ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

CHALLENGES ASSOCIATED WITH THE ADMINISTRATION OF EDUCATIONAL PROGRAMS IMPLEMENTED BY SELECTEDNON-GOVERNMENTAL ORGANIZATIONS IN ADDIS ABABA

BY

ELSABET AYNALEM

MAY, 2022

ADDIS ABABA, ETHIOPIA

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ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a University advisor.

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Misganaw Solomon (PhD) Signature & Date

St. Mary's University, Addis Ababa, May2022

Declaration

I hereby declare that the study which is being presented in this thesis entitled "challenges associated with the administration of educational programs implemented by selected non-governmental organizations in Addis Ababa" is original work of my own. It had not been presented for a partial fulfillment for any educational qualification at this university or any other and in any projects by any means, and all the resources materials used for this thesis had been accordingly acknowledged.

_____ _____

Elsabet Aynalem Date& Signature

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Acronyms and Abbreviation

ADB:	African Development Bank
AIDS:	Acquired Immunodeficiency Syndrome
CRDA:	Christian Relief and Development Association
CSOs:	Civil Society Organizations
EMI:	Ethiopian Management Institute
HAPCO:	HIV / AIDS Prevention and Control Office
HIV:	Human Immunodeficiency Virus
HRD:	Human Resource Development
IIHP:	International Institute for Educational Planning
MOE:	Ministry of Education
M&E:	Monitoring and Evaluation
NGOs:	Non-Government Organizations
PM:	Project Management Manager
SMART:	Specific, Measurable, Achievable, Reliable and Time-bounded
UNESCO:	United Nations Education, Science and Culture Organization
UNICEF:	United Nations Children's Fund
UNIDO:	United Nations Industrial Development Organization
UK:	United Kingdom
USA:	United States of America
USAID:	United States Agency for International Development
WB:	World Bank
WBS:	Work Breakdown Structure

Abstract

This study aimed to identify the most significant challenges associated with the management of educational projects implemented by non-governmental organizations in Addis Ababa. Six school principals, and twenty-one teachers from the target schools, as well as twenty-seven project experts and officials from implementing NGOs were selected using random and purposive sampling techniques. For data collection, questionnaires and interviews were used, while percentages were used for data analysis. Similarly the qualitative data that was extracted through transcription methods and mainly relies on meanings and words. Technical issues, such as lack of project M & E experts, lack of training, and problems with motivation; lack of support; little or no attention to M & E were identified as the most challenging aspects of project management. As a result, it was determined that the issues could have a negative effect on the effectiveness and efficiency of the education projects' management, resulting in a diminished capacity to achieve the projects' goals. It was suggested that the NGOs running the projects should be as effective and efficient as possible by properly identifying and planning education projects, establishing good relationships with the education bureau and the donor agencies, and involving concerned community members and other stakeholders at all stages of the projects as well as staffing qualified monitoring and evaluation officers. The Department of Education, the donor organizations, and the umbrella organizations should provide supervision and assistance.

Key Words: Education project, Monitoring and Evaluation, NGOs

CHAPTER ONE

This chapter presents the background of the study; the statement of the problem; the research objectives (general and specific); the significance of the study; research questions; the delimitation of the study; limitations; and the definition of key terms.

1.1.Background of the study

It is widely accepted that education is essential to a country's economic and social advancement. There is a strong need to use focused and active action in order to improve and extend education in order to accelerate national development, according to (Agawam, 2016),(Baum and Tolbert,1985) argue that education is an essential human need, a means of satisfying other fundamental desires, and a means of promoting and accelerating economic growth. Because education enhances human resource development (HRD), which is a major development goal and method, people become more productive and able to contribute to the growth of local and national economies (Gould, 2014).

As a result, countries in both developed and developing regions make significant monetary, social, and political investments in education. Quality education, or the improvement of the educational process and its outcomes, is necessary to reap these benefits. To put it another way, as educational expectations rise at an ever-increasing rate, educational management is essential.
The current level of quality can be maintained only if adequate management performance is in place. Maintaining one's position requires twice as much effort and expertise as gaining it. There is still a problem with developing countries' management capacities in the education sector, which is an indicator of the larger problem of national administrative, managerial, and analytical ability (Baum and Tolbrt, 2011)
Recognizing that an appealing and workable educational strategy is not a goal in itself is critical, however. As a means to an end, the policy should be implemented in such a way that it achieves the desired outcomes. This is where management plays a critical role.
There may be a problem with traditional educational management, on the other hand. Since policymakers and administrators are now more focused on the programs and initiatives that result from policies, a less dogmatic and more pragmatic approach has emerged. One of the best

ways to gain control of it (education policies) is through projects because their objectives, budgets, and timelines for implementing them are well defined(Magnene,1999). As a result, education departments and outside aid organizations are turning to projects more frequently. Government and non-government organizations are working together to improve education in order to meet the needs of future generations.

Because of this, identifying the different managerial flaws that have a negative impact on educational program efficiency and effectiveness is critical in order to take appropriate steps and develop adequate managerial issues.

Since non-governmental organizations in the city of Addis Ababa are responsible for the design and implementation of educational projects, this study focuses on their management issues. Hence, the purpose of this study is to investigate challenges associated with the administration of educational programs implemented by selected non-governmental organizations in Addis Ababa

1.2.Statement of the Problem

In our country, there are many instances of the same problem. Many educational and other development programs are struggling to meet their goals and objectives because of management and other factors.

Aside from specific project management that necessitates certain professional concepts and methodologies, the general administration of education ministries in many developing countries is lacking because the vast majority of higher-level managers are ex-teachers who lack managerial experience (Baum and Tolbert, 1985).

The government, bilateral and multilateral organizations, and non-governmental organizations are all involved in educational projects in the Ethiopian capital, Addis Ababa at the moment Non Governmental Organizations.

According to the World Bank (1996) and Berhanu (2004), the majority of challenges in non-governmental organizations' educational projects are related to the general capacity of the implementing agency. The reason for this is that some non-profit organizations lack financial and management expertise, as well as the ability to function in an institutional setting.

The student researcher is interested in this city administration because, while the education bureau evaluates the projects, the majority of the implementing agencies are local non-governmental organizations that may lack the experience and/or capability necessary to run educational initiatives effectively and efficiently (Berhanu, 2004).As a result, the goal of this study is to examine the challenges that non-governmental organizations face in the city administration.

1.3.Research Objectives

1.3.1. General Objective

The general objective of this research is to identify major problems in managing educational projects implemented by various non-governmental organizations in Addis Ababa city government.

1.3.2. Specific Objectives

The following specific objectives will be addressed in this study:

- To examine how non-governmental organizations (NGOs) identify and plan education projects
- To find out if the project objectives (planned and implemented by NGOs) are clearly stated and consistent with the country's existing education policy
- To evaluate the staffing of monitoring and evaluation officers of non-governmental organizations
- To identify the challenges of managerial competences that non-governmental organizations face while implementing projects
- To assess the major managerial issues that arise during the monitoring and evaluation of projects

1.4. Research Questions

- What methods do non-governmental organizations (NGOs) use to identify and plan education projects?
- How well are the project's objectives stated and aligned with the country's current education policy?
- Is the education bureau in Addis Ababa adequately staffed to examine non-governmental educational programs?
- What managerial challenges do non-profits encounter while implementing projects?
- What are the major managerial issues that arise during the monitoring and evaluation of projects?

1.5. Significance of the Study

An education project's success is greatly influenced by the quality of its project management. While ineffective educational project management squanders valuable time, money, and materials, efforts to reduce management issues and/or improve educational project management can thus have a significant impact on how our educational system evolves as a whole. Therefore, the following significant contributions will be made by this study:

- It will aid in understanding the general current state of educational programs created and implemented by NGOs in Addis Ababa City Government.
- It will aid in identifying managerial issues with educational projects in order to take suitable measures and minimize/resolve existing bottlenecks.
- The findings of this study will provide some insights and feedback to the Education Bureau, implementing NGOs, and concerned donor agencies, allowing them to better manage existing and future educational projects.
- The outcomes of this analysis may potentially pique the curiosity of interested research institutes or other researchers who wish to perform a more in-depth study on this topic.

1.6.Delimitation of the Study

To accomplish this objective, this study will focus exclusively on educational projects planned and implemented by NGOs in Addis Ababa. Currently, educational projects are implemented by both local and international non-governmental organizations (NGOs). The READ II project, early grade education, school construction, and HIV/AIDS education are just a few of the numerous focal points of the project. The majority of NGOs are concentrated in the metropolis's sub-cities, Addis Ababa. To keep the scope manageable, the study includes three educational projects implemented by selected NGOs in sub-cities.

1.7.Limitation of the study

The study has some limitations including the following: first, since it is conducted in Addis, it is impossible to generalize the findings at national level. Secondly, although most of the respondents cooperated, some of them were not as such willing to answer the open-ended question items in the questionnaires. Furthermore, few of them took relatively long period of time to fill in the questionnaires. As a result, the data analysis was made in relatively short period of time. On the other hand the study was limited to NGOs those providing services in the areas of education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section of the thesis is devoted to a literature review that is directly related to the objective of the study and the research questions presented in the first chapter. This section discusses the concept of education project management, monitoring, and evaluation, the definition of a project, the distinction between a program and a project, project cycle management, the management approach to project cycle management, and the conceptual framework for project management.

2.1.The Concept of Development Project and its Management

A project approach, as many writers in the field agree, is relatively new, and its management also requires concepts that differ from the standard. (Baum and Tolbert ,1985) characterize the issue as follows: The idea that investment may and should be planned and carried out in the form of specific projects is a relatively modern one. Although the term "project" has been used in the general meaning of plan for doing something for several centuries, it was not until the postwar period (l950s) that development practitioners and scholars focused on projects as the unit into which investments could be packed.

To understand what distinguishes the project approach and how it is managed, it is necessary to first define what a project is and why it is required.

2.1.1. Definition of a project

Different authors have defined "project" in different ways because there is no widely accepted definition.(Baum and Tolbert,1985:33) defined a project as “a discrete package of investments, policies, institutional, and other actions designed to achieve a given development target (or group of objectives) within a specified time frame.” According to (Magnen,1991:4) a project is "a collection of investments and other planned actions aimed at achieving specific goals within a predetermined time frame and budget."

As a result, I viewed project as a multifaceted effort whose primary objective is to meet a predetermined deadline and budget. Aside from that, it's one-of-a-kind, non-repetitive, and time-bound. A project can mean different things to different people, despite the fact that the concept is

the same. That is why choosing a definition is not the simplest way to describe and understand a project; instead, it is better to outline the common characteristics that a project can be expected to have.

An individual could carry it out, or a group of people or organizations could do it together. As Andersen et al. (1997) have shown, project characteristics can be used as a project definition when they are generalized. When it comes to projects, they're unique because they're designed to accomplish a specific goal and are limited in time and resources.

As a result, every project is distinct in terms of its objectives, timeline, budget, resources, and overall performance. Contrary to popular belief, the project is not restricted to foreign funding. The majority of aid to developing countries comes from projects, but some are fully funded by a country, region, or organization other than those involved in those projects (Magnen 1999).

2.1.2. Programs and Projects

Some people interchangeably use the terms project and program. In fact, both are methods of carrying out a national, regional, or municipal plan that is guided by a general development policy or a Sectoral policy, such as education. Projects and programs, on the other hand, are distinguished by their size and duration.

A program, according to Duncan (1996), is a series of initiatives handled in a coordinated manner to obtain benefits not possible from managing them individually.

2.1.3. Importance of Projects

Despite its drawbacks, the project approach has a substantial advantage in that it provides a logical framework and sequence within which data can be collated and analyzed, investment priorities can be determined, and policy issues can be handled. Furthermore, it permits fast decision-making in order to solve problems and promote better coordination and cooperation (Baum and Tolbert, 1985, Magnen 1991 and Gittinger, 1982).

According to Magnen (1991), since management entails having certain tasks performed by others in order to achieve a common goal, project management entails coordinating the activities

of various departments, groups, and individuals who contribute to its execution in such a way that the established objectives are met.

2.1.4. Project cycle

According to Weiss (1977) project cycle management (PCM) is a project management approach that addresses the complexities of a project throughout all of its phases while remaining aligned with the strategy and objectives agreed upon by stakeholders at the outset.

Indeed, as Magnen (1991) points out, Project cycle management aids in the structuring and determining of project phases as well as how to approach tasks within those phases. It also aids in planning and reviewing and it can be used when managing multiple projects at the same time.

Amdeberhan (2004) divides the management operations cycle within project cycle management into five phases: Identification, Planning, Formulation, Implementation and Evaluation.

This cycle emphasizes decision-making criteria and procedures that are defined at each phase. The phases themselves are progressive (each must be completed before moving on to the next), and the results of the final phase: evaluation, inform new projects. The following sections will discuss the concept in detail.

2.1.4.1.The Management Approach to the Project Cycle

Projects often progress through a variety of distinct stages. Many academics refer to these stages as the project cycle. However, they use different terminology to represent the various stages or phases, and different authors build alternative models of the project cycle based on their organizational perspectives. However, for our purposes, it appears more generic and convenient to follow the five stages of the project cycle proposed by (Ballin and Tolbert,1985).

In terms of boundaries, the distinctions between the various stages of the project cycle, particularly the earlier ones, may be blurred because the same concerns may be presented and handled, with varying degrees of depth, as the project progresses through the cycle (Baum and Tolbert 1985).Project cycle management keeps projects within the policy objectives of the

organization that initiated the project. It also helps projects stay relevant to the strategy that had been agreed upon, along with the needs of stakeholders and/or customersTolbert(1985).

Ballin (1986)explain project cycle management also ensures that the project itself is feasible. Through cycle management, projects are protected from wasting valuable resources by deciding if they can be realistically achieved and are worthwhile before execution, as well as noting if the benefits of the project are sustainable.

In order to do all this, project cycle management requires that stakeholders participate. It also requires the use of the logical framework approach and other tools to support the process. There is also an incorporation of quality assessment criteria and documentation at each stage of the project.

2.2.Managing Identification of a Project

The first stage of the project cycle is project identification, which is involved with identifying project ideas, describing, screening, and prioritizing them so that the comparatively best projects can proceed to the next stage. According to Amdeberhan (2004) this stage of the project cycle involves four key phases:

1. **Actual Project Identification**

The first stage of the project cycle is project identification, which is involved with identifying project ideas, describing, screening, and prioritizing them so that the comparatively best projects can proceed to the next stage. According to Amdeberhan (2004) this stage of the project cycle involves four key phases Project ideas can be developed by the government, non-governmental organizations (NGOs), formal and/or informal groups, individuals, and so on. There are numerous sources of project ideas.

In general, we may identify two types of causes or events: macro, such as national policies and goals, general surveys, limitations, and so on, and micro, such as unsatisfied demands (high demand), and so on. There is sometimes a distinction made between demand or need-based projects and resource-based projects (Rondinelli, 1977and Magnen,1991) notes, The goal of

identification is to make a selection among various projects and pick for those that are justified by indisputable priorities, that are in line with national policy orientations, and that appear likely to be practical

2. Description of Project Idea

After a project idea is conceived (identified), it needs to be well described so that it can be prioritized. This phase may involve the preparation of project identification report/project after a project idea has been formed (identified), it must be effectively described in order to be prioritized. This phase may include the creation of a project identification report/project concept/project brief/project profile that clearly shows the project's justification, purpose, beneficiaries and/or stakeholders, resources..., policies and plans addressed by it, and the impacts of and support for the project, among other things.

A project brief, as stated by Baum and Tolbert (1985), is intended not only to concretize what we have in mind, but also to identify and reach early agreement with donor agencies. Furthermore, the brief should include the project's developmental objectives and features, institutional and policy issues, as well as the steps required to prepare the project and the human and other resources to be used.

3. Project Screening

Project screening is an early examination of project ideas and concepts to determine whether they should be advanced or abandoned. An idea for a project may be rejected owing to incorrect technology, high risk, insufficient demand for the proposed output, insufficient availability of raw materials, overly ambitious design, excessive expenditures, and a lack of commitment and support (Baum and Tolbert, 1985 and Dingle, 1997).

4. Prioritization

Prioritization is the process of rating and selecting projects based on a set of criteria in order to determine the comparatively most significant projects to progress onto the formulation stage.

Some of the criteria for ranking projects include the number of people and geographic areas affected by the project; the project's economic, financial, environmental, and social benefit; its relationship with existing national or sectoral policies; the availability of resources and support, and so on.

As a result, before identifying and prioritizing initiatives, it is vital to examine the educational status, its socioeconomic context, and government policy (Magnen, 1991).

To summarize, at this stage (identification) of the project cycle, many project ideas are identified, described, and screened, and the relatively best one is chosen based on the priority criteria. Nonetheless, the selected project must be examined and reshaped/modified as it progresses through the project cycle.

2.3.Managing Preparation/Formulation of a Project

The second stage of the project cycle is project preparation or formulation, which comprises the comprehensive planning of the project idea and is defined by refining project objectives and means of accomplishing them.

Additional information, consultation, and participation from local officials and concerned members of the community among others, is essential to improve project planning and lessen the possibility of implementation problems (Bryant and White 1982).However, the information acquired should be relevant to the phase's objectives.

According to Magnen (1991).the two primary purposes of preparation are to present the project in full for evaluation by finance decision-makers and to plan its implementation to ensure proper realization of the desired results. As a result, this stage of the project cycle involves pre-investment activities such as pre-feasibility and/or feasibility studies, as well as the creation of a project document (proposal) with associated objectives and detailed technical elaboration.

Nonetheless, feasibility assessments (technical, socio-political, financial, institutional, economic, and so on) might differ depending on the nature and magnitude of the projects. The technique of performing such assessments is also primarily used for large, capital-intensive projects such as dams, power plants, and major motorways, among others. As a result, smaller projects may be

excluded from such investigations since their size and characteristics do not warrant the creation of a feasibility study (Baum and Tolbert, (1985) & Rondinelli, 1977).

A project preparation document (proposal) may have many elements in terms of content. Although the underlying concepts may be the same, different organizations/donor agencies employ different forms, resulting in differences in language as well as requirements. Magnen(1991). Managing Project Appraisal

This step of the project cycle entails a thorough and systematic assessment of the proposed project in order to make an informed choice. In other words, the appraisal phase's primary goal is to evaluate the overall soundness of the project and its preparation for implementation. Various decisions can be taken based on the assessment. The decisions might include improving and altering parts of the blueprints, or perhaps abandoning the project entirely (Amdeberhan, 2004).

Financing or donor agencies are often in charge of project appraisal. However, it is equally vital for projects that are produced and funded internally, i.e. within the organization. Thus, before funds are committed to a project, it should be carefully assessed by the proper authorities within the operational agency, as well as maybe by a separate agency such as a regional education bureau, and its approval should be officially provided (Baum and Tolbert, 1985).

The project assessment process necessitates a number of criteria that a project must achieve in order to be selected and have a fair chance of reaching its goals. Magnen (1991) identifies three primary sorts of criteria for evaluating education projects: priority, feasibility, and efficiency. Education, technological, socio-political, administrative, institutional, and financial feasibility are among the variables considered.

Other authors, such as Baum and Tolbert (1985) and Amdeberhan (2004), provide a full discussion of the assessment process. As a result, project appraisal should address socioeconomic and other elements, which are outlined here with various questions that might be raised during the process:

1. **Technical aspect**

The size, location, timing, and technology package selection should be appropriate in relation to the project's objectives, local conditions such as the availability of material, financial, and human resources, and the intended impact on the beneficiaries. The projects contribute to the development of local technology and it integration with imported technology, and to the encouragement of local research and innovation?

2. **Economic aspect**

This aspect might involve cost-benefit analysis. However, all types of project are not amenable to cost-benefit analysis such as evaluating education or health projects (Baum and Tolbert, 1985).

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 education projects in which recurrent costs like teachers' salaries may quickly exceed the capital costs of the facilities (Baum and Tolbert, 1985).

4. **Social Aspect**

Generally Baum and Tolbert (1985) list the following four focus areas of social analysis: The project's cultural acceptability including its capacity both for adapting to people' behavior and perceived needs and for bringing about changes in them. The strategy necessary to elicit commitment from the project population and to ensure their sustained participation throughout the project cycle

5. **Institutional Aspect**

Since the outcome of development projects depends on the quality of the institutions responsible for them, the institutional aspect needs to be given due attention during the appraisal process like that of others.

6. Environmental Aspect

This aspect primarily focuses on environmental management, with the goal of achieving a balance between human demands or the natural resource base and that resource base's ability to supply those demands on a sustainable basis in the interests of future generations as well as those alive today (Baum and Tolbert, 1985).

To summarize, if the evaluation process effectively handles the aforementioned issues, it aids not only in obtaining approval but also in modifying the project plan in such a way that it meets its immediate and long-term goals.

2.4.Managing Project Implementation

The most crucial stage in the project cycle is implementation, which includes the actual development of the project's construction up to the point at which it becomes fully operational. It is the most significant because the majority of the effort done in the early stages is aimed at guaranteeing the project's effective execution. That is, this is the stage at which the prior preparations and designs, plans, and analyses are put to the test in the face of reality.

Projects can alter during execution due to delays and cost overruns, which cause a reduction in project scale, changes in design, changes in priorities, and so on. This demonstrates that unless the project is translated into action, i.e. successfully implemented, even comprehensive project preparation may be ineffective (Baum and Tolbert, 1985).

In terms of time, the implementation phase also takes a considerable time when compared to the other stages. Magnen (1991) elaborates: The implementation of an education project is typically the longest stage of the cycle, as it involves the construction or repair of schools, the installation of equipment, the training of teachers, the introduction of innovations, and the establishment or reformation of service, research, or administrative institutions.

2.4.1. Establishing the Project Implementation Unit

Due to their scale and complexity, all projects cannot be realized by a certain agency's investment program. To be successfully executed, certain of them necessitate the use of a one-of-a-kind implementation unit. According to Baum and Tolbert (1985:358)"*Individual projects can be routinely undertaken as part of the overall investment program if they represent a relatively small share of it. However, if a project is larger or requires an integrated effort from multiple divisions of an organization, a separate project unit may be established for the duration of the project".*

Furthermore, a distinct project unit with its own administrative procedures and staffing might be established and/or employed for complicated projects involving multiple agencies or for initiatives deemed high priority but outside the purview of the main agency.

As can be seen from the preceding description, many types of project organization can be used to manage implementation. Despite nomenclature discrepancies, several authors (Chandra, 2002, Harrison, 1981; Wysocki et al., 2002Cleand and King, 1983) agree that there are three types of project organizations, each with its own set of benefits and drawbacks:

Project-driven firms, on the other hand, typically adopt the second type of organizational structure and align their professional personnel with projects. In such companies, a person is assigned to only one project at a time and is reassigned to another once the previous one is finished (Wysocki, 2002, Middleton, 1989).

Establishing a project implementation unit necessitates the hiring of a knowledgeable and capable project manager as well as other personnel. As a result, it is critical to hire the project professionals who will successfully and efficiently carry out the implementation along with the establishment of the unit (Gulliver, 1989). If there is no separate project implementation unit, i.e. if the project is routinely implemented as part of the institution's operation, it may not be essential to recruit project personnel. Recruiting project staff is sometimes done too late, i.e. after the start-up period has begun. However, this is not recommended because it has a negative impact on the implementation process. "For best results, project management and other key employees (senior officials) should be appointed prior to the commencement of implementation

and should participate in its planning," Baum and Tolbert (1985) emphasize Even if you've got the right people in place, that doesn't mean you'll get the project done on time or on budget. There should be effective project human resource management in place to encourage and develop the assigned personnel (Wysocki, 2002; Staw and Rose, 1989).

2.4.2. Planning Implementation

Almost all projects, even those with simple and straightforward designs, are not immediately implemented once the evaluation and approval procedure is completed. Typically, implementation necessitates additional planning and technical arrangements.

This is due to the fact that the state of the art and general information accessible during preparation and evaluation do not allow for a detailed characterization of the tasks necessary during implementation and their sequence (Baum and Tolbert, 1985). Dingle (1997) adds, Planning the project's implementation is, in effect, the keystone in the bridge between the project as an idea and the project as an operational production facility.

As a result, in order to be effective, there should be a systematic basis for coordinating the activities that result in the completion of a project, either independently or jointly.

In general, implementation planning can include a variety of activities such as reviewing the technical design, developing a project framework, estimating work time, and developing a project implementation schedule, all of which are covered in this section.

2.4.3. Reviewing the Technical Design

A project's technical design has several implications for how the project is implemented. For example, the implementation of a project that employs advanced and capital-intensive technology necessitates a small number of highly qualified personnel and may be very easy to plan and arrange. In contrast, a project involving intermediate or labor-intensive technology necessitates a larger number of personnel, necessitating more complicated structure and management. Furthermore, a project design aids in distinguishing between projects that can be blue printed (accurately planned/predicted), such as school building construction, and those that cannot, such as people-oriented projects that require a large number of participants to change

their behavior, such as the provision of primary or non-formal education (Baum and Tolbert, 1985).

As a result, when planning implementation, it is critical to assess the design in order to incorporate current experiences, make helpful improvements, and rethink the project as needed.

2.4.4. Preparing a Project Frame-work

A project framework, often known as a work breakdown structure (WBS), is a precise summary of the tasks required to complete a project. This is an important implementation-planning tool, especially for initiatives that do not yet have a prepared structure (Ginna, 2004).

2.4.5. Establishing Work Times

Following the creation of the project architecture, the following stage will be to estimate the time required to perform each task. This type of estimation provides an idea of the level of effort required to complete a project and allows for the creation of a realistic plan. It also aids in project budget forecasting and serves as the foundation for developing a project implementation schedule.

According to Girma (2004), when estimating the time required for project activities, various factors should be considered, such as the availability of non-labor support, the clarity of the scope, the complexity of the work, financial and legal constraints on the projects, the number of personnel assigned to the task, and so on.

2.4.6. Estimating project Implementation Schedule

Establishing a schedule, which is a list of tasks to be completed, usually with times when they should be completed, is an essential aspect of implementation planning. It displays a number of project tasks that must be completed in a specific order, with a specific set of interrelationships, and with an allocated start and due date (Moder and Philips, (1970)&Kemmerer, 1994).

According to Baum and Tolbert (1985), project implementation schedules are a modified and simplified form of critical path analysis that entails determining the sequence of activities that minimizes the cost and time of implementation, identifying the activities whose timing is critical

to each stage of implementation, and taking the necessary steps to ensure the tasks are completed on time.

The schedules are intended to identify the steps required to implement various project components as early as feasible, as well as to specify the sequence, time required, and agency accountable for execution.

According to Ginna (2004), an effective project implementation schedule directs project execution, creates day-to-day priorities, and aids in the control of progress, improved resource allocation, and the reduction of project costs. In terms of how schedules are created, there are three widely used project scheduling strategies, including Milestones chart, Gant chart (bar chart), and network scheduling

After an acceptable implementation plan and schedule had been prepared, it is vital to communicate the information to those involved in project execution as well as other relevant entities (UNIDO, 1997).

2.4.7. Techniques for Managing Implementation

Various strategies have been developed to realize implementation planning and management. We will look at some of the common techniques cited by various authors in this section.

2.4.7.1. Critical Path Analysis

As we saw above (under establishing project implementation schedule), critical path analysis is characterized by establishing the sequence of activities in such a way that the cost and time of implementation are reduced, and then identifying those activities whose timing is critical to each stage of implementation.

The project implementation schedule, which we briefly mentioned above, is the most basic kind of critical path analysis employed by many project managers and advocated for by several international organizations. The right application of such analysis assists to successful and efficient implementation management. In contrast, its lack may result in complication and delay. For example, components that must be implemented sooner can be completed later, resulting in

various implementation bottlenecks (Baum and Tolbert, 1985; Wysocki, 2002; Levy and others 1989).

2.4.7.2. Monitoring and Evaluation

Because valuation will be discussed in the following section as the fifth stage of the project cycle, this section will mostly focus on continuing evaluation and its link with monitoring.

According to Magnan (1991), the general objective of monitoring and evaluation is to collect and analyze information regarding the project's implementation and results in order to make corrective actions. Many writers in the field use distinct definitions of the terms monitoring and assessment. Casley and Kumar (1987), for example, state that monitoring is a continuous assessment both of the functioning of the project activities in the context of implementation schedules and of the use of project inputs by targeted populations in the context of design expectations, whereas evaluation is a periodic assessment of the project's relevance, performance, efficiency, and impact in the context of its stated objectives

Similarly, HAPCO (2003) defines monitoring as the routine tracking of the project's continuing operations, achievements, and limits. It aids in ensuring that tasks are carried out exactly as intended. It provides a response to the question, what are we doing?

Evaluation, on the other hand, relates to the assessment of program/project implementation and its performance in meeting established objectives. It provides answers to the following questions: What have we accomplished and how have we accomplished it? What have we not accomplished, and why?

As the definitions above show, even though monitoring and evaluation are two distinct administrative actions, they serve a complementary role in development programs/projects. Both monitoring and evaluation, however, employ the same data collecting and analytic technology. Furthermore, the monitoring indicators may be included in the range of information required for evaluation, but they will be assessed over a longer period of time using comparable analytical approaches.

Despite their differences and complementary nature, both monitoring and evaluation are standard project management responsibilities that contribute to the successful administration of

development projects. In terms of organization, it is widely accepted that establishing a monitoring and evaluation unit within the project is extremely beneficial.

2.5.Management Information System

It is no secret that a lack of reliable information can lead to a variety of problems and failures during project implementation. Magnen (1999) observes that in the absence of suitable information, project managers can neither notice incorrect functioning nor, of course, take early actions to remedy them. Decision-makers cannot evaluate the origins of difficulties, nor can they establish more appropriate objectives and execution strategies based on a thorough understanding."

As a result, for project implementation to be managed successfully and efficiently, a sufficient management information system is required. A system of this type is anticipated to incorporate fundamental physical and financial records, details of inputs and services supplied to beneficiaries, and data acquired from surveys and other recording mechanisms. In other words, project management staff at all levels of the project hierarchy should receive timely and appropriate information in order to carry out the various tasks assigned to them (Casley and Kumar, 1987; Gaddis, 1989; Harpool et al 1987).

However, it is critical to recognize that the same information system cannot be used to implement two or more projects, i.e. various types of projects require separate information systems. People-oriented projects, for example, that incorporate the provision of services by a large number of agents in geographically dispersed locations require an information system that is sensitive to local conditions and keeps local level records (Baum and Tolbert, 1985).

That is why it is critical to have an adequate and relevant information system that can cope with the nature, size, and location of the project being implemented.

2.6.Managing Project Evaluation

The final but not least stage of the project cycle is evaluation (not the ongoing one), which occurs after a project has completed the implementation stage and entered into operation.

We've seen how evaluation is commonly used to improve and develop initiatives and programs. In this section of the review, we will merely look at the different forms of evaluation and some of the techniques that will be used.

2.6.1. Evaluation Types

In terms of evaluation periods, many writers employ various classifications and/or terminologies. Magnen (1991) and Nevo (1985) cited two categories, respectively:

1. Formative or proactive review (during or after implementation) and

2. Summative/retrospective/retroactive assessment (after completion of the project) other authors include Weiss et al. (1977), Casley, and Kumar (1987), Marsden and Oakley (1990), CRDA (2003:5-6) and Girma (2004), among others, identify four forms of evaluation, which are summarized here.

I. Ex-ante Evaluation: This sort of evaluation is performed before to the commencement of the project activity and can be viewed as a baseline study in which the project region, target group, and environment are outlined.

II. Mid-term / ongoing/ "built in" Evaluation: This sort of evaluation occurs while the intended project is being implemented. Unlike other methods of evaluation, it aids in the remediation of some implementation errors.

III. Terminal Evaluation: Also known as a project completion report, it is carried out when the project's funding runs out.

IV. Ex-post Evaluation (Influence Evaluation): This is done some time (usually 5-10 years) after the program/project activity has ended to identify the impact on the target population and the local region.

When it comes to the persons and/or institutions who undertake evaluation, there are two sorts (Nevo, 1985; Girma: 2004):

1. Internal Evaluation: This is carried out by the implementing institutions themselves, i.e. individuals with a direct responsibility in the program/project (usually employed evaluators). The management team or individuals designated from the implementing agency can conduct ongoing or midterm evaluations.

2. External Evaluation: This is done by institutions, i.e. people who are not involved in the project. Funding agencies frequently undertake terminal and ex-post reviews.

Furthermore, Scrieven (in Nevo, 1985) distinguishes between evaluations performed by professional evaluators and those performed by amateur evaluators.

2.6.2. Procedures and Steps

Performing an evaluation entails a number of processes and procedures. However, depending on the nature of the project and the type of evaluation, the phases and procedures may differ. As a result, different authorities advocate various evaluation methodologies. Tyler (in Nevo, 1985) defines evaluation as an activity that determines if goals have been met.

According to Girma (2004), the general framework for evaluation, particularly impact assessment, entails the following steps:

Stage 1: Identifying the activities that will be evaluated/analyzed: This includes the project's goal, beneficiaries, intended inputs, and so on, as well as the implementation plan.

Stage 2 implementation analysis: Here, evaluators gather the required data and Consider what actually happened with the project and any issues that arose.

Stage 3: Assessing project achievement: At this stage, what the project actually accomplished is compared to its original objectives.

Stage 4: Conclusion and recommendations: At this stage, findings are gathered and conclusions and recommendations are drawn based on the findings.

To that end, since the goal of evaluation is to facilitate project implementation; assess project performance in terms of meeting their intended objectives; and learn important lessons for the

development of future projects, it is critical to pay close attention to this important project management tool.

2.7.Major Problems of Project Management

As evidenced by the facts, a number of projects, particularly in developing nations, have not been finished on schedule, at or very close to the original cost estimates, and with the promised benefit realized... due to a variety of challenges or reasons (Baum and Tolbert, 1985).

As a result, in this section of the review, it is attempted to demonstrate several challenges or factors that contribute to the failure of development projects in general and educational initiatives in particular.

2.7.1. Problems Associated with Project Identification, Preparation and Appraisal

It is said that the primary goal of much of the identification and preparation work is to reduce project management issues. As a result, poor identification and preparation work leads to a variety of pitfalls that have a negative impact on project management and overall success.

As various authors (Baum and Tolbert 1985 Magnen, 1991; Anderson et al 1997, and Rondinelli, 1977) have pointed out, issues associated with the first three stages of the project cycle can include the following: Poor project screening and prioritization: unless the project ideas well defined, screened and prioritized bad 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, poorly defined objectives: If the objectives (both developmental and immediate) of a project are not clearly set out, not based on proven and appropriate technologies or approaches, and inconsistent with the national education policy etc, they will not have chance to be managed successfully, insufficient preparation: Although the extent of a 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 mounts.

Regarding this Baum and Tolbert (1985) present the following illustration: When the locations of some of the schools have been chosen and a rough design for them has been produced, the planning of an education project is sometimes deemed complete. During implementation, there may be challenges acquiring sites, issues with soil foundations, or significant cost increases due to design modifications. Such issues may be reduced or eliminated if there was a clear plan for land acquisition and extensive engineering assessments.

Insufficient preparation also involves several problems such as paying less or no attention to local conditions, overestimating and/or underestimating time and expense, omitting activities, and so on (Anderson et al., 1997), and these errors can be remedied by diligent preparation, poor Appraisal**:** The poorly appraised project may not be managed easily during implementation.

Therefore, the plane should be assessed and appraised whether it has socio-economic development benefit and is technically feasible and meaningful.

2.7.2. Problems Associated with Implementation and Evaluation

2.7.2.1.Implementation problems

As previously stated, adequate preparation and evaluation work reduces implementation problems but does not eliminate them entirely. As a result, initiatives that are poorly managed during implementation continue to fail or are costly delayed. The following are some of the issues that may arise during project implementation:

Irrelevant selection of the implementation unit: For some projectsmatrix 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 three general delays that have negative impact on the implementation of a project: Delays in selecting and appointing project personnel, particularly the project manager and other senior officials, delays in budgetary allocations and in establishing the legislative or administrative channels for the flow of funds. As a resultthe 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.

2.7.2.2.Problems of Monitoring and Evaluation

There are various impediments to proper monitoring and evaluation of development programs. Girma (2004) identifies the following as the most typical problems based on his experiences in Ethiopia: Inadequate understanding of the goal of monitoring and evaluation, as well as insufficient attention to project implementation Monitoring and evaluation tasks are not viewed as independent responsibilities in their own right and are not given due consideration. People perceive monitoring and evaluation as a fault-finding mission and limit their participation in the activity, inadequate or non-existent monitoring and evaluation units and employees at both the project and higher implementation levels. Most monitoring and evaluation systems are either not adequately formed or are not given appropriate attention and resources where they exist. Poor responsibility for failures and insufficient compensation for exceptional efforts made to ensure effective project implementation, 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 or offices where the unit exists, late arrival of information required for monitoring and high mobility of project staff disrupting continuity of monitoring and evaluation functions.

2.8.General Project Management Problems

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

2.8.1. Financial Problems

Despite the fact that the causes may vary, financial challenges are typical in many development projects. For some projects, the most typical issues include insufficient budgetary funds, delayed receipt of money, inflation, price increases (increased costs), and so on.

Cost overruns, which can be both a cause and an effect of financial difficulties, can also occur as a result of poor management, inadequate project preparation, poor technical design, political

interference, and procurement issues, all of which can result in higher-than-expected costs (Baum and Tolbert, 1985; Wynant, 1989; Gibbs et al., 1999).

2.8.2. Institutional Problems

Better institutional capacity and effective management are thought to be important factors of project success. If the implementing agency's institutional capacity is weak and the institution has project workers that lack managerial skills and skill, the project may not be implemented as expected and planned. According to Baum and Tolbert (1985) institutional problems include:

A scarcity of people with specific skills (accountants, technicians) and general administrative abilities; insufficient management, accounting, and reporting systems and procedures; an ill-defined organizational setup, low salaries and poor staffing policies, and a lack of coordination among agencies

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.

2.8.3. Technical Problems

Various technical issues can develop during the project management process. One of the technical issues in people-oriented activities (projects) such as education is a lack of completely tested methodologies for the specific circumstances of the project region. Many issues arose during the construction of civil works as well as the acquisition or operation of equipment. These include difficult or unexpected soil conditions, poor material quality, technical design flaws, errors in equipment installation and startup, unsuitability of imported equipment for local conditions, or otherwise improper technology (Baum and Tolbert, 1985; Havelock and Huberman 1977; Hallak 1990).

As a result, it is vital to pay close attention to improved project preparation and design inasmuch as possible, as well as seeking possible alternatives when such problems arise.

2.8.4. Political Problems

According to Ahmed (1977) and Baum and Tolbert (1985), one of the most essential factors for a project's success is the government's strong and long-term commitment to the project's objectives. It is evident that project implementation suffers when such commitment is absent, weak, or variable. Even in the absence of natural or man-made disasters such as starvation, war, and so forth, political issues remain at the heart of several obstacles encountered by initiatives.

As a result, project management must consider the potential impact of political and administrative factors. That is, project owners and managers should involve relevant local and regional political authorities at various phases of the project cycle; foresee such challenges to the greatest extent possible; and alter the execution process accordingly.

2.8.5. Participation Problems

The proper inclusion of concerned community members, such as direct and indirect beneficiaries, local and regional political leaders, and other stakeholders, in all stages of the project cycle decreases project management complexity. Because it encourages participants' dedication, sense of ownership, and responsibility for the project. It also helps to guarantee that the project's goal is understood and supported by the community members who will be responsible for its successful implementation. In general, it greatly aids the project's acceptance and sustainability. Nonetheless, ignoring the importance of participation, i.e. low or no involvement of concerned people in project activities for a variety of reasons such as time and cost constraints, the "we know better than others" fallacy...can lead to low acceptance or resistance, sustainability issues, difficulties in mobilizing local resources, and so on (World Bank, 1996; Oakley et aI, 1991; Girma, 2004 and CRDA, 2005).

2.9.Summary

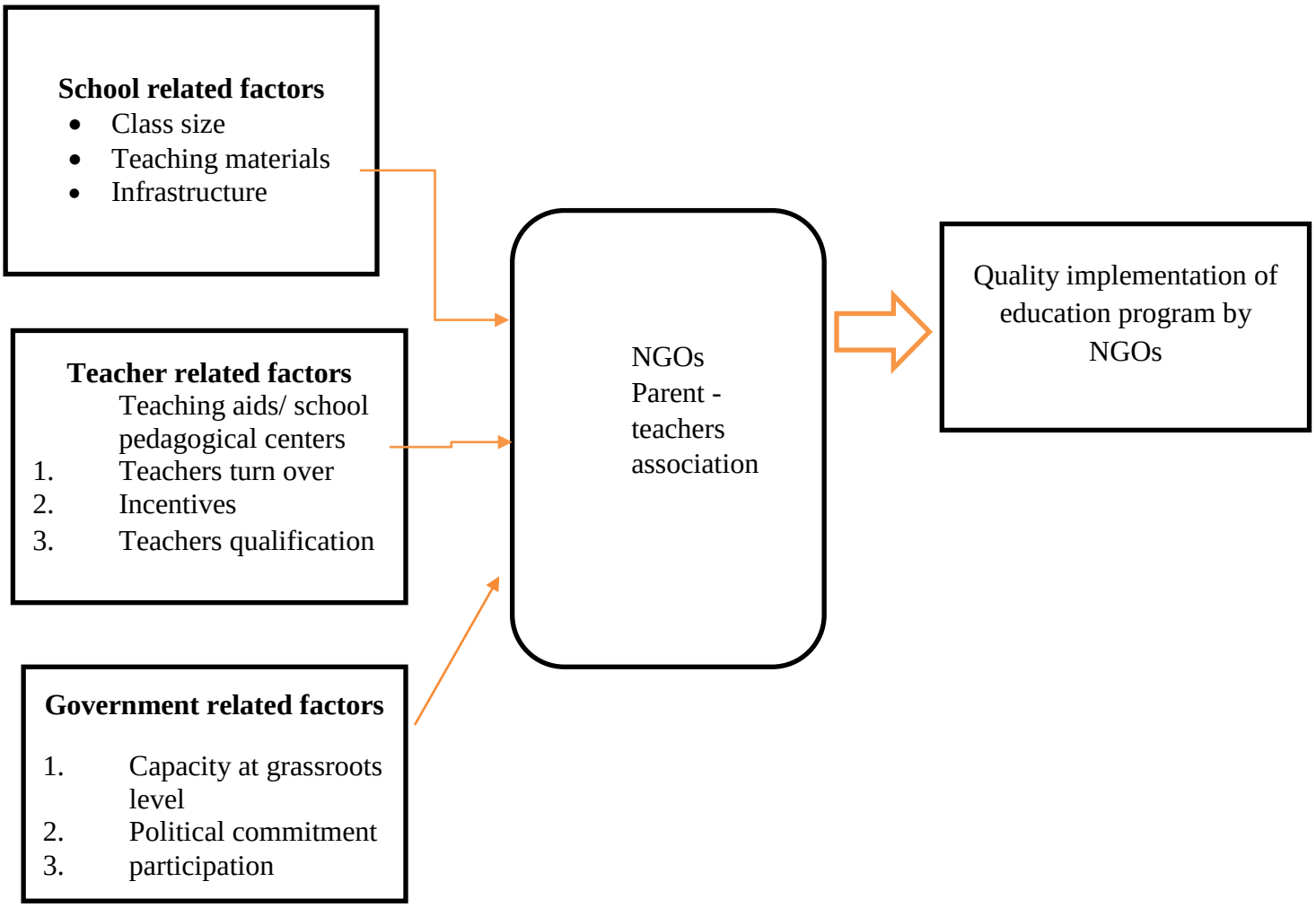
This chapter discusses the definition of a project, the concepts of project development, program, and project cycle, the management approach to the project cycle, managing and identifying a project, actual project identification, project description, project screening, and prioritization, and managing project preparation and formulation. All of the aforementioned concepts, ideas, and

research-based findings aided the researcher in grasping the subject at hand and recognizing gaps identified by various scholars in the field of education project implementation.

2.10. Conceptual Framework

To map out the actions required for the study, a conceptual frame work will be used as a guideline to set the stage for the presentation of the particular research question that drives the investigation being reported based on the problem statement. By reviving some literatures, the researcher had adapted the conceptual frame work developed by Biniyam (2018) for his research in. The role of local NGOs in promoting primary education

Figure: - Challenges Associated withEducationalprojects Implemented by Non-Governmental Organizations in Addis Ababa.



CHAPTER THREE

METHODOLOGY

This chapter summarizes the study's research design and methodology. The researcher elaborated on the research design, data collection instruments, sample size and methodology, data analysis, and ethical concerns. This study aims to identify how challenging it is for certain non-governmental organizations in Addis Ababa to manage their educational projects.

3.1. Research Design

In this study, a descriptive research design was used. descriptive research design was used to describe an event or phenomenon as it currently exists and is appropriate when the study is concerned with specific predictions, factual narratives and characteristics of individuals or situations (Kothari, 2003).This study employed quantitative research to learn about the current challenges and practices of non-governmental organizations implementing education projects in selected areas of Addis Ababa. The quantitative methods were used to generate numerical data, which were then be statistically manipulated to meet the objectives via descriptive statistics (frequencies and percentages).Primary and secondary data were collected and analyzed using Statistical Package for social science (SPSS).

3.2. The Target Population

Population refers to the entire group of people; event or organizations that a researcher wants to study. The 57 non-governmental organizations operating in Addis Ababa, Ethiopia, comprise the population of this study. The sample population comprises of three registered non-governmental organizations that currently carry out educational projects in Addis Ababa.

3.3. Sampling Techniques and Sample Size

This is the process by which a sufficient number of elements from a population are selected (Raval, 2009). Additionally, it refers to the techniques and procedures that will be used to select

a sample. In Ethiopia, there are currently 3,000 non-governmental organizations registered at the federal level and another 1,000 registered at the regional level as charities and social associations (ECSO 2014 EC). This study, however, focuses solely on non-governmental organizations that are implementing education projects such as READ II, school construction, and health-related education within the geographical area of Addis Ababa, Ethiopia.Although the majority of the 57 NGOs implementing education projects, according to the Ministry of Education, have their head offices in Addis Ababa, they are implementing projects in regional cities. Due to the fact that for this study, three (3) NGOs that are working on education projects in Addis Ababa were chosen from the target population using a sampling method called "purposive sampling." These NGOs were chosen based on how easy they were to reach, how willing their project staffs were to participate, and how much money they had to spend.

Each of the three target organizations has three executive directors, three program managers, three project coordinators, twelve project officers, and six monitoring and evaluation officers. Due to the limited number and manageable size of the sample population, all employees were included in the study.

Additionally, six school principals were selected and interviewed using a purposive selection method to provide additional information. Of the 75 teachers in each school, 10% were chosen at random to take part in the interview process, resulting in a total of 21 teachers who were interviewed.

3.4.Data Gathering Tools

A questionnaire was the primary means of data collection. Respondents were given a questionnaire with closed-ended questions about the research problem. This is because the questionnaire is the most effective tool for reaching everyone in the sample. Closed-ended questionnaire items make it easier for respondents to complete the questionnaire. Six school principals and twenty-seven teachers were interviewed. This allows the researcher to obtain information directly from the source.

3.5.Procedures of the Study

The questionnaire was pilot tested with three of the project's NGOs prior to being distributed to respondents. The student researcher was able to evaluate the validity of all questionnaire items and make necessary changes during this trial run. As a result of the pilot test feedback, the questionnaires was revised by correcting and even replacing question items to make them more clear, relevant, and doable, and then distributed to the appropriate respondents for completion and return. The researchers then distributed a questionnaire to selected respondents and conduct interviews with teachers, and school principals.

3.6.Method of Data analysis

This is the process of gathering, modeling, and transforming data in order to highlight pertinent information, suggest conclusions, and aid in decision-making (Sharma, 2005). Data reduction was accomplished through structural coding and thematic analysis. After gathering the necessary data, the findings were properly tallied, tabulated, analyzed, interpreted, and summarized so that conclusions and recommendations were forwarded. Among various methods of data analysis percentages using SPSS/2021 version was used. This is because the student researcher believed that percentage can be adequate to analyze the data and convey the information in a simple and understandable way. Prior to analysis, responses were filtered and edited. The data was analyzed using descriptive statistics, which resulted in the identification of technical information. Tables were used to present the data's findings.

3.6.1. Quantitative Data Analysis

A descriptive Statistical analysis of the collected data was used to characterize the role of non-governmental organizations (NGOs) that implement education projects using percentage-based success measures. A percentage was interpreted to determine their contribution to the quality of education provided by NGOs.

3.6.2. Qualitative Data Analysis

The qualitative data for this study was extracted using transcription methods that are heavily reliant on meanings and words. Thus, it entails interpreting and translating the meaning of expressions and classifying them according to sub-themes related to the research objectives. Qualitative research focuses on the verbal description of phenomena in order to gain a better understanding of the subjects under investigation. Subjective assessment of attitudes, opinions, and behaviors is the focus of this type of research, and the resulting data are not subjected to rigorous quantitative analysis.

3.7. Ethical consideration

To a large extent, this study's success was due to the participants' openness and willingness to share their data. Because of this, the researcher agreed to conduct this study with honesty and respect for both the respondents and the information they provided. Ethical guidelines that were adhered to by the researcher include: (a) Do No Harm-protecting the individual participant from any harm. ((b) Confidentiality and anonymity were guaranteed to all participants. Individuals participating in this study can expect their personal information to be kept private at all times.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section covers the presentation, analysis, and interpretation of data collected from respondents via questionnaires and interviews.

Respondents to the questionnaire and interviews included key project personnel from the NGOs involved in this study's education projects, such as executive directors, project managers, project coordinators, project officers, monitoring and evaluation officers, teachers, and school principals. Because each of the three target organizations has a modest number of project staff members, such as three executive directors, three project managers, three project coordinators, twelve project officers, and six monitoring and evaluation officers, and education expert from Addis Ababa education bureau all of them (100%) were included in the sample. Likewise, 21 teachers and 6 school principals from the project's target schools were chosen to participate in the interview. As a result, 100 (100%) of the 27 copies of the questionnaire issued to project personnel were filled, returned, and used for analysis.

In addition to the questionnaires, six concerned school principals and twenty-seven teachers from the project's target schools were interviewed. As a result, the information acquired during the interview was also incorporated in the analysis.

4.1 Data Analysis and Interpretation

Table1.Sex, age and educational level of respondents

No	**Item**	**Project Personnel**		**Teachers**		**Principals**	
		No	%	No	%	No	%
1	Sex						
	Female	11	40.74.	9	42.85	2	33.33
	Male	16	59.25	12	57.15	4	66.66
	Total	27	100	21	100	6	100
2	Age						
	18-27	-	-	2	7.40	-	-

	28-37	7	25.92	9	42.81	-	-
	38-47	12	44.44	10	49.79	4	36.33
	Above 48	8	29.62	-	-	2	33.33
	Total	27	100	21	100	6	100
3	Educational Level						
	Certificate	-	-	-	-		-
	Diploma	-	-	4	19.04	-	-
	BA/ BSc Degree	17	62.96	17	80.95	5	83.33
	MA/MSc Degree	10	37.03	-	-	1	16.36
	Total	27	100	21	100	6	100

Source field survey 2022

Table 1depicts sex, age and educational level of the two groups of respondents. In terms of gender, the majority of project staff 16 (59.25%) were male, while only 11 (40.74%) were female. Similarly, 12 of the teachers (57.14%) were male, while 9 (42.85%) were female. The gender balance appears to be given consideration in this data, as the responding NGOs had a higher number of male project workers, as well as male teachers and principals, than females.

According to item two of the table, the respondents ranged in age from 38 to 48. As a result, 12 (44.44%) of the project workers were between the ages of 38 and 47, while 7 (25.92%) were between the ages of 28 and 37.8 (29.62%) of those polled were over the age of 48. On the other hand, 10 (49.79%) of the teachers were between the ages of 38 and 47, while 9 (42.81%) were between the ages of 28 and 37, and a few (7.40%) were between the ages of 18 and 27.

This shows that, in terms of age, almost all of the respondents were able to reply to the questions and provide suitable replies, allowing the researcher to achieve the study's goal.

In terms of educational level, more than half (62.96%) of project staff were first-degree holders, while 10 (37.03%) were second-degree holders. This suggests that the majority of project personnel appear to be qualified to administer the education initiatives under consideration.

Meanwhile, the majority of project personnel (54.16%) and (45.83%)of project staffs held MA/MSc and BA/BSC degrees, respectively. Because the majority of them were first and second-degree holders, it is understandable that they were able to complete the questionnaire sent to them and contribute to the study by supplying the necessary information.

Table 2 Current position and work experience of respondents.

No	Item	Project Personnel	
1		No	%
	Work Experience in the area of education project management		
	a) 1-2 year	1	3.70
	b) 3 - 4 years	7	25.92
	c) 5 - 6years	11	40.74
	d) above 7years	8	29.62
Total		27	100

Source field survey 2022

The table above summarizes the respondents' relevant work experience. 11 (40.74%) of respondents had 5 to 6 years of experience in education project management, followed by 8 (29.62%) with more than 7 years of experience and 7 (25.92%) with 3 to 4 years of experience. The remaining one of them had two years of experience in educational project management.

This suggests that the majority of respondents had sufficient professional experience to account for the problems experienced in the NGOs' education projects under investigation.

Table3 objectives of the project

No	Item		
1	The objectives of an educational project are clearly defined.	No	%
	Strongly Agree	20	74.04
	Agree	6	22.22
	Neutral	1	3.70
	Strongly Disagree	-	-
	Disagree	-	-
Total		27	100
2	The objectives of an education project are entirely consistent with the country's current educational curriculum		
	Strongly Agree	19	70.37
	Agree	6	22.22
	Neutral	2	7.40
	Strongly Disagree	-	-
	Disagree	-	-
Total		27	100

Source field survey 2022

The nature of the project objectives is depicted in the table above. Concerning the clarity of the project objectives (item 1), 20 (74.04%) of respondents strongly agreed, and 6 (22.22%)agreed while the rest (3.07%) felt that they were not decided.

According to item 2 of the table, the majority of respondents 19 (70.37%) agreed that the project objectives are closely aligned to the country's present education policy, while 6 (22.22%) agreed and the remaining two of them (7.40%) said they were unsure. As a result, certain project workers may be inexperienced with current education policies.

Because the majority of respondents thought that the project's objectives were clear and in keeping with the education policy, it is reasonable to expect that they will be met. This is because projects have a better likelihood of success if their aims are clearly defined and aligned with national education policy (Magnen, (1991); Baum and Tolbert, (1985).

Table4 Project appraisal

No	**Item**	**Project Personnel**	
		No	%
1	Usually, before submitting a project proposal to donor and/or the education bureau, it is evaluated within your organization.		
	Strongly Agree	26	96.29
	Agree	-	-
	Neutral	-	-
	Strongly Disagree	-	-
	Disagree	1	3.70
Total		27	100
2	The appraisal criteria used by the organization are in line with the rules for evaluating the project proposal.		
	Strongly Agree	22	81.48
	Agree	-	-
	Neutral	3	11.11
	Strongly Disagree	-	-
	Disagree	2	7.40
Total		27	100
3	The organization has qualified project appraisers.		
	Strongly Agree	22	81.48
	Agree	-	-
	Neutral	5	18.51
	Strongly Disagree	-	-
	Disagree	-	-
Total		27	100

Source field survey 2022

The project appraisal method, criteria, and procedures are depicted in Table 4. As stated in item 1 of the table, respondents were asked whether they appraised project proposals before submitting them to donor agencies and/or education. As a consequence, more than three-quarters (96.29%) selected to "strongly agree," meaning that the project ideas were examined prior to submission, while 1(3.70%) chose the reverse.

This illustrates that the majority of project proposals had the opportunity to be modified before being submitted to donor agencies and/or the education bureau for comprehensive assessment by the appropriate authorities within the operational organization, which aids in the selection and success of a project (Baum and Tolbert, (1997).

Respondents were then asked in item 2 of the same table to describe how the project proposal's evaluation procedures were applied. As a reply, 81.48% said project proposal evaluation guidelines are followed during the proposal appraisal process, while 11.11% said they were neutral. However, 7.40% of respondents were disagreeing to the application of rules in project evaluations. As a result, the majority's reaction may suggest that the criteria were useful in evaluating and enhancing project proposal.

According to item 3 of the above table majority of 22(81.48%) of the respondents replied that the organization has qualified project appraisers while the remaining 5(18.51%) responded neutral.

This shows that the majority of the NGOs might not face difficulties to make corrective actions as they gave attention to monitoring and evaluation, which are concerned with collecting andanalyzing information about the projects implementation results and making corrective actions.

The reason why they gave attention to monitoring and evaluation might be sufficient awareness of the purpose of M&E, adequate or lack of fund limited training opportunity and so on(Girma,2004) .

Table 5 Elements of project implementation

No	Item	Project personnel	
		No	%
1	A project-implementation department is established specifically for an education project.		
	Strongly Agree	26	96.29%
	Agree	-	-
	Neutral	-	-
	Strongly Disagree	-	-
	Disagree	1	3.70%
Total		27	100
2	The project's information systems (including project communication) are of exceptional quality.		
	Strongly Agree	6	22.22%
	Agree	19	70.37%
	Neutral	-	-
	Strongly Disagree	-	-
	Disagree	2	7.40%
Total		27	100
3	The overall organizational situation motivates project personnel to increase their level of commitment to achieving the project's objectives.		
	Strongly Agree	-	-
	Agree	6	22.22%
	Neutral	-	-
	Strongly Disagree	-	-
	Disagree	21	77.77%
Total		27	100

Source field survey 2022

Table 5 portrays some important elements of project implementation including project implementing unit, recruitment and motivation of project staffs and the information system in the project (project communication).

According to item 1 of the table, 96.29%of project staffs responded that their organizations had established project-implementing units for the projects, while (3.70%) reported that their organizations had not established project-implementing units to undertake the projects. It may not be difficult to comprehend that firms that did not establish a distinct project-implementation unit carried out the projects utilizing existing structures.

In terms of the information system (project communication), 19 of project staff (70.37%) feel that the information system in the projects was of exceptional quality, with 6 (22.22%) strongly agreeing. However, the remaining 2(7.40%) said it was not good. This suggests that the attention paid to the information system, which aids in detecting faulty operation and making early decisions to correct it, appears insufficient, which may result in a variety of difficulties and failures during implementation.

"Do you suppose that the overall organizational setting has stimulated and increased project personnel's dedication to the project success",21(77.77%) of those polled strongly disagree, while 6 (22.22%) agree.

According to the replies in items 3 and 4, the majority of the responding NGOs may not have produced a favorable work environment that inspires project staff and increases their commitment to the projects, which may have resulted in poor project management. The fact that the NGOs have this type of work environment might be attributed to their overall institutional capacity.

Table6The situation of monitoring and evaluation

No	Item	Project personnel	
		No	%
1	The organization places high value on monitoring and evaluation.		
	Strongly Agree		
	Agree	4	14.81%
	Neutral	-	-
	Strongly Disagree	8	29.62
	Disagree	15	55.55
Total		27	100
2	A separate monitoring and evaluation department is in place at the organization.		
	Strongly Agree	-	-
	Agree	5	18.51
	Neutral	-	-
	Strongly Disagree	22	81.48
	Disagree	-	-
	Total	27	100%
3	If the organization has a separate monitoring and evaluation department, the department is staffed with qualified monitoring and evaluation personnel.		
	Strongly Agree	-	-
	Agree	4	80
	Neutral	-	-
	Strongly Disagree	-	-
	Disagree	1	20
Total		5	100

Source field survey 2022

Table 6 summarizes the monitoring and evaluation practices or situations in the responding NGOs. According to the first item in the table, approximately 55.55% of respondents disagree that their organizations paid attention to monitoring and evaluation (M & E), while 29.62%

strongly disagree that monitoring and evaluation paid attention to in their organization. Nonetheless, (14.81%) of respondents believe that the attention paid to M&E in their particular firms is adequate.

This demonstrates that the majority of NGOs may have difficulty implementing corrective actions because they paid little or no attention to monitoring and evaluation, which are concerned with gathering and analyzing information about project implementation, results, and so on, and implementing corrective actions. They may have paid little or no attention to monitoring and evaluation due to a lack of awareness of the objective of M&E, insufficient money, restricted training opportunities, and so on (Girma, 2004).

As seen in item 2 of the above table, project staffs were questioned if their organizations had a dedicated M&E unit. Except for 5 (18.51%) who replied "agree," the majority 22 (81.48%) of respondents strongly disagree that their organizationhas a separate unit for M & E officers who are engaged in project monitoring and evaluation.

As shown in item 3 of the same table, respondents whose organizations had a separate M & E unit were asked if the units had appropriate and qualified M & E employees, and 4 (80%) of them responded "agree," while 1 (20%) responded "disagree."

This may lead one to believe that a considerable proportion of NGOs with distinct M&E sections lacked appropriate and qualified monitoring and evaluation employees due to institutional capability and other factors.

Table 7 Reporting, Feedback and Technical Assistance

No	Item	Project personnel	
		No	%
1	Your organization sends reports to the education bureau on a regular basis.		
	Strongly Agree	25	92.59
	Agree	-	-
	Neutral	-	-
	Strongly Disagree	-	-
	Disagree	2	7.40
	Total	27	100

2	The education bureau regularly provides useful feedback based on the reports.		
	Strongly Agree	-	-
	Agree	-	-
	Neutral	3	11.11
	Strongly Disagree	24	88.88
	Disagree	-	-
	Total	27	100
3	Regular technical assistance is provided by the education bureau in accordance with the needs of your organization.		
	Strongly Agree	-	-
	Agree	-	-
	Neutral	6	22.22
	Strongly Disagree	21	77.77
	Disagree	-	-
	Total	27	100

Source field survey 2022

Table 7 deals with the reporting system and feedbacks and technical assistances given by the education bureau. In terms of reporting, the majority of respondents (92.59%) highly agree that their organizations provide reports to the education bureau in accordance with the agreement. Nonetheless, (7.40%) of them argue that their organizations did not submit reports to the education bureau.

Item 2 of the table asks, "Does the education bureau provide feedback based on your report?" The majority of project staff (88.88%) strongly disagrees while the rest 3 (11.11%) remain neutral. Based on these responses, it is clear that the education bureau did not provide feedback to the majority of the NGOs based on their submissions.

Concerning the education bureau's technical support (item 3), the majority of respondents (77.77%) stated that the education bureau did not provide them with technical assistance to help them run their projects better. Only 6 (22.22%) of them, on the other hand, reacted neutrally when asked if they received technical assistance from the education bureau.

Furthermore, concerned teachers and school principals claim that technical assistance was only provided when implementing NGOs requested it.

This could indicate that the education bureau did not provide technical help to non-governmental organizations (NGOs) during the project's implementation. This may deter NGOs from operating in accordance with the agreement (on the proper track), which will assist them meet the project's objectives.

4.2 Analysis of interviews with teachers and school principals

The interview questions devised and completed with key informants aided in triangulating data from teachers and school principals regarding non-governmental organization project intervention. In order to achieve the research aims, the questions are primarily directed at representatives of teachers and school principals.

According to the information gathered during the interview, the respondents, who were teachers and school principals, mentioned a variety of obstacles they faced at various stages of the projects. The most important and frequently mentioned issues are listed below.

According to the responses of principals during the interview, the majority of principals believed that the objectives of the projects adhered closely to the country's current education policy, while a few principals were unsure whether the objectives were consistent with the education policy. This suggests that some project personnel may be unfamiliar with the current education policy. Since the majority of project objectives were congruent with the education policy, it is reasonable to assume that they have a greater chance of being achieved.

This is due to the fact that if the objectives of a project align with the national education policy, they will have a greater chance of being successfully managed (Magnen, 1991) (Baum and Tolbert,1985).

The interview with teachers and school principals depicts the monitoring and evaluation of education project done at their school. Therefore, majority of the respondents said that the projects were evaluated by the organization itself (by its own staffs), while few of them reported that the projects were evaluated by the organizations themselves through external experts, donor agencies and the Education bureau respectively.

The interview results also show that the education bureau and NGOs' team were only involved in terminal evaluations due to shortage of experts and this is against the agreement that oblige them to periodically monitor and evaluate the operations (the overall progresses) of the projects.

As the results of the interview made with concerned school principals indicate, although the NGOs had qualified and experienced personnel who could appraise education projects properly, they were not adequate in terms of number.

To reduce this problem (shortage of appraisers), the existing plan and project experts used to involve other concerned personnel of the organization in the appraisal process. For example, if the project plan focuses on quality education, the expert from quality education department will be involved in the appraisal of the project.

Accordingly, to the question "Did beneficiaries get a chance to discuss about the objectives of the education project at identification and preparation stages?" majority of the beneficiaries said "no", whereas few of them answered ''yes''.

With regard to project appraisal, most of the respondents replied that beneficiaries did not participate in the appraisal of the projects through filling a questionnaire, attending a meeting, etc. few of them, however, reported that beneficiaries participated in the project appraisal process.

In addition to this, a question was posed to the respondents concerning whether or not the beneficiaries of the projects were asked for suggestions and/or comments regarding the implementation of the projects. Therefore, the majority of them responded that the beneficiaries did not get the opportunity to do so, while the remaining one third of them responded that they were able to suggest and/or comment on the execution of the projects.

It is clear from the responses that the majority of the project's beneficiaries did not participate in all stages of the project, including identifying, planning, assessing, implementing, monitoring, and evaluating the projects. Because of this, the beneficiaries may have had a lower likelihood of accepting the projects and feeling as though they owned them.

According to the results of the interviews with teachers and school principals, the problems encountered during various stages or phases of the projects may have a negative effect on the effectiveness and efficiency of education project management by diminishing the overall institutional capacity of the organizations under study.

This indicates that the majority of organizations examined pay little attention to preparing mitigation measures for difficulties that may arise during project execution and building their organization's capacity to conduct educational projects more effectively.

According to the responses given during the interview, the majority of NGOs do not provide a work environment that inspires project staff and increases their dedication to the implementation of education projects, which may have contributed to poor project management. Therefore, it is possible that the work environments of NGOs affected the success of education projects as a whole.

Regarding the extent to which the general organizational situation has motivated project personnel to increase their commitment to the successful implementation of the project, the majority of respondents indicated that the level of the general organizational situation among project personnel was low, while a few indicated that it was moderate. This demonstrates that the nongovernmental organizations (NGOs) did not have a plan to motivate their project staff to complete the educational projects as diligently as possible.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the major findings, draws conclusions and makes recommendations. The aim of this study was to assess challenges associated with the administration of educational programs implemented by selected non-governmental organizations in Addis Ababa. The approach that used in this research was a qualitative and quantitative research approach which makes the descriptive method more reliable. To this end, questionnaire, and interview methods of data collections were employed.

5.1. Summary of Major Findings

It was discovered that practically all of the objectives were in line with the country's education policy and the majority of them were quite clear and did not change during the various phases of the projects.

The majority of project staff stated that the NGOs' proposal appraisal criteria were relevant and suitable for evaluating project proposals. More than half of them also acknowledged that the results of the bureau's appraisal assisted them in improving (modifying/reshaping) the project ideas.

Although the organization possessed competent and experienced staff who could correctly review education projects, their numbers were insufficient. To address this issue (a shortage of appraisers), the existing plan and project specialists were used to incorporate other relevant bureau staff in the evaluation process.

Almost three-quarters of project personnel indicated that their organizations had established project-implementing units for the projects, whereas small number of respondents reported that their organizations had not established project-implementing units to execute the projects.

Approximately two-thirds of project staff responded that the information system in the projects was good.

Almost three-quarters of respondents stated that the overall organizational environment did not excite project staff and boost their commitment to the projects, and nearly half of them stated that the attrition rate among project personnel was significant..

Inadequate funds, delayed release of funds, cost overruns, delayed start-up, lack of devotion and enthusiasm of key personnel to the projects, poor group spirit among employees, lack of necessary support and acceptance from the local government side, shortage of trained teachers for special-needs education, unavailability of nationally developed curriculum for disabled (handicapped) learners, and housing and facility problems were also identified as major issues.

The majority of implementing organizations did not have a distinct monitoring and evaluation unit (M & E). Furthermore, approximately three-fourths of respondents said that their organizations paid little attention to M & E, while few of them stated that no attention was paid to M & E in their organization at all.

Despite the fact that the majority of respondents stated that their organizations delivered quarterly and annual reports to the education bureau in accordance with the agreement, the bureau did not provide feedback to the majority of NGOs based on their reports.

The majority of respondents stated that the education bureau did not offer them with technical assistance to help them run their projects more effectively.

The majority of project staff stated that their organizations generally handled the projects in accordance with the education bureau's agreement, while some stated that their organization did not manage the projects in accordance with the agreement.

5.2. Conclusion

The following conclusions are formed in response to the basic questions based on the findings:

The majority of the project ideas were developed by the organizations themselves, hence, the data show that more than half of them were, reviewed, or prioritized before moving on to the next phases.

As a result, it is acceptable to say that the project's overall designs may have a good impact on their implementation. This is because the clarity and simplicity of a project design can make the project's implementation easier.

Although virtually all of the projects' objectives were in line with national education policy and the majority of them were clear, it was discovered that the majority of them were technically sound, meaning they were articulated in the same way as results.

The NGOs employed relatively relevant appraisal criteria that might help improve, amend, or reconfigure the project proposals, and they had qualified and experienced staff who could correctly appraise the NGOs' education projects. Nonetheless, they (the appraisers) were insufficient in number. As a result, it cannot be erroneous to assume that the assessment process will take a long time and/or that the quality of the appraisal will be compromised, causing the overall management of the projects to suffer. The reason for this is that the quality of a project evaluation and how long it takes can have an impact on the project's success.

Despite the fact that most implementing NGOs did not have a dedicated monitoring and evaluation unit, they used it to monitor and evaluate projects by performing various sorts of evaluations and, to some extent, involving concerned stakeholders.

However, because the majority of organizations paid little or no attention to M&E and even failed to properly utilize the feedback obtained from M&E, it appears that they were unable to take corrective actions (improvements) based on the monitoring and evaluation results, which may have harmed the project management's effectiveness and efficiency.

Except for appraising education project proposals and occasionally participating in terminal evaluations of some of the projects, the education bureau did not provide technical assistance or provide feedback based on their quarterly and annual reports to most of the organizations, it is easy to conclude that the education bureau's efforts were insufficient to improve the management of the educational projects designed and implemented by the bureau.

However, in general, the majority of the organizations operated the projects in accordance with the education bureau's agreement, while others did not. This could indicate that the education bureau lacked a proper control system to compel all NGOs to work in accordance with the agreement reached in order to improve education project management in the capital.

5.2. Recommendations

Based on the findings obtained and conclusions drawn, the following recommendations are forwarded.

1. Project Objectives

In order to measure the progress of a project and take the necessary corrective actions, the objectives must be technically sound rather than simply stated as outputs.

Therefore, NGOs should clearly and concisely describe the project designs and make the project proposals self-sufficient so as to reduce implementation issues.

2. Project Appraisal

As the results indicate, the NGOs had inadequate number of monitoring and evaluation officers who could appraise, monitor and evaluate all the education projects designed and implemented by the NGOs properly. To change this situation (reduce this problem) and provide better services, the bureau should:

Give due attention to the issue and assign extra education project experts by discussing with the concerned officials of the city administration and/or the Ministry of Education (MOE).
Keep involving other concerned personnel of the bureau in the appraisal process.
Involve plan and program experts, education experts, principals and supervisors working at sub-city and woreda levels in the appraisal, monitoring and evaluation of the projects by providing them training on education project management.

3. Project Implementation

In order to assure better project implementation that enables to achieve the desired goals and objectives of the projects, it is advisable to be cautious before the difficulties occur and curb the drawbacks as much as the capacity of the implementing organizations allows. Hence, the NGOs should:

Establish project-implementing units or adjust the existing organizational structures depending on the size and nature of the projects.

rain the project personnel on educational project management in collaboration with donor agencies, training institutes, the education bureau and other concerned bodies.

Motivate the project personnel through training, recognition, promotion, giving them responsibility and the like so that they develop devotion and enthusiasm to the projects; create good group spirit among them and reduce the attrition rate.

4. Implementation Problems

In order to at least minimize other problems faced by the organizations during implementation of the projects i.e. inadequate fund, delayed release of fund, delayed start up, shortage of trained teachers for special need education, unavailability of nationally developed curriculum for disabled (handicapped) learners and housing and facility problems, the organizations should take care while planning (designing) the projects; create good relationship with their donor agencies, other concerned government and non government organizations working on similar areas of interventions and try to find possible ways such as lobbing and awareness raising that help to mitigate the difficulties.

5. Monitoring and Evaluation

Since monitoring and evaluation plays a vital role to make corrective actions (improvements) while managing the projects, it is very important to pay serious attention to M&E. Thus, the implementing NGOs, the education bureau and the donor agencies should allocate budget for M&E and monitor and evaluate the projects according to the plans and the agreements reached. Beyond conducting monitoring and evaluation, however, the implementing organizations should properly utilize the feedbacks acquired thorough M&E so as to keep the management of the projects on the right track. Besides, the education bureau and the donor agencies should follow up so that the organizations make use of the results obtained from M&E.

6. Feedback and Technical Assistance

In order to improve the overall management of the educational projects designed and implemented by the agencies in the capital, the education bureau has to:

Give useful and constructive feedbacks to the organizations based on their performances i.e. monitoring and evaluation results and accomplishment (achievement) reports.Provide technical assistance by conducting additional need assessments.

Have an appropriate control mechanism that obliges all the NGOs operate and generally manage the projects according to the agreements reached.

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APPENDIX I

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF PROJECT MANAGEMENT

QUESTIONNAIRE

Dear Sir/Madam

I am a project Management student at St. Mary's University and working on my thesis entitled "challenges associated with the administration of educational programs implemented by selected non-governmental organizations in Addis Ababa". In order to attain the goal effectively, I request your cooperation. Your sincere and timely response is critical to the success of my research. There is no need of writing your name. Your opinion will be kept confidential and will be used for academic/research purpose only. Therefore, you are kindly requested to give proper answer for each question carefully. If you have any question or comment, please don't hesitate contact by the following addresses:

Thank you in advance for your time and efforts!

Part I

Personal Information/demographic data

Please read each question carefully and answer it by putting a "√" mark on the box matching to the response.

1. Gender: Female☐ Male ☐
2. Age: 18-27☐ 28- 37☐ 38-47☐ 48 and above☐
3. EducationalLevelDiploma☐ Bachelor☐ Masters☐ PhD☐
4. Work Experience at the institute

1-2years☐ 3-4years☐ 4-5years☐ 6 and above years☐

Part II

Kindly show your opinion for each question by putting a"√" mark on the box.

(Key: 5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree)

No.	Item	Level of agreement				
		5	4	3	2	1
A	**Objectives of the project**	**SA=5**	**A=4**	**N=3**	**D=2**	**SDA=1**
1	The objectives of an educational project are clearly defined.					
2	The objectives of an education project are entirely consistent with the country's current educational curriculum.					
B	**Process, Criteria and Results of Project Appraisal**	**SA=5**	**A=4**	**N=3**	**D=2**	**SDA=1**
3	Usually, before submitting a project proposal to donor and/or the education bureau, it is evaluated within your organization.					
4	The appraisal criteria used by the organization are in line with the rules for evaluating the project proposal.					
5	The organization has qualified project managers and appraisers.					
C	**Elements of Project Implementation**	**SA=5**	**A=4**	**N=3**	**D=2**	**SDA=1**
6	A project-implementation department is established specifically for an education project.					
7	The project's information systems (including project communication) are of exceptional quality.					
8	The project is strictly managed by the organization in accordance with the agreement reached with the education bureau and donors.					
9	The overall organizational situation motivates project personnel to increase their level of commitment to achieving the project's objectives.					
D	**The Situation of Monitoring and Evaluation**	**SA=5**	**A=4**	**N=3**	**D=2**	**SDA=1**
10	The organization places high value on monitoring and evaluation.					
11	A separate monitoring and evaluation department is in place at the organization.					

12	If the organization has a separate monitoring and evaluation department, the department is staffed with qualified monitoring and evaluation personnel.					
13	Monitoring and evaluation are carried out throughout the duration of the project's life cycle, from start to finish.					
E	**Reporting, Feedback and Technical Assistance**	**SA=5**	**A=4**	**N=3**	**D=2**	**SDA=1**
14	Your organization sends reports to the education bureau on a regular basis.					
15	The education bureau regularly provides useful feedback based on the reports.					
16	Regular technical assistance is provided by the education bureau in accordance with the needs of your organization.					
F	**Project Implementation**					
17	The donors provide enough funds to carry out an education project timely.					
18	Concerned government bodies provide technical assistance to the implementation of an education project.					

Please write down any idea you think that helps to improve the challenges of implementing an education projects.

_____

_____

_____

Appendix II

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF PROJECT MANAGEMENT

INTERVIEW GUIDE FOR SCHOOL PRINCIPALS, AND TEACHERS

Thank you for your willingness for this interview. This is research is conducted as part of my project management study at St. Mary's University. Your involvement is very significant to the research. Therefore; you are kindly requested to answer this interview to achieve the main objective of the study. Your response will be kept highly confidential and used only for this research on academic purpose. Thank you in advance for your help.

1. How is the monitoring and evaluation of education project done at your school?
2. What are the main problems faced while monitoring and evaluation of an education project?
3. What are the main managerial challenges in relations to the monitoring and evaluation of an education projects?
4. To what level do you think that the general organizational situation motivates staff to increase their commitment to successful implementation of the project?
5. To what extent do you believe the project's objectives are closely aligned with the country's current education policy?
6. What is the level of participation of the project's beneficiaries in the selection and preparation of the project's objectives?
7. What are the most important factors that contribute significantly to the successful implementation of an education project in your organization?
8. Explain if there were any legal factors that affected the implementation of your school's education projects.
9. What are the contributions of project personnel to implement education project at your school?

Thank you!