

**IMPLEMENTATION AND CHALLENGES OF EDUCATIONAL PROJECTS IN
NON-GOVERNMENTAL ORGANIZATIONS :THE CASE OF SOME SECONDARY
SCHOOLS OF WEST HARARGHE ZONE**

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**Implementation and Challenges of Educational Projects in
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DEDICATION

I dedicate this thesis to my sister Eyerus Gudeta for nursing me with affection and love. My dedication also goes to my father Gudeta Ayalew and my brother Dr. Tesfaye Gudeta, for their dedicated partnership in the success of my life.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is solely my work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment for the requirement of MA degree at Haramaya University and is expected to be reserved at the university library in order to be used under the rules of the Library. Brief quotations from this thesis are allowable without special permission provided that accurate acknowledgement of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the head of the major department or the Director of the post graduate program Directorate when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author.

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ACRONYMS AND ABBREVIATIONS

BEN-E	Basic Education Network -Ethiopia
BoFED	Bureau of Finance and Economic development
CCRDA	Consortium of Christian Relief and Development Associations
CHaSA	Charities and Societies Agency
CoRHA	Consortium of Reproductive Health Associations
DfID	Department for International Development
EMI	Ethiopian Management Institute
ERSHA	Ethiopia Rural Self Help Association
ESAPPII	Ethiopian Social Accountability Program phase II
ESDP	Education Sector Development Program
FDGE	Federal Democratic Government of Ethiopia
GDP	Gross Domestic Product
IGA	Income Generating Activities
KESSP	Kenya Education School Support Program
MA	Management Agency
MDG	Millennium Development Goals
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MWUD	Ministry of Works and Urban Development
NFBE	Non Formal Basic Education
NGO	Non-Governmental Organization
ORS	Oromia Regional State
PM	Project Management
PMC	Project Management Cycle
PMI	Program Management Institute
PTA	Parent Teacher Association
TVET	Technical and Vocational Education Training
ULDP	Urban local Development Program
UNDP	United Nations Development Program
UNECA	United Nations Economic Commission for Africa
UNICEF	United Nations International Children's Education Fund
USAID	United States Agency for International Development
WB	The World Bank
WEB	Woreda Education Bureau
WHZ	West Hararge Zone
WHZEB	West Hararge Zone Education Bureau
ZEB	Zone Education Bureau

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**Implementation and Challenges of Educational Projects in
Non- Governmental Organizations of Some Secondary Schools of West
Hararghe Zone**

TIGIST GUDETA

ABSTRACT

The purpose of this study is to investigate the implementation and challenges of educational projects in nongovernmental organizations in some secondary schools of West Hararghe Zone, Oromia Regional State. Data were collected from the secondary schools in the West Hararghe Zone, Oromia Regional State. Following a review of the literatures related to the problem under study, questionnaire was developed, pilot tested, modified and distributed to 9 NGO employees, 3 principals, 3 supervisors, 18 teachers, 4 education bureau heads and 4 education bureau project focal persons in West Hararghe Zone. Finally, all the respondents filled in and returned the questionnaire properly. This research employed available sampling technique for acquisition of quantitative data and to substantiate quantitative data nine NGO employees were included using purposive sampling technique. The data were analyzed using SPSS and interpreted in percentage, mean and standard deviations. The findings of this study revealed that: a large majority of subjects confirmed encounter challenges such as scarce finance, inadequate baseline data, and deficiency of expertise to monitor and evaluate projects effectively, They adopted such mechanisms as introducing participatory implementation, relocating budget for implementation and abstaining from working in areas located far away from their head offices to mitigate the challenge. The study recommends that NGOs train their stakeholders on educational project implementation and method that are suitable for their beneficiaries. Woreda education office and Zone education office should give constructive feedback to NGOs, identify alternatives of educational project implementation plan in some selected secondary schools of West Hararghe Zone.

1. INTRODUCTION

This part of the study presents the introductory part of the study. It attempts to highlight the background of the study, statement of the problem, research questions and objectives, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms used.

1.1 Background of the Study

Education is the basic human need, a means of meeting other basic needs and activity that sustains and accelerates overall development (Baum and Tolbert, 1985). Adequate management performance helps not only to progress but also to keep the existing level of quality from being doomed to decline. There are cases where people might confuse between having clear and good policy and its implementation. Having clear educational policy by itself is not an end rather it is a means to an end. Educational policy without effective and efficient management will not achieve the intended objectives.

Traditional educational management, however, may not be in a position to realize the effective implementation of policies. Due to this both decision makers and administration are now interested in a more pragmatic and less doctrinaire approach now being paid to programs and projects. Magnene (1991) explains projects are one of the best way for decision makers to gain control of it. Because of their objectives, budgets and implementation periods are well defined. Currently, governmental and non-governmental organizations have been giving more attention to educational projects to improve education quality. Moreover, education system management has given high emphasis to community participation. In the case of projects there is government and community group management system.

A project is a unique venture with a beginning and an end undertaken by people to meet established goals with defined constraints of time, resources, and quality (Baker and Baker, 1992). Therefore, any repetitive activity is not a project. Some shared attributes of projects are: goals, people, equipment and supplies, schedules, budgets, conflicts, and interdependencies between other business projects and strategies. Some unique attributes

projects include: projects are never identical in implementation, have varying end results, have different personalities, and have problems that are unpredictable (Baker and Baker, 1992).

In order to manage projects effectively and increase the chances for a project's success, it is important to employ a methodology for completing the project. It forces team members to both consider what needs to be done to achieve project goals and work out how activities can be coordinated while considering possible risks and trying to mitigate them.

Project implementation in its modern form began to take root only a few decades ago. Starting in the early 1960's, business and other organizations began to see the benefit of organizing work around projects and to understand the critical need to communicate and integrate work across multiple departments and professions (Kutsch, 2008). Despite differences in scale and nature of projects, six stages of project management have been typically identified as: Identification, preparation, appraisal, proposal preparation, approval and financing and implementation and monitoring and evaluation (Bishop 2001).

To achieve educational objectives, project is preferable and needs more attention in line with education policy. Due to this, it is important to identify different managerial draw backs that adversely affect the efficiency and effectiveness of educational projects. Adequate implementation performance helps not only to progress but also to keep the existing level of quality from being doomed to decline. Drucker (1999) writes: “from the peak there is only one easy way to go down wards.” It always requires twice as much effect and skills to stay up as it did to climb up”. This was why the study focused on the educational project implementation and challenges by non-governmental organization in west Hararghe Zone of Oromiya Regional state.

1.2. Statement of the Problem

It is unquestionable that educational investment can be speeded up and improved by different project approaches. For successful education project implementation, effective project management plays a significance role (Baum and Tolbert, 1985). Moreover, writers such as Bryant and White (1982) stated that “good project management is a single most important variable affecting outcome”. In developing countries, the managing capacity of project managers in education is weak. This is due to selection and training problem (Baum and

Tolbert, 1985). This does not mean that training and selection of project managers is the only solution to educational project implementation by NGO's.

It also requires special knowledge and methods (Harrison, 1991). According to Igunnu et al. (2005), examples of faulty project execution are everywhere; uncompleted government buildings due to lack of funds, new schools without desks or teachers, hospitals and health centres without drug abound. These lapses occur because of faulty project planning and management. Success in project implementation depends mainly on; good management and organization and close alignment between projects particular requirements and facilities provided at the local level. According to KESSP (2005-2010), there are examples of faulty project management in many public secondary schools. Today you will find uncompleted school buildings, schools without necessary instructional materials and infrastructure, school laboratories with little or no equipment.

This results from the fact that during planning, people get preoccupied with technical, economic and financial feasibility considerations, relative to the project, with little attention on institutional factors all to the detriment of the project. To Ethiopian context, it is observed that people are managing educational project without formal training in the field. On one way or the other, this can negatively affect the successful implementation of educational projects. In specific zone of the study targeted, the above mentioned problems are common and the project face difficulties in achieving their goals (Getachew,2003).

Many related studies have been carried out recently on educational projects. Birhanu (2004) and Teklemariyam (2005) are among them. Birhanu's (2004) study assessed, NGOs participation in ESDP of Ethiopia and Teklemariam (2005) study emphasised on finding educational project implementation problems in Amhara regional state. Hence, this study is different from those two with three different reasons: its objective was finding the major problems encountered at implementation and challenges of educational projects phases, not only implementation problems, it focused on non-government organizational project on education sector and as far as the researchers knowledge is concerned such study was not ever conducted in West Hararghe Zone. In Western Hararghe Zone of Oromia Regional State, educational projects are implemented by different NGO's like World Vision, ERSHA and

UNICEF (Getachew, 2003). From the same source, it is observed that project and financial problems are also another sensitive issue common to those project organizations. The mentioned problems initiate the researcher to conduct research entitled with "Implementation and challenges of educational projects by NGO's" in the zone.

1.3. Research Questions

In respect to this, the following basic questions were treated in this study:

1. How do NGO's identify implementation of educational projects in secondary schools of West Hararghe Zone ?
2. To what extent do the objectives of the project implemented by the NGOs clearly in line with the education policy of the country?
3. To what extent does the West Hararghe Zone educational office personnel are qualified to appraise the educational project submitted by NGOs?
4. What are the common problems faced by the organizations while implementing projects in secondary schools?
5. To what extent do the nongovernmental organizations involve local communities in all stages of the projects cycle?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of this study was to assess the implementation and challenges of educational projects currently implemented by NGO's in West Hararghe zone. To this end, the study had the following specific objectives:

1.4.2. Specific Objectives

1. To assess how NGOs identify implementation of educational projects in secondary schools.
2. To examine the extent to which objectives of the project implemented by NGOs are in line with the education policy of the country.

3. To assess the extent to which West Hararghe Zone educational office personnel are qualified to appraise the educational project submitted by the NGOs.
4. To identify the common problems faced by the organization while implementing projects in secondary schools.
5. To examine the extent to which agencies involve local communities in all stage of the projects cycle.

1.5. Significance of the Study

If the project were implemented so as to achieve educational objectives it would brought improved quality educational outcome in the system. Otherwise, it leads to wastage of human, financial and material resources. Hence any effort that contributes to the above positive facilitation in the minimizing of managerial problems and the enhancement of educational project implementation could have a significant role in the improvement of quality of education system.

Hence, this study would have the following major significances.

1. It will help the zone to know the current situation of educational projects implemented by NGO's in West Hararghe zone.
2. The result of the study will provide some insights for education service concerned bodies and /or organizations.
3. Helps project manager to identify the kind of problems encountered so as to take remedial measures to minimize the existing problems.
4. The finding of this study will help other researchers as a basis for doing further investigation in this particular area.

1.6. Delimitation of the Study

The study was delimited to west Hararghe zone, Oromia Regional state for the research to be manageable and submit as scheduled. In West Hararghe Zone there were about 16 woredas, 2 administration cities and also in these Woredas there are 34 government secondary schools. But, the study was conducted in 3 Woredas in which 3 NGO educational projects were implemented in the secondary schools of WHZ. It would be good if the study covered a wide

area in depth so as to arrive credible generalization. However, the NGO project was found only in the 3 weredas of WHZ so the study was forced to delimit to the three weredas of the zone where the NGO educational projects executed. The research was conducted only on nongovernmental organizations whose interventions focus on education. As a result, the research finding may not be generalized to all nongovernmental organizations executing development projects in WHZ.

1.7. Limitations of the Study

It is clear that research work cannot be free from constraints. For that matter, limitations were observed in this study. This study was conducted in only three weredas of West Hararghe Zone. Consequently, the results of this study cannot be generalized to all NGOs implementation and challenges in the implementation of educational projects in other woredas of the zone. The other limitation of the study was that, it only assessed the views of NGO employees, principals, education office heads and education office project experts on the implementation and challenges of educational projects currently implemented by NGO's in West Hararghe zone. The views and reflections of stakeholders using questionnaire were not determined. Therefore, the findings of this study were limited to the views and attitudes of NGO employees, principals, education office heads and education office project experts on the issues raised in the study. The other limitation was lack of current local researches and reference materials even to compare results of the study.

Despite the above problems, the researcher has exerted utmost effort and was able to overcome this problem by holding prolonged dialogue and discussion with the respondents. Some other limitations of the study were lack of adequate and formally organized available data, problem of contact with nongovernmental organizations employees because of time; and problems of measurement and the difficulty to quantify some variables were also the limitations of this study.

1.8. Operational Definitions of Key Terms

Challenges - Factors affecting the practice of NGOs in educational project implementation in West Hararghe Zone selected secondary schools.

Non-Governmental Organization - In this study it refers to three non-profit voluntary organizations organized at international level whose intervention is focus on education..

Project – Refers to the set of investment and other planned activities related to education aimed at achieving specific objectives within pre-determined time frame and budget.

Project implementation - Refers to the phase where visions and plans become reality in education sector.

Secondary school - Refers to an educational level which includes grade 9-10.

West HarargeZone -Refers to the sub zone of Oromia regional state where the researcher has selected to conduct the study.

2. REVIEW OF RELATED LITERATURE

This part of the paper consists of basic project concepts in general and educational projects in particular. In terms of scope, the chapter begins from project idea generation and terminates at community to bring an intended outcome through effective and efficient project implementation. It also examines those common problems to project implementation implemented by NGOs in West Hararghe Zone of Oromia Regional state.

2.1. Concepts of Project Management

According to Magnen (1991) project is defined as a set of investment and other planned activities aimed at achieving specific objectives within pre-determined time frame and budget .A project is a non-repetitive enterprise, characterized by a clear and logical sequence of events, with beginning, middle and end focused on accomplishment of a clear and defined objective on deadline ,with costs, resources and quality parameters specified. Project can be implemented in practically all areas of human activity, including administrative, strategic and operational works, as well as in personal life. Hence, different scholars define project in different ways but having common characteristics in their definition.

According to, Meredith and Mantel (2000) “a project is usually a one- time activity with a well-defined set of desired end results” (p. 9). The nature of this project can be juxtaposed to Balachandra’s (2000) view, according to which one must consider the project management “contextual variables”, that is, the nature of the innovation – incremental or radical, the nature of the market – existing or new, and the nature of technology – familiar or unfamiliar.

The project is initiated by considering what Cicmil (1997) identifies as “project context”: stakeholders, end-users, and risk factors. Thus, the stakeholders are the members of the departments, sections, or divisions, because a collective effort is necessary to ensure the project success. The end-users are the students for the course has to meet their needs and expectations both in terms of compatibility with their previous knowledge and in terms of relevance to their future perspectives. The risk factors may occur when that the course is a new enterprise, and consequently no prior experience or feedback is available.

Once an appropriate array of projects have been selected and resource is allocated, then, execution begins. The project management system is the management subsystem designed to ensure successful implementation of the project. It emphasizes on team effort to integrate and synthesize the application of resources to organizational problems and opportunities. Project management is a method and a set of techniques based on the accepted principles of management used for planning, estimating and controlling work activities to reach a desired end result on time, within budget and according to specifications (Wysocki, Beck and Crane, 2000).

The project management (PM) operates to ensure that the project is appropriately executed on a day-to-day basis. It begins when a focal point is established for pulling together the work of several different organizational elements. Thus, project management occurs when management gives emphasis and special attention to the conduct of non-repetitive activities for the purpose of meeting a single set of goals (Cleland and King 1983). The task of PM includes systematic planning of all activities involved, efficient organization, continuous coordination, skilful operation, periodic monitoring and effective control. All these diverse activities are interconnected and form a continuous process(Dharwdker , 1996).

Cleland and King (1983) contend that “project management requires the organization manager abandon some of his traditional views on how as organization is structured and manage” Since a project has limited life span it is terminated upon accomplishing its objectives. The objective of the PM is then to accomplish the project on schedule, within budget and with acceptable performance. The project management system is made up of subsystem. A number of independent subsystems function in an interrelated manner to produce an objective. The subsystem of the PM includes the project manager, the planning subsystem, and information subsystem. Control subsystem, cultural ambiance and human subsystem. The project management system operates when the subsystems develop a synergy (Cleland and King,1983). To sum up this idea, project management is the use of knowledge, skills, tools and techniques to plan and implement activities to meet or exceed stakeholder needs and expectations from a project.

2.1.1 Project Management Knowledge Areas

To manage projects managerial practices and areas of management skills and are inclusively identified .Hence, according to Staw (1989), project management areas are organized from project management processes and one knowledge area strengthens another knowledge areas. Project manager should encompass each of the following to achieve the project objectives.

1. Integration Management – Describe the process and activities that integrate the various elements of project management, which are identified, defined, combined, unified and coordinated within the project management process groups (PMPG). It consists of developing project charter, developing project scope statement, developing project management plan, directing and managing project execution, monitoring and controlling project work, integrating change control and closing project management processes.

2. Scope Management- Describe the processes involved in ascertaining that the project includes all the work required and only the work required to complete the project successfully. It consists of the scope planning ,scope definition, scope verification and scope control project management processes.

3. Time Management- Describes the process concerning the timely completion of the project. It consists of the activity definition, activity sequencing, activity duration estimating, schedule development and schedule control project management processes.

4. Cost Management- Describes the processes involved in planning, estimating, budgeting and controlling costs so that the project is completed within the approved budget.

5. Quality Management – describes the process involved in assuring the project will satisfy the objective for which it was undertaken. It consists of quality planning, perform quality assurance and perform quality control project management processes.

6. Human Resource Management – Describe the process that organize and manage project team. It consists of human resource planning, acquire project team, develop project team and manage project team.

7. Communication Management – Describes the processes concerning the timely and appropriate generation, conclusion, dissemination, storage and ultimate disposition of project information. It consists of communication planning, information distribution, performance reporting and management of stakeholders.

8. Risk Management – Describes the process concerned with conducting risk management on a project. It consists of risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning and risk monitoring and control.

9. Procurement Management- Describes the processes that purchase/acquire products, service or results as conduct management processes.

However, from the above nine management areas described it is possible to generalize that the function of project manager is not only restricted to the implementation, but also includes all stages of the project cycle. Weiss (1977) states that each stage of the project cycle needs decision making, so that the project is modified and reshaped to achieve the desired objectives.

2.1.2 Managing Identification of a Project

Project identification is the first phase of the project cycle and is concerned with identifying project ideas, describing, screening and prioritizing them so that relatively best projects are selected to move in to the next stage. According to Magnen (2004), this stage of the project identification involves four key phases as follows:-

2.1.2.1 Actual Project Identification

Project ideas can be generated by government. NGOs, formal and informal organizations, individuals etc are also diversified sources of project ideas. Generally, we can distinguish two sources that is the macro level such as national polices and plans, general surveys and the micro level such as unsatisfied needs (high demand). With regard to the identification of education projects, magnen (1991) states “the purpose of identification is to make a selection among several projects and adopt for those that are justified by indisputable priorities that are in line with national policy orientations and that seem likely to be feasible”.

2.1.2.2. Description of Project Idea

After a project idea is identified it needs to be well described so that it can be prioritized. This phase may involve the preparation of project identification report /project concept /project brief/project profile, which clearly shows justification, purpose beneficiaries /or stake holders, resource of the project, policies and plans addressed by it and impacts of support for the project as noted by Baum and Tolbert (1985), a project brief is designed not only to concretize

what we have in mind but also to identify and reach early agreement with donor agencies and the brief should consist of developmental objectives and features of the project, institutional and policy issues as well as steps necessary to prepare the project and the human and other resources to be employed.

2.1.2.3. Project Screening

Project screening is an initial review of project ideas and concepts to see if they should be advanced or abandoned at an early stage. A project idea can be rejected due to inappropriate technology, excessive risk. Inadequate demand for the proposed output, inadequate supply of raw materials, over ambitious design, excessive costs and lack of commitment and support (Dingle, 1997).

2.1.2.4. Prioritization

Prioritization is the ranking and selection of projects against a set of criteria to identify relatively most important projects to move in to formulation stage. Some of the criteria for ranking project includes the extent to which number of people and geographic areas affected by the project; economic, financial, environment and social benefit of the project its relationship with the existing national or sectoral policy; availability of resources and support etc.

To be more specific, an education project can be justified by a high priority need of the society like high demand by parents for new primary school, the need to solve a serious problem confronted by the education system such as poor achievements of students and availability of enough human and financial resources for the implementation of the project etc. Therefore, before identifying and prioritizing projects, it is necessary to analyse the educational situation, its socio-economic context and the government's policy (Magnen, 1991) .

2.1.3 Managing Formulation of a Project

Formulation of a project is the second stage of the project cycle, which involves the detailed planning of the project idea and is characterized by refining project objectives and the means of achieving them. As described by Magnen (1991), the two essential goals of preparation are

presenting the project in details for appraisal by financing decision-makers and planning its implementation for proper achievement of the expected results.

2.1.4 Managing Project Appraisal

This stage of the project cycle involves a comprehensive and systematic review of the proposed project so as to make proper decision. In other words, the main purpose of the appraisal phase is to assess the overall soundness of the project and its readiness for implementation based on the assessment various decisions can be made.

The appraisal project is usually made by financing or donor agencies. However it is also important for those projects generated and financed internally in the organization. Thus, projects should carefully reviewed by the appropriate authorities within the operating agency and perhaps by a separate agency such as a regional education bureau as well as and their approval be explicitly granted before funds are committed to be project (Baum and Tolbert, 1985).

Project appraisal involves determining or evaluating the viability of a project from the given financial statements and the issues to be appraised include financial, social, economic, political, institutional, technical and environmental impact (Goodman and Love, 1980). Projected financial statements include projected budget, cash flow statement and revenue statement which provide information used to evaluate the worthiness of the project. The process of project appraisal requires number of criteria that a project must to be selected and to have good chance of achieving its objectives. In this regard Magnen (1991) point out three major types criteria for appraising education projects namely: priority, feasibility and efficiency criteria. The feasibility criteria include education, technical, socio- political, administrative, institutional and financial feasibilities. Accordingly, approaching projects should cover socio-economic and other aspects summarized here with possible questions that can be raise during the process.

2.1.4.1 Technical Aspect

According to Magnen (1991) the technical aspect of feasibility criteria asks whether the project proposed responds the following questions or no: is the project plan technically sound

in general?, are the size ,location, timing and choice of the technology package appropriate in relation to the objectives of the project, local conditions such as availability of material, financial and human resources and the intended impact on the beneficiaries?, Does the project contribute to the development of local technology and its integration with imported technology and to the encouragement of local research and innovation? So thus, technical aspect of project of feasibility is expected to give response those mentioned questions.

2.1.4.2 Economic Aspect

It is another feasibility criteria intended to check before its appraisal: Is the project advantageous from the point of view of the economy as a whole? Is the project expected to provide a satisfactory return to the economy? Is there an alternative way of achieving the same objectives that would offer a higher return? This aspect might involve cost-benefit analysis .However ,all types of projects are not amendable to cost benefit analysis such as evaluating education or health projects (Baum and Tolbert ,1985).

2.1.4.3 Financial Aspect

Nevertheless, many development projects have been launched without adequate consideration of the future availability of funds and this is true for some educational projects in which recurrent costs like teacher's salaries may quickly exceed the capital cost of the facilities (Baum and Tolbert, 1985). The financial aspect project feasibility tends to respond the following basic questions: are there sufficient funds both to complete the project and to operate and maintain it subsequently?, Is the finance planned adequately? Are the financial aspects of the project beneficial to the different actors and beneficiaries involved in the project? To what extent can beneficiaries or users of the project cover a portion or portion of the costs?

2.1.4.4 Social Aspects

This feasibility criterion is a question of equity, advantage and gender inequality issues it serves to the community. Hence, it is intended to rise whether the proposed project is advantageous to the people it is intended to serve?, Consider gender inequalities among the beneficiaries ? the socio-cultural and demographic characteristics of the project population, the

way in which the project population is organized to carry out productive activity the project's cultural acceptability including its capacity both for adapting to people's behaviour and perceived needs and for bringing about changes in them and the strategy necessary to elicit commitment from the project population and to ensure their sustained participation throughout the project cycle.

2.1.4.5 Institutional Aspect

Since the outcome of development projects depends on the quality of the institutions responsible for them, the institutional aspect needs due to attention given during the appraisal process like that of others. This aspect gives emphasis for the organizational capability to manage and implement the project and the appropriateness of the project with the overall policy environment or the legal frame work.

2.1.4.6. Environmental Aspect

This aspect mainly focuses on the management of environment whose objective is to achieve a balance between human demands or the nature resources base and the ability of that resource base to meet these demands on a sustainable basis in the interest of future generation as well as those alive today (Baum and Tolbert, 1985). It gives response to the following two basic questions: Does the project have harmful impact on the environment? And can the environment contribute to the outcome of the project through its natural resources?

2.2. Project Characteristic

The main project characteristics are temporariness, individuality of the product or service to be developed of the project, complexity and uncertainty (Gaddis, 1989). Temporariness means that all projects present a defined start and end; they are events with a limited duration, established in their purpose. Individuality of the product or service turned out by a product means the accomplishing of something not done before.

Thus, it is possible to explain those characteristics the project as non repetitive enterprise-implies that a project is an event that is not part of the company's or an organizations routine activity. It is something new for the people who work on it. Projects are characterized by

logically linked activities so as to allow accurate tracking and control during their execution, follows a certain life cycle; which means it has temporary nature. Many times the completion of one project coincides with beginning of another. However, a project without completion is not a project, but a routine activity, every project has well defined targets and results to be achieved on its completion, the fundamental core of any project consists of people and every project uses resource specifically allocated to certain works. Thus, those properties of the project are inter-related characteristics that cannot be seen separately (Gaddis, 1989).

2.3. Project Management and its Benefit

Project management is the application of knowledge, skills tools and techniques to project activities to meet project requirements. Project management is accomplished through the application and integration of the project management process of initiating, planning executing, monitoring, controlling and closing. According to Magnen (1991), managing a project includes: identifying requirements, establishing clear and achievable objective, balancing the competing demands for quality, scope, time and cost, and adapting the specification, plans and approach to different concerns and expectations of the various stake holders.

According to Gordon (1996:61), benefits of project includes: it allows the development of competitive advantages and new techniques, adopts the work to the consumer market and to the client, makes the budget available before the expenditure starts, increases the management control on all phase to be implemented and optimizes the allocation of necessary people, capital, equipment and material. In general, project management can be bring many benefits to an organization in general and for education sector in particular. Hence, good project management can: reduce the chance of a project failing, ensure a minimum level of quality and that the results meet requirements and expectation, increase efficiency both on the project and within the organization, make things simpler and easier for staff and encourage consistent communications amongst staff and suppliers.

2.4. Project Implementation by NGOs

2.4.1. Project Implementation

The most important aspect of the project management is the implementation stage. Thus project ideas must be designed, planned and implemented to produce the required results (Kanshahu, 1995). According to Stallworth and Kharbanda (1983), project implementation involves project members and the community at large so as to ensure full participation of the stakeholders.

2. 4. 2. Managing Project Implementation

Implementation is the most important stage in the project cycle and it covers the actual development of construction of the project up to the point it becomes fully operational. It is the most important because most of the work done in earlier stage is directed toward ensuring successful implementation of the project. That is to say, this is the phase where the earlier preparation and design, plans and analysis are tested in the light of reality.

Sometimes projects change during implementation due to delays and cost overruns that force a reduction in the scale of the project, changes in design, changes in priorities etc. This shows that unless the project is transformed in to action that is. Implemented properly, even a sophisticated project preparation alone may not have value Baum and Tolbert (1985.) With regard to time, the implementation phase also takes long period of time as compared with other stages. Magnen (1991) explains.

The implementation of an education project is generally the longest stage of the cycle, during which schools are built or repaired, their equipment installed, teachers trained, innovations introduced and service, research or administrative institutions established or reformed.

Regardless of the periods above, the management of implementation involves various planning and organizational issues including selecting a project unit, recruitment, planning, Applying different techniques of management etc.

2.4.2.1. Selecting or Establishment The Project Implementation Unit

All projects cannot be implemented by the investment program of a particular agency due to their size and complexity. Some of them require a unique implementation unit to be properly executed Baum and Tolbert (1985) write: If individually projects constitute a relatively small proportion of the total investment program they can routinely be implemented as part of it. But if projects are larger or require an integrated effort by several parts of an organization, a special project unit has sometimes been established for the duration of the project. Furthermore, a separate project unit that operate under special administrative rules and staffing can be established and used for complex projects involving many agencies or for those projects considered of top priority but beyond the line agency.

2.4.2.2. Recruiting Project Personnel

Establishing project implementation unit requires competent and capable project manager and other staff. Hence, it is important to recruit the necessary project personnel who effectively and efficiently realize the implementation together with the establishment of the unit(Glliver, 1989:287. If there is no a separate project implementation unit that is if the project is routinely implemented as the part of the institution's activity, recruiting project personnel may not be necessary. With regard to this, Baum and Tolbert (1985) under line: “ for best results, the project management and other key staff should be appointed prior to the start of implementation and should participate in its planning ”Nevertheless, having capable personnel may not guarantee their commitment and motivation and the intended implementation of the project. There should be good project human resource management so as to motivate and develop the appointed staff (Wysocki ,2002).

2.4.2.3. Planning Implementation

A plan in project management is no exception than in any other activities. A working plan is used to help decision-making and guide future activities .A well –balanced plan will guide the action of the project team. Maylor (1996) argues,”A plan is an explicit statement of the interpreted timing of project activities and the basis for estimating the resource requirements.” The main concern of the planning process is to prevent if not minimize problem and error. Therefore plans should be formulated carefully and must be done in a manner which ensures

consistency with organizational missions and objectives and in a way that promotes the likelihood of successful implementation of the project (Cleland and King,1983). Without effective planning, there may be chaos (Chandra, 2002). It is not only a question of planning after an over view plan has been worked a detail planning is also essential Maylor (1996). Poor planning leaves much of the work as schedules slip. Thus, quality suffers and expectations will not met managers should realize that, "proper planning is painful but pays off in less pain later in the project- to not plan is to expose yourself to significant pain as the project commences" (Beck and Crane ,2002). The pain curve shows these situations.

When the project management is concerned in developing a solid and detail plan, the process of planning is painful. But this painful experience pays more ;the pain drops off as time goes on and expectations are met with in the schedule set .the other way round ,in poor planning, the project experience s less pain at start of the project .But the project goes on progress, the pain goes on increasing and never gets down. The goals set will be met, costs are overrun and hence the project fails.

Planning is based on forecast. Since we do not know about the future there are only assumptions. The more distant we forecast, the more dubious our assumptions are likely to be forecasting methods can be broadly classified in to judgmental and quantitative .Judgmental forecasting relies on the intuitions, opinions and the experience of individuals. However, it is frequently employed despite the obvious drawbacks. Planning, a vital aspect of project management, serves several important functions. It improves the basis for organizing the work as project and allocating responsibilities; instils a sense of urgency and time consciousness and establishes the basis for monitoring and control (Chandra, 2002).

Planning allows us to consider the likely outcomes and to pit the necessary corrective measures in place. Planning on projects helps us to increase understanding by clarifying the goals and objectives of the project. It improves efficiency because we can schedule the work and the available resources. Furthermore, tasks could be performed concurrently in parallel. By doing so, we can shorten the project duration and maximize the use of resources (Beck and Crane, 2000).

Areas of planning

In planning projects the activities must be spelt out in detail. They should be properly scheduled and sequenced. According to Chandra (2002), areas of planning in a project includes: planning manpower and organization, manpower required for the project must be estimated and the responsibility for carrying out the project work must be allocated, planning the money, the expenditure of money in a time based manner must be budgeted ,planning the information system ,the information required for monitoring the project must be defined.

Almost all projects, even though have simple and clear design, are not directly implemented just as the appraisal and approval process is over. Usually, implementation requires further planning and technical arrangements. This is because the state of the art and the knowledge generally available during preparation and of their sequence. Dingle (1997) also writes “planning the implementation of the project is in effect, the key stone in the bridge between the project as a concept and the project as an operating production facility. Generally, the planning of implementation can involve various activities such as reviewing the technical design, preparing a project frame work, estimating work time and preparing project implementation schedule.

2.4.3. Managing Project Evaluation

The last but not the list stage of the project cycle is evaluation which takes place after a project has through the impletion stage and has entered in to operation. According to Meredith and Mantel (1995), monitoring and evaluation of projects is necessary to check if the goals are being met and if not, then a new course of action will be implemented. During the monitoring stage, trips should be conducted since some workshops and trainings are necessary. Monitoring and evaluation is a continuous process which need to be done at all the stages of a project cycle that is planning, implementation and completion of the project. We have seen that evaluation is generally used for the improvement and development of projects and programs. In this part of review, focus only on the types of evaluation as well as some of its procedures to be conducted.

2.4.3.1. Types of Evaluation

As far as classification of project evaluations are concerned, various writers use different kinds of classifications basis. Depending on the purpose of evaluation, Magnen (1991:118) cited two types of evaluation namely:-

1. Formative or Proactive evaluation – Evaluation during implementation /ongoing and
2. Summative /Retroactive evaluation – After completion of project.

Writers such as Casley and Kumar (1987) distinguish four types of project evaluation based on periods of evaluations summarized here under.

- i. **Ex-ante Evaluation:** These types of evaluation are carried out before the implementation of the project activity and can be seen as a baseline study in which the situation of the project area, the target group and environment is described.
- ii. **Mid-term/on-going Evaluation-**This type of evaluation takes place while the implementation of the planned project is on progress. Unlike others types of evaluation, it helps to make correction on some mistakes of the implementation process.
- iii. **Terminal Evaluation** –is known as a project completion report and it is conducted when the funding for the project comes to an end.
- iv. **Ex-post Evaluation (impact evaluation)-** it is undertaken some time (in most cases 5-10 years) after the programme /project activity has been terminated in order to determine its impact on the target group and the local area.
- v. Even though summative and formative evaluation in one way or the other encompasses other types of evaluation, others four types of evaluation described above categorizes the period of evaluation explicitly.

2.4.3.2. Steps and Procedures of Project Evaluation

The process of doing an evaluation involves different steps and procedures. However, the steps and procedures may differ according to the nature of the project and the type of evaluation itself. That is why different authorities recommend different evaluation procedures. Perceiving evaluation as an activity intended to determine whether goals have been achieved. Tayler (in Nevo,1985:xvii) suggests that the evaluation process includes : stating goals in behavioural terms, developing measurement instruments, collecting data, interpreting findings

and making recommendations. To this end, since the aim of evaluation is to facilitate the progress of implementation; assess the performance of projects with respect to the fulfilment of their intended objectives and to learn important lessons for the development of projects, it is necessary to give due attention to this important project management tool.

2.5. Project Life cycle Phase and its Management

The project lifecycle phases depend significantly on the project nature. A project toward a plan, in turn is performed and completed. According to Baum and Tolbert (1985) there are five stages of project phases:

Initiating (identification) phase-a certain need is identified and transformed into a structured issue to be solved. In this phase, the project mission and purpose are defined and the best strategies are identified and selected.

Planning phase – everything that will be performed by the project will be detailed, with schedules interdependences among activities, allocation of the resources involved and cost reviews.

Executing /Implementation/ phase – every planned is carried out. Any error in the previous phases will be evident during this phase.

Monitoring and controlling phase – parallel to the operational planning and project executing is tracking and controlling everything being carried out by the project, so as to propose corrective and preventive actions in the least time possible after the detection of an abnormality.

Closing phase – execution of work is evaluated through internal/external (third parties) auditing, the books and project documents are closed and all the failures during the project are discussed and analysed to prevent similar errors from occurring in new projects .

Hence, the above mentioned phases are cyclic due to the continuous process of the project up to project completion. One phase cannot be observed separately from the others. The project management lifecycle defines how to manage a project. It will always be the same, regardless of the project lifecycle being employed. One of the project manager's challenges is to know how to align the specific project lifecycle with the project management lifecycle here given under the following title.

2.6. Major Problems of the Project Management

In developing countries, due to various problems or factors Baum and Tolbert (1985), projects have not been completed on time, at or relatively and reasonable close to the original cost estimated and with expected benefit realized. In this part of the review, therefore it is tried to show different problems of factors that lead to the unsuccessful development projects in general and educational projects in particular.

2.6.1 Problem Associated With Project Identification, Preparation and Appraisal

It is said that the main purpose of a large part of identification and preparation work is to reduce project management problems. So, a poor identification and preparation work cause various pitfalls that adversely affect the management and generally the success of the project. As different writers (Anderson et al., 1997, and Rondinelli, 1997) note, problems associated with first three stages of the project cycle can include the following.

Poor Project Screening and Prioritization- Unless the project idea is well defined, screened and prioritized based on relevant ranking criteria at the beginning, the project will face difficulties to be managed in later stages, complex design. If the general design of a project is too complex, its management will be difficult. Thus, as much as possible, it is important to develop a simple project design, which is central to successful project management.

Poor Defined Objectives- If both developmental and immediate objectives of project are not clearly set out, not based on proven and appropriate technologies or approaches, and inconsistent with national education policy etc, then they will not have chance to be managed successfully.

Insufficient Preparation – Although the extent of feasible preparation depends on the type of project, certain/necessary actions should always be made during preparation. If they are ignored or given little attention, however, the likelihood of management difficulties mount in sufficient preparation also includes different pitfalls such as less or no attention to local conditions, over and under estimation of time and cost omission of activities etc (Anderson et al., 1997) and these mistakes can be corrected by careful preparation.

2.6.2. Problems Associated With Implementation and Evaluation

2.6.2.1. Implementation Problems

As noted earlier, adequate preparation and appraisal work minimizes implementation problems but it may not avoid all of them consequently, projects, which are inadequately managed during implementation of project takes place are the following:

Irrelevant selection of the implementation unit-For some projects matrix structure is appropriate, whereas others can be managed well through functional or project organization (Anderson et al.,1997).Thus, unless the appropriate implementation unit is selected based on the nature of the project, managing implementation will be difficult.

Delays- Baum and Tolbert (1985) point out that there are three general delays that have negative impact on the implementation of project delays in selecting and appointing project personnel, particularly the project manager and other senior officials, delay in budgetary allocations and in establishing the legislative or administrative channels for the flow of funds. As a result, the implementation agency faces shortage of resources to begin project implementation at the right time, delays in completing legal or administrative arrangements, especially in projects in which more than one implementing agency are involved. Furthermore, Anderson et al. (1997) list down and explain other implementation problems such as poor implementation plan, poor project communications, shortage of key resources due to various reasons, low motivations and commitment of project personnel etc.

2.6.2.2. Problems of Monitoring and Evaluation

There are several limiting factors for successful management of monitoring and evaluation of development projects.

2.6.3. General Project Management Problems

Based on some literature, we can describe the general problems of project management under five categories namely: financial, institutional, technical, political and participation problems.

2.6.3.1. Financial Problems

Even though the causes may be diversified, financial difficulties are common in many development projects. For some projects, for instance inadequate allocation of budgetary funds, delayed release of funds, inflation, increase in price (higher costs) etc. are the most common problems. Cost overruns which are both a cause and an effect of financial difficulties can also occur because of inadequate management, insufficient project preparation, deficient technical design, political interference and procurement problems that is these all can result in higher than expected costs Wynant (1989; Gibbs et al., 1999).

2.6.3.2. Institutional Problems

It is believed that better institutional capacity and good management are major determinants of project success .If the institutional capacity of the implementation agency is low and if the institution has project personnel who lack managerial talent and skill, the implementation of the project may not be realized as desired and planned. Hence, improving institutional capacity, hiring capable and competent project manager and other personnel, motivating them continuously, having good staffing policies coordination etc play a vital role in mitigating the institutional problems of project management.

2.6.3.3. Technical Problems

Various technical problems can arise during the process of managing projects. In people oriented activities such as education the lack of approaches fully tested for the particular circumstances of the project area is one of the technical problems. Many problems also occurred in constructing civil works and in procuring or operating equipment. These include difficult or unexpected soil condition, poor quality of materials technical defects in design and mistakes in the installation and start-up of equipment, unsuitability of imported equipment for local condition or otherwise inappropriate technology (Baum and Tolbert, 1985).

2.6.3.4. Political Problems

According to Baum and Tolbert (1985) one of the most important reason for the success of a project is strong and sustainable commitment by the government to the projects, when such commitment is absent, weak or variable, it is obvious that project implementation suffers.

Even in the absence of natural and manmade disasters like fire, war etc political problems are at the centre of several difficulties experienced by projects.

Therefore project management has to take the potential impact of political and administrative factors in to account. That is to say, project owners and managers should involve concerned local and regional political leaders in different stages of the project cycle anticipate such problems in so far as possible and modify the implementation process accordingly.

2.6.3.5. Participation Problems

Participation is not just a question of providing grass roots inputs for project design and implementation. It is rather “a way of bringing people together, united around a common goal. This can take formal and informal shape through the creation of associations, cooperatives and through family ties. Stakeholders have to be carefully identified and made to participate actively in the design as well as implementations of projects. This can be put into effect through stakeholders’ analysis, which involves two steps, first to identify the potential stakeholders and second to assess their power and influence (Potts, 2002).

Stakeholders are people, groups or institution likely to be affected by the project. They are those with any form of interest in the project process of outcome individuals, and organization who are actively involved in the project or whose interests maybe positively or negatively affected as a result of project execution or successful project completion Duncan (1996:15). Participation has a goal of raising people’s awareness of their social and economic rights and duties, moving them towards greater self-reliance and to enable them to play an independent role in decision-making Marsden (1990). Successful stakeholders’ participation is important in gaining their support and commitment. True picture of success or failure of a project is identified when we gain an understanding of the relationship among stakeholders and the key process issues entailed in designing and implementing the project (Imparato and Ruster, 2003). Stakeholders /beneficiaries have to be involved from the start up to the end for successful design and implementation.

Studies on participation of beneficiaries and stakeholders in India indicate that direct and indirect processes of interaction and inclusion of beneficiaries have created support for

projects during planning and sustained commitment during implementation (Vedeld, 2001). Collaboration of financers and beneficiaries is also a key issue. Their collaboration depends upon capabilities and willingness to exchange ideas. In the process the capacity and interest of different groups would reveal. Primary beneficiary participation in the preparation phase is likely to be important to ensure extensive participation in implementation phases. Feedback from beneficiaries and stakeholders influence plan and policies (Vedeld, 2001).

Participation ensures long-term access to the benefits of support through empowerment. Participation in the design and implementation of a project helps to reduce the costs of project development and implementation, promote sustainability and reliability, take advantage of practices and indigenous technologies particularly suited to the environment and absorptive capacity of people and facilitate training input delivery and credit services.

Thus, stakeholders' analysis is essential to make them participate in project activities. Potts (2002) asserts, "Stakeholder analysis is particularly important for projects where some degree of participation is expected from beneficiaries in the design and/or operation of project". It enables to get a better understanding of the interest and needs of the various group affected by the project. Stakeholder analysis also helps to assess the capability of the different parts in the implementation of the project. In putting to practice the participatory approach to project design, a logical place to start is an assessment of the degree of participation. Each stakeholder may be expected to experience varied forms of participation (Potts, 2002).

2.6.4. The Status of Educational Projects in West Hararghe Education Office

Getachew (2004) from conference held with NGOs lists down the following problems as the most common ones: Insufficient awareness of the purpose in monitoring and evaluation and inadequate attention to project implementation. Monitoring and evaluation activities are not seen as distinct responsibility on its own and not given proper consideration. People rather feel monitoring and evaluation as faultfinding mission and limits their cooperation for the activity, inadequate or lack of monitoring and evaluation unit or expert and staff both at the project level and higher implementing body, poor accountability for failures and inadequate reward for special efforts made on the successful project implementation, limited training opportunity for monitoring and evaluation personnel in projects, lack of information source on project

progress, late arrival of information required for monitoring ,disregard of previous monitoring and evaluation findings in the design of new projects, high mobility of project staff disrupting continuity of monitoring and evaluation functions.

In general, project monitoring and evaluation in this zone is not continuous. In most cases monitoring and evaluation system is not either properly established or not provided. Adequate attention is not given and resources are properly allocated for this purpose. Even when information is available problems were not in the position of getting adequate solutions. Frequently, where the system exists, the focuses are only on quantitative financial aspects and physical implementation of the program/project.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

The study was conducted in Oromia region, West Hararghe Zone which is located at 325 km away from Addis Ababa. Oromia is one of the largest regions in Ethiopia and contains 18 administrative zones. West Hararge Zone is one of the 18 zones of Oromia regions with estimated total population of 1,787,086, with an estimated area of 17,552.23 square kilometres. This zone is divided in to 16 woredas and two administrative towns. Coffee and Chat are the back bone of farmers in-come as cash crops with significant agricultural and pastoral areas supporting of livelihood of the majority of the population. West Hararghe Zone education office statistics shows that there are 34 secondary schools, 12 preparatory and 620 primary schools.

3.2. Research Design

For this study Case study was used. This was because case study method is involved an in-depth examination of a single person . The goal of the case study is to provide an accurate and complete description of the case (Yin, 2003). Moreover, it allows obtaining quantitative and qualitative data. Hence , a mixed research approach was used.

3.3. Source of Data

3.3.1. Primary Sources of Data

Primary data was collected from principals, supervisors, NGO representatives, project beneficiaries (target group, benefited from the project like parent and teacher) and zone/woreda Education Bureau Heads. Thus, the primary data was collected from the aforementioned respondents and in the Woreda Educational Bureaus of Habro, Tulo and Doba.

3.3.2. Secondary Sources of Data

The secondary data obtained from project document analysis.

3.4. Population, Sampling and Sampling Techniques

3.4.1. Population of the Study

West Hararghe Zone is one of the 18 zones of Oromia Regional state, which comprises the 16 woredas and two administrative towns. The researcher conducted her research on 3 woredas of WHZ, namely Habro, Doba and Tulo woredas were selected as sample. In these selected woredas, there are 3 secondary schools. Gelemso, Doba and Hirna secondary school were taken as the sample, in which international NGOs are executing educational projects such as: World Vision, ERSHA, and UNICEF. The number of teachers in these selected schools is male =120, female =41 total =161 are population of this study. In addition to this NGOs representative, principal, supervisors, PTA and community representatives were the population of study.

3.4.2. Sample and Sampling Techniques

Three woredas were identified in which the NGO's were executing educational projects and three schools in these woredas were selected. The researcher also used different sampling techniques to select the number woredas, schools and respondents for a research. Among these to select the sample of 3 woredas, 3 schools, 3 principal and 3 supervisors, 3 woreda education office head and 3 project focal person, 1 Zone education office heads and 1 project focal person and 3 community representatives available sampling was used. In addition, to select the sample of 9 PTA stratified random sampling and to select the sample of 18 teacher purposive sampling was used. All department head teachers of the three selected secondary schools were selected.

Table 1:Sample Respondents

No	Types of Respondents	Sample schools,Woreda and Zone								Sampling Technique
		Gelemso		Doba		Hirna		WHZ		
		TP	S	TP	S	TP	S	TP	S	
1	NGO's representative /NGOs workers of the 3 woredas	3	3	3	3	3	3			Available sampling
2	Project beneficiary from PTAs	7	3	7	3	7	3			Stratified random sampling
3	Project beneficiary Community representatives in the 3 woredas.	1	1	1	1	1	1			Available sampling
4	School Principal and School Supervisor from the 3 selected secondary schools	2	2	2	2	2	2			Available Sampling
5	Teachers	57	6	53	6	51	6			Purposive(all dep. heads)
6	Woreda education office heads and project focal personals	2	2	2	2	2	2			Available sampling
7	Zone education office heads and project focal personals							2	2	Available Sampling
	Total sample	72	17	68	17	66	17	2	2	53

3.5. Instruments of Data Collection

Since the research approaches was case study method, the main data collection instruments were questionnaires, interviews and document analysis.

3.5.1. Questionnaire

Questionnaire is applicable in case study method, because it is the most appropriate tool to reach all people in the sample (Wilkinson and Bhandarkar, 1977). Both close-ended and open-ended question items on the research problem were prepared for Non-Government organization representatives, education office project focal person, education office heads and secondary school principals / secondary school supervisors, secondary school project beneficiaries. Moreover, questionnaire helps the respondents to write factual information (Best and Kahn, 2005). The questionnaire was prepared in English because all participants were selected professionals working at offices. Hence, they were expected to understand and respond to the questions.

The first part of the questionnaire was designed to collect information about the respondents background information, which includes: sex, age, experience position, educational level and name of the school. The second part was incorporates both close and open ended question items. The close ended items were prepared by using Llikert scales and the values of the scales were between one and five. Before distributing copies of questionnaires among the respondents, the questionnaire was pilot tested at small scale in Daro Lebu woreda (non sample respondents) by involving ten project representative from NGO employees, six department heads teachers, one woreda Education office heads and one project focal person, one principal and one supervisor. This was to test the validity of all items in the questioners and to improve them accordingly. Feed back during pilot test was strictly followed to minimize wastage and increase rate of return. Since researchers use the instruments to collect data and to make conclusions, validity and reliability of an instrument are two very important aspects.

Piloting has paramount importance for setting out the difficult, vague and ambitious items and concepts. Before the administration of the questionnaire to the actual subjects, pilot test was conducted by the researcher herself to check whether the prepared questionnaire can generate the desired information (Validity) and to judge its internal consistency (relevance). To this effect, 20 copies of designed questionnaire were delivered to 10 NGO representatives, 1 Education office project focal person, 1 education office head, 1 principal, 1 supervisor and 6 department head teachers in the Daro Lebu wereda of WHZ. The result of the pilot test shows

that the reliability Cronbach's alpha for overall implementation system, NGOs implementation and challenges faced while carrying out implementation were 0.84, 0.78, and 0.73 respectively. All alpha levels fall within the acceptable range, because an acceptable range of reliability coefficient for most instruments according to scholars in the field of statistics is 0.70 to 1.00. The validity of the questionnaire was checked by the colleagues from nongovernmental organizations. All comments incorporated and modifications were made before actual dissemination of the tools.

According to Fraenkel and Wallen (2006), validity is a term referring to “the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes”. The content validity of the questionnaires was checked by a number of people who were experts in the field and language teachers. Every single item in the questionnaire was also checked by the researcher. After the necessary changes were made, they were considered to be valid instruments. On the other hand, “reliability refers to the consistency of scores or answers from one administration of an instrument of another, and from one set of items to another” (Fraenkel and Wallen, 2006).

3.5.2. Interview

To get additional information about implementation and challenges of educational projects, semi-structured interview was conducted with project beneficiaries (PTA members and community representatives). This was because the researcher believes that they had better understanding related to the objectives of the study. The researcher had initial contacts with the interviewees to make them clear about the purpose of the study. Then, during the interview, the researcher jotted down the main points given by the respondents. The researcher conducts to the respondents and asks the permission for interview recording.

3.5.3. Document Analysis

So as to get full picture of the issue an in-depth review of related documents were made. This technique helped, the researcher to cross check the data that was obtained through primary sources (that is questionnaire and interview). Project documents focused on such documents as project activities, duration, financial, monitoring and evaluation tools, design and

implementation tools, reports, overall project practice records and scholarly published literatures; journals, books, series papers, thesis, and different reports were examined.

3.6. Procedure of Data Collection

To answer the research questions that were raised; the researcher has gone through a series of data gathering procedures. The researcher received official cooperation letter from Haramaya University and Education Department of the Zone, to get permission for access. The researcher had introduced the objectives the purpose of the study for participants. Then, she gathered trustworthy data from respondent's questionnaires and interviews. The researcher administered questionnaire to 9 NGO employees, 3 principals, 3 supervisors, 3 woreda education bureau heads , 3 education bureau project focal persons 1 zone education office head, 1 Zone project focal prson,18 department head teachers. The interviews were conducted for 9 PTA members and 3 community representative. Finally, the researcher collected all the data from the participants to resume the research work.

3.7. Method of Data Analysis

The collected data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaire, interview, document analysis . The data collected from different sources was summarized, categorized and coded to suit for analysis. The quantitative data collected by the closed ended questions was presented in the form of table. The collected data from the respondents was processed and then analyzed by using descriptive statistics.

The quantitative data, about the background information of the respondents was analyzed by Percentage and frequency. The main part of the quantitative collected through closed ended questions was analyzed by mean and standard deviations. All analyses were tested for significance at the .05 level. On the other hand, the data that was obtained from open ended items, interviews and document analysis was analyzed qualitatively by transcribing respondent's ideas and views through narrations, descriptions and discussion.

3.8. Ethical considerations

To conduct this research, support letter from the department of Educational Planning and Management was obtained from Haramaya University. After receiving the support letter from the department, the researcher, moved to the study area and contacted principals, supervisors, PTA members, teachers, woreda and zone education office heads and NGOs representatives to get their willingness and to arrange their convenient time to the questionnaire and interview. The respondents were informed about the purpose of the research. Their identities were kept confidential and the responses were used for research purpose only.

4. RESULTS AND DISCUSSIONS

This part of the study deals with the presentation, analysis and interpretation of the data collected through questionnaire, interview and documents. The purpose of this study was to assess the implementation and challenges of Non-Governmental Organizations in educational project implementation in secondary schools of West Hararghe Zone. In order to achieve this purpose, 41 questionnaires were distributed to 9 NGO employees from World Vision, ERSHA and UNICEF, 4 woreda and Zone education office project focal person, 4 woreda and Zone education bureau heads, 3 principals, 3 supervisors and 18 department head teachers. Moreover, 12 project beneficiaries (PTA members and community representative) were interviewed. It is central that a case study must have a good response rate in order to produce accurate and useful results, hence 41 of the respondents completed and returned the questionnaire and 12 of respondents were interviewed. Hence it was an acceptable response rate.

The overall results of the research data as well as respondents' background information and NGOs project profiles were presented below.

4.1. Characteristics of the Respondents

In this part, personal characteristics of the respondents is presented, analyzed and interpreted as shown in table 2 below.

Table 2: Background information of the respondents.

Variable	Value	NGO employees	Project focal person	Education office head	Principal and supervisors	Teachers	Total	
							f	%
Sex	M	7	4	4	6	12	33	80.5
	F	2	-	-	-	6	8	19.5
	T	9	4	4	6	18	41	100
Age	26-35	2	2	1	3	13	21	51.2%
	36-45	6	2	3	3	2	16	39%
	>45	1	-	-	-	3	4	9.8
Education level	T	9	4	4	6	18	41	100%
	Diploma	1	-	-	-	-	1	2.4%
	BA	8	4	4	5	18	39	95.2%
Work experience	MA	-	-	-	1	-	1	2.4%
	5-10	3	1	1	4	7	16	39%
	11-15	4	3	3	2	9	21	51.3
	>15	2	-	-	-	2	4	9.7
	Total	9	4	4	6	18	41	100%

Source: Case study data

Table 2 illustrates the following: of the total of 41 respondents 33 (80.5%) were males and the rest 8 (19.5%) were females. It is evident from this that the population is mainly composed of male respondents. The frequency distribution of the respondents by age shows that most of them (f=21, 51.2%) were in the age category 26 to 35 years. A considerable number (f=16, 39%) of the respondents belongs to the age category 36 to 45 years old and constituted the second largest group of respondents. This no shows that the majority of the respondents were in the adult age category. Table 2 above also shows that, 39 (95.2%) of the respondents had a bachelor's degree and 1(2.4%) of the respondents were masters' degree holders. This shows that, the majority of the respondents were at least first degree holders. Regarding work

experience the majority 21 (53.3%) of the respondents had 11-15years' of experience followed by 16 (39%) of the respondents with 5-10 years of work experience. Only 4 (9.7%) of the respondents were above 15 or more years' experience. This shows that the majority of the respondents were relatively well experienced.

4.1.1. Background Information of NGOs Project

4.1.1.1. Characteristics of NGOs project in terms of their major areas of interventions

Respondents were asked about the NGOs project major areas of development intervention. Table 3 below illustrates the findings:

Table 3: The major areas of NGOs intervention

Items	No	Percentage (%)
Education	23	57
Health	9	23
Capacity Building and Entertainment	5	11
Urban Agriculture	1	3
Environment	2	5
Access Road	1	1
Total	41	100

Source: Case study data

Table 3, shows that majority of the respondents were indicated that NGOs involved in multi sectorial activities. That is, 80 % of the respondents agreed that NGOs were involved in two different thematic areas namely education and Health sectors. The case study result further shows that, 57% of respondents confirmed NGOs were objectively worked on education sector.

4.2. Presentation, Analysis and Interpretation of the Data

This part deals with the presentation, analysis and interpretation of the data collected from the respondents on the implementation and challenges of Non-Government Organizations in

educational project implementation in three selected secondary schools of West Hararghe Zone based on the data such as, identification of the NGOs educational projects, implementation environments NGOs operating in, the Level of educational office personnel qualification to appraise the NGOs project, challenges NGOs faced in implementation, the local communities' involvement level in the NGOs educational projects cycle and the coping mechanisms NGOs adopted. Hence, respondents were asked to rate their level of agreement on the extent to which the implementation and challenges of Non-Government Organizations in educational project implementation in secondary schools on the basis of a five point Likert scale item questionnaire range from strongly agree (=5) to strongly disagree (=1), within the five point ranges.

Accordingly, the results from the questionnaire items were analyzed with a mean value of 1 - 1.49 were strongly disagree; from 1.5 to 2.49 were disagree ; from 2.5 to 3.49 were in the level of undecided; from 3.50 to 4.49 were agree, and from 4.50 to 5.00 were strongly agree. Mean scores and percentage were calculated from the responses. These five point scales range from Strongly Agree (5) to Strongly Disagree (1) procedures were used in analyzing the quantitative data. Open-ended questions were also analyzed to strengthen the close-ended items besides using the responses from the interview to validate the findings during the process of analysis of data. Finally, to substantiate results of quantitative analysis qualitative data retrieved via semi structured interview guide, document analysis and observation was incorporated.

4.2.1. NGOs educational projects in identification systems

This section shows findings to the questions based on the implementation identification plans for educational project executed by NGOs. The respondents were asked questions to investigate NGOs implementation related to identification plans in the educational projects NGOs implemented. Table 4 below illustrates the findings.

Table : Respondents view on NGOs projects in the identification systems.

Item	N	Mean	SD	f	%
1. The NGO conduct baseline survey before implementation of their project	41	1.83	.998	33	80
2. The views and needs of relevant beneficiaries incorporated into the assessment	41	3.71	1.078	28	68.3
3. The NGO has a written identification plan that guide project implementation	41	1.90	1.068	34	83
4. NGOs provide identification training for implementation staff	41	4.17	.892	35	85.3
5. The information is recorded at spot when and where an activity is implemented	41	3.88	1.187	31	79.1
6. There is a properly documented data	41	3.80	1.054	32	78.1
7. NGOs document lessons learnt from their projects implemented in the wereda	41	1.78	.988	35	85.3
8. The organization have a system to ensure that lessons learned applied to future programs	41	3.78	1.255	29	70.7

Source: Case study

Key: N – Number of respondents SD – Standard Deviation % - Percentage

Scales: 1-1.49 were strongly disagree; 1.5 - 2.49 were disagree; 2.5 - 3.49 were in the level of undecided; 3.50 - 4.49 agree, and 4.50-5.00 were strongly agree for the respondents mean value

Table 4 pertaining to determine how often the NGOs identification systems before NGOs implemented their educational projects. Regarding the respondents view on the Table 4 item 1 shows that the mean score of the respondents was 1.83 which shows disagree on the item and 33(80.4%) which also shows disagree on the item. The above result shows that NGO did not conduct base line survey before implementation. This finding contradicts with the idea of Management Agency (2013) which reads that, as need assessment is a key requirement by all actors because it gives a picture of situations prior to project implementation and help as base

line in measuring the effects that the program has had on the target population. Failure to incorporate beneficiaries' ideas could lead sustainability of the projects in question because beneficiaries could deter project activities (UNDP, 2009).

Need assessment is a way to investigate complicated situations in which issues are not yet well defined and where there is not sufficient time or other resources for long-term, traditional qualitative research. It gives a picture of the situation before the inception of the project, and results can then be compared with a follow-up assessment towards the end of the project, in order to understand the effects that the program has had on the target population. It is a key requirement by government, donors, and the community at large and hence NGOs prior to projects execution need to carry out need assessment (MA, 2013).

In case of item 2 of table 4, respondents were asked whether the views and needs of relevant beneficiaries incorporated into the assessment or not. Accordingly, the majority of respondents 28(68.3%) were agreed on the items and the mean score of the respondents was 3.71 which shows agree on the same item. From this result it is possible to conclude that the views and needs of relevant beneficiaries incorporated into the assessment.

Respondents were also asked whether the NGOs had written plan guided identification of the educational projects they implemented. Based on this, most of respondents 34 (83%) were disagreed on the item. In addition the mean score of the respondents was 1.90 which also shows disagree on the same item. Supporting this, from the interview conduct with the school PTA and community representatives, "*the NGOs those never had the practice of written and guided identification plan. The interviewees stated that, they did not have expertise help in identification plan.*"

In case of item 4 of table 4, respondents were asked whether NGOs provide identification training for implementation staff or not. Accordingly, most of respondents 35 (85.3%) were agreed on the item and the mean score of the respondents was 4.17 which also shows agree on the same item. It contradicts with the assertion of CCRDA (2009) that stated, for quality data management organization should provide reliable, accurate, complete and timely data, and ensure that appropriate quality control measures are taken at all levels.

According to the item 5 of table 4, respondents were asked if the information is recorded at spot when and where an activity is implemented or not. Based on, majority of respondents 31 (75.6%) were agreed on the item and the mean score of the respondents was 4.17 which also shows agree on the same item. Supporting this CCRDA (2009) stated that, for quality data management organization should provide reliable, accurate, complete and timely data, and ensure that appropriate quality control measures are taken at all levels Failure to have disaggregated data might attribute to those NGOs not record information at spot when and where a project activity is implemented (UNDP, 2009).

Table 4, items 6 also show that, 32 (78.1%) of the respondents agreed that NGOs had properly documenting the project implementation data and the mean score respondents were 3.80 which also shows agree on the item. Inconsistency in capturing and documenting data means the projects may leads to duplication of efforts and mistakes made on previous or existing project may be repeated on other projects (USAID, 2012).

Furthermore, Table 4, of item 7 illustrates that The majority of respondents 35 (85.3%) assured that the NGOs did not document lessons learnt from their projects implemented in the wereda properly and the mean score of respondent was 1.78 which shows disagree on the item. This contradicts the assertion that lessons are backbones for subsequent projects (UNDP, 2009).

The respondents were also requested whether the NGOs had systems that help staffs ensure lessons incorporated in future projects, as shown on item 8 of table 4, above. Concerning this most of respondents 29 (70.7%) were agreed that nongovernmental organizations had such system. In line with the interview with school PTA and community representatives it was found out that; *"majority of respondents stated that the NGOs had a systems that help staffs ensure lessons incorporated in future projects."*

Lessons should be learned from the implementation including what went right and what went wrong and why should be documented as lesson for incorporation in to the subsequent projects and shared with other actors and stakeholders. Local NGOs with an objective to identify opportunities for improvement of existing projects and incorporation in future projects need to facilitate compilation of lessons learned and information sharing (chasa,2014).

This agreed with the views of USAID's Bureau for Africa (2011), which states that, donors have a clear end point when they budget for and finance a project. NGOs usually operate with an open-ended, long-term presence in a community or region. However, while most agencies cannot commit funds for a period longer than five years, both partners in the field have often been able to dialogue and donors have creatively used different funding mechanisms to sustain NGO supported education programs between contracts. Donor support of NGO programs has made a significant contribution to educational projects. And, the reality is that most NGOs need donor resources to carry out their educational activities. An NGO must be willing to accept the strings—albeit negotiating with the donor on terms that will optimally satisfy the needs of both. NGOs must be willing to learn the lessons that they learned some time ago—to be taken seriously by donors, it is necessary to be very professional and comply with demands for accountability.

4.3. Type of identification plan NGOs employed in their projects

The closed ended with option question 1 (see Appendix A) aimed at investigating the type of identification plan NGOs employed in their executed educational projects. Table 5, below shows the respondents view on the type of identification plan NGOs employed in the projects.

Table :Respondents view on the type of identification plan

Item	Frequency	Percentage (%)
Separate identification plan	5	11
Incorporated identification plan	34	83
Other	2	6
Total	41	100

Source: Case study data

From Table 5, above, about 34 (83%) of the respondents replied that NGOs employed the incorporated type of identification plan in the main project document, and only tell the meaning 5 (11%) of the respondent said that NGOs employed separate identification plan.

4.3.1. NGOs Identification disseminations modes

As shown on the close ended with options question 2, (see Appendix), respondents were asked about the methods NGOs employed in disseminating the identification plan. Table 6, below shows the findings.

Table : Respondents view on the NGOs identification dissemination modes

Item	Frequency	Percentage (%)
Notice board	6	11
Newsletters/Broachers	8	15
Reports to donors	27	51
Web pages/Internets	12	23

Source: Case study data

From the case study result of item 1 in the Table 6 above one can understand that nongovernmental organizations had employed more than one method in disseminating identification findings. Regarding the methods, the majority of the respondents (51%) indicated that NGOs disseminated the identification and designing findings by the way of a report to donors followed by web pages/internets (23%). From the modes of disseminations a lot emphasis was given to the donors, it could be explained by the fact that reporting was donors' prerequisites to funding for projects executed by nongovernmental organization. Focusing on fulfilling interests of donors, might help to secure project budget, but could not guarantee sustainability (CHASA, 2014).

Regarding the above view of respondents USAID (2011) stated that, donor funding usually comes with restrictions, expectations, or other strings attached (as, from a donor point of view, it should). The most important constraints concern financial and management requirements NGOs must meet donor demands for accountability, often defined through donor-required financial and programmatic reports. While accountability is important, NGO representatives disclosed that they expend significant resources on reporting, with some estimating that they

spend from 10 to 25 percent of their time on NGOs reporting requirements alone. Moreover, according to a requirement by Ministry of Finance and Economic Development Bureau NGOs support desk, NGOs depending on the type of design and implementation findings need to disseminate implementation to donors, beneficiaries, government bodies and other stakeholders. For instance, all NGOs (local and international) executing projects in geographic territory of Oromia region used to have consultative meetings forums at least quarterly at zonal levels and bi-annually at the state level (BoFED, 2014).

4.3.2. Implementation environments NGOs operating in

Implementation data should be analyzed, used for decision-making and planning, and shared with either internal or external stakeholders. Regarding the implementation of educational projects implemented by NGOs, respondents were asked their views about implementation environments NGOs operating in and the experience and the methods they employed . Table 7, below shows the views of the respondents.

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Table 7: Respondents view on the implementation environments NGOs operating

Item	N	Mean	SD	f	%
1. NGOs employ implementation report analysis and sharing with the education bureau	41	3.90	1.091	31	56.1
2. Have awareness about the law called Charity and society's proclamation(621/2009)	41	4.15	.963	34	83
3. The roles and responsibilities of NGO in implementation is clearly defined and documented	41	1.71	.814	37	90.2
4. NGOs have a good implementation practice	41	4.00	1.0	72	48.8
5. The NGOs agreement with government implementation reporting expectations is very strict	41	4.12	.954	32	82.9
6. The objectives of the project carried out by the NGO is formulated to be closely in line with the current education policy of the country.	41	4.17	.863	36	87.7

Source: Case study data

Key: N – Number of respondents SD – Standard Deviation f-frequency % - Percentage

Scales: 1-1.49 were strongly disagree; 1.5 - 2.49 were disagree; 2.5 - 3.49 were in the level of undecided; 3.50 - 4.49 agree, and 4.50-5.00 were strongly agree for the respondents mean value.

Respondents were asked if NGOs regularly analyze implementation reports so as to assess achievements and challenges and share the same with the education bureau to assist decision making as shown by table 7, above on this, item 1 case study result shows that 31 (56.1%) of respondents believed that nongovernmental organizations used implementation report analysis and shared with the education bureau and the mean score of the respondents were 3.90 which

also shows agree on the item. This implies that nongovernmental organizations undertake implementation not for learning and informed decision making but to either camouflage targets of the government or to produce bogus implementation reports so as to simply satisfy funding agencies reporting requirements.

As shown on the above Table 7, item 2, respondents were also asked for the overall policy frameworks the NGOs operating in, the major policy issue they were asked to have awareness's was the newly enacted charities and societies proclamation (Proclamation No 621/2009). The findings shows that while 34 (83%) of respondents had heard about proclamation number 621/2009 of charities and societies agency. The mean score of the respondents were 4.15 which shows also agree on the item. This implies that charities and society's agency and other government bodies responsible to ensure realization of this proclamation did not rich on creating NGOs awareness at required level.

On the closed ended question 3, respondents were asked for their opinion on whether the proclamation promote or prohibit implementation practices of the NGOs project executed. The finding of this question shows that about 33.4% of the respondents were indicated that the proclamation were promoted implementation of the NGOs project executed. While the remaining 66.6% reported it did not. In addition, the closed ended question number 3 sought to determine the endured effects proclamation number 621/2009 bear on implementation practices of projects executed by NGO. Accordingly, the view of 67% of the respondents confirmed that the NGOs were unable to solicit sufficient budget for implementation due to the proclamation. This shows that NGOs on one hand were required to design and implement their projects not only because the donors demand but also because it was an essential component of a project. On the other hand, since the costs related to implementation fall under the 30% administrative expense threshold, they were pressurized to keep design and implementation costs to the minimum. As a result, due to minimal budget allocation for implementation, these organizations were not able to implement their projects effectively. The other 33% of the respondents indicated that the NGOs were forced to decrease their implementation staff because of the proclamation. This means respondent that the NGOs either carry out the activities using non-expertise or they produce bogus reports to the benefit

of donors and the government. This production of bogus reports is absolutely against the development philosophy of the NGOs sector (CHASA, 2011).

In line with this international recognition of the roles of NGOs, Ethiopia has set clear legislative and constitutional frameworks for the sector. Thus by analyzing the pros and cons in 2009 the government has established the Federal Charities and Societies Agency and enacted Proclamation 621/2009 in order to a decrease dependency on foreign funds and ensuring NGOs accountability. The Proclamation specifies that not more than 30% of the project budget should be used for administration, the major project component where implementation budget belongs (CHASA, 2011). The impact of such assertion is that implementation gets reinforced at different levels and becomes accepted as a politically, administratively and socially acceptable approach to promote.

Carrying out appropriate implementation is a key requirement set by the government. But the Ministry of Finance and Economic Development Bureau, and the relevant government office reported that they were challenged by poor performance of nongovernmental organization projects in implementation. In relation to this in the first half of the 2006 EFY only, the Federal charities and society's agency in collaboration with the bureau had obliged to cease licenses' of seven nongovernmental organizations (CHASA, 2014).

4.3.2.1 The roles and responsibilities of NGO in implementation

Respondents were also asked if they had clearly defined roles and responsibilities for their implementation staffs. Table 7, shows the findings to the question.

Table 7, item 3 shows that majority of the respondents 37 (90.2%) replied that NGOs had defined roles and responsibilities for their implementation while the remaining 9.8 did not. This implies that there was absence of clearly defined role and responsibilities for implementation staff which could lead them to confusion about who, what, when and why questions of implementation practices.

Generally, implementation planning among the NGOs was found to be inadequate. Most nongovernmental organizations did not have adequate implementation plans, they neither

allocate sufficient resource for its implementation nor sufficiently conduct need assessments prior to project inceptions. Most of the aspects necessary for implementation were not incorporated in the plans as well. The implication is that due to their low quality of planning for implementation the projects were not adequately implemented.

The role of implementation staff varies at different organizations, but typically it includes consisted of designing projects, analyzing problems, developing log frames, indicator tracking tables, and evaluation frameworks, managing valuations, utilizing evaluations, rolling up indicators, and conducting operations research (ULGDP, 2009). NGOs often lack well-defined roles for implementation both at head office and project offices. Because of this staffs frequently lack clarity regarding their implementation responsibilities. It leads to confusion about “who, what, when and why questions of staff roles and responsibilities (Debebe, 2010).

Item 4 shows that 32 (78.08%) of the respondents agreed that NGOs performed good implementation practice on their projects and the remaining 21.92% did not. The high score in experience of implementation may be because of the fact that donors may set an annual implementation and reporting plan during budget approval as prerequisite.

The Federal charities and society’s agency and respective regional bureaus responsible for coordinating and governing NGO activities require implementation reports strictly as well (CHASA, 2014).

Implementation practice of development partners in developing countries including Ethiopia often focuses heavily on data collection while neglecting putting appropriate system for data analysis, interpretation and meaning (World Bank 2004). In Ethiopian context as of all other development actors a large majority of nongovernmental organizations often pay attention to collect a dump of data so as to fulfill donor requirements, but do not have a strategy as well as capacity to analyze and use the collected data meaning fully (CHASA, 2009).

Item 5 of the table 7, focused on how strict the implementation expectations from charities and society’s agency and government counterparts were. As a result, 34 (82.9%) of respondent showed that NGOs were in agreement with theme that charity and society’s agency and its government counter parts implementation report expectations were very strict.

Supporting the above view USAID (2011) states that, reporting requirements tend to favor international NGOs and most national NGOs. The international NGOs have developed systems to comply with the requirements, which they can transfer to their various field offices. Their expatriate staff are often already familiar with the requirements and been trained in how to respond to them. In contrast, even well-established NGOs may have difficulty dealing with them. It was reported that in the early stages of its relationship with USAID, projects in many African countries, (example, Mali) received money on a monthly basis and could not get the next month's funding until they had accounted for the money spent. Because money could not be carried over from one month to another, the project fall behind in its implementation schedule, which led to more implementation problems and difficulty in reporting. Over time, USAID gathered evidence about financial management and made the process easier (USAID, 2011).

4.3.2.2. The monitoring of physical progress and financial performances of NGOs projects

Table 8, below shows findings from closed ended question 4 (see Appendix A) that was about how often the nongovernmental organizations monitored physical progress and financial performances of their projects implemented.

Table 8: Respondents view on the monitoring interval of physical progress and financial performances of NGOs project

Monitoring Interval	Physical progress		Financial performance	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Monthly	5	11	11	27.8
Quarterly	27	66.7	23	55.6
Bi-annually	7	16.7	5	11
Never	2	5.6	2	5.6
Total	41	100	41	100

Source: Case study data

The response of the respondents from Table 8 above shows that about 66.7% of the respondents showed that NGOs were monitored the overall physical progress of their projects against the financial plan on quarterly basis. This is followed by monthly and bi-annual

progress reports which were 16.7%, 11% respectively. Only 5.6% of the respondents replied that nongovernmental organizations never monitored physical progress of their projects implemented. The reason why majority of nongovernmental organizations used to monitor their projects on quarterly basis could be attributed to the fact that the government via its NGO forum request activity reports from all nongovernmental organizations on quarterly basis (MoFED, 2014).

Likewise Table 8 shows that only 27.8% of the respondents were monitored their actual expenditures against the planned project budget on monthly basis. This was a bad practice and contrary to the law because it is against the requirement by Ministry of Finance and Economic Development (MoFED) that all NGOs and government agencies need to assess and prepare reports stating financial status each organizations had at least once in a month (MoFED, 2014).

The table further shows that 55.6% and 11% of the respondents agreed that NGOs had monitored their projects expenditure with actual budget on quarterly and Bi-annual basis respectively. Only 5.6% of respondents showed that NGOs did not monitor their project expenditures at all. Comparing the actual expenditure against the planned project budget enables project managers and other decision makers to take corrective actions on time (MA, 2014). But from the case study result, more than two third of the respondents confirmed that NGOs did carry out this practice on time interval either quarterly or longer.

4.3.2.3. Monitoring period of NGOs on the implementation staff performance

Since it is difficult to determine the extent to which NGOs working in West Hararge Zone (WHZ) were contributing for development endeavors of the zone without understanding how often they monitor their staffs, the respondents of this study were asked, in the closed ended question 5 (see, Appendix A), how often they monitored activities of their implementation staffs. Table 9, below shows the findings.

Table 9: Respondents view on NGOs monitoring interval on the performance of implementation staff

Assessment	Frequency	Percentage (%)
Weekly	9	17
Monthly	15	34
Quarterly	11	23
Annually	9	17
Never	6	9

Source: Case study data

Table 9 of the case study result shows the majority respondents (34%) indicated that nongovernmental organizations used monitoring to assess the performance of their implementation staff members on monthly basis and whereas (23%) of the respondents reported that NGOs were carrying out monitoring activities quarterly. The finding also indicated that (17%) of the respondents conducted the monitoring activities were done on weekly and annual basis. Only (9%) of the respondents responded that NGOs had never carried out monitoring, on the performance of the implementation staff at all. Failure to carry out continuous and proper staff performance means that nongovernmental organizations are unable to identify training and development needs of their staff. Eventually poor monitoring of the implementation staff performance could lead to failure of the overall development objective of the NGOs (UNDP, 2011).

In line with this, CHASA (2014) stated that, as there are many kinds of methods in monitoring the implementation data, NGOs are expected to adopt some of this methods depending on contexts. With respect to implementation frequency of reviewing work progress of projects and departments, NGO boards need to meet at least on quarterly basis and the management is expected to meet every month for team inspection of ongoing projects which helps to take timely corrective action when the need arises and to ensure the effectiveness of implementation.

4.3.2.4. Evaluations types employed by NGOs in their educational projects

In the closed ended question 6 (see Appendix A) respondents were asked for the type of evaluation NGOs used in the projects they executed. Table 10 below shows the findings.

Table 10 Respondents view on the type of evaluation employed by NGOs

Evaluation type	NGOs employ the evaluation type for							
	All projects		Some projects		Never used		Total	
	f	(%)	f	(%)	f	(%)	f	(%)
Ex-ante evaluation	7	16.7	9	22.2	25	61.1	41	100
Ongoing/ Mid-term evaluation	20	50	16	39	5	11	41	100
Terminal/End of project evaluation	27	66.7	5	11.1	9	22.2	41	100
Ex-post Evaluation	9	22.2	5	11.1	27	66.7	41	100

Source: Case study

Key: f – Frequency % - Percentage

Table 10 shows that 61% of the respondents had of a view that nongovernmental organizations did not carry out ex-ante evaluation of the projects they execute. 22.2% of respondents reported NGOs that they were conducting ex-ante evaluation for part of their projects and only 16.7% of the respondents responded that NGOs were carrying out ex-ante evaluation for all projects. It contradicts with the assertion that project documents at this stage could be used to compare the effects and impacts of the implemented project at latter stage. This means that the NGOs fail to benefit from this type of evaluation (CCRDA, 2009).

Respondents were also asked to explain how often they carry out ongoing/mid-term evaluation on the projects NGOs implemented. About half of the respondents (50%) responded that NGOs were conducting midterm evaluation for all their projects. Donors such as UNDP (2009) argued that midterm evaluation enables project managers to assess the performance of the project status before its completion, but this research found that 50 % of the respondent indicated that NGOs did not carry out midterm evaluations for all of their projects meaning projects managers could continue with deficiencies that the project could

avoid if midterm evaluations carried on. The table also illustrates that while 39% of the respondents agreed that NGOs were carrying out midterm evaluation for some of their projects, the remaining 11% of the respondent showed that NGOs were never carried out such evaluation.

Respondents were further asked how often NGOs carried out terminal/end of project evaluation. The findings as depicted on table 10, above indicate that 66.7% of the respondents indicated that the NGOs employed terminal evaluations. In addition 11% of respondents reported that NGOs were carrying out it only on some of their projects. A significant percent (22.2%) of respondents found that NGOs have never conducted terminal evaluations on their projects which implies that managers of these nongovernmental organizations miss the benefit of incorporating lessons learnt from previous projects to future projects (USAID, 2012).

Table 10 further shows that 66.7% of the respondents agreed that NGOs were never conducting ex-post evaluations on all of their projects. While 22.2% of respondents found that NGOs conducted ex-post evaluation on all their executed projects the remaining 11% of respondents showed that NGOs carry out the ex-post evaluations on some of their projects. Failure to carryout terminal evaluation means primarily planners and decision makers miss recommendations that could improve the planning of future projects (ESAP, 2013).

4.3.2.5. Data acquisition methods

The respondents view about the NGOs data acquisition methods on the closed ended question 7 (see Appendix A) was presented as shown in table 11 below.

Table 11: Respondents view on the NGOs data acquisition methods

Data acquisition Methods	Frequency	Percentage (%)
Attendance Forms	23	35
Questionnaire	14	21
Participant observations	14	21
In-depth Interviews	6	9
Focus Group Discussions	9	14

Source: Case study data

The case study result on Table 11, above shows that the majority (35%) of the respondents agreed that nongovernmental organizations used attendance forms to collect the implementation data of their projects implemented. Consistent use of attendance form enables the project manager and other decision makers to the reach of the project activities in terms of the number of peoples accessing the project services (UNDAF, 2011). The table further shows that (21%) of the respondents showed that, NGOs in collecting their executed projects implementation data employed questionnaire and participant observations.

Though questionnaire method is very handy in assessing and determining the views, perceptions and knowledge of stakeholders about the project, this study found that 79 % of the respondents confirmed that NGO did not use questionnaire and participant observation method. Hence project managers could not able to made appropriate decisions. Likewise, participant observation methods help in capturing lively and full picture of the project activities not employed by majority of the NGOs. Focus group discussion method is a qualitative data collecting method that enables the project managers to have an in-depth understanding of the issues pertaining to the implementation of their projects. In relation to this, the study found that only (14%) of the respondents agreed that NGOs employed focus group discussion as implementation data collecting method for their projects executed. The remaining 86% did not employ focus group discussion. The result of this case study contradicts the fact that project managers should get the full picture of the implementation status of their projects from the perspectives of different stakeholders including representatives of the wider community to make informed decisions (EMI, 2014).

Table 11, also shows that only (9%) of the respondent replied that NGOs used in depth interviews as implementation data collection method for the projects executed. Although, this method could have given the project managers an in-depth understanding of project implementation, on the other hands the study found that, about (91%) of the respondents agreed that the NGOs fail to employ an in depth interview for their data collection method.

4.3.2.6. Experts evaluating NGOs projects

The closed ended question 8 (see Appendix A) was about the persons involved in evaluating the NGO projects implemented. The views of the respondents were presented in the following table.

Table 12: Respondents view on the experts evaluating NGOs projects

Person	Frequency	Percentage (%)
Own force	14	33.3
External Consultants	5	11.1
Both	22	55.6
Total	41	100

Source: Case study data

The information obtained from the respondents on Table 12, above shows that about one third (33%) of the respondents viewed that nongovernmental organization carried out evaluation of their projects executed by own force, while only (11%) of the respondents confirmed that NGOs were commissioned the services to consultants external to the project. The majority (56%) of respondents said that NGOs had employed a mix-the two methods (own force and external facilitators) in evaluating their projects executed. From the interview conducted with the NGOs employee for the reason why NGOs involve external parties or did the evaluation by own force. The respondents view on the major reasons behind conducting the evaluation by own force was lack of finance to recruit a capable external consultant and the reason of commissioning the service to external consultant was donor's requirement.

4.3.3. Personnel qualification to appraise the NGOs project

Table 13: Level of qualification of educational bureau personnel

Item	N	Mean	SD	f	%
1. There is a system that assists staff in capturing, managing and analyzing program data	41	1.73	.742	31	75.6
2. Information about Implementation is provided to project experts to assist in decision-making and planning.	41	1.71	.814	34	83
3 NGO regularly analyze reports in order to assess achievements and challenges	41	4.12	.900	31	90.2
4 The appraisal criteria used by the WHZEB were adequate to appropriate the project	41	1.93	.985	32	78.

Source: Case study data

Key: N – Number of respondents SD – Standard Deviation f- frequency %-percentage

Scales: 1-1.49 were strongly disagree; 1.5 - 2.49 were disagree; 2.5 - 3.49 were in the level of undecided; 3.50 - 4.49 agree, and 4.50 – 5.0 were strongly agree for the respondents mean value

As shown on the above table 13, item 1 when respondents were asked with regard to the availability of implementation system that assist staff in capturing, managing and analyzing data the respondents mean score was 1.73 which indicates that the respondents were in the level of disagreement about the availability of implementation system that assist staff in capturing, managing and analyzing data. In other words, 31(75.6%) of the respondents reported that NGOs did not have such a system. From this one can conclude that the West Hararge Zone educational bureau personnel were not qualified to appraise the educational project submitted by the NGOs.

As indicated in table 13, item 2, respondents were further requested to rate the information about implementation was provided to project expert to assist in decision-making and planning, and the mean score of the respondents were 1.71 This mean score shows that the

respondents were in the level of disagreement, that is, 34 (83 %) of the respondents confirmed that the information about implementation was not provided to project expert to assist in decision-making and planning. From this it can be said that the project expert of the WHZ education office were in adequate to appraise the projects implemented by the NGOs in the study area.

Respondents were further requested if NGOs regularly analyze reports in order to assess achievements and challenges. Based on this Table 13, item 3 shows that, the mean score of the respondents were 13 which were in the level of agreement. In addition 37 (90.2%) of the respondents were agreed on the NGOs regular analysis of reports in order to assess achievements and challenges.

With regard to item 4 in the same Table 13, respondents mean score on the appraisal criteria used by the education Office of WHZ were adequate to appraise the project were 1.93. This shows that 32 (78.1 %) of the respondents were disagree that the appraisal criteria used by the education Office of WHZ were adequate to appraise the project implemented in secondary schools of WHZ. Supporting this the interview conducted with PTA members and community representatives stated that; *"the appraisal criteria used by the WHZEB were in- adequate to appraise the project."*

4.3.4. Challenges NGOs faced in implementation.

4.3.4.1. NGOs implementation barriers

The respondents were probed for the challenges NGOs encounter while implementing their educational projects in the secondary schools of WHZ. The case study result was as shown on table 14 below

Table 14: NGOs implementation barriers

No	Item	N	Mean	SD	%	f
1.	Ambitious Expectations is a problem of NGOs	41	1.83	.834	34	82.9
2.	Absence of base line data is a problem of NGOs	41	1.73	.867	37	90.2
3.	Diversity of Activities is a problem of NGOs	41	2.17	1.183	30	73.2
4.	Lack of expertise is a major problem of NGOs	41	1.83	.892	35	85.3
5.	The organization has a shortage of fund needed for implementation activities	41	1.71	.901	36	87.8
6.	Policy issues are challenges for NGOs	41	2.00	1.00	32	78.7
7.	Different funders/Donors need different implementation reporting formats	41	4.22	.909	35	85.4
8.	Donor's change their reporting formats frequently	41	4.02	.872	36	87.8
9.	NGOs allocate budget specifically for implementation of their projects	41	1.80	.749	35	85.4

Source: Case study data

Key: N – Number of respondents SD – Standard Deviation f-frequency % - Percentage

Scales: 1-1.49 were strongly disagree; 1.5 - 2.49 were disagree; 2.5 - 3.49 were in the level of undecided; 3.50 - 4.49 agree, and 4.5 – 5.0 were strongly agree for the respondents mean value

As shown on table 14 item 1, the respondents were asked whether the ambitious expectations was the major barriers of NGOs educational projects implemented. The mean score of the respondents were 1.83 which is in the level of disagree. In addition, 34 (82.9%) the majority of the respondents were disagreed that ambitious expectations were a major problem of NGOs project implemented.

Respondents were further asked, as shown in item 2 of the same table, if absence of base line data is a problem of NGOs in implementing their educational projects. As a result of this the

mean score of respondents 1.73 showed that nongovernmental organizations lack baseline data which had effect on their implementation efforts and 37 (90.2%) were disagreed on the same item.

In addition, Table 14, of item 3 and item 4 case study result showed that the mean score of respondent is 2.17 and 30 (73.2%) of the respondents were disagreed that, NGOs were challenged by diversity of their activities and lack of expertise respectively while implementing their projects.

Table 14, item 5, the respondents were asked about the financial resource to effectively carry out implementation activities on the projects they implemented. Regarding financial resources for implementation activities 36(87.8%) of the respondents' were disagreed that NGOs had a shortage of fund needed for implementation activities and the mean score of the respondents was 1.71 which also shows disagree on the same item. Response for item 6 on the same table the other barriers that hinder their implementation practice were reasons related with policy issue, 32 (78%) of the respondents confirmed that policy issues are not challenges for NGOs and the mean score of the respondent was 2.00 which also shows disagree on the same item.

In the above Table 14, item 7 respondents were also asked their opinion concerning the implementation reporting requirements of different donors.

The mean score of the respondents was (4.22) which show that the majority 35 (85.4%) of the respondent were agreed or strongly agreed with the argument that different donors required different reports. This high tendency of requiring different reports for the same work by different donors could create excessive burden on nongovernmental organizations to conform to these different requirements (MA, 2013).

Table 14, item 8 sought to determine opinion of respondents on frequency of change in donor's reporting formats used by NGOs in preparing implementation reports of their projects executed. Regarding to this, 35 (87.8%) of the respondents agreed with the theme that donors frequently had changed their implementation formats and the mean score of the respondent was 4.02 which shows also agree on the item. Frequent change of reporting format could lead to tedious of implementation activity (MA, 2013).

Supporting the above view, EMI (2014) stated that, implementation reports are tools through which we know what happened or what we got from project/program activities. While implementation mainly focuses on what goes in to a project, evaluation report deals with what we got out from the interventions. Though it is apparent that good implementation reports need to be well planned, systematic and should be presented in simple, clear and logical manner, local NGOs usually struggle to adopt reporting formats to their context. What mostly challenge local nongovernmental organizations especially small NGOs is the fact that donors and the government frequently change implementation reporting (WB, 2004).

Item 9 on the same table also shows that the majority 35 (85.4%) of respondent were disagreed that NGOs allocate budget specifically for implementation of their projects. In addition the mean score of the respondent was 1.80 which also shows disagree on the same item.

So as to achieve their intended objective nongovernmental organizations need to allocate adequate budget for implementation but donors contrary to this while appraising and approving nongovernmental budgets cut out the implementation component of the budget so as to attain the 70/30 threshold of proclamation 621/2009 (TECS, 2013). Therefore nongovernmental organizations forced either to quit their services or produce fake implementation reports.

4.3.4.2. NGOs Source of Fund

The respondents view about the NGOs funding Sources on the closed ended question 9 (see Appendix A) was presented as shown in table 4.14 below.

Table 15: Respondents view on the NGOs source of fund

Sources of Fund	Frequency (f)	Percentage (%)
International Donor	28	45
Bi-lateral Organizations	13	20
Faith Based	9	15
Income Generating	2	2.5
Membership	5	7.5
Individual donations	6	10

Source: Case study data

The majority of NGOs in the study were dependent upon funding from international donor agencies and bilateral organizations. Table 15, illustrates that, about 45% of the respondents showed that NGOs were received their funds from international donor agencies; this was the most frequent sources of funds. Around 20 % of the sampled agreed that NGOs received funding from bilateral organizations. Only 7.5% of the respondents reported that they were receiving funding from Membership contribution. As 15% of respondents view NGOs were received funding from faith based organizations. A few percentage of respondent (2.5%) were reported that NGOs were received funding from IGA. And 10% of respondents indicated that NGOs were received funding from, individual donations as well.

NGO programs have been shaped by the type of funding mechanisms set by donors. NGOs are funded through three main mechanisms: (1) a donor issues a Request for Proposals in which NGOs compete to implement the donor-specified project; (2) a donor and NGO negotiate a one-on-one contract or agreement because of the NGO's particular expertise; or (3) a donor finances local NGOs via contracts with international or well-established national NGOs. Because NGOs are more often used by donors as contractors, most government and other stakeholders are suspicious of NGO motivations: they may be seen to carry out donor agendas that may not be in line with the government agenda (USAID, 2012).

4.3.4.3. NGOs coping mechanisms adopted to overcome the challenges

Open ended Question 10 was about the opinion of respondents on coping mechanisms NGOs employed for the challenges endured on their projects implementation practices due to proclamation. Table 16 below illustrates the findings.

Table 16: Respondents view on the NGOs coping mechanisms for the challenges on implementation

Coping mechanism	f	%
Stop undertaking implementation	2	5.6
Adopt Participatory Approach	18	44.4
Cut project budget and allot for implementation	16	38.9
Others	5	11.1
Total	41	100

Source: Case study data

Key: f – Frequency % - Percentage

Table 16 above shows that while 44.4% of the respondents showed that NGOs had adopted participatory implementation approaches in implementing their executed project, a significant percent (38.9%) of respondent indicated, nongovernmental organizations were cut part of the finance that assigned for project implementation and allot it for implementation activities they were carried out in their executed projects.

Table 16 further shows that only 5.6% of the respondents reported that NGOs quit carrying out implementation activities to keep the 70/30 threshold safe. But failure to carryout implementation means both the implementers' and stakeholders did not know the statuesque of the project. The remaining 11.1% of the respondent showed that nongovernmental organizations employed coping mechanisms including abstain from working in areas located far away from their headquarters, Burden staff with implementation tasks in addition to their regular work without payment to compensate the load, reduce frequency of implementation, reduce participants in the project's implementation exercise and select an external designer who has proposed low payment in the bidding process (TECS, 2013).

4.3.4.4. Benefits vs. challenges of the NGOs implementation

Open ended Question 11 was about opinion of respondents on comparing challenges Vs benefits of implementation to NGOs projects executed. Table 17, below illustrates the findings.

Table 17: Respondents view on the NGOs implementation benefits vs. challenges

Challenges Benefits	Frequency (f)	Percentage (%)
More Benefit to Challenges	28	67.8
About the same amount of Benefit & Challenge	5	11
More Challenges to Benefit	2	5.6
Do not know	6	15.6
Total	41	100

Source: Case study data

Table 17, shows 67.8% of the respondents were replied that NGOs had benefited more by carried out implementation activities on their development interventions executed. This was in agreement with the requirements of both donors and the government for objective implementation report from respondents. In addition 11% of respondents stated that NGOs were carried out implementation in their projects executed had cost them as equal benefit with the challenge. Table 17, further shows that negligible number of respondents (5.6%) had seen NGOs carried out implementation rather challenges them to benefit. 5.6% of the respondent reported they do not know whether benefit of conducting implementation was less or more of its challenge.

4.3.5 The involvement of local communities in the NGOs projects cycle

In this part, major aspects illustrating how the involvement of local communities in all stage of the projects cycle in implementation of NGOs projects executed were presented. The following table 18 illustrates the findings.

Table 18: The level of involvement of local communities in NGOs project cycle

No	Item	N	Mean	SD	f	%
1.	NGOs employ implementation scheduling in line with their project executions	41	1.22	1.235	29	70.7
2.	NGOs involve stakeholders in the implementation practices of their executed projects	41	1.68	1.00	37	90.3
3.	Donors appreciate and support straight forward reports even if the projects fail to meet its intended objectives	41	1.829	.8917	34	83
4.	The organization generally manages the projects according to the agreement with the government	41	4.00	1.00	32	78
5.	There is lack of participatory implementation practice in NGOs	41	2.05	.907	33	81.4

Source: Case study data

Key: N – Number of respondents SD – Standard Deviation % - Percentage

Scales: 1-1.49 were strongly disagree; 1.5 - 2.49 were disagree; 2.5 - 3.49 were in the level of undecided; 3.50 - 4.49 agree, and 4.5 – 5.0 were strongly agree for the respondents mean value

On the same Table 18 item 1 respondents were asked whether nongovernmental organizations treat implementation activities as part of their project execution schedules.

The mean score of the respondents was 1.22 which is in the level of strongly disagree. This shows that 29 (70.7%) of the respondent disagree that NGOs had plan for implementation activities together with their project execution schedule. It means that this practice was either not used or conditionally used by to have implementation schedule implies though there were implementation plan decision for its execution merely is at the hand of program managers hence could generate irrelevant data or not help for informed decision making (MA, 2014).

Nongovernmental organizations often cut out implementation during the planning process because donors less likely take an interest in and commit to implementation activities

(MLYAM, 2011). Failure to plan implementation activities at the beginning of a project may result in loss of data that staff cannot make up at a later stage.

On Table 18 item 2 respondents were also asked to determine whether pertinent stakeholders actively take part in implementation of the projects executed by NGOs. As a result of respondents agreed that NGOs were not actively involving stakeholders in implementation of their executed projects. The item further shows 37 (90.3%) of respondents were reported that they were disagreed with this item and the mean score of the respondents was 1.68 which also shows disagree on the same item. Meaning stakeholders were not actively involved on the projects executed in the secondary schools of WHZ.

In line with this, Jerry and Anne (2008) define participatory implementation 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. In this approach, ideally all the stakeholders are involved in identifying the project, setting objectives, and identification of indicators that will be used in implementation. Participation could be enhanced if implementation systems are simple and easy for application by the stakeholders. Thus, during project formulation stage organizations need to give adequate attention to implementation simple and locally applied systems and tools.

Table 18, item 3 also tried to investigate the opinion of respondent regarding donor sentiment to straight forward implementation finding reports. This question was posed by the intention that NGOs even if their executed projects fail to meet intended objectives could feel free to forward reality to projects funders or not. For this item the majority 34 (83%) of the respondent was strongly disagrees and/or disagree that donors support strait forward reports that convey reality. This means donors in addition to their non-relaxed strict, time consuming and laborious reporting requirements, were never appreciate reports conveying project realities to stakeholders, donors and the community.

As shown on the above Table 18 item 4 the respondents were asked whether the NGOs manage the projects according to the agreement with the government. The mean score of the respondents were 4.00, this shows that the respondents were in the level of agreement. In

addition , 32 (78%) of the respondents were agreed that the NGOs manage the projects according to the agreement with the government.

The respondents were also asked who the salient are stakeholders involved in the NGOs implementation plan that guide project execution on the closed ended question 12 (see Appendix A). Table 19 shows the findings.

Table 19: The involvement of stakeholders in the NGOs project implementation

Involvement aspect	Frequency (f)	Percentage (%)
All project Staff	9	17.9
Implementation staff only	5	10.7
Donors	15	28.6
Beneficiaries	7	14.3
Community	4	7.1
Government	11	21.4

Case study data

As shown on Table 19, above, about 28.6% of the respondents opinion showed that implementation practices carried on projects were executed by donors, followed by the government (21.4%). Donors involved in such a large degree because they were the one who finance projects of these NGOs, they were there to track use of their resources. Table 19 also showed that 17.9 % of respondents reported all project staffs involvement in implementation of projects implemented by nongovernmental organization. Only 14.3% of respondents reported beneficiaries' involvement in implementation. This shows that projects executed by NGOs did not fully demonstrate downward accountability to the beneficiaries.

The table further illustrates that a significant number of respondents (10.7%) agreed that, projects executed by NGOs were implemented by respective implementation staff members, whereas, only 7.1% of respondents confirmed that NGOs project were implemented with the involvement of community. This implies that majority of the implementation practices on projects executed by nongovernmental organizations did not involve the community that could deter sustainability of project results.

Neglecting pertinent stakeholders in implementation could lead to a low degree of ownership of findings and reduces the likelihood that project implementers will incorporate findings in decision-making processes. It also can lead to lack of collaboration, or even the development of an adversarial relationship, among beneficiaries, implementation experts, the government, donors, stakeholders and implementers (EMI, 2014).

Participatory approach to implementation is viewed as an empowerment tool particularly for the beneficiaries. It gives them a sense of ownership and contributes to sustainability (MA, 2014). NGOs expected by the city government to actively involve all stakeholders including beneficiary representatives, Because of their direct participation in the affairs of the projects destined to meet their needs, the beneficiaries have the opportunity to contribute to the success and sustainability of the projects

NGOs reported had written implemented plan were questioned on the closed ended question 13 whether they incorporated the following major aspects of implementation in their plan or not. The following 20 illustrates the findings.

Table 20: The aspects of NGOs implementation plan

Implementation aspects	Frequency (f)	Percentage (%)
Data to be collected	21	37.5
Frequency of data collection	5	9.4
Individuals in charge of implementation	7	12.5
Implementation schedule	9	15.6
Plan for dissemination of findings	3	6.2
Budget and logistics	10	18.8

Case study data

Table 20 shows that specification of the type of data to be collected was the most frequent aspect of implementation planning NGOs used 37.5% of respondents reported that NGOs were consistently specified data to be collected in implementation plans of their executed projects. The table further show that 19% of respondents stated that budget and logistics allocation were the second frequently aspect NGOs practice in the implementation plan. This

aspect of implementation plan of the projects executed by the respondents was consistently specified. However NGOs had budgeted and logistics specification they did not allocate budget and logistics resource, hence implementation practices were not done effectively by the NGOs.

Respondents were also requested that whether NGOs incorporate individuals in charge of implementation in their implementation plan specification. Accordingly, only 12.5% of respondents were replied that NGOs were incorporated individuals in charge of implementation. Though NGOs had implemented plan specification they did not identified an individual in charge of implementation.

With regard to incorporation of scheduling in implementation plan, as shown on table 4.19 above, more than 84% of respondents did not consider it. Failure to schedule implementation could have a couple of deficiencies on projects implemented by NGOs, first it gives upper hand for project managers/coordinators by that implementation activities could be done at the impulse of them, and implementation would be done by chance or if NGOs get some leftover budgets in tightened timeframes with less attention for data quality some important information could be missed (CCRDA, 2011).

In relation to the item how often NGOs undertake data collection, the table further states that only 9.4 % respondents showed that NGOs specified this aspect and incorporated in the NGOs implementation plan. Failure to specification of the frequency of data collection implies that the collection of implementation data was not consistently done. Hence project managers, funders, the government and other stakeholders may fail to take corrective measures on time or may made wrong decisions due to lack of timely data (USAID, 2012).

The study further found that only 6.2% of respondents were reported that NGOs had plan for dissemination of findings to stakeholders. Inconsistency in this practice had the implication that though implementation data collected on time there results may not have been communicated to the wider world.

The closed ended question 14 (see Appendix A) asked to investigate the type of resource assigned resources for implementation so that one can assume implementation activities with no deficiencies of resources. Table 21 shows the findings to the question.

Table 21: Kind of resource assigned for implementation

Kind of resources	Frequency (f)	Percentage (%)
Skilled staff	14	33.3%
Financial resources	18	44.4%
Software's	2	5.6%
Equipment's	7	16.7%
Total	41	100%

Source: Case study data

As shown in table 21, among the type of resources assigned for implementation financial resource is the most frequent resource assigned by NGOs as responded by (44.4%) respondents. On the other hand (5.6%) of respondents showed that software accounts were the least frequent resource NGOs assigned for implementation.

The table further indicates that skilled staff deployment was the second most frequent resource assigned for implementation by subject NGOs. Only 16.7% of the respondents found NGOs assigned necessary equipment for implementation. From the study one can conclude that though nongovernmental organizations had implementation plan, majority (66.7%) were not assigned skilled implementation staff appropriately. Meaning they did not carry out implementation as required.

Providing sufficient time and resources for the implementation activities can make implementation more effective, more efficient, and more useful. Among the key components of resources need allotted implementations financial resource. Some organizations such as Family Health International (2007), recommend for implementation budget to be about 5% to 10% of the total budget. Charities and society's agency and donors expected that NGOs in all their projects allot sufficient resource including budget, logistics, time, personnel's early in project planning (CHASA 2012).

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part consists of the summary of the finding of the study , conclusions and recommendations. As outlined in the previous part, the primary aim of this study was to examine the implementation and challenges of nongovernmental organizations in implementing their educational projects in secondary schools of WHZ, Oromia Regional State. Using available sampling method, 3 secondary schools were selected for the study. In these selected schools, 9 NGO employees, 3 principals, 3 education office heads and 3 education office project focal persons with available sampling method and 18 Teachers, 9 PTA members 3 community representative by using purposive sampling method, were participated in the study.

5.1. Summary

The following were the major research findings.

Generally, most NGOs did not have adequately implemented plans; neither have they allocated sufficient resource for its implementation nor sufficiently conduct need assessments prior to project implementations. Most of the aspects necessary for implementation not incorporated in the plans as well. It could be concluded from the finding that the projects executed by NGOs were not adequately implemented due to low quality implementation plans.

Though available literatures reveal that NGOs face a number of challenges while carrying out implementation, there is a distinct lack of literature which specifically examines the role of NGO executed projects implementation in the zone. The findings present the main challenges in chapter four as follows: lack of sufficient funding, lack of expertise, absence of plan for dissemination of implementation findings, and NGOs fail of assigning necessary equipment for implementation. It was clear that each of these challenges were affected implementation practices of all the NGOs that participated in the study.

The research question further helped to identify challenges that NGOs were faced while implementation their executed projects in the past five years. It is evident that given the

intensity of the challenges, mitigating the challenges is something that NGOs alone cannot overcome.

The government of Ethiopia has outwardly expressed its priority through the introduction of new policies such as charities and societies guideline that direct the work of all nongovernmental organizations including locals in ORS and the country at large, but findings of this research shows 83% of the respondents found not knowledgeable on proclamation 621/2009, the key document on NGOs formation and management.

The findings of this study support the development idea that NGOs can create development solutions from the ground up, since they often have better access to communities and they are able to be fluid, flexible and adopt quickly to change.

Beneficiaries' involvement in implementation practices of projects executed by NGOs in the past five years was 90.3% of the respondents were reported that they were disagreed. It contradicts with the assertion that projects belongs to beneficiaries.

Majority of NGOs (65%) depend on international donors and bi-lateral organizations in terms of financing the projects they implemented. This heavily reliance on external sources could affect sustainability if donor organizations cut their funding.

The implementation practices of the NGOs were found inadequate in comparison with the expected standards of excellence in implementation by NGOs discussed under chapter four. Most of the expected standards of excellences were not applied on projects executed by respondents in past five years. Without full understanding of NGOs implementation practices, how effective they were in employing implementation and the related challenges they faced, it is difficult to conclude about the level of impact their projects brought in WHZ secondary schools.

Projects implemented by nongovernmental organizations in WHZ were influenced by different variables such as poor knowledge or understanding of effective implementation expertise; especially inability to involve stakeholders, minimal budget allocation for implementation.

It was also indicated by the findings that nongovernmental organizations had not written plan guided identification of the educational projects. This was caused by different variables, such as lack of expertise help in implementation plan.

The result of the study revealed the nongovernmental organizations did not document lessons learnt from their projects implemented in the zone. This thesis has been inspired by the conviction that the overall policy framework, in which nongovernmental organizations are operating in, should be clear and flexible enough.

Though the government of Ethiopia through Federal charities and societies agency has passed proclamation 621/2009, and its associated guidelines that fix the 70/30 threshold of NGOs operational and administrative cost, for the benefit of the sector, However, the result of this study shows that, NGOs were not able to enjoy it, mainly due to lack of clarity among government officials and experts and novice NGO officers' on defining administrative components of the project.

Lack of Funds: NGOs are expressing difficulty in finding sufficient, appropriate and continuous funding for their work. They find accessing donors as challenging as dealing with their funding conditions. They perceive there to be certain cartels of individuals and NGOs that control access to donor funds. They have limited resource mobilization skills and are often not looking for funds that are available locally, preferring to wait for international donors to approach them. There is a high dependency of donors and a tendency to shift interventions to match donor priorities. There is a lack of financial, project and organizational sustainability.

Absence of Strategic Planning: NGOs have strategic plans which would enable them to have ownership over their mission, values and activities. This leaves them vulnerable to the whims of donors and makes it difficult to measure their impact over time.

Limited Capacity: NGOs recognize that many of them have limited technical and organizational capacity. Few NGOs are able or willing to pay for such capacity building. Weak capacity was identified in fundraising, governance, technical areas of development, and

leadership and management. Some NGOs felt that the existence of quality standards would assist them to develop the required capacities.

The result of the study revealed since nongovernmental organizations did not use questionnaire and participant observation, project managers could not be able to make appropriate decisions. It was also indicated by the findings that the nongovernmental organizations did not have an implementation system that assists staff in capturing, managing and analyzing data.

The implementation requirements of different donors could create an excessive burden on nongovernmental organizations. Donors had frequently changed their implementation format, which could have brought about tedious implementation activities.

The nongovernmental organizations had no plan for implementation activities that enable the project to execute their goals successfully. The finding also showed that the nongovernmental organizations did not allow the involvement of stakeholders on the projects executed in West Hararghe Zone secondary schools.

5.2. Conclusion

The intention of this research was to examine implementation and the challenges in WHZ secondary schools based on nongovernmental organizations faced while implementing their executed projects. In order to address the primary aim of this research, conclusions can be discerned. As shown in the findings by the majority of respondents, the major activities of NGOs such as provision of adequate design and implementation awareness of the expertise, the status of providing the necessary funds and the practice of implementing educational projects based on the information obtained from the result of the findings was low.

The result of the study also shows that the involvement of stakeholders in the educational project implementation process was low and the provision of technical support by woreda education office and PTA members were not adequate to support the implementation of educational

projects. Therefore, we conclude that the contribution of stake holders for effective implementation of educational projects was not adequate.

The study indicated that there were various problems that hinder the educational project implemented by NGO's. Thus, from the finding I can conclude that regarding the challenges of implementing educational projects, the result indicates that the limited capacity, different donors create excessive burden on nongovernmental organizations, absence of strategic planning, lack of funds were the major challenges that hinder the implementation of educational projects in some selected secondary school of West Harerghe Zone.

5.3. Recommendations

In support of the highlighted conclusions, the researcher makes the following recommendations to address some of the key findings of the study. It is imperative that the NGOs start involving themselves more in income generating activities in order to reduce their over reliance on the donors for funding their activities as means of ensuring sustainability of their activities in event that the donors cease funding, but NGOs prior to engagement in IGA. The searcher are strongly recommend that consult charities and societies agency and its regional counterparts mandatory for NGOs to have separate license for their IGA activities.

The findings of the research also highlight the fact that there is not much involvement of beneficiaries in implementation activities of NGOs executed projects. As a means of fostering sustainability beneficiaries should be more involved in activities of the NGOs. The study result shows a critical lack of expertise in implementation of projects implemented by the NGOs. There is need for training in this aspect of implementation. Hence the researcher recommend that NGOs involve project beneficiaries in implementation activities of educational projects that could help in filling the gap.

From the finding of the study the donors have inflexible, time consuming and laborious reporting requirements. So the researcher recommend that donors identify simpler and friendly reporting formats for the recipients of their funds without compromising essential requirements.

The finding of the study showed that government's enactment of legislation to regulate NGO activities has enforced the regional government to recognize the necessity of service delivery by NGOs. However, the extent to which NGO functions such as implementation, grass-roots capacity-building, social mobilization and research are recognized by the government remains unclear. Hence the researcher advisable that concerned parties including secondary educational institutions propose project implementation, grass-roots capacity- building and social mobilization.

The findings of this study clearly indicate the importance of continued research on the implementation and challenges of educational projects implemented by nongovernmental organizations in the secondary schools of West Hararghe Zone. To the researcher's knowledge no research has been conducted in any secondary schools of WHZ using the same methodology. Therefore the researcher recommended that this study be repeated in other secondary schools of WHZ by different supervisors and principals

The finding of the study showed that views of NGO employees, principals; education office heads and education office project experts in WHZ regarding the implementation and challenges of educational projects implemented by nongovernmental organizations. The researcher recommend that future research should include the views and understanding of all stakeholders at the Woreda, Zone and Regional levels regarding the implementation of NGOs educational projects at the secondary schools. Due to the distinct lack of related researches about the implementation and challenges of educational projects WHZ education office based NGOs faced in implementing their projects, it seems premature at this stage to make any suggestion particularly on policy issues. So, the researcher recommend that, zone education office and woreda education office do with NGOs properly to make better suggestion on policy issues implementing educational projects on the zone and would be additional research on the subject area.

Finally to better address the problems, it can suggested that further studies need to be conducted in this area with regard to practices of NGOs in educational projects, design of educational projects in selected secondary schools of the zone more in depth analysis would be highly beneficial. It would be relevant to seek the experiences of more NGOs both local &

international, working in WHZ, since in this way increased accuracy regarding the sector could be gained. Further research would be required to determine empirically the actual impact of in appropriate implementation on the performance of NGO executed projects in the WHZ. Since implementation of educational projects as key management tools should be integrated with in project planning's. Further research could help in investigating the project implementation practices of the sector.

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APPENDICES

APPENDIX A

Haramaya University

Department Of Educational Planning And Management

INTRODUCTION

Questionnaire: For NGO employees, Education Office Project expert, Education Office Heads and Principals

The purpose of this questionnaire is to gather information on implementation and challenges of nongovernmental organizations implementation of educational projects in the secondary schools of West Hararge Zone. Hence, you are kindly requested to provide only thoughtful and honest responses that will give the most valuable information for the research. The data collected here will be combined to provide a picture of how NGOs look like in implementation perspectives. Finally, the researcher wants to assure you that this research is intended fully for academic purpose and all information's that you provide will be used only for research purpose and kept confidential.

There is no right or wrong answers to the questions. Try to answer all the questions carefully to the best of your knowledge. Follow the guide under each question for choices more than one.

Part-1 Background Information

A. The Respondents Back Ground

Please respond to the items in the questionnaire by placing a check mark(√) inside the box of your choice and write short and brief answers to open ended question items.

1. Sex: Female Male
2. Age: a. <25 years old b. 26 – 35years d c. 36 – 45 years old
d. >45 years old
3. Qualification: a. certificate b. diploma c. BA/ BSc/ BEd
d. MA/ MSc/ MEd e. Others, specify _____
4. Work experience in the area of educational project
 - a. Less than 5 year
 - b. 5-10years
 - c. 11-15years

d. more than 15 years

A. Back Ground Of The NGO

1 What is/are the major areas of your intervention? (You can circle more than one)

1. Education only 2. Health 3. Capacity Building & empowerment

4. Urban Agriculture 5. Environment 6. Access roads 7. Others

5. In which weredas do your organization operate?

PART-II: Closed ended questions.

Please rate to the items by placing check mark(✓) inside the box of your choice.

The rating scales are:1= strongly disagree; 2= disagree; 3= undecided 4= agree; 5= strongly agree.

No	Items	SA	A	N	D	SD
1	The NGO conduct a needs assessment/Baseline survey before implementation of their project					
2	The views and needs of relevant beneficiaries and vulnerable groups incorporated into this assessment					
3	The NGO has a written identification plan that guide project implementation					
4	NGOs provide identification training for implementation staff					
5	The information is recorded at spot when and where an activity is implemented					
6	Data age- and gender is disaggregated					
7	There is a properly documented data					
8	NGOs document lessons learnt from their projects implemented in the wereda					
9	The organization have a system to ensure that lessons learned applied to future programs					
10	NGOs employ implementation report analysis and sharing with the education bureau according to the agreements.					

11	Have awareness about the law called Charity and society's proclamation 621/2009					
12	The roles and responsibilities of NGO in design and implementation is clearly defined and documented					
13	NGOs have a good design and implementation practice					
14	The NGOs agreement with government implementation reporting expectations is very strict.					
15	The objectives of the project carried out by the NGO is formulated to be closely in line with the current education policy of the country.					
16	There is a system that assists staff in capturing, managing and analyzing data					
17	Information about Implementation is provided to program managers/officers to assist in decision-making and planning.					
18	Does your organization regularly analyze reports in order to assess implementation and challenges?					
19	The appraisal criteria used by the education Office of West Hararghe Zone were adequate to appraise the project					
20	The education office has adequate and qualified personnel who appraise education projects properly.					
21	The education office gives feedback regularly to your organization based on the organization's report.					
22	Ambitious Expectations is a major problem of NGOs					
23	Absence of base line data is a problem of NGOs					
24	Diversity of Activities is a problem of NGOs					
25	Lack of Expertise is a major problem of NGOs					
26	The organization has a shortage of fund needed for implementation activities					
27	Policy issues are challenges for NGOs					
28	Different funders/Donors need different implementation reporting formats					
29	Donors reporting requirements and formats change frequently					

Bi-annually

Never

5. How often do NGOs monitor the activities of implementation staffs executing projects (You can circle more than one)?

A. Weekly

B. Monthly

C. Quarterly

D. Annually

E. Never

6. Which type of Evaluation do NGOs carry out on projects executed by your organization?

Type of Evaluation

For all Projects

for Some projects

Never

A. Ex-ante Evaluation

B. Ongoing/Midterm

C. Terminal/End of project

D. Ex-post

7. Of the following methods, which are the major ones NGOs employ in collecting implementation data? (You can circle more than one)

A. Attendance forms

B. Questioners

C. Participant Observation

D. In-depth interviews

E. Focus group discussions

8. Do NGOs carry out evaluation of your projects by own force or commission for external consult/facilitators?

A. Own force

B. External Consultants

C. Mix `of 1 and 2

9. Which of the following are the source of fund for NGOs? (You can circle more than one)

A. International donor agencies

B. Bi-lateral Organizations

C. Faith based Organizations

D. Income Generating Activities'

E. Members Contribution

F. Individual donations

G. Other (Specify) _____

10. If affected by the law, What coping mechanisms does NGO adopt for implementation? (You can circle more than one)

A. Stop undertaking implementation

B. Adopt participatory approaches for implementation

C. Cut project execution budget and allot for implementation

D. Other _____

11. Overall, how would you compare the benefit with the challenges of conducting implementation? *(Please circle one only)*

A. More benefits than challenges B. About the same amount of benefits and challenge

C. More challenges than benefits D. Do not know

12. Who the salient are stakeholders involved in the NGOs implementation plan that guide project execution?(You can circle more than one)

A. All Project Staff B. Implementation staff only C. Donors
D. Beneficiaries E. Community F. Government

G. Other -----

13. Is the NGO plan incorporating the following aspects that help in guiding implementation? (You can circle more than one)

A. Data to be collected B. Frequency of data Collection
C. Individuals in charge of implementation D. Schedule of implementation activities
E. Plan for dissemination of findings 6. Budget and logistics

14. Which resources are assigned for NGOs implementation activities (You can circle more than one) A. Skilled staff B. Financial resources C. Software's

D. Equipment's E. Others-----

APPENDIX: B**Haramaya University****College of education and behavioral studies****Department of Educational planning and Management****Educational leadership stream****Interview Guide Questions Presented to PTAs member and community representative.**

Date of Interview: _____

Interview with (Code): _____

Introduction: Good morning / afternoon

Purpose: This interview is being conducted as part of my research examining implementation and challenges of nongovernmental organizations executing education projects in WHZ. I am interested in your experience and perspectives.

1. What is the general understanding towards NGOs involvement in development activities of the West Hararge Zone?
2. Which approach (multi-sect oral or Specialist) NGOs prefer while executing projects in the West Hararge Zone? Why?
3. From your experience how do you rate the contribution of implementation to projects executed by NGO?
4. What are the main challenges/Barriers/ your NGO ever faced in relation to implementation?
5. Did NGO solicit sufficient budget for its executed projects? If yes how? If no Why?
6. How can implementation be improved in the future?
7. Any additional issue?

Thank You!