

**THE PRACTICES AND PROBLEMS OF REDUCING EDUCATIONAL  
WASTAGE IN OROMIA REGIONAL STATE THROUGH THE PC3  
PROJECT OF WORLD-LEARNING-ETHIOPIA**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE  
STUDIES IN PARTIAL FULFILMRNT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL  
POILCY AND PLANNING**

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**ADDIS ABABA**

**JUNE 2010**

**ADDIS ABABA UNIVERSITY**

**GRADUATE PROGRAMME**

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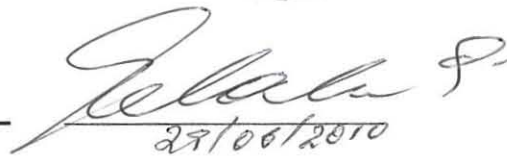
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## **ACKNOWLEDGEMENTS**

First and foremost, I thank my God for giving the patience to finalize this study.

Secondly, I would like to forward my deepest appreciation to my advisor Ato Melaku Yimam, to his technical assistance and guidance given me to this entire study.

I would also like to express my heartfelt gratitude to my wife W/ro Belay Taddesse for her encouragement and caring our children safe in my stay in the university.

I equally want to forward my gratitude to my brother Abayneh W/Hawariat, who is leaving abroad, for his financial custody in the absence of salary from my employer in the year 2009.

I also want to thank Adanech Kebede and the organization she is leading – World Learning Ethiopia- for their special help when I was in a very critical situation some few months back.

Finally, I had a very great respect to Ato Teshome Emana for helping me to correct some typographical errors.

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## **ABSTRACT**

*The major objective of this study was to assess the practices and problems that World Learning – Ethiopia and its partners (stake holders) execute their responsibility to minimize education wastage of Orphans and Vulnerable children /OVC/ and increase the rate of access and coverage of primary school education in Oromia Regional State. The study was conducted in twenty four full primary schools in four zones of the region. To conduct the study, an exploratory research method was applied. In this research undertaking, relevant education personnel at regional and school level were involved. For the purpose of data gathering, questionnaire, interview and focus group discussion were applied. The study went through the planning, management, monitoring and evaluation process of the project. This study disclosed that inappropriate and untimely tutor services, malnutrition, poor housing, and limited effort by the project to reduce health hazard were the major challenges OVC's facing in their academic career. Moreover, participation of education bureaus at different level and the service delivery scheme to beneficiaries were not adequate both in terms of quantity and quality. Although some kind of effort was found, economic challenges, social and geographical factors, unreliable project implementation strategy were found the major barrier factors for the successful implementation of the project. The need for strengthening the participation rate of all concerned government bodies(from top to bottom), mobilizing the community to alleviate the economic burden of OVC, conducting prior need assessment were required to fill the gaps with personnel, academic and social problems of the OVC so that those children who are facing various emotional and socio economic challenges are maintained. Arrangement of the provision of some scholarships to the needy children by community based organizations, provision of school materials like clothing, meal and medical care would also been mentioned as solutions to keep and attract many needy children. More over so as to reduce the poverty rate of the OVC guardians, linking them with finance institutions that provide loan and working with the local kebeles and parent teacher associations were recommended.*

## **ACRONYMS**

1. FHI..... Family Health International
2. KETB..... Kebele Education and Training Board
3. MOU.....Memorandum Of Understanding
4. NGO..... Non-Government Organizations
5. OVC ..... Orphans and Vulnerable Children
6. PC3..... Positive Change: Children, Communities and Care
7. PEPFAR.....The Presidents Emergency Plan For Aids Relief
8. PTA..... Parent Teacher Association
9. REB..... Regional Education Bureau
10. SNNPR..... Southern Nations, Nationalities, Peoples Regional State
11. USA..... United States of America
12. USAID..... United Sates Agency for International Development
13. WEO..... Woreda Education Office
14. WLE..... World Learning Ethiopia
15. WV..... World Vision
16. ZED..... Zone Education Department

# **CHAPTER ONE**

## **1. The Problem and Its Approach**

### **1.1. Background of the Study**

Project is an instrument of change intended to benefit people. It is supposed to be a change that represents a collective action where it can create a strategy of self help wherever there is inadequate finance and access to outside support (Hodder & Stoughton: 2007).

In other words, it is a contractual obligation where its success comes from strong self commitment and little outside force. People ought to be able to solve their own problems with minimum outside interference or assistance (Havelock and Huberman, 1977: 105). But there should be a need for external involvement in cases where professional effort and resource is needed. Regardless of this, (Hodder & Stoughton, 2007:29) convey that "... no project can exist in isolation and it requires the cooperation of others, either within the organization or from outside."

However, it is not only external input and partnership which is required to a project success, but also designing and setting the objective based on the required task is also essential. Accordingly, the project objective should be set together with other people. Maclachla, (1996:8) states that project objectives do not form themselves. They are the result of discussion with other people. These objectives should have a capacity of providing some kind of direction.

Educational projects are one of these projects that are set to deal with problem of access to education. Such educational projects are helpful in empowering students to learn, to discover one's natural talent, personal interest and learning personality. These projects give students opportunity to learn with objective. In order to realize these results, projects should be planned including ways to acquire needed knowledge and skills /[http://www.motivation-tools.com/youth/project\\_education.html/](http://www.motivation-tools.com/youth/project_education.html/).

In Ethiopia, there are a lot of similar educational projects aiming at serving children to address the needs and rights of OVC/Orphans and Vulnerable Children/which enables them to attend schools protected. These educational projects are playing a role of increasing school performance and reducing the number of repetitions and drop outs where it is considered as a factor of decreasing internal efficiency.

PC3/Positive Change: Children, Communities and Care/ is one of these projects intended to assist enrollment and attendance of OVC into an educational opportunity/academic or vocational. It is planned to provide early childhood development services for children. By strengthening school involvement and ensure access to education it is playing a role in identifying and addressing barriers to education on an individualized basis for each child. It also aims to increase capacity to monitor child enrollment, attendance and completion (Samson: 1999).

This five-year project ( 2005-2009) with one year extension (2010) later, was set with the full support of The Presidents' Emergency Plan For AIDS Relief /PEPFAR/ through United States Agency for International Development/USAID/ in seven regions of Ethiopia namely Addis Ababa, Afar, Amhara, Benishangul - Gumuz, Dire Dawa, Oromia and Southern Nations Nationalities and Peoples Region/SNNPR/ ). It emphasizes community- based, result -oriented, and family- focused efforts to positively respond to the needs of OVC.

Save the Children USA is the lead agent and works in close collaboration with four international NGO namely: Care, Family Health International /FHI/, World Learning-Ethiopia /WLE/ and World Vision /WV/. These facilitating agents, the Regional Education Bureaus and USAID mutually agree on the project's statement of work so as to meet the contracted project scope, expectations, and time line. They are taking ownership and responsibility mainly in improving access to education, reducing educational wastage, improving the quality of education and strengthening the role of schools as central institutions with in the community. The school based support was also thought to provide school directors, staff support personnel, teachers, members of the Kebele Education and Training Board/KETB/, members of the Parent Teacher Associations/PTA/ and other interested stake holders with information, knowledge and skills aimed at improving their ability to address the needs of OVC in their communities and specially in their school (Save the Children Federation, 2009:37).

The recent report of the Ethiopian Ministry of Health shows, in Oromia Regional State, the number of children who are in the age range 0 and 17 estimates 1,852,737 and orphans due to AIDS in the same age estimated 201,799. This puts the region first in rank from all over the country (Save the Children Federation, 2009: 73).

Regarding the wastage rate, the educational statistics annual abstract of Oromia region (2007: 128) confirms that the rate of educational wastage /primary repetition in both government and

non-government schools/ is 8 percent. The dropout rate is also enormous, 81,798 which is 12 percent, which this worse the access and coverage to primary school education in the region. This leads government authorities and donors to set their effort to reduce the existing problem of internal efficiency.

In view of that, World Learning – Ethiopia (WLE), one of the partner agents in this project, signed memorandum of understanding (MOU) with the Oromia Regional Education Bureau and started the operation in the four zones of the region: namely West Arssi, East Shoa, West Shoa and South West Shoa in one hundred fourteen primary schools.

WLE is initiated to serve OVCs in different categories: to improve primary school enrollment, attendance, retention, and promotion through school fee, support with educational materials and uniforms. It also addresses nutritional needs through school feeding program, provision of psychological program which addresses anxiety and grievance, life skill and livelihood support. It is believed that additional support is a critical component of school success for thousands of OVC and had direct impact for their enrollment.

It is in the light of this fact that this study is attempting to investigate what World Learning - Ethiopia has contributed in minimizing educational wastage in Oromia region. It also considers some relevant issues whether the education service addresses the serious barriers to enrollment, retention and educational successes. In general, the study would help to check the role, practices and problems of the PC3 Project towards school success for OVC's in Oromia Rregional State in the schools incorporated in the project.

## **1.2. Statement of the Problem**

The success or failure of any project depends, to a greater extent, on the efficient utilization of resources and management. When there is proper project work plan, well organized operating staff, accurate and timely project monitoring and evaluation system, it ensures the project success. When there is high turnover, poor management and support, beneficiary's resistance to change, the project would face challenge to accomplish its target objective.

Hence, taking in to consideration the above factors, the purpose of this study stretched out in finding the implementation challenges of the PC3 project in Oromia region. Under this, the focus of attention touched the planning, management, implementation, monitoring and evaluation of the project execution. It also studied the state of coordination of different

authorized bodies, institutions/organizations in implementing the project. The study also investigated the capacity of both government bodies and the staff of World Learning – Ethiopia for the successful realization of the project.

The study attempted to answer the following basic questions:

1. To what extent has the PC3 project been participatory in its planning and implementation?
2. To what extent of success has the PC3 project addressed its objective of reducing educational wastage?
3. What are the major planned activities/ actions that the PC3 project fails to tackle?
4. What kinds of interventions are needed to address the problem of OVC in the PC3 project?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

Through looking at different sources of information about the Pc3 project implementation, to explain how the project is going on, what sort of defects are observed and searching for options towards attaining success and reducing education wastage in Oromia Regional State in other similar projects.

#### **1.3.2. Specific Objectives**

The study has the following specific objectives:

- To explore whether or not the PC3 project had involved beneficiaries in the planning and implementation process.
- To study the level of success of the PC3 project in reducing educational wastage in the target schools.
- To examine the major challenges or problems in achieving the project successes.
- To suggest ways of intervention to reduce educational wastage under the PC3 project.

### **1.4. Significance of the Study**

This is a study that assesses how World Learning- Ethiopia is carrying out its responsibility and mission so that it would play a role of reducing educational wastage in Oromia Regional State.

The study:-

- Tries to search devices how the organization is working to help orphans and vulnerable children and raises some suggestions in how to manage educational wastage.

- Turn out the failure plans for wastage. These predictions will allow governmental and non-governmental organizations to organize the planning process better & to reduce wastage rates in various local settings.
- Help decision makers /World Learning – Ethiopia in all management hierarchies/ to improve inadequate implementation settings.

### **1.5. Delimitation of the Study**

The study covered all of the four zones of Oromia, namely West Arssi and East Shoa where the project is currently functioning and West Shoa and South West Shoa where the project already phased out six to ten months ago. The study is delimited to four of the seventeen woredas, and twenty four of the one hundred fourteen primary second cycle schools.

### **1.6. Limitation of the Study**

Lack of recent and sufficient information relevant to this study from Oromia Regional Education Bureau was one of the major challenges. As a result, the depth of the obtained information was not to the desired level. In addition, the service of some of the government newly established Universities in borrowing books to review was also disappointing.

### **1.7. Definition of Terms**

**Project:** - Planned set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations <http://www.dictionary.com/definition/project.html>.

**Orphan:** - A child who has been deprived of parental care and has not been adopted <http://dictionary.reference.com/browse/orphan>.

**Vulnerable:** - Children whose rights to care and protection are being violated or who are at risk of those rights being violated, Toolkit for Positive Change (2009, i).

**Educational wastage:** - refers to human and material resource spent or ‘wasted’ on pupils who have to repeat a grade or who drop out of school before completing a cycle UNESCO (1998, Glossary, p.2)

## **1.8. Organization of the Study**

This research paper has five parts. The first chapter assesses background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, and definition of terms and organization of the study. The second chapter deals with the review of related literature. The third chapter assesses with research design and methodology. The fourth chapter deals with presentation and analysis of data and the last chapter portrays the summary, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. The Essence of Project Management**

Project management is a task which encompasses planning, organizing, controlling and managing people to meet target objective in a specific time. In support of this, (Machlachla, 1996:1-2) expresses as follows "... It is about deciding what you want to do (planning), doing the job, and monitoring progress so that you can see if things are starting to go wrong and correct them before it is too late. It is a change management and a process of adjustment of user's requirement in a specific time and cost (David and Day, 1994:1).

To accomplish these rudiments, a project management requires having standards, specifications, work scope break down, task description, administrative behavior, documentation and group effort as the most significant factor (Butterworth, 1984:5). It should also be ruled by effective guidance, appropriate accomplishment tactic and responsibility. As it is stated in [http://www.bing.com /search Participation +in+ project+ planning + and+ implementation &first =11& FORM=PERE](http://www.bing.com/search?Participation=in+project+planning+and+implementation&first=11&FORM=PERE)), it requires a joint effort of activities briefed as follows:

*Project management is a result of a combination of different activities: a Smooth top - down leadership with comprehensible accountability and authority, clear strategy and priorities, constructive conflict leading to a common voice needed to implement the strategy, open communication and effective coordination for the project team.*

Project management is therefore a top-down supervisory role and upward influence with comprehensible approach, priorities and accountability for the project staff. For its successful execution, it requires well organized planning, directing, coordinating and controlling of resources keeping the quality resource with a specific time. Therefore, it is not a straight-line process, but a process that involves rethinking as the known environment changes <http://www.globalexpertbase.com/wp-8-180.html>.

Project management in education incorporates the implementation of actions provided by the project. These include building, purchase of utensils, training of staff, technical and material assistance of miscellaneous services, project monitoring and evaluation. It ends when the school or other responsible bodies can function normally after the project phase out. The whole

responsibility for execution of the project after phase out will stretch out on the school community (Magnen, 1991:30).

Different writers depict different periods for the evolution of project management. As some literatures state, the time 1950s marked the real beginning of the modern project management era with the coming of Christianity in England aiming in Cathedral construction (David W.J.Day, 1994:1). Others, (Cleland and King, 1983:61) differently articulate its emergence in 1960s with missile program and its implementation was based on the changing environment.

The description of its aim also differs from writer to writer. As most researchers argue, project management mainly addresses the introduction of new product or service, promotion of public relations or a major construction program. Although the concern agenda differs from decade to decade, they stress in the time 1980's mainly on quality and in the 1990's on globalization (<http://www.projectsart.co.uk/project-planning.html>).

(Magnen, 1991:21) stated that, the history of education project had its own advancement since 1960's. In this field, the time was generally subjected to economic development need of the society. This time, vocational, technical and agricultural education was given due emphasis. While primary education was not as such given weight in the minds of donating agencies. Donors' main concentration was mainly on social demands than pedagogical research and development of school curricula.

In the seventies, development policies were social oriented. Projects that had link to social objectives like nutrition, literacy, reducing infant mortality, increasing life expectancy and improving the productivity of small farmers were given attention. Besides, donors were interested to focus on non formal education. Whereas in the eighties, the emphasize goes to primary education in increasing productivity and social rate of return. In this period, the focus of attention was an expansion and qualitative improvement of education.

To conclude, for the past twenty five years, education projects had a feature of detailed study of national education situation. Projects gradually encompass all types, levels and institution of education. The gradual expansion of donors in this period turn by turn finances all categories of expenditures (Magnen, 1991:26).

## 2.2. Project Planning

A project plan, according to <http://en.wikipedia.org/wiki/> is "...a formal, approved document used to guide both project implementation and project control." It is a draft arranged using required sources to help decision making and guide future activity having two levels: what and how it is going to be carried out. It is the key to the development of adequate control procedures and mechanisms (Cleland, 1988:388).

The planning process begins by making an arrangement for disseminating information chosen by staff responsible to a particular project. This is followed by setting structures, roles and procedure for managing planning. The effectiveness of these structures, roles and procedures should be then monitored. Then after, plan for the project lead to sustained action to implement (Wallace and Agnes McMahon, 1994:183).

Whenever we set plan for a project document, it should assure sustainability and respond the real needs of beneficiaries. Whenever the planning process begins, with the involvement of stake holders, its groundwork is also expected to ensure helpfulness and should reflect long lasting effect. In support of the disposition of the project planning approach, it is expressed in ([http://www.Afghansomorrow.com/pdf/A4TProject Methodology.pdf](http://www.Afghansomorrow.com/pdf/A4TProject%20Methodology.pdf)) as follows

*Project planning is a strategic approach to ask always what the real needs of the beneficiaries as part of our projects have them lead and make decisions, and ensures that projects are more efficient and encourage a sense of ownership. Stakeholder participation is also effective and sustainable as this approach is more efficient because by involving all interested parties a wider knowledge pool are available that supports better design, implementation and financial and other costs may also be shared.*

A project plan is an important input to the overall project management system so that it had certain specific purposes to address. It is useful to facilitate easily decision making and communication tactics. It helps to plan in time of decisions, facilitate communication among stakeholders, and schedule baselines (<http://en.wikipedia.org/wiki/>). By the same token, (Gilbreath, 1996: 136 ) also portrays project planning as an instrument to control and answers the why- the problem or value, the what - the work that will be performed on the project, the who – those involved, the what - responsibilities within the project, the how- system they will be organized and when- the project timeline. Effective planning for an education project therefore can leads to valuable implementation of innovations, better management, teaching and ultimately, improved pupil learning (Wallace.M & Mc Mahon .A., 1994:179).

Moreover, planning is essential to determine with who does what, when and for how much. In order to attain effective outcome, activities involved and understanding the sequence should be given emphasis. In addition, the time necessary to complete the task, the resources and the cost are also required. By activity, it is to mean breaking up the work necessary to complete the project. Sequence also signifies the interrelationship of activities or knowing preceding. Here, what activities can be started after some others completed would be assessed (Harrison, 1986:116).

Project planning also helps to make the project implementation more rapid, to make rational use of resource, ensure that the way the project is implemented corresponds to the initial design, inform people about what to expect or what to do at each stage of the project and also it helps to assure the progress of the project in relation to its objective (Havelock and Huberman, 1977:138). It serves staffs to clear about the aims of the project policies, priorities, arrangements for implementing the project and their role in contributing for planning. Implementing staffs are also protected from the project overload. Each and every staff would perform according to their capability. It also helps working parties to complete their tasks on time (Wallace. M and others, 1994:183).

Thus, project planning must be organized with in a frame work which has to be established, maintained, monitored, and modified where appropriate (Wallace M and others, 1994:84). Beyond this, for a project planning to be efficient, there should be a need for negotiation among stakeholders through active participation. It helps in the project planning process in setting objective and as a means to achieve objectives (<http://www.Afghans4tomorrow.com/pdf/A4TProjectMethodology.pdf>).

### **2.3. Project Implementation**

Implementing a project entails close follow up based on the ruling project plan. It is not just only a matter of doing the job, but also of keeping a close eye on the plan, monitoring where you are against where you ought to be, keeping the team motivated, keeping everybody involved, informed and making sure the budget is on the right track (Maclachla, 1996: 53). It requires organized and committed team members, well circulating information, material and human resource and all things that must be done to achieve the project objectives with organized effort Cleland & King, 1988:12-13). Therefore to address the interest of beneficiaries, a project implementation plan should use a joint effort of all concerned agents of a project.

According to [http:// www.eric /data,ericdoc2sql/content\\_storage-01http://www.eric.ed.gov /ERIC Docs /data/ ericdocs2sql/ content storage \\_01 /0000019b/ 80/1b/a7/ 36.pdf](http://www.eric.ed.gov/ERIC Docs /data/ ericdocs2sql/ content storage _01 /0000019b/ 80/1b/a7/ 36.pdf), effective and efficient implementation proposal requires user involvement, management of user expectations about the project, stake holders commitment, trusted users, adequate communication channels, leaders' attitudes (the more opinion leaders adopt the system, the lower the critical adoption rate for other system members will be), openness to external criticism and modification are required most.

Every operating staff that would involve in implementation of a project is carrying out different activities. Each of these activities is set to meet the project objectives. Networking, motivation, experience, advocacy, monitoring and evaluation are activities that are most required in giving life to a project. There should also be linkage between partner agencies and local authority representatives which enable monitoring and evaluating progress of the project effective (<http://www.aberdeen-education.org.uk/guidance/project/default.htm>).

There should be a good infrastructure for problem solving, high authority and consensus, and an appropriate response to a felt need. The more ambitious the project and the weaker the infrastructure, the greater the likely number of errors, that is the more likely a great number of unpredictable things will happen in the life of the project that would have its own influence on project implementation settings (Havelock & Huberman, 1977: 77).

In planning project implementation, there are also other issues that need to be given prominence for successful realization of its objectives. The procedure project team leaders should apply to clients and how instructions are issued, the name of the person in total control of the project and client personnel delegated to issue instruction. The project controlling mechanism should also be given stress to address the real interest of beneficiaries (Magnen, 1991:26-7).

Project implementation also requires strong leadership (well organized management), sufficient resource (adequate materials and trained workforce), support and inherent knowledge and skills to perform roles, settled staff associated with the project. Leaders lose interest in the project once it is launched and are difficult to contact thereafter when serious problems come up requiring high level intervention \ in the proper execution of the project Havelock and (Huberman, 1977: 108-9). Problems of coordination, activity delays, confusion and too rapid implementation, lack of coordination among implementers, frequent phases of over centralization or over decentralization, both of which also inhibit smooth project implementation (Pollio, 1999:110).

## **2.4. Project Monitoring**

The major concern that should be given weight in implementation of a project is monitoring. It is key so as to critically assess the progress towards achieving the objective and check sustainable return for the target beneficiaries Project Cycle Management Manual (1993:60). However, Continuous monitoring by itself may not bring achievement. Attaining efficient project implementation also requires beneficiaries need for change. The seeking for major change likely leads to successful implementation.

Regardless of education project, monitoring project implementation practices seems that it is frequently suffered with lack of quality. This is mainly because the project implementation faces challenges like insufficiencies in equipment and trained personnel. Resistance for new changes and lack of requisite knowledge of skill is also be considered as a challenge to bring about sound project implementation (Havelock and Huberman, 1977: 115).

Thus, in monitoring project implementation, giving weight for wise use of resources, use of a strong committed man power, efficient exploitation & use of time, and keeping proper management hierarchy are important rudiments. Leadership role should also be expected to be strong, efficient and stake holders' participation are also considered as key elements for success <http://gaetc-ejournal.org/prodev/intech/factors.htm>.

## **2.5. When, How and Why Education Projects Fail?**

People perceive project failure when their expectations are not met and when the expected or planned accomplishment falls for some reason. In this saying, the cause of project failure is not necessarily poor performance but poor planning. In addition, poor performance is the other component where actual failure exists. Accordingly, perceived failure is the sum total of planning and actual failure (Gilbreath, 1986, 3-5).

Based on the above description, the major failure factors for project can be categorized in to the following major elements. Among the many factors that forced projects to fail, the most commonly recognized are those that happen as a result of poor planning, inadequate coordination, improper directive flow and resource management, level of involvement of beneficiaries, the type of work strategy and low commitment of management. In one way or another, the above classification factors are touched and briefed as follows.

In some occasions, education projects are executed in conditions when the resource utilized and the kind of communication applied is assumed to be inappropriate. Insufficient resource allocation and leadership that lack competency is a factor that affects the effectiveness of a project. Resources here are assets in the form of money, personnel, logistics, etc. Inadequate communication channels also portray insufficient information on the project objectives, status, changes, organizational coordination, clients' needs, and etc. Both of the above factors, if not treated properly, it has direct influence or can reveal about negative implication to the project activity <http://www.globalexpertbase.com/wp-8-180.html>.

Regardless of user's involvement in the project, it is clear that without considering the prime knowledge of beneficiary's interest it may not be possible to deduce that a project is successful. Unresponsiveness to client is the fundamental factor that might lead to project failure. All potential users of the project should be consulted with and kept up to date on project status. This is because when clients could not receive assistance after the project has been successfully implemented the consequence will be failure. The project team members share solicited input from all potential clients of the project. In addition to clients involvement, government participation, unmotivated plan, complexity of the project, relatively inexperienced administrative staff may lead to project failure (Magnen, 1991, 39).

Although sometimes we face challenge in getting competent team members in a project, If the manager interpersonally, technically, and administratively unfit, it can be one factor for the collapse. The best qualified management to function a project, the better the output that could bring about competent project team members. Lack of experienced staff had also its own impact towards project accomplishment <http://www.globalexpertbase.com/wp-8-180.html>.

Moreover, failure of education projects can also be expected when either of properly set work strategy, clearly defined goal and monitoring and evaluation scheme are assumed to be incomplete. Lack of clearly defined goals where the general project values of the organization or general mission as well as commitment to those goals on the part of the team members are under question, it would be meaningless if a certain organization expects such sound outcomes.

Improper control mechanisms, including planning, schedules, etc. had impact to the project success. All parties concerned with the project area have to review project status, make suggestions, and corrections through formal feedback channels or review meetings. Lack of user involvement and resources, unrealistic expectations, lack of executive support, changing

requirements & specifications are also factors that affect projects implementation, untrained staff, inappropriate organization structure and unrealistic scheduling would also be a risk factor for a project success <http://www.information-management.com/news/7835>.

To conclude, project failure may be caused by internal and external factors. Incompetent staff, poor communication scheme and inappropriate monitoring system in an organization may bring about failure. Incompetent labor power and inadequate resource can also be the challenges that might happen in the process of project implementation. Projects could also be affected by external factors. If the elements of external environment do not remain under the control of the institution where the project is serving for, it can directly affect the organizations' economic, political, legal, social, cultural and technological elements. These elements remain out of organization but greatly affect the project settings. Project managers should make the project safe and favorable by monitoring and analyzing these external elements and disseminate useful practices according to the overall work plan.

## **2.6. Area of Focuses in Securing a Successful Education Project**

Education projects require continuous assessment to successfully respond the target objective. Time, quality and budget are considered as major areas of focuses for project management. A project should be completed on scheduled time and it should be monitored through meetings and reports. Successes can be achieved through continuous follow up of what has been done in the period through written reports and a plan for the next round should also be designed based on the project work plan. In addition, quality had its own ingredient. The results of each project stage should fill the quality requirement. Budget is also the other element used to control costs the project requires. Detailed reports on budget should also be handled on paper, with a summary report to the meeting. The quality plan identified for each deliverable should be checked against the criteria they should asses it (Maclachla, 1956: 55).

Another focus area for the success of education project is the participatory approach for project design and implementation. Many successful projects are making a series attention in addressing the real demand of beneficiaries by involving them in all aspects. This helped to make a sustainable institutional impacts which, in turn, contributed to achieving project outcomes/impacts <http://www.adb.org/Documents/Evaluation/case-studies/2006-AER/Learning-Successful-Education-Projects.pdf>.

Identification of limits within which educational projects may operate is the other factor that needs prominent attention. This would enable to know the extent of the supporting services that can be provided. Its purpose should rely to create a practical, replicable and sustainable model of school-based support for children through strengthened community participation. The project should strive to strengthen community attachment and developing school networks to provide children at risk (Farrant, 1981:56).

An education project should also be designed through good planning, clear responsibility, accountability, and schedule control. These all have particular greatest impact on the performance of the project. Each of these activities requires timeliness, clear task arrangement, and re-planning. Clear responsibility and accountability of team members requires clear understanding of roles and duties in the project [http:// www.global-expertbase.com/wp-8-180.html](http://www.global-expertbase.com/wp-8-180.html)

Therefore, team members in the project must understand how expectations vs. achievements will be measured and graded. For this, all of the internal and external communication links and teamwork of education projects should appear most frequently so as to bring project success. Every single factor in all of these lists is important and must be considered for each project.

Sometimes projects may go wrong way while implementing. In such cases, there should be a need to consider for options. Scope, objectives and quality of the original criteria, dropping the desirables and focus on essentials, looking for quality standard and completeness should be given stress. The resources at hand: people, material and budget may also be re-adjusted. Moving staff from lower priority tasks and allocating additional budget is also another option to reconsider (Maclachla, 1996: 63).

With regard to the management of the project, as it is stated in <http://www.reliefweb.int/rw/res.nsf/db900SID/OCHA-6YMLGL>, making appropriate readjustment in monitoring, designing fair schedule and arrangement of team, it would be easy to bring about success in the project implementation. So, designing such proper implementation strategies have its own immense advantage in order to reduce the beneficiary's resistance to the change.

Geographic factors that incorporate problems of distance, poor transport link and poor climatic condition, economic factors which include inflation effect, procedural factors like late delivery of materials, lack of skilled man power and adequate coordination among implementing agents are the very common factors also requires consideration (Farrant,1981:57) .

If the entire above are not proper, bring to an end of the project may seem to be an admission of failure, but sometimes it is worse to carry on. If someone is considering cancellation that specific community have to be checked what commitments are there in the community, If there is contract with suppliers one may not be able to save as expected (Maclachla, 1996 : 63) added.

Thus, every single factor in all of these lists in project management is important and must be tackled as soon as the problem exists. The most difficult part may be prioritizing the factors. Which are most important and which must be done first. All concerned authorities in the project must bring issues that need attention in to discussion table so that to resolve difficulties and indifferences (Farrant, 1981:137-8).

## **2.7. The What of Educational Wastage**

Educational wastage is failure to achieve educational objectives. As Brimer and Pauli (1971:9) described, it occurs in children's failure to reach target achievement levels, in repetition of grades, in premature school leaving and in unemployable school leavers. Educational wastage also exist in failure to provide universal education, recruit children in to the system, set appropriate objective and in inefficiency in the achievement of objectives. To repeat a grade is regarded as wastage in that two year grade places are being occupied where the system plans only one (Brimer and Pauli, 1971:9).

Hence, a repetition in one grade causes wastage for various reasons. (Maunganidze, 1982:25) provides reasons why it causes wastage in education as it causes loss of investment in educational services, as the pupil stays in school longer than the normal duration, as repetition reduces the intake capacity of the system and as repetition increases unit costs and causes regression effect on equity. Therefore, wastage in education in general is regarded as investment of resources.

As stated above, educational wastage is the failing of human learning. Drop out and repetitions are the two foremost educational wastages popularly described in literatures. Drop out is defined as a pupil who leaves school before the end of the final year of the educational stage in which he is enrolled. But leaving school after the completion of a compulsory cycle doesn't constitute drop-out (Brimer and Pauli, 1971:18).

The problem of education wastage is serious among developing countries. Several studies on educational wastage argued that it is a major barrier to maintain the greatest number of students with shortest possible time frame in the education system (IIEP/UNESCO cited in (Habtamu, 2002:37)

Recent literatures indicate that early pregnancy and marriage, discipline problems, economic responsibilities, the influence of family background; school organization and policy are considered as the major causes for one branch of educational wastage-school dropout (Melissa, 1993:29). By early marriage and pregnancy, it is to denote when young women who become pregnant and marry while in school are much less likely to complete. Discipline goes when students not able to get along with the right regulation. The economic responsibility is also familiar as drop out students work more hours to carry their economic burden. The influence of family background has also its own share to wastage as youths from disadvantaged and poor families are more likely to face challenges. Wastage is therefore higher in schools where there is a greater number of pupils and when discipline problem and academic difficulty exist (Bryack and Thum, 1989:26).

Repetition is one form of educational wastage also results from irregular school attendance related to health or nutrition problems or family work expectations. It can be solved through improvements health, nutrition, and economic opportunities. Grade repetition also appears to make sense for students who come to school with little exposure to the language of instruction. For students who miss school because their families want them to earn money, a simple but effective approach provide cash to the families in exchange for ensuring their child's school attendance <http://www.unesco.org/iiep/PDF/Edpol6.pdf>

(Brimer and Pauli, 1971:89) summarize factors for education wastage in to economic, social and behavioral categories: Among the economic factors, poverty that encompasses malnutrition, under nourishment, inadequate housing and child labor abuse are very common challenges that can bring about education wastage. Poverty can affect behavior, attitude towards work and leisure, interests and achievement motivation. All of these may be of critical impact for success in school. In addition, hard living also usually entails lack of main services. Student by this occasion don't like to remain in schools if there is health hazards and this led in creating challenges to attend classes. In general, economic responsibility appears to have an important influence in students' educational decisions. Regardless of ethnicity, students who drop out are more likely to be focusing on work while in school.

Attitudes and interests of parent's towards school may also have its foundations in their own experiences. When the parent's school approach and interest is better, their children are intended to imitate some of their good quality.

Social factors had also their own impact in influencing education wastage. As recent studies reveal, young adults from single parent families face a considerably higher risk of early school leaving. Besides, lack of education of the parents where parents have not themselves been to school or, despite having been in school, remain illiterate and innumerate, there is no basis on which children can stay long in school. Some studies also show that division of families as a result of divorce and other related cases is also associated with educational problems and children's behavior disturbances. Young adults from single parent families face a substantially higher risk of early school leaving <http://www.unesco.org/iiep/PDF/Edpol6.pdf>.

Hence, focusing on prevention and early intervention to schools rather than waiting until unending education wastage comes to the ground is essential. So as to reduce the problem in schools, forming partnerships with parents by maintaining close communication, inviting them to visit the schools should be adequately treated. Keeping students with the same teachers for consecutive school years enhances close relationships with students and their families. Close monitoring of low-achievers' participation in lessons and work on assignments and provision of at risk students with additional learning opportunities through extended day or extended year school schedules, summer school programs, or tutoring outside of regular school hours are the very common factors that scholars believed in to reduce the rate of wastage in primary schools <http://www.unesco.org/iiep/PDF/Edpol6.pdf>.

## **2.8. Increasing Education Access/Schooling to OVC**

These days, the AIDS epidemic in Africa, especially Sub-Saharan Africa has attracted international attention. According to (UNAIDS, 2001), in 2000, 5 million new HIV infections were documented, 3 million people had died of AIDS (in one year alone), and 36.1 million people – two-thirds of which lived in sub-Saharan Africa.

The 2000 estimates of the U.S. Census Bureau suggest that, globally, more than 15 million children under the age of 15 have lost their mother or both parents to AIDS or other causes. By 2010, it was also estimated that 24 million maternal and double orphans, with AIDS being the primary cause (Hunter & Williamson, 2000).

HIV and AIDS have also impacted Ethiopian society and have resulted in a large segment of the population ill or already dead. These factors have resulted in a significant population of children orphaned and vulnerable due to the epidemic. According to the 2009 estimate, there are a total of 855,720 maternal, paternal or dual orphans due to loss of one or both parents to HIV and AIDS Samson (2009:1).

Vulnerability is also not only restricted to individuals, such as children, but is often used to refer to households as well. These vulnerable children orphaned by AIDS suffer significant economic, psychosocial, health, nutrition and stigma hardships <http://www.usaid.gov/our-work/humanitarian-assistance/the-funds/pubs/hups-burn-final>.

The economic challenge exists when parents become sick. The household income declines and expenses increase forcing young children to drop out of school since they cannot afford the fees and expenses (Williamson & Hunter, 1998). Psychosocial impact also mean experiencing anxiety, depression and despair as orphans endure the loss of parental support and nurturing (Williamson, 2000). With less nutritious foods, children basic health services would also faces health challenges (The World Bank, 1999).

Despite the many challenges HIV/AIDS poses to the educational systems, access to primary education is a basic need and right of every child. Well-designed primary educational opportunities are critical, since they offer children the opportunity to socialize and develop behaviorally, as well as provide them with adult supervision, emotional support, nutritional and health care attention and the life skills training they need to support themselves. Primary education also has the ability to play a role in fighting the spread of HIV. It can be generally deduced that education reduces the risk of infection (Vandemoortele & Delamonica, 2000).

It is clear that orphans have lower primary school enrollment and completion rates than non-orphans. As many literatures state, in most developing countries, school support for these OVC in primary schools is carried out by non-governmental organizations (NGO) in partnership with donor agencies and/or local communities.

Among the many challenges that lead OVC to school dropout, (Kelly, 2000:23) notes Lack of affordable schooling as one major factor. The economic status of OVC may bring about the inability to pay school-related costs. Exempting enrollment fees from primary schools in general and OVC education costs in particular through subsidy had its own advantage to bring children to school.

Although the Ethiopian Education policy stated primary school education should be free of charge, children are still forced to pay for some school related costs like registration fee. There are still schools which dump the entire burden of school costs when facing shortage of budget. This would have its own influence to children to run off from school when they assumed no option to afford.

According to (Habtamu, 2002:44-5) in some occasions, even traditional schools like churches and mosques which are built by the community to the community also perform strict school policy which obliges children to wear uniforms and to pay school fees. As they are established by the community with full pledge capital of the community, they should restructure their system of delivery. Provision of educational materials to children who face such challenge should also be given stress accordingly.

With regard to family ambiguity to the value of primary education, some families' education background is found to be low. They are often in doubt of the usefulness and importance of primary education to their child's future. Thus, increasing awareness through community mobilization, national advocacy, building and supporting the capacity of community care partners to increase access to primary children education is an option that should be given pressure to strengthen the level of involvement [http://www. Policy project. com/ pubs/ general report / OVC Policies.](http://www.Policy project. com/ pubs/ general report / OVC Policies.)

Moreover, tough work on community participation in schools' affair (Parent Teacher Association, community leaders) is essential to encourage communities' involvement in schools affair (Habtamu, 2002:44-5). In other words, increasing familial responsibilities in schools where children are relied upon is essential.

Stigma is the other element that had impact on emotional stress. Due to loss of a family members or caregivers, there are sophistications on OVC in attending classes regularly. Therefore, OVC are not instituted to get counseling, tutoring and follow up programs in schools (Habtamu, 2002:44-5)

According to (Habtamu, 2002:44-5), introducing and making school lunch program inapplicable to the needy children at school, in proper health services to the students, inappropriate school calendar to accommodate some house hold, unfair child labor use, unsuitable time arrangement that couldn't serve to involve in harvesting season are common problems that creates challenge to reduce education wastage and increase access to primary education.

To conclude, reducing education wastage is not a one party task that could be solved through night. Although its task begins from home, each and every community should put their effort in activities that require their attention.

## **2.9. Overview of Educational Wastage in Oromia Regional State**

Educational wastage, repetition and dropouts have become a great challenge in Ethiopia. Repetition has wasted the resources students have used while they repeat in the same grade and dropouts have wasted the resources they have used while in school. They have occupied a school space that could be used by other new comers.

Reports show that in Ethiopia, only 12% of pupil who join primary education completes grade 12. More over 55 % of the primary school entrants completes grade five and according to the report, the largest number of the pupils leave before they reach grade three. In the year 1998/99 academic year almost 700,000 pupils drop out of primary schools. This would be a very great challenge to the successful accomplishment of Universal Primary Education (Habtam, 2002:33).

The case of Oromia region is not far different from this reality. According to the report of Oromia Education bureau annual statistical abstract, the proportion of total wastage spent on repetition in primary schools of Oromia in both government and non government schools in the year 2000 E.c accounts around 358,002. In addition, the number of drop outs is estimated 4.36 percent. This report indicates that out of the proportion of total wastage spent, drop out and repetition accounts around 90 percent and 10 percent respectively. While, it is observed that the dropout rate in the region is decreasing from 1999 to 2007 by 79.2 percent (Education Statistics Annual Abstract: 2008 /Unpublished/

From the total number of primary students in the region, orphan students account 84,517. Out of this, the four zones where this study incorporates i.e. East Shoa, West Shoa, South West Shoa and West Arrsi accounts 26.5 percent (22,341). This indicates that these zones are highly affected by greatest proportion of wastage.

## **CHAPTER THREE**

### **3.1. Research Design and Methodology**

This chapter deals with the research design and methodology. Under this chapter, the method applied to gather relevant information and the system required for a detail analysis of the different dimensions of the problem are described in detail.

#### **3.1.1. Research Design.**

This research mainly aims at examining practices that World Learning –Ethiopia with its partners /stake holders/ was discharging the responsibility to minimize wastage and increase the rate of access and coverage to primary school education. It would also evaluate the role of partners in the implementation process.

Under the study, the service rendered by the project to the OVC was evaluated. To reach at valid conclusion, the student researcher collected relevant information from the beneficiaries, operating staff and authorized personnel through questionnaire, interview and focus group discussion. The information collected from the target groups is analyzed and generalized on the basis of the economic, social and geographical environment where the beneficiaries/OVC/ were found.

#### **3.1.2. Research Method**

The method used in this research is an exploratory method as the study requires detail analysis of the different dimensions of the problem. Here, the student researcher investigated the process of planning, management, monitoring and evaluation. In addition, the success and the perception of beneficiaries and the major existing problems to execute the project by all concerned bodies were investigated.

Questionnaire was distributed to OVC, OVC guardians, school management including the, KETB, PTA, Directors, and World Learning –Ethiopia staff to collect relevant information about the overall operation of the project. Interview was also conducted with selected staff of REB education sector development program, monitoring and evaluation & feedback supportive process head, two city administration and four education office bureau heads of the target woredas. Focus group discussion was also conducted with OVC's to collect relevant information.

### 3.2. Sources of Data

The study considered both primary and secondary sources of data. The primary source of data were gathered from Oromia Regional Education Bureau, woreda education offices and city administration heads through interviews and school communities including KETB, PTA, Directors, OVCS and OVC guardians using questionnaire. OVC's were also involved in focus group discussion. In addition, secondary sources such as Memorandum of Understanding between USAID/ donor for the project/ and implementing agencies, report documents, bulletins and letters were also used.

### 3.3. Sample Size and Sampling Technique

Under the supervision of World Learning-Ethiopia, PC3 project was functioning in sixty eight old/incorporated earlier in to the project and forty eight newly integrated full primary schools, a total of one hundred fourteen primary schools in Oromia Regional State. The new expansion schools were included in the project since September 2009 and they were not considered/taken in to the sampling as they may have no significant contribution to the study. Out of the schools incorporated to the project earlier (68), twenty four in the four zones of the region namely; West Arssi, South West Shoa, West Shoa and East Shoa.) are included in this study using quota sampling.

**Table 1:- Tabular Presentation of the Sample Size  
Drawn from the Study Population**

No	Item	Popu	Sample	Percentage
1	Regional Education Bureau	1	1	100
2	Zone Education Department	4	4	100
3	Heads of Woreda Education & City Administration Offices	16	4	25
4	Primary Schools	68	24	35.29
5	School Management /KETB,PTA, Directors & teachers/	272	68	25
6	OVC	1200	138	11.5
7	OVC guardians	1200	132	11
8	WLE PC3 Staff	8	6	75

The respondents for the study were of eight types. This composition incorporates one Regional Education Bureau/REB/ sector development program monitoring and evaluation & feedback

supportive process team (100 percent), two woreda education office heads (33.33%), two city administration education bureaus heads (20%). The school management group also includes twenty chairmen's of the Kebele Education and Training Board /KETB/, twenty four Parent Teacher Associations /PTA/ half from teachers and half from the parent side, and twenty four directors from a total of 272 (25%), hundred thirty eight beneficiary OVC and hundred thirty two guardians from each target schools (11.5 and 11 percent respectively) out of one thousand two hundred OVC and their guardians and six staff members ( 75 %) out of eight operating staff from World Learning-Ethiopia , a total of three hundred forty nine respondents were involved.

The respondents were selected using different sampling technique. Some of the heads at region and woreda level were selected purposely as they are familiar to the project activity. School management was selected on the basis cluster technique.

### **3.4. Instruments and Procedure of Data Collection**

In order to collect data from the respondents, questionnaire, interview, and focus group discussion were employed. Both open-ended and close-ended questions were prepared. The languages used for communication were Amharic and English. Questionnaire and interviews for OVC and their guardians were prepared in Amharic and the rest were written in English. But a translator was assigned to few members of the respondents to translate questions in to local language /Oromiffa/. Prior contact was arranged with the expected interviewees to maximize the return of completed questionnaires.

The questionnaire was distributed to OVC's, OVC guardians, KETB, PTA, the management and field officers of the World Learning – Ethiopia. Interviews were held to REB education sector development program monitoring and evaluation & feedback supportive process team, Woreda Education Office and city administration heads. These interviews allowed the respondents to make a free and full narrative of the course of the problem. The interviewees were administered by means of a fair interview schedule containing open-ended questions. Before the interview all the necessary arrangements were made for the interviewees. They were assured ahead as they were assumed to have no responsibility on the consequence of the research. Focus group discussion was also be conducted with five randomly selected beneficiary OVCS.

### **3.5. Method of Data Analysis**

The data that were gathered from the respondents through close-ended questionnaire were analyzed using percentage, weighted mean values, Spearman's rank order correlation, Chai –

square and t test. Open- ended questions were analyzed in detail qualitatively. The demographic characteristics of the respondents were analyzed using frequencies and percentage while mean values, t- test, Chai square and Spearman's rank order correlation test values were also used to know the statistical differences of responses obtained from OVC's and their care takers, school management and WLE PC3 project staff.

## **CHAPTER FOUR**

### **4.1. Presentation, Analysis and Interpretation of Data**

This chapter deals with the general information about the sample population involved, analysis and findings of the study. First, the study groups are analyzed on the basis of sex, age, educational background and field of study. To make the study more realistic, respondents living condition and means of income are also incorporated. The second part focuses on the interpretation of data gathered through questionnaire and interview from OVCS, guardians, Regional Education Bureau concerned team and WEO head, school management (PTA, KETB and school director), city administration heads and World Learning – Ethiopia PC3 project staff. Focus group discussion was also conducted to beneficiary OVC.

### **4.2. Characteristics of Respondents Under The Study**

#### **4.2.1. Sex, Age, Education and Field of Study**

Questionnaire was set to four groups of respondents namely the school management, OVC, OVC guardians and WLE staffs. It was distributed to 144 OVC, 144 OVC guardians, 72 school management and 6 World Learning Staff who had direct involvement in the project. Out of these questionnaire, 138 (95.83 percent) of OVC, 132(91.6 percent) of OVC guardians, 68(94.4 percent) of school management and all 6 program and administration staff (100 percent) of World Learning Ethiopia were completed and returned. Apart from questionnaire, one REB education sector development program, monitoring and evaluation & feedback supportive process head, two city administration and woreda education heads were interviewed. Close ended questions were also provided to all of the respondents stated above. Accordingly, the characteristics of the respondents are presented as follows.

**Table 2. Characteristic of Respondents by Sex and Age**

No	Item	Response	Respondents														
			OVC /138 /		Guardians /132/		REB /1 /		WEO /2/		School mgt /68 /		City Adm. Ed. Heads /2 /		WLE Staff /6 /		Total
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
1	Sex	Male	66	47.83	29	21.97	1	100	2	100	61	89.71	2	100	5	83.33	166
		Female	72	52.17	103	78.03	-	-	-	-	7	10.29	-	-	1	16.67	183
		<b>Total</b>	<b>138</b>	<b>100</b>	<b>132</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>349</b>
2	Age	<10 years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
		10-15	104	75.36	-	-	-	-	-	-	-	-	-	-	-	-	104
		16-18	34	24.64	-	-	-	-	-	-	-	-	-	-	-	-	34
		19-25	-	-	41	31.06	-	-	-	-	-	-	-	-	-	-	41
		26-30	-	-	34	25.76	-	-	-	-	5	7.35	-	-	1	16.67	40
		31-35	-	-	17	12.88	-	-	-	-	63	92.65	-	-	1	16.67	81
		> 35	-	-	40	30.3	1	100	2	100	-	-	2	100	4	66.66	49
		<b>Total</b>	<b>138</b>	<b>100</b>	<b>132</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>349</b>

**NB**

- **OVC: Orphans and Vulnerable Children**
- **REB: Regional Education Bureau**
- **WEO : Woreda Education Office**
- **WLE: World Learning - Ethiopia**

As indicated in Table 2, the majority of OVC respondents, 72 (52.17 percent) and guardians 103 (78.03 percent) were females. In addition, 7 (10.29 percent) of the school management and 1 (16.67 percent) of World Learning staff who had role in accomplishing the activity were females, whereas the rest respondents i.e. Regional Education Bureau/REB/ sector development program monitoring and evaluation & feedback supportive process team, woreda education office and city administration education heads were male. From the OVC data, it may be possible to assume that females were more exposed than males for orphanage and vulnerability. In other ways, almost all the managerial positions at region, woreda and city administrations education offices were managed by males. There were also more male employees than females at grass root level. This insignificant female involvement in managerial positions may be very common in Ethiopia and/or specifically in Oromia Regional State.

Concerning respondents' age, 104 (75.36 percent) of OVC were in the age group between 10 and 15, while 34 ( 24.64 percent) of them were under the age category of 16 to 18 years, and this might show that OVC were missing their families due to death at their earlier age. At the same time, 41 (31.06 percent) of OVC guardians were under the age category of 19 to 25. This can also imply that the burden of caring for these orphans and vulnerable children mainly lies on children who were not mentally and psychologically capable and ready in caring for their little brothers and sisters. This would have its own influence particularly on children who were managing households and attending classes simultaneously. Regarding respondents who had concern to lead the project at school level, heads at region, woreda and city administration (2) all were above 35 and the great number of employees 5 (66.6 percent) at WLE who were engaged in managing the project activity were above 35 years. While 63 (92.65 percent) of school management who were running the project activities were nearly between 31 and 35. This may tell us that adults were holding the lead to run the project activity.

**Table 3. Characteristics of Respondents by Educational Background and Field of Study**

No	Item	Response	Respondents														
			OVC /138 /		Guardians /132 /		REB /1 /		WEO /2 /		School mgt /68/		City Ed. Heads /2 /		WLE Staff /6 /		Total
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No
1	Educational Back ground	Illiterate	-	-	40	52.9	-	-	-	-	8	11.76	-	-	-	-	48
		Read and write	-	-	29	21.97	-	-	-	-	2	2.94	-	-	-	-	31
		Grade 1-5	60	43.48	15	11.36	-	-	-	-	-	-	-	-	-	-	75
		Grade 6-8	78	56.52	14	10.61	-	-	-	-	-	-	-	-	-	-	92
		Secondary Education	-	-	12	10.09	-	-	-	-	-	-	-	-	-	-	12
		Certificate	-	-	11	8.33	-	-	-	-	13	19.12	-	-	1	16.67	25
		Diploma	-	-	11	8.33	-	-	-	-	18	26.46	-	-	1	16.67	40
		BA/BSC	-	-	-	-	1	100	2	100	27	39.71	2	100	4	66.66	36
		MA/MSC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
	<b>Total</b>	<b>138</b>	<b>100</b>	<b>132</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>349</b>	
2	Field of Study	Education	-	-	-	-	-	-	-	9	13.24	-	-	2	33.33	11	
		Social Sciences	-	-	-	-	1	100	2	100	27	39.71	2	100	2	33.33	34
		Natural Sciences	-	-	-	-	-	-	-	-	18	26.46	-	-	2	33.34	20
		Other	-	-	-	-	-	-	-	-	14	20.59	-	-	-	-	14
		<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>79</b>

**NB:-**

- OVC:- Orphans and Vulnerable Children
- REB: - Regional Education Bureau
- WEO :-Woreda Education Office
- WLE:- World-Learning-Ethiopia

With regard to academic background of respondents in Table 3, 78 (56.52 percent) of OVC were attending classes in grades 6 to 8 and 40 (52.9 percent) of OVC guardian respondents were illiterate. Here, it may be possible to deduce that the heavy burden of caring for OVC at home lies on parents who lack academic prop up.

As far as field of study of respondents is concerned, all respondents at managerial post at region, woreda and city administration i.e. 5 (100 percent) respectively were graduates in the field of social sciences. Out of WLE and school level respondents 2 and 27 of them respectively were graduates of either of education or natural sciences field of study. It may be also possible to apprehend that a great number of natural science graduates, 33.3 percent, may lack the required specialization skill that would help them led the project properly in general and to provide technical support to the OVC according to their need in particular.

#### 4.2.2. Living Condition and Income

Housing is one of OVC's serious problems in their life style and which, in turn, affect their academic success. As most of them lost their parents in their earlier age, they were exposed to disheartened life. Most of them were living in kebele homes which were not properly placed. Those OVC who were living in rented houses may also confront a challenge to afford the payment for rent. There were also cases that would force them to use streets in cases when they were unable to afford rent.

**Table 4: - Respondents by Living Condition  
(OVC= 138 and Guardians=132)**

NO	Item	Response	Respondents			
			OVCS		Guardians	
			No	%	No	%
1	Where are you living?	Kebele Home	37	26.81	34	25.76
		Private Home	35	25.36	33	25
		Home Rent	66	47.83	65	49.24
		Street	-	-	-	-
		Other	-	-	-	-
		Total	138	100	132	100
2	With whom are you living?	Mother	28	20.29	-	-
		Father	-	-	-	-
		Mother and father	31	22.46	-	-
		Neighbors	12	8.67	-	-
		Grandmother/Grandfather	23	16.67	15	11.36
		Alone	24	17.39	115	87.12
		Other	35	25.36	2	1.52
		Total	138	100	132	100

With regard to respondent's living condition, Table 4 portrays how OVC and their care givers were living. From the data collected, 66 (47.83 percent) of OVC and 65 (49.24 percent) of guardian respondents were living in rent homes. Whereas, 25.36 and 25 percent of OVC and their guardians were living in their own private homes respectively. In the same token, 12 (8.67 percent) of OVC live with their neighbors and 23 (16.67 percent) of OVC and 15 (11.36 percent) of the guardians were living with their grandmother and/or grandfather. In addition, 24 (17.39 percent) of OVC and 115( 87.12 percent) of the guardians were living alone. Hence we may assume that OVC living with their neighbors, grandmother and/or grandfather face challenges in their academic performance as their care givers awareness and concern to education was lower. It was also noticed that there were OVC who were supposed to serve as care giver.

During the focus group discussion, questions were also raised to OVC pertaining to the overall problems they were facing from their care givers at home. According to the response, they list housing problem as one major factor that influence their academic career. As most OVC said, the relatives that gave home service to them intentionally drop all home burdens on them. Even after their service, OVC were not getting the necessary support from these relatives. Thus, as per their remark, if OVC were provided home service, they were quite sure that one of their serious challenges to the academic career would be solved. Hence, here we may conclude that a significant number of children were at risk of home problems. OVC were facing a lot from housing and other home related challenges

**Table 5: - Respondents by Means of Income and Earnings (OVC= 138 and Guardians=132)**

NO	Item	Response	Respondents			
			OVCS		Guardians	
			No	%	No	%
1	Means of income.	Private Business	28	20.3	78	59.1
		Hired	17	12.3	34	25.76
		Support from relatives who leave alone	89	64.5	11	8.33
		Other	4	2.9	9	6.81
		Total	138	100	132	100
2	Income/earnings per month.	Nothing at all	102	73.91	11	8.33
		1-100birr	18	13.04	16	12.12
		101- 500birr	12	8.7	48	36.36
		501-1000 birr	6	4.35	45	34.09
		1001-1500birr	-	-	4	3.03
		1501-2000birr	-	-	6	4.55
		2001-3000 birr	-	-	2	1.52
		Total	138	100	132	100

With regard to respondent's means of income, the majority of OVC, 89 (64.5 percent) were getting support from relatives who live alone. This indicates that most of OVC were dependents of their relatives. It would also have impact in threatening OVCs psychologically not to feel free to attend regular classes safely.

As indicated in Table 5, majority of the OVC respondents, 102 (73.91 percent) out of which 75% of them are of  $\leq 15$  years old had no any income for their survival. They were not in a situation to obtain items that are required for school related costs. Moreover, a great number of OVC caregivers, 78 (36.36 percent) were getting a monthly average income of 100 and 500 birr that may not be adequate to cover their overheads. Here we might assume that, inadequacy of financial income was forcing OVC to be slaves of their caretakers.

### 4.3. Analysis and Findings of the Study

#### 4.3.1. Participation of Oromia Education Bureau in the Project Implementation

Participation is a crucial aspect that relates to the decision to adopt an innovation than to the actions which follow - the implementation. Although the necessity of participation is obvious, the realization of full participation is an extremely complicated issue.

**Table 6. Level of Involvement of Oromia Education Bureaus In the Implementation of the PC3 Project**

No	Item	Response	Respondents				t-test
			Sch. Mgt (68)		WLE(6)		
			No	%	No	%	
1.	Regional Education Bureau	Participated actively	22	32.35	2	33.33	-0.775
		Had little involvement	29	42.65	4	66.66	
		Had no involvement	-	-	-	-	
		I don't know	17	25	-	-	
		Total	68	100	6	100	
2.	Zone Education Department	Participated actively	12	17.65	1	16.37	0.874
		Had little involvement	18	26.47	1	16.37	
		Had no involvement	36	52.94	2	33.33	
		I don't know	2	2.94	2	33.33	
		Total	68	100	6	100	
3.	Woreda Education Office	Participated actively	36	52.94	3	50	-0.305
		Had little involvement	18	26.47	2	33.33	
		Had no involvement	-	-	1	16.37	
		I don't know	14	20.59	-	-	
		Total	68	100	6	100	
4	School Management	Participated actively	68	100	5	83.33	0.199
		Had little involvement	-	-	1	16.67	
		Had no involvement	-	-	-	-	
		I don't know	-	-	-	-	
		Total	68	100	6	100	

significance level= Alpha=0.05 t- critical=1.645 NB:- Participated actively (4) Had little involvement (3) Had no involvement (2) I don't know (1)

Projects require the participation of a diverse set of actors, specialists, managers, decision makers, publicists, editors, writers and evaluators. If projects are participatory, it is likely to respond to local customs, needs and desires. It has also power to be able to solve people's own problems with maximum use of local resources Havelock and Huberman (1977:204,247).

As it had been observed earlier, the sample population of the study include school management that encompass the Kebele Education and Training Board (KETB) and PTA (Parent Teacher Association), World Learning -Ethiopian project officers and senior management staff who seat at country office. This part covers the large part of the study and respondents were asked to express views in the overall participatory implementation approach of the PC3 project. That means, their level of involvement in the execution of the project was assessed.

Accordingly, respondents were requested to spot their choice correlated to one of the four alternative responses given. In this regard, the school management and WLE staff respondents were inquired to express their view whether or not education bureaus at different levels and the beneficiary schools had involved in the execution of PC3 project. The responses are shown in Table 6.

The majority of school management and WLE staff, 29 (42.65 percent) and 4 (66.66 percent) respectively argued that Regional Education Bureaus had little involvement in the adoption of the PC3 project. This gives a clear picture of the insignificant or low level of participation of bureaus at different hierarchies in the project execution.

With regard to level of involvement of partners, 68 (100 percent) of school management and 5 (83.33 percent) of World Learning Staff, schools were playing a significant role in the implementation of the project. Moreover, the state of OVC participation in the execution of the project was also raised under the focus group discussion. Almost all of the participants were agreed that there was no any single event that invited them to plan the program implementation activity. Thus, it would also lead to generalize that beneficiaries were provided the support from the project without appealing them in core group committee meetings and before setting priority needs. Regional Bureau concerned official also witnesses the low level involvement of their office in the interview conducted.

This might tell us that the majority of activities were carried out without the prime knowledge and consent of implementing partner organizations and the beneficiaries. There is no doubt that would then have effect on beneficiaries sabotage towards service delivery.

Table 3 also shows the result of the t- test on the opinion of the two groups concerning each item. The result shows that for degree of freedom 72 at  $\alpha = 0.05$  level of significance, the value of t-critical is 1.96 and the calculated value of t for item 1, 2, 3 and 4 is -0.775, 0.874, -0.305 and 0.1998 respectively.

Therefore, for all item numbers, as all calculated values are less than the critical value, there is no significance difference between the responses of the school management and WLE staff respondents. This implies both group of the school management and WLE staff commonly agreed that the program implementation activity was only carried out without the involvement of the beneficiary groups that may have effect for the successful realization of the project objective i.e. reducing the problems that OVC were facing and increasing OVC school enrollment.

### 4.3.2. Economic Factors Affecting the Implementation of the PC3 Project

It was noted that inadequate financial support, inflation and mismanagement of project funds are some of the most serious factors that affect the implementation of a project in general and reducing educational wastage in particular. Out of these, the inadequacy of finance was given emphasis so that beneficiaries' main interest lies mainly on it than the other factors. As stated earlier, OVC cost in schools i.e. the cost of food, clothing, housing, stationary etc. were the basic needs required which often covered most by families, caregivers, by OVC themselves or by donors. In this part of the questionnaire, respondents were requested to portray their opinion how much the economic challenges of OVC was appraised by the project. In other words, the project's finance safeguarding under the study was evaluated on the eyes of the respondents.

**Table 7. Major Economic Barriers Affecting the Implementation of the PC3 Project (School mgt=68 OVC= 138 Guardians=132 and WLE staff=6)**

No	Item	Respondents	Response(percentage)						Mean	Weighted Mean
			Very Strong(5)	Strong(4)	Average(3)	Below Average (2)	Not At All (1)			
1	Economic dependency of OVC at home	School mgt	52.94	29.41	17.65	0	0	4.35	3.51	
		OVC	42.03	47.1	9.42	1.45	0	4.3		
		Guardians	46.97	43.94	8.33	16.67	0	4.69		
		WLE staff	0	33.33	16.67	50	0	2.83		
2	Inadequate Subsidy	School mgt	48.53	33.82	17.65	0	0	4.31	3.12	
		OVC	16.67	47.83	5.8	10.87	18.8	3.33		
		Guardians	43.19	41.67	8.33	6.82	0	4.21		
		WLE staff	0	16.67	16.67	66.66	0	2.5		
3	Insufficient microfinance institution	School mgt	58.82	27.94	13.24	0	0	4.46	3.17	
		OVC	39.85	13.24	21.01	15.94	8.7	3.56		
		Guardians	16.67	25.76	46.21	18.18	0	3.61		
		WLE staff	33.33	50	16.67	0	0	4.17		
4	Scarce Community Resource	School mgt	63.24	20.59	16.18	0	0	4.47	3.07	
		OVC	22.46	18.8	43.94	10.14	6.52	3.46		
		Guardians	25	17.42	43.19	5.3	9.09	3.44		
		WLE staff	0	66.66	33.33	0	0	3.67		

As it depicted in the above Table 7, the majority of respondents, 36 (52.94 percent) of school management, 58 (42.03 percent) of the beneficiary OVC and 62 (46.97 percent) of guardians responded that economic dependency challenge of OVC at home “very strong”.

Under the focus group discussion made with OVC they realized that they were preoccupied with routine house hold activities. They confer their effort and attend classes only up on the goodwill of their caregivers. It was believed that their attachment in these routine household responsibilities would affect their overall academic performance.

As stated above, registration fee, stationary cost, expense of uniform and the like should be given exceptional stress as they are basis for the successful realization of academic career. For that reason, it was found to be necessary to evaluate respondent’s sentiment on the availability of subsidy for school related costs. Questions were raised to respondents to acquaint with what they feel in cases when OVC were facing such confrontations. Accordingly, about 33 (48.53 percent) of the school management, 23 (16.67 percent) of OVC and 57(43.19 percent )of guardians replied that the problem of subsidizing school related costs for beneficiaries was a very strong challenge that needs due emphasis and every donor should give weight.

Moreover, under the focus group discussion held with OVC, they confer their witness that whenever the school guards who were involving most in controlling out of class activities met in school compounds, children without uniform were insulted and warned as they were considered violators of school regulations, which this had psychological impact and turn by turn lead these kids to leave school forever. Another challenge given stress from the beneficiaries was that they were claiming when every academic year begins. This is mainly because they were not able to afford registration fee. Few OVC also appeal that whenever a new NGO comes in the school, the school management was promising to cooperate in excluding them from paying school fees, but the support break off soon when the NGO ends its operation. The school begins to collect the fee with unknown reason. No OVC would also have courage to ask why they were forced to pay.

The other essential aspect that needs further investigation to OVC was the availability of micro finance. It had an immense advantage for communities especially for those who live in lower social classes. It would help families to support their children who thought to drop out of school due to inadequate resource to cover students entire cost. Thus, parents’ involvement in mini business activities would indirectly maintain children at risk.

As a result, respondents were appealed to affirm their opinion about the situation where PC3 project was functioning for solving the economic challenge of both OVC and their care givers. In this regard, 40 (58.82 percent) of the school management, 55 (39.85 percent) of OVC, 22 (16.67 percent) of OVC

guardians and 2 (33.33 percent) of WLE staff exposed that the challenge to use microfinance in increasing guardian's income was very strong. As it had been listened in the focus group discussion, OVCs' stated that they were also facing challenge from the finance institution as it require a customer to be eighteen and above age to be involved in the institutions' loan system.

Finally, advocacy and mobilizing communities' to strengthen the project resource wise was also another input that should be experienced. In this regard, respondents were appealed to point out their view on the state of resource allocation. Accordingly, the greatest part of the respondents i.e. 43(63.24 percent) of school management respondents, 31 (22.46 percent) of OVC, and 33(25 percent) of guardians responded that the problem was very strong. Moreover, the great majority of OVC and their guardians (43.94 and 43.19 percent) respectively believed that the insignificant community resource allocation to the project was strongly affecting the program settings.

In Table 7, the result depicts that the mean value of the majority of items was above average. Here, we may infer that economic challenges were heavily affecting the implementation of the PC3 project. In other words, the table shows there was a great deal of economic dependency of OVC, insufficient allocation of subsidy, unfair micro finance institution working circumstance and insufficiency of communities' resource in strengthening the project activity might be inappropriate.

#### **4.3.3. Degree of Psychosocial Support Available to OVC's**

Psychosocial support under such OVC projects was expected to be another crucial factor that smoothens the progress of beneficiary's academic career. It is believed that when a child entertained in a proper psychosocial facilitation, it is likely that his/her undertaking of solving his/her mental problem is resolved. If not treated well, it would bring about regular absenteeism followed by the existence of deterioration in their academic success. As the project was serving orphans who missed their parents due to various reasons, a great deal of life challenge was expected. Therefore, in this prospect, there should be a need for close supervision and follow up.

The following problems that are summarized in Table 8 were assumed to be the psychosocial challenges still unsolved or treated in a very modest magnitude by the project. Accordingly, respondents were requested to articulate their view on the extent of psychological treatment and the challenges to render services to OVC.

**Table 8: -The Influence of Psychosocial Service Provision to OVC****(School mgt=68 OVC= 138 Guardians=132 and WLE staff=6)**

No	Item	Respondents	Very Strong(5)	Strong(4)	Average(3)	Below average (2)	Not at all (1)	Mean	Weighted Mean
1	depression and despair	School mgt	42.65	26.47	25	0	5.88	4	3.6
		OVC	40.58	5.8	31.88	12.32	9.42	3.56	
		Guardians	40.14	12.88	29.55	7.58	9.85	3.66	
		WLE staff	0	50	33.33	0	16.67	3.17	
2	Stigma and discrimination	School mgt	14.71	51.47	33.82	0	0	3.81	3.84
		OVC	31.16	42.76	26.08	0	0	4.05	
		Guardians	29.55	42.42	28.03	0	0	4.02	
		WLE staff	0	66.66	16.67	16.67	0	3.5	
3	Division of families	School mgt	27.94	51.47	20.59	0	0	4.07	3.99
		OVC	20.29	55.07	10.87	13.77	0	3.82	
		Guardians	28.03	56.82	12.88	0	2.27	4.08	
		WLE staff	33.34	33.33	33.33	0	0	4	

The majority of OVC incorporated in the project were notably suspected to be children living with HIV and AIDS. Considerably, this might bring about stigma and discrimination in OVC in school grounds. This also had its own negative impact in children to attend regular classes.

Those respondents who have claimed "stigma and discrimination was a very strong challenge that require serious attention" were 35(51.47 percent) school management, 59(42.76 percent) of OVC, 56 (42.42 percent) of guardians and 4(66.66 percent) of WLE staff.

Families as home leaders are basically responsible in molding the behavior of their kids. Their kids' conduct also lies mainly on the background of their parents' overall manner. Whenever situations come about comfortable in their home, children's school performance at school would go better. Conversely, if parental situation at home faces some kind of dispute, children attitude towards academic performance would be affected. In most circumstances, if marital situations are harsh at home, parents would decide to divorce. This action would then compel children to be vulnerable and in some cases even force them to go to streets which this may led them to drop out of school.

In relation to this, respondents were requested to indicate the scope of challenge OVC were facing due to the division of families in their academic career and the treatment rendered accordingly. Thus, 35 (51.47 percent) of school management, 76 (55.07 percent) of OVC, 75 (56.82 percent) of guardians and 2 (33.34 percent) of WLE staff suggested that the practice of settling divorced families in favor of OVC was a very strong challenge that could not been take care of adequately. From this we may conclude that although OVC were given school based counseling support, they were not getting properly that may had a role to minimize despair, depression, stigma and discrimination and solving disputes of families that could affect

them to attend class safely. As the majority of OVC lose one of their parents or/and their caregivers, they were found to be psychologically torched. It was assumed that they were always in thought of their parent's death. They prefer to think more on their personal home affair than their academic career. Consequently, from the response composed, we may assume that the psychosocial support offered from the project was not as such satisfactory.

On the basis of the data gathered, the support towards easing depression and despair and treatment to handle stigma and discrimination about HIV, the weighted mean 3.6 and 3.84 respectively shows that OVC were not getting the proper service that may serve them to stay in school. Analysis was also made on the status and consequence of psychosocial service rendered to vulnerable children and its effect on their academic success. Accordingly, the weighted mean 3.99 was above average and it may reveal that the division of families for vulnerable children even other things being constant, was severely affecting students' academic performance.

#### 4.3.4. Social Factors Affecting the Implementation of the PC3 Project

In accordance with the UN Child Rights Convention, **Article 32**, children up to the age of 18 should not be obliged to involve in activities that require hard work and they have right to learn <http://www.cafety.org/youth-rights-and-violations/194-summary-of-the-un-convention-on-the-rights-of-the-child>.

This is also supposed to prop up by Ethiopia labor law. However, the real practice of unfair appliance of child labor seems a serious challenge in developing countries. A number of children especially female are currently abused both in and out of home tasks. They are regularly involved in jobs that may require due attention. As a result, children would be forced to withdraw from school and some of them who move violently to remain in schools will face a probability of failure when they are incapable to carry the burden.

**Table 9: - Social Factors Affecting the Realization of the PC3 project  
(School mgt=68 OVC= 138 Guardians=132 and WLE staff=6)**

No	Items	Respondent s	Response(percentage)						Mea n	Weigh ted mean
			Very Strong(5)	Strong(4)	Average(3)	Below average(2)	Not at all (1)			
1	Too much OVC's labor abuse at home	School mgt	17.65	38.24	44.12	0	0	3.74	3.6	
		OVC	26.82	21.01	52.17	0	0	3.75		
		Guardians	26.52	21.01	52.17	0	0	3.73		
		WLE staff	0	16.67	83.33	0	0	3.17		
2	Too much OVC's labor abuse out of home	School mgt	25	42.65	32.35	0	0	3.93	3.63	
		OVC	36.96	32.61	21.01	9.42	0	3.97		
		Guardians	45.45	31.06	12.12	11.37	0	4.11		
		WLE staff	0	0	50	50	0	2.5		

Table 9 gives respondents' response to the question how much labor abuse both in and out of home influences OVC and how much it was a challenge to their academic career. To this end, the majority of school management i.e. 26 (38.24 percent), 29 (21.01 percent) of OVC, 31 (21.01 percent) of guardians and 1 (16.67 percent) of WLE responded as a "strong challenge". While a significant number of respondents, 22 (32.35 percent) from members of school management, 72 (52.17 percent) of OVC, half of guardian respondents and the majority of WLE staff agreed that the challenge was average.

Similarly, referring to OVC labor abuse out of home, 29 (42.65 percent) of the management team of the schools, 45 (32.61 percent) of OVC, 50 (31.06 percent) of guardians and half of WLE staff 3 (50 percent) replied that labor abuse was affecting OVC very strongly.

Moreover, respondents reported that OVC's labor abuse both at home and outside home were becoming a challenge for the success as it is depicted by the weighted mean value i.e. 3.6 and 3.63 respectively.

Thus, it is possible to presume that the majority of OVC were involved in routine duties that would affect their academic performance. Their labor was needed for routine tasks both in and out of home engagements. This would have its own impact on their academic career and the projects contribution in resolving the challenge seems insignificant.

#### **4.3.5. The Extent of Participatory Problem Solving Approach**

It is imperative to be acquainted with that OVC representatives should involve in the whole project implementation activity in order to bring about invaluable and need based solutions in cases where problems arise. This would help authorities at any level to know what gap was existing there and to list out ways of filling beneficiary's demand`.

**Table 10:- Degree of Participatory Problem Solving Approach****(School mgt=68 OVC= 138 Guardians=132 and WLE staff=6)**

No	Items	Respondents	Very Strong(5)	Strong(4)	Average (3)	Below average(2)	Not at all (1)	Mean	Weighted Mean
1	Low level of participation of OVC representatives	Sc.mgt	60.3	25	14.7	0	0	4.46	3.8
		OVC	31.88	25.36	34.8	7.98	0	3.81	
		Guardian	25.76	27.27	31.82	14.39	0	3.62	
		WLE	0	33.33	66.37	0	0	3.32	
2	Opportunity to share ideas among stake holders	Sc.mgt	38.24	23.53	26.47	11.76	0	3.88	4
		OVC	21.01	53.62	21.01	4.35	4.35	3.96	
		Guardian	25	68.45	5.3	6.82	3.03	4.31	
		WLE	33.33	33.33	16.67	16.67	0	3.83	
3	Poor coordination among school committee	Sc.mgt	39.7	54.4	5.88	0	0	4.34	3.9
		OVC	7.41	52.17	40.42		0	5.33	
		Guardian	21.21	42.42	31.82	0	4.55	3.71	
		WLE	33.33	33.33	16.67	16.67	0	3.33	
4	Irregular school communities involvement in OVC meetings	Sc.mgt	52.94	20.59	26.47	0	0	4.26	3.81
		OVC	0	62.32	31.16	6.52	0	3.46	
		Guardian	12.88	58.33	21.21	4.55	0	3.7	
		WLE	33.33	33.33	16.67	16.67	0	3.33	

Problem solving approach consists of a sequence of activities beginning with the need articulated by the user which is translated in to a problem statement and diagnosis. Here the beneficiaries are able to translate the need in to a problem statement and diagnosis. Which this enable implementers of such a project to conduct a meaningful search and retrieval of ideas and information (Havelock and Huberman, 1977: 249).

Accordingly, dialogue among implementing partners like the school core group committee (committee who are working the whole PC3 project activity at school level) and education bureau officials at different hierarchy is a must to the project success. In this connection, questions were posed to respondents to know the benefit and extent of a commonly agreed participative problem solving approach so that it helps to address the challenges of project implementation.

Accordingly, respondents were asked to have their say on the level of participation of OVC representatives at regular meetings. Regardless of this, the majority of staffs of school management 41 which is (60.3 percent), 44 (31.88 percent) of OVC, and a good number of guardians, (34) (25.76 percent) reported that OVC representatives involvement in the school core group committee meetings was under question, which this is considered as a very strong challenge.

Social relations between team members of the implementing partners, adequate social harmony and good relations among beneficiaries and partners are important for sharing ideas openly. They have to be correlated to each other to bring about interpersonal communication.

According to the weighted mean, participation of OVC representatives at regular meetings, the basis of sharing ideas among WLE staff and school communities regular involvement in school affairs' value ranges from 3.51, to 4, though all the responses are above average, the influence of the barrier factors stated above in turn can possibly supported by all participants.

Consequently, it seems clear that the extent of beneficiaries' involvement in the program implementation looks unsatisfactory. It is also believed that coordination among OVC and guardians as well as the implementing agent and the school committee was moderate. Coordination among school committee was also average. Therefore, it was likely that coordination among different implementing agents lacks some kind of commitment.

#### **4.3.6. Advocacy and Community Mobilization Activity**

Understanding public perceptions and opinions, working with community leaders, media, and decision makers to build popular support for resources to address the problem of OVC are some of the factors that need to be addressed in project implementation. In the execution process, information must be presented in a strategic manner to the community to convince them to cover the subject in a way that captures public attention.

Community mobilization and ownership is also a critical factor to the success of a project. The success of a project can be influenced by how they are adapted to the local socio-cultural, political and economic environment, and the extent to which they are adopted by local leaders and community members..[http://www.who.int/hpr/youth/html/yt-rar/Chapter\\_6.html](http://www.who.int/hpr/youth/html/yt-rar/Chapter_6.html). Here, the PC3 project involvement throughout the community and important leaders is also evaluated, so that it reflects community and OVC interests and local realities.

**Table 11: - Effort on Advocacy & Community Mobilization Activities****(School mgt=68 OVC= 138 Guardians=132 and WLE staff=6)**

No	Items	Respondents	Very Strong (5)	Strong (4)	Average (3)	Below average (2)	Not at all(1)	Mean	Weighted Mean
1	Inadequate promotion in improving community's attitude towards OVC	Sc.mgt	39.71	26.47	33.82	0	0	4.06	4.26
		OVC	84.05	8.7	4.35	2.9	0	4.74	
		Guardian	74.74	6.82	8.33	6.06	4.55	4.43	
		WLE	0	83.33	16.67	0	0	3.83	
2	Low level of guardian's persuasion to send OVC to school	Sc.mgt	10.29	25	64.71	0	0	3.46	3.79
		OVC	35.50	32.61	21.01	5.07	5.8	3.87	
		Guardian	40.15	30.30	11.36	8.33	11.36	3.84	
		WLE	50	16.67	16.67	16.67	0	4	
3	Lack of persistent discussion with out of school children to restart classes	Sc.mgt	42.65	39.71	17.65	0	0	4.25	3.85
		OVC	23.91	63.04	10.87	0	0	4.04	
		Guardian	25.76	54.55	8.33	0	5.30	3.77	
		WLE	0	50	33.33	16.67	0	3.33	
4	Limited efforts on promotion of class completion before marriage	Sc.mgt	42.65	30.88	11.76	14.71	0	4.01	3.55
		OVC	20.29	12.32	55.8	6.52	5.07	3.36	
		Guardian	20.45	14.39	59.85	3.79	1.52	3.48	
		WLE	0	50	33.33	16.67	0	3.33	

Here, respondents were requested to answer issues on the effort made in advocacy and community mobilization so as to describe OVC challenge and collect relevant input from the community. Table 11 gives insight how much the project is advocated and the community is mobilized. According to 27 (39.71 percent) of the school management group, the majority of OVC 116 (84.05 percent) and 98 (74.24 percent) of guardians evaluated the problem of advocacy of community's attitude towards OVC "very strong".

It is assumed that, in most rural developing countries, guardians/care takers don't want to send OVC to school. This may occur due to a number of reasons. One, as some of them don't have blood relation with OVC, they want to exploit their labor for home based activities. Secondly, due to lack of resource to cover their entire school cost, they prefer forcing OVC to involve in small business activities to collect money so as to cover the daily home expenses. Therefore, an intensive work to convince their care givers to send their kids to school is essential.

Respondents were also requested to answer questions regarding the extent of the work done on guardian's acceptance to send OVC to school. As per their suggestion, the majority of school management respondents, i.e., 44 (64.71 percent) of school management, 29 (21.01 percent) of OVC, 15 (11.36 percent) of caregivers and 2 (33.33 percent) of WLE staff were putting the challenge as average affecting the implementation of the program.

**Table 12: - Organizational Factors /WLE/ Affecting the Implementation of the PC3 Project**

**(School mgt=68 OVC= 138 Guardians=132 and WLE Staff=6)**

No	Response	Respondents	Response/percentage/					Mean	t-test
			Very Strong (5)	Strong (4)	Average (3)	Below average (2)	Not at all (1)		
1	Lack of clear direction to disseminate project Objective	Sc.mgt	27.94	23.24	44.41	0	4.41	3.7	0.199
		WLE	0	66.66	16.67	16.67	0	3.5	
2	Tiresome assignments to the school management	Sc.mgt	27.94	41.18	30.88	0	0	3.97	0.280
		WLE	33.33	16.67	33.33	16.67	0	3.67	
3	Insufficient reward/incentive at school level	Sc.mgt	86.76	13.24	0	0	0	4.87	1.136
		WLE	50	0	16.67	16.67	16.7	3.5	
4	Lack of skilled man power	Sc.mgt	0	51.47	38.24	10.29	0	3.41	-0.25
		WLE	33.33	33.33	0	33.34	0	3.67	
5	High turnover	Sc.mgt	5.88	39.71	26.47	27.94	0	3.24	-0.59
		WLE	33.33	33.33	16.67	16.67	0	3.83	

significance level= Alpha=0.05 t- critical=1.645

On the basis of this, respondents were asked to insist their assumption whether or not organizational factors had influence on the project implementation practices in general and on the educational wastage in particular.

Incentive/reward scheme is vital to the successful and efficient realization of the project objective. It seems clear that, all government partners were not paid for the project activity they were performing. According to the majority of respondents, the redundant assignments from WLE were creating borings especially for the school management. Questions were also posed about the impact of incentive /reward from the main implementing agent for implementers at school level towards the achievement of the project. In this regard, the majority of respondents from partners' i.e. 59 (86.76 percent) of school management and 3 (50 percent) of OVC replied lack of incentive or reward was a very strong challenge for the project implementation.

In addition t- test was also used in order to test the relationship between the two groups in perceiving the current state of organization in the task of accomplishing the PC3 project. The test revealed that, at  $\alpha=0.05$  significance level and 1.645 degree of freedom the calculated values for question number 1,2,3,4, and 5 are 0.1985,0.2802,1.135, -0.253 and -0.59 respectively. Though all responses were above average, the response given from the respondents is strengthening the say that organization's factors have contributed a lot in affecting the project accomplishments.

### 4.3.8. The Impact of Geographical Factors In the Execution of the PC3 Project

Geographic factors that include distances, poor climatic condition, and isolation were rated under the category of geographical challenges. There would also appear to have need for sharing solutions to these problems.

**Table 13. The Extent to Which Geographical Factors Affect the Project Implementation Process (WLE = 6)**

No	Item	Respondents		
		WLE Staff		
		Response	No	%
1	Long distance between target schools where OVCS are found.	Very Strong	4	66.67
		Strong	-	-
		Average	2	33.33
		Below Average	-	-
		Not at all	-	-
		Total	6	100
2	Isolation of schools where OVCS are supported from the main road.	Very Strong	-	-
		Strong	1	33.33
		Average	1	16.67
		Below Average	3	50
		Not at all	-	-
		Total	6	100
3	Insufficient public transport access to target schools	Very Strong	3	50
		Strong	-	-
		Average	1	16.67
		Below Average	2	33.33
		Not at all	-	-
		Total	6	100
4	Organization's transport access/car, motor cycle, etc.../is inadequate	Very Strong	2	33.33
		Strong	3	50
		Average	-	-
		Below Average	1	16.67
		Not at all	-	-
		Total	6	100

Questions were also posed to the employees of World Learning-Ethiopia pertaining the influence of geographical factors towards the program. According to the respondents, 4 (66.67 percent) of them responded that there is a long distance between target schools and it was creating a very strong challenge that affects the project implementation settings. Whereas, 2 respondents, who are 33.33 percent hold up the challenge as "strong".

Hence, distance between target schools had serious challenge towards project accomplishments. Besides, both organizations as well as limited public transport access towards to schools were also considered as a grave challenge in delivering technical supports to the beneficiaries.

#### 4.3.9. Home and School Based Service Delivery

OVC are getting support from the PC3 project in areas of services such as education, nutrition, legal, psychosocial, health and life skill. Education, health and nutrition services are key elements to the success of the program.

**Table 14: - The Extent of Home & School Based Service Delivery to OVC.**

**(OVC= 138 OVC guardians=132)**

No	Item	Respondents	Responses					Mean	t-test
			Very Strong/5/	Strong/4/	Average /3/	Below average/ 2/	Not at all /1/		
1	Inadequate tutorial supports	OVC	15.94	21.74	42.03	20.29	0	0.121	0.017
		Guardian	9.1	32.58	38.64	19.7	0	0.118	
2	Malnutrition	OVC	66.67	18.12	25	13.24	0	0.223	0.264
		Guardian	41.76	16.67	18.94	22.63	0	0.157	
3	Poor housing provision	OVC	32.61	34.78	22.46	10.15	0	0.161	0.003
		Guardian	36.36	29.55	18.18	14.39	0	0.161	
4	Limited Efforts to reduce the health hazard	OVC	23.91	40.58	22.46	13.04	0	0.15	0.025
		Guardian	21.97	40.91	18.94	18.18	0	0.145	
5	Inadequate service provision (quantity)	OVC	22.47	42.75	25.36	9.42	0	0.151	-0.07
		Guardian	28.03	48.48	17.42	6.06	0	0.166	
6	Inadequate service provision (quality)	OVC	21.01	34.78	29.71	14.5	0	0.141	-0.04
		Guardian	25	35.61	28.79	10.61	0	0.149	

Significance level= Alpha=0.05 t- critical=1.645

Questions were posed to the respondents to evaluate the extent of service rendered and how much it affects the OVC school attendance. Among these factors, tutorial support is one of the service delivery schemes functioning to the beneficiaries. The desired outcome here is, the child is enrolled, regularly attends and completes a minimum of primary class. Among the activities, increasing capacity to monitor child enrollment, attendance and completion are basic. Even if it lacks some kind of clarifications, OVC who fail to promote and those who have marginal grades during the academic year are offered tutorial services aiming at filling gaps on what they lack.

Towards this effect, 58 (42.03 percent) of OVC and 51 (38.64 percent) of guardians declared that the implementation and management of this service rendering scheme was an average challenge. In our focus group discussion with OVC, they also state that the program lacks coordination and proper management.

As per their say, all OVC who fail to promote to the next grade were given tutorial mixed with those non beneficiary OVC who only want to attend the summer tutorial program just for improving their academic effectiveness. This is mainly because it helps OVC to reduce stigma from the rest school communities. This creates some kind of complications as OVCs interest is a bit different one from the others.

Malnutrition was one of the serious challenges OVC faces as it was observed during the focus group discussion. According to the program objective, adequate food should be available for the child throughout the year to keep them healthy. To accomplish this, activities are listed in the project document. Among these training care givers on proper food handling and nutrition practices, linking severely malnourished children to therapeutic feeding programs, increasing household protection of food, utilizing gardening and linking OVC to food resources when and where appropriate are stated. But as it was observed in out of school grounds OVC were wondering here and there to search for options to cover their daily meal. As per their articulation, they were not provided adequate nutrition prop up that would have significant effect to help them to stay in schools.

Questions with regard to housing were also posed to respondents. To this end, 22 of OVC (32.61 percent) and 12 (36.36 percent) of guardians claimed that housing challenges affect OVC academic performance very strongly. While it was supposed to be a strong confront on the basis of 58 (34.78 percent) of guardians and 51 (29.55 percent) of OVC respondents.

Questions were forwarded to respondents to express their feelings how much lack of nutrition affect the program and evaluate the effect towards drop out and repetition. With this regard, 92 (66.67 percent) of OVC and 55 (41.76 percent) of guardians consider lack of proper nutrition support as a very strong challenge towards their scholastic performance.

The other investigated issue in the study was the status and management of health. As it was mentioned earlier, studies show that the majority OVC were suspected to be victims of HIV and AIDs as most parents died by the disease. This implies that these children need close medical follow up. Unless and other wise whenever they face simple epidemic diseases, they would be forced to leave schools which this would also led them later to failure followed by dropping out of school.

According to the PC3 health intervention guide, there would have been promotion of stronger linkage between health services and parents and care givers of OVC. The document provides guidance in how to address the specific health and nutritional needs of people living with HIV and AIDS and information for early detection of HIV and HIV related illness such as tuberculosis (TB), sexually transmitted disease and other opportunistic diseases.

Having this in mind, respondents were asked to have their say on the extent of health services from the program and its degree of influence towards success. Accordingly, 56 (40.58 percent) of OVC and 54

(40.91 percent) of guardians said that the current health support program was insignificant and the challenge towards this effect was strong.

With regard to quantity of services rendered from the project, (42.75 percent) of OVC and (48.48 percent) of guardians responded that the service delivery scheme was not as such suitable and respondents evaluate the ongoing service delivery in terms of quantity and they were considering as “a strong challenge”.

Given the vast number of organizations working not only in the PC3 program but in other OVC related programs in Ethiopia, it was critical that there must be some consistency in the quality and package of services for children and their households. With reference to quality of service provided to beneficiaries and its effect towards the program accomplishment, (34.78 percent) of OVC and (35.61 percent) of OVC guardians responded that the quality problem was strong.

In accordance to this, t-test is also applied in order to test the relationship between the two groups of respondent’s responses on home & school based service delivery to OVC. The test revealed that, at  $\alpha = 0.05$  significance level and 1.645 degree of freedom the calculated values for question number 1,2,3,4, and five are 0.017, 0.264, 0.003, 0.025, -0.07, -0.04 respectively. Though all responses are above average, the test confirms that home and school based service delivery was not adequately treated and it contributed a lot in affecting the project accomplishments.

As a whole, one may deduce that most of the interests of OVC were not entirely addressed by the project. As per the discussion made with the focus group, the service delivery scheme was not as such satisfactory and it was not carried out on the basis of their needs. Some of them also stated that they were not given emphasis even after informing the school management the serious challenges that may lead them to leave school. As a result, it seems clear that both the management of home & school based service delivery to OVC was not treated properly and as per the need and priority of the beneficiaries.

#### **4.3.10. The Project’s Position in Addressing Its Objectives**

Sometimes projects have not been clear to those who are responsible for carrying it out and not being acceptable to many of those for whom it is designed. That is why both the implementing partners and the agent itself face challenge to disseminate the project objective as per the designed document.

**Table 15. Degree of Knowledge of Stakeholders About the Objectives of the PC3 Project (School Mgt =68 And WLE staff = 6)**

No	Item	Response	Respondents				
			School Mgt (68)		WLE staff(6)		
			No	%	No	%	X2
1	Do you know the objective of the PC3 project?	Yes	38	55.88	6	100	9.4
		Yes, to some extent	30	44.12	-	0	
		No	-	-	-	-	
		Total	68	100	6	100	
2	If you respond yes, in your opinion, were the official objectives of the PC3 project realizing the demand of the beneficiaries?	Yes	34	53.13	4	66.67	6.5
		Yes, to some extent	30	44.12	2	33.33	
		No	-	-	-	-	
		Total	64	97.25	6	100	

Accordingly, respondents were asked to articulate their opinion on whether or not they have ideas on the objective of the PC3 project. Based on this, the majority of the respondents i.e. 55.88 percent of the school core group committee and all respondents of World Learning staff respectively replied as “yes”.

Out of 64 respondents of the school committee who responded yes to the question whether they know the objective of the project, 34 (53.13 percent) of the school committee and 4(66.67 percent) of World Learning staff responded that the official objectives of the PC3 project realizes the real demand of the beneficiaries.

A chi-square test of significant was calculated in order to test the relationship between the two groups concerning the objective of the PC3 project and the realization of the real demand of beneficiaries. The test revealed that for 1 degree of freedom at 0.05 level of significance the critical value of  $X^2 = 3.84$  and the calculated value of  $X^2 = 9.4$ , for respondents knowledge about the project objective and 6.5 for the realization of the demand of beneficiaries. Since both the computed values of  $X^2$  are greater than the critical value there is a significant relationship between the two groups in their response regarding the familiarity of the objective of the PC3 project.

#### **4.3.11. The State of the PC3 Project Implementation Plan**

Every project activity begins with design and understanding of the detail implementation plan. As it is stated earlier in the literature review, a project plan had certain specific purposes. It helps to facilitate decision making and communication tactics. In order to acquire effective outcome, it also helps to

**Table 17. The Overall Setting of the PC Project****( School Mgt = 68)****WLE Staff=6)**

No	Item	Response	Respondents			
			School Mgt		WLE staff	
			No	%	No	%
1	The timeliness of the PC3 project implementation:-	begins rapidly and ends slowly	26	38.24	2	33.33
		begins slowly and ends rapidly	42	61.76	4	66.67
		begins and ends slowly	-	-	-	-
		begins and ends rapidly	-	-	-	-
		Total	68	100	6	100
2	The project's sub grantees influence in the implementation of the project:	Yes	32	47.06	2	33.33
		Yes, to some extent	34	50	4	66.67
		No	2	2.94	-	0
		Total	68	100	6	100
3	PC3 project accomplishment in reducing drop out: -	Yes	26	38.24	2	33.33
		Yes, to some extent	27	39.7	4	66.66
		No	1	1.47	-	-
		I don't know	14	20.59	-	-
		Total	68	100	6	100
4	PC3 project accomplishment in reducing repetition: -	Yes	12	17.65	2	33.33
		Yes, to some extent	14	20.59	4	66.66
		No	21	30.88	-	-
		I don't know	21	30.88	-	-
		Total	68	100	6	100

The next issue reviewed was the general state /background of the project. Some among both groups, 26 (38.24 percent) and 3 (33.33 percent) of the school management and World Learning staff respectively replied that the project begins rapidly and ends slowly. Whereas the majority of them i.e. 42 and 3 (61.76 and 66.67 percent) of the same group respectively responded inversely. This might tell us that most services to beneficiaries were delivered at the end of the project year, which means beneficiaries received services after they were severely affected by a lot of challenges.

The PC3 sub grant agreement between WLE and Save the Children was also given emphasis whether or not it had negative effect to the project implementation process. Hence, in view of that, 32 and 3 (47.06 and 33.33 percent) of the school management committee and World Learning staff respectively responded

“Yes at all”. While, the great majority of both groups 34 (50 percent) of the school management and 4 (66.67 percent) of World Learning staff stated that to some extent this kind of agreement had effect towards the implementation..

After looking at the overall performance of the project, respondents were asked to reveal how much the project helps OVC in reducing the two major categories of educational wastage (repetition and dropout). In view of that, 26 respondents which is 38.24 percent of the school management and 2 (33.33 percent) of World Learning staff responded that the project contributes a lot in reducing drop out. But 27 of the school management (39.7 percent) and the majority of World Learning staff i.e. 4 (66.66 percent) responded that the project was able to reduce drop out to some extent quantity wise. Whereas regarding repetition, 14(20.59 percent) of school management and 4(66.66 percent) of WLE staff reported that the role of the project in reducing repetition was viewed as“to some extent”

Moreover, as per the expression of beneficiaries, for the question forwarded to the focus group discussion to make a comparison between the pre and post project time, they believe that the project had bring about some kind of insignificant changes. However, it was as such difficult to say the difference was the effect of PC3 as some other projects were also serving the same orphans under different categories.

But according to the data gathered from WLE, it looks that there is some kind of significance positive changes as a result of the PC3 project towards OVC.

In all sample schools of the research, out of 1200 OVC students (584 male and 616 female) were enrolled in 2001 E.C (18.4% of the total students). Out of this, with regard to dropping out of school, 76 (37 male and 39 female) OVC students were unable to continue their education in the coming academic year. Whereas, the dropout rate to be 6.31 % which is less than by 1.87% from the total students and by 2.29% from the Non OVC students. In addition there is a 1.25% OVC drop out decrease comparing with the 2005 OVC dropout rate (accomplishment performance report of WLE, 2005).

Considering the case of promotion rate, in 2005, out of 100 OVC students (90.61%) were able to promote to the next grade. which is significantly larger than the promotion rate of all students and Non OVC students (83.89% and 82.38% respectively). Moreover, according to the base line survey made in 2005, in the early stages of the project, the promotion rate of all students accounts 80.9 % where as the rate of promotion to OVC students was in average, 79.82 % (accomplishment performance report of WLE, 2010). Though the repetition rate of grade 5 and 8 is a bit fluctuating – increasing for two years- the PC3 project is bringing about some kind of significant changes towards repetition.

We may also likely deduce from the concerned official’s interview that access to education, reducing educational wastage, improving the quality of education and strengthening the role of schools as central institutions with in the community was not fully achieved. But the project to such effect has an immense contribution.

strengthening counseling service and rendering tutorial support to the needy OVC are issues that are considered as most influential factors for reducing repetition and drop out by guardians than OVC. These factors were ranked sixth, eighth, fifth, and seventh by the OVC respectively.

The test of spearman's rank order correlation coefficient  $P$  ( $\rho$ ) was applied to see the relationship between OVC and guardians respondents in perceiving activities to be carried out in reducing repetition and drop out. The obtained value of  $\rho$  ( 0.4) shows that there is a strong relationship between them. As a result, both groups share the same ideas on the measures that should be given emphasis to reduce education wastage (repetition and drop out).

Furthermore, officials at woreda and city administration were also requested to express their view on the solutions for the success of the project in general and or reducing educational wastage in particular. According to them, some kind of mini business centers should be established for OVC so that it would enable them to make self help strategies applicable. For this, Oromia Regional State micro finance institutions should help OVC in giving initial deposit to run mini business activities.

community. This is mainly because community empowerment stands central to success. Using the mini media at school level, community leaders and local administration as a lead agent have roles in this regard.

- Periodic monitoring of the project activity, wise use of time in the execution of the project with no delay in launching the project and provision of technical support for the functioning team, follow up and immediate remedial correction with enhanced community participation to service delivery would be the necessary step for program improvement.
- Care takers of OVC should also be promoted to use local saving systems known in Ethiopia – Equip, involving in simple income generating activities. These allow the OVC and their guardians to meet their small, short term financial needs for emergencies without having to borrow from a money lender or relying on their relatives.
- The Oromia REB should also play in mobilizing all stakeholders to enhance the efforts and to alleviate the financial challenges of OVC. Government authorities especially at woreda level should work hard to strengthen and link the OVC with micro finance institutions to endow with the necessary trainings to these kids and to adjust their working regulations, so that it would enable them to solve their financial constraints by themselves. Counseling service has to be arranged in primary schools to deal with academic and social problems of OVC in regular base.
- Commitment and dedication of project implementers and staff have been critical for the achievement of its development objectives. To induce better performance, the technical and managerial staff members including implementing partners at school level should be involved and some kind of incentive scheme has to be designed and experience sharing among schools should also be arranged.
- Although the PC3 project puts some kind of effort to improve the overall wellbeing, safety and protection of the OVC, its target of meeting academic success is lacking some kind of coordinated care and support to beneficiaries. Therefore, the implementing NGO are also supposed to make sure of quantity of services delivered and quality standards. As one part, the availability of material and financial aid should be quantitatively and qualitatively sound.

# Appendices

**Appendix-A**

**አዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ቤት  
የሰነ ትምህርት ኮሌጅ  
የትምህርት እቅድና አስተዳደር ትምህርት ክፍል  
የትምህርት ፖሊሲ እና እቅድ ዘርፍ**

**በፒሲ3 ፕሮጀክት በታቀፉ ወላጆቻቸውን በሞት ላጡና ለችግር በተጋለጡ ሕጻናት እንዲሁም በአሳዳጊዎቻቸው የሚሞላ**

የዚህ መጠይቅ ዋና ዓላማ በኦሚያ ክልላዊ መንግስት የትምህርት ቢሮ የትምህርት ብክነትን ለመቀነስ በወርልድ ለርኒንግ - ኢትዮጵያ ፒሲ3 ፕሮጀክት እየተደረገ ያለውን ትግበራና በአፈጻጸም ዙሪያ የተከሰቱ ችግሮችን ለመዳሰስ ነው። በመሆኑም፡ የዕናንተ ሃቅን የተላበሰ በወቅቱ የሚሰጥ ምላሽ ለጥናቱ ስኬት ፋይዳው ከፍተኛ ነው። ስለዚህ በመጠይቁ ላይ ምላሾችን በታማኝነት እንዲሞሉ ይለመናሉ። በሚሰጡት መልስ ፊት ለፊት ላይ የ (✓) ምልክት ያስቀምጡ።

ማስታወሻ - በመጠይቁ ላይ ስመዎን መጻፍ አያስፈልግም።

**ስለትብብርዎ በቅድሚያ አመሰግናለሁ።**

I. **General Information**

1. Sex :- Male  Female
2. Age:- 19-25years  26-30 years  31-35 years  > 35 years
3. Educational background:- Secondary Education  Certificate  Diploma   
BA/BSC  MA/MSC  Other, please specify  -----
4. Field of study:- Education  Social Science  Natural Sciences   
Other, please specify  -----
5. Do you know the objective of the PC3 project? Yes, at all  Yes, to some extent   
No, at all  -----
6. If you respond yes, in your opinion, were the official objectives of the PC3 project realizing the real demand of the beneficiaries? Yes, at all  Yes, to some extent  No, at all
7. Is the implementation plan for the project ever revised?  
Yes clearly and in detail  Yes, clearly but not in detail  Only minor revisions
8. Were plans for implementation clearly specified in writing before the beginning of the project? Yes, clearly and in detail  Yes, clearly but not in detail   
Yes, but not clearly  No, there was no real plan issued as a document   
I don't know
9. The PC3 project:- begins rapidly and ends slowly  begins slowly and ends rapidly   
begins and ends slowly  begins and ends rapidly
10. As the project is a sub grant to World Learning-Ethiopia, do you think it has its own negative influence in the implementation of the project:  
Yes, at all  Yes, to some extent  No, at all  I don't know
11. PC3 project accomplishment in reducing drop out and repetition:  
Yes, at all  Yes, to some extent  No, at all I don't know
12. What priority could you set to achieve for the success of the project in reducing educational wastage? Place the following in rank order. Mark "No 1" for the most demanding.  
-----1. Community participation in schools' affair  
-----2. Promotion of the value of education to the community  
-----3. Introduce and make school feeding program to OVC applicable  
-----4. Provide health services to OVC from the nearby clinic  
-----5. Play role in schools to make repetition and re-entry easier  
-----6. Strengthening counseling service  
-----7. Share economic burden of OVC  
-----8. Rendering tutorial support to the needy OVC  
-----9. Financing OVC's school related costs

13. Level of Involvement of Education Bureaus in the preparation of project implementation plan?

No	Stake Holders	Participated Actively	Had Little Involvement	Had No Involvement	I Don't Know
1	Regional Education Bureau				
2	Zone Education Department				
3	Woreda Education Office				
4	School involvement /KETB,PTA and Director/				

II. The following situations are still /final year of the project/ expected to be challenges in the implementation of the PC3 project. The problem may be of delay, shortage, coordination, lack of participation, managerial or a problem of distance. Therefore, mark (√) based on the extent of influence of the stated problem in front of each choice against the event.

NB VS: Very Strong (5) S:- Strong (4) A: - Average (3)

BA: - Below average (2) NAA: - Not at all (1)

No	Item	Scale				
		5	4	3	2	1
1	Economic dependability of OVC at home					
2	Inadequate subsidy to cover school related costs					
3	Insufficient microfinance institution to increase guardian's income					
4	Scarce community resources in strengthening the project					
5	Too much OVC labor abuse out of home					
6	Inadequate support in reducing depression and despair					
7	Treatment to handle stigma and discrimination about HIV is not worth mentioning					
8	There were problems in settling division of families for vulnerable children					
9	Economic dependability of OVC at home					
10	Low level of participation of OVC representatives at regular					
11	Poor coordination among school committee					
12	Irregular school communities involvement in OVC meetings					
13	Inadequate promotion in improving community's attitude towards OVC					
14	Low level of persuasion of guardian's to send OVC to school					
15	Inadequate promotion in improving community's attitude towards OVC					
16	Lack of persistent discussion with out of school children to restart classes					
17	Limited efforts on promotion of class completion before marriage					
18	Lack of clear direction From WLE to disseminate project Objective					
19	Tiresome assignments from WLE to the school management					
20	Insufficient reward/incentive for the implementers at school level					

## I. General Information

1. Sex :- Male  Female
2. Age:-19-25  26-30 years 31-35 years >35 years
3. Field of Study:- Education  Social Sciences  Natural Sciences   
Others
4. Educational background:-Secondary Education  Certificate  Diploma   
BA/BSC  MA/MSc  Other, please Specify
5. How much you earn per month? ≤ 1500birr  1501-2000 birr   
2001-3000 birr  3001-4000 birr 4001-5000 birr 5001-6000 birr  
 Above 6000birr
6. Do you know the objective of the Pc3 project? Yes, at all  Yes, to some extent No, at all
7. If you respond yes, in your opinion, were the official objectives of the PC3 project realistic? Yes, at all  Yes, to some extent  No, at all
8. Were plans for implementation clearly specified in writing before the beginning of the project? Yes , clearly and in detail  Yes, clearly but not in detail  Yes but not clearly  No there was no real plan issued as a document  I don't know
9. Is the implementation plan for the project ever revised?  
Yes, clearly and in detail  Yes, clearly but not in detail   
Only minor revisions are made  I don't know
10. As the project is a grant to WLE, do you think it has its own negative influence in hindering implementation of the project?  
Yes, at all  Yes, to some extent  No, at all I don't know
11. The PC3 project:-begins rapidly and ends slowly  begins slowly and ends rapidly  
 begins and ends slowly  begins and ends rapidly  I don't know
12. Do you think PC3 project achieved success in reducing drop out and repetition?  
Yes, at all  Yes, to some extent No, at all  I don't know
13. If your response is "yes to some extent" and "No at all" what possible resolution do you suggest for the success of the project in reducing educational wastage?

Place the following in rank order. Mark "No 1" for the most demanding

- 1. Community participation in schools' affair
- 2. Promotion of the value of education to the community
- 3. Introduce and make applicable school lunch program to OVC
- 4. Provision of health services to OVC regularly.
- 5. Play role in schools to make repetition and re-entry easier
- 6. Strengthening counseling service.
- 7. Share economic burden of OVC at home
- 8. Rendering tutorial support to the needy OVC
- 9. Financing school related costs

a. How various groups involved in the project implementation plan?

No	Stake holders	Participated Actively	Had Little Involvement	Had No Involvement	I Don't Know
1	Regional Education Bureau				
2	Zone Education Department				
3	Woreda Education Office				
4	School involvement /KETB,PTA and Director/				

**I. General Information:-**

1. Sex:-

Male

Female

Age:-19-25

26-30

31-35

>35

2. Educational background:-

Secondary education

Certificate

Diploma

BA /BSC

MA/MSc

Other

3. Field of Study: - Education  Natural Science , Social Science  Other

4. Did you take part in the planning and implementation process of the PC3 project?

5. How do you evaluate the implementation settings of the PC3 project? Do you think that it is on the right track? What is your suggestion towards the overall implementation strategies of the PC3 project? To what extent it resolves the real problem of the beneficiary OVC?

6. Is there a practice of gathering the likes and dislikes of OVC preference before service delivery?

7. In your opinion, do you think that the objective of improving access to education, reducing educational wastage, improving the quality of education and strengthening the role of schools as central institutions with in the community achieved?

8. Do OVC treated separately if the expectation of success is failed due to various factors?

9. What problems and solutions did you observe and suggest respectively for the success of the PC3 project?

## **DECLARATION**

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

**NAME: TEFERI WOLDEHAWARIAT**

**Signature** \_\_\_\_\_



**UNIVERSITY: ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION**

**DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**DATE OF SUBMISSION: JUNE 2010**

