and not sure the objectives of the projects.

Interview respond by majority of the project coordinators in NGOs and Department heads in AAEB were also assured as stakeholders clearly understood and knew about project objectives and goals. Therefore, more NGOs' workers were familiar with project objectives than AAEB workers. In short, mainstream of the stakeholders knew the objectives of the projects.

Regarding item 2 at the same Table which portrays were feasibility studies conducted before the initiation of the projects and 64.4% of the entire respondents were responded yes it were. In contrast, 17.3% of the respondents were responded as no feasibility studies and 18.3% of the subjects were replied as they were not sure whether there was feasibility studies conducted before the initiation of the projects or not. According to individual group responses, 54.4% of AAEB were yes there were feasibility studies. In contrary, 27.3 were no feasibility studies at all and 18.2% were not sure. In cases of NGOs 71.7%, 10.% and 18.3% were responded as yes there were feasibility studies, no and not sure respectively. Thus, still there was feasibility studies conducted before the initiation of the projects more in NGOs than AAEB. Majorities of the projects were initiated after feasibility studies were conducted.

In Table 9 item 3 widely held of the respondents which 55(52.9%) of both City government of the educational bureau and no-governmental organizations were answered as risks of the projects were considered before commencement of project. Conversely,18(17.3%) and 31(29.8%) of the both groups were reacted as risks of the projects were not considered before commencement of project and not sure respectively. In about to the each group,

AAEB were answer back as 40.9% were reacted risks of the projects were considered before commencement of project, 22.7% answered no and 36.4% of the respondents were not sure. Also, 61.7% of the NGOs' workers replied risks of the projects were considered before commencement of project and 13.3% and 25% were respectively risks of the projects were not considered before commencement of project and not sure the whether the risks of the projects were considered before commencement of project or not . As a result, risks of the projects were more considered before commencement of project more in NGOs than AAEB. In brief, both City government of the educational bureau and no-governmental organizations were considered risks of the projects before commencement of project to the some extent and some extent risks of the projects were not considered before commencement of project. Regarding interview, the department heads and project managers were asked the procedures followed to minimize risks. Six department heads and ten educational project coordinators said the risk was planned beforehand. The other eleven department heads and twelve educational project coordinators explained there was no formal plan to minimize risks, but they considered some issues beforehand. Some of the procedures considered to minimize risks were: Arranging different meetings and discussion program, Sharing information with stakeholders, preparing activity, financial and cash request formats and arranging training on how to use these formats, so as to minimize risks, however, two department heads explained that "If the risks were pre-planned, the projects could not face such kind of disaster." By forecasting some of the risks, delays in the implementation of the project could be avoided.

As regards of item 4 at the same Table, 58(55.8%) of the entire respondents were returned as that the project has achieved its intended objectives. In divergence, 15(14.4%) of the respondents were responded as the project has not achieved its intended objectives and 31(29.8%) of the subjects were reacted as they were not sure whether the project has achieved its intended objectives or not. Rendering to individual group replies, 50% of AAEB were yes the project has achieved its intended objectives. In contrary, 13.6% were the project has not achieved its intended objectives at all and 36.4% were not sure. In cases of NGOs 60%, 15% and 25% were responded as yes the project has achieved its intended objectives, no and not sure respectively. Therefore, the project has achieved its intended objectives more in NGOs than AAEB.

As it can be seen in Table 9 item 5 total of the respondents of both City government of the educational bureau and no-governmental organizations which 57(54.8%) were reacted on aims and objectives of the projects were decided by stakeholders. On the contrary, 26(25%) and 21(20.2%) of the both groups were countered as were reacted aims and objectives of the projects were not decided by stakeholders and not sure respectively. In regarding to the each group, AAEB were responded as 50% were reacted aims and objectives of the projects were decided by stakeholders, 31.8% answered no and 18.2% of the respondents were not sure. Likewise, 58.3% of the NGOs' workers replied aims and objectives of the projects were decided by stakeholders and 20% and 21% respectively were replied as aims and objectives of the projects were not decided by stakeholders and not sure whether the aims and objectives of the projects were decided by stakeholders or not. So, aims and objectives of the projects were decided by stakeholders more in NGOs than AAEB. In a few words, aims and objectives of the projects were decided by stakeholders both City government of the educational bureau and no-governmental organizations averagely.

With regard to last item that portrays a need assessment was conducted before project objective in the Table 10 and 61(58.7%) from the whole respondents were reacted. Unlike wise, 18(17.3%) of the respondents were reacted as a need assessment was not conducted before project objective was set and 25(24.8%) of the subjects were reacted as they were not sure whether a need assessment was not conducted before project objective was set or not. Rendering to separate group replies, 50% of AAEB were yes a need assessment was not conducted before project objective was set. In contrary, 25% a need assessment was not conducted before project objective was set at all and 25% were not sure. In cases of NGOs 65%, 11.7% and 23.3% were responded as yes a need assessment was conducted before project objective was set, no and not sure respectively. Therefore, a need assessment was conducted before project objective was set more in NGOs than AAEB and both groups conducting a need assessment before project objective was set above the average.

4.3.2 Participation of stakeholders' on the overall projects works

As specified in Table 10 further down, the respondents were asked their insights on Participation of stakeholders' on the overall projects works.

To assess the results recorded and compare mean of the groups, the scale values organized by equal interval such as Mean < 1.5 completely disagree, 1.5≤ mean <2.5 slightly agree, 2.5≤mean < 3.5 agree to some extent, 3.5≤ mean<4.5 agree for the most part and mean ≥ 4.5 completely agree

Table10: stakeholders' Involvement on projects

No	Items	Type of respondents/ Workers	Freq.	Mean	Std. Deviation	Independent- Samples T test			
						P-Value	MD	95% Confidence Interval	
								Lower	Upper
1	The goals and objectives of the project were decided By stakeholders	AAEB	44	3.30	1.047	.592	-.121	-.569	.326
		NGOs	60	3.42	1.197				
		Total	104	3.37	1.133				
2	The principal participants in the project were decided	AAEB	44	3.75	.943	.928	-.017	-.380	.347
		NGOs	60	3.77	.909				
		Total	104	3.76	.919				
3	The time frames that when the project be started and finished were decided by stakeholders	AAEB	44	3.25	1.123	.284	-.250	-.710	.210
		NGOs	60	3.50	1.200				
		Total	104	3.39	1.169				
4	The process of project be executed was determined by stakeholders	AAEB	44	2.98	1.131	.677	-.089	-.514	.335
		NGOs	60	3.07	1.039				
		Total	104	3.03	1.074				
5	Time of project being launched was determined by stakeholders	AAEB	44	2.95	1.033	.152	-.279	-.662	.104
		NGOs	60	3.23	.927				
		Total	104	3.12	.978				
6	All stakeholders clearly understood their responsibility	AAEB	44	2.86	1.002	.009	-.520	-.904	-.135
		NGOs	60	3.38	.958				
		Total	104	3.16	1.006				

The reaction of the entire respondents on Table item 1 which portrays on the goals and objectives of the project were decided by stakeholders and 3.37 weighted mean which implies that they were undecided. In addition, AAEBs' and NGOs' workers separately

responded as mean 3.30 and 3.42 respectively and again it represents both groups were undecided to on the goals and objectives of the project were whether decided by stakeholders or not. Similarly, P value of the both groups was .592>0.05 which indicated as no significant mean differences between the groups. Therefore, we can't say goals and objectives of the project were decided by stakeholders or not.

In the same Table 10 item 2 that depict the principal participants in the project were decided and both city government of the educational bureau and no-governmental organizations were responded as weighted mean places 3.76 which point to agree on the principal participants in the project were decided. In addition, isolated groups of respondents of AAEB and NGOs were mean value 3.75 and 3.77 respectively. Both groups reaction till shows that they were agree. Moreover, P= .928>0.05 and it shows that there is no statistically significant difference between the means of the two groups.

Table 10 Item 3, 4, 5 and 6 the replies of both groups' mean were positions under undecided whether the time frames that when the project be started and finished were decided by stakeholders, the process of project be executed was determined by stakeholders, time of project being launched was determined by stakeholders and all stakeholders clearly understood their responsibility or not. In addition, the weighted mean also 3.39, 3.03, 3.12 and 3.16 respectively which assure above thoughts. In addition, the P- values of the above one-to-one items were also gave the clear picture of above thoughts such as .284> 0.05, .677>0.05, .009>0.05 and .152>0.005 correspondingly. The results of independent sample t-test values for all items were indicated that there was no statistically significant difference between the means of the two groups. Thus, both groups respondents were replied as they were undecided whether the time frames that when the project be started and finished were decided by stakeholders, the process of project be executed was determined by stakeholders, time of project being launched was determined by stakeholders and all stakeholders clearly understood their responsibility or not.

Majority of the project coordinators in NGOs and Department heads in AAEB were reflected on interview, there were not as much of stakeholders' participation and support during need assessment, planning, monitoring and evaluation, implementation of the project.

One local NGO manger stated that:

> *The management teams and core implementers were simply invites stakeholders at the beginning to create awareness to some extent and end of projects implementation; report tall activities for them and give opportunities to reflect their suggestion on overall project works rather than inviting them on* need assessment, planning, monitoring and evaluation, implementation of the projects

This clearly indicated that there was gap on stakeholders' Participation on the projects and degree of participation of stakeholders at both AAEB and NGOs were intermediate. Gardiner, (2005:119) has stated that "when stakeholders are satisfied and have a good relationship, the project moves towards a successful outcome." In addition, Buddy and Paton, cited by Harrin (2007:111), stakeholders as "individuals, groups, or institutions with an interest in the project and can affect the outcome." In brief, a degree of participation of the stakeholders in educational project implementation is less when we compare with theoretical standards.

4.4 Education projects monitoring and evaluation to rectify the problems on educational projects

4.4.1 Monitoring and evaluation mechanisms

As showed in Table 11 below, the respondents were asked their views on monitoring and evaluation mechanisms. The respondents were asked to show their level of agreement by selecting given alternatives as follows:

Table 17: Practices of the Monitoring and Evaluation

No	Items	Type of respondents				Total	
		AAEB		NGOs		No	%
		No	%	No	%		
1	**Are there monitoring and evaluation mechanism functioned by your organization?**						
	Yes	36	81.8	50	83.3	86	82.7
	No	5	11.4	5	8.3	10	9.6
	I don't know	3	6.8	5	8.3	8	7.7
	Total	44	100.0	60	100.0	104	100.0
2	**What forms of the monitoring and evaluation mechanism currently used?**						
	Mostly informal	7	15.9	11	18.3	18	17.3
	Mostly formal	24	54.5	23	38.3	47	45.2
	mostly mixed	13	29.5	26	43.3	39	37.5
	Total	44	100.0	60	100.0	104	100.0
3	Who were Salient stakeholders involved in M&E?						
	Directors only	2	4.5	3	5.0	5	4.8
	Senior staff only	6	13.6	5	8.3	11	10.6
	All staff	14	31.8	23	38.3	37	35.6
	All staff and community representative ( )	5	11.4	6	10.0	11	10.6
	Mostly Management teams and sometimes all staff	17	38.6	23	38.3	40	38.5
	Total	44	100.0	60	100.0	104	100.0

Source: (own Field data, 2016)

As indicated in the Table11 item 1which revealed how much both organizations were practicing monitoring and evaluation to realizes project implementation. The reaction of the majority respondents from entire population 82.7 % responded as they were applying. To strengthen this, "the need to develop and apply practical M&E system is increasingly recognized as an indispensable tool for programme/project management, both to support the implementation and to get feedback for the design of new initiatives" (EMI, 2014). On the other hand, 9.6 % were said no and 7.7% they were not sure. Therefore, both AAEB and NGOs were applying M&E.

The second items on the same Table which prepared to identify forms of the monitoring and evaluation mechanism currently applying and the respondents were reacted as 17.3% mostly informal, 45.2% mostly formal and 37.5% mostly mixed.

Concerning interview that portrays on applicability of the formal monitoring and evaluation mechanism widely held of the project coordinators of the NGOs and department heads at AAEB were spoken as they were widely exercising. So, we can conclude as both AAEB and NGOs primarily used formal M&E, secondly used mixed and at last option informal M&E and more it demonstrated as below in figurative forms.

The last items in the Table 11 ready to assess who take part in monitoring and evaluation, 38.5% were reacted as Mostly Management teams and sometimes all staff, 35.6 were responded as all staff, 10.6% were replied as senior staff only and All staff and community representative and 4.8% were reacted as directors only. This give clear picture of the management team and sometimes all staff mostly participate in M&E. But this contradict with ideas of , Jerry & Anne (2008) which M & E as a process in which primary and other stakeholders collaborate and take an active part in assessing and evaluating the performance and achievement of a project or an intervention.

4.4.2 Regularly follow-up mechanisms of the projects

As can be seen in the Table 12 further down, the respondents were asked their understandings on regularly follow-up mechanisms of the projects. To assess the results recorded and compare mean of the groups, the scale values organized by equal interval such as Mean < 1.5 completely disagree, 1.5≤ mean <2.5 slightly agree, 2.5≤mean < 3.5 agree to some extent, 3.5≤ mean<4.5 agree for the most part and mean ≥ 4.5 completely agree.

Table 12: monitoring projects on a regular basis

No	Items	Type of respondents /Workers	Freq.	Mean	Std. Deviation	Independent- Samples T test			
						P-Value	MD	95% Confidence Interval	
								Lower	Upper
1	The activities accomplished according to the plan	AAEB	44	3.34	1.569	.099	-.476	-1.042	.090
		NGOs	60	3.82	1.334				
		Total	104	3.62	1.450				
2	The performance monitored according to the schedule and plan	AAEB	44	3.11	1.351	.180	-.353	-.872	.166
		NGOs	60	3.47	1.295				
		Total	104	3.32	1.324				
3	The implementations of the project were started on time	AAEB	44	3.23	1.344	.125	-.373	-.850	.105
		NGOs	60	3.60	1.108				
		Total	104	3.44	1.221				
4	The project was terminated on time according to the plan	AAEB	44	3.34	1.200	.290	-.242	-.694	.210
		NGOs	60	3.58	1.109				
		Total	104	3.48	1.149				
5	Corrective actions was taken when problems arose	AAEB	44	3.34	1.346	.047	-.509	-1.011	-.008
		NGOs	60	3.85	1.219				
		Total	104	3.63	1.293				
6	The quality of the project was monitored	AAEB	44	3.45	1.355	.142	-.379	-.886	.128
		NGOs	60	3.83	1.237				
		Total	104	3.67	1.296				
7	The project budget was controlled to accomplish the tasks	AAEB	44	3.27	1.515	.037	-.561	-1.088	-.033
		NGOs	60	3.83	1.196				
		Total	104	3.60	1.362				

As showed in the Table 12 items 1,5 6 that portrays the regularly follow up mechanisms of the projects on items such as project were accomplished according to the plan, corrective actions was taken when problems arose in implementing the project, the quality of the project was monitored and the project budget was controlled to accomplish the tasks . All items were

weighted mean 3.62, 3.63, 3.67 and 3.60 respectively and the mean under 3.5≤ mean<4.5 agree. Similarly, independent sample t-test values for all items indicates that there is no statistically significant difference between the means of the two groups as obtained p values .099, .047, .142 and .037 which ranges from.037 to .099 were greater than 0.05. However, when we compare independent mean between AAEB and NGOs, all means of the former were 2.5≤mean 3.5 undecided and the later were3.5≤ mean<4.5 agree. It indicated that regularly follow up mechanisms of the projects on above mentioned items medium in entire respondents. However, when we compare mean values of two independent groups, follow up mechanisms of the projects were better in NGOs than AAEB.

Regarding items 2, 3 and 4 in the same Table, again it share common identity on entire groups and they responded on items such as the performance of the project was monitored according to the schedule in order to manage deviation from the plan, the implementations of the project were started on time and the project was terminated on time according to the plan with weighted mean 3.32, 3.44 and 3.48 respectively which indicated that undecided. In the same way, independent sample t-test values for all items indicates that there is no statistically significant difference between the means of the two groups as obtained p values, .180, .290 and .125 which ranges from.125 to .290 were greater than 0.05. It indicated that regularly follow up mechanisms of the projects on above mentioned items, not decided to say whether it was going well or not.

Briefly**,** the follow up mechanisms of the projects were undecided to say regularly follow up mechanisms whether being existed or not. As indicated on the Figure, the means values of the entire population were 3.54 and it indicated that follow up mechanism were lays under unsure position at both organizations.

4.4.3 Major devices of Monitoring and Evaluation

As showed on Appendix G Table 19, the respondents were asked their opinions on major devices of Monitoring and Evaluation. To assess the results recorded percentage interval applied *like* ≥ **75% mostly used, between 74-50% moderately used and ≤49% slightly used**

As it can be indicated in the Table 20, 11 items portrays to identify what kinds of monitoring and evaluation devices were AAEB and NGOs currently using to manage educational project implementation. To manage the analysis of above mentioned items, the researcher divides the

M &E devices in to three categories based on the evidences and data which collected from respondents. Firstly, mostly used M& E devices such as urgent meeting (83.7%), Observation of activities (83.7%), Written report (96.2%), Oral report(80.8%) and Open discussion (86.5%) and all were ≥75% which indicates the devices were mostly used at both groups . Secondly, moderately used M& E devices such as progress report (72.1%), follow up studies (64.4%), questionnaires (68.3%), interview (74.0%) and review document (72.1%) that were_in between 74 and 50 % which indicates both groups were moderately used. Finally, a slightly used M& E device was only experimental and control groups (31.7%) which below the 49%. Over-all, written report, open discussion special meeting, observation and oral report were highly and frequently used M&E devices at both AAEB NGOs .

4.4.4 Time Interval for applying M &E

As displayed in Table 13 below, the respondents were asked their perspectives on time interval for applying M &E.

Table13: Time Interval for applying M &E

	AAEB		NGO		Total	
Time of interval	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**
End only	2	4.5	-	-	2	1.9
Beginning and end	15	34.1	11	18.3	26	25.0
Periodically	22	50.0	32	53.3	54	51.9
Continually	5	11.4	17	28.3	22	21.2
Total	44	100.0	60	100.0	104	100.0

Source: (own Field data, 2016)

Regarding time of the interval for conducting Monitoring and evaluation which portray on the Table 13, AAEB workers replied as 22(50%) M&E conducted periodically. Secondly, 15(34.1%) were responded as beginning and end. Few respondents from the same group responded as end only and continually like 2(4.5%) and 5(11.4%) respectively. On the other hand, NGOs workers replied on the same item, they responded as 32(53.3%) and 17(28.3%) conducted M&E periodically and continually respectively. In addition, no one reacted as M&E conducted at end only and 11(18.3) were replied as it applied beginning and end. Therefore, as reaction of majority respondents indicated, M&E being conducting in both AAEB and NGOs periodically 54(51.9%) and continually22 (21.2%).

4.5 Perception on challenges that affect the implementation of the Educational projects

4.5.1 Problems that Faced at Starting Time of the Projects

As designated in Table 14 below, the respondents were asked their opinion on do you think that projects were delayed at the starting time?

Table14: Delays of the projects at the starting time

No	Items	Type of respondents				Total	
		AAEB		NGOs		No	%
		No	%	No	%		
1	Was the project delayed at the starting time?						
	Yes	36	81.8	51	85.0	87	83.7
	No	4	9.1	6	10.0	10	9.6
	Not Applicable	4	9.1	3	5.0	7	6.7
Total		44	100.0	60	100.0	104	100.0

Source: (own Field data, 2016)

The Table 14 portrays whether the project delayed at the starting time or not and 87(83.7%) of the respondents were replied as yes it delayed at the starting time. Whereas, 10(9.6%) replied as projects were not delayed at the starting time and 7(6.7%) responded the issue not applicable, because of projects which they were implementing was already started couple of years before.

4.5.1.1 Reasons for the delays on the starting time of the Project

As specified in Table 15 further down, the respondents were asked their views on reasons for the delays on the starting time of the Projects. To assess the results recorded and compare mean of the groups, the scale values organized by equal interval such as *Mean < 1.5 Very serious, 1.5≤ mean <2.5 Serous, 2.5≤mean 3.5 averagely serous, 3.5≤ mean<4.5 Less serious and ≥4.5 not at all problem.*

Table15: Reasons for the delays on the starting time of the Project

No	Items	Type of respondents /Workers	Freq.	Mean	Std. Deviation	Independent-Samples T test	95% Confidence Interval	
						P-Value	Lower	Upper
1	Project personnel not appointed on time	AAEB	36	3.55	1.501	.689	-.720	.478
		NGOs	51	3.67	1.537			
		Total	87	3.62	1.516			
		Missed Values	17	-	-			
2	Inflexible pre-conditions of loans and grants	AAEB	36	3.66	1.509	.533	-.382	.734
		NGOs	51	3.48	1.347			
		Total	87	3.56	1.413			
		Missed Values	17	-	-			
3	Negotiation from local authorities in relation to infrastructure and other facilities used for project implementation	AAEB	36	2.70	.954	.064	-.746	.022
		NGOs	51	3.07	.989			
		Total	87	2.91	.986			
		Missed Values	17	-	-			
4	Delay of budget release and/or disbursement	AAEB	36	2.41	.972	.001	-1.077	-.305
		NGOs	51	3.10	.986			
		Total	87	2.81	1.034			
		Missed Value	17	-	-			
5	Implementing agencies were not ready to start the project on time	AAEB	36	3.23	1.327	.685	-.429	.651
		NGOs	51	3.12	1.403			
		Total	87	3.16	1.366			
		Missed Values	17	-	-			

As can be seen in the Table 15 item 1 which represents projects' personnel not appointed on time and majority of the both AAEB and NGOs workers were responded on weighted mean 3.62 which indicated that the problem was less serious. Independent mean values of both groups were 3.55 and 3.67 respectively and again it support above statement. P- Value also clearly showed as, .686>0.05 and it means there was no significant mean difference between the groups. Therefore, project personnel appointed on a time at both AAEB and NGOs when starting time of the project implementation and no such problems on the subject.

The reaction of the entire respondents on Table 15, item 2 was 3.56 weighted mean which implies that inflexible pre-conditions of loans and grants problems were less serious in the both groups. In addition, AAEB' and NGOs' workers separately responded as mean 3.66 and 3.48 respectively and it represents as the problems was less serious in AAEB and averagely serious on NGOs. Similarly, P value .533>0.05 and it indicated as no significant mean differences between the groups. Therefore, pre-conditions of loans and grants problems were less serious in the both groups.

As recognized in the above Table 15 ,item 4 which prepared to ask delay of budget release and/or disbursement of the both AAEB and NGOs workers were answered on weighted mean 2.81 which point out the problem was averagely serious. Independent mean values of both groups were 2.41 which indicated as the problem was serious at AAEB and 3.10 that showed the problem was averagely serious at NGOs and the responses of the respondents were paradox between the groups. In addition to above statement, P= also clearly showed as, .001<0.05 and it means there was significant mean differences between the groups. To sum, delay of budget release and/or disbursement problems serious at AAEB and averagely serious at NGOs at starting time of the project implementation.

In the Table 15, Items 3 and 5 come backed of both groups' weighted mean 2.91 and 3.16 on negotiation from local authorities in relation to infrastructure and other facilities used for project implementation and implementing agencies were not ready to start the project on time respectively and the problems were averagely serious at both groups. In addition, the independent mean AAEB and NGOs in item 3 and 5 also indicated 3.07 and 2.91, and 3.23 and 3.12 correspondingly. In both cases it shows the problems were averagely serious. Moreover, P values of the two items which .064 and 165> 0.05 and it indicates that there was

no statistically significant difference between the means of the two groups. In brief, the problems of negotiation from local authorities in relation to infrastructure and other facilities used for project implementation and implementing agencies to start the project on time were averagely serious at both City government of Addis Ababa education bureau and non-governmental organization. Buam and Tolbert (1985) have argued that "delays in project implementation…postponed implementation are the major difficulties occur at the implementation stage of projects."

In brief, the mean values of the entire population was 3.21 and it declare that the problems listed in the form of the items in the Table 15 were averagely serious at starting time of the educational project implementation.

4.5.2 Problems that Faced at Middle of the Projects Implementation

As it can be seen in Table 16 below, the respondents were asked their views on problems that confronted during the middle of the project implementation.

Table 16: Problems encounter during the project implementation

No	Items	Type of respondents				Total	
		AAEB		NGOs			
		No	%	No	%	No	%
1	Was any Problems encounter during the project implementation**?**						
	Yes	44	100.0	60	100.0	104	100.0
	No	-	-	-	-	-	-
	Not Applicable	-	-	-	--	--	--
	Total	44	100.0	60	100.0	104	100.0

Source: (own Field data, 2016)

As indicated on Table 16, respondents were asked as was any Problems encounter during the project implementation and all respondents that 104(100%) replied as yes it was.

4.5.2.1 Problems that confronted during the middle of the project implementation

As specified in Table 17 below, the respondents were asked their outlooks on problems that confronted during the middle of the project implementation. . To assess the results recorded and compare mean of the groups, the scale values organized by equal interval such as *Mean < 1.5 Very serious, 1.5≤ mean <2.5 Serous, 2.5≤mean 3.5 averagely serous, 3.5≤ mean<4.5 Less serious and ≥4.5 not at all problem.*

Table17: Problems that confronted during the middle of the project implementation

No	Items	Type of respondent/ Workers	Freq.	Mean	Std. Deviation	Independent-Samples T test	95% Confidence Interval	
						P-Value	Lower	Upper
1	Lack of people with special skills	AAEB	44	3.14	1.579	.045	-1.147	-.014
		NGOs	60	3.72	1.329			
		Total	104	3.47	1.461			
2	Shortage of financial and material resources	AAEB	44	2.48	1.389	.044	-1.129	-.016
		NGOs	60	3.05	1.431			
		Total	104	2.81	1.435			
3	Lack of moral and initiation by staff	AAEB	44	2.55	1.022	.697	-.534	.358
		NGOs	60	2.63	1.207			
		Total	104	2.60	1.128			
4	Lack of commitment and attention by donors	AAEB	44	2.57	1.149	.901	-.539	.475
		NGOs	60	2.60	1.380			
		Total	104	2.59	1.282			
5	Corruption of project resource	AAEB	44	3.11	1.715	.522	-.445	.873
		NGOs	60	2.90	1.644			
		Total	104	2.99	1.669			
6	Less attention given by government	AAEB	44	2.25	.991	.019	-.885	-.082
		NGOs	60	2.73	1.039			
		Total	104	2.53	1.042			

As indicated in the above Table 17 item 1 which represents how does affect lack of people with special skills in the project implementation and majority of the both AAEB and NGOs workers were indicated their level of agreement on weighted mean 3.47 which indicated that the problem was averagely serious. On other hand, independent means values of both groups were 3.14 of AAEB which shows the problem was serious and 3.72 of NGOs which the problems become averagely serious. P= also clearly showed as, .045>0.05 and it means there

was no significant mean differences between the groups. So, lack of people with special skills in the project more serious in AAEB and averagely serious in NGOs middle of the project implementation.

Respondents' reaction in the Table 17 item 2 that portrays the shortage of financial and material resources were averagely serious indicated by weighted mean 2.81 of the both AAEB and NGOs workers. On other hand, Independent means values of both groups were 2.48 of AAEB which shows the problem was serious and 3.05 of NGOs that the problems become averagely serious. P= also clearly showed as, .044>0.05 and it means there was no significant mean differences between the groups. So problems of shortage of financial and material resources were serious in AAEB and averagely serious in NGOs middle of the project implementation.

Regarding items 3, 4, 5 and 6 in the same Table that portrays the problems such as of lack of moral and initiation by staff, lack of commitment and attention by donors, corruption of project resource and less attention given by government. The results of the analysis were indicated as problems were averagely serious showed on weighted mean 2.60, 2.59, 2.99 and 2.53 correspondingly of the both AAEB and NGOs workers. By the same token, independent means values of both groups were realizes the problems were as an averagely serious. Likewise, the results of significant level values for all items indicates that there were no statistically significant difference between the means of the two groups as obtained p values .697, .901, .522 and .019 respectively for overheads items which ranges from .019 to1.901 and were greater than 0.05. To sum up, problems of lack of moral and initiation by staff, lack of commitment and attention by donors, corruption of project resource and less attention given by government were averagely serious at both City government of Addis Ababa education bureau and non-governmental organization during intermediate of the project implementation.

To sum, the mean values of the whole respondents was 3.21which is similar with the problems encountered was starting time of the projects and it speak out that the problems listed in the form of the items in the Table 17 were till an averagely serious at middle of the educational project implementation.

4.5.3 Problems that Faced at Finishing on time of the Projects

As showed in Table 18 below, the respondents were asked their perceptions on difficulties that hindered finishing the Project on time.

Table 18: Difficulties that hindered finishing the Project on time

No	Items	Type of respondents				Total	
		AAEB		NGOs			
		No	%	No	%	No	%
1	Were any Difficulties that hindered finishing the Project on time?						
	Yes	40	90.9	54	90.0	94	90.4
	No	1	2.3	2	3.3	3	2.9
	Not Applicable	3	6.8	4	6.7	7	6.7
Total		44	100.0	60	100.0	104	100.0

Source: (own Field data, 2016)

As can be seen on Table 18, respondents were asked whether any difficulties that hindered finishing the projects on time or not and 94(90.4%) responded as yes it was. Whereas, 3(2.9%) replied as the projects were not encounter any difficulties that hindered finishing the projects on time and 7(6.7%) reacted as not applicable at all on their projects due to their project was on going or not finished yet.

4.5.3.1 Reasons that hindered finishing the Project on time

As showed in the Table 20 further down, the respondents were asked their insights on difficulties that hindered finishing the project on time. To assess the results recorded and compare mean of the groups, the scale values organized by equal interval such as *Mean < 1.5 Very serious, 1.5≤ mean <2.5 Serous, 2.5≤mean 3.5 averagely serous, 3.5≤ mean<4.5 Less serious and ≥4.5 not at all problem.*

Table 20: Difficulties that delayed finishing the Project on time

No	Items	Type of respondents/ Workers	Freq.	Mean	Std. Deviation	Independent T test	95% Confidence Interval	
						P-Value	Lower	Upper
1	Technical capacity problems of NGOs' and AAEB' to implement the project	AAEB	40	3.00	1.570	.310	-.932	.298
		NGOs	54	3.32	1.557			
		Total	94	-	-			
		Missed value	10	3.18	1.563			
2	complexity of program and increasing number of beneficiaries of the project	AAEB	40	3.16	1.569	.804	-.666	.518
		NGOs	54	3.23	1.454			
		Total	94	-	-			
		Missed value	10	3.20	1.497			
3	Lack of Commitment of the implementers to submit physical and financial report	AAEB	40	2.80	1.456	.233	-.852	.209
		NGOs	54	3.12	1.263			
		Total	94	-	-			
		Missed value	10	2.98	1.351			
4	Lack of hurried financial procedures of donors implementers and the government	AAEB	40	2.68	1.459	.202	-.936	.200
		NGOs	54	3.05	1.431			
		Total	94	-	-			
		Missed value	10	2.89	1.448			
5	Lack of timely monitoring and evaluation by AAEB and NGOs	AAEB	40	2.75	1.433	.488	-.706	.340
		NGOs	54	2.93	1.247			
		Total	94	-	-			
		Missed value	10	2.86	1.325			
6	Seasonal difficulty	AAEB	40	2.75	1.123	.457	-.609	.276
		NGOs	54	2.92	1.124			
		Total	94	-	-			
		Missed value	10	2.85	1.121			
7	Delay in disbursements of funds from donors side	AAEB	40	2.14	1.250	.033	-1.114	-.047
		NGOs	54	2.72	1.427			
		Total	94	-	-			
		Missed value	10	2.47	1.379			
8	High staff turn over	AAEB	40	3.27	1.208	.849	-.501	.413
		NGOs	54	3.32	1.127			
		Total	94	-	-			
		Missed value	10	3.30	1.156			

In the Table 20 there were 8 items prepared to assess the problems that hindered finishing the projects on time. According to respond that rated by respondents, the weighted mean of all items found between 2.5≤mean 3.5 which was averagely serous except item number 7 which was 2.47 delay in disbursements of funds from donors side. The items which asked the respondents were such as technical capacity problems of NGOs' and AAEB' to implement the project, complexity of program and increasing number of beneficiaries of the project,

lack of Commitment of the implementers to submit physical and financial report, lack of hurried financial procedures of donors implementers and the government, lack of timely monitoring and evaluation by AAEB and NGOs, seasonal difficulty, delay in disbursements of funds from donors side and high staff turnover and weighted mean of the overhead items were 3.18, 3.20, 2.98, 2.89, 2.86, 2.85, 2.47 and 3.30 respectively and all items' weighted mean in between 2.5≤mean 3.5 which were averagely serous expect the item number 7. By the same token, Independent means values of both groups were realizes the problems were as an averagely serious except item 7. Likewise, the result of significant level values for all items indicates that there was no statistically significant difference between the means of the two groups as obtained p values, .310, .804, .233, .202, .488, .457, .849 and .033 respectively for overheads items which ranges from .033 to 0.849 were greater than 0.05. Hence as (Hallak Jacques 1990:101) stated clearly, technically bellow the point referred to as the critical mass, investments are unlikely to affect the system efficiently. To sum up, problems mentioned above that hindered finishing the Projects on time were averagely serious at both City government of Addis Ababa education bureau and non-governmental organization during intermediate of the project implementation.

To sum up, analysis results recapitulates the problems hindered finishing the Projects on time were averagely serious of the project implementation. As indicated on the Figure, the means values of the entire population were 2.83 and it indicated that the problems which listed in the form of the items in the Table 20 were averagely serious.

Regarding interview on problems encountered during implementation of the Project, widely held of the project coordinators of the NGOs and Department heads at AAEB were pronounced as donor condition ties, lengthy project approval and fund disbursement procedures of donors/financing agencies, low community involvement in project planning and implementation…etc. They have been suggested as solution for these problems were incorporating the main agencies and actors in the project implementation. Moreover, Interviewee Y whom project expert claimed that "*the main agencies and actors of the projects should be participated at preparation, design, management and implementation, appraisal process and thereby to engage their interest and anticipate and deal with their objections".*

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary of the major findings, the conclusion drawn from the findings and recommendations of the study. In the first section, brief summary, on the general study and the major findings were presented. Then, conclusions drawn from the findings were made. Finally possible recommendations were given based on the major findings of the study.

To state once more, the main objective of this study is to assess Implementation of NGOs Assisted Educational Projects in Addis Ababa City Administration Education Bureau. The specific objectives of the study are:

1. Assess the contribution of NGOs in improving education system in AAEB
2. Assess the implementation process of NGO educational projects under AAEB
3. Assess the gaps of the intended and actual implementation of educational projects
4. Identify the major challenges that affect the operations of educational projects
5. Identify monitoring and evaluation mechanisms to ratify implementation problems

These objectives aided in the creation of the following research questions:

1. What are the major project implementation processes followed by NGOs under city government of Addis Ababa Education Bureau?
2. To what extent have the identified projects attained the expected objectives?
3. To what extent are education projects monitored and evaluated to rectify the problems?
4. What are the major challenges that affect the implementation of educational projects in the city government of Addis Ababa Education Bureau?

To answer these basic questions, the researcher employed descriptive survey method and a mixed research design. Thus, extensive data was collected and used to confirm findings from different data sources through triangulated data sets and consequently to validate the generalizability of the study. The quantitative data was collected from total of 114 respondents of the both AAEB and indigenous and international NGOs. Among these, 17 department heads,7 project execution offers and 24 educational experts from AABE with

total 48 and 22 Project Coordinators and 44 project officers from NGOs with total subject 66. The qualitative data were collected using interviews from the 17 department heads, 7 project executive officers of the AAEB and 22 Educational Project managers of NGOs. Finally, documents which were taken as primary data from educational projects were incorporated to triangulate the study.

Descriptive statistics and SPSS v. 2.0 computer software were adopted. To analyze quantitative data, following statistical tools such as percentage, frequencies, mean, standard deviation, weighted mean, mean differences, and independent samples T test, were used to guide the analysis and interpretations of the findings. Moreover, the qualitative data were interpreted and analyzed by specific themes. Documents collected from AAEB and NGOs were analyzed to cross-check information from various sources and to obtain information that may not have been reveal using questionnaires and interview.

Finally, based on the analysis and interpretation, the following findings can be summarized within the scope specified for this study.

5.1 Summary

General Characteristics of the Respondents

The characteristics of the respondents by their sex revealed that 66 individuals (62.5%) and 39 individuals (37.5%) were males and female respectively. Thus, of the total respondents, males constitute the larger proportion from both AAEB and NGOs. In addition, the distribution of age respondents showed that 9 individuals (8.7%) aged 20 years and below; 39 individuals (37.5%) aged between 21- 30 years; 33 individuals (31.7%) aged between 31-40 years; 18 individuals (17.3%) aged between 41-50 years; and 5 individuals (4.8%) aged $\geq$ 50 years. This implies that majority (69.2%) of the respondents were between 21-30 and 31-40 years old. The distribution of respondents' marital status shows there was an equal proportion of married and unmarried respondents amongst AAEB and NGOs. Regarding educational qualifications of the total respondents, 2 individuals (1.9%) had a PhD; 51 (49%) and 34 (32.8%) individuals had a bachelor's

and a master's degree, respectively. Fifteen (14.4%) individuals had their diploma and 1 (1.19) individual completed 12^{th} grade.

In brief, 81.7% of the NGOs workers were first and second degree holders while a majority of the respondents from AAEB (61.4%) were first degree holders. In regards to the total service years of the respondents,21 individuals (20.2%) had less than five years' experience and 39 individuals (37.5%) had 6-10 years' experience. In addition, 22 individuals (21.2%) had 11-15 years, 16 individuals (5.8%) had 16- 20 years, and 6 individuals (15.4%) had over 21 years of experience. This shows that total of service years of a majority of the respondents is between 6-10 years. Lastly, service years of the respondents at project implementation, their reaction clearly showed that 70(67.3%) were <5years and 20(19.2%) 6-10 years. In addition, 9(8.7%) were 11-15 Years, 5(4.8%) 16- 20 years and no one was >21 Years. Majority of respondents 70(67.3%) were found under the service year 5 and below on implementation of the projects. Therefore, widely held of project were implemented by beginner experts.

2. The major projects implementation processes and status were:
    I. Results show that a majority of the respondents were somehow involved in the design and planning stages of projects; however, it was not satisfactory In other words, only 59.6% of the respondents were involved in the design and planning of the projects and 40.4% did not participate at all. In addition, stakeholders are not involved in these stages. Therefore, their degree of involvement is not satisfactory.
    II. As statistical results revealed on trends of planning for the project implementation, majorities of the respondents were agree to only some extent planning was done for project implementation. Likewise, as the qualitative data was indicated that practices of the planning for implementation were not such strong.
    III. Time scheduled for project implementers before actual project implementation commencement; statistical results clearly indicated as majority of respondents undecided whether it scheduled or not. Thus, there was not as much of pre time scheduling before actual projects implementation commencement. Similarly, as

the interview result specified that there was gap on scheduling before actual project implementation commencement and no precondition readiness.

IV. Results show project success factors ordered in manner of importance: 1) simplicity of design; 2) careful preparation; 3) community involvement in a project; 4) good management; and 5) political commitment. However, interviewees' reactions clash with quantitative data, first and most success factor for project implementation according to their reflection; strong and sustained commitment by all levels of the government bodies'.

V. As statistical results showed, project managers' were averagely capable to manage overall projects. Likewise, qualitative data confirmed the lack of strong project implementation management.

3. The degree to which expected objectives relates to achieved objects:

a) Results show 79.8% of stakeholders understood projects objectives while 20.2% of the stakeholders did not know the objectives of the projects.
b) Results show 64.4% of projects conducted feasibility studies before their official launch whereas 35.6% of projects did not.
c) Results show that both AAEBs NGOs considered project risks before their commencement to only some extent.
d) Results show that only 55.8% projects achieved their intended objectives. On the other hand, 44.2% projects did not achieve their intended objectives. There is clearly a gap between intended and achieved objectives.
e) Results show that 54.8% of the projects had aims and objectives that were decided by stakeholders while 45.2% of projects did not.
f) Results show that 58.7% of projects assessed needs before setting project objectives. In contrast, 41.3% of projects did not consider needs before setting project objectives.

In short, results show stakeholders' participation and support on need assessment, planning, monitoring and evaluation and overall project implementation were average.

4. Monitoring and evaluation to rectify the projects implementation problems:

a) Majority of the respondents revealed that they were applying monitoring and evaluation to realized project implementation.

b) Results show that the forms of monitoring and evaluation mechanisms being applied at the time of study were as follows: 17.3% mostly informal, 45.2% mostly formal, and 37.5% mostly mixed. Therefore, formal monitoring and evaluation mechanisms were widely being exercised at the time of study.

c) The results of the analysis indicated that members of stakeholders who involved in M&E, first and most the management team and sometimes all staff mostly participate in M&E, secondly, all staff, thirdly, senior staff only, fourthly, all staff and community representative and lastly, directors only. Most of prominent of stakeholders who involved in M&E were the management team and sometimes all staff.

d) Regarding project follow up mechanisms, results show that a majority of respondents were undecided in whether or not regular follow up mechanisms existed. This indicates that follow up mechanisms are generally weak.

e) Results show that major devices of monitoring and evaluation were mostly used such as urgent meeting (83.7%), observation of activities (83.7%), written report (96.2%), oral report (80.8%), and open discussion (86.5%).

f) Regarding timing intervals for conducting monitoring and evaluation mechanism, results show that a majority of respondents reacted as periodically 51.9% and continually 21.2%. On the other hand, 2% stated M&E was conducted only at the end and 25% revealed it as conducted at both beginning and end. Therefore, time interval that has been conducting monitoring and evaluation were periodic and continues.

5. The major challenges that affect the implementation:

Results indicate problems arose throughout every stage of project implementation. The degree of issues faced at each stage, however, were quite different. For example, according to all respondents, problems incurred at middle of project implementation were common since all of the observed projects were currently being implemented. However, for the projects that started a couple of years prior, not applicable starting period problems. Likewise, for the projects that was being implementing yet not finished couldn't talked about finishing problems and such problems were not applicable at all.

Even though the problems were averagely serious at all stages, degree of being seriousness were more critical at finishing time of the projects. Baum and Tolbert (1985), argue that project delays at finishing time, cost overruns, reduction in the range of the project, and postponed implementation are the major difficulties occur at this stage. Qualitative data results indicate donor condition ties, lengthy project approval, fund disbursement procedures of donors/financing agencies, low community involvement in project planning and implementation were the major complications while implementing educational projects. Interviewers suggested as solution for these problems were incorporating the main agencies and actors in the project implementation.

Project documents were not archived properly, lessons learned from the projects were not documented for future use, and achievements of the goals and objectives of the educational projects indicated gapes. This means, the mechanisms of recording of document was not well-organized.

5.2 Conclusions

Depending on the major findings of the study the following main conclusions were drawn:

Degree of the involvement of the stakeholders in plan and design were not satisfactory, no precondition readiness, & project managers' were averagely capable to manage overall projects. There is no of strong management manpower for project implementation. Therefore, it is possible to conclude that project implementation processes are not on right track to some extent. There were gap between intended and achieved objectives, aims and objectives of the projects were not fully decided by stakeholders, & need assessment were applied & risks of the projects were considered only for some extent both City government of the Educational Bureau and Non-governmental organizations averagely, need assessment were applied only for some extent, there was gap on stakeholders' participation on the projects and degrees of their participation were less.

As the results of the study revealed on applying monitoring and evaluation to rectify the problems of the implementation educational projects, Management team and sometimes staff conduct M&E by formal means, & regularly follow up mechanisms of monitoring were not fully existed. The major challenges that affect the implementation problems were faced at

starting time, middle and finishing on a time were averagely serious. Even though the problems were averagely serious at all stages, degree of being seriousness were more critical at finishing time of the projects. This is because of cost overrun, inflation or increase of foreign currency, less community participation, lack of timely M&E, corruption, and improper management of project funds (wastage).

In a few words, projects that designed by NGOs under City Government of Addis Ababa Education Bureau; the status of project implementation processes is moderate and problems which faced at the beginning, middle, and end of project implementation were average in their degree of seriousness & practices of M&E were insufficient.

5.3 Recommendations

The following recommendations are offered in an effort to improve Implementation of NGOs Assisted Educational Projects in Addis Ababa City Administration Education Bureau.

1. The degree of stakeholder involvement in the planning and designing of projects is less at Educational Projects that Designed by NGOs in the City Government of Addis Ababa Education Bureau. Thus, AAEB and NGOs should consider involving stakeholders in project planning and designing before the actual implementation takes place. In addition, planning for project implementation was midway. Thus, it is important to recommend that AAEB and NGOs complete the planning stages before projects implementation commences. Also, as this study found out, participation of key stakeholders for the educational projects were not involved in the planning stage of the educational projects. As a result, it is suggested that AAEB and NGOs educational projects think over for the participation of key stakeholders from planning to termination of the project. Moreover, project managers were averagely able manage their projects. Thus, it is suggested that AAEB and NGOs should be proactive to assign appropriate project managers at appropriate positions and regularly updates managers' skill via training workshops. Additionally, in regards to project success factors, it is recommended that project initiators and policy makers take the following into consideration when formulating projects: design as the 1st project success factor, careful preparation as the 2nd project success factor, community involvement in a project as the 3rd project success factor, good

management as the 4th project success factor and political commitment as the 5th project success factor.

2. Project aims and objectives were not fully decided by stakeholders at both AAEB and NGOs. Hence, it is recommended that principal project owners from the NGOs and AAEB should consider involving stakeholders when they decide project objectives and aims. There is a gap between intended and achieved objectives. It is recommended that AAEB, Sub-city Education Bureau, Woreda Education Office, and School Leaders formulate follow-up mechanisms cooperatively with the NGOs. Project risks were considered before commencement of project only some of the time and need assessments were not conducted properly before project initiation. It is recommended that educational projects of NGOs under AAEB consider project risks before project commencement and need assessments should be completed before implementing any project.
3. There is little involvement of stakeholders in M&E activities of Educational Projects that are designed by NGOs under City Government of the Addis Ababa executed projects. As a means of fostering sustainability, beneficiaries should be more involved in activities of M&E. There is a critical lack of expertise in the monitoring and evaluation of project implementation. It is recommended that individuals participating in educational projects receive appropriate and regular training, regardless of their position. Furthermore, the findings of the study revealed that greater concern was given for a formal M&E system. Thus, it is suggested that educational projects implemented by NGOs under city government of the Addis Ababa should use both formal and informal forms of the M&E interchangeably.
4. This study revealed major challenges that affect the implementation of educational Projects in the in City Government of Addis Ababa Bureau. These problems were faced at starting time of the projects, middle of the projects, and timely completion of the projects. It is recommended that these issues be clarified at the stage of project agreement. It is also recommended that the AAEB and NGOs collaboratively arrange intensive training in project implementation for experts and department heads who are engaged in project implementation. Doing so will aid in effectively implementing projects and will offer support to those in charge. AAEB and NGOs should create

awareness for Sub-city Education Bureaus' project implementers, Department heads and Educational project representatives to commit them to the effective implementation of the project. It is also recommended that MoE make strategies for the effective coordination of resources between donors of educational projects and AAEB project managers. Moreover, the study indicated that the educational projects' budget were not controlled to accomplish the project as planned, the educational projects' activities were not accomplished based on the set plan, projects were not terminated/closed out on time, all records were not collected and/or archived properly once termination was complete, and the resources allocated to the project were not properly coordinated in an organized manner. It is recommended that AAEB project executers, NGOs program or project managers, and Ministry of Finance and Economic Development (MoFED) take the leading role in controlling the budget to accomplish the tasks, terminating/closing out projects on time, and allocating resources to projects. This will aid in properly coordinating projects in an organized manner.

The project documents were not archived properly, the lessons learned from the projects were not documented for the future use and the achievements of the goals and objectives of the educational projects indicated gapes. It is also recommended that the NGOs currently working under City- Government of Addis Ababa Education Bureau and Addis Ababa education Bureau itself organizing the projects record documents and the lessons learned from the educational projects be organized so as to be used for future implementation of other projects.

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
(Appendix A)

Questionnaires to be filled by:

1. NGOs' workers (Project managers or coordinators and project officers), and

2. AAEBs' (department heads and experts) who have been involved currently in the educational project implementation.

Dear Respondent,

I am a graduate student in the Department of Educational Planning and Management, Addis Ababa University. Currently, I am undertaking a research entitled **'Implementation Status and Problems of Educational Projects Designed by NGOs: In the City Government of Addis Ababa Education Bureau.'** You are one of the respondents selected to participate in this study. Please assist me in giving correct and complete information to present a representative finding on the current status and problems of the implementation of educational projects under the city government of Addis Ababa Education Bureau. Your participation is entirely voluntary and the questionnaire is completely anonymous.

Finally, I assure you that the information that you share me will be kept confidential and only used for the academic purpose.

Direction:

- Please read each item carefully and record your genuine opinion on the basis of your exposure and knowledge in the project.
- Please do not consult others while responding the items
- Please answer **all questions** in their order and do not leave any item related to you un answered
- It is not necessary to write your name or sign on the questionnaire
- Please return the completed questionnaire to the designated person/ supervisory.

Thank you in advance for your kind cooperation!!

Part I. General /personal Information on Personal Data

Name of the organization that you work for_____

Your current job position_____

1.1. Sex: 1. Male ( ) 2. Female ( )

1.2. Age:

1. 20 years and below ( ) 3. 31-40 years ( )

2. 21-30 years ( ) 4. 41 and above years ( ) 5. >50 years

1.3. Marital status: 1. Married ( ) 2. Single ( ) 3. Divorced ( )

1.4. Educational qualification

1. 12 grade complete ( ) 3. Diploma graduate ( )
2. TTI graduate ( ) 4. First Degree ( )
5. Second degree ( ) 6. Doctorate Degree ( )
7. Please specify if any other……..

1.5. Field of specialization /profession

Major _____ Minor_____other_____

1.6 Total service years:

1. ≤5 Years ( ) 3. 11-15 Years ( )
2. 6-10 Years ( ) 4. 16-20 Years ( ) 5. ≥21 years ( )

1.7 Service years at project implementation

1. ≤5 Years ( ) 3. 11-15 Years ( )
2. 6-10 Years ( ) 4. 16-20 Years ( ) 5. ≥21 years ( )

Part II. Perception on the Project implementation processes

2.1 planning for the project implementation

1. Have been involved in the design and planning of the project?

A) Yes ( ) B) No ( ) C) Not sure

If Yes go to a Table1 with specific issues raised and if No go to 2.2:

Table 1: Please read following sentences, then use a tick mark "✔" to indicate your level of agreement /disagreement. Use the following rating scale:

1= I completely disagree (CD) 4= I agree for the most part (AM)

2= I slightly agree (SA) 5=I completely agree (CA)

3= I agree to some extent (AE)

No	To what extent do you agree with task done	Rating scales				
		CD	SA	AE	AM	CA
		1	2	3	4	5
1	The plan was appropriate and easy for implementation					
2	Key stakeholders were involved in the planning of the project					
3	The project closeout program was planned at the start of the project					
4	The risks of the project were considered by the plan					
5	The cost of the project was clearly estimated in the plan					

2.2 Time scheduling before actual project implementation start

Table 2: Please read following statements, then use a tick mark "✔" to indicate your level of agreement /disagreement. Use the following scales: 1= I Strongly Disagree (SD), 2=I Disagree (D), 3=I Undecided (U), 4=I Agree (A) and 5=I Strongly Agree (SA)

No	Contents of the plan were aligned with schedule	Rating Scales				
		SD	D	U	A	SA
		1	2	3	4	5
1	Human and material resources were assigned on time					
2	The project was get official approval on time					
3	The schedule was easy to revise					
4	All work items were included in the schedule					
5	The sequence of work clearly shown in the schedule					

2.3 Project success factors

Table 3: The following elements are the universal accepted project successes factors and it prepared you to identify most and least important project success factor when implementing your project, please **rank them from most success factor to lest success factor** that most closely matches your perception by only writing number space provided.

1. Simplicity of Design
2. Good Management
3. Careful Preparation
4. Political Commitment
5. community involvement in project

First success factor_____ Fourth success factor_____

Second success factor_____ Fifth success factor_____

Third success factor_____

2.4 Project Manager's or coordinator's managing and coordinating ability

Table 4: Please read following sentences, then use a tick mark "✔" to indicate your level of agreement /disagreement. Please use following Scale options to respond items as: Highly incapable (HI) =1, Slightly Capable (SC) =2 averagely capable (AC) = 3 Capable (C) = 4 and highly capable (HI) =5

No	**Manager capability to manage project**	**Rating scales**				
		HI	**SC**	**AC**	**C**	**HC**
		1	**2**	**3**	**4**	**5**
1	Prepare and maintain a project work plan					
2	Maintain national and local information					
3	ability to manage staff					
4	Mobilize project resources properly					
5	Handle overall project funds according to plan					
6	Properly handle materials and other facilities					
7	Maintain communications in all direction					

Part III: Perception on the project objectives attainment

3.1 Familiarity of stakeholders with project objective

1. Do you know the objective of the project?

   A) Yes ( ) B) No ( ) C) Not sure

2. If your answer for item No1 above is 'yes', please specify / state the ONE MAJOR AND TWO SPECFIC objective of the project you know?

Major: _____
Specific 1: _____
Specific 2: _____

3. Was feasibility study conducted before the initiation of the project?
   A) Yes ( ) B) No ( ) C) Not sure ( )
4. Were risks of the project considered before commencement of the project?
   A) Yes ( ) B) No ( ) C) Not sure ( )
5. Do you think that the project has achieved its intended objectives?
   A) Yes ( ) B) No ( ) C) Not sure ( )
6. Were aims and objectives of the project decided? A) Yes ( ) B) No ( ) C) Not sure ( )
7. Was need assessment conducted before project objective was set?
   A) Yes ( ) B) No ( ) C) Not sure ( )

3.3 stakeholders' Participation on the project

Table5: Please read following sentences, then use a tick mark "✔" to indicate your level of agreement /disagreement. Use following rating scales: 1= I Strongly Disagree (SD), 2=I Disagree (D), 3=I Undecided (U), 4= I Agree (A) and 5= I Strongly Agree (SA)

No	Stakeholders 'participation to decide and identify work focus based on time frame	Rating Scales				
		SD	D	U	A	SA
		1	2	3	4	5
1	The goals and objectives of the project were decided By stakeholders					
2	The principal participants in the project were decided					
3	The time frames that when the project be started and finished were decided by stakeholders					
4	The process of project be executed was determined by stakeholders					
5	Time of project being launched was determined by stakeholders					
6	All stakeholders clearly understood their responsibility					

Part IV. ***Education projects monitoring and evaluation to rectify the problems on educational projects***

4.1Monitoring and evaluation impressions

1. Are there monitoring and evaluation mechanism put forward by the project

A. Yes ( ) B. No ( ) C. I don't know ( )

2. If yes for the above question, are the monitoring and evaluation mechanism mostly informal (for example, discussion between staff members, between directors and staff) or formal (such as staff meeting, report , workshops , analysis by special unit or person)

A. Mostly informal ( ) B. Mostly formal ( ) C. Mixed ( )

3. Who participate in meetings, discussion or decision concerning monitoring and evaluation?

A. Directors only ( ) C. All staff ( )
B. Senior staff only ( ) D. All staff and community representative ( )
E. Mostly management teams and Same times staff

Please specify if any other_____

4.2 Regularly follow up mechanisms of the project

Table 12: Please read following sentence, then use a tick mark "✔" to indicate your level of agreement /disagreement. Use following rating scales 1=I Strongly Disagree (SD), 2=I Disagree (D), 3=I Undecided (U), 4= I Agree (A) and 5= I Strongly Agree (SA)

No	Regularly follow up mechanisms of the project while implementing	Respondents				
		SD	D	U	A	SA
		1	2	3	4	5
1	The activities of the project were accomplished according to the plan					
2	The performance of the project was monitored according to the schedule in order to manage deviation from the plan					
3	The implementations of the project were started on time					
4	The project was terminated on time according to the plan					
5	Corrective actions was taken when problems arose in implementing the project					
6	The quality of the project was monitored					
7	The project budget was controlled to accomplish the tasks					

4.3 Major devices of monitoring and evaluation

Table 19: Which of the following mechanisms are included in the monitoring and evaluation procedure? (Check all which apply)

No	Devices of monitoring and evaluation	Availability		Time to employ				
		Yes	No	Beginning only	End only	Beginning and end	Periodically	continually
1	Progress report							
2	Special meeting							
3	Follow up studies							
4	Designation of experimental and control groups							
5	Questionnaires							
6	Review document							
7	Interview							
8	Observation of activities							
9	Written report							
10	Oral report							
11	Open discussion							

Part V: Perception on challenges that affect the implementation of the Educational projects

5.1 Reasons for the delays on the starting time of the Project

1. Was the project delayed at the starting time?

A) Yes ( ) B) No ( ) C) Not Applicable

If Yes go to a Table15 with specific issues raised and if No go to 5.2:

Table 15: Please read following sentence, then use a tick mark "✔" to indicate your level of agreement /disagreement. Use following rating scales 1= Very serious (VS), 2=Serous (S), 3=averagely serous (AS), 4=Less serous (LS) and 5= Not at all problems (NP)

N$_o$	**Reasons for the <u>delays on the starting time of the Project</u>**	***Rating Scales***				
		NP	***LS***	***AS***	***S***	***VS***
		5	***4***	***3***	***2***	***1***
1	Project personnel not appointed on time					
2	Inflexible pre-conditions of loans and grants					
3	Negotiation from local authorities in relation to infrastructure and other facilities used for project implementation					
4	Delay of budget release and/or disbursement					
5	Implementing agencies were not ready to start the project on time					
6	Seasonal difficulty					

5.2 Problems that confronted during the middle of the project implementation

1. Was any Problems encounter during the project implementation?

A) Yes ( ) B) No ( ) C) Not Applicable

If Yes go to a Table 17 with specific issues raised and if No go to 5.3:

<u>Tale 17:</u> Please read following sentence, then use a tick mark "✔" to indicate your level of agreement /disagreement. Use following rating scales 1= Very serious (VS), 2=Serous (S), 3=averagely serous (AS), 4=Less serous (LS) and 5= Not at all problems (NP)

N$_o$	**problems that confronted during <u>the middle of the project implementation</u>**	***Rating Scales***				
		NP	***LS***	***AS***	***S***	***VS***
		5	***4***	***3***	***2***	***1***
1	Lack of people with special skills					
2	Shortage of financial and material resources					
3	High turnover of staff and government officials					
4	Lack of moral and initiation by staff					
5	Lack of commitment and attention by donors					
6	Corruption of project resource					
7	Less attention given by government					

4.3 Reasons that hindered finishing the Project on time

1. Were any Difficulties that hindered finishing the Project on time?

A) Yes ( ) B) No ( ) C) Not Applicable

If Yes go to a Table20 with specific issues raised and if No go to 5.5:

Table 20: Please read following sentence, then use a tick mark "✔" to indicate your level of agreement /disagreement. Use following rating scales 1= Very serious (VS), 2=Serous (S), 3=averagely serous (AS), 4=Less serous (LS) and 5= Not at all problems (NP)

N_o	**Reasons that hindered <u>finishing</u> the Project <u>on time</u>**	***Rating Scales***				
		NP	***LS***	***AS***	***S***	***VS***
		5	***4***	***3***	***2***	***1***
1	Technical capacity problems of NGOs' and AAEB' to implement the project					
2	complexity of program and increasing number of beneficiaries of the project					
3	Lack of Commitment of the implementers to submit physical and financial report					
4	Lack of hurried financial procedures of donors implementers and the government					
5	Lack of timely monitoring and evaluation by AAEB and NGOs					
6	Seasonal difficulty					
7	Delay in disbursements of funds from donors side					
8	High staff turn over					

5.5 Please you are kindly requested to list down some other factors that constraints educational project during an implementation

1: _____

2: _____

3:_____

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(Appendix B)

Interview Guideline for only:
1. NGOs' workers (Project manager or coordinator), and
2. AAEBs' (department heads and project execution officers) who have been involved currently in the project implementation and management.

A) General Information

Name of the organization that you work for_____

Your current job position_____

B) Guiding Questions for the Interview

1. Is there strong management and coordinating man power to implementing the projects?
2. Is there community participation and support during implementation of the project? If yes in what ways they contribute? And if no why?
3. In your past experience, what do you think most success factor for project implementation?
4. Do you think as all stakeholders clearly understand and know about project objectives and goals? If yes how and if no why?
5. To what extents project meet intended and anticipated objectives?
6. To what extents stakeholders participate at the project on :

3.1 Need assessment?

3.2 Planning?

3.3 Implementation?

3.4 Monitoring and evaluation?

7. Have you faced any problems at the starting time of the Project, the middle of the project implementation and finishing time of the Project? And if yes what are these problems?

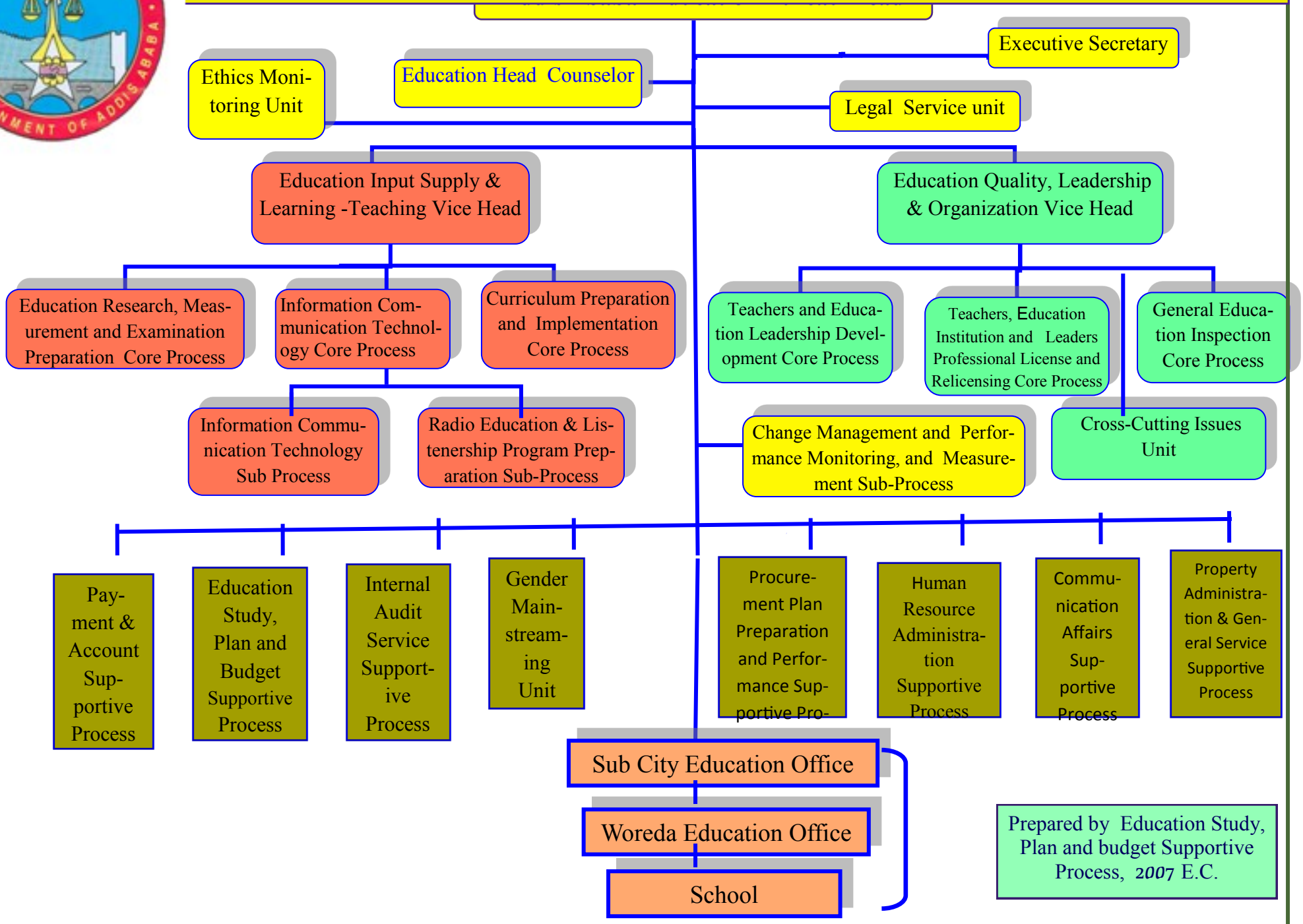
7.1 The problems that faced starting time of the Project

7.2 The problems that faced during middle of the project implementation

7.3 The problems that faced finishing time of the Project

8. What do you suggest as solution for these problems?
9. Are there best practices and lesson learnt from project implementation? And if yes what are these?
10. Is there formal monitoring and evaluation mechanism? If yes how and if no why?

Addis Ababa City Administration Education Bureau Organizational Structure (updated)



Prepared by Education Study, Plan and budget Supportive Process, 2007 E.C.

Appendix E

Lists of Indigenous and International NGOs that currently working collaboratively with City Government of Addis Ababa Education Bureau

1. Almaz Ashene Children and Family support Association,
2. Arat kilo child care and community development
3. Association of Women in the Avenue of Development /AWAD/
4. Bridge for Life Ethiopia
5. Bright Future
6. CAMARA Technology improvement Education
7. Children's Hope chest
8. Church of Christ Development Program
9. Community Based integrated sustainable Development organization (CBISDO)
10. Embracing Hope Ethiopia
11. Emmanuel Home for Destitute children & Vocational Training center
12. Ethiopian school meal initiative
13. Fana Association for Individuals with learning and communication difficulties (FAILCD Ethiopia)
14. Forum for African Women Educationalist /FAWE/ - Ethiopia Chapter
15. Good Neighbors Ethiopia Gospel Deliverance Church Children & Youth Help Association
16. Hibir Capacity Development and Self defance organization
17. Hiwot Ethiopia
18. Retrak Ethiopia
19. HUMEDICA E.V
20. Institute of International Education
21. International Leader ship Acadamy
22. Kids Care childrens Walfare Association
23. Kore Great Hope Charity
24. Love for children & Family Development charitable organization
25. Merkato Child and Family Charitable society
26. Mission for community development program

27. Mission for Community Development
28. Mothers and Children Multi sectoral Development Organization
29. Ratson Women, Youth and Children Development
30. Right to play
31. School readiness initiative
32. Selam YeEthiopia zafoch tenkebakabi mahber
33. Shegere Child and fimily Development charitable society
34. Sign Language Training and Social Service Association (SLTSSA)
35. Splash International
36. Together Ethiopian Resident charity Organization
37. World vision International Ethiopia
38. Worled together Ethiopia
39. Voluntary service
40. Yechristianawi Wendmamoch Betkristian Ye Hitsnat Erdata Dirijit

Appendix F

Selected Sample of Indigenous and International NGOs that currently working collaboratively with City Government of Addis Ababa Education Bureau on Education

No	"Name of Charity organization"	" Project cost (Total Budget) "	Objective
1.	AlmazAshene Children and Family Support Association,	4,821,568.79	Improving the lives of children and the child care institution and disadvantageous group of community eventually helps them to grow in to a responsible , self-reliant and productive citizen of the country
2.	Arat Kilo Child Care and Community Development	8,840,419.83	To contribute to the creation of better future and better living condition to destitute children, their guardians and un Employed youth
3.	Association of Women in the Avenue of Development /AWAD/	16,492,259.00	To reduce vulnerability of HHs to HIV/AIDS and mitigate its impacts and improve the overallwell-being of people living with HIV & their families
4.	Bridge for Life Ethiopia	4,350,000.00	Increasing the number of preschool educated and competent children by care and support….
5.	Bright Future	11,308,749.00	to play a part in the overall plan of the government for achieving the millennium development goal by creating opportunity access for child and material health, Education and food to the needy children and guardians in Gulelesc
6.	Camara Technology Improvement Education	8,471,900.00	Contribute to the advancement of school & colleges ICT programs in A.A
7.	Fana Association for Individuals with Learning and Communication Difficulties(FAILCD Ethiopia)	4,736,004.00	To create and improve awareness of learning and communication difficulties and train and support to be able to access and manage children with these difficulties in Addis Ababa
8.	Forum for African Women Educationalist /FAWE/ - Ethiopia Chapter	15,109,716.55	200 girls and boys acquiring essential knowledge and skills through quality education to enable them to access better livelihoods and contribute to house hold, community and national development
9.	Hibir Capacity Development and Self Defance Organization	4,530,443.72	To capacitate the youth in the target areas of the project and enable them to be competent citizen in every endeavors in their life
10.	Hiwot Ethiopia	26,512,059.00	improve the situation of children and youth so as to live healthy & productive life in A.A
11.	Retrak Ethiopia	53,875,450.00	No child forced to live on the street

12.	Kids Care Children Welfare Association	8,053,163.92	improve the situation of O,A,D children and mothers by reducing their hazardous living conditions as well as to facilitate the educational needs and services for school- age children who belong to destitute families
13.	Merkato Child And Family Charitable Society	28,369,516.20	To improve the living conditions of disadvantaged children & youth living in W 6&7 of A. ketema sub city through improving health education & income generating skill
14.	Mission for Community Development	6,435,000.00	to contribute towards the life improvement of Vulnerable children and their mothers through SHG and school structures
15.	Right to Play	15,834,100.00	To enhance the quality of ECCD services and quality of education in selected primary schools in three sub cities of A.A
16.	SelamYeethiopiaZafochTenkebakabiMahber	3,911,009.90	to promote participatory eco school and community interventions by planting and conserving trees for environmental conservation and protection at micro level so as to balance the ecosystem and insuring environmental sustainability at macro level
17.	Shegere Child and Fimily Development Charitable Society	25,271,863.17	To contribute for the improvement of child care & development in woreda 7 of gulele sub city so as to help deprived excluded and vulnerable children have the capacity to become young adults parents &leaders who bring lasting and positive change in thier community
18.	Sign Language Training and Social Service Association (SLTSSA)	5,129,229.60	To enable deaf & youth to improve living conditions in A.A at 5 sub cities & selected schools for the deaf through creating access to inclusive education, health Psychological family environment &awareness creation
19.	Splash International	6,809,472.00	To change the lives of Vulnerable children in impoverished urban areas by providing clean safe ranking water to orphans schools children hospitals street shelters
20.	Together Ethiopian Resident Charity Organization	10,649,067.00	To contribute to the inclusion of visually impaired children & youth, women &men equally in to education and profession & to provide them with educational support
21.	World Vision International Ethiopia	111,567,747.70	"To contribute to the sustained well-being of children with in families and communities especially the most vulnerable (Gulele) ,Ethiopians fostering the attainment of child education and well-being (Improving education services & capacity Building), Enhanced HHs livelihood of targeted HHs (lideta)"
22.	Youth Voluntary Service	17,459,350.00	To release children from poverty by upgrading their living standard…

Appendix G

Table 20: Tools of Monitoring and Evaluation

No	Items	Type of respondents				Total	
		AAEB		NGOs		No	%
		No	%	No	%		
1	Availability of Progress report						
	Yes	30	68.2	45	75.0	75	72.1
	No	14	31.8	15	25.0	29	27.9
	Total	44	100.0	60	100.0	104	100.0
2	Availability of Special meeting						
	Yes	35	79.5	52	86.7	87	83.7
	No	9	20.5	8	13.3	17	16.3
	Total	44	100.0	60	100.0	104	100.0
3	Availability of Follow up studies						
	Yes	22	50.0	45	75.0	67	64.4
	No	22	50.0	15	25.0	37	35.6
	Total	44	100.0	60	100.0	104	100.0
4	Availability of Designation of experimental and control groups						
	Yes	18	40.9	15	25.0	33	31.7
	No	26	59.1	45	75.0	71	68.3
	Total	44	100.0	60	100.0	104	100.0
5	Availability of Questionnaires						
	Yes	27	61.4	44	73.3	71	68.3
	No	17	38.6	16	26.7	33	31.7
	Total	44	100.0	60	100.0	104	100.0
6	Availability of Review document						
	Yes	28	63.6	49	81.7	77	74.0
	No	16	36.4	11	18.3	27	26.0
	Total	44	100.0	60	100.0	104	100.0
7	Availability of Interview						
	Yes	29	65.9	46	76.7	75	72.1

	No	15	34.1	14	23.3	29	27.9
	Total	44	100.0	60	100.0	104	100.0
8	Availability of Observation of activities						
	Yes	34	77.3	53	88.3	87	83.7
	No	10	22.7	7	11.7	17	16.3
	Total	44	100.0	60	100.0	104	100.0
9	Availability of Written report						
	Yes	40	90.9	60	100.0	100	96.2
	No	4	9.1	-	-	4	3.8
	Total	44	100.0	60	100	104	100.0
10	Availability of Oral report						
	Yes	36	81.8	48	80.0	84	80.8
	No	8	18.2	12	20.0	20	19.2
	Total	44	100.0	60	100.0	104	100.0
11	Availability of Open discussion						
	Yes	36	81.8	54	90.0	90	86.5
	No	8	18.2	6	10.0	14	13.5
	Total	44	100.0	60	100.0	104	100.0

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Appendix I

Structured Cheek List Format for Document Analysis of AAEB & NGOs on Educational Projects

1. Minutes recorded when designing, planning & implementing & M&E of projects
2. Trends and practices of keeping project portfolio, guideline & feedback for designing, planning, implementing & M&E of projects
3. Organizations' a short term plan and a long term plan for project implementation
4. Kept recorded best practices and lesson learnt from project implementation
5. kept recorded problems that faced when implementing projects,

DECLARATION

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

Name: Birhanu Sintayehu

Signature: _____

Date : _____

This Thesis has been submitted for examination by my approval as a university advisor.

Name: Zenebe Baraki (PHD)

Signature: _____

Date of Approval: _____