

**ASSESSMENT OF CHILD-TO-CHILD EDUCATIONAL PROJECT
IMPLEMENTATION IN EASTERN TIGRAY: CHALLENGES AND
PROSPECTS**

BY

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**Assessment of child to-child Educational project
implementation in Eastern Tigray: challenges and
prospects**

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Acronyms and Abbreviations

EFA	Education for All
MDG	Millennium Development Goals
UNESCO	United Nations Educational Scientific and Cultural Organization
ECCE	Early Childhood Care and Education
UNICEF	United Nations Children’s Fund
CRDA	Christian Relief and Development Association.
CTC	Child-to-Child
MOE	Ministry of Education
REB	Regional Education Bureau
WEO	Woreda Education Office
WFEDO	Woreda Finance and Economic Development Office
EC	European Commission
MOFED	Ministry of Finance and Economic Development
NGO	Non Governmental Organization
TEIs	Teacher Education Institutions
PMIS	Project Management Informed Solutions
PTA	Parent Teacher Association

Abstract

The main purpose of this study was to assess the implementation of child-to-child project in Tigray region. The study focused on challenges and prospects of the project with the aim to suggest possible solutions to the identified problems. The research methodology employed in this study was descriptive survey. Accordingly, survey questionnaire items were prepared. The questionnaires pilot tested and administered to a sample of 210 subjects composed of 125 facilitators, 42 teachers and 43 PTA members. A total of 200(95.2%) of the questionnaires were properly filled in and returned. In addition to this, interview and document analysis were made to collect the necessary information. The results obtained were analyzed by using descriptive statistical tools such as frequency counts, percentages, weighted means, and chi-square test. The finding of the study revealed that the status of beneficiaries' participation in ctc project implementation of the project area is high. It also revealed that beneficiaries believed that the impact of the project on the education of children is "high" it is also revealed that the monitoring and evaluation activities were low. Regarding the influencing factors, the ctc project implementation was found to be lack of resources; lack of sufficient training and lack of support from other departments. have been identified as a major factors affecting the ctc project success in Eastern zone of Tigray. Lack of availability of long term fund; parents dependency on child labor; insufficient teaching and learning materials; lack of incentives for teachers and facilitators; lack of active communication; poor planning and management; were found to be the major challenges that encountered the ctc project. From this finding it was concluded that the implementation process of the ctc project was going well in Eastern Tigray, monitoring and evaluation activities were not well planed, most of the challenges were economic constraints and that these problems might affect the effectiveness and sustainability of the ctc project. To alleviate the above problems, the researcher recommended that promoting community awareness about the importance of the project; participatory monitoring and evaluation; incentive schemes for young facilitators; sustainability strategy should be developed; mobilizing community towards financing the project and should work effectively with stakeholders in provision of sufficient teaching and learning materials. Finally, the practices of ctc approach should be introduced to curriculum of teacher training institutions in order to enhance this innovative educational idea and practice.

CHAPTER ONE

1. The problem and its Approach

1.2. Background of the Study

The international agreements, the goals of Education For all (EFA) and the Millennium Development Goals (MDGs), have given to the achievement of primary education a great emphasis. Both have stressed the importance of UPE for social and economic development and that it is basic right for every child with out discrimination. Hence, access to good, equitable and quality primary education to be provided for every child by the year 2015. The international community identified EFA goals (UNESCO 2005). For successful completion of primary education will put pressure on the system to open opportunities at the next levels of education and will demand expansion of comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children (Woodhead, and Moss 2007:2).

The 2000 Dakar Framework for Action expresses the international community's commitment to abroad based strategy to ensure that the basic learning needs of every child, youth and adults are met within a generation and sustained their after. It sets the six goals that ratify these agreed at Jomtien, and make some changes in content and form (UNESCO, 2007; World Bank 2003 and UNESCO, 2000).

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstance and those belong to ethnic minorities have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skill program me;

4. Achieving a 50% improvement in levels of adults literacy by 2015 especially for women and equitable access to basic and continuing education for adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equity in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality; and
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy innumeracy and essential life skills.

As indicated in the above ECCE is the first of the six proposed dimensions for action endorsed by the Jomtien world conference on Education for All on March 9, 1990. However, ECCE programmes generally do not reach the poorest in terms of health nutrition and cognitive development (UNESCO 2008). According to EFA Global Monitoring Report 2008, ECCE is receiving increasing attention but much remains to be done. Even without projections it is evident on present trends that participation rates will remain relatively low by 2015.

According to World Bank 2008 report, Sub-Saharan African gross pre-primary enrollment ratio was 12 percent in 2007 (Compared with 48 percent for other developing regions world wide) contributing to low primary completion and poor performance in primary grades. The same report indicates that the recent trends have increased the need for early childhood development policies and programs. Today, the challenge is to provide good beginning for the 130 million children under 6 in sub-Saharan Africa. (Ibid 2008).

In Ethiopia, According to the National Policy Framework report, the early childhood education enrolment rate in 2007/08 was about 3.9%, which is even much lower than the average for sub-Saharan Africa (10%) (UNICEF 2010) and concentrated only in urban areas. At national level, 20.1% of pupils enrolled in

grade 1 in 2006/07 have left school before reaching grade 2. For the same year the survival rate to grade 8 was 42%. The primary education also suffers from large number of out of school children and over-age children in the system (MOE 2010).

Having recognized the importance of the early years for children's later development, human capacity development and economic and social development, the Government of Ethiopia has committed itself to increase investment in the improvement of the lives of children. Following a study on the status of ECCE in Ethiopia, the ECCE policy framework was developed. And for the implementation of the policy Framework four major pillars were identified. These four major pillars are: parental education, health and early stimulation, community based pre-schools and zero classes attached to primary schools, and non-formal school readiness (UNICEF 2010).

The child-to-child Initiative is one of the most promising alternative channels in the quest to provide cost effective and efficient interventions in ECCE. According to (UNICEF 2010) Getting Ready for School: a Child-to-Child Approach (GRS) initiative has aimed at increasing the successful transitions of young children into primary school readiness skills, engaging family members and community as capable partner in early childhood education, and improve the ability of schools to successfully engage this youngest learners.

In general child-to-child approach has two intervention strategies such as Intervention I: for children 0-4 years old; Intervention II: for children 4-6 years old. According to National policy framework for ECCE, Currently Ethiopia focuses only on intervention II, for 5-6 years old children. The core of the **child-to-child initiative** is that older children in the community engage in structured play oriented activities with their youngest siblings or neighboring children in order to better prepare young children for primary school. Ethiopia has become one of the six countries where the child to child initiative will be

implemented as a pilot project. Child to child has been 3 piloted regions in Ethiopia and will expand to 3 new regions in the school year 2010-2011 (UNICEF 2010). The project runs by partnership between UNICEF Ethiopia Country Office and MOE.

The pilot project is implemented in three regions of Ethiopia namely, Tigray, Oromiya and Hareri during 2008-2009. In this project about 3,010 young learners, age 5-6 benefited from the program in 2008/09 by a total of 600 young facilitators from grades 5-6 involved (UNICEF 2010). The school cluster system in each region was used, one school cluster consisting of 5-7 schools in each selected pilot regions for the intervention, making a total of 20 schools and in each school 30 grade 5/6 children selected young facilitators. Each young facilitator works with an average of 5 siblings and neighboring children who are 5-6 years and that are not going to school for at least one hour in a week for a total of 3-6 weeks.

The materials for **child-to-child** initiative are developed by the child trust organization based in London and UNICEF HQ and translated and adapted to the local situation and language. These are children Early Learning Pack, Young Facilitators Guide to school Reading and Teacher's Guide.

Tigray is one of the pilot regions where **Child-to-Child** pilot project was implemented and the researcher is interested to investigate the challenges and prospects of the project.

1.2. Statement of the Problem

Early childhood care and education (ECCE) is one of the most neglected areas in Ethiopia. The ECE enrolment rate in 2007/8 is about 3.9% and this was mostly in the urban areas (MOE 2010). The primary education system also suffers from large number of out-of-school children and over-aged children. In addition, a large number of children enter Grade one with no pre-school experience. For instance, the Tigray Education Bureau (TEB) disclosed that

there are 389, 873 children age of 4-6 years in Tigray region. Out of the total children, only 14, 513 (3.72%) were enrolled in kindergarten and above 96% children without experience of pre-school education enter grade one. This can be seen as a challenge to quality and efficiency of the primary education system. Because the large number of children no readiness for school, relatively high dropout and repetition rate faced the system in grade one.

In the recent past, how ever, the Government of Ethiopia has developed ECCE Policy Framework. Based on a strategic operational plan, the four basic pillars were identified four pliers are: parental education, health and early stimulation (Birth to 3 years), preschools. Kindergarten as ten (4 to 6 years) and non-formal school readiness (child-to-child) as indicated in the above one of the basic pillars is “Non-Formal School Readiness” so that the child-to-child initiative is currently being piloted in six regions of Ethiopia. The main aim of the child-to-Child initiative is to better prepare young children for the primary school and it is low-cost ways of improving school readiness (UNICEF 2010).

Regarding the implementation process, research finding (UNICEF, 2010) showed that the getting ready for school program was successfully implemented in the pilot year 2009 in Ethiopia with several areas of strength, and challenges. The following were identified as challenges to the implementation: teaching and learning material allocation, lack of long term funding, lack of incentives for teacher’s participation in the program.

Teklemariam Bekele (2005) in his study of problems of education projects implementation in Amahra Regional State identified the following project implementation problems: delay of release of funds, lack of monitoring and Evaluation, lack of coordination, Shortage and frequent turnover of personnel, low involvement of stakeholders.

Regarding the project implementation process, various research finding identified challenges to the project implementation. The student researcher

observed that there were some gaps in the process of implementation of the ctc project. Furthermore, to the knowledge of the researcher, no study was conducted on child-to-child education project implementation in eastern Tigray Region.

This study, therefore, focuses on identifying the challenges and prospects of the child-to-child project in Eastern Tigray. To this end, the study attempts to provide answer for the following research questions the following basic research questions:

1. What is the current status of **ctc** project implementation in Eastern Tigray?
2. How it is implemented?
3. What are the major challenges that have encountered the implementation of **ctc** project?
4. What measures to be taken for **ctc** project sustainability?

1.3 Objective of the Study

1.3.1 General Objective

The major objective of the study is to assess the process of implementation of **ctc** project mainly the challenges and prospects of the child to child project in Eastern Tigray and to suggest possible solutions that could contribute to the effective implementation of the project.

Specific Objectives

The Specific objective of the study include:-

- To investigate the factors that influenced the implementation the **ctc** project in the Eastern Tigray.
- To identify major challenges those have encountered the implementation process.
- To analyze the strategies employed by implementers of the project.
- To assess the prospect of the project.

1.4. Significance of the Study

The following are the major significance of the research:

1. The study may help education planners, decision-makers and other stakeholders understand the status of **ctc** project in Tigray.
2. The research finding may help schools, WEO, REB, MOE and other stakeholders to identify their implementation problems and take timely corrective measures to improve the implementation the **ctc** project in the region.
3. It would help schools, WEO, REB and MOG make research based decision for future expansion of the **ctc** project to other areas.
4. The study may serve as a spring board for further study on the topic

1.5. Delimitation of the Study

The scope of the study geographical delimited to Eastern zone of Tigray Regional State. Because its first pilot project area since 2008/09. Furthermore; to make it more manageable, it was delimited only to one of the ECCE basic pillars, namely, child-to-child approach to project implementation.

1.6 Definitions of key Terms

Early childhood care and Education

It refers to a comprehensive approach to policies and programmers for children from birth to seven year of age, their parents and care givers (MOE; national policy framework 2010)

Project cycle - this is a methodology for preparing implementing management and evaluating projects and programmers (Sprekly, 2007).

Project implementation- is a process of transforming the plan in to action, it not random activity but it has its own strategies and methods which involve various task and activities (Contextual)

Project- is a sequence of unique, complex and connected activities having one goal or purpose and that must be completed with in a specific time, within budget and according to specification, (Wysocki, Beck. And Crane, 2000:65).

Stakeholders- are people, groups or institutions likely to be affected by a given project, with any form of interest in the process or outcome of the project (Duncan, 1996:15).

The child-to-child Approach- is an educational process that links children's learning with taking action to promote the health, wellbeing and development of themselves, the in families and their communities. Through participating in child.-to-child activities the personal, physical, social, emotional, moral and intellectual development of children is enhanced.

Young Facilitators- Pupils from grade 5/6 called "young facilitators" are responsible for this children in the community their brother or sister, neighbor chide or other relations (UNICEF, 2008)

1.7 Organization of the Study

The research report is organized in to five chapters. The first chapter deals with the problems and its approach the second chapter covers review of the related literature. The third chapter deals with research design and methodology. The fourth chapter presents analysis and interpretations of the data and the fifth chapter contains summary, conclusions and recommendations of the study.

CHAPTER TWO

2 Review Related Literature

2.1 Conceptual Framework of Project

2.1.1 Project Definition

A project is unique set of inter-connected activities, with definite starting and finishing points, undertaken by an individual or organization to meet specific objectives with in defined schedule, cost and performance parameters (Dingle, 1997:4).

A project is a series of activities aimed at bringing about clearly specified objectives with in a defined time period and with a defined budget (EC, 2004). (MOFED, 2004), Similarly defined project as a project has a specific starting and finishing time in which a clearly defined set of objectives in expected to be achieved. Usually achievement of those objectives can be measured.

A project is requires resources often from various areas. Resources including people, materials or other assets, many projects cross departments or other boundaries to achieve their unique purposes for a single project people may be drown from various departments, people from other organization will became resources for meeting project objectives. Resources however are limited. Thus they must be used effectively to meet project and other organizational goals (Schawlbe, 2004, 5).

Generally projects seem to have the following common characteristics. It is a set of interconnected sequential activities or task which involves a certain amount of resources with expectation of future benefit.

- It has specific objectives goals.
- It has definite time period, schedule.
- It has predetermined resources or budget.
- It involves a specific geographical or organizational boundary.

2.1.2 Project cycle

The project cycle is a way of viewing the main elements that projects have in common, and how they relate to each other in sequence (Twigg, 1.2007:1). An organization performing projects will divide each project into a number of project phases. Each project phase includes a set of defined work product (Duncan, 1996:11). The precise formulation of the cycle and its phases varies from one organization to another, but the basic components are:- project identification, preparation or formulation, appraisal, financing or negotiation, implementation, monitoring and evaluation.

Most organization adopt as project cycle management approach: a sequence of actions to develop, implement and evaluate projects that leads in turn in to new projects (Twigg, 2007). The chin of project cycle management is to improve, the management of projects by ensuring that all relevant issues and conditions are taken in to account during design and implementation process.

To gain a more detail understanding of the project's institutional requirements at each phase of the project cycle it is necessary to carry out an identification of project activities and responsibilities before assessing the project implementation plan and monitoring systems (MOFED 2004).

2.1.2.1 Project Identification

Project identification is an important initial stage in the project sequence. There is no defined method or guide to do the task of identification. Hence, a wide, Variety of sources should be assessed to identify good project ideas (Chandra 2002:43, 50). Project identification is a stage where project idea out of several alternatives is chosen and defined (business Dictionary Com. 2010). With in the program frame work, problems, needs and interests possible stakeholders are analyzed; ideas for projects and other actions are identified and screened (Twigg, 2007:2).

This phase, as stated by Berkun(2005), determines the nature and scope of the development of the project and involve the preparation project profile that include:- analyzing the needs in measurable goals; review of the current operations; conceptual design of the operation of the final product; equipment requirement; financial analysis of the costs and benefits including a budget, select stakeholders, including users, and support personnel for the project and project charter including costs, tasks, deliverable, and schedule. The out come is a decision and whether or not the options developed should be studied in more detail.

2.1.2.2 Project Preparation

Design or preparing the project is the second phase of the project cycle. It is phase defined as ideas carefully developed to the appraisal phase which involves retaining, reshaping and modifying the selected project. At this stage additional information will be included, the durations for various tasks necessary to complete the work are listed and grouped into a work break down structure and also the logical dependencies between tasks are defined (Chemaun, 2006).

Logical or results based management frameworks, and activity and implementation schedules, are developed and the required inputs are calculated (Twigg, 2007). Then, the necessary resources can be estimated and costs for each activity can allocated to each resource, giving the total project cost. At this phase, the project plan may be optimized to achieve the appropriate balance between resources usage and project duration to comply with the project objectives (Ibid 2006). Once established and agreed the project plan (proposal) becomes what is known as the baseline.

A project plan document may have elements. Through the fundamental concepts are the same, different organizations are uses different project proposal formats. According to Chammoun, (2006) good quality project proposals are expected to include components like; justification, objectives,

estimated output, strategy, sustainability plan, direct and indirect budget, monitoring, controlling and reporting mechanisms. The out come is a decision to take the project for appraisal.

2.1.2.3 Project Appraisal

This phase of the project cycle is primarily aimed to evaluate the over all soundness of the project and its capacity to achieve. The predetermine objectives before funds are committed. Thus, based and the assessment made various decisions can be made. Involving improvement and alteration of the plans or even discarding the project.

In this phase of project cycle all significant aspects of the idea are studied, taking into account stakeholder's views, relevance to problems, feasibility and other issues (Twigg, 2007). In some organizations project cycles' this phase is described as preparation or formulation the term appraisal being applied more narrowly to review of all the planning work to date and the resulting decision on whether or not to proceed.

According to Yekunoamlak, (2009) Appraisal is the responsibility of investment of financial decision makers. Some the funding agencies such as the World Bank assume the entire duty of project appraisal for themselves using their own staff. The out come is a decision to take the project forward (implemented) or not (Ibid 2007). The most the quality used criteria for appraisal are: Technical, Economic, institutional, commercial, financial, social and environmental Appraisal. In general Appraisal is every aspect of the project ideas subjected to systematic and comprehensive evaluation, and project is prepared (Ibid 2009).

2.1.2.4 Project Implementation

Implementation as one of project phase which covers the actual development of the project up to the point at which it becomes fully operational (Yekunoamlak 2009). According to Dean Forster (2010), implementation of a project is the step

where all the proper planned activities and actions plan before starting the implementation of a project, the implementers of a project, must identify their weakness and strength. This is because the state of the art and the knowledge generally available during preparation and appraisal do not allow a precise definition of the tasks required during implementation and of their sequence. Baum and Tolbert, (1985:360) and Dingle (1997:25), also write: planning the implementation of the project is, in effect, the key stone in the bridge between the project as a concept and the project as an operating production facility.”

For the proper implementation of the project implementation agencies need to plan the implementation phase, (Berkun, 2005) planning the project implementation involves reviewing the technical design so as to incorporate current experience and to adopt with current changes, preparing project framework (work break down structure), estimating work time to estimate the level effort required to complete the project in time and project implementers schedule able to identify a number of project activities that have to be taken in a particular sequence and to keep the flow of the project implementation (Kummerer, 1994; Berkun, 2005). It will be a prerequisite for a successful implementation of the strategy that implementation is executed in an orderly and well planned manner to avoid. That duplication, confusion, lack of funding, etc impairs the process (Berkun, 2005).

Project plan implementation is a process of transforming the plan into action, it is not random activity but it has its own arrangements and methods, which involves various activities. Along this line MOFED (2006) in Guidelines for the preparation of public sector project document stated that project implementation arrangements for realizing project plan are:- identification of project activities responsibilities and the project implementation plan carefully carry out which will be essential when monitoring and evaluating project progress.

The identification of project activities and related responsibilities is one of the first stages in implementation planning. It involves an analysis of the individual activities, their resource requirements, methods of implementation and responsible authority. As such, implementation planning is a useful source of information regarding the institutional arrangements within an organization in terms of its capacity to implement a specific project. Furthermore project planning is required to split the project into discrete components or activities (workbreak down structures) logical sequence activities, once the logical sequence has been completed it is possible to construct a network diagram to represent the sequence of activities (Network analysis).

The project implementation plan covers all aspects necessary to implement the project successfully (Ibid 2006). The project implementation plan consists of the following components:-Activity description, Gantt chart, project resource and Project Resource Budgeting. In addition to that according to (Forster 2010), the project implementation plan, the beneficiaries' needs from the product of the project must be defined, and this should be clearly known. Keep a record of when the project implementation program finishes.

To ensure successful project implementation some important considerations such that, the project should have people who are dedicated for the successful project implementation before the project implementation process starts ensure you have all factors of project process written or recorded on paper. The project implementation process is easier to manage and they can be of use. Plans are the same as the current project.

Effective plan implementation requires administration, talent, skills and abilities in coordination efforts towards the objectives envisaged. Therefore, managers should necessarily maintain continuous monitoring to ensure the preceding plans are in the right path (World Bank. 2000). This assists the project implementers to check how well they were achieving their objectives based on the

knowledge that procedure, brought on its access, maintenance, and organization.

2.1.2.5 Monitoring and Evaluation

Monitoring is a type of evaluation is performed while a project is being implemented, with the aim of improving the project design. Bemberger (1986):2 defines it is an internal project activity designed to provide constant feedback on the progress of as project, the problems and efficiency with which it is being implemented. According World Bank (1996) monitoring is the continuous assessment of project implementation in relation to agreed schedules and of the use of inputs infrastructure, and services by project beneficiaries. MOFED (2008) in its Guide lines for monitoring and evaluation of public sector projects document defines monitoring as. Monitoring is systematic and continuous process of collecting, analyzing and using of information for the purpose of management and decision making.

Generally monitoring is an internal project activity an essential part of good management, and therefore, an integral part of day to day activity. It provides relevant information to indicate whether project objectives are being achieved or not, whether tasks are being carried out according to schedule and whether in puts and out puts are achieved as per the project plan (MOFED 2008:15). Therefore monitoring is a tool to identify strengths and weakness, and provide the people responsible for the project with adequate information to make the right decision at the right time to improve its quality. Furthermore monitoring provides managers and other stakeholder with continuous feedback on implementation identifies actual or potential successes and problems as early as possible to facilitate timely adjustments to project operation (World Bank 1996).

According to MOFED (2008), Project Monitoring involves the following activities:-

- a. Establishing indicators of efficiency and effectiveness:
- b. Setting up systems to collect information relating to these indicators:
- c. Collecting and recording information :
- d. Analyzing information :and
- e. Using information to inform day-to-day management.

The main purpose of monitoring and evaluation is to ensure:- A clearer basis for decision making, empowerment, accountability, greater focus on achievement of results and promotion of institutional learning and knowledge sharing. Monitoring and evaluation efforts should address: Relevance, Adequacy, Efficiency, Effectiveness, impact, sustainability and Reliability of the project (Ibid 2008).

Monitoring systems in themselves are ineffective, unless they are linked to an effective control system which will allow the manager to take swift and effective action to remedy any deviations from the implementation plan (MOFED, 2006). Systems of monitoring concerned with implementation measure the project effectiveness in converting inputs to outputs.

According to Bamberger and Hewitt 1986, the monitoring and evaluation systems can be, an effective way to: Provide constant feedback; identify potential problems; monitor the accessibility of the project; monitor the efficiency; evaluate the extent to which the project; is able to achieve its general objectives; provide guidelines; influence sector assistance strategy; improve project design; incorporate views of stakeholders; and show need for mid-course corrections.

Good monitoring and evaluation design during project preparation is a much broader exercise than just the development of indicators. Good design has five components (Bamberger and Hewitt H 1986). The components are:-

1. Clear statements of measurable objectives for the project and its components, for which indicators can be determined;
2. A structured set of indicators, covering outputs of goods and services generated by the project and their impact on beneficiaries;
3. Provisions for collecting data and managing project records;
4. Institutional arrangements for gathering, analyzing, and reporting project data, and for investing in capacity building, to sustain the M & E service, and
5. Proposals for the ways in which Monitoring and Evaluation findings will be fed back into decision-making.

Monitoring and evaluation methodologies are: Self evaluation, rapid appraisal methods, participatory monitoring and evaluation, formal surveys, and case studies. (Yekunoamlak, 2009)

2.1.2.6 Evaluation

Evaluation is the periodic assessment of a project's relevance. Performance, efficiency, and impact (both expected and an expected) in relation to stated objectives. It provides information collected determine whether the project is proceeding as planned and whether it is meeting its stated goals and objectives according to the proposed time line. (Berkun 2005:67). Likewise, Magnen, (1991:117) noted "the general purpose of the evaluation phase is to systematically collect and analyze information about the projects implementation and results make corrective action. It provides information for those who are involved in the project such as managers, funders and/or policy makers.

The term evaluation and monitoring some times are used interchangeably. Monitoring is a continuous assessment both of the functioning in the project activities in the context of implementation schedules and of the use of projects inputs in the context of design expectations (BerKun, 2005). Monitoring is ongoing process that runs through all phases of a project life and refers to the

routine tracking of projects on going activities, achievements and constraints to ensure that activities are carried out as planned. Evaluation on the other hand, is an assessment of the project's achievement and impact examines the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability (Twigg, 2004). In a simple way, monitoring aimed to answer "what are we doing?" where as evaluation strives to answer "what have, we, achieved?"

Evaluation is often more periodic and ask more fundamental questions about the over all progress and direction of a project. It usually involves comparison of events over time (Before and after, or at year one, two, of the project) or presence with or without the project (MOFED, 2008).

Most commonly there are four types of evaluation's that are used (CRDA, 2001:5; Lewis, 2002 and Yekunoamlak, 2009).

EX-ante evaluation: This is carried out before the implementation of the project to be used as a base line survey.

Mid term (on going) formative, evaluation: which takes place while the implementation of the planned projects is on progress with intention of improving the strategy or way of functioning.

Terminal (summative) evaluation: which undertake at completion of the project where the funding of the project becomes to an end.

Impact evaluation: under taken in most cases 3-10 years after the project activity has been terminated in order to determine the impact of the project on the target group. They include an assessment of a projects and their potential sustainability.

Evaluations can be performed by the implementing agencies themselves usually by employed evaluators which are called internal evaluation ex-ante and terminal usually done in this way. Evaluation also can be undertaken by

external institution outside the implementing organization for instance by funding agencies. These types of evaluations called external evaluation. Terminal and impact (ex-post) evaluations are usually conducted by the funding agencies (Girma, 2004:26). Ideally, the evaluation design is part of the project proposal and data collection begins soon after the project is funded. Data are examined on an ongoing basis to determine if current operations are satisfactory or if some modifications might be needed (Chamoun, 2006).

Evaluation looks at the dynamics of development interventions and identifies the reasons for both success and failure and how one can learn from both (MOFED 2008). It is an instrument for an in depth review to assess the degree to which objectives have been achieved and to measure not impact of development interventions. The evaluation phase leads to a decision to continue, change or stop a project, and its conclusions are taken in to account when planning and implementing similar projects (Twigg, 2004).

2.1.3 Project Stakeholders

Project stakeholders are individuals and organizations who are actively involved in the project, or whose interests may be positively or negatively affected as a result of project execution or successful project completion (MOFED 2008:16). The project management team must identify the stakeholders, determine what their needs and expectations are, and then manage and influence those expectations to ensure a success full project. The list may be disparate and considerable. It is important that no one is forgotten as those *on* it will need adequate, through often different kinds of information. Unfortunately, they will not all require the same depth of detail and frequency of attention (Rulph, 2000).

According MOFED, 2006, Key stakeholders on every project include

Project manager: the individual responsible for managing the project.

Customer: the individual or organization that will be the project product they may be multiple layers of customers.

Performing organization: the enterprise whose employees are most directly involved in doing the work of the project

Sponsor: the individual or group within the performing organization who provides the financial resources, in cash or in kind, for the project.

In addition to these there are many different names and categories of project stakeholders, internal and external, owners and funders, government Agencies and individual citizens, and society at large. The naming or grouping of stakeholders is primarily on aid to identifying which individuals and organizations view themselves as stakeholders.

Educational project stakeholders are individuals and organizations who are actively involved in educational project, or whose interests may be positively or negatively affected as a result of project execution or successful project completion (World Bank, 2000). The central and local governments including education offices, international donors, non government organization (NGOs), private, sectors, cultural organizations, employers, communities, principals, teachers, students and other interests sharing groups and organizations are stakeholders (Ayalew, 2000).

In project work, default or lack of attention to communication need is the root of many problems of misunderstanding or conflict but planning and conscious effort can lay the foundations of a good network to avoid or at least cure the serious consequences of break down (Rufph, 2000).

Assessment and consideration of individual stakeholder needs helps understanding and is an eventual basis for effective communication. Timely and regular realize of information geared to stakeholders interests should follow, communication of the informal kind will be helpful and provide a good basis of cooperation and coordination on and coordination. The better matched and motivated the team, the more effective that communication will become (Ralph 2000).

Participation: Participation is a means to achieve some predetermined goal or objective. In other words, participation is a way of harnessing the existing physical, economic and social resources of rural people in order to achieve the objectives of development programmers and projects (Oakely, 1991). Participation should be geared directed towards the development of sustainable management systems so that communities or local agencies can maintain benefits when external support ends (stops)

Community participation may vary in the intensity with it is sought in a particular stage of a development project. According to UNCRD (2000), four levels of intensity might be distinguished, information sharing, consultation, decision making and initiating action.

In orders to ensure that a project is able to produce benefits over a long period of time (to be sustainable) it is advisable to involve local community organizations in the process of project design, implementation and operations (MOFED 2004:78). If the local communities are involved in a project from the formulation stage then they will be more likely to feel a sense of ownership towards it, thus increasing its chance of success in the long run. It is therefore important to consider the participatory techniques.

2.2 Problems in project Implementation

There are enormous problems in project implementation particularly in developing countries. The nature and degree of problems varies from project to project (Yekunoamlak 2009). Based on some literature, we can describe the problems of project implementation under four categories. These are financial, managerial and institutional, technical, and political.

Financial problems: Even though the causes may be diversified, financial difficulties are common in many development projects. For instance, inadequate allocation of budgetary funds, delay in budget releases, general price increase and some of the most causes of financial problems. The effects of financial difficulties on implementation are delay (interruption of project

activities), cost increase (over-run), and reduction in scope of the project (Yekanoamlak.2009). These financial difficulties occur because of inadequate management, insufficient project preparation, insufficient technical design, political interference, and procurement problems (Baum and Tolbert, 1985:373; Wynant, 1989: 210-211; Gibbs et.al: 1999:20)

Management Problems: It is believed that better institutional capacity and good management are major determinants of project success of the institutional capacity of the implementing organization is low and if the institution has project personnel who lack managerial skill, the implementation of the project may not be realized as expected and planned managerial problems can be manifested in the top government administration, in the regional on local levels and in the upper on middle management of the project and /or implementing agencies (Ibid 2009).

According to Baum and Tolbert (1985:373), Yekanoamlack, (2009:11) institutional problems include inadequate management, accounting, and reporting and procedures; an ill defined organizational set-up, low salaries and poor staffing policies; and lack of coordination among agencies are some features of management problems. Weak management and institutional capacity is a reflection of lack of so-called manpower, inadequate monitoring and evaluation system, inadequate project coordination and lack of information system (Yekunoamlak, 2009).

Hence, improving institutional and managerial capacity, placement of capable and competent project managers and others personnel, motivating them continuously, hare good staffing policies, having effective coordination system and clearly defined organizational set up e.t.c. play a vital role in mitigating the management problems of project implementation.

Technical problems: Various technical problems can arise during the process of implementing projects. In many cases technical problems result from the poor estimates and projection and the project activities and characters during the preparation stage (Yekunoamlak 2009). For instance in people oriented activities (projects) such as education, inappropriate educational materials and equipment, inconvenient classrooms and laboratories workshops, and limited involvement of parents in schools due to inadequate awareness are some of the frequently observed problems.

So, it is necessary to pay due attention to better project preparation and design during the preparation stage and finding possible alternatives when such problems are faced.

Political problems: When government (at all. Levels) commitment is absent, weak or changing, obviously project implementation suffers (Ibid2009). According to Baum and Tolbert (1985:366 and 375), one of the most important reasons for the success of a project is strong and sustainable commitment by the government to the project's objectives political problems are at the center of several difficulties experienced by projects.

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

2.3 The Factors Affecting a Project Implementation

The factors that affect a project's success are very consistent. They include knowledge, preparation, organization, Leadership, Team work and Timeliness (Faber, 2010). Each one of these factors is equally critical to the successful outcome of any worthy project. According to (Chen, 2010), the factors affecting the implementation of projects it is found that commitment of managers' key for

the success. It followed by the use of reward system, involvement and participation of project team, financial constraints an organizational structure.

The top 5 factors found in successful projects identified by Frese and Sauter (2003), these were the elements that were most often pointed to as major contributors to project success are the following: User involvement, Executive management support, clear statements of requirements, proper planning, and realistic expectations.

These element alone not guarantee success, but if these done well a project will have a much higher probability of success Generally for successful project completion the following three key areas well done: good planning, clear responsibility, accountability and schedule control.

2.4 Factors that Challenges Project Implementation

A successful project must be on time, on budget, and deliver quality (features and functions) as promised. Anything less will be either a failed project of a challenged project. According Frese and Sauter (2003), the top 5 indicators found in “challenged” projects are: Lack of user input, incomplete requirements and specifications, changing requirements and specifications, lack of executive support and technical incompetence and finally a list of all the top factors found in “failed” projects

- Incomplete Requirements
- Lack of user involvement
- Lack of Resources
- Unrealistic Expectation's
- Lack of Executive support
- Changing Requirements and specification's
- Lack of planning
- Did not Need if any danger
- Lack of management
- Technical illiteracy

Educational project implementation affected by many socio-economic conditions of the locality, such factors including acute poverty, direct and opportunity cost of education, lower population, dependency due to harsh living condition (Bishop 2003, Hedges, 2003).

The political and communication challenges will be largely addressed through the collaborative process that will under pressure in this entire project Bring critical stakeholders together to invest personally in the solution and ensure their issues and needs are voiced in an open environment will help to ensure the challenges are overcome (Sigma 2008) another research results (Kaushik 2008) and Coley consulting (2010) identified the most important reasons for project failure are among others: No change control system, inadequately trained and /or inexperienced project manager, unclear goals and objectives, Poor planning and testing, lack of user involvement and unrealistic time scales. Often for various failures like lack of support from process owner, lack of process owner priority and so on, the project fails to achieve the expected results. In relation to project failure Common realization problems identified by six sigma (2008), are: Lack of process owner buy-in, lack of champion support, lack of support from other departments, no clear process owner to form over the project to, lack of process owner priority, lack of accountability and language barriers.

Finally next category differentiators from PMIS report deals with projects that proved to be “challenged;” projects most common challenges on projects are:-

- a. Unclear goals and objectives
- b. Lack of alignment to project goals across stakeholders
- c. No-participates sponsors and stakeholders or users
- d. Poor communication of objectives and targets across the team
- e. Unofficial scope creep
- f. Poor lack of measures or information on project performance
- g. Unclear responsibilities across the project

- h. Lack of /poor quality planning/ resource planning
- i. Poor supplier integration/management
- j. Lack of commitment or team working
- k. Lack of ownership (relates to many areas)

2.7 **Project Prospects /Sustainability-** (concept and strategies)

The lists of definitions of “sustainability” are continuous to grow over a period of time. Sustainable development, a concept and development paradigm for lasting progress, was defined by the world commission on Environment that meets the needs of the present generation without compromising the ability of future generations to meet their own needs’ (World Bank. 2000). Khan (2000) also defined as “sustainability is the ability of a project to maintain its operations, services and benefits during its projected life time” and a more general level, sustainability refers to continuity and sees participation as fundamental of development in a particular area (MOFED 2004:18).

A sustainability strategy: The sustainability strategy is a follow up activity of sustainability and it’s expected to indicate the way various elements of sustainability are to be identified, assessed and incorporated into a project, right at design stage (Khan 2000). The possible strategies for sustainability of the project are, develop broad-based partnerships that foster collaboration; involve all stakeholders: parents, students, business, politicians, community lead us, school administrations, and funders; community involvement; develop a core of supports; be visible, develop an outreach plan; link evaluation to project success and then to marketing; be flexible, modify the project based on evaluation and feedback; communicate, communicated, communicate; share resources share expertise share successes; include short and long-term sustainability goals; set priorities for sustainability what the most important out comes.

The number of factors affecting development makes sustainability an immense challenge. Many development activities have failed over the years due to a lack of attention to those conditions necessary for long-term success (Maurice, 2005). To ensure that the actions of a project are sustainable, project planning must include descriptions of how the project will incorporate the elements described below:

Community Participation: Strong public awareness campaign, improvement of women's position in the local context and understanding the culture of the community.

Useful and Cost Effective Technology: Close cooperation with local government, Applicability and appropriateness of technologies.

Support from State and Federal Institutions: Replication of project in other areas and political leaders who disseminate innovations and build social capital.

2.8 Early Childhood Care and Education (ECCE)

ECCE programmes that, in addition to providing children with care, afford structured and purposeful of learning activities either in a formal institutions (pre-primary) or as part of a non-formal child development programme included (UNESCO 2008:266). Furthermore, according to MOE,(2010) National framework for ECCE document, ECCE refers to a comprehensive approach to policy and programmes for children from birth to seven years of age, their parents and caregivers.

ECCE programmes are normally design for children from age three and include organized learning activities that constitute an average the equivalent of at least two hours per day and 100 day's per year (UNESCO 2008:266). ECE focuses on children in the early ages of the three to seven years old. Early child education is used in pre-school to prepare, children for early in life.

At the Dakar meeting in 2000, early childhood was stated as the number one goal of the Dakar framework. For action for education for all likewise, Millennium Development goals two, three and five address early childhood issues using measurable indicators. In 2007, however, the EFA global monitoring report strong foundation for early childhood care and education was produced to serve as an advocacy tool based on the assessment of progress made at the global level.

Recent trends have increased the need for early childhood development policies, overall ECCE is moving up on a number of national policy agendas, but problems remain (UNESCO 2008:25). Following the 4th Africa ECCE conference in Dakar November 2000, the African Union adopted ECCE as the eighth focus area of the plan of Action for the second Decade of Education for all and amended the first focus to read “cultural, General and curriculum Development”. While there is a serious gap between policy conventions and implementation of the commitment regarding the care and education of children during their formative ages, i.e. zero to six years’.

According EFA Global Monitoring Report (2008:4), ECCE programs generally do not reach the poorest and most form them in terms of health, nutrition and cognitive development. Similar report indicated that the early childhood care and education programme problems were, not enough focus on under three years’ age children, lack of a holistic approach, poorly trained workforce and frequently uncoordinated implementation involving different providers. Generally the early childhood care and Education programmes need more effort for the improvement of the life of children’s of African and other developing countries.

The 2000 Dakar framework for action expresses the international community’s commitment to abroad based strategy to ensure that the basic learning needs of every child, youth and adults are met within a generation and sustained there

after, it sets the six goals that ratify these agreed at jomtein and some changes in content and form (UNESCO, 2008).

The first goal expanding and improving ECCE, especially for the most vulnerable and disadvantaged children, and the second goals is ensuring that by 2015 all children, particularly girls, children in difficult circumstance and those belong to ethnic minorities have access to and complete force and compulsory primary education of good quality.

2.7. ECCE Program Intervention in Ethiopia

Ethiopia is among one of those countries that has been committed it self to provide primary education to all school age population recognized the fundamental importance of ECCE in accelerating attainment of education for all and the millennium development goals (MOE, 2010:5).

In the school year 2006-2002, enrollment rates in early childhood education are extremely low about 3%, nationally a negligible figure. In the last few years, the private sector in the urban, centers has show a growing interest in investing in early childhood education, particularly in Addis Ababa (MOE, 2010:4). This opportunity, however, is only accessible for the very few children coming from well-to-do families.

The government of Ethiopia the Ministry of Education, is very much aware of the value of ECCE. It includes school readiness and reduction of the high dropout rate in grade one. According Tirussew Tefera (2010), early childhood education is considered as one of the important intervention areas in the coming five years in Ethiopia. The International Agencies and non Governmental Organizations supporting early childhood care and education programmes, undertaking community, home and institute based intervention programs; providing assistance to medical training centers and out reach programs; organizing drop-in centers for street children and educating parents,

teacher and the general public about the Childs right conventions etc... (Ibid, 2010).

The ministry of Education was conducted Nation wide situation assessment in the current ECCE practice of Ethiopia in 2007 with collaboration of UNICEFF Ethiopia (MOE 2007). The major challenges as regards the current ECCE practices identified in the 2007 situation assessment study are:

Lack of proper training of pre-school teachers; lack of standard curriculum and guidelines; lack of culturally relevant story books; quasi non-existence of alternative care and education services for the majority of the children population in the rural areas; lack of access to early childhood education for almost all children and especially children for low socio-economic backgrounds; lack of awareness about the value and type of care and education of young children; low salary for teachers; causing high staff turnover; lack of early childhood education professionals, and misconception about teaching children of foreign language (mainly English) as a medium of instruction.

However, there are some important experiences and opportunities to be recipe for current ECCE implementation for instance, a curriculum for the four to six-year-old already exists but is not implemented; quality assurance and licensing mechanisms are in place in some regions; administrative offices exist even through they take the role of coordinating ECCE as a secondary one, there are experienced teachers who can easily be mobilized to serve ECCE with training required (MOE 2010:14).

In addition, private investors, NGOs and religious institutions appear to show interest in expending ECCE centers. There are also potential, cultural and social institutions like idirs and other associations such as women's association (groups), farmers associations and Kebele settings, as well as practices that can be resources for ECCE expansion (MOE 2010:12).

Great programs are being made in providing village level basic health service, but there is still a major implementation and financing gap. To this end Ethiopia needs a comprehensive approach to early childhood care and Education (ECCE) in order to ensure that all children reach their full potential based on the 2007 situation assessment study, the study group suggested a final remark for the way forward of ECCE in Ethiopia were the following:-

- The Ministry of Education should be to consider ECCE program as an integral part of the general education and ensures that every child has the opportunity to have access to early childhood education before he or she joins formal education;
- Encourage and support REBs and WEOs to open and run early childhood education programs;
- Coordinate and regulate early childhood education and teacher training programs to ensure standard and quality; and
- Establish inter ministerial cooperation among the relevant section ministries (MOE 2008).

On the basis of findings from a baseline study conducted in 2007 the MOE joined the Ministry of Health, the ministry of women's Affairs, UNICEF, the Addis Ababa, University, the Kotebe College Teacher Education, UNICEF, Save the children Alliance (SCA) and Association of Basic Education developed the draft National policy framework, strategic operational plan and guidelines for National Early childhood care and education

Some of the benefits Ethiopia would reap from increased investment in programmes for infants and children include: Early identification of vulnerable children, enhanced enrollment in primary schools on equal grounds, increased productivity, economic returns, cost savings for both the families in the nation, reduction of poverty, improved chances for the girl child, improved family welfare, and increased opportunities for parental and community mobilization and empowerment.

The Ministry of Health developed a National strategy for child survival in 2004 and Government of Ethiopia has launched the National Nutrition strategy in February 2008, which will be implemented through comprehensive National Nutrition programme (NNP) supported by multiple partners (MOE 2010: 8-9).

2.7.1 ECCE Policy Principles

ECCE policy framework vision is “Ensuring all children all children the right to a healthy starts in life, be nurtured in a safe, caring and stimulating environment and develop to their fullest potential”. The ECCE policy is guided by the following principles:

Up holding and reinforcing beneficial Ethiopian cultural values, including involvement of families and parents, and community participation.

- Ensuring the holistic needs of young children is met.
- Equitable access to quality ECCE for all.
- Inclusive approach addressing vulnerable and marginalized children, particularly children with special needs.
- Inter-sectoral and integrated coordination relevant ministries and organizations working on child care, rights, health, education and development.
- Community-based approach, cost-effectiveness, and feasible, road map.
- The family is the first responsible body for supporting the holistic development of their children and hence they need to be empowered and supported to ensure they are effective in their roles.

2.7.3 ECCE Programme Components

The main programme components to achieve the goal and objectives of the policy framework will be the four pillars identified in the ECCE National policy framework.

1. Parental Education: is a continuous, long-term activity that focuses on awareness-raising and empowerment of parents.

2. Health and Early Stimulation Program (Birth – 3 years)

The existing health extension program will offer integrated services to all children from parental to three years of age and their parents, and include a developmental stimulation component as well.

3. Preschools: Kindergarten (4 to 6+ years)

In the pre-schools, the program will later for the acquisition of basic skills pre-reading, pre-writing, counting and arithmetic, in preparation for the child's formal schooling.

Community-based preschools will continue to promote high quality mother/caregiver-child interaction. Parents will learn the importance of play and getting their children ready to go to school at the right age.

4. Non-Formal School Readiness

While waiting for the proposed structure to be in place, others non-formal systems, such as the child-to-child initiative, can be used. The core of the child-to-child initiative is that older children in the community (so-called facilitators) engage in structured play-oriented activities with their youngest siblings and neighboring children. They do so in their own houses or in a place close to the participating children's homes. The activities are as much as possible adapted to the local context and fit in with the children's daily life.

2.10 What is School Readiness?

School readiness is defined by two characteristic features on three dimensions. The characteristic features are 'transition' and gaining competencies,' and the

dimensions are children's readiness for school, school is readiness for children, and families and communities readiness for school (Britto, 2007:112).

The three dimensions of school readiness are:

1. Ready children, focusing on children's learning and development. "Ready children" has been broadly on holistically defining skills, abilities and attitudes that children require to succeed at school.
2. Ready schools, focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote. The learning of all children.
3. Ready families focusing on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school. Families readiness is part of parenting beliefs, attitudes and practices, from birth, that need to be understood within a socio-economic and cultural context, with implications for children's school success (UNICEF 2009:20).

Generally, readiness is best understood as the match between the child and institutions that serve the child, it requires the participation of families, schools and communities (Woodhead and Moss et.al. 2007:13).

2.11 Importance of School Readiness

School readiness lays the foundation for that education success and achievement. Consequently, the significance of school readiness is noted both as an intrinsic benefit in improving education outcomes for children by completing primary school, staying in high school and productivity in later adulthood. In addition, instrumental benefits are noted for society as the result human capital created through as strong foundational start (UNICEF 2009:21).

2.12 Concept of ctc approach

Child-to-child approach is one of the promising cost-effective strategies in offering opportunities to pre-school children who can not access or afford pre-school education; it is part of the overall intervention on ECCE (UNICEF 2010). According to getting ready form school training manual **ctc** is not a programme but itself and replacements of other center-based or community based pre-schools but it is one of the alternative approaches. **Ctc** focuses on strengthening the three pillars of school readiness such as families' readiness for school, school's readiness for children and children's readiness for school. The three dimensions are equally important and work as a set to promote readiness and good transitions of young learner to primary school. In general the main aim of the child-to-child initiative is to better prepare young children for primary school (MOE 2010:32).

The intervention based on two assumptions such that

- a) In addition to their parents, children below school age (which it mean that under seven age) are influenced most by other children; specifically older brothers or sisters, playmates, with whom they interact on a daily basis.
- b) By working with these older brothers or sisters, playmates, which are already in school, can build on this natural phenomenon to influence child development and school readiness in a more systematic manner.

According to getting ready for school (2009) manual the child-to-child approach propose two intervention strategies:

- a. Intervention strategy I: helping the little ones: Helping may own learning: This intervention includes a developmentally appropriate series of play based early learning activities 10-4/5 years)
- b. Intervention strategy II: Reading for school: This intervention is envisaged as one year program designed to reach children a year before they are eligible to enroll in primary schools. Communities participating in the

proposed initiative will identify eligible children the year before the required school enrollment age. Older children, who are in primary school, will be paired with these eligible children to help them prepare for starting school at the right age through a series of weekly activities and monthly work shops.

Currently Ethiopia focus an intervention strategy II: reading for school for children of 5-6 years olds.

2.10.1 The Importance and Purpose of ctc

The overall goal of the **ctc** is to increase both the child's readiness for school as well as the schools receive and foster optional learning environments for its youngest learners, more specifically, the **ctc** aims to: Increase on-time enrollment; ensure that children arrive at school worth a strong foundation in language, early literacy numeracy as well as the social and emotional skills required for learning and decrease dropout rates and enhance overall primary school performance. In general the main purposed of **ctc** is to prepare young children for primary school.

In addition the **ctc** intervention will promote the following possible outcomes.

1. Primary school children will increase awareness of and skills for promoting early learning and life skills.
2. Parents will increase awareness of the importance of child development and understand the importance of time enrolment.
3. PTA's (parent teacher associations) will be involved and will become aware of the importance of early learning.
4. First grade teachers will develop enhanced child centered teaching and learning methods.
5. Teachers will increase awareness of the importance of early childhood on later learning, enhance quality of teaching /learning methods and

materials. Positive student outcomes will increase confidence and satisfaction.

6. School systems will foster partnerships between school and home: recognized the needs of its youngest learners create child friendly learning environments and rise like educational standards (UNICEF 2009).

2.10.2 Key Participants of the ctc Approach

According to the **ctc** approach guide line the following are key participants in the **ctc** implementation at grass root level.

Young learners: A young learner is below school age which means that 5-7 years olds children identified the year before the required school enrollment age by the help of the order children prepared for primary school and school work a strong foundation. The young learners are participating in program for at least one hour in a week for a total of 36 weeks. Child is prepared for class one over a one year period.

Young Facilitators: A young facilitator is a grade 5 or 6 children already in school system by the help of their teacher coaching system facilitate the young learners learning with voluntary base. The young facilitator gain starting up training through a series of weekly activities and monthly workshops. The young facilitator expected to facilitate the young learners learning at least one hour in a week for a total of 36 weeks at learning centers that in their own houses or in a place close to like participating children's homes (ECCE policy framework 2010).

Teacher coordinators: Teacher coordinator is working in primary schools grade one and 5/6 teachers will be involved in the process to train /coach and support the young facilitator and particularly grade one teacher to benefit from the intervention to improve their classroom practices (Ibid 2009)

2.10.3 Contents, Instructional Materials and organization of

ctc Approach

Based on the ECCE policy framework and strategic guideline the contents, instructional materials, teaching methodologies and organization of the formal school readiness (**ctc**) described as follows

Contents of Informal School Readiness: According to guidelines for non-formal school readiness (2010:27) for the informal school readiness the following contents selected.

1. Opportunities to develop fine and gross motor skills
2. Personal and family life skills
3. Artistic development in all aspects
4. Basic skills (reading, writing, counting and arithmetic)
5. Initiative, self concept and problem solving
6. Social competence and social participation

Instructional Materials: The intervention will include the translation and adaptation of materials that have been developed by the child-to-child Trust and UNICEF. These materials are the children's early learning pack, young facilitators guide to school readiness and teacher's guides. These materials were adapted and translated to local languages (UNICEF 2009).

Teaching and Learning Methodologies: The expected methodology of learning a young learner is learner center methods.

Organization and Management: The child-to-child intervention based on cluster system, one school cluster consisting of 5-7 schools the responsibility for the non-formal school readiness in with the ministry of education. The day to day coordination as done by the headmaster of the near by primary school and the PTA members.

2.11 Current Status of ctc in Ethiopia

The school readiness project was motivated by UNICEF and the child trust in 2007. The overall goal was to increase readiness for school and children to strength in optimal learning environment of the children. The child to child pilot project is in the first phase implemented in three regions of Ethiopia namely, Tigray, Oromiya and Hareri and the second phase Addis Ababa, SNNPR, Benishangul Gumuz implemented. In the first phase of pilot implementation, 3,010 young learners benefited from the programe in 2008/09 (UNICEF 2010). After one year piloting the project, it was evaluated at the end of 2009 by the American institute for research (AIR) in Washington, to determine the project outcomes and impact (Evaluation office 2010).

A global review and strategic planning meeting was held in A.A. Ethiopia from 22-25 March 2010 to reflect on the evaluation report and to determine how the evaluation findings could be used to strengthen the project and build is for future scale up.

According to getting ready for school: a child-to-child approach programme evaluation for year one regarding project implementation process, research finding (UNICEF, 2010), showed that the getting ready for school program was successfully implemented in the pilot year 2009 in Ethiopia with several areas of strength and challenges.

Areas of strength of the **ctc** pilot project were:

- a. The development of the young facilitator as a community, resource emerged as significant program accomplishment.
- b. Improved teachers' interaction with children and prepared children better for school.
- c. Parents became more involved in their children's education because of the program and that the program raised the value of early childhood education.

- d. In the area of school readiness, found a medium-sized positive programme effect on children's development in beginning mathematics, and a large affect on children's beginning literacy. There was a negative programme effect on children's sustained attention.
- e. The intervention group had perfect on-time enrollment that is 100 percent.

Challenges of the **ctc** pilot project were:

- a. In sufficient teaching and learning materials
- b. That materials were sometimes not suitable to outdoor learning
- c. Parents need assistance of young facilitator at home
- d. Young facilitators often employed teaching methods with the young children that were not child center
- e. Lack of Availability of long term funding to maintain the program

Lack of incentives for teachers to lend the considerable time needed for this program posed the greatest challenge to long-term growth and sustainability of the programme. UNICEF (2010), in its training manual also identified the following outcomes issues for improving.

1. There was little support, coordination, and follow-up mechanisms from concerned education office
2. Parents need for the child labor
3. The training given to young facilitators is consider as in sufficient
4. Wrongly perceived expectation about the ownership of the project.

Some key players tend to see the programme as UNICEF venture. According to UNICEF the lack of ownership and financial commitment are critical issue that may affect the sustainability of the initiative.

CHAPTER THREE

3. Research Design and Methodology

3.1. Research Design

To undertake the study descriptive survey method was employed. This method is selected because it enables the researcher get as detailed information as possible on the issue under consideration, it is useful for describing the present situation of the existing conditions and the project under implementation and it helps to deal with relatively large number of respondents at a particular time. Besides, this method is appropriate for analyzing the prevailing conditions and particular trends that are developing.

Sources of Data

The combination of primary and secondary data sources were used to make the study informative. The young facilitators, primary school teachers, primary school Head masters and PTA members who are direct implementers of the **ctc** project at grass root level; WEOs and WOFED experts and supervisors who are education middle level managers; REB and UNICEF experts who are engaged in the managing and coordinating the **ctc** project were used as primary sources of data. Moreover, the researcher used documents, which contain data related to the topic under study, the implementation plan, annual review, official reports, policy frameworks, strategies and guidelines as well as relevant literature on child-to-child pedagogy as secondary sources of data.

Sample and Sampling Techniques

There are two woredas in Eastern Tigray which are implementing the **ctc** project as a pilot. These are Kilete-Awlaelo and Atsbi-Wonberta from 2008/9 up to now. To this end, both woredas were considered in the study. In addition because of cluster schools were selected by random sampling from both woredas. The list of available primary schools across to pilot village were

selected as sample unit using random sampling technique (lottery method) from the selected clusters as it gives equal chance for each member of the population under study. With regard to respondents, young facilitators, teachers and PTA members were selected using cluster and simple random sampling from each of the randomly selected schools. In addition, school directors, supervisors, WEO, WOFED, REB, UNICEF experts and officials were selected by using purposive sampling technique because they are key players in the implementation of the **ctc** project.

From 5 clusters of two woredas, 8 pilot schools , 125 young facilitators (52%) 34 teachers (85%), 43 PTA members (54%) and 8 directors (100%), were selected as respondents. In addition, 2 supervisors (50%) 2 WEO experts (50%) and one WOFED expert, one REB expert as well as one UNICEF expert were used as respondents. The totals of 217 respondents were used in the study.

Instruments of Data Collection

Instruments which were used to gather data for the study were questionnaire, interview and document analysis.

In order to obtain relevant data about the study the researcher employed three different types of questionnaires for young facilitators, for teachers, and for PTA members. The questionnaires were containing the majority of close ended question items and very few open-ended question items. Including “Other category” to permit the respondents to indicate any other factor were prepared to be filled by respondents. In order to make it easily understandable and to minimize the language barriers, of the questionnaire the researcher first prepared in English, then after translated in, Tigrigna language.

Structured interview was also used to generate information from cluster supervisors, WEO, WOFED, REB and UNICEF experts. The data obtained were qualitatively analyzed and triangulated with the quantitative ones where

appropriate. Besides, document review (project implementation plan, impact evaluation report) was made to enrich the qualitative data.

To check the appropriateness of the items in the instrument and to make necessary amendment based on the obtained feedback, a pretest was conducted in two cluster primary schools in Kilete-Awlaelo woreda near Bati-Akor primary school, the village where the child-to-child project was implemented. The participants of the pre-test were from three groups of respondents such as, young facilitators' teachers and PTA members and each of them consist of ten members. As a result three irrelevant items and four ambiguous items were avoided.

Procedures of Data collection

Based on the feedback from the pilot test the researcher made necessary corrections to the final questionnaires. In order to avoid confusion the objective of the study was put in a clear and understandable statements convenient time was chosen for the respondents to maximize the quality of responses and degree of return for questionnaires.

Additional explanation was given to young facilitators and PTA members how they can deal with the questionnaire filling process. The researcher trained and assigned assistants for the distribution and collection of the questionnaire. The researcher also kept a close follow up during data collection to facilitate effective field data collection administration and to reduce burden on the part of the researcher as well. Ethical issues such that respects for persons, the study participants had rights to privacy and confidentiality and the objective of the study was clearly stated put in to consideration. The researcher gained an agreement through discussion with study participants about the objective of the study and Ethical issues of the study before hand for their participation of the study.

Official contacts were made with the woreda education office to get permission and support for research work and then cluster supervisors, school head masters were informed about the objective of the study. After distributing the questionnaires, the interview time was arranged with sample woredas respondents. To gather the data 210 copies of questionnaire were dispatched to the respondents (Facilitators, Teachers and head masters, and PTA members), of these, 125 copies of the questionnaire were administered to young facilitators, 42 copies of the questionnaire were administered to teachers and headmasters and the remaining 43 copies of the questionnaire were administered to PTA members. Out of these, 200 (95.2%) questionnaires were returned. Based on the arrangement of time with interview respondents the researcher conducted an interview with two cluster supervisors' two woreda education office experts, one woreda finance and development office expert, one regional educational expert and one UNICEF expert. As a result, the responses are expected to be sufficient to draw inference for the study.

Methods of data Analyses

Before the analysis, the researcher the data gathered items through a questionnaire were coded and tabulated using tables. Then, related issues were brought together in analyzing the collected data. The data gathered through a questionnaire were analyzed quantitatively using frequency counts and percentages; whereas the data collected through interview and document analysis were analyzed qualitatively using descriptive statements. Generally, descriptive statistical methods such as frequency counts, and percentages were used to analyze the study to describe the characteristics of respondents in terms of sex, educational level, work experience and current position in relation to **ctc** project implementation. Different descriptive statistical tools were used to quantify, explore, and describe differences and similarities among groups of respondents concerning challenges and prospects of child-to-child project implementation. Percentage, weighted mean, and chi- square test were also employed for the statistical analysis.

CHAPTER FOUR

4. Data Presentation and Analysis

This chapter deals with data presentation, analysis and interpretation of the findings of the study. The necessary data were collected mainly based on the identification of the major challenges and prospects of **ctc** educational project implementation process in Eastern Tigray.

Among 210 questionnaires distributed, 200 (95.2%) were properly filled and returned. In addition to questionnaires data were obtained from supervisors, experts and officials through interviews. The data were organized in to tables and then followed by interpretation and discussion under the major themes in order to give answers to the basic research questions of the study. Frequency counts in terms of percentages, weighted mean and chi-square (X^2) test were employed depending on the issue under consideration.

4.1 Description of the Respondents

The primary source of data under investigation were facilitators, teachers and PTA members who have the implementation roles of the child-to-child project and educational expert and officials as provides of technical support, managerial factions for effective implementation process.

Table 1: Profile of facilitators

No	Profile	Facilitators		
		f	%	
1	Sex	a. Male	54	45.33
		b. Female	66	55
	Total	120	100	
2	Education	a. Below Grade 5	-	-
		b. Grade 5	4	3.33
		c. Grade 6	46	38.33
		d. Above grade 6	70	58.33
	Total	120	100	
3	Service Year	a. 1 year	31	25.82
		b. 2 years	86	71.66
		c. 3 Years	3	2.5
	Total	120	100	

As can be clearly seen from the table 1, 54 (45.33) percent of the respondents were male and 66(55%) of them were female. Hence, there was better gender mix in assigning facilitators.

As presented in table 1, the educational background of the young facilitators were 70(58.33%) above grade six, 46 (38.33%) grade six and 4 (3.33%) grade five. This shows the majority of the young facilitators 70(58.33%) above the required grade level and have adequate educational level for the positions they are assigned for the implementation of the **ctc** project is known to succeed if it is implemented by well experienced facilitators and teacher coordinators. As indicated in table 1, most facilitators 86 (71.66%) had work experience in the **ctc** project implementation two years. It could be possible for facilitators to give reliable information for the topic understudy.

Table 2: Profile of teachers and head masters

No	Profile	Teachers No=32		Head masters No=8		Total No=40	
		f	%	f	%	f	%
1	Sex						
	a. Male	19	59.4	8	100	27	67.5
	b. Female	13	40.6	-	-	13	32.5
	Total	32	100	8	100	40	100
2	Education						
	a. T.T.I	8	25	-	-	8	20
	b. Diploma	24	75	4	50	28	70
	c. Degree	-	-	4	50	4	10
	d. Total	32	100	8	100	40	100
3	Service year						
	a. 1-5 years	13	40.6	-	-	13	32.5
	b. 6-10 years	18	56.2	3	37.5	21	52.5
	c. 11-15 years	1	3	3	35.5	4	10
	d. > 11-15	-	-	2	25	2	5
	Total	32	100	8	100	40	100

As indicated in the table 2, 27 (67.5%) of the respondents were male and 13 (32.5%) of them were female. This shows that the participation of female

Teachers in the **ctc** project implementation in sample woredas of Eastern Tigray zone has been as most low.

Table 2, indicates, the educational background of teachers and headmasters 28(70%) of them were diploma holders while 8(20%) of teachers were TTI (certificate) and 4 (50%) of headmasters were degree holders. This implies that large proportion of teachers and head masters have adequate qualification for the level **ctc** project implementation.

As it can be seen from item 3 of the same table, the majority of teacher respondents 18(56.2%) and 3(37.5%) of head masters were in the range of 6-10 years. Thus it may be possible to say that teacher and head master respondents were well experienced and more or less trained. Therefore, this experience in teaching profession and in the area might help them to be well understand the educational sector development projects and their problems, culture and value of the society, thus, since majority of them have been working in the area for 6 years and above, it could be possible for teachers and head masters to give reliable, information for the topic under the study.

Table 3: Profile of PTA members

No	Profile		PTA members	
			f	%
1	Sex	a. Male	29	72.5
		Female	11	27.5
	Total	40	100	
2	Education	a. Grade 1-4	17	42.5
		b. Grade 5-8	19	47.5
		c. Grade 9-10	1	2.5
		d. Above grade 10	3	7.5
	Total	40	100	

As can be seen in table 3, 29 (72.5%) of the respondent PTA members were male and 11 (27.5%) of them were female. This shows that the participation of females in school management as well as in the **ctc** project implementation in sample woredas has been low. In relation to the participation of beneficiaries of

beneficiaries MOFED (2004) indicated that community participation is highly required in order to injure the sustainability of the project and to produce benefits over a long period of time.

According table 3, the educational background of the respondent PTA members, 19 (42.5%) grade 5-8, 17(42.5%) grade 1-4, 3 (7.5) grade 5-8, 17 (42.5%) grade 1-4, 3 (7.5%) above grade 10 and 192.5%) grade 9-10 level from this data one can observe that above half of the respondents 23 (57%) accepted educational status in relation to rural Ethiopia. Hence this led us to conclude that, PTA respondents may give reliable information for the topic under study.

4.2 Analysis of ctc Project Implementation

Table 4: views concerning the performance of facilitators

No	Items	Alternative	Teachers No=32		Head masters No=8		PTA No=40		Total No=80	
			F	%	f	%	f	%	f	%
1	The performance young facilitators	High	13	40.6	2	25	26	65	41	51.25
		Medium	16	50	6	75	14	35	36	45.0
		Low	3	9.4	-	-	-	-	3	3.75
		Total	32	100	8	100	40	100	80	100

As displayed in table 4 item 1, depicts that the respondents were required to point out their views regarding the performance of young facilitators in the implementation of **ctc** project. Accordingly, 16(50%) of the teacher respondents and 6(75%) of head masters respondents confirmed that performance of young facilitators in the project implementation was medium. On the other hand 26 (65%) of PTA members respondents indicated that it was high. The slight majority of the respondents 41(51.2%) replied that it was high. This indicated that there was relatively high performance of young facilitators.

Furthermore, from the interview with supervisors and educational experts of woreda, it was found that the majority of the facilitators performance is good but small number of facilitators not performed well as the expectation due to lack of incentives.

Table5: Views concerning the role of the community in the implementation of the project.

No	Items	Teachers No=32		Head masters 8		PTA 40		Total No=80	
		f	%	f	%	f	%	f	%
1	Mobilize the young children	25	78.12	8	100	24	60	57	71.25
2	Encourage the young facilitators participation	18	56.25	6	75	26	65	49	61.25
3	- Follow up the progress of young children	20	62.5	4	50	18	45	42	52.5
4	-Monitor and evaluate the project	10	31.25	2	25	19	47.5	31	38.75
5	- Consult on the outcome of the project	9	28.21	3	37.5	14	35	26	32.5

As indicated in table 5 respondents were requested to rate the frequency of the role of community participation in the **ctc** project implementation. Accordingly,

57(71%), 49(61.2%) and 42 (52%) of respondents asserted that the role of community participation in the **ctc** project implementation lies in mobilizing young children, encouraging young facilitators' participation and making the necessary follow-up concerning the process of the project implementation respectively. Generally, one could conclude that participation of young children and young facilitators was given more emphasis whereas monitoring and evaluation of the project as well as consultation as role of community were given less emphasis.

Table 6: Views concerning the level of participation of beneficiaries

No	Items	Alternative	Teachers No=32		Head masters No=8		PTA Members No=40		Facilitators No=120		Total No=200	
			F	%	F	%	F	%	F	%	F	%
1	The level of participation of beneficiaries in the ctc project implementation	High	18	56.25	6	75	23	57.5	60	50	107	53.5
		Medium	13	40.6	2	25	15	37.5	54	45	84	42.5
		Low	1	3.12	-	-	2	5	6	5	9	4.5
		Total	32	100	8	100	40	100	120	100	200	100

As indicated in table 6 above, respondents were asked to rate the level of participation of beneficiaries in the **ctc** project implementation. Accordingly the majority of the respondents 107 (53.5%) rate that it was high where as 84 (42.5%) of them rated that it was medium.

Regarding the level of participation of beneficiaries in the **ctc** project implementation, the researcher also conducted an interview with REB expert, who said: During the last two years, these have been moderate incentives that the level of participation **ctc** was relatively high. But, if the incentives fail, the sustainability if the project seems questionable.

In relation to the participation of beneficiaries, MOFED (2004) indicated that community participation is highly required in order to insure the sustainability of project and to produce benefits over a long period of time.

Table 7: Views regarding monitoring and evaluation of ctc project implementation.

No	Items	Alternative	Teachers No=32		Head masters No= 8		PTA members No=40		Total No=80	
			f	%	f	%	f	%	f	%
1	Who monitors and evaluates the child to child project implementation ?	- REB	3	9.4	-	-	13	10.8	16	8
		- WEO	6	18.8	3	37.5	15	12.5	24	12
		- Donor	4	12.5	1	12.5	41	34.1	46	23
		- Local community	7	21.9	2	25	28	23.3	37	18
		- All together	19	59.4	6	75	55	45.8	80	40

In item 1 of table 7 the majority of respondents 80 (40%) asserted that all together (the Regional Education Bureau, WEO, Donor, and the local community) monitor and evaluate the project implementation; 46(23%) said that **ctc** project was monitored and evaluated by Donor; 37(18%) by local community 24(12%) by woreda education office. During the interview session, the majority of respondents said that the **ctc** project did not have specific unit or responsible body, but it is monitored and evaluated by supervisors from region to cluster, directors, teachers and the community members. From the above data one can conclude that the monitoring and evaluation process of the project implementation was not systematically carried out and there was not specific monitoring and evaluation plan.

Table 8: Views Concerning the Participation of PTA members on Monitoring and Evaluation of the ctc Project Implementation

No	Item	Alterative	PTA members No=40	
			F	%
1	Did you participate in the monitoring and evaluation of ctc project?	Yes	24	60
		No	16	40
		Total	40	100

As indicated in table 8, the majority of the PTA members respondents regarding their own participation on the monitoring and evaluation of the **ctc** project implementation 24(60%) answers “Yes and 16 (40%) answered No. from this is possible to conclude that the PTA members participation in the monitoring and evaluation of the project implementation shows the participation of community in the managing the educational projects this strengths the ownership sprit. If the local communities are involved a project from the formulation stage then they will be more likely to feel a sense of ownership to wards it, thus increasing its chance of success his the long run. It is therefore important to consider the participatory techniques (MOFED 2004:85)

Table 9: Regarding training for ctc project implementers

No	Item	Alterative	Teachers No=32		headmasters No=8	
			f	%	f	%
1	Did the organization provide training to the implementers of project?	Yes	32	100	8	100
		No	-	-	-	-
		Total	32	100	8	100

According Table 9, all teachers and head masters respondents agreed that the organization provided training to the implementers of the project. From the interview the training and orientation about the project was given for selected stakeholders such as PTA members, facilitators, and teachers, but some other respondents asserted that not sufficient training was given to facilitators (only one day); even in some schools, facilitators and PTA members didn't get any training.

Table 10: Views Concerning the Impact of the ctc Project

Nos	The importance of the project	Responses	Teachers No=32					Headmasters No=8					PTA Members No=40					Total No=80				
			5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1	The project enhances the timely enrollment of children in grade 1	f	14	15	3	-	-	2	5	1	-	-	23	14		1	2	39	34	4	1	2
		%	43.75	46.8	9.4	-	-	25	62.5	12.5	-	-	57.5	35		2.5	5	48.7	42.5	5	1.2	0.2
2	It increases the school readiness of children	f	18	12	2	-	-	4	4	-	-	-	22	15	2	-	1	44	31	4	-	1
		%	56.3	37.5	6.3	-	-	50	50	-	-	-	55	37.5	5	-	2.5	55	38.7	5	-	0.1
3	It helps parents understand the importance of school readiness	f	10	15	4	-	-	1	5	2	-	-	14	12	9	2	-	26	32	15	5	-
		%	31.3	46.8	12.5	-	-	12.5	62.5	25	-	-	35	30	22.5	5	-	32.5	40	18.7	6.3	-
4	It helps young facilitators promote young children's learning	f	16	10	6	-	-	4	4	-	-	-	18	14	4	-	1	38	28	10	-	1
		%	50	31.3	18.8	-	-	50	50	-	-	-	45	35	10	-	2.5	47.5	35	12.5	-	1.2
5	It helps teachers of grade 1 understand the importance of the project for improving the child's performance	f	23	9	-	-	-	6	2	-	-	-	25	12	2	1	-	54	23	2	1	-
		%	71.9	28.1	-	-	-	75	25	-	-	-	62.5	30	5	2.5	-	67.5	28.7	2.5	1.2	-

5= Very high 4=High 3= Medium 2= Low 1 =Very Low

Respondents were asked to rate their views on suggested list of major benefits that improved by participating in the implementation of **ctc** project. As can be observed from table 10 of item 1, 14(43.75%) of teachers, 2(25%) of head masters and 23(57.5%) of PTA members rated improvement of children's timely enrollment in grade one as "very high". In relation to this 15 (46.8%) of teachers, 5(62.5%) head masters and 14 (35%) of PTA members respondents rated the impact of the **ctc** project on children's enrollment as "high". This means 73(91.2%) of the respondents confirmed that the implementation of **ctc** project was high impact on young children's timely enrollment in grade one. It was only 7(8.8%) from the three groups respondents who respond medium and low in item 2 table 10 shows that 44 (55%) of the respondent teachers, headmasters and PTA members rated the importance of increasing the school readiness of young children as "very high" while 12(37.5%) of teachers, 4(50%) head masters and 15 (37.5%) of PTA members responded high. The sums 75 (93.7%) of the respondents asserted that it has high impact on children by improving their school readiness.

As it is revealed in item 3 of the same table, 10(31.3%) of teachers 1(12.5%) headmasters and 14 (35%) of PTA members rated the importance of project for school readiness as "Very high" whereas 15 (46.8%) of teachers, 5(62.5%) headmasters and 12 (30%) of PTA members responded high. This means 57 (71.2%) of the respondents expressed their view that the **ctc** project impact on parents to understand the importance of school readiness was high on the other hand, 23 (28.8) of the three group of respondents rated the project impact on parents understanding about the importance of the project for school readiness as "medium and low".

As indicated in Table 10 item 4, 16 (50%) of the respondent teachers, 4(50%) of headmasters and 18 (45%) of the respondent PTA members rated the importance of young facilitators for supporting young children's learning as "very high" whereas 10(31.3%) of teachers, 4(50%) of headmasters and 14(35%) of PTA members of them regarded the impact of the project on the improvement

of children's performance as "High". This means 66(82%) of the respondents rated that the project impact on young facilitators was high. While 11(13.7%) from the three group of respondents responded as "medium and low" item 5 of the same table 23(71.9%) of the respondent teachers, 6(75%)of head masters and 25 (62.5%) of the respondent PTA members rated Teachers of grade one believed that the project improving child's performance as "very high" whereas 9 (28.1%) of teachers 2(25%) of head masters and 12 (30%) of PTA members responded that as "high" impact to the issue raised. This shows that 77(96.2%) of the respondents rated that the project impact on teachers of grade one regarding the improvement of child's performance was high. From the above data it is possible to conclude that the importance of the **ctc** project intervention was high and the awareness of the beneficiaries regarding the Benefit of the project was positive.

Table 11: Factors that Affect the Implementation of ctc Project

No	Items	Respondents	Teachers No=32		Head masters No=8		Facilitators No=120		Total No=160
			1	2	3	4	5	Mean	Weighted Mean
1	Lack of beneficiaries involvement	Teachers	3(9.4%)	7(21.9%)	7(21.9%)	10(31.5%)	5(15.8%)	3.2	3.07
		Head master	2(25%)	-	1(12.5%)	4(50%)	1(12.5%)	2.62	
		Facilitators	33(27.5%)	20(16.6%)	19(15.8%)	16(13.3%)	32(26.6%)	3.41	
		Total	38(23.7%)	27(16.8%)	27(16.8%)	30(18.7%)	38(23.7%)		
2	Poor planning	Teachers	6(18.8%)	7(21.9%)	10(31.5%)	5(15.8%)	4(12.5%)	2.81	3.00
		Head master	-	3(37.5%)	2(25%)	3(37.5%)	-	3.00	
		Facilitators	21(17.5%)	15(12.5%)	28(23.3%)	32(26.6%)	24(20%)	3.19	
		Total	27(16.8%)	25(15.6%)	40(25%)	40(25%)	28(17.5%)		
3	Lack of Resources	Teachers	10(31.5%)	12(37.5%)	4(12.5%)	3(9.4%)	3(9.4%)	2.28	2.48
		Head master	2(25%)	3(37.5%)	2(25%)	1(12.5%)	-	2.25	
		Facilitators	32(26.6%)	20(16%)	24(20%)	15(12.5%)	29(24.1%)	2.90	
		Total	44(27.5%)	35(21.8%)	30(18.7%)	19(11.8%)	32(20%)		
4	Poor project management	Teachers	7(21.9%)	7(21.9%)	8(25%)	5(15.8%)	5(15.8%)	2.81	2.99
		Head master	1(12.5%)	2(25%)	2(25%)	2(25%)	1(12.5%)	3.00	
		Facilitators	21(17.5%)	20(16.6%)	20(16.6%)	35(29.1%)	24(20%)	3.17	
		Total	29(18.1%)	29(18.1%)	30(18.7%)	42(26.6%)	30(18.7%)		
5	Lack of sufficient training	Teachers	15(46.8%)	8(25%)	7(21.9%)	2(6.3%)	2(6.3%)	2.00	2.44
		Head master	3(37.5%)	3(37.5%)	2(25%)	-	-	1.87	
		Facilitators	35(29.1%)	32(19%)	27(22.5%)	20(16.6%)	15(12.5%)	3.45	
		Total	53(33.1%)	48(30%)	34(21.2%)	22(13.7%)	17(10.6%)		
6	Poor knowledge of goals of the project	Teachers	7(21.9%)	2(6.3%)	2(6.3%)	9(28.1%)	7(21.9%)	3.21	3.14
		Head master	-	3(37.5%)	2(25%)	2(25%)	1(12.5%)	3.12	
		Facilitators	22(18.3%)	24(20%)	18(15%)	33(27.5%)	23(19.1%)	3.09	
		Total	29(18.1%)	29(18.1%)	27(16.8%)	44(27.5%)	31(19.3%)		
7	Lack of accountability	Teachers	6(18.8%)	10(31.5%)	12(37.5%)	6(18.8%)	7(21.9%)	2.94	3.0
		Head master	-	5(62.5%)	1(12.5%)	2(25%)	-	2.62	
		Facilitators	18(15%)	17(14.1%)	19(15.8%)	41(34.1)	25(20.8%)	3.60	
		Total	24(15%)	32(20%)	23(14.3%)	49(30.6%)	32(20%)		
8	Lack of support from other departments	Teachers	11(34.4%)	8(25%)	8(25%)	4(12.5%)	1(3.1%)	2.25	2.44
		Head master	2(25%)	-	5(62.5%)	1(12.5%)	-	2.62	
		Facilitators	42(35%)	22(18.3%)	33(27.5%)	7(5.8%)	16(13.3%)	2.44	
		Total	55(34.3%)	30(18.8%)	46(28.7%)	12(7.5%)	17(10.6%)		

Scale 1= highly serious 2= serious 3= Some what Serious 4=Not quite serious 5= not serious at all

Weighted mean < 1.5 is extremely serious, 1.5 ≤ WM < 2.5 highly serious, 2.5 ≤ WM < 3.5 somewhat serious, < 4.5 observed but not serious, and MM > not observed.

As indicated in table 11, proposed potential factors were selected and presented to the teachers, headmasters and facilitator's respondents to be rated on a five point Likert scale. Therefore items 3, 5, 8 which are respectively representing, lack of resources, lack of sufficient training and lack of support from other department rated as serious factors affecting the **ctc** project implementation. The seriousness, of the three factors mentioned above are supported by 79(49.4%), 101(63.1%) and 85 (53.1%) of the total respondents respectively. The above opinion was also favored by a weighted mean of each of the three items mentioned above (i.e. 2.73, 2.65 and 2.4 respectively). On the other hand items 1,2,4,6 and 7 which are respectively representing, lack of beneficiaries' involvement, poor planning, poor project management, poor knowledge of goals of the project, lack of accountability are rated as not quite serious factors. This idea supported by 68(42.5%), 72(45.4%), 75(46.8%) and 81 (50.6%) of the total respondents. The proposed factors found under items 1,2,4,6 and 7 respectively found to be 3.0, 3.1, 3.09, 3.11, and 3.2 weighted mean. From the above data as per the response of these respondents, depending on the weighted mean three factors are rated as highly serious factors that affecting the **ctc** project implementation are identified as serious factors.

Furthermore, from the interview with the cluster supervisors, regional and woreda education experts, of the sample woredas revealed that lack of commitment of top managers, lack of awareness in the stakeholders and at large the community, lack of ownership of the project as the major factors affecting the **ctc** project implementation.

A chi-square test of significance was done to see if there was significant difference in opinion of the respondents regarding the factors that affect **ctc** project implementation. Since the χ^2 calculated is 10.9 which is greater than χ^2 critical (table value) of 9.49 significance, we can conclude that there was statistically significant difference in the opinion of the three groups of respondents regarding the issue under consideration.

Table 12: Socio Economic and Financial Challenges of the ctc Project Implementation

No	Item	Category	Teachers' No= 32		Head master No=8		PTA No 40		Facilitators No =120		Total No 200		WM
			f	%	f	%	f	%	f	%	f	%	
1	Parents dependency an child labor												2.87
		1	5	15.8	2	25	10	25	30	25	47	23.5	
		2	3	9.4	1	12.5	7	17.5	21	17.5	32	16	
		3	13	40.6	3	37.5	12	30	21	17.5	49	24.5	
		4	6	18.8	2	25	7	17.5	22	18.3	37	18.5	
	5	5	15.8	-	-	4	10	26	21.6	35	17.5		
	Mean score		3.09		2.62		2.70		2.94				
2	Shortage of trained young children	1	4	12.5	-	-	11	27.5	23	19.1	38	19	3.15
		2	11	34.4	2	25	8	20	20	16.6	41	20.5	
		3	6	18.8	3	12.5	6	15	15	12.5	30	15	
		4	6	18.8	2	37.5	8	20	19	15.8	35	17.5	
		5	5	15.8	1	25	7	17.5	43	35.8	57	28.5	
	Mean score		2.9		3.25		2.55		3.32				
3	Dropout of young children	1	6	18.8	4	50	16	40	15	12.5	41	20.5	3.30
		2	7	21.9	-	-	5	12.5	15	12.5	27	13.5	
		3	2	6.3	1	12.5	3	7.5	17	14.1	23	11.5	
		4	14	43.8	1	12.5	10	25	23	19.1	48	24	
		5	3	9.4	2	25	6	15	50	41.6	60	30	
	Mean score		3.03		2.62		2.62		3.65				
4	Lack of availability of long term fund	1	13	40.6	2	25	14	35	44	36.6	71	35.5	2.47
		2	7	21.9	2	25	5	12.5	34	28.8	46	23	
		3	6	18.8	3	37.5	10	25	17	14.1	45	22.5	
		4	3	9.4	-	-	6	15	14	11.6	23	11.5	
		5	4	12.5	1	12.5	5	12.5	11	9.1	21	10.5	
	Mean score		2.4		2.5		2.57		2.28				
5	In sufficient teaching child learning materials	1	10	31.5	1	12.5	8	20	46	38.3	65	32.5	2.61
		2	12	37.5	3	37.5	10	25	15	12.5	39	19.5	
		3	3	9.4	1	12.5	10	25	15	12.5	20	14.5	
		4	2	6.3	3	37.5	8	20	24	20	37	18.5	
		5	5	15.8	-	-	4	10	20	16.5	29	14.5	
	Mean score		2.37		2.75		2.75		2.64				
6	Parents need assistance of the young facilitator	1	6	18.8	2	25	10	25	15	12.5	32	16	3.34
		2	3	9.4	2	25	4	10	13	10.8	21	10.5	
		3	8	25	3	37.5	14	35	18	15	43	21.5	
		4	8	25	1	12.5	7	17.5	28	23.3	44	22	
		5	7	21.9	-	-	5	12.5	46	38.3	58	29	
	Mean score		3.84		2.37		2.57		3.55				
7	Lack of incentives for teachers and young facilitators	1	9	28.1	1	12.5	10	25	28	23.3	46	23	2.63
		2	10	31.5	2	25	8	20	30	25	50	25	
		3	4	12.5	2	25	7	17.5	34	28.3	47	23.5	
		4	6	18.8	3	37.5	12	30	14	11.6	35	17.5	
		5	3	9.4	-	-	3	7.5	14	11.6	20	10	
	Mean score		2.59		2.87		2.75		2.63				

Table 13: Political, Managerial and Communication Challenges of the ctc Project

No	Item	Cate gory	Teachers' No= 40		Head masters No= 8		PTA No= 40		Facilitators No =120		Total No =200		WM
			f	%	f	%	f	%	f	%	f	%	
8	Non participative management and stake holders		f	%	f	%	f	%	f	%	f	%	3.04
		1	3	9.4	1	12.5	11	27.5	18	15	33	16.5	
		2	7	21.9	2	25	4	10	31	25.8	44	22	
		3	7	21.9	2	25	10	25	20	16.6	39	19.5	
		4	6	18.8	3	37.5	8	20	28	23.3	45	22.5	
	5	9	28.8	-	-	7	17.5	23	19.1	39	19.5		
	Mean score					2.9		3.05		8.19			
9	Lack of active communicati on	1	4	12.5	1	12.5	9	22.5	24	20	37	18.5	2.99
		2	6	18.8	1	12.5	11	27.5	27	22.5	45	22.5	
		3	4	18.8	3	37.5	5	22.5	23	19.1	35	17.5	
		4	12	37.5	3	37.5	7	17.5	22	18.3	44	22	
		5	6	18.8	-	-	8	20	24	20	38	19	
		Mean score					2.85		2.95				
10	Unclear responsibilit ies across the project	1	4	12.5	-	-	8	20	12	10	24	12	3.16
		2	6	18.8	2	25	7	17.5	31	26.6	46	23	
		3	5	15.8	2	25	12	30	30	16.6	9	24.5	
		4	11	34.4	3	37.5	8	20	29	24.1	61	-	
		5	5	15.8	1	12.5	5	12.5	27	22.5	49	24.5	
		Mean score					2.87		2.95				
11	Poor planning and management	1	4	12.5	1	12.5	8	20	24	20	36	30.5	2.97
		2	9	28.1	2	25	9	22.5	25	20.8	44	22	
		3	6	18.8	1	12.5	11	27.5	23	19.1	41	20.5	
		4	5	15.8	3	37.5	8	20	24	20	41	20.5	
		5	8	25	1	12.5	4	10	24	22.5	36	30.5	
		Mean score					2.77		3.00				
12	Lack of commitment	1	5	15.8	3	12.5	10	25	26	21.6	44	22	2.82
		2	4	12.5	-	-	8	20	19	15.8	30	15	
		3	5	15.8	2	25	11	27.5	24	20	42	21	
		4	10	31.5	2	25	10	25	24	20	46	23	
		5	8	25	1	12.5	1	2.5	29	24.1	50	25	
		Mean score					2.6		3.05				
13	Lack of ownership	1	2	6.3	2	25	4	10	18	15	26	13	3.14
		2	4	12.5	1	12.5	8	20	17	14.1	30	15	
		3	8	25	4	50	13	32.5	21	17.5	46	23	
		4	11	34.4	-	-	13	32.5	24	20	48	24	
		5	7	21.9	1	12.5	2	5	40	33.3	50	25	
		Mean score					3.02		3.42				
14	High turnover of facilitators, teacher and headmasters	1	6	18.8	2	25	3	7.5	24	20	36	30.5	3.14
		2	7	21.9	1	12.5	6	15	20	16.6	34	17	
		3	5	15.8	2	25	9	22.5	18	15	34	17	
		4	5	15.8	3	37.5	14	35	18	15	40	20	
		5	9	28.1	-	-	8	20	40	33.3	40	20	
		Mean score		3.12		2.57		3.45		3.25			

Scales= 1= highly serious, 2 = serious, 3= some what serious, 4 = Not quite serious, 5 = not serious at all. Weighted mean=weighted mean < 1.5 us extreme serious, 1.5 < wm <2.5 highly serious, 2.5 observed but not serious, and wm> not observed

Respondents were asked to put forward their views on suggested list of major factors that were challenging the **ctc** project implementation. Those were identified as hindering factors in the perception of the respondents. Hence, this section presents the perceived challenges of the **ctc** project implementation from the view point of three groups, (Facilitators Teachers, head masters and PTA Members) responsible for project implementation. Accordingly, as indicated in table 11 and 12, on a five point Likert scale in their seriousness and also other category question was asked to add the potential challenges that have been left out, if they feel what listed are in sufficient.

In a table 11, item4, which is representing lack of availability of long term fund, is rated as “highly” serious challenge for **ctc** project implementation and the seriousness was supported by 117 (58.5%) of the total respondents. The above opinion is also fevered by a weighted mean of 2.47.

As can be observed in table 11 and 12 items 1,5,7,9 and 11 which representing respectively, parents dependency on child labor, insufficient teaching and learning materials, lack of incentives for teachers and young facilitators, lack of active communication, poor planning and management are rated as some what factor challenges. This idea supported by 79(40%), 104(52%) 96(48%), 83(41.5%) and 82 (40%) of the total respondents. In the same table the weighted mean of the seriousness of each of the proposed factor challenges found under items 1,5,7,9 and 11 are respectively found to be 2.86, 2.61, 2.63, 2.99 and 2.97. This indicated that the factor challenges were found to be some what factors.

As can be seen from table 11 and 12 items 2,3, 6,8,10,12,13 and 14 which representing respectively, shortage of trained young children, drop out of young children, parents need assistance of young facilitators, non-participative management and stakeholders, unclear responsibility across the project, lack of ownership, high turnover of facilitators, teachers and head masters, respond

not quite serious. This opinion supported by 91(45.5%), 109(54.5%), 84(42%), 89(44.5%) 83(41.5%), 98(49%), and 97(48.5%) of the total respondents.

In the same table the weighed mean of the seriousness of each of the proposed factor challenges found under items 2,3,6,8,10,12,13 and 14 are respectively found to be 3.15, 3.3, 3.34, 2.92, 2.97, 3.0, 3.33, and 3.25. This shows that the challenges were found to be some what serious challenges

From the above data as per the response of the respondents, based on the weighted mean one of the challenges was regarded as serious where as thirteen factors were identified as some what serious challenges.

Furthermore, from the teacher's and head masters respondent's other category question and the interview with cluster supervisors, Woreda and regional education experts, the major factors that challenges the **ctc** project implementation were: no specific unit or responsible body (expert) for early childhood care and education (ECCE); school to learning centers of **ctc** distance for teachers to support and supervise the young facilitators, in some 1-4 first cycle primary schools shortage of young facilitators; high turnover of teachers and trained facilitators were major problems. Moreover work load of teachers, supervisors and education experts; lack of monitoring and evaluation specific to **ctc** project were regarded as the major factors that challenge the **ctc** project implementation.

Concerning this, the researcher also conducted interview with UNICEF country office staff, who said.

“The challenges that encountered the project were improving the teaching and learning material, providing enough material for the children, conducting training of trainers’ and lack of adequate follow-ups. To solve, this it needs effort.”

A chi-square test of significance among the mean responses of the three groups of respondents at a 0.05 level of significance was made and resulted χ^2 critical (table value) of 15.5. It would be sound to conclude that there was no

statistically significant difference among the responses of four groups of respondents in their opinion on the factors that challenges to **ctc** project implementation.

Table 14: Opinions about Prospects of the ctc project

No	Item	Alternatives	Teachers No=32		Head masters No= 8		PTA members No=40		Total No=80	
			f	%	f	%	f	%	f	%
1	Do you think that the project is sustainable?	Yes	31	96.9	8	100	34	85	73	91.25
		No	1	3.12	-	-	6	15	7	8.75
		Don't know	-	-	-	-	-	-	-	-
		Total	32	100	8	100	40	100	80	100
2	Has the Bureau designed sustainability strategy?	Yes	12	37.6	6	75	15	37.5	33	41.25
		No	3	9.4	1	12.5	9	22.5	13	16.25
		Don't know	17	53.12	1		16	40	34	42.5
		Total				12.5	40	100	80	100

In table 14 item 1, respondents were requested to respond to the question concerning the project sustainability. Majority of the teachers, head masters and PTA member respondents 73 (91.25%) believed that the **ctc** project remains sustainable. On the contrary, 7(8.75%) of them responded that it would be sustainable. From this, it is possible to conclude that the majority of the respondents were optimistic about the good prospect of the **ctc** project.

As can be observed item 2 of the same table, respondents were asked to indicate their views on the regional education bureau is sustainability strategy for the **ctc** project. Accordingly 33 (41.25%) responded that the bureau has designed sustainability strategy. On the other hand 13(16.25%) of the respondents replied “NO” whereas 34(42.5%) of them responded that they don't know.

From the interview with the supervisors, woreda education experts and woreda WOFED expert revealed that there is no information about the sustainability strategy formally or planned but the document of Tigray education bureau indicates that 5 years strategic plan for pre-formal education prepared, (TREB 2010). The plan include such that formal kindergartens, O-class attached to primary schools and child to child approach. The bureau started the implementation of the strategic plan and engaged to the full implementation of the **ctc** project but, in the strategic plan not explained and indicated strategies for sustainability of the **ctc** project.

From the above it is possible to infer that the majority of respondents were not informed about the sustainability of the project by the education bureau. The aim of any development project is to meet its predetermined objectives/ goals on sustainable basis (MOFED 2006).

Table 15:- Strategies for sustainability of the ctc project

No	Item	Teachers No = 32		Head masters No =8		PTA members No=40		Total No=80	
		f	%	f	%	f	%	f	%
1	Development of phasing out strategy plan	16	50	8	100	18	45	42	52.5
2	Communicate to the community	27	84.4	5	62.5	35	87.5	67	83.75
3	Be flexible to modify the project Based on evaluation of feedback	24	75	7	87.5	18	45	49	61.25
4	Allocation of long term fund	9	28.1	7	87.5	15	37.5	31	38.75
5	Necessary institutional arrangement for it	16	50	3	37.5	17	42.5	36	45

Item 3 in table 13 respondents were requested to rate the possible strategies suggested for sustainability of the **ctc** project. Accordingly, 67 (83.75%) of the respondents rated the REB should follow the sustainability strategy of communicating the community for prospects of the **ctc** project. In relation to this issue 49 (61.25%) of the respondents rated the REB to be flexible, modify the project based on evaluation of feedback from stakeholders. Furthermore, 42 (52.5%) of the respondents were responded the REB should follow the development of phasing out strategy plan.

While below average but considerable number of respondents 36(45%) and 31(38.75%) rated government should make the necessary institutional arrangement for it and government should allocate funds for the project in the long term respectively.

Form the interview with the supervisors and woreda educational experts, respondents suggested that strengthening formal system of evaluation and feedback, developing effective communication system among stakeholders and the community, strengthen the sense of ownership to the community, developing formal and well prepared project implementation plan at all levels of education sector, secure the strengthen supervisory support, and motivation system including training are as possible strategies for sustainability of the **ctc** project.

Furthermore concerning this, the researcher also conducted interview with UNICEF country office staff, who said,

*“The project was scaling up by itself. So, it is sustainable, because parents ask for expansion. The long term agreement for sustainability of **ctc** project could be mainly between school and parents and the MOE also supported. It is a cost effective project. However, securing the long term fund needs effort”.*

From the discussion it is possible to conclude that the majority of the teachers, headmasters and PTA members respondents’ believed that developing well prepared project implementation plan and capacity building that strategies are crucial for sustainability of **ctc** project in eastern Tigray.

CHAPTER FIVE

5. Summary, conclusion and Recommendation

5.1 Summary

The main purpose of this study was to assess the challenges and prospects of the **ctc** educational project in Eastern Tigray and to suggest possible solutions that may contribute to the effective implementation of the project. To this end, descriptive survey method was employed. In order to achieve this purpose, the study attempted to answer the following basic questions:

1. What is the current status of **ctc** project implementation in Eastern Tigray?
2. How it is implemented?
3. what are the major challenges that have encountered the implementation of **ctc** project?
4. What measures to be taken for **ctc** project sustainability?

Simple random sampling, cluster sampling and purposive sampling techniques were used to select sample respondents. Data gathering tools were questionnaire and interview. The data were analyzed using frequency counts, percentage, weighted mean and chi-square (χ^2).

The following were the major findings drawn from the analysis:

1. The study revealed that 41 (51.2%) of the respondents rated the performance of young facilitators as “high”
2. It was also found out that the majority 57 (71.25%), 49 (61.25%) and 42 (52.5%) of respondents viewed the role of the community participation in the **ctc** project implementation and mobilization of young children, in encouraging the participation of young facilitators and conducting the necessary follow ups in the progress of young child respectively.

3. The level of participation of beneficiaries in the **ctc** project implementation was rated by 107 (53.5%) of the respondents as “high”. On the other hand, 84 (42.5) of respondents rated it as “medium”.
4. The study revealed that the participation of stakeholders in the monitoring and evaluation activities concerning **ctc** project implementation was low (40%).
5. The majority of the respondents 70 (87.5%) believed that the impact of the project implementation on the education of children is “high”
6. The considerable number of respondents believed that the three serious factors that affect the **ctc** project implementation include lack of resources, lack of sufficient training and lack of support from other departments.
7. Among the challenges that encountered the **ctc** project implementation, lack of availability of long term fund; parents dependency on child labor; insufficient teaching and learning materials; lack of incentives for teachers and young facilitators; lack of active communication and poor planning and management were seen as the major ones.
8. The majority of the respondents 73 (91.3%) believed that the **ctc** project would be sustainable, since the community has developed a sense of ownership.
- 9 The majority of the respondents 47 (58.7%) Believed that there was lack of adequate communication between the community and REB concerning the sustainability of **ctc** project as well as the sustainability strategy.
- 10 Among the strategies suggested for **ctc** project sustainability, creating effective communication, flexibility and modification of the provision of the project providing research-based feedback and the need to develop phasing out strategy were the major ones.

5.1. Conclusions

Based on the findings presented above the following conclusions were drawn:

1. As revealed by the majority of the respondents regarding the process of implementation of **ctc** project the performance of young facilitators were found to be high and the role and level of participation of beneficiaries in the project respond high. From this it is possible to conclude that the implementation process was going very well in Eastern Tigray.
2. The finding of the study revealed that the monitoring and evaluation activities of the **ctc** project implementation performed by various stakeholders, but it was not well planned specifically for the project. This lack of adequate planning seems that they were not in a position to make corrective actions (improvements) based on the results of monitoring and evaluation and this might minimize the effectiveness and efficiency of the **ctc** project management.
3. It was found out that the major factors affecting the **ctc** project implementation were lack of resources, lack of sufficient training and lack of support from other departments. Hence, it could be concluded that these factors could minimize the effectiveness of the project.
4. The finding of the study revealed that the major challenges of the **ctc** project implementation were lack of availability of long term fund; parents' dependency on child labor, insufficient teaching and learning materials, lack of incentives for teachers and young facilitators, lack of active communication, poor planning and management. Hence, it could be safely concluded that most of the challenges were economic constraints and that these bottlenecks might adversely affect the effectiveness and sustainability of the **ctc** project implementation.
5. The majority (59%) of the respondents asserted that they were not informed about a strategy for sustainability of the project. Hence,

lack of adequate awareness about ways of ensuring sustainability of the project. Thus, the REB losses potential support from its stakeholders that could have contributed for the effectiveness and sustainability of the project.

5.2. Recommendations

Based on the findings obtained and the conclusions drawn from this study, the following recommendations are forwarded:

1. Educational planners and experts in Tigray National Regional State should promote community's awareness about the importance of the project and involve the local communities in a project from the formulation stage up to evaluation so that the community would develop sense of ownership.
2. The monitoring and evaluation of the project should be participatory so that all stakeholders (woreda education office, the community and donor organizations) of the project clearly see the strengths and weaknesses of the project.
3. The woreda education office should develop incentive schemes such that moral, materials and training incentives, and also giving official recognition for their voluntary participation in the **ctc** project for young facilitators and teachers in collaboration with donor agencies in order to motivate them for the successful implementation of the **ctc** project.
4. Stakeholders of the **ctc** project should develop the sustainability strategy such that involve all stakeholders; community involvement; be flexible, modify the project based on evaluation and feedback; and create spirit of ownership in the community so as to avoid a sudden interruption of the project.
5. The Tigray National Regional state Education Bureau should increase their effort to secure long-term founding sources to overcome the lack

of adequate financial resources through mobilization of the community to support in financing to the project.

6. The woreda education offices should provide short term refresher training for facilitators with regard to the implementation of **ctc** project.
7. The Tigray National Regional Education Bureau should work effectively with donor agencies in the provision of sufficient teaching and learning materials.
8. The practice of **ctc** approach should be introduced into the curricula of teacher training institutions so that graduates for TEIs have good knowledge of **ctc** and could participate actively in the implementation of the project.

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Appendix A-
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral science
Department of Educational Planning and Management

Questionnaire to be filled by young facilitators

The main purpose of this questionnaire is to collect data for post graduate research entitled "An Assessment of child-to-child educational project implementation: challenges and prospects". Your cooperation in providing pertinent and reliable information will be invaluable so, please kindly extend your cooperation by frankly and honestly responding to the items contained in this questionnaire. Be sure that you responses are kept in strict confidence, and used for academic purposes only.

Thank you in Advance for cooperation

General Direction

- a) No need to write your name
- b) Please answer all questions in their order and don't leave any item related to you unanswered.
- c) Put a (x) mark in boxes that represent your responses.
- d) Write additional opinions, if any, on the space provided.
- e) Please follow instructions provided for each part.

Part one: Personal information

Direction: Please fill the required information in the space provided:

1. Place: Woreda _____ Kebele _____ School _____
2. Sex: Male Female
3. Educational level currently
 - a) Less than Grade 5
 - b) Grade 5
 - c) Grade 6
 - d) Above grade 6
4. Participation on child-to-child project :-
 - a) One year
 - b) Two years
 - c) Three year

III. Items related to challenges of child-to-child project implementation

The following are Items on factors that challenge the project implementation listed below. Please indicate seriousness of the challenges for the implementation of child-to-child project? Respond By putting (X) mark in the space provided. The scales are: Highly serious= 1, Serious = 2, somewhat serious = 3 Not quite serious= 4, Not serious at all = 5

No	Challenges	Extent of Seriousness				
		1	2	3	4	5
1	Socio Economic factors					
1.1	Parents Dependency on child labor					
1.2	Shortage of trained young children					
1.3	Drop out of young children					
1.4	Lack of availability of long term fund					
1.5	Insufficient teaching and learning materials					
1.6	Parents need assistance of the young facilitator					
1.7	Lack of incentives for teachers					
2	Political and communication factors					
2.1	Non- participative management and stakeholders					
2.2	Lack of active communication					
2.3	Unclear responsibilities across the project					
2.4	Poor planning and management					
2.5	Lack of commitment					
2.6	Lack of ownership					
2.7	Facilitators, Teachers, Headmasters turn over					

Please writ if any other
challenges_____

Thank you

Appendix-B
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral science
Department of Educational Planning and Management
Questionnaire to be filled by Teachers and head masters

The main purpose of this questionnaire is to collect data for post graduate research entitled "An Assessment of Child-to-Child Educational Project Implementation: Challenges and Prospects". Your cooperation in providing pertinent and reliable information is indispensable for the success of this study. Hence, you are kindly requested to the items contained in this questionnaire. Be sure that you responses are kept confidential, and used for academic purposes only.

Thank you in Advance for cooperation

General Direction

- a. No need to write your name
- b. Please answer all questions in their order and don't leave any item related to you unanswered.
- c. Put a (x) mark in boxes that represent your responses.
- d. Write additional opinions, if any, on the space provided.
- f. Please follow instructions provided for each part.

Part one: Personal information

Direction: Please fill the required information in the space provided:

1. Place: Woreda _____ Kebele _____ School _____
2. Sex: Male Female
3. Educational level
 - a. Completed secondary education
 - b. TTI
 - C. Diploma
 - D. Degree
4. Current position: Teacher Director
5. Service year:-
 - a) \leq 5 year
 - b) 6-10 years
 - c) 11-15 year
 - d) > 15 years

Part two

I. Items Related to Project Implementation Process

1. Did the organization provide training to the implementers of **ctc** project?

Yes b) No

2. The performance of young facilitators

a) High b) Medium c) Low

3. The level of participation of the beneficiaries of the project is:-

b) High b) Medium c) Low

4. The community participates in project implementation in the form of

- a. Mobilizing the young children to participate in the project
- b. Encouraging young facilitators to participate on the project
- c. Making the necessary follow up to the progress of young child
- d. Monitoring and evaluation of project
- e. Consultation the outcome of the project

Please specify if any other:

5. Who monitors and evaluates the child-to-child project?

- a. Regional education bureau c) Donor
- b. Woreda Education office d) All together

II. Items on impact of the child-to-child project

The following are items on different perspectives of the project effectiveness implemented by child-to-child project. Use the following scales to respond by using (X) mark. Very good = 5, Good= 4 Fair =3, Poor =2, Very poor = 1

No	Items	5	4	3	2	1
1	The young children improve their timely enrollment in Grade 1					
2	Young children improve their school readiness					
3	Families improve their understanding of the importance of school readiness and increases their active support for their young children's learning					
4	Young facilitators increase their belief in the importance of supporting young children learning					
5	Teachers of Grade 1 believe that the project supports improvement of the achievement of the child					

Specify if any impact _____

III. Items related to factors that affect the implementation child-to-child Project.

Factors affecting the project implementation are listed below, show the seriousness of the problems in the child-to-child project by putting "X" mark in the space provided. The scales are: Highly serious= 1, Serious = 2, Some what serious = 3 Not quite serious= 4, Not serious at all = 5

No	Items	Extent of seriousness				
		1	2	3	4	5
1	Lack of beneficiaries involvement					
2	Poor planning					
3	Lack of resources					
4	Poor project management					
5	Lack of sufficient training					
6	Poor knowledge of goals of the project					
7	Lack of accountability					
8	Lack of support from other department					

Specify if any factor affects the implantation.

Appendix -C
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral science
Department of Educational Planning and Management

Questionnaire to be filled by member's of parent teacher association

The main purpose of this questionnaire is to collect data for post graduate research entitled "An Assessment of Child-to-Child Educational Project Implementation: Challenges and Prospects". Your cooperation in providing pertinent and reliable information is indispensable for the success of this study. Hence, you are kindly requested to the items contained in this questionnaire. Be sure that you responses are kept confidential, and used for academic purposes only.

Thank you in Advance for cooperation

General Direction

- g. No need to write your name
- h. Please answer all questions in their order and don't leave any item related to you unanswered.
- i. Put a (x) mark in boxes that represent your responses.
- j. Write additional opinions, if any, on the space provided.
- k. Please follow instructions provided for each part.

Thank you in Advance for cooperation

Part one: Personal information

Direction: Please fill the required information in the space provided:

6. Place: Woreda _____ Kebele _____ Village _____
7. Sex: Male Female
8. Educational level
- | | |
|---------------------------------------|--|
| c. Grade 1-4 <input type="checkbox"/> | c. Grade 9-10 <input type="checkbox"/> |
| d. Grade 5-8 <input type="checkbox"/> | d. above Grade 10 <input type="checkbox"/> |

Part two

VII. Items Related to Project Implementation Process

1. The performance of young facilitators
 - a. High
 - b) Medium
 - Low
2. The level of participation of the beneficiaries of the project is:-
 - a. High
 - b) Medium
 - c) Low
3. The community participates in project implementation in the form of
 - a. Mobilizing the young children to participate in the project
 - b. Encouraging young facilitators to participate on the project
 - c. Making the necessary follow up to the progress of young child
 - d. Monitoring and evaluation of project
 - e. Consultation the outcome of the project

Please specify if any other: _____
4. Do you participate in the monitoring and evaluating the project?
 - a. Yes
 - b) No

VIII. Items on impact of the child-to-child project

The following are items on different perspectives of the project effectiveness implemented by child-to-child project. Use the following scales to respond by using (X) mark. Very good = 5, Good= 4 Fair =3, Poor =2, Very poor = 1

No	Items	5	4	3	2	1
1	The young children improve timely enrollment in Grade 1					
2	Young children improve their school readiness					
3	Families improve their understanding of the importance of school readiness and increases their active support for their young children's learning					
4	Young facilitators increase their belief in the importance of supporting young children learning					
5	Teachers of Grade 1 believe that the project supports improvement of the achievement of the child					

Specify if any impact _____

IX. Items related to challenges of child-to-child project implementation

The following are Items on factors that challenge the project implementation listed below. Please indicate seriousness of the challenges for the implementation of child-to-child project? Respond By putting (X) mark in the space provided. Scales are: - Highly serious 1, serious = 2, Some what serious = 3, Not quite serious= 4, Not serious at all = 5

No	Challenges	Extent of Seriousness				
		1	2	3	4	5
1	Socio Economic and financial factors					
1.1	Parents dependency on child labor					
1.2	Shortage of trained young children					
1.3	Drop out of young children					
1.4	Lack of availability of long term fund					
1.5	Insufficient teaching and learning materials					
1.6	Parents need assistance of the young facilitator					
1.7	Lack of incentives for teachers					
2	Political managerial and communication factors					
2.1	Non- participative management and stakeholders					
2.2	Lack of active communication					
2.3	Unclear responsibilities across the project					
2.4	Poor planning and management					
2.5	Lack of commitment					
2.6	Lack of ownership					
2.7	Facilitators, Teachers, Headmasters turn over					

Please write if any other challenges _____

V. Items related to prospects of that child-to-child project

1. Do you think that the project is sustainable?

a) Yes

b) No

c) don't know

2. Has the Bureau designed sustainability strategy together with all stakeholders ?

a) Yes

b) No

c) don't know

3. What do you suggest for sustainability of the project?

a) Development of phasing out strategy plan

b) Communicate to the community

c) Be flexible, modify the project based on evaluation of feed back

d) Government should allocate fund for the project in the long term

e) Government should make the necessary institutional arrangement for it

Thank you

Appendix-D

Addis Ababa University School of Graduate studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Guideline

A guideline of an interview made with project area Woreda experts, supervisors WOFED experts REB, and regional UNICEF office related to child-to-to child project implementation “Challenges and prospects”?

1. Who is responsible for managing the **ctc** project
2. Did sufficient training provide for stakeholders and made consultation before started implementation?
3. Has the project developed monitoring and evaluation plan? Who monitor and evaluate the **ctc** project implementation?
4. What about the level of participation of beneficiaries and communities in **ctc** project implementation? What is the role of the community?
5. How do you judge the performance of key stakeholder’s in relation to the project expectation? Young facilitators, Teachers, headmasters and supervisions
6. Has the project secured the available materials, and budget?
7. What factors affecting the **ctc** project implementation success or failure?
8. What are the major **ctc** project implementation challenges?
9. What strategies suggested for successful **ctc** project implementation?
10. What factors affecting the sustainability of the **ctc** project? What strategies are suggested for prospects of the project?

Thank you

Appendix- E

List of Sample Schools of Eastern Tigray

School name	Woreda	Cluster
1. Akoren	Astibi-wonberta	Habes
2. BaatiAkor	Kilete-awleaelo	Gera'lta
3. Birki	Kilete-awlaelo	Agulae
4. Damaino	Astibi-wonberta	Haiki-Meshal
5. Habes	Astibi-wonberta	Habes
6. Haiki-Meshal	Astibi-wonberta	Haiki-Meshal
7. Sherafo	Kilete-awlael	Kihen
8. Za'ena	Kilele-awlaelo	Gera'lta

Appendix- E

List of Sample Schools of Eastern Tigray

School name	Woreda	Cluster
1. Akoren	Astibi-wonberta	Habes
2. BaatiAkor	Kilete-awlaelo	Gera'ta
3. Birki	Kilete-awlaelo	Agulae
4. Damaino	Astibi-wonberta	Haiki-Meshal
5. Habes	Astibi-wonberta	Habes
6. Haiki-Meshal	Astibi-wonberta	Haiki-Meshal
7. Sherafo	Kilete-awlael	Kihen
8. Za'ena	Kilele-awlaelo	Gera'ta

አዲስ አበባ ዩኒቨርሲቲ

ትምህርቲ ድህረ ምረቃ

ኮሌጅ ስነ ትምህርትን ባህርያዊ መፅናዕትን

ክፍሊ ትምህርቲ ትልሚ ትምህርትን አመራርሐ ስራሕን

ብመምህራንን ር/መምህራንን ዝምላእ ናይ ፅሁፍ መሕትት

ዝኸበርኩም መምህራንን ር/መምህራንን

ዕላማ ናይዚ ፅሁፍ-ዊ መሕትት እዚ ኣብ ምብራቓዊ ዞባ ትግራይ ኣብ ምትግባር ዝርከብ “ትምህርታዊ ንፎጀክት ህፃን - ብህፃን” ኣብ ትግብራ ዘጋጠሙ ብድሆታትን /ፈተንቲ ፀገማትን/ ቐፃላይነት እዚ ንፎጀክትን መሰረት ብምግባር ንዝካየድ መፅናዕቲ ድህረ ምረቃ መረጃ እታ ንምእካብ እዩ።

ስለዚ ናቶም/ናተን ዘተኣማምን ኣበሬታ ብምሃብ ምትሕብባር መዳርግቲ ዘይብሉ፣ ዓብይ ዋጋ ዝወገዐ ስለዝኾነ በይዘኣም/በይዘኣን ብቕንዕናን ብተኣማንነትን እዚ ፅሁፍ-ዊ መሕትት እዚ መሊኦም/መሊኦን/ ክምልሱለይ/ክምልሳለይ/ እላቦ። እትህብዎ ምላሽ ሚስጥራውነቱ ዝተሓለወን ንኣካዳሚ ረብሓ ጥራሕ ዝውዕል ምዃኑ የረጋግፀልኩም።

ንምትሕብባርኩም ኣቐዲመ የመስግን።

ሓፈሻዊ መምርሒ

- ❖ ሽም ምፅሓፍ ኣየድልን
- ❖ ንኸ-ሎም ሕቶታት ብቐደም ሰዓቦም ብምምላስ ምላሽ ከይተውሃበሎም ከይተርፉ ይግበሩ/ራ።
- ❖ ናይ /X/ ምልክት ብምጥቃም ኣብ ዝተቐመጡ ሳንዱቓት ምላሾም/ሸን ይምልኡ/ልኡ
- ❖ ተወሳኺ ሓሳብ እንተልይዎም/ወን “ካሊእ ተልዩ” ኣብ ዝብል ክፍቲ ቦታ ይምልኡ/ልኡ
- ❖ ነዚ ናይ ፅሁፍ መሕትት ንምምላእ ንሕድ ሕድ ክፋል ኣመልኪቱ ንዝተውሃበ መምርሒ ይክተሉ/ላ።

ክፍሊ ሓደ፡- ውልቃዊ ኣበሬታ ወሃብቲ ምላሽ

መምርሒ፡ ኣድላይ ኣበሬታ ኣብ ዝተውሃበ ክፍቲ ቦታ ይምልኡ/ኡ

1. ቦታ፡ ወረዳ _____ ቀበሌ _____	ቤት ትም/ቲ _____
2. ደረጃ ትም/ቲ፡	ሀ. ካልኣይ ብርኪ ትም/ቲ ዝወደኦ <input type="checkbox"/>
	ለ. ቲቲኣይ <input type="checkbox"/>
3. ፆታ፡	ተባዕታይ <input type="checkbox"/>
4. ሓዘ ዘለዎም መደብ ስራሕ፡	መምህር <input type="checkbox"/>
5. ግልጋሎት ስራሕ፡	ሀ. ≤5 ዓመት <input type="checkbox"/>
	ለ. 6-10 ዓመት <input type="checkbox"/>
	ሐ. ዲፕሎማ <input type="checkbox"/>
	መ. ዲግሪ <input type="checkbox"/>
	ኣነስታይ <input type="checkbox"/>
	ር/መምህር <input type="checkbox"/>
	ሐ. 11-15 ዓመት <input type="checkbox"/>
	መ. >15 ዓመት <input type="checkbox"/>

ክፍሉ-ክስተ

I. ከደዲ ትግበራ ፕሮጀክት ህፃን-ብህፃን ዝሞልኩቱ ሕቶታት

- ንተግበርቲ ትምህርታዊ ፕሮጀክት ህፃን-ብህፃን በቲ ትካል ሳቢሉ ስልጠና ተዋሂቡ ዶ?
 ሀ. ከወ ተዋሂቡ ሰ. ሳይተውሃበን
- ሳይጻፍላ ለሰላምታ ስገናት ከመደ ደግሰል?
 ሀ. ሰው ሰ. ማስኸላደ ሐ. ትሑት
- ሳብዚ ፕሮጀክት ዝፍጠሙሉ ቦታ መጠን ተሳተፎ ተጠቀሙቲ ከመደ ደግሰል?
 ሀ. ሰው ሰ. ማስኸላደ ሐ. ትሑት
- ግደ ሕ/ሰብ ሳብ ምስታፍ ትግበራ ከዚ ፕሮጀክት/ካብ ሓደ ብሳሰሲ መማሪያ ምሥራሕ ደካስል/
 ሀ. ሳብዚ ፕሮጀክት ንዝሳተፍ ልሽል ህፃናት ምልሳል
 ሰ. ንመሳሰሎ ስገናት ሳብቲ ፕሮጀክት ንክሳተፍ ምትብባል
 ሐ. ምክትታል ምልባስ ልሽላት ህፃናት
 መ. ሳብ ክትትልን ገምጋምን ከዚ ፕሮጀክት
 ረ. ሳብ ጠልሲት ከዚ ፕሮጀክት ምዝታደን ምኽሪ ምሃብን
 ሰ. ካሲስ ከንተሃሰዩ ደግሰል
- ሳብ ክትትልን ገምጋምን ፕሮጀክት ህፃን-ብህፃን ዝሳተፍ ሳካሳት መን መን ስዮም?
 ሀ. ክስል ቢሮ ትምህርቲ ሰ. ጠረጴይ ቤት ልሕራት ትምህርቲ
 ሐ. ሓገዝ ጠሃቢ ትካል መ. ሕብረተሰብ ከባቢ ረ. ኩሱም

II. ብፕሮጀክት ህፃን-ብህፃን ሳቢሉ ዝተረኸበ ጡልሲትን ሰውኡን ዝሞልኩት

ስዮም ዝስልሱ ሓሳባት ሳብ ጡልሲታውነት ትግበራ ፕሮጀክት ህፃን-ብህፃን ዝሞልኩቱ ስዮም። ለዮም ዝስልሱ መምህራታት ናደ /x/ ምልክት ብምጥቃም ምሳሽኩም ሃቡ/ባ።

መምህራታት: ብ/ልቡቕ =5 ፣ ልቡቕ =4 ፣ ሳህጺቢ =3 ፣ ትሑት =2 ፣ ሳዘዩ ትሑት =1

ተ.ቁ	ሕቶታት	5	4	3	2	1
1	ልሽል ህፃናት ሳብ ስዮን ምዝገባ 1ደ ክፍሉ ብስዋንካ ሳብ ምምዝጋብ ተመሓደኹ					
2	ልሽል ህፃናት ንቤት ትምህርቲ ዘሰዎም ድልውነት ጠሊኹ					
3	ጠሰደ ሳብ ሳይዳድካ ጥቕሚ ምድሳው ንቤት ትምህርቲ ተመሓደኹን ንምምሃር ልሽል ህፃናት ዝህብዎ ድጋፍ ጠሊኹ					
4	መሰሰሎ ስገናት ሳብ ምምሃር ልሽል ህፃናት ዝጠሃብ ደገፍ ሳይሳደነቱ ዘሰዎም ስዮንት ጠሊኹ					
5	መም/ራን 1 ^ሰ ክፍሉ በቲ ፕሮጀክት ዝተገበረ ደገፍ ሳብ ልሽል ህፃናት ሳብባብሳ ትም/ቲ ምምሕደሽ ከም ዘሱ ደሳምኑ					

ካሲስ ከንተሃሰዩ ደግሰል

II- አብቲ ነሮጀክት ህፃን ብህፃን ፅዕንቶ ዘሕድሩ ኩነታት ዝምልከት

አብ ነሮጀክት ትግበራ ፅዕንቶ ዘሕድሩ ማሕለኻታት ካብዚ ብታሕቲ ተዘርዚሮም ኣለው። ኣብ ነሮጀክት ህፃን-ብህፃን ትግበራ ፅዕንቶ የሕድሩ እዮም እትብልዎም ፀለውቲ ጉዳያት ዘለዎም ደረጃ ቦቲ ትሕት ኢሉ ዝተቐመጠ መምዘኒታት ናይ /X/ ምልክት ብምጥቃም ኣመልክቲ።

መምዘኒታት፡ ዝለዓለ ፅኑፅ =1፣ ፅኑፅ =2፣ ዳርጋ ፅኑፅ =3፣ብቁሩብ ፅኑፅ = 4፣ ፅኑፅ ዘይኮነ =5

ተ.ቁ	ሕቶታት	ስፍሓት ፀገም (ፅዕንቶ)				
		1	2	3	4	5
1	ትሑት ተሳትፎ ተጠቀምትን ሕ/ሰብን					
2	ድኻም ምድላው ትልሚ ትግበራ ነሮጀክት					
3	ሕፅረት ሃፍቲ (ኣይሊ ሰብ፣ ገንዘብ፣ ናውቲ፣ ጊዜ ወ.ዘ.ተ)					
4	ድኻም ኣመራርሓ ነሮጀክት					
5	ዋሕዲ ብቐፅ ስልጠና					
6	ትሑት ፍልጠት ኣብ ዕላማ እዚ ነሮጀክት					
7	ናይ ተሓታታይነት ምንኣስ					
8	ካብ ካልኦት ክፍልታት ዝግበር ደገፍ ትሑት ምኳን /ኣካላት ቢሮ ትም/ቲ ሴክተር መስርያቤታት ግብርና፣ ሕክምና፣ ምምሕዳር፣ ፋይናንስ/					

ካሊእ እንተሊዩ ይግለፁ

III-ንትግበራ ነገረጅክት ህፃን-ብህፃን ፅዕንቶ ዘሕድሩ ብድሆታት (ፈተንቲ ፀገማት) ዝምልከት

ኣብ ንትግበራ ነገረጅክት ብድሆታት (ፈተንቲ ፀገማት) ተባሂሎም ዝሕሰቡ ስዒቦም ተዘርዘሮም ኣለው። በይዘኦም/ኣን/ ኣብ ንትግበራ ነገረጅክት ህፃን-ብህፃን ኣጋጢሙ እዩ ዝብልዎም ደረጃ ፅዕንቶኦም ናይ /X/ ምልክት ብምጥቃም ኣብ ዝተውሃበ ክፍቲ ቦታ ኣመልክቲ።

መምዘኒታት -ዝለዓለ ፅኑ-ፅ =1፣ ፅኑ-ፅ =2፣ ዳርጋ ፅኑ-ፅ =3፣ብቁሩብ ፅኑ-ፅ= 4፣ ፅኑ-ፅ ዘይኮነ =5

ተ.ቁ	ብድሆታት (ፈተንቲ ፀገማት)	ስፍሓት ፀገም (ፅዕንቶ)				
		1	2	3	4	5
1	ማሕበረ-ኢኮኖሚያዊ ፅዕንቶ (ፀገማት)					
1.1	ወለዲ ኣብ ናይ ደቆም ጉልበት ዝተደረኹ ምኳኖም					
1.2	ሕፅረት ዝሰልጠነ ሰገን መሳለጢ					
1.3	ምቁራፅ ትም/ቲ ዕሸል ህፃን					
1.4	ቀፃላይ ዝኾነ ናይ ነዊሕ እዋን ገንዘብ (በጀት) ፍልፍል ዘይምህላው					
1.5	ሕፅረት መምሃሪ መስተምሃሪ ናውቲ					
1.6	ወለዲ ናይ ሰገን መሳለጢ ሓገዝ ዝደልዩ ምኳኖም					
1.7	ንመ/ራን ንመሳለጥቲ ሰገናትን ዝወሃብ መተባብዒ ዘይምህላው					
2	ፖለቲካውን ርክባውን ፅዕንቶ (ፀገም)					
2.1	ኣሳታፊ ዘይኮነ ኣመራርሓን ትሑት ተሳትፎ ሰብ ኣግባብን					
2.2	ዘይውፅኢታዊ ርክብ /ንፁር ኣገባብ ርክብ ዘይምህላውን ዘይምርድዳእን/					
2.3	ዘይንፁር ሓላፍነት ኣብ ኣፈፃፀማ ነገረጅክት					
2.4	ድኽም ትልምን ኣመራርሓን ስራሕን					
2.5	ምንኣስ ውፍይነት					
2.6	ምንኣስ ስምዒት ዋንነት					
2.7	ምቅይያር መሳለጢ ሰገናት፣ መምህራንን ር/መምህራንን					

ካለእ ፈታኒ ፀገም ተሃልዩ ይገለፅ

ሀ. ቀጻላይነት ነገሮች ላይ ስርዓት ስርዓት ስርዓት ስርዓት

1. ብናትኩም/ክን ሐሳብ እዚ ነገሮች ክቐጥሉ ይኸእል ይ ትብሉ/ላ?

ሀ. አዎ ለ. አይሆንም

2. ቢሮ ትምህርት ብዛዕባ ምቅጻል እዚ ነገሮች ምስ ይገበኣኒ በሃልቲ ብሓባር ዘዳልዎ ስትራቴጂ ኣሎ ይ?

ሀ. አዎ ለ. አይሆንም ሐ. ኣይፈልጥን

3. እዚ ነገሮች ቀጻላይ ንክኾን እንታይ ሐሳብ ኣለዎም/ወን? ካብ ሐደ ንላዕሊ መግረጺ ክጥቀሙ ይኸእሉ/

ሀ. ምድላው ትልሚ ስትራቴጂ ኣወዳድኣ ነገሮች

ለ. ምስ ማሕበረሰብ ከባቢ ምዝታይን ምርድዳእን

ሐ. ብመሰረት ዝተረኸበ ግብረ መልሲ ገምጋም ትግበራ ነገሮች ምትዕርራይ ምግባርን ተግባራዊነትን ምዃን

መ. መንግስቲ ንናይ ነዊሕ እዋን በጀት ፍልፍል ምትእልላሽ

ረ. መንግስቲ ነዚ ነገሮች ዝሰማዕ ስትራቴጂ ምትዕርራይ ምግባር

ሰ. ካልእ ንቀጻላይነት እዚ ነገሮች ስርዓት-ስርዓት ሐሳብ እንተልዩዎም ይገለጹ

የመስገን

ሀ. ቀፃላይነት ነገሮች ህፃን ብህፃን ዝምልከት

1. ብናትኩም/ክን ሐሳብ እዚ ነገሮች ክቐጠሩ ይኸእል ዶ ትብሉ/ላ?

ሀ. እወ ለ. አይፋሉን

2. ቢሮ ትም/ቲ ብዛዕባ ምቅፃል እዚ ነገሮች ምስ ይግበኣኒ በሃልቲ ብሓባር ዘዳልዎ ስትራቴጂ ኣሎ ዶ?

ሀ. እወ ለ. አይፋሉን ሐ. አይፈልጥን

3. እዚ ነገሮች ቀፃላይ ንክኾን እንታይ ሐሳብ ኣለዎም/ወን?

ሀ. ምድላው ትልሚ ስትራቴጂ ኣወዳድኣ ነገሮች

ለ. ምስ ማሕበረሰብ ከባቢ ምዝታይን ምርድዳእን

ሐ. ብመሰረት ዝተረኸበ ግብረ መልሲ ገምጋም ትግበራ ነገሮች ምትዕርራይ ምግባርን ተፃፃፋይን ምኳን

መ. መንግስቲ ንናይ ነዊሕ እዋን በጀት ፍልፍል ምትእልላሽ

ረ. መንግስቲ ነዚ ነገሮች ዝስማዕ ስትራቴጂ ምትዕርራይ ምግባር

ሰ. ካልእ ንቀፃልነት እዚ ነገሮች ህፃን-ብህፃን ሐሳብ እንተልዩዎም ይግለፁ

የመስገን

አዲስ አበባ ዩኒቨርሲቲ

ትምህርቲ ድህረ ምረቃ

ኮሌጅ ስነ ትምህርትን ባህርያዊ መፅናዕትን

ክፍለ ትምህርቲ ትልሚ ትምህርትን አመራርሐ ስራሕን

ብሰገናት መሳለጥቲ ዝምላእ ናይ ዕሑፍ መሕትት

ዝኸበርኩም ሰገናት መሳለጥቲ

ዕላማ ናይዚ ዕሑፍ መሕትት እዚ ኣብ ምብራቓዊ ዞባ ትግራይ ኣብ ምትግባር ዝርከብ “ትምህርታዊ ነፍጻኻት ህፃን - ብህፃን” ኣብ ትግበራ ዘጋጠሙ ብድሆታትን /ፈተንቲ ፀገማትን/ ቐፃላይነት እዚ ነፍጻኻትን መሰረት ብምግባር ንዝካየዱ መፅናዕቲ ድህረ ምረቓ መረጃኣታ ንምእካብ እዩ።

ስለዚ ናትካ/ናትኪ ዘተኣማምን ሓበሬታ ብምሃብ ምትሕብባር መዳርግቲ ዘይብሉ፣ ዓብይ ዋጋ ዝወሃዕ ስለዝኾነ በይዛኻ/በይዛኺ ብቕንዕናን ብተኣማንነትን እዚ ዕሑፍ መሕትት እዚ መለእኻ/መለእኺ/ ክትምልሰለይ/ስለይ/ እላዩ። እትህብዎ ምላሽ ሚስጥራውነቲ ዝተሓለወን ንኣካዳሚያዊ ረብሓ ጥራሕ ዝውዕል ምኳኑ የረጋግፀልኩም።

ንምትሕብባርኩም ኣቐዲመ የመስግን።

ሓፈሻዊ መምርሒ

- ❖ ሽም ምዕሓፍ ኣየድልን
- ❖ ንኸ-ሎም ሕቶታት ብቕደም ሰዓቦም ብምምላስ ምላሽ ከይተውሃበሎም ከይተርፉ ይግበር/ሪ።
- ❖ ናይ /X/ ምልክት ብምጥቃም ኣብ ዝተቐመጡ ሳንዱቓት ምላሽካ/ኪ ምላእ/ልኢ.
- ❖ ተወሳኺ ሓሳብ እንተልይካ/ኪ “ካሊእ ተልዩ” ኣብ ዝብል ክፍቲ ቦታ ምላእ/ልኢ.
- ❖ ነዚ ናይ ዕሑፍ መሕትት ንምምላእ ንሕድ ሕድ ክፋል ኣመልኪቲ ንዝተውሃበ መምርሒ ተከተል/ሊ።

ክፍለ ሓደ:- ውልቃዊ ሓበሬታ ወሃብቲ ምላሽ

መምርሒ: ኣድላይ ሓበሬታ ኣብ ዝተውሃበ ክፍቲ ቦታ ምላእ/ልኢ.

1. ቦታ: ወረዳ _____ ባብያ _____ ቤት ትም/ቲ _____
2. ፆታ: ተባዕታይ ኣነስታይ
3. ደረጃ ትም/ቲ: ሀ. ትሕቲ 5ይ ክፍለ ሓ. 6ይ ክፍለ
ለ. 5ይ ክፍለ መ. ልዕሊ 6ይ ክፍለ
4. ኣብ ነፍጻኻት ህፃን-ብህፃን እዋን ተሳትፎ: ሀ/ ሓደ ዓመት ለ. ክልተ ዓመት ሓ/ ሰለስተ ዓመት

ክፍለ-ክልተ

I- ከይዲ ትግበራ ነገረጃክት ህፃን ብህፃን ዝምልከቲ ሕቶታት

1. ከም ናትካ/ኪ ኣረዳድኣ ንሰገናት መሳለጥቲ ዝተውገበኩም ስልጠና፡-
 - ሀ. እኹል እዩ
 - ለ. እኹል ኣይኮነን
2. ኣብዚ ነገረጃክት ዝፍፀመሉ ቦታ መጠን ተሳትፎ ተጠቀምቲ ከመይ ይግለፅ?
 - ሀ. ልዑል
 - ለ. ማእኸላይ
 - ሐ. ትሑት
3. ኣብ ክትትልን ገምጋምን ነገረጃክት ህፃን-ብህፃን ዝሳተፍ ኣካላት መነ መን እዮም?
 - ሀ. ክልል ቢሮ ትምህርቲ
 - ለ. ወረዳ ቤት ፅሕፈት ትምህርቲ
 - ሐ. ሓገዝ ወገቢ ትካል
 - መ. ሕብረተሰብ እቲ ከባቢ
 - ረ. ኩሎም

II- ኣብቲ ነገረጃክት ህፃን ብህፃን ፅዕንቶ ዘሕድሩ ኩነታት ዝምልከት

ኣብ ነገረጃክት ትግበራ ፅዕንቶ ዘሕድሩ ማሕለኻታት ካብዚ ብታሕቲ ተዘርዚሮም ኣለው፡፡ ኣብ ነገረጃክት ህፃን-ብህፃን ትግበራ ፅዕንቶ የሕድሩ እዮም እትብሎ/ልዩ ፀለውቲ ጉዳያት ዘለዎም ደረጃ ቦቲ ትሕት ኢሉ ዝተቐመጠ መምዘኒታት ናይ /X/ ምልክት ብምጥቃም ኣመልክት/ቲ፡፡

መምዘኒታት፡ ዝለዓለ ፅኑፅ =1፣ ፅኑፅ =2፣ ዳርጋ ፎኑፅ =3፣ብቁሩብ ፅኑፅ = 4፣ ፅኑፅ ዘይኮነ =5

ተ.ቁ	ሕቶታት	ስፍሓት ፀገም (ፅዕንቶ)				
		1	2	3	4	5
1	ትሑት ተሳትፎ ተጠቀምትን ሕ/ሰብን					
2	ድኻም ምድላው ትልሚ ትግበራ ነገረጃክት					
3	ሕፅረት ሃፍቲ (ኣይሊ ሰብ፣ ገንዘብ፣ ናውቲ፣ ጊዜ ወ.ዘ.ተ)					
4	ድኻም ኣመራርሓ ነገረጃክት					
5	ዋሕዲ ብቐፅ ስልጠና					
6	ትሑት ፍልጠት ኣብ ዕላማ እዚ ነገረጃክት					
7	ናይ ተሓታታይነት ምንእስ					
8	ካብ ካልኣት ክፍልታት ዝግበር ደገፍ ትሑት ምኳን /ኣካላት ቢሮ ትም/ቲ ሴክተር መስርያቤታት ኣብነት ግብርና፣ ሕክምና፣ ምምሕዳር፣ ፋይናንስ/					

ካሊእ እንተሊዩ ይግለፁ

III-ንትግበራ ነገረጃክት ህፃን-ብህፃን ፅዕንቶ ዘሕድሩ ብድሆታት (ፈተንቲ ፀገማት) ዝምልከት

ኣብ ትግበራ ነገረጃክት ብድሆታት (ፈተንቲ ፀገማት) ተባሂሎም ዝሕሰቡ ስዒቦም ተዘርዚሮም ኣለው። በይዛካ/ኪ/ ኣብ ትግበራ ነገረጃክት ህፃን-ብህፃን ኣጋጠሙ እዩ ትብሎ/ልዩ ደረጃ ፅዕንቶኦም ናይ /X/ ምልክት ብምጥቃም ኣብ ዝተውገበ ክፍቲ ቦታ ኣመልክት/ቲ።

መምዘኒታት -ዝለዓለ ፅኑ-ፅ =1፣ ፅኑ-ፅ =2፣ ዳርጋ ፅኑ-ፅ =3፣ብቁሩብ ፅኑ-ፅ = 4፣ ፅኑ-ፅ ዘይኮነ =5

ተ.ቁ	ብድሆታት (ፈተንቲ ፀገማት)	ስፍሓት ፀገም (ፅዕንቶ)				
		1	2	3	4	5
1	ማሕበረ-ኢኮኖሚያዊ ፅዕንቶ (ፀገማት)					
1.1	ወለዲ ኣብ ናይ ደቆም ጉልበት ዝተደረኹ ምኳኖም					
1.2	ሕፅረት ዝሰልጠነ ሰገን መሳለጢ					
1.3	ምቁራፅ ትምቲ ፅሸል ህፃን					
1.4	ቀፃላይ ዝኾነ ናይ ነዊሕ እዋን ገንዘብ (በጀት) ፍልፍል ዘይምህላው					
1.5	ሕፅረት መምሃሪ መስተምሃሪ ናውቲ					
1.6	ወለዲ ናይ ሰገን መሳለጢ ሓገዝ ዝደልዩ ምኳኖም					
1.7	ንመ/ራን መሳለጥቲ ሰገናትን ዝወሃብ መተባብዒ ዘይምህላው					
2	ፖለቲካውን ርክባውን ፅዕንቶ (ፀገም)					
2.1	ኣሳታፊ ዘይኮነ ኣመራርሓን ትሑት ተሳትፎ ሰብ ኣግባብን					
2.2	ዘይውፅኢታዊ ርክብ /ንፁር ኣገባብ ርክብ ዘይምህላውን፣ ዘይመርድዳእ/					
2.3	ዘይንፁር ሓላፍነት ኣብ ኣፈፃፀማ ነገረጃክት					
2.4	ድኹም ትልምን ኣመራርሓን ስራሕን					
2.5	ምንኣስ ውፍይነት /መ.ሉእ ግዜካ ጉልበትካን ፍልጠትካን ገንዘብካን ንዕላማ ነገረጃክት ምውዓል ዘይምድላይ/					
2.6	ምንኣስ ስምዒት ዋንነት					
2.7	ምቅይያር መሳለጢ ሰገናት፣ መምህራንን ር/መምህራንን					

ካሊእ ፈታኒ ፀገም ተሃልዩ ይገለፅ

የመስገን

Declaration


I, the undersigned, declare that this is my work and it has not been presented before in any University, Moreover, I declare that all the sources of materials used for this thesis have been duly acknowledged.

Name: Haile Teka

Signature:  _____

This thesis has been produced under my supervision and submitted for examination with my approval as university advisor.

Name Dessu Wirtu (Dr.)

Signature  _____

Date June 20, 2011