

Addis Ababa University
School of Graduate Studies

Assessment of
Sustainability of Alternative Basic Education Projects Supported
by Selected NGOs in Addis Ababa

By
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July 2009

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**A Thesis Submitted to School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for Masters
of Art Degree in Educational Policy and Planning**

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**July 2009
Addis Ababa**

ACKNOWLEDGEMENT

First, I would like to express my gratitude to my Advisor Ato Adane Tessera for his invaluable assistance in advising me with his unreserved professional and technical help and guidance.

I like also to thank the Department of Educational planning and Management for providing me this opportunity and financing the study, which is one of my important accomplishments.

I would like also to thank the members of the NGOs who were kindly cooperate in giving all the needed information, particularly to Ato Yonas HaileGeorgis, who was helping me in the coordination and facilitation of questionnaire distribution and focus group discussion sessions.

My gratitude also goes to my fellow graduate students of Educational Planning and Management who were giving me valuable comments and information.

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Acronyms and Abbreviations

ABE: Alternative Basic Education.

CBO: Community Based Organizations.

Chadet: Children Aid Ethiopia.

CMC: Center Management Committee.

CRDA: Christian Relief and Development Association.

EEC: European Economic Commission.

ESDP: Education Sector Development Program.

ETP: Education and Training Policy.

EVC: Every Child.

IGA: Income Generation Activity.

MOE: Ministry of Education.

NFBE: Non Formal Basic Education.

MOFED: Ministry of Finance and Economic Development.

MDG: Millennium Development Goals.

UNESCO: United Nations Education, Science and Culture Organization.

UNDP: United Nation Development Program.

UPE 2015: Universal Primary Education by 2015.

Abstract

Recognizing sustainable provision of Education cannot be the sole responsibility of the government, the NGOs and the community intervention has been highly encouraged. Accordingly, many Alternative Basic Education Projects supported by NGOs have been carried out in Addis Ababa. Some projects were successful in producing lasting impact on the provision of Education. However, many projects could not support themselves and operate in sustainable manner after project handover is made to the community and the NGOs ceased their support. A number of technical, financial, institutional, economic, social and environmental factor constraints contribute to the failure to sustain the projects. The study made an assessment of these factors that are critical for sustainability of education projects. In order to conduct this study five NGOs were purposively selected. Their education project components, which includes Education Centers, and other arrangements and considerations made to making the projects sustainable after project handover were subjects of the study. To gather information questionnaires were distributed, interviews and focus group discussions were held, relevant documents were analyzed, and also field observations were made. The respondents were selected using availability and purposive sampling techniques. The respondents were categorized in two groups; NGO members and Education Committee Members. Project Managers, Project Officers, Supervisors, Coordinators and facilitators were categorized into NGO members, and Government Officials and Community respondents as Education Committee members. The analysis was carried out using independent t-test along with other descriptive and inferential techniques. The findings of the study show that the communities' capacity to operate the project in sustainable manner is questionable mainly because of weak financial and institutional capacity. In drawing conclusion, the study views the arrangements made to overcome the constraints are not adequate and less attention is given for sustainability of the projects, and this leads to uncertain situation for the projects sustainability. It is recommended in the study that more collaborative efforts better ensures sustainability. Thus, the roles expected from each stakeholder should clearly be communicated and the Education community members need to be more functional in eliciting support from the community they represent and the necessary support needs to be provided by the NGOs.

CHAPTER ONE

INTRODUCTION

This chapter deals with the problem and its approach. It consists of the background of the study, statement of the problem, the research objective, significance of the study, delimitation and limitation of the study.

1.1. Background of the Study

Projects implemented to bring about development in a society will achieve less unless proper consideration is given on how to provide the benefits intended in a sustainable manner. As stated in the MoFED (2006) document on developmental projects preparation Development implies sustainable improvement overtime of the physical and human resource base to enhance the level and distribution of income. Hence, sustainable development is not a result of a one occasion accomplishment but rather it is a result of continuous exertions.

The principal means of realizing sustainable development in a nation is Education. Over the last decades the perception from which the contribution of education to a sustainable development of a nation had widened from perceiving education as a means of supplying the trained manpower needed to establishing a modern economy to the concern for human welfare and the alleviation of poverty. Education has come to be seen as a basic human need, as a means of attaining other basic needs, and overall means of development (Baum and Tolbert, 1985). It is now generally recognized that a country's human resources is essential to its prosperity and growth and to efficient use of its physical capital. This is mainly because the productivity and individual earnings of a nation can increase through provision of education. Education issues are thus critical, especially for under developed countries that are striving to escape from poverty and to bring about development to their nations.

The Ethiopian government also designed Education Sector Development Programs (ESDP) which envisages the expansion of educational opportunities. It further enhances the poverty reduction strategies and for more rapid development (MOE, 2002). In these programs due attention is given for the expansion of education to improve educational quality, relevance, efficiency, equity and expand access to education.

However, for developing countries like Ethiopia, availing quality education system for the nation requires significant additional human, material and financial resources that obviously the government alone can not provide. In many cases it requires the joint effort and support from other stakeholders like NGOs, local government and the community. The world conference on ‘‘Education for All’’ held at Jomtien stressed the need to include the resources for education into a variety of private and voluntary institution, local communities, parents and learners themselves (UNESCO, 1992). For this matter the government of Ethiopia encourages the participation of non governmental organizations and the private sector. As it is clearly stated in the Education Sector Development Program III document:

The role of private sector and non governmental organizations will be strengthened in increasing access to education for the realization of universal primary education and the targets set for secondary, TVET and tertiary education. As an incentive, the private sector will be allowed to secure land free of charge and import educational materials and equipment duty free. The involvement of communities and partnerships with NGOs and other donors shall also be enhanced (MOE, 2005:34).

Accordingly, a number of NGO’s are operating throughout the country in coordination with the community and government agencies that are working in the education sector. According to the CRDA members profile (October, 2003), there are 122 CRDA member NGOs that provide support for education. An estimated of 72 NGOs are currently operating in Addis Ababa. The NGOs implement different projects to meet the demand of education opportunities. Baum and Tolbert (1985:6) in this regard, stated that the project approach has proved a flexible and useful tool regardless of a country’s economic system, type of government or stage of development. The approach enables emphasizing on being practical rather than doctrinaire, on learning by doing, and on using what works and on abandoning what does not rather having fixed plans. For the matter of providing sustainable education and fairness, many NGOs handover their projects to the community after their project phase out. In such practices the NGOs can move to other projects since the handed over projects can be independently operated by the community. By handing over projects, the NGOs will be able to reach many areas with limited resources rather than operating in one area by implementing one project for a long period.

Although some handed over education projects succeed in providing lasting effect in the provision of education, many fail to sustain after the NGOs cease to support. The education projects considered satisfactory at the completion of the implementation stage or may well emerge as unsatisfactory if it cannot provide the intended benefits some years later. But it should be noted that the aim of any developmental project, which includes education projects, is to be sustainable until the predetermined objectives are met (MoFED, 2004). The lack of sustainability is due to various technical, institutional, economic, social and environmental constraints faced by the NGOs and other stakeholders.

Prearrangements have to be made to tackle such constraints before project handover. The organizations responsible for implementing different education project need to develop plans on how to ensure sustainability and take the necessary arrangements during the implementation stage. This study deals with the arrangements made for sustainability and the constraints faced by education projects which are currently supported by selected NGOs in Addis Ababa, and suggest possible strategies in removing the constraints.

1.2. Statement of the Problem

Looking into the regional data on Education performance indicators, Addis Ababa has made considerable progress. However, it cannot be inferred that the region has no problems in the area of education. The extent of the problem may be lower compared to the other regions found in the country but there are pressing problems that require collaborations to secure sustainable education, especially to the disadvantaged groups.

According a study made by Propriede (2002) the problem of education in Addis Ababa as in case of the other parts of the country can be expressed in terms of access, equity and quality of education. The government schools are over crowded and are not accessible by many since the number of students per class can be as high as 90 students. In addition due to low household income many parents can not afford to send their children to private or even public schools. In effect large numbers of children are out of school wandering in the streets. Apart from this, the youth is also required to carry out domestic and other economic activities when they should be in

schools. This is also one factor that limits access to education. Since many of the youth have schedule that does not fit with formal schools schedules, there is a lack of alternative ways to provide education that takes into consideration the special role that the children play domestically and in contributing generating income to their households. It is evident that the performance of female students poor in school because they shoulder many household responsibilities than boys.

It is obvious that the government alone cannot provide sufficient financial and human resources to support and solve all problems and hence there is a need to get support from other stakeholders. In this connection different NGOs are encouraged to offer various kinds of support. The NGOs as partners of development endeavors and providing sustainable education they set different education projects. Since projects by their nature are planned set of activities which will be completed within specified time and resources, the continuation of rendering the benefits after project phase out needs to be considered. Consequently many NGOs handover their projects to the community after project phase out and move on to other areas where their intervention is more desired. Such practices of sustaining education projects through the community are highly valued for the matter of fairness and sustainable provision of education. With limited resources the NGOs can reach wide range of the population and highly contribute for the sustainable provision of education.

However, it is highly questionable that the projects benefits continue for a reasonable period of time or until they meet their predetermined goals after project handover is made to the community. This can be problematic considering the presuppose objective of the project which is to improve the access and other aspects of education in a sustainable manner. Failure to critically consider what will happen upon completion of the project's implementation phase, then however well implemented, the project is liable to encounter serious problems in providing the required service (MoFED, 2002). The failures to operate in a sustainable manner after project handover attribute much for constraints on various factors. These various interrelated factors are categorized into technical, financial, institutional, social, economic and environmental factors (Vizayakumar, 2005).

The constraints mentioned above are highly observed in Education Projects in Addis Ababa as well as throughout the country. The constraints on the critical factors for sustainability of Education Projects can be observed on the community, NGOs and other stakeholders. In many cases the community lacks the technical expertise and institutional capacity in equal competence as NGOs to operate the projects in a sustainable manner after project of handover. Provision adequate trainings to enhance the communities' capacity are low or the technical design the projects are not applicable to the communities' context. As in many external support projects, lack of understanding of social factors like the communities' needs and norms will often causes failure to gain participation, which is critical for sustainability. A financial constraint is also common problem observed to sustain the projects operation after project handover. Such constraints denote that there is need to develop strategies and make proper arrangements to tackle the constraints and sustain the projects by all concerned.

The arrangements need to exhaustively analyze the factors that are critical for sustainability, and also planned and executed right from the early stages of project implementation (Cusworth and Frank, 1993). It is when these arrangements are successfully planned and put into action that the benefit the education projects are delivering will continue even without the direct support of the NGOs. Even though sustainability plans are developed for many education projects in Addis Ababa, it is highly questionable whether the plans critically consider arrangements of the factors for project sustainability mentioned above. In addition it calls for investigation how often and adequately the arrangements come into realization. The consideration given by the NGOs, Community and also the government for a proper arrangements need to be clearly verified in this regard.

Thus, this study focus on assessing the arrangements made for project sustainability and the constraints faced by selected alternative basic education projects in Addis Ababa. Accordingly, this study will make an attempt to answer the following questions;

1. What are the technical, institutional, financial, social, economic and environmental constraints faced for sustainable operation and maintenance after project handover?
2. What are the arrangements made on the technical, institutional, financial, social, economic and environmental factors for sustainable operation and maintenance after project handover?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to assess the arrangements made for sustainability of Alternative Basic Education Projects supported by selected NGOs in Addis Ababa, and provide possible recommendations to tackle the constraints faced in ensuring sustainability.

1.3.2 Specific Objectives

Specifically, the study will attempt to:

1. Identify the constraints faced on technical, institutional, financial, social, economic and environmental factors.
2. Assess whether technical, institutional, financial, social, economic and environmental factors exhaustively analyzed and arrangements are made for sustainable provision of education after project handover.

1.4. Significance of the Study

Given that provision of Education is not a one time activity Education projects are expected to deliver their benefits in a sustainable manner. But since projects activities are bound by specified period, continuity of the activities after project phase out may be an important objective. Many projects discontinue their activities after handover is made to the community due to constraints on different sustainability factors. To this end, assessing status of the sustainability of education projects, identifying the major problems encountered, arrangements made and thereby generating information for decision makers and corrective action is essential. In this context this study can be considered as significant for the following reasons:

1. The finding of the study may help project planners to have a clear idea of constraints that could be faced after the end of project implementation and make the necessary arrangements for sustainable operation and maintenance after project handover.

2. The good and the bad practices of the sampled NGOs can be useful for project planners, the community and government officials on the ways to make proper arrangements, and enlighten them the part expected from them to make education projects sustainable.
3. The finding of the study may help relevant government authorities to adapt or change the existing regulation in order to ensure the benefits of the project continue even after the end of the project.
4. The study may serve as a stepping stone for further and in depth studies.

1.5. Delimitation of the Study

The study is concerned with assessing the constraints faced and arrangements made for the sustainability of education projects. However, there are a vast number of NGOs supporting the country's different educational programs all over the country. For the matter of making the scope of the study more manageable, the study is delimited to only education projects supported by NGO's in Addis Ababa City Administration and operating in collaboration with Government Education Offices.

1.6. Limitation of the Study

The researcher put his maximum effort to conduct the study as efficiently as possible. Nevertheless, some restraints affect the research in different levels of the study. One of the main hindrances that the researcher faced was shortage of time. The time constraint affects decisions that have to be made on the data collection procedure and the sample size. The lack of willingness to cooperate from some respondents and organization and the inaccessibility of the Education Committee members is also other limitations that affects the researcher's decision to limit the subjects of the study to more manageable size. In addition the lack of cooperation from some key informants forced the researcher to use more of quantitative data on some part of the study. Inadequate and up to date related literature on the subject on the study is also another limitation that forces the researcher to use limited number of references.

1.7. Definition of Terms

The following words are a list of terms that are found in the different parts of the study. The contextual meanings of the terms are given below.

- CBOs: Community Based Organizations such which are often formed to serve the needs of the local community.
- CMCs: Center Management Committee, they are also known as School Management Committee and Education Committee. They are established to run education centers and different components of the education project after project handover.
- Economic Factors: It is analysis of cost and benefits of projects. It stressed that benefit of project implementation is seen from national economic growth and it should be greater than cost.
- Environmental Factors: it is one aspect of project feasibility study which focused on natural and social environment. This factor stressed that projects need to be environmentally acceptable.
- Financial Factors: it is concerned with financial feasibility of projects. It focused on the financial capacity of projects to meet their objectives.
- Institutional Factors: it is concerned with the capacity with project implementers and sustaining the institutions created to operate the projects.
- IGA: Income Generating Activity, which is usually conducted to ensure financial capacity of community organization. The activities are considered as any business activity thus legal registration is required.
- Project: is a set of investments and of other planned activities aimed at achieving specified objectives aimed at achieving specific objectives within a pre-determined time-frame and budget.
- Project Sustainability: the continuation of the benefits of a project for a reasonable period of time after project phase out.
- Social Factors: it is concerned with the social environment and stakeholders' analysis. It stressed the need for projects to be socially acceptable.
- Technical Factors: it is an analysis on the technical design of a project. It stressed the fact that a project need to be designed in a way that enables it to meet the objective.

1.8. Organization of the Study

The study is organized in five chapters. Chapter one introduces the readers about the problem of the study and its approach. In chapter two, reviews of related literatures about the problems raised in this study is discussed. The third chapter of the study deals with the Research Design and Methodology used to gather and analyze data is presented. Chapter four discuss about the findings of the study. Final, chapter five presents summary of the major findings of the study and gives conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study attempted to discuss about the different literatures found related to the basic questions raised in the study. It helped the researcher to have background information on Education Projects Sustainability to be used as a frame for his study. It consists of the Education Projects, arrangements for project sustainability and the major factors for project sustainability and also Sustainability Strategy of the World Bank for Education Projects supported by the Bank.

2.1. Education Projects

There are many definitions for the word project. According to Magnen (1993), 'A project is a set of investments and of other planned activities aimed at achieving specific objectives within a pre-determined time frame and budget. Baum and Tolbert (1985) also defined project as 'A discrete package of investment, policies and institutional and other actions designed to achieve a specific development objective or set of objectives with in designed period. Wysocki (2000) added that the common distinctive feature of projects is projects comprise a sequence and connected activities. The activities are often not simple tasks that can be completed without a need for planning. In addition the activities are expected to be completed within the planned time period and specified budget.

The definitions give some conception that all tasks intended to be completed in a defined time are not considered as projects. The definition and feature discussed are shared by all projects, but there are also distinctions among projects. Education Projects are incorporated in investments on Developments and considered as one type of Development projects (Tolbert and Baum, 1985). Education projects as the name indicates focused on Education related activities. Apart from this, Imboden (1978) stated that the distinction between Education projects and other types of projects such as Business Oriented projects can be drawn according to the effect of the project. The conventional types of projects have impact on social development and economic growth. The distinction is therefore a matter of emphasis rather than of substance in that education projects give more emphasis to social development. Education projects have more society oriented in a

sense that they are implemented targeting to benefit at society level rather than selected individuals or firms.

This societal nature of Education Projects is the reason why many literatures stress the importance of integrating the design and execution of Education and Development Projects to sector and sub-sector planning which. Magnen (1993) also stress that Education Project Planners need to pay greater attention to the translations of national policy. Education Projects derived from the governments' or national development policies. They do not emanate from the needs of individuals or organizations. Education Projects are then a translation of national policies and objectives. Through project intervention and efficient allocation of resource development can be achieved (MoFED, 2006). Education projects are often in the form of charity development in which beneficiaries are not charged for the services rendered. The following points are common characteristics of development projects which are shared by Education Projects as listed by Development Studies Associates (2001):

- Project operates within defined objectives, activities, time, cost, location, target group, and expatiated output.
- It requires the commitment of scarce resources for a specific line of action.
- In most cases it involves special financial arrangement, including loan and grant from different agencies.
- It involves the creation of fixed productive capacity-land improvement, machinery, building and other structures for use in the creation of valuable goods or services.
- It is designed to improve the socio economic status of the targeted community.
- In some cases, it requires the tailoring of development initiatives to particular local potentials and constraints of the community beneficiaries.

In a nut shell the role of developmental projects including educational projects is to build the capacity of the local community to plan and implement community based development initiatives in a sustainable manner (Taye, 2006).

2.2. Project Sustainability

It deemed to be necessary confer about what sustainable and sustainable development means before going in to details about project sustainability.

Sustainability is a modern concept which has been in use since 1970s. There are many understandings about sustainability and its related term sustainable development. But all coincide by raising questions about different social path through which a society can be more sustainable. A sustainable development is development that meets the needs of the present generation without compromise the ability of the future generation within it (WCED, 1987). Sustainable development embodied in sustainable patterns of production and consumption. Sustainable development conceives as a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change enhance current and future potential to meet society needs (Maedowcroft, 1999). Improvements and the related activities that endeavor to bring about improvements need to be sustainable to achieve sustainable development.

Project sustainability is also derived from this concept. Project Sustainability can be defined as 'The continuation of benefits after major assistance from a donor has completed' (Quality Assurance Group, 2000). Thus, in this context project sustainability refers to the ability of a project to continue its operation or prevision of service without interruption for reasonable period of time. Project is sustainability if its net benefit continues at a level sufficient to meet the predetermined objectives (MoFED, 2006).

For developmental projects the duration of sustainability often involves the period after the end of project implementation. The focus is on the continuation of the flow of benefits in the future. The concept of sustainable benefits does not necessarily mean continuation of NGO supported activities (AusAID, 2000). Sustainability can also imply become self-supporting rather than depending on external assistance.

2.3. Arrangements for Projects' Sustainability

As the aim of education Project is to meet its predetermined objective or goals on sustainable basis project planners need to consider what will happen upon completion of project implementation. Hence, there should be proper arrangements for project handover, operation and maintenance in the implementation plan of the project to attain sustainability. These arrangements ensure a smooth transition between project implementation phases (MoFED, 2006).

2.3.1. Project Handover

Project handover mainly includes finalization and delivery of any contracted services, and demonstration of the benefits of the project to key stakeholders. The type of project handover can be partial or complete. In planning project handover thorough analysis of project aspects (factors) such as institutional, social technical and other factors are necessary. Major strategies for proper arrangement of project handover involve (Cusworth and Frank, 1993):

- Ensure the proper handover arrangement is properly planned and responsibilities identified from the earliest stage of project design.
- Ensure the handover operation and commissioning period is smooth in order to use newly created facilities and utilities to use them in the most efficient and effective manner. As stated in MoFED's Document of Appraisal Guidelines for Public Sectors (2006:17), the organization which implements a proposed project should recruit and train staffs from those who will took over and operate the project.
- Ensure that project handover procedures have include acceptance tests, relevant safety and quality standards set by the project or responsible authority.
- Deliver relevant document such as handover summary report which demonstrates the benefits that project delivers. The document reinforces and clarifies any procedures of project and why they are necessary.

In addition many literatures on project management suggest that the need for making formal closure and celebrations by project team members and key stakeholders on scheduled date. Delivery of projects in such manner helps to have an opportunity for sending a message to key stakeholders about the efforts made to reach this stage from the inception of the project, and still intense effort is required by all concerned in order for the project to sustain its operation. Such scheduled closure can be used to recognize and appreciate the efforts made by those participate. It attributes in stressing the importance of the project to continue its benefits in a sustainable.

2.3.2. Ensuring Sustainable Project Operation and Maintenance

Once the project handover has been completed the operations of the project can begin. The purpose of project operation and maintenance is to ensure the project deliverables are ready for operational use and maintenance.

The plan for sustainable project operation and maintenance should be included in implementation plan, and should be developed and agreed upon before the end of the project implementation and facilities are completed. The plan clearly include a detailed task schedule outline as a minimum activities, who will be responsible, the material and spare parts needed, the tools and equipment needed and who covers the cost (UTS, 2008). Generally, in planning for project operation and maintenance consider the following strategies (Cusworth and Frank, 1993):

- Ensure that the process of project operation is properly monitored and changes to be achieved during operation are evaluated.
- Ensure the team or stakeholders responsible for the project operation involve early during concept and detailed design. And these groups should undergo a rigorous process of organizational assessment to ensure that it will be able to sustain operation.
- Financing arrangements for future operations should undergo a thorough examination, especially with relation to the funding of recurrent costs. One of the common problems to achieve sustainability of project is an explicit financial policy that addresses how the cost of project and maintenance will be financed. Ensure also that adequate financial provision has been made for maintenance needs, which may arise during operation.

- Ensure that provision of training and capacity building for those who are responsible for operation and maintenance in order the project will be able to sustain operation. Many methodologies can be developed for the operation and maintenance of facilities. These methods should be adapted by who will operate and maintain the project.

One basic question that can be raised is who should be in charge of project operation and maintenance. The key stakeholders are often responsible groups to take over operations and maintenance of projects after the end of project implementation. These groups should oversee the project operation and maintenance with technical assistance as needed and in agreement with the rules of the government regulations. And ensure that operation and maintenance training is provided as needed. They also monitor the budget to ensure that the operation and maintenance costs are controlled (UTS, 2008).

2.4. Critical Factors for project sustainability

For projects to be sustainable there should be adequate managements for the projects handover, operations and maintenance. These arrangements involve full coverage and exhaustive analysis of projects aspect such as technical, environmental, social, institutional, financial factors project planning and project implementation.

2.4.1. Technical Analysis

Beginning assessment of project aspects factors for sustainability of projects with technical analysis is appropriate provided that developmental projects must be revised or abandoned, regardless of its performance in other areas.

Technical analysis must be assessed on the basis of the projects ability to meet its objectives using a technology and standards which are appropriate the circumstances of the country in which will be located.

The key thing in technical analysis is appropriateness, the projects design has to be assessed in terms of its appropriateness and relevance with regard to the project objective (OECD, 1988). Thus the objective needs to be critically analyzed for the appropriateness of projects technical

design. However, project to bring about the desired type of sustainable developmental the objective of project must be targeted on the problem rather than symptoms of the problems.

Technical design refers to detailed identification and description of the projects technological and engineering design (MoFED, 20006). It forms a basis for technical appraisal of projects sustainability. While many issues of technical design vary according to the specific project under review, there are four broad issues with general relevance to technical design (Baum and Tolbert, 1985). These are:

1. Scale of the operation (size)

Size, scale or scope of a project is almost a variable that must be determined in the course of project preparation. Incorrect assumption about the size or scale of operation of a project product or services can be produced and delivered would cause problems of either inadequate or excessive capacity, which can be difficult or expensive to rectify (MOFFD, 2006). There are a Varsity of factors which must be considered when contemplating size on scope of a project. These include:

- Future demand for goods or services provided by the project. This can be estimated after by analyzing the problem, of stakeholders or using other techniques. It should also be remembered that demand can be managed to a certain extent through pricing policies and system operation procedures (BCID, 2003). For sustainable operation of projects there should be adequate demean after project handover.
- Administrative capacity of project beneficiates. The absorption capacity, the nature of target groups as well as experience of implementing organization and some of the factors that need to be analyzed in assessing capacity of community who will operate the project after project implementation.
- Resource limitations or physical constraints of the project site. In some projects, which are resource based, physical limitations of the site of the natural resources to be exploited may be decisive. In this case size or capacity usually can not be changed, there may be a limited scale of operation or size possible and therefore, what the formulators must concentrate on is the availability of these specific resources and related facilities.

- Economies of scale. Large scale technologies tend to have lower unit cost of an out put than smaller scales. Economy of scale states that the unit cost of an output reduces while the scale of operation raises (MOFED, 2006). In case where the market size and demand of a given output is lower, the type of project that has to be formatted should base on the minimum economic size. Thus economy of scale in technological process limits on the size of project.
- Recurrent cost demand. This is an important factor that is often over looked in developmental projects (MoFED, 2006). There must be enough budgets to finance costs of salaries, maintenance and other recurrent activities after project implementation. Thus availability for financing recurrent costs needs to be investigated in the selection of the size of the project. For example cost of teacher's salary many limit the number of schools to be constructed and teachers trained.
- Need for pilot programmer or incremental implementation in the cause of projects which introduce untried techniques. In the absence of proven technology package favoring large scale projects by some project planners is one factor that must have to be guarded against. Starting with research or adaptive work and continuing with pilot projects, new techniques should be investigated before applying to a large scale projects (Baum and Tolbert, 1985). Then if the intended project is tested and accepted by targeted groups it can easily be expanded or replicated to a large scale or areas.

As stated in MOFED guideline for public sector project (2006:46), failure to concenter an accurate analysis of the required scale of operation of the technical design of a project. This can result under or over utilization design of the require service.

2. Location

There are varieties of issues which can be considered in the choice potential location of a development projects. Sometimes the nature of project dictates a unique solution. But in most cases, the selection entails a trade off between various considerations, such as:

- The availability of a suitable site for the project. Suitability here encompasses both physical suitability (in terms of landscape, soil type rainfall and legal suitability (in terms of who is the owner of the project or land)

- Government priorities in forms of stimulating development. Governments may encourage investment away from capital cities to underdeveloped areas or areas of ecological importance (MOFED, 2006).
- The trade off between proximate to factors such as market, energy source infrastructure raw materials etc. Decision must be made at the planning stage as to the nature of these trade-offs.
- Population density within the projects catchments area. As development projects generally aim at providing acceptable services or product to a large number of population, it is necessary to consider the size of the project to the actual or potential needs of the peoples.

3. Technology package

As mentioned earlier technology selected should be appropriate. Appropriateness is, however, a relative concept. It is generally it is taken to mean that the technology chosen should be suited to the development objectives of the project, to the intended users, and to local condition including the availability and labor as well as the size of markets and the actual and potential capacity for local planning and implementation.

This implies that the technology chosen need not be the most modern that is available internationally, nor the traditional one widely used in the country. It can be selected, and perhaps designed, specifically to meet the objectives of the project (Baum and Tolbert, 1985).

2.4.2. Social Factors

Developmental projects such as education are highly people oriented because they engage people in a variety of roles. As Magnen (1993) stated a project can not achieve its objectives if it is not socially acceptable. In addition the process of development inherently social dealing as it does with the improvement of social conditions and working through social structures to achieve these objectives (MOFED, 2002). It is therefore crucial to integrate comprehensive social assessment into the project appraisal and design process. The precise role of social assessment can be defined as “Ensuring that people- their capacity values and needs are put at the center of development process” (ODA, 1995).

Experience has shown that designing projects by applying expert knowledge without stakeholder consultations have often failed to achieve positive results. Baum and Tolbert (1985) also stated that the purpose of social analysis is considering the suitability of the proposed design to the project population. Appraisal of Social aspects of a project involves assessing the following areas:

1. Identification of shareholders and target groups

The first step in social analysis is to identify the population community institutions, groups, etc. which are liable to be affected in some way by a proposed project. These populations are known as stakeholders. Stakeholders analysis is important because it enables the project planner to fully understand the specific social conditions in which the project will be implemented (MOFED, 2006).

Stakeholder analysis is of particular importance which is striving to achieve sustainable development by involving beneficiaries in the design, implementation and operation phases (Baum and Tolbert 1985).

Stakeholders analysis should examine and determine the way in which people are organized into different social groups based on the status ascribed to them at birth (ethnicity, clan, gender, velocity, language, class) or on the identity they achieved or chosen (civil servant, industrial laborer, white collar worker, farmer). Stakeholders can then be categorized based on their importance as primary (those affected directly by proposed project), Secondary (those engaged as intermediaries in the delivery of project benefits) and external (those who are influenced by or have influence over a project without being directly affected by it). Once the various stakeholders have been identified and categorized it is then necessary to consider their interests. It enables to determine their probable influence and importance of the stakeholders in terms of achieving project objectives.

2. Participation Issue

The aim of participation is to produce a situation where stakeholders are willing to contribute to the successful implementation of the intended project and its future sustainability. Participatory approaches, which create an awareness among stakeholders of their own situation of the socio-

economic environment they live within, and of measures they can take to begin changing their environment, should be considered during assessment of social aspects for project sustainability (MOFED, 2006).

The World Bank's popular participation learning group (cited in Eade and William, 1995:5) has identified four levels of participation.

- To inform (Information shaping) as to project development and how it may affect them but having no degree of influence over proceedings
- To consult people by providing information on previous which may or may not be acted upon.
- To participate in decision making in design and implementation of project and thus influence its development at every stage.
- Initiating action, people organize themselves to the action in the face of a shared problem or one of interest, rather than responding to the initiative of outside agencies.

The level of participation selected is closely related to the level of stakeholders' influence and importance on the proposed project. In appraisal the participation it is critical to assess the methodologies applied to encourage all stakeholders to participate in project activities. Exchanging ideas with the community before project implementation helps to minimize opposition, mobilize support, increase positive impact, and ensure sustainability (MOFED, 2006).

3. Cultural Acceptability

According to Baum and Tolbert (1985) projects affecting large numbers of people to succeed, those people must understand and agree to its various features. Design and implementation arrangements must, therefore, take account of the population's values, customs, beliefs, perceived needs, and goals. Intended beneficiaries need to appreciate the aims of the project and recognize its relevance to their needs. Projects are likely to fail when people find the goal of the project inimical to their way of life or values.

4. Gender Analysis

It is important to take account of gender issues because there may be significant differences in the roles and power relationship between men and women. Without gender analyses it is incapable to know at a project design stage whether men or women will benefit specifically as a result of the project. There are cases where certain gender groups may be left in a worse position after project implementation. Gender analyses involve the assessment of gender roles. These can be divided into four categories: Preproduction and household main tenancy, Production, Community management and Community decision making (BCID, 2003).

Generally, it is necessary to make an informed decision and an accurate measure of a proposed project's social impact, in terms of both costs and benefits, for project planners to make informed decisions on developmental projects. If planners discover that the project is liable to have significant negative impact on one or more stakeholders, early adjustments should be applied (MOFED, 2006).

2.4.3. Institutional Factors

Institutional assessment applies not only to the organizations that implement and operate projects but also to the sector and government institutions that affect project success. Institutional assessment is vital since success of the project in sustaining the benefit of the project highly depends upon the capacity of an institution in setting clear development objectives and working effectively and efficiently with their available human and financial resources (Baum and Tolbert, 1985).

It covers both the institution and the environment in which it operates. Institutional assessment concerns two major concepts, namely project management and organization. If the structure is found to be unsuitable or the management incapable, ways of improving or transforming this situation must be considered. It is essential to make sure that the institution created to operate the project after project handover are designed in such a way that they will continue (Magnen, 1993). Institutional assessment involves the following aspects (MoFED, 2006).

1. Institutional Setting and the Legal Framework

To gain a realistic impression of an organization's institutional capacity it is first necessary to gain an understanding of the institutional environment in which that organization functions. Projects are never implemented in isolation as all organizations necessarily operate in a dynamic and uncertain environment. For project planners it is essential to consider the way in which other institutions and stakeholder will perceive the proposed project. There is always a probability for conflict of interest to occur between the project implementers and other organization. The nature of the above factors will play a large part in determining the organizations effectiveness in terms of project implementation.

2. Organizational Capacity Assessment

There are various organizational forms applied for implementing different types of project. The important factors are by and large considered in the selection of the appropriate organizational structure; Size and duration of the project, and the available of the required skilled manpower within an organization. Assessing the organizational capacity provide a picture of the strength and weaknesses within an organization.

3. Capacity Building Strategies

To eliminate problems identified in an organization, varies capacity building strategies can be undertaken. Capacity building strategy can be assessed in terms of five discrete areas (MOFED, 2002):

- Leadership and policy: refers to investigate opportunities to improve the focus and direction of an organization through its leadership structure. Options that can be undertaken to create a more enabling policy environment in which the organization can function properly need to be indicated.
- Management: refers to the structure and composition of the management level of the organization suited to the tasks in hand, and proposing ways in which the management could be made more productive and efficient.

- Administration: refers to exploring how efficient, effective and uniform are the administrative procedures in place within an organization, and improving it.
- Skill and professionalism: As education and training is a productive source of capacity building opportunities, planners should identify those areas which lack in terms of the organization's ability to implement project.
- Entrepreneurship: This is ability to identify and adapt practices to take advantage of changing market opportunities.

2.4.4. Financial Factors

Financial aspects of a project are concerned on how to ensure the sufficient funds to meet project's objects. Hence, it is important to identify "how the project is financed and who will provide the fund and on what terms." (World Bank, 1996).

The organization responsible for the implementation of education project should clearly outline financial managements, especially to the funding of recurrent costs, so that project will be able to produced sustainable benefits for an acceptable length of time. Financial provision must also be made for maintenance needs which may arise during operation. Financial aspects, which can be assessed in relation to sustainability, are (MOFED, 2002):

1. Liquidity and Financial Plan

Liquidity relates to the continued availability of finds in order to finance activities through out the implementation and operation phases of the project cycle. The liquidity of a project can be determiner by analyzing the cash flow statement which contains information regarding the movement and availability of physical cash within the project. This enables to see whether there is enough cash available to meet the projects expenditure requirements at any particular moment in time. The key point to remember when assessing liquidity of a project is that the cumulative cash flow must remain positive. A negative figure indicates that the project lacks sufficient available funds to cover its expenditure and as a result, implementation will have to cease. Cash flow statement records cash inflows (such as equity capital, loan, and sales) and out flows (such as investment, operating costs etc) at the time when they actually occur.

Assessment of the financial plan is, therefore, relates to the liquidity of the project in terms of the cash flow statement. The financial plan sets out how the project is to be financial. It identifies sources of funds and specifies what proposition of these funds will be made available for project activities at a particular time.

Project planners need to ensure that the cumulative balance cash flow remains positive. Planners must also identify the possible sources of finance to cover cost. The main sources can be Equity capital (from the project owners or implementers) or Loans (MOFED, 2006).

2. Assessment of Stakeholder Incentives

Many development projects are concerned with providing the necessary infrastructure and services to stimulate the productivity of small producers (Potts, 2002) and, as in many education projects, to provide education for the disadvantaged group. It is unlikely for NGO'S who operate charity developmental projects to charge for services the rendered. However in order to ensure financial sustainability, NGOS encourage local community to raise their own income from different means. According to Eade and William (1995)in come sources include community contribution, percentage of income generated from some economic activities, organize income generating activities to projects. Project planners should elicit willingness of stakeholders to participate in the project. It is necessary, therefore, to calculate the net benefits gained by stakeholder projects implemented and operations proceed. If these benefits are not adequate, then the project is likely to fail because the stakeholder may be unwilling to participate in project activities on to commit resources to finance the project

3. Financing of Maintenance and Recurrent Activities

Education Projects are characterized by high recurrent costs. For the projects to be sustainable there should be adequate financial resource to cover the costs of maintenance and recurrent activities after the end of the project implementation. This is especially true when projects have been financed by NGOS and they are likely to leave a legacy of high recurrent costs. In education projects where large numbers of permanent staff are employed whose salaries have to be paid by the relevant education bureaus. A well planned and implemented projects any fail by short falls of recurrent and maintenance costs (MOFED, 2002)

The maintenance system and associated resource requirements should be set out of the project's planning stage to ensure that adequate provision is made for there in the projects financial plan (Cusworth and Franks, 1993). Aside from maintenance, project planners should also ensure that adequate resources have been set in to financial plan to cover all recurrent costs (BCID, 2003)

2.4.5. Economic Analysis

Economic analysis is a means of determining project costs and benefits from the national economy as a whole (MOFED, 2002). Considering available limited resources, a project need to make well informed decisions in resource allocation for the maximization of benefits in the form of economic rate of return derived from cost benefit analysis.

Economic analysis can be distinguished from financial analysis in that attention is not confined to the costs and a benefit affecting a single group, the focus of economic analysis, however, is on the net return to society. Nevertheless, financial are the starting point for economic analysis. The cost in this context is anything that reduces an objective and benefit is anything that contributes to an objective.

According to the World Bank Hand Book on economic analysis of investment operations and policy department (1996) the major concern of economic aspect of project is to seek answers to the following basic economic questions.

1. What is the objective of the project?

The objective of a project determines the project's cost and benefit. Educational objectives of projects are commonly derived from the countries "sustainable development and poverty prediction program" document. A clear definition of objecting is essential to identify feasible alternative ways of achieving stated objective and develop performance indication (World Bank, 1996). If different approaches can generate the same out put (benefits) both in quality and quantity, then the economic aspects should identify minimum cost alternative by comparing cost of each (Combs and Jacques, 1997). Alternative approaches of achieving the intended objective must be assessed separately so that the alternative with the highest net benefit can be economically sound (Baum and Tolbert, 1985)

2. What will happen if the project is undertaken? What if it is not? (With and without the project).

All projects make use of some scarce input to produce an input of goods and services valued by society. In general, without the project the availability of these inputs and outputs to the rest of the economy would be different (Baum and Tolbert, 1985). Accordingly, it is helpful to raise such questions as what would the project area look like without the project? What would the project area look like with the project? What would be the impact of the project on the targeted group in without the project is commonly used as the base for assessing incremental cost benefit of the project (World Bank, 1996).

3. Is there a demand for the outputs of the project?

Sustainability of the project is also determined by the future demand for the services of the project. Project demand analysis involves in depth study and analysis of various factors such as existing pattern of consumption and growth availability of substitutes, system of distribution channels and other factors (MOFED, 2006). It is a base for potentially feasible projects. In case of educational projects demand can increase by such factors as population pressure, increased household income and realization of the importance of education. And factors that contribute to a low demand for education are poverty, distance to school, demand for child labor and difficulties to female students to go and come from school (Getachew, 1999).

4. Is the project the best alternative?

Alternative include different technical specifications, different policy or institutional reforms, different location, different beneficiaries, different financial arrangements, or different in the school or timing of the project (World Bank, 1996)

5. Who gains and who loses?

In some case it may be impossible to make every member of a stakeholder to benefit from a proposed project. This may affect the sustainability of a project since those who will not gain benefits or those may be conflicting interest, and they will not be committed for the success of

the project. Hence “identifying those who gain, those who will pay and those who will lose gives the analysis insight into the insensitive that various stakeholders have to see. It is especially important to identify the benefits accruing to and the costs borne by the “poor” or “very poor” as defined for the country by poverty assessments (World Bank, 1996).

2.4.6. Environmental Factors

Environmental factors from the point of social, institutional and political aspects are discussed in the previous parts of the review of literature. From the point of natural resource will be seen in this part. Environmental issues have to rise in striving for sustainable development. Environmental degradation due to inappropriate utilization of natural resources and ever growing population is threatening the lives of the next generation. Ethiopian had expressed its commitment to the environmental protection in the 1995.

Environmental concerns encompasses broad issues including public health and occupation safety, control of air, water, and land pollution, sound management renewable natural resources. Environmental sustainability is critical for sustainable development since environmental degradations directly affects the poor.

Many studies indicate that the main cause for the inappropriate utilization of natural resources and environmental degradation is poverty. As long as poverty and inequality are epidemic in the world, the world’s environment would continue to be damaged. Thus, the impact of development interventions must e designed and implemented in a way that it promotes addressed immediate needs without compromising the future needs. All interventions have to promote the restoration of degraded environment (Taye, 2006).

According to Maedowcroft (1999), the adaptation of a strong conception of sustainable environment will lead to simple and practical rules which can function as more specific sustainability constraints. He further suggested the Output rule and Input Rules.

The output rule stressed that the waste outputs need to be within the natural absorptive capacity of the environment. And the input rule stress stressed that fro renewable inputs, harvest rates should not exceed regeneration rates, and for renewable inputs rate of depletion should be equal to the rate at which renewable can be developed. If a renewable stock is consciously divested it should be subject to the rule for non renewable.

It is uncommon for education projects to have that much impact on the natural environment but all should play their part in protecting the natural environment. As Vizayakumar (2005) stated Schools and NGOs should join their working efforts to disseminate environmental education to the needy communities and as a result a bright community with cleaned environment frees from diseases, degradation, deforestation, and pollution as well as free from poverty.

2.5. Project Sustainability in Education Projects: Strategy of World Bank in Developing Countries.

Growing evidence, in sectors including education, shows that projects considered satisfactory at the completion of the investment phase may well emerge as unsatisfactory five to ten years later. World Bank proposed recommendation on the strategies that can be used during project identification, appraisal, and implementation to ensure the satisfactory continuation of benefits once the investment phase is finished based. The strategies incorporated the sustainability factor issues mentioned in the previous topics of this chapter.

The bank offers a framework for analyzing the determinants of sustainability in education projects and hence for identifying types of action that will increase sustainability. The method is applied to experience in five Bank-financed education projects in Colombia, Indonesia, and Malawi, supplemented by project information from seven other countries. Drawing on this experience, recommendations are offered for improving sustainability in education projects (worldbank, 2007). The analytical framework developed by the study is the first of its kind to be applied to education. Difficulties in specification and measurement of variables in education remain, but the use of a more systematic approach to considering project performance at all stages, including after completion, may itself help to improve sustainability. The Bank recommended that action to improve the sustainability of a project should be planned and

executed right from the earliest stages of project design. Particularly important is the creation of a strong institutional base, backed by the borrower's full cooperation and involvement, reflecting local needs and aspirations, and consistent with the borrower's wider development strategy.

Design and implementation: The Bank should take deliberate account of sustainability in the design and implementation stages of the project cycle. Designing projects to be sustainable entails giving special attention to adequacy of appraisal, physical design, initial project funding, and provision for monitoring and evaluation. One of the most important factors in appraisal is the borrower's participation and consensus in project identification and design, since this helps to ensure commitment to project goals and activities that accord with national development plans.

In Jordan, Kenya (Faculty of Agriculture, University of Nairobi), and Thailand adequate project design and implementation contributed to reasonably strong performance after completion. The poor post-completion performance of major components in Malaysia (vocational schools and agricultural institutes), and Sierra Leone (diversified secondary education and technical vocational education), can be traced directly to flawed design and weak implementation. Flexibility at all stages is important to sustainability, as experience in Indonesia and Malawi emphasizes.

Institutional and policy support: project design should ensure that there is firm government commitment to project goals, and that there is institutional capacity to implement the project and oversee its operation in the post-completion phase. Jordan, Malaysia, and Thailand received strong or at least adequate institutional support during and after project implementation; their benefit streams seem likely to be sustained. Colombia supported major innovations in secondary education but were not supported by the necessary policy commitment. After completion it was impossible to maintain the determination and capability of the project institutions for implementing the program, and this was reflected in the disappointing numbers of graduates of the schools supported.

Systematic Measurement and Evaluation: Measurement and Evaluation encourages sustainability because it allows one to assess progress and adjust project content or goals as

needed during project implementation and afterwards. Development of Measurement and Evaluation requires strong policy support and funding commitment over a relatively long period--beyond the typical time span of Bank project implementation. Developing borrowers' capacity for Measurement and Evaluation, in preparation for the operational phase of projects, should be part of a broader objective of institutional development. The reliable time-series data that are needed to assess a project's sustainability can be collected only when Measurement and Evaluation has been integrated into project planning and management. Except in Jordan, Philippines, and Indonesia, Measurement and Evaluation has not been well used in the projects reviewed.

Adequate support, including recurrent funding, after completion: The Bank's disengagement from projects at completion leaves the borrower to cope with nurturing and managing improved or enlarged educational institutions, even though the Bank may know that not all project inputs (such as trained teachers, equipment, or new curriculum) are in place, or that the borrower will have difficulty providing the recurrent funds to operate the schools. The Bank might well consider mounting "graduation missions" a year before project completion to ensure project benefits will be sustained. Actions here might include evaluations, free-standing technical assistance, and other measures to consolidate institutional development.

In Jordan, Malaysia, Thailand, and Malawi despite that country's continuing general constraints on public expenditure regular adequate recurrent funding played a key role in maintaining project outputs. In Kenya, Liberia, Philippines, and Sierra Leone, real recurrent expenditures declined after project completion and most of the physical facilities, equipment and instructional material, as well as the general condition of the project institutions, deteriorated.

Post-completion follow-up: Follow-up projects increase sustainability because they tend to strengthen institutional capacity assisted by earlier investments. Education projects should be planned in series as part of a long-term investment program with clearly defined goals based on sound sector work, and should include activities designed specifically to enhance the sustainability of earlier investments.

2.6. The Role of NGOs in Development Endeavors

Usually, the role of NGOs is more diverse than the government since they are expected to intervene in different areas where their collaboration is highly desired. The basic nature of NGOs is that they are non governmental, non for profit and formed by voluntary people. Often NGOs give focus on undertaking development projects for local groups and community or on mobilizing resources to assist such project (Closson, et.al, 1992).

There are different classification of NGOs according to their level of operation and activities. These includes; International and Local NGOs, and there by indicating their nature and scope of intervention: Policy Advocacy NGOs and Service Providing NGOs based on their orientation (Shaeffer, 1994).

NGOs are more or less independent in formulating their goals and objectives and also in implanting their programs (Maser, 1992). Moreover, NGOs are more suitable in development endeavors since they are attributed with the general feature, they are people centered institutions, flexible management and program, their responsiveness to the needs of the targeted beneficiaries, innovativeness, non hierarchical nature and cost effectiveness. Nevertheless, the major weaknesses of NGOs are limited reliability, limited financial and technical capacity, narrow programming context and low level of self sustainability (Shaeffer, 1994). Most of these weakness are raised mainly because if the objectives of the NGOs are foreign imposed rather than the needs of the nation.

CHAPTER THREE

Research Design and Methodology

3.1 Research Methodology

The research design was based on the objective of the study. Taking into consideration the proposed objective and the availability of resources Descriptive Case Study method will be employed for the study. Yin (1989) stated the central tendency among all types of case study is that case studies illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result. In addition case study strategies have a distinctive place in evaluative research by selecting cases and describing and analyzing the existing events. The researcher believes the descriptive case study strategy better reveal the arrangements made to ensure sustainability of education projects assess the critical factors for sustainability, assess existing weakness and strength in implementing the plan, and thereby to make the necessary recommendations for adjustment.

3.2 Sample and Sampling Technique

The subjects of study were Sampled Education Projects supported by NGOs in Addis Ababa which are planned to be handed over to the community after project phase out period. According to the information obtained from Addis Ababa Education Bureau there are 74 NGOs which have Education Projects. Purposive sampling technique is applied to select the sampled NGOs because it enables the researcher to select those NGOs who have the information desired in relation to the objective of the study. Therefore, the researcher set three criteria to select the sample NGOs. First, as the objective of the study is to assess sustainability of Education Projects after project handover, NGOs which are currently operating Education Projects and planned to handover the project to the community are considered. Second, the project implementation period is considered. The project need to exceed at least one year in implementation to have a good ground to assess the arrangements made for sustainability. For this aim project time break down was checked to see whether activities for sustainability have been conducted. Third, the willingness of NGOs and the Education Committee members to release the desired information was considered.

Since these members are the main sources of data their willingness need to be assured. Accordingly, five NGOs were selected for the study. These are Maedot, Children Aid Ethiopia (Chadet), Forum on Street Children, Propride and Zema Setoch Lefitehe Mahiber. The Centers of the Education Projects were also subjects of the study. Using availability sampling technique all the centers were selected. The reason behind selecting all the centers was to obtain all possible information regarding the education projects and increase the validity of the information obtained.

Regarding the samples of the respondents for source of data selected based on availability and purposive sampling technique. Using availability technique all the available project managers, project officers, coordinators, supervisors and government officials were selected. All the available respondents were selected because these respondents number is very limited and also the respondents' role in project enables them to provide better information on the project. Accordingly, 4 project Managers, 5 project officers, 6 center supervisors and 2 coordinators were selected.

Using purposive sampling technique facilitators and community education members were selected. The rational behind using purposive sampling technique was mainly to select those who can more likely provide the desired information and able to represent each centers. Thus, those who are well aware of the issue under study were selected for valid research finding. Accordingly, from a total of 61 facilitators 15 (25%) were selected. And for the community education committee members from a total of 58 members, 29 (50%) were selected.

Based on the above mentioned techniques a total of 70 respondents were selected. For analysis purpose the respondents are categorized in two groups; NGO members and Education Committee members. The NGO members' category includes project managers, project officers, coordinators, supervisors and facilitators, which are a total of 32. The Education Committee constituted by community members and Government Education Officials, which are a total of 38. The basis for categorizing in this manner is the members' current position. It is the researcher's consideration that the members' responses highly reflect the organization they are working or their delegation since they better know about their respective organization.

Table 1 Sampled Population

NAME OF NGOS	NGO WORKERS						EDUCATION COMMITTEE MEMBERS		
	PROJECT MANAGERS	PROJECT OFFICERS	COORDINATORS	SUPERVISORS	FACILITATORS	TOTAL	COMMUNITY MEMEBERS	GOVERNMENT OFFICIALS	TOTAL
1 MAEDOT	1	1	1	1	3	7	7	2	9
2. CHADET	1	1	Not available	1	3	6	6	2	8
3. FORUM on STREET CHILDREN	1	1	Not available	1	3	6	5	1	6
4. PROPRIDE	1	1	1	1	3	7	6	2	8
5.ZEMA SETOCH LEFITEHE MAHIBER	Not available	1	Not available	2	3	6	5	2	7
TOTAL	4	5	2	6	15	32	29	9	38

3.3 Sources of Data

To conduct this study data were collected from both primary as well as secondary sources.

Primary sources include responses obtained from project managers, executive managers of NGO's; government officials from region education bureau, sub city education offices and kebeles; and also the project targeted communities.

On the other hand the secondary sources were project proposals, all regarding to sustainability plans of the NGOs and evaluation reports of the NGO's and government officials; and other relevant documents.

3.4. Data Gathering Tools

To secure reliable and adequate information, five basic instruments were used. These are:

Questionnaire: it contains both open and closed ended items. To prevent possible misunderstanding and misinterpretation on the parts of the respondents, the questionnaires were prepared in Amharic and English. Questionnaires were used because their appropriateness to obtain relevant information, opinions, and attitudes from large population within short period of time. The questionnaires used to obtain information from the Education Committee members, project officers, coordinators and facilitators with regard to their opinions about the arrangement made to ensure sustainability in terms of the critical aspects stated earlier. Most of the closed items constituted by a five scale Likert-type ratings, in which the respondents are expected to select one option from the five scales. The findings of the questionnaire using closed ended questions are computed, tabulated and analyzed. Whereas the findings of the open ended questions were discussed.

Interview: unstructured interview was used to obtain factual; information from the sampled 5 heads of the NGOs and 2 Government education Bureau officers. The interview respondents were selected using purposive sampling technique based on expertise knowledge in the area under study. Items on the interviews were different from one group to the other. Through this tool, the progress made and the challenges faced in project handover, operation and maintenance arrangements to ensure sustainability of projects in terms of the critical aspects mentioned earlier were questioned. The findings of the items were discuss and tabulated.

Focus Group Discussion: This technique was used to acquire information from key members of the Education Associations, mainly heads of Education Associations. This technique enabled to obtain detailed information about the arrangements made for sustainability of education from the community members' point of view, since the CMCs are intended to represent the community. Like the findings of the interview, the obtained results were discussed and presented in tables.

Review of documents: project proposals, sustainability plans and assessment documents that are available in the NGOs were reviewed in order to investigate whether the critical aspects for

project sustainability are thoroughly analyzed. In addition these documents used to have better understanding about the project context and organizational profile. Also all the available documents which have relevance to the area of the study were reviewed from other sources. The findings of the documents review were presented in discussions and tables.

Observation: observations were carried to strengthen and in some cases to question the nature of data obtained through other means. A checklist was first prepared by incorporating the information obtained from pilot study to determine the areas of observation. Primarily this tool was used to assess the physical facilities, some targeted activities and attitudes. It enables the researcher to have more genuine and accurate information. As Best (2003: 294) stated, direct observation as a data gathering device makes an important contribution to descriptive research. Certain information can be best obtained through direct examination by the researcher.

3.5. Procedure for the Data Collection

First relevant questions, Checklist and Guidelines were developed for questionnaires, interviews and observation. The prepared questions, guidelines and checklist were made to undergo a pilot test study. The objective of the pilot test was to ensure their validity. In these one NGO known as Abebech Gobena, which is not included in the sample, was selected. The NGO is selected purposively because it has similar features with the sampled NGOs. The NGO support Education Project in Fichae Town and intend to handover the project to the community. Five questionnaires were distributed for this purpose. The prepared questionnaires and checklists were tested on head offices of the sampled NGO and their comments were incorporated into questionnaire and interviews. The pilot test enabled the researcher to delete irrelevant questions from the questionnaires and interviews. Advices from experts on the field were taken to further sharpen the questions so that relevant information can be obtained. The final copies of the questionnaires were distributed to the respondents. A week time were given for the respondents to enable them to have adequate time to properly reply to the items.

Interviews and Focus Group Discussions were also conducted incorporating the findings of the pilot study. The researcher had to get appointments from the respondents to get ample time for conducting the interview. The researcher conducted the interview with NGO heads more than once as needed and as time permits.

3.6. Method of Data Analysis

Both qualitative and quantitative methods were employed in analyzing the data gathered through different tools. The data analysis involved content analysis of documents, responses to both close ended and open ended questions and interviews. The data analysis and interpretation was made in line with the review of related literature.

The data from the closed ended questionnaires using the five point Likert type weight scale were tallied. Then the means were computed, organized and systematically framed according to the similarities of issues raised in the questionnaires. Mean ratings of respondents and standard deviation were computed and organized according to the categories of respondents (NGO and Education Committee Members) to determine the general characteristics of the data from each categories perspective.

The mean rating score of less than 3 was interpreted as unsatisfactory and needs basic improvement; and mean score between 3 and 4 was interpreted as medium and needs some improvement; the mean score of higher than 4 was interpreted as good and interpreted as it needs to maintain the achievements. In addition the mean score of each category of respondents were compared, and if there are significance differences the reason were sought. To determine the significance difference between the means Independent t-test was computed. SPSS 13.0 was used for this purpose of computing and organizing the data. The information obtained from interview, Focus Group Discussion and Open Ended Questionnaire is mainly used to supplement to findings from closed ended questionnaires.

Chapter Four

Presentation and Analysis of the Data

This section of the study present the analysis and interpretation made of the data collected. Questionnaires are used to obtain data from two categories of respondents. Out of the distributed 76 questionnaires 70 (92.1%) were properly filled and returned. 32 of the respondents were from the NGOs and 38 were from the committees. Additional data is obtained through interviews with key Ngo and Government Education Bureau workers, and focus group discussions was conducted with key school management committee members . The presentations in this section are the characteristics of the respondents, the projects context and the findings regarding critical factors for sustainability of education projects.

4.1. Characteristics of the Respondents

The two categories of respondents for the questionnaires are NGO workers (project coordinators, project officers, supervisors and facilitators) on one side and on the other side Education Association members who are intended to take over the projects (commonly known as CMCs includes parents, community members and government education bureau officials). These members are active participants of the education projects supported by the NGOs under study.

As it can be seen from the table Female respondents constitute the higher portion in both categories which shows high participation of women in the project. Regarding age the majority of the respondents are adults. Especially the Education Committee members are mostly above the age of 35 which may be because most of them are parents and known in the area for long time. This may also be the reason why they are elected. Referring to the education level, most of the respondents of the NGO have better education background. All the project managers have either diploma or degree. A considerable number of the education committee members however are not 12 complete. This may indicate some hindrances in operating the project in level of the NGOs after project handover since operation of projects in such magnitude require a good educational back. Nevertheless, most of the respondents of the Education Committee members have been with the NGO for at least two years.

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Table2 Characteristics of the Respondents

sex	Item	Respondents				Total	
		Ngos		CMC		No	%
		No	%	No	%		
Male		15	46.8	16	42.7	31	44.3
Female		17	53.2	22	57.8	39	55.7
total		32	100	38	100	70	100
age	18 – 25	7	21.8	-	-	7	10
	25 – 30	8	25	-	-	8	11.4
	30 - 35	9	28.2	17	44.8	26	37.2
	Above 35	8	25	21	42	29	41.4
	total	32	100	38	100	70	100
years with the Ngo	Below one year	-	-	-	-	-	-
	1 – 3 years	10	31.2	9	23.7	19	27.2
	More than 3 years	22	68.8	29	76.3	51	72.8
	Total	32	100	38	100	70	100
Educational level	Second Degree	2	6.3	-	-	2	2.8
	First Degree	7	21.8	5	13	12	17.2
	Diploma	13	40.6	11	29	24	34.3
	Certificate	8	25	-	-	8	11.5
	High school complete	2	6.3	13	34.3	15	21.4
	Below high school	-	-	9	23.7	9	12.9
	total	32	100	38	100	70	100

4.2. Context of the projects

Access to education has a fundamental importance in the endeavor for eliminating poverty. In addition the government is making every effort to ensure the realization of Universal primary education. These intentions call also for improving access for children from the disadvantaged group. In this endeavor the government is working in partnership with the local and international NGOs. As depicted in table 3, the five NGOs under study are all implementing Alternative Basic Education (ABE) targeting the disadvantaged children. ABE programs are critically important as an emergency short term measure for achieving UPE. Its flexibility to accommodate local condition and the needs of parents and the learners makes it an ideal approach in reaching the children who can not be in formal schools. The current state of the city requires such projects to continue for some time.

The directors of PROPRIDE, CHADET and ZEMA Setoch Lefitehe Mahiber stated that the inception of the project is highly due to the influence of the local community. The NGOs are well known by the community in their operation in other parts of the sub city. As the researcher observed from project proposals and as the NGOs directors confirmed, with the exception of FORUM on street Children and CHADET the education projects were emanated as a means of attaining other main objectives such as tackling HIV/AIDS problems and empowering women. Here a question may rise as to what if the NGOs consider their main objective can be met without the education projects. It is an important point needs to be noted in conferring with sustainable education.

All the sampled NGOs targeted children from age 7 to 15 and particularly from poor families and orphans. PROPRIDE also provide pre school education for children from age 4 to 7 in one of its center. These students are recruited in collaboration with the local kebeles and information from the community. In addition project proposals of all the sampled NGOs indicate that female students take the higher portion. For instance MAEDOT and ZEMA Setoch Lefitehe Mahiber give special emphasis to mothers of low income and orphans of HIV/AIDS.

Parallel to the provision of education MAEDOT, PROPRIDE, ZEMA Setoch Lefitehe Mahiber and CHADET undertakes activities to improve the economic situation of the community in a sustainable manner. This is due to the fact that the economic situation of households is strongly

related to well being of children. If the living condition of each household improves the children's access to education improves and thus sustainable education can be achieved. MAEDOT and the Community Cooperatives established by the NGO provides school feeding program for the children in the centers. And all the Sampled NGOs provides medical services.

Table 3 Project Description

	Maedot	Chadet	Forum on street children	Propride	Zema setich leftitih mahiber
Type of Education	ABE	ABE	ABE	ABE and Pre school	ABE
Legal Status	Local	Local	Local	Local	Local
Major beneficiaries	Orphan and vulnerable children from age 7- 15 (especially AIDS orphans)and mothers	Orphan and vulnerable children from age 7- 15 and mothers	Street Children from age 7- 15	Orphan and vulnerable children from age 4- 15(especially AIDS orphans)	Orphan and vulnerable children from age 7- 15 (especially females)
main Objective	Increase access of Education	Increase access of Education	Increase access of Education	Increase access of Education	Increase access of Education
Year of NGO establishment	2000	1995	1997	1995	1998
Year of project phase out	2011	2011	2011	2011	2011
Project Financial Source	European Economic Commission	concern	Every Child	concern	Different Donors and Embassies
Strategy for sustainability	Through the community	Through the community	Through the community	Through the community	Through the community
No OF HANDED OVER PROJECTS	NONE	one	one	two	none

The sampled NGOs are operating in selected Kebeles of Arada, Addis Ketema and Lideta sub cities. According to the lately population census, these sub cities are the most densely populated parts of Addis Ababa. As per the information obtained for the respective sub cities, the selected kebeles are known for their low house hold income, high number of orphans and vulnerable children and limited access to social services such as basic education. All the sampled NGOs put these conditions as their justification for their selection of the project areas.

Referring the organizational profile and legal status, all the sampled NGOs have established Education Associations which are commonly known as Center Management Committees (CMC) which are intended to take over the projects. All the NGOs are registered as local NGOs. But regarding the CMCs, only CMC from MAEDOT is legally established. PROPRIDE and CHADET NGOs were established in 1995, FORUM was established in 1997, ZEMA setich lefutih mahiber and MAEDOT were established in 2000 and 2001 respectively. From the sampled five NGOs two NGOs, CHADET and PROPRIDE earn their source for their project from one donor, CONCERN Ethiopia. MAEDOT and FORUM have different donors, but their main donors are European Economic Commission (EEC) and Every Child (EVC) respectively.

The sampled NGOs are intending to sustain the centers through the community. All the sampled NGOs were planned to handover the project to the community in 2011. All the teaching learning centers as well as some parts of the education project components like the reading centers and youth committees are expected to be handed over. Regarding the sampled NGOs history of handed over education projects FORUM, PROPRIDE and CHADET handed over projects in different areas. PROPRIDE handed over two projects to the community in Gulile Sub city, and CHADET and FORUM handed over one project each in Addis Ketema Sub city to the local communities. The directors of these NGOs stated that the projects are now efficiently operating without support of the NGOs. The past experience of handed over project is without question vital since the failures and success stories can be identified and improvement can be made on the current implementation plans.

4.3. Technical Factors Assessment

As discussed in the review of literature part the technical designs of a project have high role for sustainability of developmental projects. In this section of the analysis technical factors in relation to the size, location, and technical package of the project will be analyzed.

In undertaking a study about school or education often what comes to one's mind the site, building, furniture and other facilities used to conduct education. The total numbers of teaching learning centers under the study are 12. MAEDOT, CHADET and PPOPRIDE support 3 centers each, ZEMA support 2 centers and FORUM support 1 center. The quality of the buildings or other facilities used in a project is critical for sustainability since high quality implies longer use and less cost of maintenance. All places where the centers found are either formerly owned by the local kebele or they are still owned by the Kebele. With regard to the quality of the buildings of the centers the researcher observed that, with exception of one center of CHADET, all the centers are well constructed using bricks. The floors of the classrooms are cemented and have adequate size to accommodate the students. One of the three centers of CHADET is section of a whole house, and class rooms are divided using partitions. All the NGO directors have stated that supervision is made to asses the facilities of the centers and budget is allocated to maintain building, the furniture and other facilities.

Ownership of the centers is another issue that is critical in assessing the sustainable provision of education. The community contribution in the establishment of the centers will increase the feeling of ownership. Their contribution is more desirable considering community will take over the centers. From the 12 centers under study only one center from CHADET is built by the contribution made by the community, and six of the centers are built by the NGOs but considered as communities' belongings. Regarding the other centers; one center shares with public school, two centers use a rented compound of public schools, and other two centers uses the local kebel's building.

Table 4 Technical Package

Items	Maedot	Chadet	FORUM on street children	PROPRIDE	ZEMA setich lefitih mahiber
No. of centers	3	3	1	3	2
Location of centers	Addis Ketema keble19/20,08,01/02	Addis Ketema keble 16/17,19/13,15	Addis Ketema keble 11/12	Addis Ketema keble 06/07, 08/09 Arada kebele 10	Lideta Kebele 02/07,05/06,09
No. of classes	6	9	6	6	6
No. of students	577	900	316	553	513
No. of teachers	9	17	7	19	9
No. of shifts	2	2	2	2	2
Average class size	48	50	27	45	43
Type of Building construction	Bricks	Bricks and partitioned warehouse	Bricks	Bricks	Bricks
Type of Furniture	Combined wooden desk	Combined wooden desk	Combined wooden desk	Combined wooden desk	Combined wooden desk
Reading centers	one	one	one	two	One
Student Text Ratio	1:1	1:1	1:1	1:1	1:1

The place of one center supported by MAEDOT is under the local kebele, the NGO added additional rooms to accommodate the students. MAEDOT has to pay 3000 birr per month for rent of its two centers from public school. The director of MAEDOT stated that the kebele took one of the centers built by the NGO in the place of kebele without giving notification and giving a

substitute place. The class rooms that were built are demolished for other development activity. This finding may indicate the unreliability of government support, and also the high operation cost the community will have to incur after project handover. The place of center supported by CHADET is also owned by the kebele. This center in addition to the teaching learning process is used for frequent public purposes such as meeting and as the kebele gymnasium. One of the centers of CHADET is found in government primary school compound, using the class rooms and other facilities of the school. CHADET unlike MAEDOT does not have to pay. The local kebele made this arrangement for the school to be used as one center of CHADET. This is because the kebele took on place used by the NGO. But there is no guarantee for how long the classrooms can be used the centers. Even in the case of MAEDOT the center found in the public school may have to close down if the classrooms are needed by the school or if the Community is not unable to cover the rent expense.

Referring to other facilities, all sampled NGOs provide staff rooms for the facilitators; all observed classrooms have adequate combined desks and reading centers. When seeing the number of classrooms CHADET has the highest with 9 classrooms, and others have 6 classrooms each. As can be seen from table 4, CHADET has also admits the highest number of students and employs the highest number of facilitators. It has to be noted here that the facilitators will continue working after project handover is made by the NGO. Thus the community will be responsible to cover the high cost of facilitators' salaries and the maintenance costs of the facilities.

Apparently, CHADET has the highest average classroom size with 50 students. MAEDOT, PROPRIDE and ZEMA setich lefitih mahiber are close with 48, 45 and 43 respectively, and for FORUM it is 27. Considering the national standard set for average class size of first cycle primary school is 50, all the sampled centers meet this standard currently. But according to the focus group discussion with the Education Association members the demand of parents for such kind of ABE education is increasing. The available centers may not be enough to accommodate additional students in the future, thus construction of additional classrooms may be required to deliver sustainable education. This will be the responsibility of the community if the NGOs will not construct before the project handover. The researcher observed that all the centers have vacant space that can be used to build additional classrooms. The exceptions to use this option

can be those centers which are found in compound of kebeles and public schools. In these centers building additional schools requires the permissions of other bodies in addition to availability of fund. What the NGOs are doing to meet the high demand for the time being is to employ double shift programs.

Currently the trend of having two shift classes programs in Addis Ababa is ceasing and the in most schools full day program is implemented. A two shift system is desirable when there is high demand but there is limited number of classrooms. The demand can be accommodated by using the available classrooms in two shifts. The other purpose of two shift system is to enable students to use the half day to generate income and support their family. In this kind of practice the expansion of basic education can be facilitated.

The government education bureau officials of Addis Ketema and Lideta sub cities stated that most of the sampled centers supported by the NGOs have adequate facilities and buildings. They meet well with the standard set by Addis Ababa Education Bureau. Especially one center supported by CHADET which is built with the community participation, and one center of Supported by ZEMA setich lefitih mahiber have relatively better facilities and building than other public and governmental primary schools in their respective sub cities. The exception can be one center supported by CHADET where the teaching learning process is held in kebele whole. The classrooms are not built for teaching learning process, even though there is adequate free space to build additional classrooms. In addition the center is used for other activities in addition to teaching learning process. However, the project officer stated that the other public activities will not be conducted in the regular learning hours.

As it can be seen from table 5, respondents were requested to rate on the technical package of the education projects which includes the building and the materials used. The options are given in a five point likert type weight scale of 1=very poor, 2=poor, 3=medium, 4=good, 5=very good. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained).

Table 5 Rating of the technical Package

Item	Respondents								
	Ngos N = 32			CMC N = 38			weighte d mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
Building and classrooms	4.03	0.8	0.1	4.05	1.06	0.17	4.04	1.1	0.1
Facilities and Furniture	4.09	0.64	0.11	4.3	0.63	0.1	4.3	0.65	1.9

As depicted in the table the weighted means are 4.04 and 4.3, which indicate the respondents gives good opinions about the technical packages. The t-test obtained also indicates that there is no significant difference between the responses of the two groups for both items. The finding with regard to the technical package of the project suggested that the NGOs equipped the centers adequately. It is an encouraging condition for the community to take over and sustain the centers. The future maintenance cost can be manageable, at least for some time, given that most of the centers are well built and equipped. The major problems can be with regard to coping with increasing demand. It requires construction of additional classrooms.

Equipping adequately of the centers by itself will not assure sustainability. The size is another that should be given consideration. In order to reach out the vast and pressing poverty related problems in the city projects that are extensive may be preferred considering the implementing agencies have adequate resource and other inputs. But in thinking about handing over such kind of projects to the community the extensiveness of the projects can be considered as an impediment to continue the project in a sustainable manner. As depicted in Table 6, the projects supported by the sampled NGOs employee a considerable number of facilitators and serve a large number of people. The respondents were asked to rate their opinions regarding the size features listed in table 6 which need to be critically analyzed in planning to handover projects. The options are given in a five point Likert type weight scale of 1=very poor, 2=poor, 3=medium,

4=good, 5=very good. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained).

Table 6 Rating on the Size of the Project

Item	Respondents								
	Ngos N = 32			CMC N = 38			weighte d mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
Future demand	4.9	0.3	0.05	4.7	0.5	0.09	4.8	0.44	1.7
Capacity of CMCs after project implementation	2.6	1.2	0.2	2.7	1.5	0.2	2.7	1.3	0.2
Recurrent and maintenance cost after implementation	2.2	1.08	0.19	2.05	0.7	.1128	2.1	0.9	0.5

Considering the future demand of the project the NGO members and CMCs mean rating is 4.9 and 4.7 respectively. The ratings show that the projects sizes are appropriate considering their future demand. It can be good indicators for project sustainability considering the sizes of the projects are manageable by the Education Associations because they can easily get support from the community. But considering the capacity of the Education Associations s and ability of the community to cover the recurrent cost without support of the NGOs is rated as poor. The NGO members rating and the CMC mean rating for future ability of the CMCs management capacity is 2.6 and 2.7 respectively. And the rating for the ability of the community to cover recurrent and maintenance cost after project handover is 2.2 and 2.03 for NGO members and CMCs respectively. The responses suggested that even though the there is high probability of continuous demand for the project; the size of the project is too extensive for the community and CMCs to

take over. As shown in the table the t-test obtained for all items is less the critical value for t (t=2.0).

The location where the centers are located is one aspect of technical factor that should be critically considered. As stated in the review of literature the location where education projects operate should be realistic consider availability of resource and support from the local people. Most likely operating in areas where such factors lack will create difficult conditions to sustain the project after its implementation. The NGO and Education Committee members were asked to rate their opinions in this regard. The options are given in a five point likert type weight scale of 1=very poor, 2=poor, 3=medium, 4=good, 5=very good. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained).

Table 7 Rating of Location of Project.

Item	Respondents								
	Ngos N = 32			CMC N = 38			total mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
Distance	4.6	0.4	0.09	4.5	0.5	0.09	4.6	0.5	0.56
Density and population number	4.4	0.6	0.1	4.5	0.6	0.09	4.4	0.5	0.90
Demand of the local people	4.6	0.7	0.1	4.6	0.5	0.08	4.6	0.5	0.19
Support from the local people	2.6	0.9	0.2	2.9	1.36	0.2	2.7	1.2	1.16

Distance of schools is more prevailing problem in rural areas than cities. Nevertheless, the closer the centers are to the community the more will the community tend to send their children to the centers and the more the community will participate (MOE, 2005). Apparently, they will assist more to make the projects sustainability. The NGOs and CMCs rating for the average distance of

the centers from the community is 4.59 and 4.54 respectively. The average mean rating is 4.57. The rating result indicates the centers are very near to the community. According to the focus group discussion made with CMC members, most of the students' home and the centers place can be considered as neighbors. The t-test obtained ($t_{obt}=0.56$) is less than the tabulated critical value of t ($t_{cri}=2.0$), since there is no significant difference between the responses.

In terms of the population density and demand, the rating indicates as good. The NGO members and CMCs mean rating for the density is 4.6 and 4.5 respectively. The averages mean rating is 4.4. The t-test indicates there no significance difference between the response of the NGO and CMC categories because t-test obtained ($t_{obt}=0.19$) is less than the tabulate critical value ($t_{cri}=2.0$). The mean rating of the NGO and CMC members for current demand of the project is rated as 4.5 and 4.6, respectively. The weighted mean rating is 4.5. The t-test indicates there is no significance difference between the response of the NGO and CMC categories because t-test ($t_{obt}=0.9$) is less than the tabulated critical value ($t_{cri}=2.0$). The NGOs are operating in areas where they can serve large number of people and where there is high demand. Eliciting community participation can be less troubling because the community is found in high density area and have high demand.

The average rating regarding support from the local government is low. The mean ratings by the NGO and CMC members are 2.6 and 2.9, respectively. The weighted mean rating is 2.7. The t-test indicates there no significance difference between the response of the NGO and CMC categories because t-test ($t_{obt}=0.16$) is less than the tabulated critical value ($t_{cri}=2.0$). A good example which supports this finding would be the case of MAEDOT where the local kebele took off the center that was used without giving a substitute. The program director of MAEDOT stated that support from the local government will not be expected in most cases unless the NGOs intend to sustain the projects through the government. But especially in the area of education it is impossible to ignore the support of the government since the policies of the government directly affects the activities and decisions that have to be made in the projects operations.

4.4. Institutional Factors Assessment

Assessment on the institutional factors includes the institutional feasibility, administrative capacity, and the environment that may affect the operation of the education after project handover.

In order to facilitate community participation and sustain the education centers and some of the education components, all the sampled NGOs have established Education Associations which are commonly known as Center Management Committee (CMC). The general features of the Education Committees are depicted in Table 8.

Table 8 Features of the Education Committees (or CMCs)

Item	MAEDOT	CHADET	FORUM	PROPRIDE	ZEMA
Stakeholders of the committee	Parent, idders, local administrators , community	Parent, idders, local administrators , community	Parent, idders, local administrators , community	Parent, idders, local administrators community	Parent, idders, local administrators , community
No of the committee members	21	7	9	14	7
Election procedures	Cooperative members on general meetings	Parents and community on general meetings	Parents and community on general meetings	Parents, NGO and community on general meetings	Parents and community on parents day
Year of service for CMCs	3 years	Not regular	Two years	Two years	Two years
Legal status	registered	Not registered	Not registered	Not registered	Not registered
Availability of By-Laws for the education committee	available	Not available	Not available	Not available	Not available

As indicated in table 9, education committees of all the sampled NGOs are drawn from the different part of the community with the intention of representing the community and thus be broad based. In all CMCs parents, community member and local government officials are

included. MAEDOT and PROPRIDS involve members from Community Based Organizations (CBOs) such as Iddris.

All the Education Committee members (CMCs) are elected in regular meeting. Election is made on a regular basis of two to three years. Parents and community members are involved in the election process. The NGOs are not directly involved in electing the members with exception of PROPRIDE. According to the project manager of PROPRIDE the reason is to maintain the involvement of the NGO since it is still involved in operation of the project. The local Education Bureau administrators, however, are drawn from the kebele or sub city education Bureau with invitation of the NGOs rather than through election. The CMC number of members varies, ZEMA and CHADET have seven members, FORUM has 9 members, PROPRIDE has 14 members and MAEDOT has 21 members.

The education association of MAEDOT is rather known as Joint committee. The joint committee has similar responsibilities to the other education associations. But it differs in that here the committee is drawn from 11 cooperative community based organizations. The total number of the members of the 11 cooperatives is 1381 and mostly constituted by females. The 11 cooperatives elect 19 representatives and 3 members are invited from local government education offices. The elected members form the Joint Committee. The joint committee is responsible to operate the centers. As indicated in the table 9, this joined committee is the only legally registered committee from the sampled committees. The committee also has a documented administration procedure or bylaw. It was realized from the interview conducted with PROPRIDE and CHADET project managers the NGOs have started to make the Education Committee a legal registered organization. The legal status will enable the committee to involve legally in self supporting activities in terms of finance or other schemes.

The Education committees' responsibilities include encouraging community's members to participate in education, reviewing the centers on regular basis, conduct meetings with the NGOs and other stakeholders. With the exception of ZEMA, all CMCs of the sample NGOS manage the overall operations of the centers in addition to reviewing.

The Education Committee is not only responsible to run the teaching learning centers after the project handover. Like most school, the education component includes reading centers, youth committee and girls club. The education committee of PROPRIDE project has already taken over reading center covering all the costs. According to the Project Manager handing over the reading center at this stage helps the committee to get real experience of management.

As discussed so far all the sampled NGOs have established institutions of Education Committees, even though only one has legally registered. Establishing such kinds of institutions is an important arrangement for project handover. What is equally important is sustaining the institutions and the changes created (Magnen, 1993). Arrangement need to be made to sustain the existence of the Education Committees.

Since all the sampled NGOs intended to sustain the Education Projects through the community, strengthening the community structure should be taken as one strategy. Strengthening the community structure enables the Education Committee to be Broad Community Based organization by representing the community and increase community participation.

For this aim, all the Education Committees Members are drawn from different parts of the society. But according to some project managers even though the CMC numbers are drawn from different parts of the community, they have not been able to link their responsibility in the association to that of the organizations they have come form. In other words they have not been represented by and have not been accountable to the community organization they have come form. It can be taken as a weak community structure and a setback to sustain the project centers through the community. Relevant to this, the participation and partnership of other stakeholders and CBOs is equally critical to sustain the Education Committee. It is obvious that Education Committee in isolation can not ensure sustainability without working closer with other stakeholders and CBOs. Clearly defined and communicated roles for these stakeholders will further enhance their participation. The respondents were asked to rate their opinions with this issue. The findings are depicted in Table 9. The options are given in a five point likert type weight scale of 1=very high, 2=high, 3=medium, 4=low, 5=very low. And the mean score of the data were interpreted as < 3 as high (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as low (needs to be maintained).

Table 10 Rating on Participation of Other Stakeholders

Item	Respondents								
	Ngos N = 32			CMC N = 38			weig hted mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
Participation of other stakeholders	2.3	0.9	0.2	2.5	0.8	0.1	2.4	0.8	1.1
Availability of clearly defined and communicated roles	3.3	0.9	0.1	3.1	1.1	0.2	1	3.2	0.7
Conflict of interest with others and legal framework	4.6	0.6	0.2	4.3	0.4	0.2	4.4	0.4	1

With regard to participation of other stakeholders the mean rating for the NGO and CMC respondents is 2.3 and 2.5 respectively. The average rating is 2.5. This finding indicates there is low involvement of local CBOs and critical stakeholders in reviewing and consulting CMCs and thus low linkage, network and partnership. But the project proposals of all the sampled NGOs indicate the NGOs and the established CMCs will endeavor to strengthen community structure. The mean rating for the availability of clearly defined and communicated roles for the stakeholders of NGO and CMC respondents is 3.3 and 3.1 respectively. The average rating is 3.1. The ratings indicate medium clarity of the roles and communication of roles, but needs improvements. The t-test result of both items ($t_{obt}=1.1$ and $t_{obt}=0.7$) indicate there is no significance difference between the two categories of responses since the tabulated critical value of t ($t_{obt}=2$) is greater.

The focus group discussion held with CMCs also indicates the CBOs such as Iddirs and other relevant stakeholders' involvement is low in reviewing the accomplishment and performance of the existing education association. Such stakeholders' involvements will facilitate education associations (CMCs) to transform to a broad based community structure with institutionally

backed membership. For this aim frequent consultative with the local CBOs and critical stakeholders should be arranged. These kinds of activities, apart from facilitating the involvement of the community and other stakeholders, will assist the community structure be more institutionalized and effective in mobilizing resources and building constituencies.

Understanding the environment in which the community who will take over the project operation gives a realistic impression of the capacity of the community. After project handover the organization formed by the community will not operate in isolation. The perceptions of other organizations play a large part in determining the effectiveness of project operation. The findings in social factors analysis implicated the community will not be harmed and the project addresses their problems, and the probability of harm on other stakeholders is low. The respondents were asked to rate their opinion regarding the probability of conflict of interest may rise with other institutions such as local administrations and the legal framework.

The NGO members and the CMC rating is 4.6 and 4.3 respectively. The average rating is 4.4. The ratings indicated the legal environment nature is highly supportive indicating little probability of conflict may rise with other institutions. The t-test indicates there is no significant difference between the response of the NGO and CMC categories because t-test ($t_{obt} = 1$) is less than the tabulated critical value ($t_{cri} = 2.0$). The rating result suggested that the legal framework is supportive for project operation. It will enhance the sustainability of the education projects. Key informants of the NGO and CMC stated that unless focus is given to local administrations mainly on administrative problems and issues to be balanced or reconsidered; it might affect or hamper the smooth operation of projects. They need to work closely with the local administrations; use various meetings and forums to enhance their involvement. It will reduce the unnecessary expectations and be useful to influence the local administration and to play their expected roles. For this aim all the sampled CMCS are drawn from different Iddires, parents, community members and local administrators.

The capacity of the Education Association is also critical for sustaining the institution. As depicted in Table 10 using Five Likert Scale the respondents were asked to rate their opinions regarding different issues on the capacity of the Education Committee. The options are given in a five-point Likert type weight scale of 1=very poor, 2=poor, 3=medium, 4=good, 5=very good.

And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained).

Table 10 Capacity of the Education Committee

Item	Respondents								
	Ngos N = 32			CMC N = 38			weighte d mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
Timing for recruitment of CMCs	4.01	1.1	0.2	4.03	1.1	0.2	4.02	0.92	0.6
involvement in the project of CMCs	3.4	0.97	0.17	3.6	0.9	0.15	3.5	0.98	1.3
Provision of trainings for CMC members	3.7	0.93	0.16	3.5	1.4	0.22	3.6	1.2	0.7
Appropriateness of selection criteria for CMC members	3.5	0.91	0.16	3.8	1.04	0.16	3.7	1.06	1.4
Current capacity of CMC members	2.6	1.07	0.19	2.8	1.37	0.22	2.7	1.32	1
Motivation of CMC members	2.8	0.89	0.15	3.1	1.11	0.18	3	1.02	1.5

With regard to the time when the CMC members are recruited or elected, the NGO and CMC members mean rating is 4.01 and 4.03 respectively. The average mean is 4.02. The t-test indicates there no significance difference between the response of the NGO and CMC categories because t-test ($t_{obt}=0.6$) is less than the tabulate critical value ($t_{cri}= 2.0$). Early recruitment is desirable since it gives more opportunity to involve in the project operation and thus enable to

develop better capacity to operate the centers after project handover. Project managers of all the sampled NGOs confirmed that the Education Committee was established in the early stages of the project. In case of MAEDOT the joint cooperatives established before the implementation the current project. The participation of the education committee, however, is relatively lower. The NGO and CMC members mean rating for the level of participation is 3.4 and 3.6 respectively. The average mean rating is 3.5. The rating indicates that the Education Committees' involvement in different aspect of the project is medium and it should improve. The t-test obtained ($t_{obt}=1.3$) is less than the tabulated critical value of t-test ($t_{cri}=2$), which means there no significance difference between the response of the two categories. Some project managers indicate that even though the CMC members were invited to involved in all stages of project operation their limited knowledge in the project formulation and management creates hindrance to participate them in the desired manner, and as a result some of them loss interest to actively involve. The researcher also observed that a considerable number of the CMC members can not even know how to read and write. Thus intensive capacity building should be provided.

Accordingly the respondents rated their opinions regarding the provision of capacity building schemes to the CMC members. The mean rating of the NGO members and the CMC are 3.7 and 3.5 respectively. The t-test obtained ($t_{obt}=0.7$) is less than the tabulated critical value of t-test ($t_{cri}=2$), which means there no significance difference between the response of the two categories. The ratings suggested that the provision of the training is moderate. All the sampled NGOs provides similar capacity building trainings which comprises how management project, manage finance, mobilizing resource, mobilize community and community empowerment. The focus group discussion held with the CMC members indicate that the trainings are provided when the CMC members requested.

PROPRIDE, however, also made arrangements of regular assessments on the institutional capacity of not only the CMC members but also the other community structures such as CBOs and local administrators. Based the findings capacity building activities are carried out. Such kind of practice enhances the institutionalization of the Education committee and makes broad based. Since the CMC members will not operate the centers in isolation the other community structures need to be included. After project handover mobilizing resource and support from the

community will then be easier. The researcher realized that all the capacity building activities are organized by the NGOs.

When referring to the current capacity of the CMC members, the mean ratings given by the NGOs and CMCs are 2.6 and 2.8 respectively. The average mean is 2.7. The ratings suggested that the current capacity of the CMC members is low. The t-test obtained ($t_{obt}=1$) is less than the tabulated critical value of t-test ($t_{cri}=2$), which means there is no significance difference between the response of the two categories. As indicated earlier the researcher observed some of the members can not read and write. The result indicates that either in the capacity building provided is not adequate or the selection criteria of the CMC members are poor.

With this regard the respondents were asked to rate their opinions about the criteria used to recruit the CMC members. The NGO and CMC members mean ratings are 3.5 and 3.7 respectively. The average mean rating is 3.7. The ratings indicated the appropriateness of the criteria used to recruit the CMCs is average. The t-test obtained ($t_{obt}=1.4$) is less than the tabulated critical value of t-test ($t_{cri}=2$), which means there no significance difference between the response of the two categories. In the interviews and focus group discussions conducted the researcher was informed that the high portions of the community and the parents are economically poor or have low education background.

The motivation of the CMC members to discharge their responsibility is another issue that needs to be assessed. As shown in the last item of table 10, the NGO and CMC members' mean ratings are 2.8 and 3.1 respectively. The t-test result indicates since t test result ($t_{obt}=1.5$) is less than the tabulated critical t value ($t_{obt}=2.0$) their no significance difference between the responses of the NGO and the CMCs. The result obtained also indicates the work motivation of the CMC members is moderate but it needs improvement. The researcher was informed in the interviews made with NGO managers that the CMC members that are actively and regularly engage in the activities of the education centers and other responsibilities are quite few. This might owes much to the low education background of the members.

4.5. Social Factors Assessment

As stated in review of literature part education projects are highly people oriented in that they engage people in many of its aspects. Stakeholders need to be identified and participate from the inception of the project. It will be impossible to consider handing over projects without dealing with the society. Particularly social factors are critical if project sustainability is planned through the community. The project implementation need to ensure people concerned by the project involved and are not opposing the project objective.

In analyzing stakeholders the needs and problems of the community, the nature of the stakeholders and their interest should be identified. Analysis of these issues and acting accordingly better enables to gain participation and support from the community, which is critical in ensuring sustainability.

The respondents were asked to rate their opinion regarding identification of stakeholders made by the NGOS, whether problems and needs are addressed by the projects, whether the community benefited by the projects, the possibility of the society harmed by the project implementation and the level of the community's understanding about the objective of the project. Their ratings are indicated in Table 11. The options are given in a five point Likert type weight scale of 1=very low, 2=low, 3=medium, 4=high, 5=very high. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained). But for the fourth item the options are given in a five point likert type weight scale of 1=very high, 2=high, 3=medium, 4=low, 5=very low. And the mean score of the data were interpreted as < 3 as high (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as low (needs to be maintained).

Table 11 Rating on Stakeholders Analysis

Item	Respondents								
	Ngos N = 32			CMC N = 38			weighte d mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
Identification of stakeholders	3.41	0.7	0.1	3.4	1.2	0.1	3.4	1	0.05
Problems and needs of the society addressed by the project	4	0.7	0.1	4.2	0.8	0.1	4.1	0.7	0.8
Extent of the community benefit by the project	4.4	0.7	0.1	4.4	0.7	0.1	4.4	0.7	0.07
Possibility of the community harmed by project implementation	4.5	1	0.2	4.4	0.9	0.1	4.47	0.6	0.2
Level of the community's understanding about project objective	3.4	1.3	0.2	3.6	1.1	0.2	3.5	1.2	0.5

Regarding of the issue whether the main stakeholders identified in the project the respondents gave similarly ratings. The NGO and the CMC respondents mean ratings are 3.41 and 3.4 respectively. The ratings indicate the main stakeholders' identification in the projects is medium. The result suggests stakeholders that are central for the success of projects may not be involved in the project operation.

Item two of Table 12 indicated the rating of whether the project addresses the needs and problem, the respondents rated as high. The NGO and CMC respondents mean ratings are 4.1 and 4.2 respectively. The t-test indicates there is no significance difference between the responses of the two categories since the result ($t_{obt}=0.8$) is less than the tabulated critical value ($t_{cri}=2$). With regard to the implementation of the project benefited the community, it is rated as high. The

mean ratings of the NGO and CMC respondents are 4.4 and 4.39 which are similar. And about the probability of the project harm the society the mean ratings of NGO and CMC members is 4.5 and 4.4 respectively. The average rating of both respondents is 4.47. The ratings indicate there is very low probability the projects harms other stakeholders. The t-test again indicates there is no significance difference between the responses of the two categories since the result ($t_{obt}=0.2$) is less than the tabulated critical value ($t_{cri}=2$). These findings indicate in some extent that it is much easier to elicit the community participation and take over the project in a sustainable manner since the community's needs and problems are addressed, and they are actually benefiting.

Item 4 of table 12 shows the ratings given for the level of the communities understandings about the objectives of the project. The NGO and CMC respondents mean ratings are 3.4 and 3.6 respectively. The ratings indicate the level of the communities understanding about the objective of the project is medium. The ratings also imply medium communication level between the NGO and the stakeholders. All the NGO directors stated that the selected community members have been invited to participate since the inception of the project. Regular meetings are conducted to increase the parent's, communities and the local government official's awareness about the project. They further stated, however, it is difficult to find all key community members are interested mostly if it directly affects them or their children. This finding suggested that it is highly questionable the CMCS and other community members are committed enough to make the projects sustainable. The t-test result ($t_{obt}=0.5$) is less than the tabulated critical value ($t_{cri}=2$), thus there is no significant difference between the responses of the categories of respondents.

Another aspect that needs to be assessed in social factors is participation of the society. The society's participation in planning and in all stages of project implementation creates feeling of ownership for the project centers and thus increases the society's commitment to sustain the project (MOE, 2005). Commonly there are four methods of participating stakeholders, which are informing, consulting, in partnership and delegating. As discussed in review of literature important stakeholders should be involved in the method that enable them to actively participate. Table 12 shows the method used by the sampled NGOs to participate their respective main stakeholders in different stages of project cycle.

Table 12 Participation of Main Stakeholders

Project cycle	MAEDOT	CHADET	FORUM on street children	PROPRIDE	ZEMA setich lefitih mahiber
Situation Analysis	consulted	Partnership	consulted	consulted	consulted
Planning	consulted	consulted	consulted	consulted	consulted
Implementation	Consulted, informed, partnership	Consulted, informed, partnership	Consulted, informed, partnership	Consulted, informed, partnership	Consulted, informed, partnership
Monitor and Evaluation	partnership	partnership	partnership	partnership	partnership

As depicted in the table with exception of CHADET, all the sampled NGOs consult the stakeholders in situation analysis stage. CHADET, however, work in partnership with the stakeholders. In the planning stage all the sampled NGOs participated the stakeholders by consulting. In the project implementation all the sampled NGOs participate stakeholders by informing, consulting and by working in partnership. The stakeholders in all the sampled NGOs participate in partnership during measurement and evaluation. The result suggested that the stakeholders' participation is high in measurement and evaluation but very limited in planning and strategic setting. The researcher was informed that the sampled NGOs use informing method for issues which are very technical and if the NGOs believe the decision making is only in their mandate.

The other issue relevant to participation is the contribution of the community. Table 13 depicts the contribution made by the community for the operation of the project.

Table 13 Contribution of Resource by the community

	MAEDOT	CHADET	FORUM on street children	PROPRIDE	ZEMA setich lefitih mahiber
Labor	√	√	X	X	X
Cash	√	√	X	X	X
Other resources	√	X	X	X	X

CHADET program director stated that the contribution of the community is considerable given they built one center. The community contributes in terms of labor and finance. MAEDOT director and head of the CMC stated the community is participating by contributing food and finance for feeding the orphan students of the three centers. But in other sampled NGOs the community made no significant contribution.

The involvement of women has high value in reduction of poverty and bringing about sustainable development. Women account half of the population, thus sustainable development endeavors without females will have incomplete effects. The MDG also puts gender equality and empowering women as one of the eight objectives. The respondents were asked to rate their opinion regarding the level of women involvement and benefited by the Education Projects using Five Likert Scale Method. The options are given in a five point likert type weight scale of 1=very poor, 2=poor, 3=medium, 4=good, 5=very good. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained). Table 14 depicts the results of the ratings.

Table 14 Rating on Involvement of Women

Item	Respondents								
	Ngos N = 32			CMC N = 38			weighte d mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
The rating on the involvement of women in the project	4.4	0.5	0.089	4.55	0.5	0.09	4.5	0.5	0.9

As can be seen from the table the mean ratings of NGO and CMC respondents are 4.4 and 4.55 respectively. The average mean of the two categories of respondents is 4.5. According to the t-test there is no significance difference between the response given by the NGO and CMCS, since t-test obtained ($t_{obt} = 0.9$) is less than the tabulated critical value of t-test ($t_{cri} = 2$). The result indicates that the community's perception of sending girls to school and participation of females is high. The data observed in all NGOs student profiles indicate in all centers the number of female student is higher than male students. The objectives of the NGOs contribute highly. For example MAEDOT, CHADET and ZEMA setoch lifitih mahiber are mother and child focused NGOs. Especially, Zemu setoch lifitih mahiber restricts the male student's quota to only 20%. This finding made the city different from other parts of the country. The researcher also observed that most of the CMC is constituted by women. The result can be taken as a good point for sustainability since the projects enable to attain the female societies which are half of the population.

4.6. Financial Factors Assessment

One of the ultimate necessities for sustainability of project is availability of finance. The entire sampled NGOS main financial source is from external donors. Thus early arrangements need to be made to secure adequate financial sources. In this section of the analysis, the response about arrangements, commitment and the considerations made by the NGOS, community members and government officials will be presented.

Since the donors agreement is with the NGOS the CMCs and the Community needs to have a readiness to cover the costs after the project handover. In table 15 the respondents were asked to rate their opinions regarding the ability of the community to cover the costs after the projects handover. The options are given in a five point likert type weight scale of 1=very poor, 2=poor, 3=medium, 4=good, 5=very good. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained).

Table 15 Ratings on the Capacity to Cover Cost

Item	Respondents								
	Ngos N = 32			CMC N = 38			Weight ed mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
Ability to cover recurrent cost	2.2	0.1	0.2	2.7	1.1	0.2	2.5	1.1	1.9
Ability to cover maintenance cost	2.2	1.1	0.2	2.4	1.3	0.0	2.3	1.1	0.9

With regarding to the ability to cover recurrent costs, the average mean rating is 2.5. The NGO and the CMCS respondents mean ratings are 2.3 and 2.7 respectively. In both categories of responses the rating indicated as low. The t-test also indicated there is not statistical difference between responses, since t-test obtained ($t_{obt}=1.9$) is less than the tabulated critical value of t-test

($t_{cri}=2$). Especially the key informants of MAEDOT stated, the 11 cooperatives are responsible for paying salaries of professional accounts and others which is as high 10,000 birr per month. With the current conditions it highly questionable they can cover the salaries of facilitations. In addition salaries of the facilitators are fairly higher than the governmental scales. Thus it is again highly questionable to get government support for covering the salary cost, even if the schools are transformed to formal school. The respondents were also asked to rate their opinion regarding the ability to cover maintenance cost of the center. As show in item two of table 15, the NGO and the CMC mean rating is 2.2 and 2.4 respectively. The result indicated that the NGO members are more highly pessimistic about the probability of the maintenance cost can be covered by the community. The t-test result also indicate there is no significant different between the opinions of the NGO and CMCS respondents since t-test obtained ($t_{obt}=0.9$) is less than the tabulated critical value of t-test ($t_{cri}=2$).

In the technical analysis part, the finding regarding the facilities suggested the sampled NGOS well equipped the centers. The community who will take over the centers may have to incur minimum maintenance cost for some years. But taking in to consideration school buildings and facilities are used by high number of clients, timely maintains is required. In addition the average class size and the increasing demand trends indicate expansion of the centers may be required in the near future. The expansion of the centers by itself requires a considerable amount of financial capacity.

The results suggested the ability to cover the recurrent and maintains by the community after project handover is low. Thus different kinds of activities need to be conducted to raise the financial capacity and ensure financial sustainability. Accordingly, the respondents were asked to rate their opinion using a five Likert scale regarding whether different activities are conducted to ensure financial sustainability. The options are given in a five point likert type weight scale of 1=very poor, 2=poor, 3=medium, 4=good, 5=very good. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained). The summary of the rating is shown in table 16.

Table 16 Ratings regarding financial arrangements

Items	Respondents								
	Ngos N = 32			CMC N = 38			Weight ed mean	Total SD	t-test
	M	SD	SE	M	SD	SE			
Saving	2.8	1.2	0.2	3	1.4	0.2	2.9	1.3	0.6
Effort of the NGO for financial sustainability	3.6	1.1	0.1	3.4	1.3	0.2	3.5	1.1	0.8
Community contribution	2.9	1.1	0.2	2.4	1.3	0.2	2.6	1.2	1.5
Government support	2.7	1.1	0.2	2.4	1.1	0.2	2.5	1.1	0.8
Income Generating Activities	1.7	0.9	0.2	2.1	1.2	0.2	1.9	1.1	1.5

Regarding savings, the NGO and Education Associations respondents mean ratings are 2.8 and 3 respectively, which indicate the ratings is low. The ratings point out that the saving made to ensure financial sustainability is not satisfactory and needs to be improved. The result of t-test indicates their no significance difference between the responses given by both categories since t-test obtained ($t_{obt}=0.6$) is less than the tabulated critical value of t-test ($t_{cri}=2$). The information obtained from the documents of the sampled NGOs indicate that with the exception of MAEDOT and PROPRIDE, CHADET, FORUM on street children and ZEMA setoch lifitih Mahiber have very limited savings for respective Education Associations to have sustainable finance. The current savings of the NGO Education Associations will be discussed latter.

The NGO and the community and the government should work together to ensure financial sustainability. A sole effort by the NGOs will have little effect considering the NGOs will

handover and will not be responsibly afterwards. The respondents were asked to rate their opinions regarding the NGOs effort to ensure financial sustainability by working with the community and other stakeholders. The NGO and CMCS members rating are 3.6 and 3.4 respectively. The ratings suggest that the NGOs are not doing enough to make the Education community secure financial sustainability. The t-test result indicates there is no significance difference between the two categories since t-test obtained ($t_{obt}=0.8$) is less than the tabulated critical value of t-test ($t_{cri}=2$).

As stated earlier, the community's participation and feeling of ownership has a key role in the Endeavour to ensure sustainability. The communities should be encouraged to mobilize their own resources to secure financial sustainability. The respondents were asked to rate their opinion regarding the financial contribution made by the community to ensure financial sustainability. The NGO members and CMC rated 2.4 and 2.8 respectively. The ratings indicate the low contribution of the community in the endeavor to ensure financial sustainability. The t-test result indicates there is no significance difference between the two categories since t-test obtained ($t_{obt}=1.5$) is less than the tabulated critical value of t-test ($t_{cri}=2$).

The other important stakeholder that is expected to contribute for financial sustainability of centers after project handover is the government. The respondents were asked to rate their opinions regarding the government contribution. The NGO members and the CMCs rated 2.4 and 2.6 respectively. The ratings indicate the government participation is low. The t-test result also confirmed that there is no significance difference between the response of the NGO members and CMCS since t-test obtained ($t_{obt}=0.8$) is less than the tabulated critical value of t-test ($t_{cri}=2$). As mentioned earlier in most cases the financial support from the government is expected in the NGOs intend to make the project sustainable through the government. The only information the researcher can obtain from the government officials is that the government have limited resources to contribute funds.

The other option that can support the effort for financial sustainability is to involve in different kinds of Income Generating Activity (IGA). The last Item of table 16 shows the respondents rating regarding their opinions IGA conducted so far. The rating of the NGO members and CMC is 1.7 and 2.1 respectively. The ratings indicate the income generating activity is very low. The t-test result indicates there is no significance difference between the two categories since t-test

obtained ($t_{obt} = 1.5$) is less than the tabulated critical value of t-test ($t_{cri} = 2$). According to the interview conducted with project managers IGA conducted is very limited mainly because of the regulation that restricts NGOs involvement in such activities-nevertheless, the NGO can assist the community members to organize themselves and give training to enhance their business management capacity. The good example would be the case the consumer's organization established by MAEDOT and the community. PROPRIDE and CHADET also attempt to assist the community in IGA by providing them different type of goods like tents that can generate income through renting. The sustainability plan of CHADET also indicates that the community would use one of the centers for IGA purpose.

As shown in table 17 MAEDOT has a total amount of birr 1,410,923 savings under cooperative members which is organized by the NGO and the community for the purpose of operating the centers and other component of the education projects. From the total savings 501,283 birr is funded by the NGO. CMC of PROPRIDE currently has birr 478,932 birr savings under the committees organized for the purpose of taking over different components of the education program such as the centers girls committee, youth committee and kids committee. From this total amount of saving, 320,000 is contributed by the NGO.

Table 17 Savings of the Education Associations

	MAEDOT	CHADET	FORUM	PROPRIDE	ZEMA
Savings amount	1,410,923	6,237	9,766	478,032	None
Source of fund	MAEDOT, Parents and members	Community parents contribution	Parents and Donors	PROPRIDE and Parents	None
Income Generating Activities	Retailing	Renting tents	None	Renting tents	None

MAEDOT and PROPRIDE Education Associations get the rest of the savings from the regular contribution made from parents and community. In case of CHADET and FORUM Education Associations they have savings of 6,237 and 9,766 respectively. Like PROPRIDE and MAEDOT, the saving is intended for operating the centers and other components of the education project. The Education Associations of CHADET gets the savings from a regular contribution made by parents and the community. Education Associations of FORUM gets the saving from donation from foreigner donor known as every child, the rest is from contribution made by parents. Parents of all sampled centers, except ZEMA, are expected to contribute starting from one birr every month. With the case of ZEMA even though the CMC was established since the early stages of the NGO operation, no activity to ensure financial sustainability is started. The Education Associations has neither savings nor known source of fund to cover cost of handling the centers after project handover. According to the interview made the manager of ZEMA, the NGO has been trying fund raising activity by initiating the parents to contribute on regular bases, but the effort is not proofing to be satisfactory mainly because of the lack of willingness from the parents. All the sampled NGOs stated in their project proposal, they will introduce a cost recovery fee of minimal amount after the government and signatory officials are consulted.

From the sampled NGOs MAEDOT seems having better financial sustainability not only because higher saving but also the NGO established other consumers organizations which are registered under the law to involve in business activity. This organization also includes parents and community members. These organizations not only involve in saving but also generate income through buying and selling consumer goods. The organization has also saving and credit function. The organizations increase the economic capacity of its member indirectly, this means parents can cover the cost of their children and contribute more to empower the community to manage and support the centers. CHADET and PROPRIDE has also saving and credit association which is established to achieve the same goal of enhancing the community economic capacity to enable to better operate the centers after project handover. Forum on street children and Zema setoch lifiteh Mahiber put the same kinds of strategies to increase the economic capacity of the community, but they are not functional enough.

Additional point that should be considered regarding to financial factor is the issue of transparency and control of the available funds. As stated earlier with the exception of ZEMA, all the sampled NGOS have some amount of savings. All the sampled NGOS use similar procedures. All the savings are deposited in the bank, and to withdraw signature of three individual designated by the community is required. The designated individuals need also the permission of the CMCs to use the savings and hold accountable by law.

Failure to achieve financial sustainability may enforce the NGOs to elongate their phase over time. This can be problematic from two aspects. First, the NGOs will need to formulate new implementation plan and continue operating in same area. This can be seen as a setback considering the aim of the Education Project is to bring about sustainable education. Sustainable education is better provided if the NGOs handover projects and move on to other needy areas. Secondly, all the sampled NGOs implement the project by the available donor's financial source. They need to make another contract with Donors if the project has to extend. Project directors stated that donors are not completely reliable to grant additional fund. If the Donors fail to agree to allow additional funds, the only option left is the Government. But according to some Government Officials the government does not even properly support the already established public schools let alone take additional centers.

4.7 Economic Factors Assessment

In the review of the literature part it is clearly stated that Economic factors focus on the benefits the society obtain from implementation of projects. Considering the available resources are limited, decisions of resource allocation need to be based on cost benefit analysis for the maximization of society or the nation's benefits. If the net benefits of the projects are high they will be more acceptable and thus can be sustained.

The acceptability of education projects as economically feasible is commonly assessed based on the education sector objective of the country. As stated in the ESDP III (2005) document, the education policy framework is intended to contribute to the effort of eradicating poverty and achieving sustainable development. For this aim the education sector gives emphasis on improve educational quality, relevance, efficiency, equity and expand access to education with special

emphasis on primary education to under served areas and promotion of education for girls. In this regard, the respondents were asked to rate their opinions. Table 18 shows the rating results. The options are given in a five point Likert type weight scale of 1=very poor, 2=poor, 3=medium, 4=good, 5=very good. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained).

Table 18 Rating on Economic Issues

Item	Respondents								
	Ngos N = 32			CMC N = 38			weightte d mean	avera ge SD	t-test
	M	SD	SE	M	SD	SE			
Improving Access	4.8	0.4	0.08	4.4	0.71	0.11	4.6	0.6	3
Improving Girls participation	4.6	0.5	0.09	4.4	0.82	0.13	4.5	0.7	1.4
Improving student Awareness in Different Issues	4.7	0.5	0.09	4.3	0.87	0.87	4.5	0.8	2.6
Improving Quality of Education	4.	0.6	0.12	4.1	0.69	0.11	4.1	0.6	0.4

With regard to improving access, the mean ratings for the NGO and CMC members are 4.8 and 4.4, respectively. The weighted mean is 4.8, which suggests the education projects are good in promoting access. But the t-test obtained ($t_{obt}=3$) is greater than the tabulated critical value ($t_{cri}=2.0$), which means there is a significance difference between the response of the two categories. The significance difference occurs by relatively lower rating of the CMC members. In the focus group discussions held with key members of CMC the researcher realized that even though the NGOs are playing a critical role in reaching the parts of the community who can not have access to the formal education, due to severe poverty there are still high number the children that are

deprived of education. In all sampled centers a two shift program is followed to enable the student to work half days and learn the other the other half days. But additional strategies need to be used like the case of MAEDOT which provides school feeding service to draw parents to send their children.

As shown in the second item of table 18, the respondents' opinion for the beneficiaries of women and girls is rated as high without any significance difference between the two categories of respondents. And the respondents rating for increasing awareness the NGO and CMC members mean rating is 4.7 and 4.3 respectively. The average mean is 4.5. The ratings indicate the Education Projects role in increasing students' awareness in social issues is high. But the NGO members support more strongly than the CMC members. There is a significance difference between the two categories of response since the t-test result ($t_{obt} = 2.6$) is greater than the tabulated critical value ($t_{cri} = 2$). The possible reason for the difference can be the fact that even though the sampled NGOs educate the students on social issues, all of them are revolved around HIV/ AIDS.

Quality is another issue that the respondents were asked to rate their opinion. The NGO and CMC members mean ratings are 4 and 4.1 respectively. The average rating is 4.07. The quality of education provided is rated as good. The t-test result ($t_{obt} = 0.4$) also shows there is no significance difference between the two categories of responses since the tabulated t critical value is greater ($t_{cri} = 2$). Quality of education can be assed by teachers' qualification, average class size, and pupil text ratio. Table 19 shows the sampled NGOs attributes in these issues.

Table 19 Quality of Education Projects

ITEM	MAEDOT	CHADET	FORUM	PROPRIDE	ZEMA
Average pupil/text ratio	1:1	1:1	1:1	1:1	1:1
Average pupil/teacher	68	52	41	29	57
Average class size	48	50	27	45	43
No of Facilitators below Certificate	1	2	0	2	2

The information in Table 19 is obtained from center supervisors and researchers estimation. The average Pupil/Text ratio and class size were discussed in the technical factors analysis. Both findings indicate that they are in line with the standard set in ESDP III at least for current time. The standard set is 1:1 and 50 for average Pupil/Text and class size respectively. The teachers' qualification is another factor that affects the quality of education. The standard qualification for teaching first cycle primary education is certificate. All the sampled NGO except FORUM on street children have facilitators below TTI certificate. But according to the centers supervisors most them are learning in the evening class to get diploma.

4.8. Environmental Factors Assessment

Assessment of environmental factors is more critical for projects that highly utilize plant assets and produce goods. Developmental projects such as education need to also critical assess the impact the project implementation has on the environment. Environmental factors can be assessed from the viewpoints of social, institutional and national aspects. The findings of these aspects are revealed in the social, institutional and economic factors analysis part.

In these section the environmental factors analysis is made from the viewpoint of natural environment. As depicted in table 20, using five Likert scale the respondents were asked to rate their opinions regarding harm caused by the project operation on the environment. The options are given in a five point likert type weight scale of 1=very high, 2=high, 3=medium, 4=low, 5=very low. And the mean score of the data were interpreted as < 3 as high (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as low (needs to be maintained).

Table 20 Rating on Environmental Issues

Item	Respondents								
	Ngos N = 32			CMC N = 38			weihted mean	avera ge SD	t-test
	M	SD	SE	M	SD	SE			
Noise caused by students	4.2	0.7	0.1	4.1	0.8	0.1	4.14	0.8	0.4
Harm on local natural resources	4.6	0.8	0.1	4.5	0.7	0.1	4.58	0.7	0.7
Wastage	4.6	0.8	0.14	4.4	0.7	0.1	4.51	0.7	1.1

One common possibility that education projects may cause problems on the environment is through noise. The respondents were asked to rate their opinions regarding the level of noise disturbance caused by the centers. The NGO and CMC respondents' mean ratings were 4.2 and 4.1 respectively. The ratings indicate their low disturbances caused by the problems. As most of the centers are found in densely populated area their control to minimize the noise disturbance should be appreciated. The t-test result ($t_{obt}=0.4$) also shows there is no significance difference between the two categories of responses since the tabulated t critical value is greater ($t_{cri}=2$).

The second item in Table 20 shows mean ratings for the extent to which the centers harm the natural resource is also low. The NGO and CMC respondents mean ratings are 4.6 and 4.5 respectively. The t-test result ($t_{obt}=0.7$) also indicates there is no significance difference between the two categories of responses since the tabulated t critical value is greater ($t_{cri}=2$). With regard to the extent to which waste of the centers pollute the area, again the ratings indicate as low. The NGO and CMC respondents mean ratings were 4.5 and 4.7 respectively. The weighted mean rating is 4.6. The t-test result ($t_{obt}=1.1$) also shows there is no significance difference between the two categories of responses since the tabulated t critical value ($t_{cri}=2$) is greater.

The results suggested that the extent to which the operations of the projects affect the environment from the raised viewpoints is low. Nevertheless, the NGOs and other stakeholders need to work closely for strengthened environmental protection. Table 20 depicts the respondents with this regard. The options are given in a five point Likert type weight scale of 1=very low, 2=low, 3=medium, 4=high, 5=very high. And the mean score of the data were interpreted as < 3 as low (needs urgent improvement), between 3 and 4 as medium (Needs improvement), >4 as high (needs to be maintained).

Table 21 Ratings of coordination protection of the environment

Item	Respondents								
	Ngos N = 32			CMC N = 38			weighte d mean	avera ge SD	t-test
	M	SD	SE	M	SD	SE			
Protection of the local environment	4.2	0.8	0.1	4.1	0.7	0.1	4.12	0.8	0.8
Work with others to protect the environment.	4	0.6	0.1	4.13	0.8	0.1	4.1	0.7	0.4

The NGO and CMC respondents mean rating on the issue of the NGOs and CMCs effort to protect the environment was 4.2 and 4.1 respectively. The Average mean is 4.12. The ratings indicate high attention is given for the protection of the environment. The researcher was informed that in many cases students were mobilized to clean the surroundings. The t-test result ($t_{obt}=0.8$) also shows there is no significance difference between the two categories of responses since the tabulated t critical value ($t_{cri}=2$) is greater.

The ratings of the NGO and CMC respondents mean ratings for collaborated efforts made with other stakeholders to protect the environment is 4 and 4.13 respectively. The average mean is 4.1. The rating indicates the NGOs are working with high coordination with other stakeholders. The t-test result ($t_{obt}=0.4$) also shows there is no significance difference between the two categories of responses since the tabulated t critical value ($t_{cri}=2$) is greater.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The major objective of this study is to assess the arrangement made on the critical factors of project sustainability for sustainable operation and maintenance after project handover. The study focused on Education Project supported by NGOs in Addis Ababa. The basic questions that direct the study are:

1. What are the constraints faced on the critical factors of project sustainability (social, institutional, financial, economic, technical and environmental factors) for sustainable operation and maintenance after project handover?
2. What are the arrangements made on the critical factors of project sustainability (social, institutional, financial, economic, technical and environmental factors) for sustainable operation and maintenance after project handover?

The study was conducted from the view point of proper arrangement on the critical factors for project sustainability enables to tackle constraints on social, institutional, financial, economic, technical and environmental factors; and better ensures sustainable provision of education, and thus contributes for sustainable development and poverty reduction. The study stressed that the arrangements should be critically considered in situation identification, planning and implementation stage of project cycle. From the study findings the good and bad practices can be identified, and they can be useful for planners and policy makers to ensure sustainable education. In addition the study findings can serve as stepping stone for further in depth study.

Relevant document regarding the issue under study were analyzed. Five NGOs who are intending to handover Education Projects are purposively selected. There are a total of 12 centers are supported by the sampled NGOs. A descriptive case study is applied to analyze the data. To obtain data questionnaires were distributed to 32 NGO members and to 38 Education Committee (CMC) members, interviews were conducted with NGO and Education Bureau Heads, Focus Group Discussion were held with CMC key informants, documents were analyzed and

observations were made to ascertain some of the findings. Independent t-test is used to test significance differences. The summary of the findings, conclusion and recommendations are presented below.

5.1 Summary of the Findings

Context of the Project

The project proposals of the sampled NGOs implement NFBE Projects (Except Propride, which also provide Pre School Education) and registered as local NGOs. All the sampled NGOs intend to handover their Education Projects in 2011 and intend to sustain the project through the community. The NGOs target children from age 4 to 14, from poor family background or Orphans and who have limited access to basic education.

Technical Factors

The study findings regarding physical facilities reveal the center buildings are adequate in that all the centers are built using bricks except one center of CHADET which is found in Kebele whole and uses partitions, and most of the centers are found in the walking distance from the beneficiaries. But only one center of CHADET is built by community participation. Even a considerable number of the centers are found in kebele compounds and other public schools.

Regarding the project Size the respondents rated as good considering the future demand. But they rated as low considering the community's ability to cover recurrent costs and administration capacity, and rated as medium considering the ability of the community to cover maintenance cost after project handover.

Institutional Factors

The institutional factors assessment was made based on the institutional environment, institutional feasibility and capacity.

All sampled NGOs have established Education Committees who will operate the project after project handover. The members are recruited through general elections by the community and

parents. In case of PROPRIDE, however, the NGO involved directly in the election process. The Education Committee is responsible to manage the centers and some parts of the Education Project components. But from the sampled Education Committees only one of MAEDOT has legal registration and has by laws.

To ensure the institutional sustainability the committee the community structure is tried to be strengthened by making it broad based, the members are drawn from the community, parents, CBOs and local government by invitation of the NGOs. But despite these effort the community structure is weak in that there is low collaboration from the CBOS and other members of the community. The expected roles of the different structure of the community are not adequately communicated.

The other strategy the NGOs use to sustain the institutions established is to increase committee members' capacity. Different trainings and capacity building activities are provided. The study findings showed that most of the NGOs provided the trainings when they requested only. The exception is PROPRIDE that provide the trainings also after making continuous assessments not only on the Education Committee but also on the other community structures like CBOS and Government officials.

The respondent ratings on the Education Committee members show that the Education Committee members are recruited at appropriate time when they can involve in the projects early. But they are not participating in the project mainly due to low capacity and lack of interest by some members. The study finding in this issue also suggested the institutional environment and legal framework is supportive for the Education Committee to operate the Education Projects in sustainable manner.

Social Factors

The social factors were assessed from the perspective of stakeholders' analysis, participation of stakeholders and women participation.

With regard the stakeholders' analysis the identification of the important stakeholders in the Education projects is medium. But the project implementation highly benefited the community

since their needs addressed by the project. With regard to the community understanding of the project aspects the study finding shows that it is average.

The finding in the participation of the community in the Education Project cycle shows; the community participate through the elected education committee. The education committees involves in situation analysis stage mostly by consulting. In the planning stage, however, their participation is low because the NGOs mostly inform the Community rather than actively participate them. In implementation as well as Measurement and Evaluations stages the education committees in most cases participate by consulting and by working in partnership.

With regard to gender, women and girls participate and benefited highly by the project. The objectives of the NGOs also indicate the NGOs target to improve the condition of women and girls.

Financial Factors

The financial factors were assessed based on the financial capacity and the arrangements made to ensure financial capacity.

The centers are fully supported by the sampled NGOs. The NGOs themselves obtain fund for the operation from different external donors. Whether the donation will continue for the project operation after project phase out is not reliable. The findings also suggested there are financial constraints in that the communities' ability to cover recurrent, maintenance and capital costs in a sustainable manner is not sound.

But the arrangements made to overcome the financial constraints are not satisfactory. With the exception of MAEDOT and PROPRIDE, the other NGOs do not have adequate savings. The communities' and the government financial contribution to ensure the financial sustainability are also not satisfactory. And Income Generating Activities (IGA) is also very poorly practiced mainly due to government restriction on NGOs.

Economic factors

The analysis for Economic Factors were made based on the national education objective and sustainable development strategies.

The study findings suggested that the sampled NGOs target the community where there is high poverty and limited access to educations. The NGOs contribute highly in improving provision of access since they target poor children who are deprived of basic education, and improving girls education by admitting high female students. The findings also suggested the NGOs contribute highly in improving quality of Education. Most of the indicators of quality show the centers are above standard set. The Education Project improves highly the awareness of the students mostly in the area of HIV/AIDS.

Environmental Factors

Environmental Factors were assessed for the point of view of social and institutional in the earlier assessment. With regard to natural environment the study findings show the operation of Education Projects harmful effect in the natural environment is very low. There are some noise pollution that may cause in the area in the teaching learning process but arrangements are made in order controlling students exit at the end of the school day. In addition the NGOs the initiate and teach the local community on how to deal solid waste management.

5.2. Conclusion

The Sampled NGOs endeavor for sustainable Education in community should be highly valued considering their intention to handover their education projects and move on to other needy areas. Operating in the same area for very long time hardly ensures sustainable development. However, Project handovers without proper arrangements will be to no avail. The findings suggested some factors for project sustainability are not properly arranged. There is a high tendency of focusing on only project implementation and giving little attention for sustainability. The specific conclusions reached for the findings are stated below.

- The physical facilities of most of the sampled centers are adequately equipped. The building and the classrooms are suitable to provide ABE and meet the national standard set for first cycle primary education. This is because the NGOs have the technical expertise and the financial capacity suitable for continuous operation till project phase out. But the sizes of the centers are too extensive to be operated in sustainable manner by the community after project handover. It implies that the plans on how to operate the centers at the community level are not given the proper consideration. The projects are implemented without due consideration for the capacity of the community to operate the centers in sustainable manner. Main emphasis is given on how to deliver benefits within project implementation period.
- Despite the fact that the NGOs were able to adequately equip the centers with proper physical facilities, many centers are not under the ownership of the community. Many centers use local kebele and public school compounds where the centers can be displaced if the area is needed by the owners. It is problematic considering the primary strategy of all the sampled NGOs to sustain the project is through the community. In such situation it is doubtful the community will have the feeling of ownership and sustain the centers after the project handover. It will be difficult for the community to invest on the centers which they do not own. In this regard the practice of involving the community in establishing the centers and the government support is unsatisfactory. Such poor arrangements caused technical constraints and lead to uncertain conditions for the community to use the centers in a sustainable manner.
- The main aim of the NGOs intervention is to reach the disadvantaged part of the community in the City. The projects enable to solve the problem of socio-economic disparity. For the aim reaching the disadvantaged community most of the NGOs and the centers are located in neighboring distance to the beneficiaries. Their accessibility decreased the cost of education for the parents and the community. From these it can be concluded that such trends are the reasons for the high demand.
- The study finding indicates that the Education Committee Members do not have the desired institutional capacity to manage the centers in a sustainable manner. One factor for this low institutional capacity is the selection process of the community members. The majorities of the community members where the members are recruited are poor and have low education

background. In such type of the community it hard to find individuals with the technical expertise in planning and operating projects.

- The efforts made to address the communities' need of sustainable education by involving the community are not satisfactory. Even though Education Committee members are established by drawing from different parts of the community, they are not functional enough to elicit the communities' participation and mobilize resources of the community for sustainability. Preparations of bylaws, which can direct the responsibility of the committee, are not practiced in many of the committees. These reasons lead to inability of the education committee members to effectively discharge their responsibilities. In addition the lack of clearly defined roles of the important stakeholders also leads to low collaboration from these groups, which is essential for project sustainability.
- The Economic situation of the community is mostly low, and thus it may not be surprising if their willingness to contribute financially will not be high either. In addition Education by its nature does not render itself to an easy operation which easily generates income. But knowing these facts, efforts to improve the economic situation of the community are not adequately practiced. Thus, it is highly likely that the community will expect financial support after project handover.

4.3. Recommendation

Based on the findings and the conclusions the following recommendations are suggested to ensure Sustainability Education.

- Many NGOs recognize sustainability as priority issue in Education Projects and planned on how to ensure sustainability. However, their activities highly focused on providing support within the project implementation period. Comprehensive and sustainable project requires better coordination and communication among the NGOs and the other important stakeholders. The project should be designed to provide benefits for over long period, instead of attempting a quick fix.

- As mentioned earlier, many Education Projects suffer from the lack of coordination among the important stakeholders, which often result from the lack of clearly defined roles of the stakeholders in the endeavor to make the project sustainable. To ensure efficient institutional support for a collaborative project of Education, the roles and responsibilities of the various agencies involved should be clearly defined and communicated. Discussions should be conducted with all concerned groups to set up their respective roles and responsibilities.
- In contemplating sustaining projects through the community, capacity building should always be part of the NGOs support package. Without the desired capacity level of the community, the projects initiated by the NGOs will not be able to continue. The capacity building schemes, however, should include community members out side Education Committees and which can influence sustainability of the education projects. It is obvious that Education Committees will not operate the project in isolation, thus those who can contribute for the sustainable operation of the project should be involved in capacity building activities.
- Obviously, the NGOs have their own upper limits to financial support since they are expected to cease their support after project handover is completed. But the findings suggested that the financial sustainability is low. Thus unless the arrangement is made to secure sustainable fund, it is likely that the centers will be closed down after project phase out. In this regard coordinated effort is required from the community, the government and the NGOs. Considering project handover is inevitable any viable mechanism should be arranged. The roles expected from each stakeholder should be clearly defined and communicated. The community may have limited funds for sustainable provision of education, thus measures to reduce and recover the expenditure and increase IGA should be made possible. Alternative cost cutting, cost recovering and revenue raising schemes need to be adequately considered.
- Additional recommendation to secure financial sustainability can be to work firmly on encouraging the community to mobilization their resource. A sound strategy to successfully mobilize community resources is to provide people with economic as well as social incentives. The incentives need to make the community realize how the implementation of the project improves their social as well as economic level. The incentives can be created in different public awareness programs.

- Generally, Provision of sustainable education can not ascertained by only handing over the projects. Arrangements for sustainability of Education Projects should be made starting from the inception of the projects, planning and implementation stages, and up to the handover. Project planners should adequately consider all the necessary activities needed to ensure sustainability. Equal consideration should be given to sustainability plans in the implementation of the projects.

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TO BE FILLED BY PROJECT MANAGER /OFFICERS

Personal Information

1.1. Sex: Male: _____ Female: _____

1.2. Age _____

1.3. Educational Level: _____

1.4. Total Year of service _____

1.5. Year of service with this project: _____

1.6. Your current position _____

PROJECT CONTEXT ISSUES

1. How is the project area selected (more than one answer is possible)?

- With the invitation of the government _____
- With the invitation of the community _____
- With own survey _____
- Other/ Specify _____

2. Do you think the project objective is realistic enough to be sustainable?

Very highly _____ fairly _____ very poorly _____

Highly _____ poorly _____

TECHNICAL FACTORS

1. Important issues to be considered in determining size of a project are listed below. Rate whether the project has adequately considered these issues. (Put (X) Mark to indicate the participation rate as 1= very low, 2= low, 3= medium, 4= high, 5= very high)

Rating Criteria		1	2	3	4	5
1.	Future demand					
2.	Capacity of implementers after project implementation					
3.	Recurrent cost after implementation					
4.	Availability of resources after implementation					

2. The project site needs to be suitable to reap the greatest benefit and ensure sustainability. How do you rate the suitability of the project location considering the following issues? (Rate by putting 'x' mark as 1=very poor, 2=poor, 3=fair, 4=good, 5=very good)

RATING CRITERIA		1	2	3	4	5
1	Distance from the major stakeholders					
2	Population density					
3	Demand of the community in the project site					
4	Support of the local government					

3. Is the degree of sophistication for the facilities used simple enough in case of maintenance and operation after project implementation?

very simple _____ average _____ very difficult _____

simple _____ difficult _____

4. Rate the following issues used in the project to indicate whether they have quality to ensure sustainability. (Put (X) Mark to indicate the quality rate as 1= very low, 2= low, 3= medium, 4= high, 5= very high)

Rating Criteria		1	2	3	4	5
1.	Building					
2.	Equipments and furniture					
3.	Books and materials					

5. if your response for question number 5 is very low or low please state briefly your reasons? _____

6. Documents or manuals that demonstrate procedures for the project operation are necessary for those who will take over the project after its implementation. How do you observe these documents?

(Please put 'X' mark to rate your judgment as 1= very poor, 2= poor, 3 = satisfactory, 4= good, 5= very good.

Rating Criteria		1	2	3	4	5
1	Simplicity of documents					
2	Substantiality and clarity of documents					
3	Accessibility of the documents to many					

7. Do you observe any additional problems in the documents mentioned in question number 9?

8. Utilizing the local community's human resource can be one issue that should be considered to ensure sustainability since it will benefit the community through employment opportunity and enables the community to know well about the technical aspects of the project. Please indicate your rating as to the projects utilization of the local manpower.

Very Low _____ medium _____

Low _____ high _____ very high _____

9. Project implementers need to introduce the technical aspects of the project and work closely with those who will take over and other stakeholders. How do you rate the level of participation of those who will take over and other stakeholders? (Put (X) Mark to indicate the quality rate as 1= very low, 2= low, 3= medium, 4= high, 5= very high)

Rating criteria		1	2	3	4	5
1.	Participation in planning technical design					
2.	Participation during implementation					

10. Decision of when to implement projects highly affects sustainability because projects may be premature or too late. Please state your opinion briefly with this regard _____

12. Please rate the suitability of the aspect listed in the table below that should be considered in the decision of when to implement the project. (Put 'x' mark for 1= very poor, 2= poor, 3=fair, 4=good, 5=very good.)

Rating criteria		1	2	3	4	5
1	Current demand for the service provided by project					
2	existing government policy					
3	suitability of technology or resources used in the project in current conditions					

SOCIAL ASPECTS

1. Do all stakeholders identified?

All _____ Average _____ Small _____

Most _____ none _____

2. Do you think the community will be benefited by this project?

Very Highly _____ few _____

Highly _____ some _____ very few _____

3. Do the needs and the problems of the community properly identified?

Very highly____ fairly_____

Highly_____ small_____ very small_____

5. Are there potential opponent to the project?

Many_____ very low_____

seldom_____ low_____ none_____

6. If your response for question number 5 is many or seldom please state why they are against the project?

7. Do the community and other main stakeholders understand the project's main objective?

Fully_____ mostly_____

Partially_____

little_____ hardly_____

8. Do the community and major stakeholders understand how the project will benefit the society?

Fully_____ mostly_____

Partially_____

little_____ hardly_____

9. How do you rate the community's participation in the project?

Very high____ medium_____

High_____ low_____ very Low_____

10. if your answer for question number 5 is very low or low can state the reason for the low participation? _____

11. Does the gender role critically considered to elicit higher participation from both males and females?

Very highly_____ medium_____

High_____ few_____ very few_____

INSTITUTIONAL FACTORS

1. Is the project objective in any way has overlapping objectives with other formal and non – formal organizations that may in some way challenge the sustainability of the project?

Not at all _____ some _____ very highly _____

Very limited _____ highly _____

2. Well defined roles of all involved stakeholders are critical for effective coordinated effort in project implementation and sustainability. How do you rate clarity of the roles?

Very highly _____ medium _____

High _____ few _____ very few _____

3. If there are others who may have significant influence over the project please specify

4. Those are supposed to take over the project after its implementation need to be recruited and involved early in the project to have more experience, training and capacity for operation and in case of maintenance needs. Who will you judge the NGO's arrangement in these regards? (Rate for 0= not recruited yet, 1=very poor, 2=poor, 3=fair, 4=good, 5=very good.)

Rating Criteria		1	2	3	4	5
1	Timing for recruitment of CMCs					
2	Early involvement in the project of CMCs					
3	Provision of trainings for CMCs					
4	Appropriateness of selection criteria for CMCs members					
5	Capacity CMCs					
6	Motivation of CMCs					

5. Please state briefly problems you observe in the qualification and capacity of the groups who have a responsibility to take over, operate and maintain the project after its implementation _____

6. Please state briefly the problems you observe in provision of trainings for the groups responsible to take over, operate and maintain the project after its implementation _____

7. How do you rate the communication and the clarity of the roles expected from the stakeholders?

Very high _____ medium _____

High _____ low _____ very Low _____

FINANCIAL ANALYSIS

1. What are the financial sources of the project?

2. Please rate the probabilities that the project may not be financially sustainable after the end of project implementation in order to cover cost related to the following issues.

(Rate 1=very high, 2= high, 3=medium, 4=low, 5= very low)

Rating criteria		1	2	3	4	5
1	Recurrent cost					
2	Cost of maintenance of project					
3	Other operation costs					

3. There are some activities that help to gain funds in order to secure financial sustainability after project implementation. The activities listed in the table aid projects to have financial sustainability. Please rate these activities are sufficiently done. (Rate 1= very insufficient, 2=insufficient, 3=fair, 4=sufficient, 5=very sufficient.)

Rating criteria		1	2	3	4	5
1	elicit government support					
2	Making the community financially benefit by the project					
3	Increase savings and minimizing project operating cost					
4	Fund raising through other means					

6. Please state briefly the problems you observe in provision of trainings for the groups responsible to take over, operate and maintain the project after its implementation _____

7. How do you rate the communication and the clarity of the roles expected from the stakeholders?

Very high _____ medium _____

High _____ low _____ very Low _____

FINANCIAL ANALYSIS

1. What are the financial sources of the project?

2. Please rate the probabilities that the project may not be financially sustainable after the end of project implementation in order to cover cost related to the following issues.

(Rate 1=very high, 2= high, 3=medium, 4=low, 5= very low)

Rating criteria		1	2	3	4	5
1	Recurrent cost					
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3. There are some activities that help to gain funds in order to secure financial sustainability after project implementation. The activities listed in the table aid projects to have financial sustainability. Please rate these activities are sufficiently done. (Rate 1= very insufficient, 2=insufficient, 3=fair, 4=sufficient, 5=very sufficient.)

Rating criteria		1	2	3	4	5
1	elicit government support					
2	Making the community financially benefit by the project					
3	Increase savings and minimizing project operating cost					
4	Fund raising through other means					

4. Do the NGOs work closely with the community and government in order to make the project be financially sustainable after the end of the project?

Very highly _____ fairly _____ not yet _____

Highly _____ poorly _____

6. Are there trainings given to the community on how to manage the finance of the project?

Very sufficiently _____

Sufficiently _____ in small Extent _____

in limited extent _____ not yet _____

7. Are the government and the community committed enough to financially support the project after the end of its implementation?

Very Highly _____ fairly _____

highly _____ poorly _____ very poorly _____

8. Please state briefly some of the problems you have observed in the commitment of the community and the government to financially support after project implementation?

9. Please state briefly the major problem of the project to have sustainable finance after its implementation?

ECONOMIC

ANALYSIS

1. How do you put the economic situation of most of the community in the project area?

Very High class _____

High class _____ low class _____

Average class _____ very low class _____

2. Is there adequate demand of education projects of this type in the country?

Very Highly _____ fairly _____

Highly _____ low _____ very low _____

3. How do you rate the contribution of the project in improving the livelihood and education development of the country in terms of the following issues?

(Rate 1=very high, 2= high, 3=medium, 4=low, 5= very low)

Rating Criteria		1	2	3	4	5
1.	Improving access to education					
2.	Increasing students awareness in social issues					
3.	Increasing opportunity for employment					
4.	Increasing quality of education					
5.	Increasing female participation of education					
6.	Developing the communities attitudes and culture					

4. Please state if there are other contributions of the project to the nation or the community?

5. Is the project's objective is in line with priorities of the government to stimulate development?

Very Highly _____ fairly _____

Highly _____ low _____ very low _____

ENVIRONMENTAL ANALYSIS

1. Are the impacts on the environment that may be caused by the project implementation critically considered?

Very Highly considered _____ fairly considered _____

Highly considered _____ poorly considered _____ very poorly considered _____

2. What are the potential ways that the project could affect the environment? (Rate 1=very high, 2= high, 3=medium, 4=low, 5= very low)

Rating Criteria		1	2	3	4	5
1.	Noise caused by students					
2.	Harm on local natural resources					
3.	High wastage					
4.	Affecting transportation system of the community					

3. Are there any other potential ways that the project could affect the environment?

_____.

4. Does the NGO try to address the need for the environmental protection?

Very Highly considered _____

fairly considered _____

Highly considered _____
considered _____

poorly considered _____

very poorly

5. Does the NGO try to work closely with local community to protect the local environment?

very Highly _____

fairly _____

Highly _____

low _____

very low _____

6. Does the NGO evaluate whether there is potential harm caused by the project?

Very Highly _____

fairly _____

Highly _____

low _____

very low _____

7. Are there practices by the NGO to train manpower who can manage to minimize the negative impact on the environment after project implementation?

Very Highly _____

fairly _____

Highly _____

low _____

very low _____

GUIDELINE FOR INTERVIEW WITH THE PROJECT MANAGERS

- What are the things that lead for the choice of this project?
- Who will take over the project after its implementation?
- What are your main strategies for arrangements of project sustainability
- Did you consult with the government and the community on how to improve the education status in the city?
- How do you think the government and the community perceive your project?
- Do you think projects of this nature contribute for sustainable education development in the city?
- What factors do you consider in choosing the Size, Location and Time for implementation of the project?
- Do you think the project can be easily sustained considering the size and location of the project?
- Does the project utilizes equipments, materials and building that has quality to be sustained in the future?
- Do you think the community and the government is committed enough to sustain the project? If Not why?
- What are the arrangements in order to make the community and the government participates in the project?
- Are there any problems faced in eliciting commitment from the project stakeholders?
- Did you critically consider the arrangements for project handover?
- Did you recruit groups who will operate and maintain the project after the project implementation early and provide the adequate training? What challenges do you face with this regard?
- Are these groups will take over the project fully capable of project operation and maintenance without the NGO?
- Did you face any problems in recruiting these groups?
- What are the plans to financially sustain the project?
- What things have done for fund raising?

GUIDELINES FOR FOCUS GROUP DISCUSSION

- What problems do you observe in the projects in relation to sustainability?
- Are the projects regularly monitored by the government office to check their future sustainability? If not why?
- Do you think the NGOs give great attention to make the projects sustainable?
- From your experience are education projects in the city sustainable most of the time? If not why?
- Do the NGOs involve your office in selecting, planning and operations of the projects? If not do you think this will affect their future sustainability?
- Do you think most education projects have adequate finance to be sustainable?
- Do you think the groups who will take over the projects have adequate skills and are familiar with the project design?
- Do the education bureaus in the give support to these groups after the project implementation?

GUIDELINE FOR FOCUS GROUP DISCUSSIONS

- How is the education committee recruited?
- What are the responsibilities of the education committee?
- Do you think the Education Committee is discharging its responsibility to make the project sustainable?
- Do you think the Education committee able to operate the project after handover is made?
- What problems do you observe in this regard?
- How is the support provided from the NGO?
- Do the other parts of the community actively involve to make the project sustainable?

CHICK LIST FOR OBSERVATIONS

Item	Very poor	poor	medium	good	Very good
Adequacy of the classrooms size					
the building material of classroom					
Convenience of the sitting facilities					
The compound size of where the centers are found					
Convenience of the neighbors for teaching learning process					

አዲስ አበባ ዩኒቨርሲቲ
የሰነድ ትምህርት ፋካሊቲ
የትምህርት እቅድና አመራር ክፍል

የዚህ ጥናት ዋና አላማ በአዲስ አበባ ውስጥ በ NGO እየተተገበሩ ያለ የትምህርት ነፃ ማህበራት ግዜ ካለቀ በኋላ በነፃ የሚሰሩትን ስራዎች ቀጣይ ለማድረግ ታሳቢ የተደረጉ ነገሮችንና እንዲሁም የነፃ ማህበራት ስራውን ሌሎች አካላት እንዲረከቡ የተደረጉ ቅድመ ዝግጅቶች ለመፈተሽ ነው።

ይህ ጥናት ሙሉ ለሙሉ ለትምህርታዊ ማለትም ለአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ሚሊዮን የሚሆን ጥናታዊ ፅሁፍ ለማዘጋጀት የሚውል ነው። ለዚህ ጥናት ማሳካት ነፃ ማህበራት ባለድርሻ አካላት በቂ መረጃ ማግኘት ወሳኝነት አለው። እርሶዎም ከዋናው ባለድርሻ አካላት ውስጥ አንዱ እንደመሆኑ ለጥናቱ መሳካት ከታች የተዘረዘሩት ጥያቄዎች በተቻለው አስተያየትዎን እንዲያሰፍሩ በትህትና እጠይቃለሁ።

ለሚያረጉልኝ ትብብር ከልብ አመስግናለሁ።

ክፍል አንድ : የግል መረጃ

1. ያታ.....
2. ዕድሜ ከ 18 ዓመት በታች
 - 18 - 25
 - 25 - 30
 - 30 - 35
 - ≥ - 35

3. የትምህርት ደረጃ

4. ያለው የሥራ ልምድ

- ከ 1 ዓመት በታች
- 1 - 3 ዓመት
- 3 ዓመት በላይ

5. ከ NGO ጋር አብረው የሰሩበት ጊዜ

ከ 1 ዓመት በታች

1 - 3 ዓመት

3 ዓመት በላይ

ክፍል ሁለት ስለኘርጅክት ሁኔታ

1. የኤዴኬሽን ኘርጅክቶች ጥቅም ቀጣይነት እንዲኖረው የኘርጅክቱ ስፋት መወሰን አለበት። ከሰንጠረዥ ውስጥ ከተዘረዘሩት ነጥቦች አንጻር የአብዛኞቹ ኘርጅክቶች ስፋት ትክክለኛነት እንዴት ያዩታል። (ምርጫዎን የ (✓) ምልክት በሳጥን ውስጥ በማስፈር ይግለጹ)

መመዘኛ ነጥቦች	በጣም ጥሩ	ጥሩ	መካከለኛ	ደካማ	በጣም ደካማ
የኘርጅክቱ የወደፊት ተፈላጊነት አንጻር					
የኘርጅክቱ የወደፊት ተረካቢዎች አቅም አንጻር					
NGO ካቆመ በኋላ የደሞዝ ወጪ የመሸፈን አቅም አንጻር					
ኘርጅክቱን ለመቀጠል በቂ ሪሰርስ መኖር አንጻር					

2. የአብዛኞቹ የኤዴኬሽን ኘርጅክቶች የሚንቀሳቀስበትን ቦታ (Location) ከሚከተሉት ነጥቦች አንጻር እንዴት ያዩታል።

የመመዘኛ ነጥቦች	በጣም ጥሩ	ጥሩ	መካከለኛ	ደካማ	በጣም ደካማ
የኘርጅክቱ ተጠቃሚዎች ያለው ርቀት አንጻር					
በአካባቢው ያለው የህዝብ ጥግግት አንጻር					
በአካባቢው ህብረተሰብ ለኘርጅክቱ ያለው ፍላጎት አንጻር					
በቦታው ያለው የሚመለከተው የመንግስት አካላት ድጋፍ አንጻር					

7. NGO ምች ባለድርሻ አካላት ምን ያህል ለይተው አውጥቷል ?

በጣም ዝቅተኛ

በዝቅተኛ

መካከለኛ

በከፍተኛ

በጣም ከፍተኛ

8. በኤዴዢቭን ኘሮጀክቶች ምን ያህል የአካባቢው ማህበረሰብና ተማሪዎች ተጠቃሚ ነው ብለው ያስባሉ ?

በጣም ዝቅተኛ

በዝቅተኛ

መካከለኛ

በከፍተኛ

በጣም ከፍተኛ

9. የተማሪዎችና የአካባቢው ማህበረሰብ ፍላጎትና ችግር ምን ያህል በኘሮጀክቶች ተዳሏል ?

በጣም ዝቅተኛ

በዝቅተኛ

መካከለኛ

በከፍተኛ

በጣም ከፍተኛ

10. በኘሮጀክቶች መተግበር ምክንያት ምን ያህል የሚገዱ ሰዎች አሉ ብለው ይገምታሉ ?

በጣም ዝቅተኛ

በዝቅተኛ

መካከለኛ

በከፍተኛ

በጣም ከፍተኛ

11. አብዛኛው ባለድርሻ አካላት ምን ያህል የኘሮጀክቶችን አላማ ተረድተዋል ይላሉ ?

በጣም ተረድተዋል

ተረድተዋል

በመካከለኛ ደረጃ ተረድተዋል

በትንሹ ተረድተዋል

በጣም በትንሹ ተረድተዋል

12. የህብረተሰቡ ሀላፊነቱን እንዲወጣ የሚከተሉት ነጥቦች ምን ያህል ተሰርተዋል?

የመመዘኛ ነጥብ	በጣም አንስተና	አንስተኛ	መጠነኛ	በከፍተኛ	በጣም በከፍተኛ
የሀላፊነታቸው ግልፅነት					
ሀላፊነታቸው መገለፅ					

13. NGO በፕሮጀክቱ ላይ ምን ያህል ሴቶችን አሳትፋል?

በጣም በትንሹ

በመጠኑ

በትንሹ

በከፍተኛ

በጣም ከፍተኛ

14. የፕሮጀክቱ አላማ ምን ያህል ከሌሎች ተቋማት እንቅስቃሴ ጋር የመጋጫት አጋጣሚ አለው?

በጣም በትንሹ

በመጠኑ

በትንሹ

በከፍተኛ

በጣም ከፍተኛ

15. የኘርጀክቶቻቸውን ስራ NGO ዎች ሀላፊነቱን ካስረከቡ በኋላ ተረክበው ለሚያንቀሳቅሱ አካላት ቅድመ ዝግጅት በማድገግ አንጻር እየተደረጉ ያሉትን ነገሮች ከሚከተለው ነጥቦች አንጻር እንዴት ይገመግሙታል ?

መመዘኛ ነጥቦች	በጣም ጥሩ	ጥሩ	መካከለኛ	ደካማ	በጣም ደካማ
የሚረከቡት አካላት ከተመለሱት ጊዜ አንጻር					
በኘርጀክት ትግበራ ላይ የተመለሱት አካላት የመሳተፍ ሁኔታ አንጻር					
ለሚረከቡት አካላት ስልጠና በመስጠት አንጻር					
በምልመላው መስፈርት አንጻር					
የተመለሱት አካላት ብቃት አንጻር					
የተመለሱት አካላት የሥራው ፍላጎት አንጻር					

16. የኘርጀክቶቹ የትግበራ ጊዜ ከለቀ በኋላ ግልጋሎቱ ቀጣይነት እንዲኖረው ከታች የተዘረዘሩትን ወጭዎች የመሸፈን አቅም አለ ብለው ይገምታሉ ?

የመመዘኛ ነጥብ	በጣም አነስተኛ	አነስተኛ	መጠነኛ	በከፍተኛ	በጣም በከፍተኛ
የደሞዝ ወጪዎችን					
የእድሳት ወጪዎችን					
ሌሎች የመንቀሳቀሻ ወጭዎችን					

17. መንግስት የአካባቢው ማህበረሰብ የኘርጀክቶችን ስራ ቀጣይነት እንዲኖረው የገንዘብ ድጋፍ ለማድረግ ያላቸውን ተነሳሽነት እንዴት ያዩታል ?

በጣም ዝቅተኛ

ዝቅተኛ

መካከለኛ

በከፍተኛ

በጣም ከፍተኛ

18. NGO ዎች የኘሮጀክቶቻቸውን ቀጣይነት እንዲኖረው በቂ ገንዘብ ለማስባሰብ አካላቸው ማህበረሰብና ከመንግስት አካላት ጋር ምን ያህል እየሰሩ ነው ብለው ያምናሉ ?

በጣም ዝቅተኛ

ዝቅተኛ

መካከለኛ

ከፍተኛ

በጣም ከፍተኛ

19. NGOዎች ኘሮጀክቶቻቸው በቂ የገንዘብ ሀይል እንዲኖረው የሚያደረጉትን እንቅስቃሴ ከሚከተሉት መመዘኛ ነጥቦች አንጻር እንዴት እንደሚያዩት ግምትዎን አስቀምጡ::

የመመዘኛ ነጥብ	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
የቁጠባ ሂሳብና ወጪ ቁጠባ ከማድግ አንጻር					
ሀብረተሰቡ እንደያዋጣ ከማድረግ አንጻር					
የመንግስት ትብብር ከመጠየቅ አንጻር					
የተለያዩ ገቢ ማስባሰቢያዎችን ኘሮግራሞችን ከማዘጋጀት አንጻር					

20. NGOዎች የሚንቀሳቀሱበት አካባቢ ለማህበረሰቡ የኑሮ ደረጃ በአብዛኛው እንዴት ይገመግሙታል ?

በጣም ከፍተኛ ገቢ

ከፍተኛ ገቢ

መካከለኛ ገቢ

አነስተኛ ገቢ

በጣም አነስተኛ ገቢ

21. በአብዛኛው ኤዲኬሽን ኘሮጀክቶቹ መተግበር ለሀገሪቱ የትምህርትና አጠቃላይ እድገት ከታች ከተዘረዘሩት የመመዘኛ ነጥቦች አንጻር ምን ያህል አስተዋጾ ይኖረዋል ብለው ይገምታሉ ?

የመመዘኛ ነጥብ	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	ምጣም ዝቅተኛ
የትምህርት ዕድልን በማስፋፋት አንጻር					
ለስራ ብቁ የሆነ ዜጋ በማፍራት አንጻር					
የሴቶችን የትምህርት ተሳትፎ በማሳደግ አንጻር					
በተለያዩ ጉዳዮች ላይ ጥሩ ግንዛቤ ያለው ህብረተሰብ በመፍጠር አንጻር					
የትምህርት ጥራትን በማሻሻል አንጻር					

22. የኘሮጀክቱ አላማና አፈፃፀም ምን ያህል መንግስት ከሚከተለው የትምህርትና የዕድገት ፓሊሲዎች ጋር ይሄዳል ብለው ይገምታሉ ?

በጣም በዝቅተኛ በመካከለኛ በጣም በከፍተኛ
 በዝቅተኛ በከፍተኛ

23. NGO የሚተገበሩት ኘሮጀክቶች በዚህ አካባቢ መኖር ከታች ከተዘረዘሩት ጉዳዮች አንጻር ምን ያህል አካባቢውን ያውካል ብለው ያስባሉ ?

የመመዘኛ ጉዳዮች	በጣም ከፍተኛ	በከፍተኛ	በመካከለኛ	በአነስተኛ	በጣም በአነስተኛ ወይም በምንም
1. በተማሪዎችም ሆነ በሌላ ምክንያት የአካባቢው ፀጥታ መታወክ አንጻር					
2. የአካባቢውን አየርም ሆነ የተፈጥሮ ሀብቶችን መጉዳት አንጻር					
3. የአካባቢውን ንፅህና በማጓደል አንጻር					

24. በተራ ቁጥር 22 ከተጠቀሱት ውጪ በሌላ መንገድ አካባቢውን ያውካል የሚሉት ካለ በአጭሩ ይጥቀሱ

25. NGOዎች ነገሮቻቸው አካባቢውን እንዳይጎዱ ምን ያህል ጥንቃቄ ያረጋል ብለው ይገምታሉ ?

በጣም በዝቅተኛ በመካከለኛ በጣም በከፍተኛ
በዝቅተኛ በከፍተኛ

26. NGOዎች ከአካባቢው ህብረተሰብ እና ከመንግስት አካላት ጋር በነገሮቻቸው ምክንያት አካባቢው እንዳይጎዱ ምን ያህል በትብብር ይሰራል ብለው ያሰባሉ ?

በጣም በዝቅተኛ በመካከለኛ በጣም በከፍተኛ
በዝቅተኛ በከፍተኛ

DECLARATION

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

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Date of submission: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Adane Tessera (Asst. Prof.)

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Date of Approval: 22 June 2009