ANNUAL REPORT

USAID/Ethiopia

Basic Education Strategic Objective 2:

Community-Government Partnership Program

Cooperative Agreement 663-A-00-02-00320-00

World Learning Ethiopia	World Learning for International Development
P.O. Box 16981 Addis Ababa, Ethiopia (251-1) 628940	1015 15th St. N.W. Washington, D.C. 2005 (202) 408-5420 education@worldlearning.org

November 2004

Table of Contents

List of Tables, and Figures ---------- 3
Executive Summary ---------- 5
Acronyms---- ---------- 7
1.0 Introduction ---------- 8
2.0 Program Implementation ---------- 9
3.0 Project Beneficiaries ---------- 11
4.0 Project Operation ---------- 12
5.0 Community Participation ---------- 13
6.0 Girls' Participation ---------- 15
7.0 Collaborations with Regional Education Bureaus and Local Government Bodies - 19
8.0 School Incentive Awards ---------- 19
9.0 Training and Capacity Building ---------- 20
10.0 Monitoring and Evaluation Activities ---------- 23
11.0 Educational Quality ---------- 24
12. 0 Enrollment and Equity ---------- 26
13.0 Analysis of Target Attainment ---------- 29
14.0 Lessons Learned ---------- 33
15.0 Major Program Issues Observed ---------- 34
16.0 Complementary Drought Assistance Program ---------- 35

APPENDICES

Appendix 1: Strategic and Intermediate Objective Levels and Indicators ---------- 38
Appendix 2: Sub – intermediate Result Levels and Indicators ---------- 39
Appendix 3: Number of Schools to be Engaged Over the Life of the Project ---------- 40
Appendix 4: WLE CGPP Woredas, September 2004 ---------- 40
Appendix 5: WLE CGPP Plan for School Intake and Exit by Year, Quarter, Region and Cohort ---------- 42
Appendix 6: WLE CGPP Plan for Monitoring and Evaluation Activities by Year, Quarter, Region and Cohort ---------- 43
Appendix 7: WLE CGPP Plan of Activities for Training and Community Capacity Building by Year, Quarter, Region and Cohort ---------- 44
Appendix 8: Summary of Contributions Made to School Improvement Activities in the Second Implementation Year ---------- 45
Appendix 9: Project to Date, Summary of Contributions Made to School Improvement Activities ---------- 46
Appendix 10: Abridged Success Stories ---------- 47

Appendix 11: Project to Date, Number of Schools that Received School Incentive Award ---------- 55
Appendix 12: Change in Enrollment in Cohort I CGPP schools ---------- 56
Appendix 13: Reconstructed Cohort Analysis of Weighted Average Dropout Rate for Grades 1-4 ---------- 63
Appendix 14: Gender Parity Index by Region ---------- 87
Appendix 15: Community Enhancement Activities in Educational Quality ---------- 88
Appendix 16: Photo Gallery ---------- 91

List of Tables, and Figures

Table 1: Project to Date, Number of Schools and Woredas Engaged in the Project by Implementation Year and Quarter (December 2002-June 2004)

Table 2: Project to Date, Number of Woredas Engaged in the Project by Implementation Year and Quarter (December 2002-June 2004)

Table 3: Project to Date, Number of Schools Engaged in the Project by Implementation Year and Cohort (December 2002-June 2004)

Table 4: Number of Beneficiary Woredas, Kebeles, Schools and Students in WLE CGPP

Table 5: Summary of Contributions Made to School Improvement Activities in the Second Implementation Year (July 2003 - June 2004)

Table 6: Summary of Contributions Made in Cash, Material and Labor to School Improvement Activities in the Second Implementation Year (July 2003 - June 2004)

Table 7: Summary of Ratio Between Community and Project Contributions to School Improvement Activities in the First and Second Implementation Years (December 2002 - June 2004)

Table 8: Summary of Enrollment of Girl Students in CGPP Schools by Region and Year

Table 9: Project to Date, Number of Schools that Received School Incentive Award by Phase (01 December 2002 - 30 June 2004)

Table 10: Project to Date, Number of Schools that Received School Incentive Award by Implementation Year (01 December 2002 - 30 June 2004)

Table 11: Summary of Formal Training and Workshop Activities by Type (July 2003- June 2004)

Table 12: Summary of Ongoing Capacity Building Support to Communities by Region

Table 13: Number of Participants in Training and Workshop for CDA Schools by region and Type of Training/Workshop

Table 14: Number of Teachers by Qualification in the First Batch WLE CGPP Schools

Table 15: Pupil -Teacher Ratio and Pupil -Section Ratio in the First Batch WLE CGPP Schools

Table 16: Change in Enrollment in Cohort 1 CGPP Schools

Table 17: Gender Parity Index in First Cohort WLE CGPP Schools

Table 18: Percent of CGPP schools in focus regions that have a weighted average drop out rates for grades 1-4 below the regional average (from a benchmark of the average for the last three years).

Table 19: Weighted average Dropout Rate Grades 1-4 by Region, Location and Gender for Batch 1 Schools

Table 20: Promoting Rate Grades 1-4 by Region, Location and Gender for Cohort 1 Schools

Table 21: Percent of PTAs who have raised at least 5 education issues annually to local Government of which 2 are related to education quality and equity issues.

Table 22: Percent of education issues raised by PTAs that were responded to by local Government

Table 23: Percent of PTAs that have taken actions of which 50% are related to education quality and equity

Figure 1: Geographical Distribution of WLE CGPP Regions and Zones
Figure 2: Project to Date Number and Regional Distribution of CGPP Schools
Figure 3: Number of CGPP Beneficiary Students, Kebeles and Households
Figure 4: Female Enrollment in WLE CGPP Schools in Amhara Region
Figure 5: Female Enrollment in WLE CGPP Schools in SNNPR
Figure 6: Female Enrollment in WLE CGPP Schools in Benishangul Gumuz Region
Figure 7: Change in Enrollment in Cohort I CGPP Schools in Benishangul Gumuz Region (No. Of Schools = 20)
Figure 8: Change in Enrollment in Cohort I CGPP Schools in SNNPR (No. Of Schools = 71)
Figure 9: Change in Enrollment in Cohort I CGPP Schools in Amhara Region (No. Of schools = 100)
Figure 10: Gender parity Index in the First Cohort WLE CGPP Schools in SNNPR, Amhara, and Benishangul Gumuz Regions
Figure 11: Dropout Rate Comparison Between WLE CGPP Regions
Figure 12: Promotion Rate Comparison Between WLE CGPP Regions

Executive Summary

This annual report covers BESO II CGPP activities for the period July 1 2003 – June 30 2004. During this period, World Learning Ethiopia provided operational support to 556 new schools and 384 participating schools for a total of 940 schools in Benshangul-Gumuz, Amhara and SNNPR. In addition, Non-Formal Center programs were established in 11 locations in Benishangul-Gumuz and Amhara regions with negotiations currently underway for an NFE program in SNNPR.

Focusing on improving quality and equity in education at the school level, a combination of training and capacity building for Parent Teacher Associations, Kebele Education and Training Boards and Woreda Education Offices, along with Phase 1 and Phase 2 School Incentive Awards were provided to project schools. In this period, CGPP served 911,736 students (of whom 44.3 % were females) from 816,578 households in the three project regions.

During this implementation year, communities contributed a total of Birr 2,770,508.65 (USD $896,783.92) for school improvement activities and the local government in cash, material and labor. Over the project period to date, communities have contributed Birr 10,001,859 (US$1,165,716) while under CGPP; WLE has provided a total of Birr 2,398,000 (US$ 279,487) in School Incentive Awards.
Overall, 1 birr of project support has generated approximately 4 birr of community contribution. Because strengthened community supprt for the local school is an intended intermaediate result, and because these contributions are truly voluntary (there is no minimum or maximum amount stipulated as a community cost-share), they reflect the commitment of communities to support improving school and educational improvement for their children.

Supporting equity in the educaiton of girls has continued with the formation and strengthening of Girls' Advisory Committees in each CGPP school. Composed of PTA members, teachers and students, these GACs have developed strong linkages with the parents and the community in encouraging enrollment, reducing dropouts and creating a positive environment for girls. Success has been noted in aborting early marrianges and abduction, support for the retention of economically poor girls, provision of mentoring and other academic support as well as attitudinal change at the community level.

World Learning Ethiopia has worked closely with government agencies as well as community groups. In addition to participation in training and capacity building, REBs and Woreda Education officials have participated in the development and approval of Annual Implementation Plans, selection of target woredas and individual schools, and in program assessment. Woreda Education Offices continue to second qualified teachers and headmasters to serve as School Development Agents assigned to this project and provide basic salary for SDAs which is supplemented by World Learning for their additional responsibilities i.e. the supervision of up to 12 project schools in their woreda.

At the request of USAID, World Learning Ethiopia undertook a special Complementary Drought Assistance (CDA) program in its response to the 2002/2003 drought to render support to 65 specially targeted non-CGPP schools in Amhara (32) and SNNPR (33) CDA components included School Feeding, Educational Strengthening, Summer School Programs. This program was implemented in collaboration with Save the Children and Goal/Ethiopia and was implemented during the period April 2003 – April 2004. CDA schools were subsequently integrated into CGPP to enhance the long-term impact of the CDA program.

Acronyms

AED	=	Academy for Educational Development
BESO I	=	Basic Education System Overhaul I
BESO II	=	Basic Education Strategic Objective II
CGPP	=	Community Government Partnership Program
CL	=	Cluster
CSA	=	Central Statistical Authority
EMIS	=	Education Management Information System
ESDP	=	Education Sector Development Program
GAC	=	Girls' Advisory Committee
GPI	=	Gender Parity Index
IR	=	Intermediate Result
KETB	=	Kebele Education and Training Board
M&E	=	Monitoring and Evaluation
MES	=	Monitoring and Evaluation System
MoE	=	Ministry of Education
PLA	=	Participatory Learning and Action
PME	=	Performance Monitoring and Evaluation
PRA	=	Participatory Rural Appraisal
PTA	=	Parent- Teacher Association
REB	=	Regional Education Bureau
RL	=	Result Level
SAPU	=	School Annual Profile Update
Save-USA	=	Save the Children - United States of America
SDA	=	School Development Agent
SNNPR	=	Southern Nations, Nationalities and Peoples' Region
SO	=	Strategic Objective
SOW	=	School Orientation Workshop
TOT	=	Training of Trainers
USAID	=	United States Agency for International Development
WCBO	=	Woreda Capacity Building Office
WEO	=	Woreda Education Office
WLE	=	World Learning/Ethiopia
WLID	=	World Learning for International Development
WOW	=	Woreda Orientation Workshop
ZC	=	Zone Coordinator

1.0 Introduction

USAID/Ethiopia's second-generation basic education strategic objective (BESO II) is: that *quality and equity in primary education is enhanced*. In the implementation of this Strategic Objective, the specified intermediate result (IR) that USAID has contracted to World Learning/Ethiopia is community - government partnership in education strengthened. This IR focuses on community-based capacity building efforts to improve access, quality and gender equity in primary education.

World Learning Ethiopia's BESO II Community-Government Partnership Program (CGPP) is collaborating with the Government of Ethiopia to help achieve the aims of the Education Sector Development Program (ESDP) by enhancing the community - government partnership in primary education. The program is specifically targeted at increasing the capacity of local communities such as Kebele Education and Training Boards (KETB), and Parent - Teacher Associations (PTA) to assume new roles and to participate more effectively in the management of primary education at the local level. The underlying assumption of this IR is that by increasing parental involvement in schools, more children will attend school, leading to increased enrollments and decreased dropouts at the primary school level. In association with this is the expectation that increasing parental involvement and community support with the schools will have a particularly positive impact on girls' participation.

Through BESO I CSAP World Learning Ethiopia (WLE) began working on community-school partnerships in SNNPR in 1996. Since the inception of BESO II CGPP in 2002, World Learning Ethiopia has also been implementing CGPP activities in the Amhara and Benishangul – Gumuz Regions. Working to date in a total of 110 selected Woredas and 940 schools in these regions, WLE is involved in supporting the partnership with the goals of reducing female dropout rates in grades 1 – 4, increasing the participation of community members and strengthening PTAs and KETBs so that they can actively enhance quality and equity in the learning environment.

Major activities of the WLE BESO II CGPP are to:

- Strengthen PTAs and KETBs local level capacities;
- Stimulate community outreach in support of education;
- Promoting gender equity, including campaigns against abduction, early marriage and female circumcision, and the value of education for girls through Girls' Advisory Committees;
- Promote alternative educational practices for children in educationally disadvantaged circumstances through the establishment of Non-Formal Education Centers and use of paraprofessional teachers, flexible time tables, where appropriate; and
- Strengthen the capacity of Woreda Education Offices (WEOs) and other educational bodies to work closely with schools and local communities.

WLE has completed the second project implementation year. This report presents activities accomplished in this year for the period between July 1, 2003 and June 30, 2004 under BESO II CGPP. (Although January 30 is the actual anniversary date, we are reporting in terms of the GOE's fiscal and implementation year.)

2.0 Program Implementation

This year, as in the past, the schools participating in the project were identified and selected by the respective WEOs and Regional Education Bureaus in the three project regions. Across the three regions, over this past year an additional 556 schools, representing 30.8% of the total target intake over the life of the project were integrated into CGPP. The largest number of schools, 352, were in Amhara, while SNNPR and Benishangul Gumuz regions added 172 and 32, respectively. The second quarter of this year recorded the largest intake – 356 schools – and in the fourth quarter 201 schools entered the project.

Thus, in the second implementation year, the number of schools that joined WLE CGPP increased to a combined total of 940 schools, which is 52.2% of the total target schools. (See Table 1 for a breakdown of the total number of schools and woredas.) The number of zones was also increased with the number of schools.

Figure 1: Geographical Distribution of WLE CGPP Regions and Zones

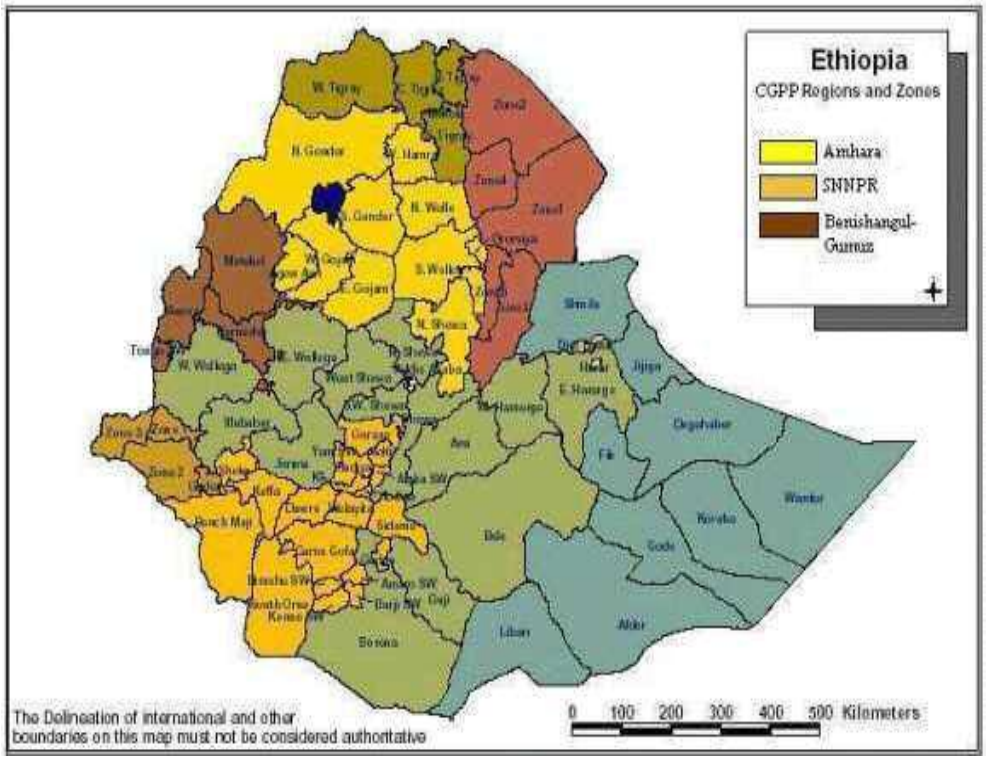


Table 1
Project to Date, Number of Schools and Woredas Engaged in the Project by Implementation Year and Quarter (July 2002 - June 2004

Region	Implementation Year I (Dec. 2002 - June 2003)					Implementation Year II (July 2003 - June 2004)					Total Schools/ *woredas*
	Qtr. I	Qtr. II	Qtr. III	Qtr. IV	Qtr. Total	Qtr. I	Qtr. II	Qtr. III	Qtr. IV	Qtr. Total	
Amhara	-	100	-	100	200	-	200	-	152	352	**552**/*58*
SNNPR	-	71	-	73	144	-	143	-	29	172	**316**/*43*
Benishangul Gumuz	-	20	-	20	40	-	-	12	20	32	**72**/*10*
Total	**-**	**191**	**-**	**193**	**384**	**-**	**344**	**12**	**201**	**556**	**940**/*111*

Quarter periods

Quarter I: July - September
Quarter II: October - December
Quarter III: January - March
Quarter IV: April – June

Table 2
Project to Date, Number of Woredas Engaged in the Project by Implementation Year and Quarter (December 2002-June 2004)

Region	Implantation Year I (July. 2002 - June 2003)					Implantation Year II (July 2003 - June 2004)					Total Proj. To Date
	Qtr. I	Qtr. II	Qtr. III	Qtr. IV	Year Total	Qtr. I	Qtr. II	Qtr. III	Qtr. IV	Year Total	
Amhara	-	25	-	-	25	-	25	1	7	33	**58**
SNNPR	-	18	-	21	39	-	-	-	4	4	**43**
B-Gumuz	-	5	-	-	5	-	-	3	2	5	**10**
Total	**-**	**48**	**-**	**21**	**69**	**-**	**25**	**4**	**13**	**42**	**111**

The target schools for the program interventions were selected from 111 Woredas. The number of Woredas were also increased as the project added more schools. The schools were selected from both new and existing project Woredas.

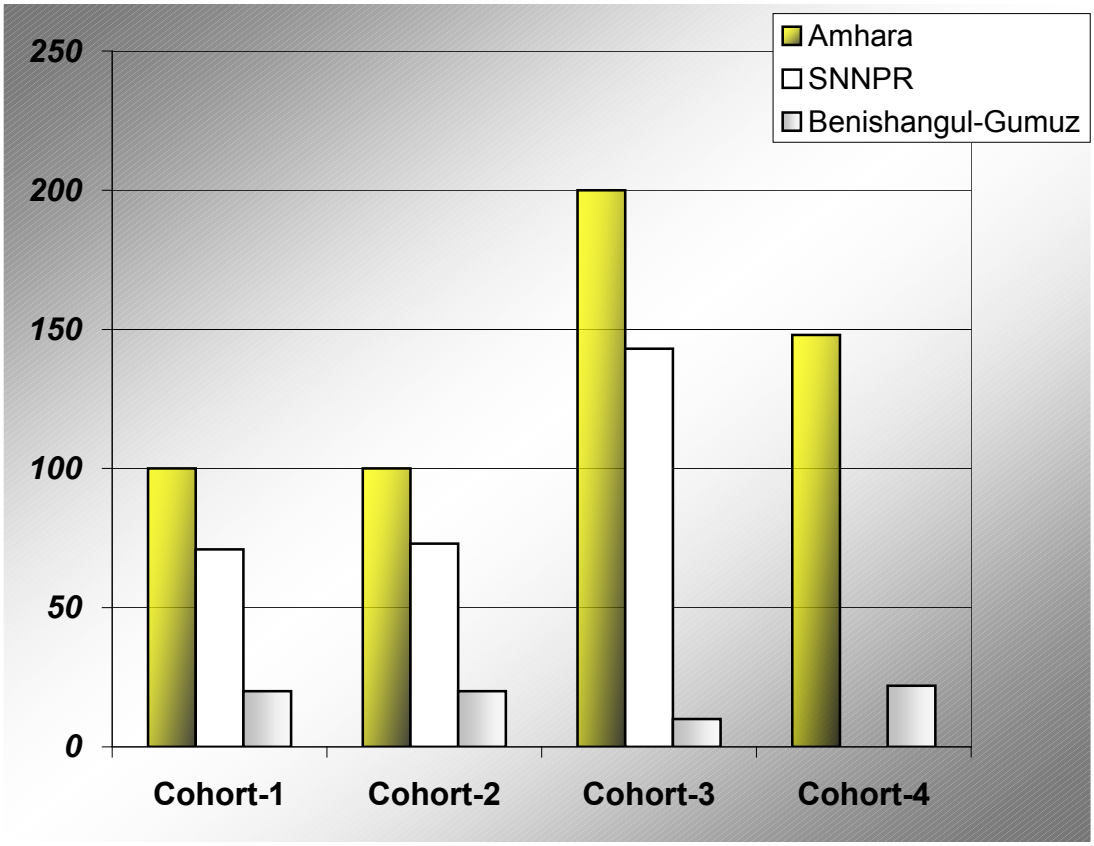
Reviewing expansion of the program by cohorts also shows that the project has reached about half of the target schools to be served over the life of the project. At the end of this implementation year the project 49.4%, 55% and 67.3% of the total schools in the life of the project have been reached in Amhara, SNNPR and in Benishangul Gumuz regions respectively. When compared with the initial project plan, WLE had anticipated an intake of 476 schools in this period. However, WLE

was able to incorporate 80 additional schools ensuring that all schools will be incorporated into CGPP by December 2004.

Table 3
Project to Date, Number of Schools Engaged in the Project by Implementation Year and Cohort (December 2002-June 2004)

Region	Implantation Year I December 2002 - June 2003)			Implantation Year II (July 2003 - June 2004)			Total Project To Date
	Cohort I (Dec. 2002)	Cohort II (May 2003)	Year Total	Cohort III (Nov. 2003)	Cohort IV (Apr. 2004)	Year Total	
Amhara	100	100	200	200	152	352	**552**
SNNPR	71	73	144	143	29	172	**316**
B- Gumuz	20	20	40	12	20	32	**72**
Total	**191**	**193**	**384**	**355**	**201**	**556**	**940**

Figure 2: Project to Date Number and Regional Distribution of CGPP Schools



3.0 Project Beneficiaries

Regional EMIS data shows that the total number of enrolled students (the target beneficiaries) in the 940 CGPP schools in the three regions is 911,736 of whom 44.3 % are females. The students attend grades 1-8. Most project schools are located in rural areas. The number of PTAs is the same as the number of schools. On the other

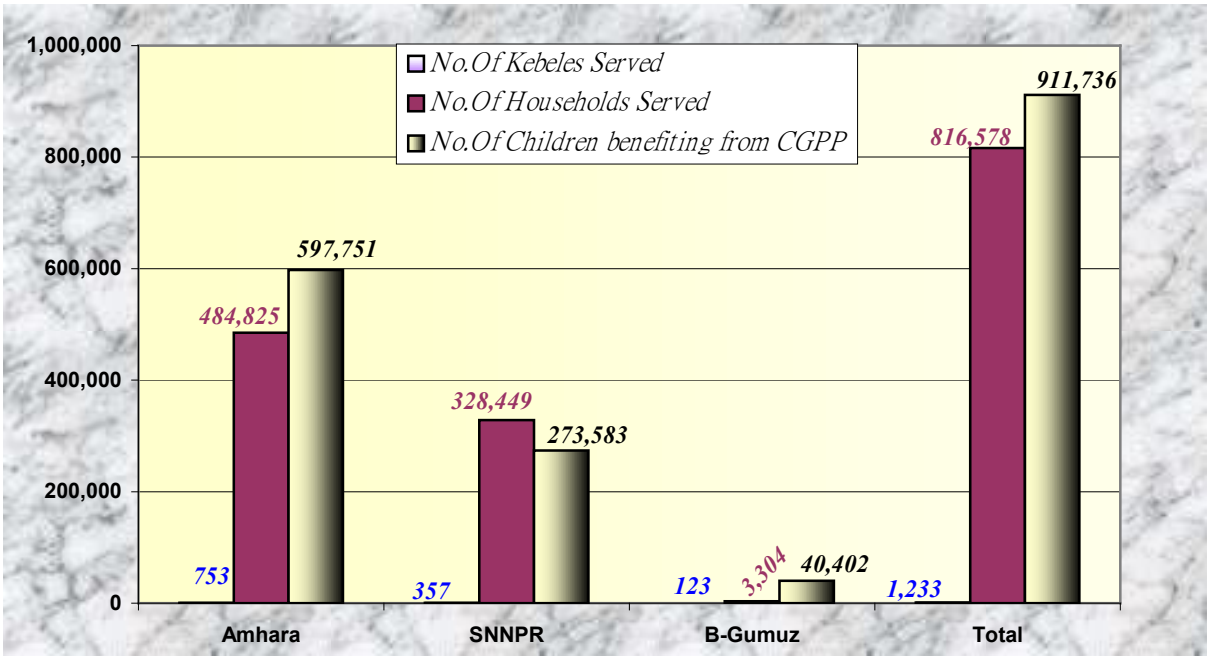
hand, because some KETBs have responsibility for more than one school, the number of KETBs is less than the number of schools.

In addition to the PTAs and KETBs, which represent the community in school management, CGPP also works with parents and community members directly. According to the baseline survey for the first three cohorts of CGPP schools, CGPP is currently serving students from a total of 816,578 households. WLE seeks to bring about changes in schools by mobilizing the monetary, material, labor and participatory support of community members.

Table 4
Number of Beneficiary Woredas, Kebeles, Schools and Students
In WLE CGPP

Region	No. of Woredas	No.of Kebeles	No.of Households	No.of Schols	Student Enrollment			
					Male	Female	% Female	Total
Amhara	58	753	484,825	552	318,563	279,188	46.7	597,751
SNNPR	43	357	328,449	316	164,128	109,455	40	273,583
Benishngul Gumuz	10	123	3,304	72	25,386	15,016	37.2	40,402
Total	**111**	**1,233**	**816,578**	**940**	**508,077**	**403,659**	**44.3**	**911,736**

Figure 3: Number of CGPP Beneficiary Students, Kebeles and Households



4.0 Project Operation

As indicated previously, the major purpose of CGPP is to build the capacity of local communities to improve primary schools, with respect to both the physical classroom environment and the learning environment in a manner that enhances quality and equity. Ideally, the newly developed abilities of communities to plan and implement interventions for their schools can also be applied to address other community-based needs in addition to the schools.

WLE provides technical assistance and training at the woreda, school and community level with a total of 107 School Development Agents (SDAs) and 11 Zone Coordinators (ZCs): 60 SDAs and 6 Zone Coordinators for Amhara, 39 SDAs and 5 ZCs for SNNPR, and 8 SDAs for Benishangul-Gumuz. These individuals are experienced teachers and/or school directors who have been seconded to WLE by their respective WEOs and/or REBs. Each SDA is responsible for up to 12 schools (in the existing Woredas) and a minimum of 4 schools (in the newly integrted Woredas). In the current implementation year, on average each SDA has been responsible for 8 schools while a ZC is responsible for 10 Woredas and 85 schools. As part of their responsibilities, the SDAs and ZCs provide guidance to help PTAs, KETBs, communities and local government bodies learn to collaborate in designing and implementing their own proposals for positive change in the school environment. This organizational development training includes training in basic financial management and record keeping.

A major CGPP goal is that communities are able to continue and *desire to continue* school improvement activities on their own long after project assistance ends. Theerefore, an important aspect of SDA responsibilities include training the PTAs and communities to keep track of their cash and in-kind contributions to school improvements, and transmitting this information to WLE as an aspect of transparency in school management. Similarly, training in the accurate recording of minutes of school meetings is provided as an essential part of open school management.

From the technical side, SDAs continuously identify training needs and conduct training at the school level. In fostering a community-government partnership, SDAs and community members arrange meetings with Woreda officials to discuss matters specifically related to community-school problems and issues. SDAs also develop activities geared toward creating a sense of ownership of schools among the community and secure their participation in the school-related matters.

No less important, a vital part of the work of the SDAs is to motivate parents to send their children, particularly their daughters, to school. They also work with the PTAs and the KETBs to reduce dropouts and to help them advocate against early marriage and against abduction.

5.0 Community Participation

In a material way, parents and other community members participate by contributing money, labor and material to support physical infrastructure improvements and other activities on a voluntary basis. However, more significantly, they participate through sending children to school, through attending meetings and visiting on school days, and through forwarding ideas, suggestions and innovative ideas to schools, SDAs and ZCs, and Woreda Education Officials. The extent of community contributions, combined with trends of increase in total enrollment, retention and girl's participation are clear indicators of the program'accomplishments.

During this implementation year, a total of Birr 2,770,508.65 (USD $896,783.92) was collected for school improvement activities from communities and the local government in cash, material and labor. To the extent that these contributions are truly voluntary, they reflect the commitment of communities to support changing the school environment positively for their children. The cash that individual community

members contribute ranges from cents to notes and even those unable to contribute cash perform labor as an indicator of their are commitmnent. In general, the first plan of action of schools includes construction of classrooms, pedagogical centers and the like, which reduce overcrowding and provides for the increased availability of teaching-learning materials.

The contribution of local government bodies reflect the true nature of this community-government partnership. Apart from paying the basic salaries of SDAs, the participation and support of local government is manifested through:

- Support of community capacity building activities;
- Participation in Training of Trainers programs, other training and workshops;
- Transportation of building and teaching and learning materials from Woreda towns and Woreda Education Offices to schools;
- Visiting school improvement activities;
- Selection of schools, SDAs and ZCs to work with the project;
- Supporting reduction of harmful traditional practices, early marrige and abduction;
- Facilitating transportation for SDAs and ZCs when and wherever possible;
- Supporting project supported Non-Formal Educaiton centers in selected areas;
- Verifying the strategic plans of PTAs; and
- Attending School Improvement Award ceremonies.

Although this participation by local government bodies is difficult to quantify in terms of impact, the commitment of the local government to this project is also significant.

Table 5:
Summary of Contributions Made to School Improvement Activities in the Second Implementation Year (July 2003 - June 2004)

Region	Source of Contribution				Total
	Community and school	%	Government	%	
Amhara	4,123,064.68	89.93	461,497.93	10.07	**4,584,562.61**
B-Gumuz	297,499.48	87.67	41,835.30	12.33	**339,334.78**
SNNPR	2,615,953.25	94.34	156,895.40	5.66	**2,772,848.65**
Total	**7,036,517.41**	**91.42**	**660,228.63**	**8.58**	**7,696,746.04**
Total USD*	**$820,106.92**	**91.42**	**$76,949.72**	**8.58**	**$897,056.65**

*1USD = 8.58 ETB

As compared with the first year of project implementation, this year's contribution has increased significantly (in part because the previous year involved project start-up). Even as a crude measure of communities' commitment the 1:4 ratio between the project contribution and the contribution of the community and the local government shows that there is still considerable support from the community and the government.

While these contribution figures are not matched to SIA payments on a one-to-one basis for each school (thus for example, newly integrated schools may not have begun their community activities), there are suggestive comparisons that are useful. Overall,

communities have contributed an average of Birr 10,640.26 for school development activities for the improvement of the 940 CGPP schools.

Table 6:
Summary of Contributions Made in Cash, Materials and Labor to School Improvement Activities in the Second Implementation Year (July 2003 - June 2004)

Region	Cash	%	Material	%	Labor	%	Total
Amhara	2,492,845.90	57.13	1,065,048.73	58.52	1,026,667.98	67.85	4,584,562.61
B-Gumuz	105,272.28	2.41	123,198.45	6.77	110,864.05	7.33	339,334.78
SNNPR	1,765,456.55	40.46	631,766.75	34.71	375,625.35	24.82	2,772,848.65
Total	4,363,574.73		1,820,013.93		1,513,157.38		7,696,746.04
Total USD	$508,575.14		$212,122.84		$176,358.67		$897,056.65

A clearer picture of community response to CGPP School Incentive Awards is presented in Table 7, which presents the amount of community contributions made in each region in the first two implementation years. Table 7 shows that for all regions thus far, all schools have contributed more than 3 birr for each birr contributed from CGPP for the School Incentive Award provided.

Table 7:
Summary of Ratio Between Community and Project Contributions to School Improvement Activities in the First and Second Implementation Years (July 2002 - June 2004)

Region	Implementation Year I			Implementation Year II			Project to Date Total		
	Community Contribution	SIA Paid	Ratio	Community Contribution	SIA Paid	Ratio	Community contribution	SIA Paid	Ratio
Amhara	1,757,039	335,000	1:5	4,584,562	1,233,000	1:4	6,341,601	1,568,000	1:4
B- Gumuz	133,924	65,000	1:2	339,334	105,000	1:3	473,258	170,000	1:3
SNNPR	416,483	137,500	1:3	2,770,508	536,500	1:5	3,186,991	674,000	1:5
Total	**2,307,446**	**537,500**	**1:4**	**7,694,404**	**1,874,500**	**1:4**	**10,001,850**	**2,412,000**	**1:4**
Total USD*	**$268,933**	**$62,645**	**1:4**	**$896,783**	**$218,473**	**1:4**	**$1,165,716**	**$281,118**	**1:4**

*1 USD = 8.58 ETB

6.0 Girls' Participation

An essential activity of the SDAs and ZCs is to establish Girls' Advisory Committees (GACs) in each CGPP School. These committees, which have been established as the result of discussions held with heads of the Woreda Education and Capacity Building offices as well as KETBs, PTAs and school principals, are typically comprised of 5 –7 members including parents, teachers and boy and girl members. Their function is to encourage more girls to participate in education by helping to mitigate cultural and physical barriers both to enrollment and to retention. World Learning Ethiopia's observations have been that the formal structures of the schools (e.g., PTAs, KETBs,

and educators) plus parents and the communities at large have been very supportive of this function.

The Girls' Advisory Committees conduct a number of female-focused activities that have made significant contributions to the promotion of equity in education. What is particularly interesting is that while the GACs receive guidance from the CGPP SDAs, they individually determine the most appropriate activities for their own communities, leading to a diversity of approaches to gender equity. The GACs have also been playing an important role in helping government at the local level become more responsive in protecting the rights of girls. As a result of the work of the Girls' Advisory Committees, there has been a very significant increase in the participation of girls in the CGPP schools.

Below are some major intervention measures proposed and implemented by GACs in increasing equity:

a. Activities related to increasing girls' participation

- Arrangement of community discussion programs about girls' education; discussions have involved religious, traditional and political leaders of communities who helped to encourage the community to give equal opportunity to girls as well as boys in attending school;
- Conducting house-to-house visits with community leaders to help improve the prevalent attitude towards girls' education and to act cooperatively in the elimination of early marriages, thereby also helping to protect girls from rape and abduction;
- Encouraging parents to send girls of appropriate age to school and to keep them enrolled in school;
- Organiging school registration periods, and having these periods extended for girls, if necessary;
- Providing public recognition of the contribution of parents who send more girls to school to help motivate other parents to do the same.

b. Activities related to empowering girls:

- Assessing and identifying the causes for low educational performance of girls and to design appropriate action;
- Providing female students with tutorial and makeup classes;
- Discussions with parents to encourage them reduce the work burden for girls at home. Also, convincing them to give equal support and if possible priority to girls in the support at home;
- Encouraging girls to perform better and award them for progress they demonstrate;
- Arrangement of class and school competition programs that involve girls and awarding those who performed better in the presence of parents;
- Launching a continuous follow-up and motivation system through GAC, female teachers and other female professionals in the area;
- Assigning girl students to leadership positions such as class monitors, school club leaders, and chairpersons in different meetings, by way of empowering them.

c. Activities related to reduce girls' dropout

- Identifying the causes of girls' dropout and designing appropriate actions;
- Facilitating the provision of tutorial classes, lessons on gender and health topics, gender awareness and advisory services;
- Providing economic supports to potential dropouts arising from a lack of educational materials, clothing and various fees;
- Encouraging parents and girl dropouts to return to school.

Table 8
Summary of Enrollment of Girl Students in CGPP Schools by Region and Year

Region	Year and Girls' Enrollment						Increase in Female Enrollment in% Initial ----> 2004
	2001-02 (Initial)	% in total	2002-03	% in Total	2003-04	% in Total	
Amhara	57,261	43.8	60,805	44.4	65,617	44.9	**14.6**
SNNPR	24,880	39.2	25,211	39.4	29,702	41.3	**19.4**
Benishangul Gumuz	3,704	33.5	4,272	38.4	5,131	38.4	**38.5**
Total	**87,844**	**42.8**	**92,287**	**43.5**	**102,449**	**44.3**	**16.6**

Data source: 2001-02 enrollments from Regional EMIS; 2002-03 enrollments from WLE M& E Unit (Baseline Study); and 2003-04 enrollments from WLE M& E Unit (Annual School profile update*)

Figure 4: Female Enrollment in WLE CGPP Schools in Amhara Region

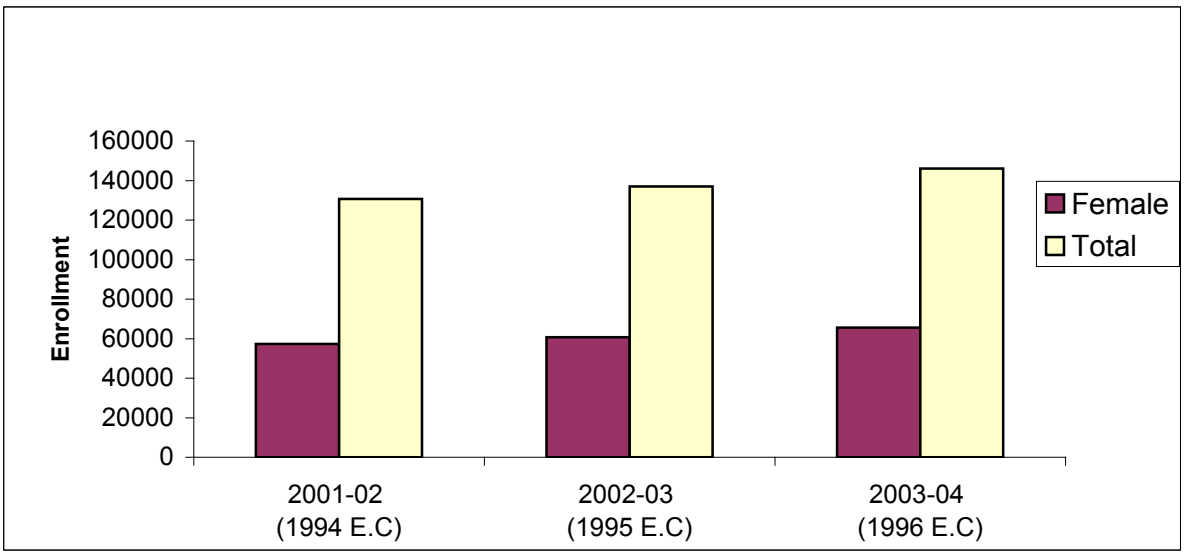
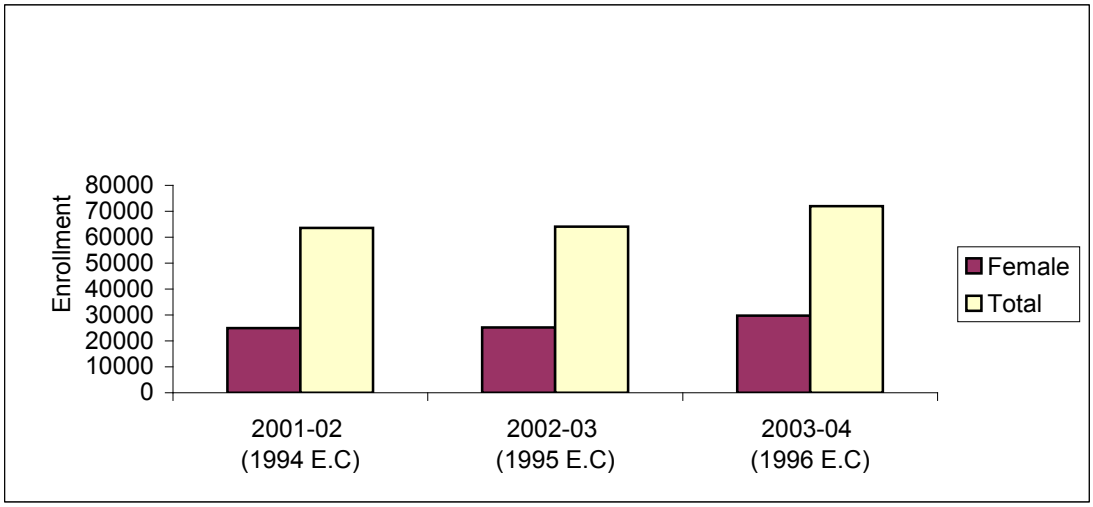
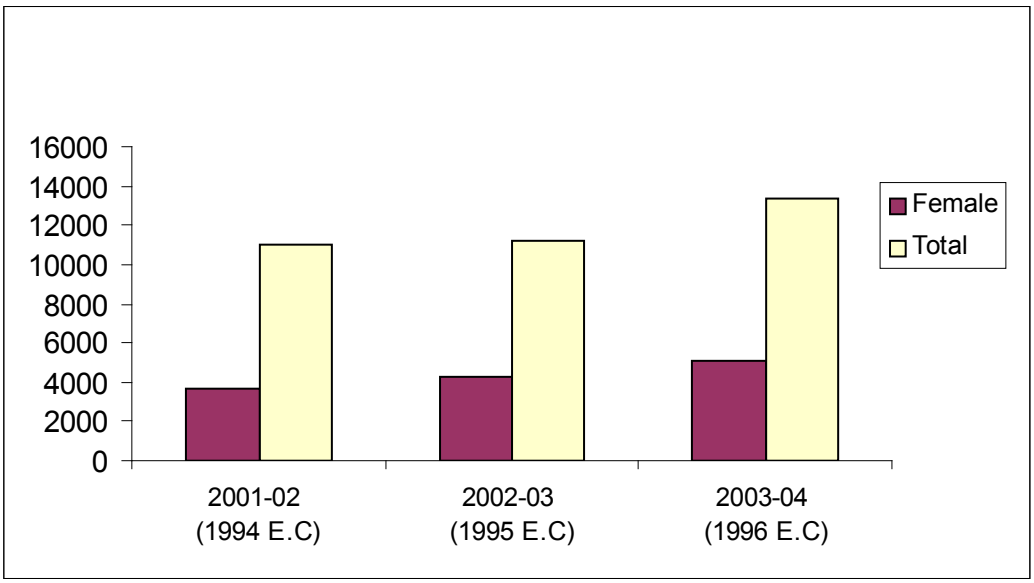


Figure 5: Female Enrollment in WLE CGPP Schools in SNNPR



*Annual School profile refers to data that must be collected on a yearly basis. For the purpose of BESO II CGPP, both community and school data is required be annually updated. It is used to measure project progress and is shared with the community so that they can assess their progress. Community factors that need to be annually compiled include factors such as food production (amount as high, regular, low, famine and price per unit production), rainfall (high, regular, low, drought). School factors that should be gathered annually include enrollment, dropout rate, pass rate, student-section ratio, teacher-student ratio, number of classrooms, issues referred to government, issues responded, actions taken by PTAs.

Figure 6: Female Enrollment in WLE CGPP Schools in Benishangul Gumuz Region



7.0 Collaborations with Regional Education Bureaus and Local Government Bodies

Collaboration and a good working relationship with key stakeholders including the Regional Education Bureaus (REB) and Woreda Education and Capacity Building Offices is vital to meet the goal of CGPP. Therefore WLE has exerted considerable efforts to develop an effctive working relationship with them. Thus, the education capacity building agencies at all levels are contributing to WLE efforts in the areas of training, monitoring and and evaluation. The Regional Education Bureau representatives visited schools, participated in program assessment and in the designing and endorsing yearly implementation plans. The REBs took part in field assessment and gathering information from PTAs and KETBs at the school and woreda level. Assessments were conducted for the purpose of annual implementation plan preparation of the coming year. The REBs also issued directives to Woreda Education Offices to conduct performance appraisal of SDAs. In addition, the REB participated in meetings to decide how to implement the provision of SIAs to schools and contributed valuable suggestions to enhance effectiveness.

In the concluded implementation year, WLE worked with some 111 Woredas whose collaboration was no less significant. Education and Capacity Building Officials paid field visits to monitor the activities of CGPP schools, extended comments, expressed support and in sometimes provided materials as awards for school improvement. They also participated in the capacity building activities of PTAs and KETBs.

8.0 School Incentive Awards

In the concluded implementation period, WLE disbursed a total of Birr 1,643,000 for School Incentive Awards.

Table 9
Project to Date, Number of Schools that Received School Incentive Award by Phase (1 July 2002 - 30 June 2004)

Region	Phase - 1		Phase - 2		Total	
	No. of Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid
Amhara	392	980,000	168	588,000	560	1,568,000
B-Gumuz	40	100,000	20	70,000	60	170,000
SNNPR	201	502,500	49	171,500	250	674,000
Total	**633**	**1,582,500**	**237**	**829,500**	**870**	**2,412,000**

Table 10
Project to Date, Number of Schools that Received School Incentive Award by Implementation Year (1 July 2002 - 30 June 2004)

	Implementation Year I			Implementation Year II			Total		
Region	**No. of Schools Received SIA**		**SIA Paid**	**No. of Schools Received SIA**		**SIA Paid**	**No. of Schools Received SIA**		**SIA Paid**
	Phase I	**Phase II**		**Phase I**	**Phase II**		**Phase I**	**Phase II**	
Amhara	134	-	335,000	258	168	1,233,000	**392**	**168**	**1,568,000**
Benishangul Gumuz	26	-	65,000	14	20	105,000	**40**	**20**	**170,000**
SNNPR	55	-	137,500	146	49	536,500	**201**	**49**	**674,000**
Total	**215**	**-**	**537,500**	**418**	**237**	**1,874,500**	**633**	**237**	**2,412,000**
Total USD			**$62,645**			**$218,473**			**$281,118**

No schools received SIA for the third phase during this implementation year although most will receive them early in the next year.

9.0 Training and Capacity Building

The reporting period was an active period for training and capacity building. Many formal and informal training activities were conducted including the two-day School Orientation Workshops (SOW) and Woreda Orientation Workshops, monthly SDA and ZC staff development program as well as the three-day community level capacity building programs. These activities took place in all the project regions and a total of 5,337 participants in these training events. (In an effort to reduce costs, School Orientation Worksops and Woreda Orientaiton Workshops have been combined wherever possible).

Table 11
Summary of Formal Training and Workshop Activities by Type (July 2003- June 2004)

Type of Training	Participants		
	Male	**Female**	**Total**
School Orientation Workshops III and IV	2,521	187	**2,708**
Woreda Orientation Workshop II	109	2	**111**
CDA SDA and ZCs Training	19	-	**19**
CDA Orientation Workshop	272	-	**272**
Transition workshop for CDA schools	237	-	**237**
Training of Trainers Workshops	145	2	**147**
PTA/KETB Training I and II	3,384	553	**3,937**
NFE/c Facilitators Training	6	-	**6**
NFE/C Orientation Workshop	28	-	**28**
NFE/c Curriculum Development Workshop	16	-	**16**
NFE/c Facilitators Refresher Training	5	-	**5**
Planning Workshop for BESO I Schools	189	-	**189**
Total	**6,931**	**744**	**7,675**

The purpose of the SOW is to introduce the objectives and strategies of BESO II to PTA and KETB members of target schools so that they start school improvement program in their respective schools. PTA and KETB members, teachers and Woreda officials attended these workshops.

The objective and purpose of the TOT was to build the capacity of Woreda Education Offices to provide the needed technical assistance to KETBs and PTAs. The TOT was conducted for education experts who are working in Woreda Education Offices.

Beyond the TOT, PTA and KETB training programs were organized for CGPP target schools to help them manage schools effectively. Sepcifically, the objective and purpose of the training was to introduce PTA/KETB members to CGPP implementation strategies and to appropriate government rules and regulation. The training was organized at the Woreda level and 5 participants from each of four schools took part inthe training in their respective Woreda towns.

In addition, as shown in Table 11, formal training was also provided for Non-Formal and related activities to curriculum developers and facilitators in Benishangul Gumuz region. A planning workshop was also conducted for the eligible BESO I schools in SNNPR which had not received School Incentive Awards during the BESO I project. As is evident in most education related training evenets throughout Ethiopia, the number of female participants was much lower (10.4%) than male participants, a persistant problem.
In addition to the formal capacity building activities, SDAs were engaged in school and community based technical support activities. As an ongoing effort, it includes SDA meetings with PTAs and KETBs. It also includes community meetings to explain program activities, community reporting and related functions at which an SDA provided technical assistance or explanations related to school improvement activities, working with the local government in enhancing primary education and increasing the participation of girls.

Among the topics of such capacity building activities provided to KETB, PTA and Girls Advisory Committees members of CGPP schools were:

- Preparation of Phase One and Phase Two Strategic Plans for school improvement.
- Preparation of sustainability plans.
- Roles and responsibilities of KETB, PTA and Girls Advisory Committees in school leadership.
- Preparation of student profiles for grades (1-4)
- Financial management and recording procedures
- Introduction and reinforcement of BESO II objectives and strategies.
- Local strategies to reduce student dropout and increase girl's enrollment.
- Strategies to bring the community to school
- Need and use of school data
- Experience sharing of GACs among schools
- Resource utilization
- Factors contributing to educational qualities
- Increasing female enrollment and fighting harmful practices.
- How to organize pedagogical centers.

Table 12
Summary of Ongoing Capacity Building Support to Communities by Region

Region	Participants		
	M	F	T
Amhara	68,592	29,452	**98,039**
Benishangul - Gumuz	1,729	744	**2,473**
SNNPR	2,556	512	**3,068**
Total	**72,877**	**30,708**	**103,580**

Thus, during this concluded year the project reached a total of 103,500 community members of whom approximately 30% were women. While WLE continually strives to increase the participation of women community members, this represents a highly significant level of participation by mothers.

To maximize the long-term benefits of the initial investments made in the CDA schools and for a wider impact on the improved school environment, WLE decided to incorporate the CDA schools into the regular BESO II CGPP in both (SNNPR and Amhara) the CGPP Regions. To this end WLE organized Transition Workshops for all CDA schools to insure that their integration into the CGPP program would be smoothly carried out. Specifically the objective and purpose of these workshops were threefold: 1) to introduce CDA schools to CGPP implementation strategies; 2) to develop a common understanding on the School Incentive Award criteria; and 3) to implement the CDA de–worming program for participating children. Workshop participants reviewed the activities of the CDA program and introduced the approach and strategies of BESO II CGPP. Particular emphasis was placed on the importance of greater parental and Woreda Education Officials' participation in school improvement as opposed to the infusion of external resource approach of the CDA project alone.

Table 13
Number of Participants in Training and Workshop for CDA Schools by Region and Type of Training/Workshop

Region	SDA & Zone Coordinators Training	Project Orientation workshop	CDA-CGPP Transition Workshop	Total
Amhara	11	154	117	282
SNNPR	8	118	120	246
Total	**19**	**272**	**237**	**528**

The major topics addressed in the Transition Workshops included:

- Review of CDA implementation by participants from each woreda group;
- Personal and environmental hygiene, sanitation and de-worming;
- Primary education problems and actions needed to improve educational quality and equity;
- School leadership, organization, community participation, and guidance for managing school finance;
- Introduction to the BESO II CGPP project;
- Strategies for improving girls' education;

- Development of action plans by each of the Woredas and schools to implement de-worming, complete the educational strengthening component of CDA and begin the implementation of BESO II CGPP;
  Review of strengths and weaknesses of the CDA program.

BESO I (Community School Activities Program) had been implemented in 720 schools in SNNPR from 1997 to 2000. Out of the 720 target schools, there were 64 schools in 7 Zones and 7 Special Woredas that did not receive the School Incentive Award for the 2nd and 3rd phase during the initial project period. As per the agreement reached with the REB of SNNPR and USAID, WLE agreed to disperse the SIA to the eligible BESO I schools. Before commencing the transfer of the SIA, the eligible schools were required to document their current status and present an action plan detailing how they planned use the funds. For this purpose a BESO I planning workshop was organized Woreda Education Office and Zone Education Desk Heads, Kebele Education and Training Board Chairprsons, Parent Teachers' Association Chairprsons and Headtachers participated in the workshop from each BESO I CSAP School.

10.0 Monitoring and Evaluation Activities

Feld trips were regularly in the implementation year to monitor CGPP and other activities of the project. Most of these trips involved the provision of ssistance to SDAs, ZCs and communities at large. Staff from the Main and Regional offices also conducted monitoring and evaluation activities focused on community capacity building, school site observations and discussions with PTAs, KETBs, and GACs at school level. The field visists addressed quality of education and participation of girls in the school, the degree of the committee's involvement in school improvement activities and the like. Some major discussion points raised by the staff to PTAs, KETBs and GACs included:

- How often do the committees gather to discus issues related to the school?
- What are the mechanisms used by the PTA, GAC or parents in general to follow up and inspect the students' class attendance, participation in doing exercises and home work as well as controlling test results?
- What are the problems girls face in the locale? How does the GAC attempt to solve these problems? How do the GAC and teachers support girls to improve their participation in school?
- Are there improvements regarding quality and equity in education in the school and do the committees discuss education related issues, ongoing school improvement activities and the likes regularly?
- How closely do the committees follow the teaching-learning process consistent with the responsibilities given to each of them?

At the end of each school sitevisit, comments and suggestions were provided to the PTAs, KETBs and GACs by the teams or the staff. Site visits in the school compound were made to check the status of implementation of the 1st or 2nd phase strategic plan, efforts made to generate internal income to the school and how the committees are handling data and records in the school, etc. Field visit to schools were also conducted to attend school bazaars and ceremonies, and to assess activities peerformed by SDAs and ZCs in collaboration with different stakeholders.

11.0 Educational Quality

Quality as a component of the CGPP program at the community level continues to be emphasized in SDA training and in work with CGPP communities. WLE's efforts have had two dimensions with regard to the improvement of quality in education: 1) communicating to SDAs (and through them, the communities) the meaning of quality in operational terms – specific activities that can be organized or supported through the PTA and with community support that will enhance quality Which of these (and how) will they be incorporated into the second and third phase school incentive award plans for each school? This is in contrast with traditionally accepted community activities such as classroom construction, infrastructure enhancement and furniture repair; 2) a community report card being developed that is intended to provide community members with an overall understanding of quality of their school as measured by school performance along key quality indiciators.

In line with this most of the target schools made progress in addressing quality of education as one of the objectives of the program. To this effect training programs and monthly capacity building meetings of SDAs and community capacity building programs organized for PTAs, KETBs, and GACs are geared to focus on educational quality issues.

Thus, the following major activities/actions were conducted at the school level towards realizing quality in education during the completed implementation year:

- Provision of motivational awards to students for successful academic performance,
- Establishment and strengthening of pedagogic centers and libraries, and their effective utilization,
- Establishing a culture of supplementary and tutorial classes on a permanent bases to assist students perform better,
- Introduction of students' continuous evaluation system
- Undertaking regular evaluation and improvement of teacher performance,
- Involving parents in follow-up of the students' class attendance and performance change,
- Overcoming the shortage of teachers in schools.

The general measures that are usually used to indicate quality in primary education include: the number and qualification of teachers, pupil – teacher ratio and pupil per-section ratio. In WLE's first cohort CGPP schools, 862 teachers (females = 24%) in SNNPR, 2,130 teachers (females = 40%) in Amhara and 242 teachers (female = 38.4%) in Benishangul Gumuz are serving in the CGPP schools.

With regard to teacher qualification, almost all the teachers assigned to grades 1-8 in CGPP schools are certified either from Teacher Training Institutes and/or Teacher Education Colleges. However this does not mean that all the teachers who are teaching in the upper grades have the required qualification from teacher education colleges. In some cases, teachers with lower qualification teach in grades 5-8.

Table 14
Number of Teachers by Qualification in the First Cohort WLE CGPP Schools

Region	No. of schools	Location	No. of Teachers			Qualified No. of Teachers			
			M	F	T	M	F	T	%
Amhara	74	R	532	408	940	527	397	924	**98.3**
	26	U	694	409	1103	693	409	1102	**99.9**
Benishangul Gumuz	15	R	78	61	139	78	61	139	**100**
	5	U	71	32	103	71	32	103	**100**
SNNPR	68	R	647	163	810	629	163	792	**97.7**
	3	U	80	41	121	80	41	121	**100**

Source: Annual School Profile Update

In the baseline survey conducted by WLE, the average Pupil – Teacher Ratio for the project schools in the three regions were 1:64, 1:200 and 1:121 in Benishangul Gumuz, SNNPR and Amhara regions respectively. The annual school profile update showed that the ratio ranges between 1:55 and 1:77. Thus, most of the schools more teachers must be assigned and more classrooms must be built to lessen these ratios. The urban-rural comparison of the ratio shows that more students per teacher are to be in the urban schools than in the rural. Most of the ratios observed in the regions however are close to the national ratio for the primary schools, which stands at 1:68 while the regional ratios are 1:49, 1:67, and 1:70 for Benishangul Gumuz, SNNPR and Amhara respectively. This suggests that the gowth in the supply of teachers is much lower than the growth rate for students.

The Pupil-Section Ratio, which ranges from 1:70 to 1:95, suggests the same problem as derived from Table 15); an insufficient supply of qualified teachers. At the lower primary level, the situation depicts 62, 74 and 78 for Benishangul Gumuz, Amhara and SNNPR respectively. It appears that the CGPP schools have higher ratios of students in each section than the regional averages.

Table 15
Pupil -Teacher Ratio and Pupil -Section Ratio in the First Cohort WLE CGPP Schools

Region	No. of schools	Location	No. of Teachers	Enrollment	No. of Sections	Pupil - Teacher Ratio	Pupil - Section Ratio
Amhara	74	R	940	77062	899	**1: 82**	**1: 86**
	26	U	1103	69043	927	**1: 63**	**1: 75**
Benishangul Gumuz	15	R	139	8316	104	**1: 60**	**1: 80**
	5	U	103	5019	72	**1: 49**	**1: 70**
SNNPR	68	R	810	64121	678	**1: 79**	**1: 95**
	3	U	121	7843	89	**1: 65**	**1: 88**

Source: Annual School Profile Update

WLE has engaged in a strong effort to improve community understanding of the significance of quality and equity in the educational program for their school. To this end, in collaboration with Eastern Kentucky University in the United States, poroject staff have been developing a Community Report Card (CRC) that would serve to give the community feedback about the progress their school is making along specific indicators (girls enrollment, desks per child, textbooks per child etc) when compared with other schools in the woreda. When completed, it is hoped that this information geared to non-literate as well as literate community members will foster greater understanding about how the efforts of parents serve to improve the school's educational program and enhance their sense of ownership.

12. 0 Enrollment and Equity

As WLE database reports showed, enrollment, equity and dropout showed improvement after the schools joined the program. Below are some factors that may have contributed to the improvement in one and/or the other of these important education variables:

- Encouraging the community to decide about school issues and creating a sense of community ownership and responsibility for school enabled them to appreciate the benefits of education more;
- Promotion and advocacy for children education (with emphasis given to girls) to government and other stakeholders through PTAs, KETBs, GACs, community and religious leaders, and the local administration increased support;
- Improvement in the school environment attracted additional children to school;
- Government policy and directives that placed education among the top priorities in its agenda, contiues as a driving force in increasing community awareness.

CGPP has had a significant impact on school improvement, in the management of education, in student learning and most importantly on increasing enrollment, retention and reducing dropout. As noted earlier, according to the regional EMIS data, a total of 911,736 students (of whom 44.3 % are females) are currently benefiting from the program. These students are enrolled in the 940 CGPP schools found in the three project regions. As shown in Tables 11 and in Figures 6 - 8, a total of 205, 246 students (female = 41.8%) were attending schools in the 191 first cohort CGPP schools in the three regions.

Table 16
Change in Enrollment in Cohort 1 CGPP Schools

Year	Region and Enrollment by Gender						Total		Increase in Girls' Enrollment in % From the Initial	Increase in Enrollment in % From the Initial
	Amhara No. of Schools = 100		B-Gumuz No. of Schools = 20		SNNPR No. of Schools = 71					
	M	F	M	F	M	F	M	F		
2001-02 (Initial)	73,386	57,261	38,666	24,880	7,349	3,704	**119,401**	**85,845**	**Baseline**	**Baseline**
2002-03	76,155	60,805	38,855	25,211	6,899	4,272	**121,909**	**90,288**	**5.18**	**3.4**
2003-04	80,488	65,617	42,262	29,702	8,204	5,131	**130,954**	**100,450**	**17.01**	**12.7**

According to the annual update record, 231,404 students (females = 43.4%) attended CGPP schools in grades 1-8. Of the total enrollment there was an increase of 12.7% from the initial enrollment over 2001-02. Although girls' participation is still lower as compared to the participation of boys, a 17.01% overall increase in the number of female students was attained in the last implementation year as compared to the initial year. This shows that the attention to equity has had a positive impact at the schoool level. Figure 9 portrays the gender participation difference in Gender Parity Index (GPI). As shown in Table 17, the calculated indices are show improvement over the indices obtained during the baseline study for these schools. However there is still the need for continued efforts to increase the participation of girls particularly in the case of Benishangul Gumuz CGPP schools.

Table 17
Gender Parity Index in First Cohort WLE CGPP Schools

Region	Baseline 2002-03			Update 2003-04		
	Male	Female	GPI	Male	Female	GPI
Amhara	76155	60805	0.79	80488	65617	0.82
Benishangul Gumuz	6899	4272	0.62	8204	5131	0.63
SNNPR	38855	25211	0.64	42262	29702	0.70

Figure 7: Change in Enrollment in Cohort I CGPP Schools in Benishangul Gumuz Region (No. of Schools = 20)

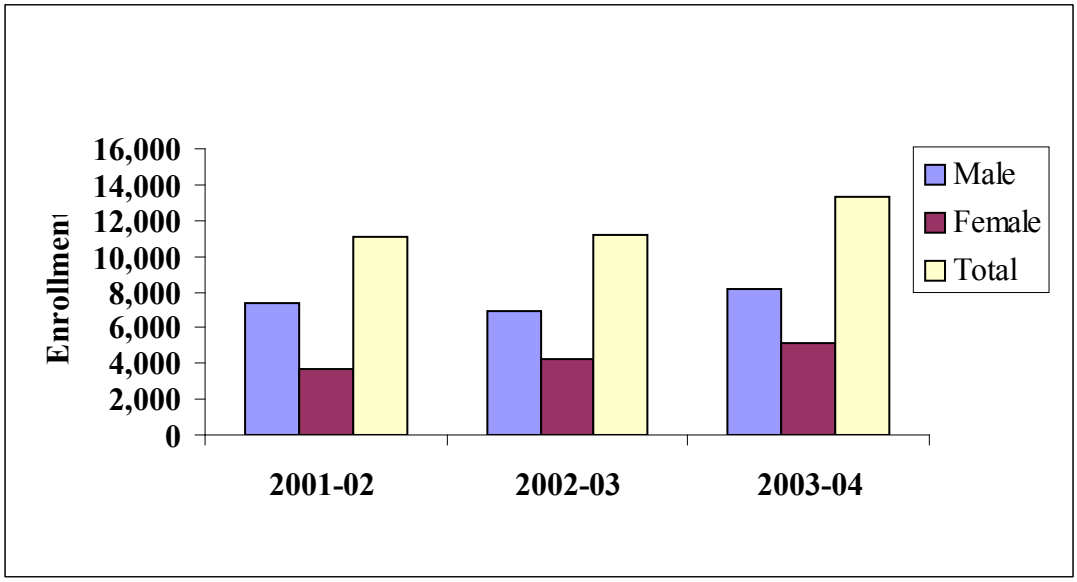


Figure 8: Change in Enrollment in Cohort I CGPP Schools in SNNPR (No. of Schools = 71)

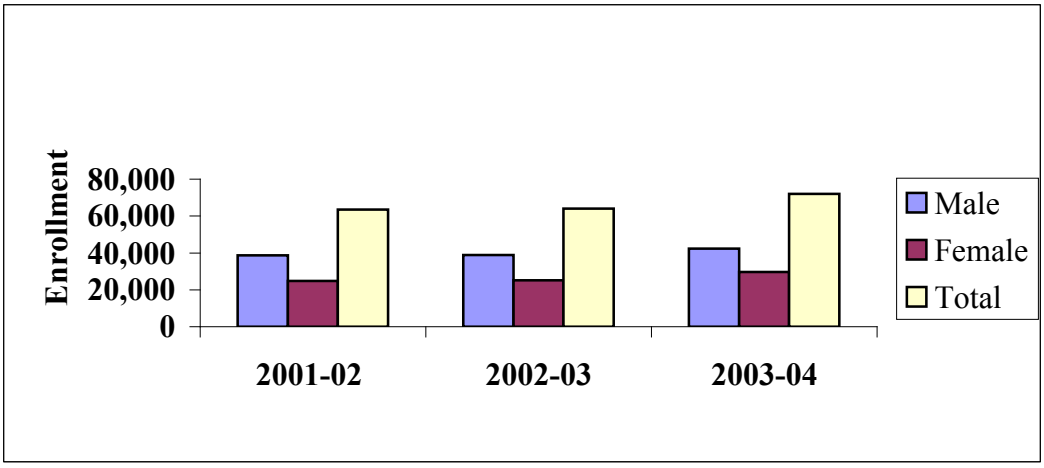


Figure 9: Change in Enrollment in Cohort I CGPP Schools in Amhara Region (No. of Schools = 100)

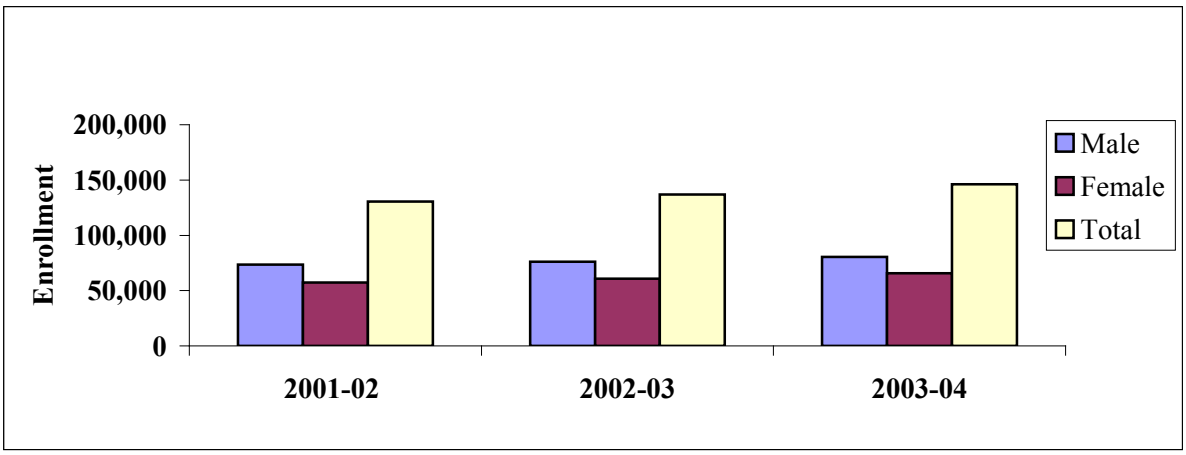
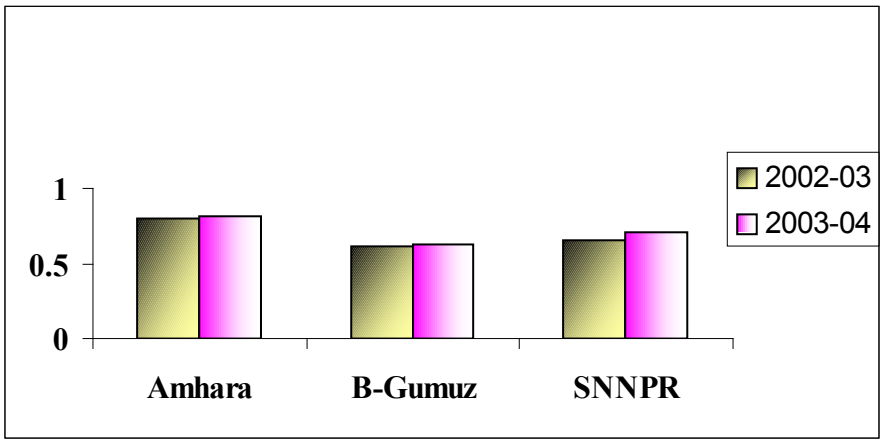


Figure 10: Gender Parity Index in the First Cohort WLE CGPP Schools in SNNPR, Amhara and Benishangul Gumuz Regions



13.0 Analysis of Target Attainment

13.1 IR Indicator 3.1: Dropout Rate for Grades 1-4

The model used to calculate and analyze the dropout is a reconstructed cohort model. This model is used to calculate and analyze weighted averages. It is also used to compare the benchmark and the target set by CGPP partners and endorsed by USAID for the FY2003-2004 with the attained dropout rate in WLE CGPP schools. The model was applied to assess the impact of the program on the first cohort schools. A cohort in this context is the group of students who were attending grades 1-4 in the 20, 71, and 100 WLE CGPP schools in Benishangul Gumuz, SNNPR, and Amhara regions at the beginning of the program. The number of students in these grades was 9,605, 51,860 and 73,874 respectively. A cohort-wise analysis of data on promotion, repetition and dropout is useful to assess the impact of the program objectively. The values obtained show the movement of the studnets in the primary schools in which the program intervened.

Table 18
Percent of CGPP Schools in Focus Regions Having A Weighted Average Dropout Rate for Grades 1-4 Below the Regional Average (From a Benchmark of the Average for the last Three Years).

Year	Region	Bench Mark**	No. of CGPP Schools	Target		
				Planned***	Attained****	%
FY 2002/03 --→ FY 2003/04 (First Year of Program)	Amhara	0.26	100	5%	53	53
	Benishangul Gumuz	0.13	20	5%	7	35
	SNNPR	0.27	71	5%	36	50.7

* Dropout rate is the proportion of pupils who leave the primary education system without completing a given grade or continuing on to the next grade if successful, in a given school year/Academic year.
** The Regional weighted average dropout rate for grades 1-4
*** Target planned for FY 2002/03 - 2003/04 is % of schools with dropout rate < the benchmark
****Target attained is percentage of CGPP Schools with weighted average dropout rate < the benchmark

Table 19
Weighted Average Dropout Rate Grades 1-4 by Region, Location and Gender for Cohort 1 Schools

Region	Location	Male	Female	Total
Benishangul Gumuz	Rural	0.25	0.29	0.27
	Urban	0.16	0.21	0.18
Amhara	Rural	0.17	0.18	0.18
	Urban	0.09	0.01	0.12
SNNPR	Rural	0.31	0.28	0.29
	Urban	0.20	0.17	0.19

Figure 11: Dropout Rate Comparison Between WLE CGPP Regions

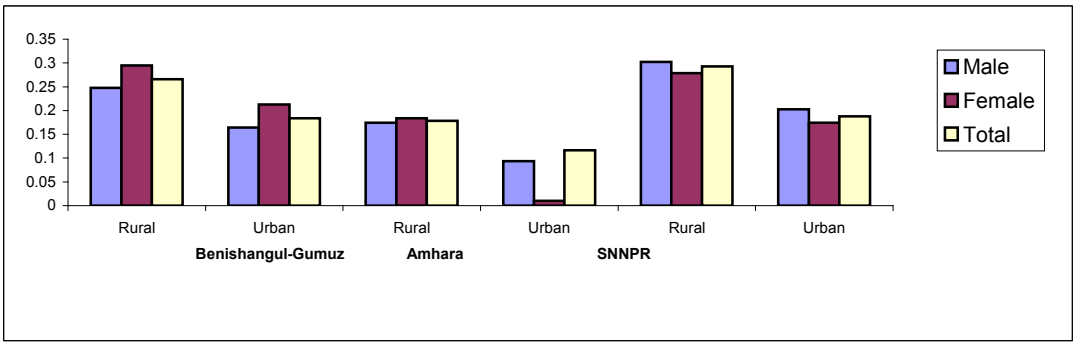
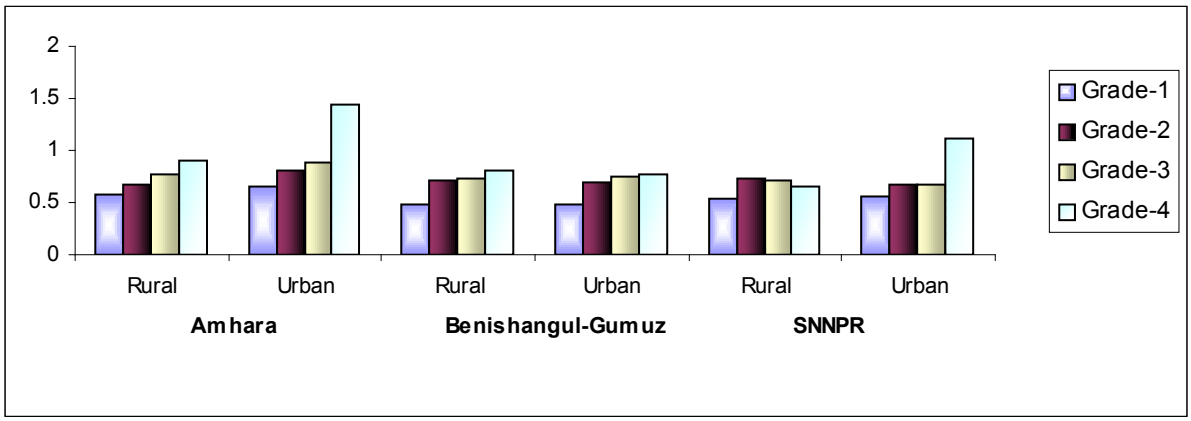


Table 20
Promotion Rate Grades 1-4 by Region, Location and Gender for Cohort 1 Schools

Region	Location	Grade-1	Grade-2	Grade-3	Grade-4
	Rural	0.58	0.68	0.76	0.90
Amhara	Urban	0.66	0.82	0.89	1.44
	Rural	0.48	0.72	0.74	0.81
Benishangul Gumuz	Urban	0.48	0.69	0.75	0.76
	Rural	0.54	0.73	0.71	0.65
SNNPR	Urban	0.56	0.67	0.67	1.12

Figure 12: Promotion Rate Comparison Between WLE CGPP Regions



13.2 IR Indicator 3.2a: Educational Issues Raised by PTAs, KETBs and GACs

As presented in Table 21, all WLE CGPP schools have been involved in raising and discussing with local government various issues related to school improvement activities that directly or indirectly have influence on the equity and quality of education in the schools. The raisng and discussion of such issues was promoted by SDAs and ZCs in their capacity building efforts with PTAs and KETBs. As part of CGPP, each school was provided with a PTA/KETB logbook in which minutes of meetings were (and are) recorded. It is from these records that the data given below were transferred to the Main Office through the M&E SDA – 3 form. The SDA – 3 is a quarterly institutional issues monitoring form, that captures how many issues were raised in meetings of PTAs, how many pertained to education, and the percentage of

PTAs that raised issues that address the quality and equity (from the menu of qualifying issues developed at the USAID M&E workshop in August 2002. Although the focal point in the analysis is the PTAs, issues raised and discussed by KETBs and GACs are also included in the analysis because these institutions also contributed to the overall activities of the PTAs.

In reality, whatever issue is raised and discussed by the PTAs, KETBs and GACs it is related to education in general and addresses the improvement of quality and/or equity. The factors are clearly interrelated to the extent that sometimes it is difficult to identify which issue goes to which category.

Based on a review of the data, a total of 5,395 issues were discussed in the 191 WLE CGPP first cohort schools in the three regions. This indicates that unlike previously, communities discuss matters related to the education of their children, and more importantly they have started to record what they discussed as school problems. The analysis thus shows that all first cohort WLE CGPP schools raised and discussed educational issues and almost all the schools raised educational issues of whichtwo issues are related to improving equity and quality. As described before, this has been possible for the SDAs and ZCs have made series of capacity building interventions to KETBs PTAs, GACs and schools in their respective schools.

Table 21
Percent of PTAs who have raised at least 5 education issues annually to local Government of which 2 are related to education quality and equity issues.

Region	No. Of Batch 1 CGPP Schools	Total No. of Issues Raised by the Schools	No. Of PTAs of Batch 1 CGPP Schools that Raised at least 5 educational issues of which 2 Are Equity Quality Issues	Target	
				Planned (%)	Actual (%)
Amhara	100	4,435	100	15	100
SNNPR	70	737	69	15	98.6
Benishangul Gumuz	20	223	20	15	100
TOTAL	**191**	**5,395**	**197**		

13.3 Indicator 3.2b: Educational Issues Responded to by Local Government and/or Communities

Regarding the activities of local government, woreda officials play key roles including followup of school plan immplementation, issuing directives, taking actions to solve problems beyond the capacity of the PTAs and KETBs, advocacy for education, and especially the education of girls, and providing technical and material assistance from time to time. The responses of the local government are complicated by several factors such as high turnover of personnel, and inadequately trained personnel, inadequate finance and materials. Notwithstanding these problems, the data shows that government responded positively as far as WLE CGPP school intervention is concerned in a great many instances. They collaborated in providing building

materials to schools, transportation to SDAs and ZCs, and in mobilizing communities for school improvement activities.

Of great significance for project implementation, WEOs paid basic salaries of SDAs while World Learning paid salary top-ups In addition, government officials also participated in facilitation at training events during Woreda and in-school Orientation Workshops, and SDA training. They also trained PTAs, KETBs and other school personnel and the community. Local government also supported project activities by providing office space for SDAs and ZCs. High government officials opened training sessions and workshops conducted by WLE BESO II CGPP at regional and zonal levels. Finally, there continues to be an exchange of information/data between the project and local capacity building and education offices at all levels.

Table 22
Percent of Education Issues Raised by PTAs Responded to by Local Government

Region	No. of CGPP Schools	Total No. of Issues Raised by the Schools	Total No. of Issues responded to by local Government	% Of Educational Issues raised by PTA and responded to by local Government	
				Planned	Actual
Amhara	100	4,435	255	15	5.7
SNNPR	70	737	210	15	28.5
Benishangul Gumuz	20	223	28	15	12.6

13.4 Indicator 3.3: Actions Taken by PTAs

With technical support by WLE's field staff, PTAs and KETBs, CGPP schools have undertaken a range of activities that are measurable actions for M&E purposes. These actions include:

- Facilitation of conditions to secure community contributions;
- Creating the means through which construction materials can be supplied;
- Participation in community workshops to mobilize the community to demonstrate its commitments for school improvement activities;
- Preparing plans by identifying and prioritizing school problems and upon appraisal, evaluate the school improvement plans;
- Designing strategies to mobilize untapped community resources in terms of labor, material, money and ideas;
- Checking and controlling dropout and absenteeism in the school;
- Collecting and recording data on the school and students;
- Promoting community participation in various ways;
- Evaluating the performance of students and teachers;
- Conducting monitoring and follow-up activities;
- Controlling and evaluating school procurement and contract procedures;
- Developing internal income generation activities for the school;
- Taking steps to meet SIA criteria;
- Follow-up implementation of strategic plans;
- Employ community teachers as the need arises;
- Promotion of girls' education;

- Mobilize the community build residences for teachers;
- Strengthen the link between the community and the school by inviting community and local government officials to the school;
- Monitor and follow-up student discipline and teachers' professional code of ethics;
- Reward students (especially females) for outstanding academic achievement.

Table 23: Percent of PTAs Taking Actions of Which 50% Are Related to Education Quality and Equity

Region	No. of CGPP Schools	No. of PTAs that have Taken actions of which 50% are related to Equity and Quality Issues	% of PTAs taken actions of which 50% are related to Equity Quality Issues	
			Planned	Actual
Amhara	100	100	5	100
SNNPR	70	64	5	91.4
Benishangul Gumuz	20	19	5	95
TOTAL	190	183		

14.0 Lessons Learned

In monthly meetings of both ZCs and SDAs, each of the Zone Coordinators and SDAs is required to present a report addressing: capacity-building activities conducted, community contributions made, questions raised by PTAs, KETBs and GACs in meetings, problems encountered and actions taken, school improvement activities performed, success stories, and lessons learned.

These discussions have enabled ZCs and SDAs to identify and share approaches to common practical problems facing WLE CGPP schools. Among the major lessons drawn from experiences involing school improvement activities are the following:

- In a former CDA school in Guraghe Zone, the PTA, KETB, GAC and the schoolteachers designed a strategy in which each of the students in school would invite a boy or a girl not currently attending school to come to school and observe school conditions including classrooms, playing games to pursuade the student to attend school.

- In the Guraghe and Sidama zones, communities decided to place a curse on both the person who committed a female abduction and those who tried to mediate between the two parties (the girl's side and the abductor's side) and to exclude them from all social ties in the community.

- In situations where parents cannot afford to buy school supplies for their girls, the provision of basic school kits has attracted girls to school and enabled them to continue their education.

- The investment in classrooms, desks aand blackboard that address educational quality improvement and gender equity extends well beyond the life of the

CGPP activity. Similar opportunities for adding to the impact of emergency activities are being promoted.

- The construction of separate latrines for boys and girls has created a more positive environment for female students. The enrollment and attendance of girls is improving in the CGPP schools where similar activities are underway.

- Even when parents are poor, parents are willing to contribute to school improvement in accordance with their capacity to do so. Many communities have contributed "sweat equity" for school improvement activities.. This challenges the contention that some communities are too poor to provide any support to education whatsoever.

15.0 Major Program Issues Observed

Field reports by SDAs, ZCs, Regional and Main Office staff indicate that the following problems have been major impediments to implementation of the program:

- Frequent turnover of committee members, teachers and government officials after taking training on the program implementation;
- Almost complete absence of women in adminisatrative positions in the education sector beyond being school directors, and very few are school directors;
- Changes in administrative boundaries among Woredas have resulted in some schools being withdrawn from CGPP (despite having gotten to a certain stage as target schools) because they are no longer in a jurisdiction served by the program;
- Severe shortages of textbook and other instructional materials that can only be obtained local government occurs in almost all schools;
- Communities in many areas suffered from serious economic problems, resulting from drought and poor agricultural productivity affecting attendance and community support;
- Lack of cash receipt books (available only from government) in schools sometimes delayed timely collection of community contribution;
- GACs in some schools lack sufficient awareness of their duties and responsibilities;
- Lack of adequate housing for teachers in many rural areas and low capacity of the local administration to provide housing facilities is a serious problem affecting the teachers' moprale and participation in school improvement;
- Poor interpersonal relationships between school directors and committee members sometimes impedes school improvement endeavors;
- Conflicing time demands on community and committee to spend adequate time on the school programs because of development undertakings organmized by other government agencies;
- Delay in securing promised community contributions;
- Conflicting landownership claims between schools and individuals in the community;
- The outbreak of malaria, measles and other epidemics in some places leads to increse in student dropouts;

- Increase in cost of construction materials such as iron bars, nails, cement and the like creates budget deficit and delays implementation of plans;
- Reluctance of some PTA and KETB members to attend to school improvement undertakings;
- In certain seasons, communities lack resources or manpower to contribute to the school improvement, and therefore diminish their responce to the school's call for contributions in labor cash and materials.

16.0 Complementary Drought Assistance Program

A detailed Closeout Report for the Complementary Drought Assistance Program has been submitted to USAID/Ethiopia and the Development Experience Clearinghouse.

The Complementary Drought Assistance (CDA) program was a USAID-funded activity to support primary schools in selected areas affected by the drought of 2002/2003. USAID/Ethiopia requested that World Learning/Ethiopia (WLE) implement CDA project activities in Amhara and SNNP Regions in collaboration with partner NGOs, government organizations, local communities and schools. A total of 65 CDA schools, 33 in SNNPR and 32 in Amhara, were beneficiaries of the project. USAID/Ethiopia selected targeted schools in collaboration with the Ministry of Education and the Disaster Preparedness and Prevention Commission in Addis Ababa.

CDA components included School Feeding, Educational Strengthening, Summer School Programs, De-worming, and Woreda Capacity Building. Based on discussions with USAID/Ethiopia, Save the Children/USA subcontracted the school-feeding component to GOAL/Ethiopia to simplify coordination and for more effective implementation.

The educational strengthening component of the CDA consisted of the construction of separate latrines for boys and girls, additional classrooms, provision of school furniture such as blackboards, combined desks, bookshelves, chairs, office tables, cupboards, establishment of libraries and pedagogical centers, and water points which addressed critical problems faced by CDA schools. Basic school kits were also purchased and delivered to motivate and support the effective participation of students.

Summer classes were organized for students to help improve retention and promotion rates. These classes also helped prepare students for the next grade level. The program also helped dropouts to return to the school system and attend classes. As a result of the Summer School program, in both regions a total of 6,722 students (44.5% female) were declared eligible by Woreda Education officials to sit for final examinations; 4,493 (66.8%) of them successfully passed their examinations. De-worming tablets provided by USAID/Ethiopia were distributed to each CDA School. The De–worming component was implemented in collaboration with Woreda Health Offices in both regions.

CDA had a significant impact on the schools served. Significantly, at the end of the intervention, enrollments rose by 48.6% over those enrollments originally provided by USAID. Furthermore, enrollments for girls increased by 61.2% overall, and 90.3% in SNNPR during the same period.

The school feeding and de-worming components improved the quality of life of many children by addressing their basic health status. Dropout rates were reduced. Students were able to attend summer classes, and many were promoted to the next grade level. Physical education and sport activities were undertaken in conjunction with the school-feeding program for children who completed their academic classes successfully. The severely deteriorated conditions of the schools were improved. New classrooms, libraries, resource centers and separate latrines for boys and girls were built. Classrooms now have combined desks and blackboards. The CDA project also created a close relationship between the community and the government and initiated the community for more participation in education.

To ensure that the initial USAID/Ethiopia investments made in the CDA schools would have a sustained impact on an improved school environment for better learning, WLE has integrated almost all CDA schools into the ongoing USAID BESO II Community Government Partnership Program.

Among the issues encountered in the implementation of CDA were a) insufficient consultation by program planners with local government officials in the selection of participating schools, b) severe time constraints for program planning and implementation; c) implementation constraints with local communities and local contractors; and d) lack of water and stone essential for construction at a number of sites. Nonetheless, as noted above, the CDA had a positive impact far greater than anticipated.

APPENDICES

Appendix 1: Strategic and Intermediate Objective Levels and Indicators

STRATEGIC OBJECTIVE

Quality and Equity in
Primary Education System Enhanced

INTERMEDIATE RESULT LEVEL 3

Community - Government Partnerships
in Education Strengthened

INDICATORS FOR IRL 3	INDICATORS FOR IRL3	INDICATORS FOR IRL3
3.1. Percent of CGPP schools in focus regions that have a weighted average drop-out rate for Grades 1-4 below the regional average (from a benchmark of the average for the last three years i.e. 1999/00,2000/01and 2002/03)	3.2.a. Percent of PTAs that have raised at least 5 education issues annually to the community and/or local government of which 2 are related to quality and equity issues. 3.2.b. Percent of education issues raised by PTAs that were responded by local government and/or communities.	3.3. Percent of PTAs that have taken actions of which 50% are related to equity and quality

Appendix 2: Sub – intermediate Result Levels and Indicators

SUB – INTERMEDIATE RESULT LEVEL 3.1	SUB - INTERMEDIATE RESULT LEVEL 3.2	SUB - INTERMEDIATE RESULT LEVEL 3.3
Regional, Zonal, Woreda and Kebele Support to Community Involvement in School Management Strengthened	Parents and Communities more Engaged in School Management	Community - Government Innovations and Alternative Approaches to Education Developed for Disadvantaged Groups
INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.1	**INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.2**	**INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.3**
• Number and percent of schools that are visited by WEO at least once a year • Average number of visits per school by WEO per year • Number of WEO contacts with PTA and/or community • Percent of PTAs that have collaboration from woreda officials in the development and implementation of their plans • Number of times local educational development officials involved in capacity building of PTAs*	• Average number of days PTAs engaged in school yard observation • Number of meetings by PTAs, community leaders and parents to discuss school issues • Number and percent of communities that contributed to school development activities • Number of parents/community members that participate in activities • Percent of communities that have contributed as per their plan	• Number of disadvantaged children who are attending alternative education • Number of communities that have adapted flexible school calendar • Number of communities that have implemented culturally sensitive school practices • Number of schools with localized curriculum • Number of non – formal education centers established • Number of meetings/ consultations between government and disadvantaged communities

Appendix 3: Number of Schools to be Engaged Over the Life of the Project (2002/2003 – 2006/2007)

Region	Year					Total
	2002-2003 (1995 E.C)	2003-2004 (1996 E.C)	2004-2005 (1997 E.C)	2005-2006 (1998 E.C)	2006-2007 (1999 E.C)	
Amhara	200	300	300	318	-	**1,118**
SNNPR	150	140	140	145	-	**575**
Benishangul - Gumuz	40	23	22	22	-	**107**
TOTAL	**390**	**463**	**462**	**485**	**-**	**1,800**

Appendix 4: WLE CGPP Woredas, September 2004

Appendix 4.1: SNNPR WLE CGPP Woredas

No.	Woreda
1.	Abeshgie
2.	Alaba
3.	Aleta Wondo
4.	Amaro
5.	Angacha
6.	Arba Minch
7.	Arbegona
8.	Awassa Zuria
9.	Badewacho
10.	Boloso Sorrie
11.	Bonkie
12.	Boricha
13.	Cheha
14.	Chencha
15.	Dalie
16.	Dalocha
17.	Damot Galie
18.	Damot Woydie
19.	Derashie
20.	Edja
21.	Endegane

No.	Woreda
23.	Gena Bosa
24.	Gibe
25.	Gofa
26.	Gumer
27.	Hulla
28.	Humbo
29.	Kebena
30.	Kedida Gamela
31.	Kochorie
32.	Kucha
33.	Mareka
34.	Mareko
35.	Meskan
36.	Mihur/Aklil
37.	Misha
38.	Omo Sheleko
39.	Shashego
40.	Shebedino
41.	Sodo Zuria
42.	Yirga Chefie
43.	Lanfuro

Appendix 4.2 WLE CGPP Woredas in Benishangul-Gumuz Region

No.	Woreda
1.	Assosa
2.	Bambasi
3.	Dibati
4.	Komosha
5.	Mandura
6.	Mao-Komo
7.	Menge
8.	Oda Godere
9.	Serba Abay
10.	Wembera

Appendix 4.3 WLECGGP Woredas in Amhara Region

No.	Woreda
1.	Achefer
2.	Alefa Takusa
3.	Ambasel
4.	Ankesha
5.	Awabel
6.	Bahir Dar Special Woreda
7.	Bahir Dar Zuria
8.	Banja
9.	Baso Liben
10.	Bibugn
11.	Bure
12.	Chilga
13.	Dabat
14.	Dangla
15.	Debark
16.	Debay Tilatgin
17.	Debre Elias
18.	Debre Markos
19.	Debre Tabor
20.	Dega Damot
21.	Dejen
22.	Dembecha
23.	Dembia
24.	Dera
25.	Dessie Ketema
26.	Dessie Zuria
27.	Ebnat
28.	Enarj Enawga
29.	Enemay

No.	Woreda
30.	Este
31.	Fagita Lekoma
32.	Farta
33.	Fogera
34.	Gonch Siso Enesie
35.	Gondar Ketema
36.	Gondar Zuria
37.	Gozamin
38.	Guangua
39.	Hulut Eju Enesie
40.	Jabi Tehanan
41.	Kalu
42.	Kemkem
43.	Kutaber
44.	Lay Armachiho
45.	Lay Gayint
46.	Machakel
47.	Mecha
48.	Metema
49.	Mirab Belesa
50.	Quarit
51.	Sekela
52.	Simada
53.	Tach Armachiho
54.	Teholederie
55.	Wogera
56.	Wonberma
57.	Worebabo
58.	Yilmana Densa

Appendix 5: WLE CGPP Plan for School Intake and Exit by Year, Quarter, Region and Cohort

Region/Cohorts	Year I 2002 (1994/95)				Year II 2003 (1995/96)				Year III 2004 (1996/97)				Year IV 2005 (1997/98)				Year V 2006 (1998/99)				Year VI 2007 (1999/2000)				Total Schools
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
	JFM	AMJ	JUS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	
Amhara Cohort 1				100																					**100**
Cohort 2						100																			**200**
Cohort 3								200																	**400**
Cohort 4										100															**500**
Cohort 5												200													**700**
Cohort 6													200												**900**
Cohort 7														218											**1118**
SNNPR Cohort 1				71																					**71**
Cohort 2						73																			**144**
Cohort 3								144																	**287**
Cohort 4												72													**359**
Cohort 5												72													**431**
Cohort 6													72												**503**
Cohort 7														71											**575**
B. Gumuz Cohort 1				20																					**20**
Cohort 2						20																			**40**
Cohort 3								12																	**52**
Cohort 4										20															**72**
Cohort 5												15													**87**
Cohort 6													20												**107**
New Intake				191		193		356		120		359	292	289											**1800**
Exit											191		193		356		120		359	292	289				
Aggregate						384		740		860		1028	1127	1416	1060		941		582	290	0				

Appendix 6: WLE CGPP Plan for Monitoring and Evaluation Activities by Year, Quarter, Region and Cohort

Region/Cohorts	Year I 2002 (1994/95				Year II 2003 (1995/96)				Year III 2004(1996/97)				Year IV 2005 (1997/98)				Year V 2006 (1998/99)				Year VI 2007 (1999/2000)				Total Schools
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
	JFM	AMJ	JUS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	
Amhara Cohort 1				100																					**100**
Cohort 2						100																			**200**
Cohort 3								200																	**400**
Cohort 4										100															**500**
Cohort 5												200													**700**
Cohort 6													200												**900**
Cohort 7														218											**1118**
SNNPR Cohort 1				71																					**71**
Cohort 2						73																			**144**
Cohort 3								144																	**287**
Cohort 4												72													**359**
Cohort 5												72													**431**
Cohort 6													72												**503**
Cohort 7														71											**575**
B. Gumuz Cohort 1				20																					**20**
Cohort 2						20																			**40**
Cohort 3								12																	**52**
Cohort 4										20															**72**
Cohort 5												15													**87**
Cohort 6													20												**107**
New Intake				191		193		356		120		359	292	289											**1800**
Exit											191		193		356		120		359	292	289				
Aggregate						384		740		860		1028	1127	1416	1060		941		582	290	0				

Appendix 7: WLE CGPP Plan of Activities for Training and Community Capacity Building by Year, Quarter, Region and Cohort

Region/Cohorts	Year I 2002 (1994/95)				Year II 2003(1995/96)				Year III 2004(1996/97)				Year IV 2005 (1997/98)				Year V 2006 (1998/99)				Year VI 2007 (1999/2000)				Total Schools
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
	JFM	AMJ	JUS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	
Amhara Cohort 1				100																					**100**
Cohort 2						100																			**200**
Cohort 3								200																	**400**
Cohort 4										100															**500**
Cohort 5												200													**700**
Cohort 6													200												**900**
Cohort 7														218											**1118**
SNNPR Cohort 1				71																					**71**
Cohort 2						73																			**144**
Cohort 3								144																	**287**
Cohort 4												72													**359**
Cohort 5												72													**431**
Cohort 6													72												**503**
Cohort 7														71											**575**
B. Gumuz Cohort 1				20																					**20**
Cohort 2						20																			**40**
Cohort 3								12																	**52**
Cohort 4										20															**72**
Cohort 5												15													**87**
Cohort 6													20												**107**
New Intake				191		193		356		120		359	292	289											**1800**
Exit											191		193		356		120		359	292	289				
Aggregate						384		740		860		1028	1127	1416	1060		941		582	290	0				
Training and Workshop	WOWI SOW I SDAT I				SOW II WOW II (SDAT I SNNPR) PTA/KETB Training			SOW III WOW II (SDAT II Amhara) TOT PTA/KETB		SOW IV TOT II, SW I PTA/KETB Training		SOW V, VI, SW II PTA/KETB		SOW VII, SOW III PTA/KETB			SOW IV, SOW V								

WOW=Woreda Orientation Workshop, SOW = School Orientation Workshop, TOT = Training of Trainers, SDAT = School Development Agents' Training

Appendix 8: Summary of Contributions Made to School Improvement Activities in the Second Implementation Year (July 2003 - June 2004)

Region	Quarter	Number of CGPP Schools	Type and Source of Contributions						Total (Birr)
			Community & School			Government			
			Cash	Material	Labor	Cash	Material	Labor	
Amhara	I	200	346,353.56	34,202.09	134,228.20	68,065.25	153,480.90	2,149.70	738,479.60
	II	400	330,538.73	5,485.00	52,803.74	2,008.85	99,307.01	500.30	490,643.63
	III	400	631,254.43	13,462.55	149,210.15	109,036.30	130,403.18	918.00	1,034,284.61
	IV	552	1,086,386.29	45,163.25	475,251.44	74,444.80	533,847.05	106,061.84	2,321,154.67
Region Total		552	2,394,533.01	98,312.89	811,493.53	253,555.2	917,038.14	109,629.84	4,584,562.51
Benishangul-Gumuz	I	40	10,161.50	2,577.00	19,764.90	11,446.50	22,321.27	-	66,271.17
	II	40	7,105.65	3,497.00	39,146.10	4,200.00	15,863.60	-	69,812.35
	III	52	19,018.20	4,106.30	11475.40	2,593.5	7574.30	-	44,767.70
	IV	72	56,451.13	2,355.50	23,512.55	11,059.5	65,104.88	-	158,483.60
Region Total		72	92,736.48	12,535.80	93,898.95	29,299.50	110,864.05	-	339,334.82
SNNPR	I	144	224,321.50	_	143,152.25	_	83,177.35	-	450,651.10
	II	288	241,930.70	21,188.65	101,518.95	7,115.00	57,482.30	228.00	429.463.60
	III	287	847,914.50	2,340.00	128,631.25	-	79,600.50	-	1,058,486.25
	IV	316	313,568.45	114,192.75	239,518.30	9,491.00	155,137.20	-	831,907.70
Region Total		316	1,627,735.15	137,721.40	612,820.75	16,60600	375,397.35	228.00	2,770,508.65
Total ETB /Year		**940**	**4,115,004.64**	**248,570.09**	**1,518,213.23**	**299,460.7**	**1,403,299.54**	**109,857.84**	**7,694,406.04**
Total USD / Year*			**$479,604.27**	**$28,970.87**	**$176,947.92**	**$34,902.17**	**$163,554.72**	**$12,803.94**	**$896,783.92**

* 1 USD = 8.58 ETB

Quarter periods

Quarter I: July - September
Quarter II: October - December
Quarter III: January – March
Quarter Iv: April - June

Appendix 9: Project to Date, Summary of Contributions Made to School Improvement Activities

(December 2002- June 2004)

Region	Contributions in Implantation Year I (December 2002 – June 2003)			Contributions in Implantation Year II (July 2003 - June 2004)					Total Project To Date
	Qtr. III	Qtr. IV	Year Total	Qtr. I	Qtr. II	Qtr. III	Qtr. IV	Year Total	
Amhara	470,029	1,287,012	1,757,041	738,479	490,643	1,034,284	2,321, 154	4,584,560	6,341,601
SNNPR	226,404	187,738	414,142	450,651	429,463	1,058,486	831,907	2,770,507	3,184,649
Benishangul-Gumuz	52,038	81,886	133,924	66,271	69,812	44,767	162,482	343,332	477,256
Total	**748,471**	**1,556,636**	**2,305,107**	**1,255,401**	**989,918**	**2,137,537**	**3,315,543**	**7,698,399**	**10,003,506**
USD*	**$87,234**	**$181,426**	**$268,660**	**$146,317**	**$115,375**	**$249,130**	**$386,426**	**$897,249**	**$1,165,909**

* 1USD = 8.58 ETB

Quarter Periods

Quarter I: July - September
Quarter II: October - December
Quarter III: January - March
Quarter IV: April – June

Appendix 10: Abridged Success Stories

Appendix 10.1 SNNPR

Zone/ Sp. Woreda: Sidama, Gedeo and Amaro
Woreda: Dale
School: Dagara Primary

A committee consisting of 7 members selected from the community has been appointed to assist GAC in making efforts to return female dropouts to school. A debating program has been established for girls to take place every morning after the school flag ceremony so as to motivate girls to speaks in public.

Woreda: Boricha
School/s: Aldada Dila and Dila Anoli schools

A total of 14 students (7 girls and 7 boys) who were dropouts managed to return to the school through the joint efforts of the GAC, PTA and KETB.

Woreda: Hula
School: Tugo

A female student was rescued after being abducted and spending 14 days with her kidnapers. She returned to school with the support of GAC, PTA and KETB.

Woreda: Kochore
School: Abele

A girl was rescued from an attemptted abduction and now is continuing her education with GAC, PTA and KETB follow-up. Another girl in Abele school was pursuaded to cancel an engagement she made willingly through counseling and advice given to her and her parents.

Woreda: Yirga Cheffe
School: Hafersa Worabi

A girl student is now in school after her parents were convinced to give up their agreement for her marriage. They also returned the dowry they received as part of the marriage agreement.

Zone: Guraghe
Woreda: Ija
School: Yidege Andenet

Six individuals in the community permanently donateds of land from their holdings to the school for use in income generation. The local administration has assisted in making official the land exchange to enmsure that the plots are the property right of the school.

Woreda: **Mehur Aklil**
School: **Mehur T/Haymanot**

The GAC managed to return a girl who had dropped out to school through discussions with the girl and her parents.

Woreda: **Gumer**
School: **Chenchen**

A donor promised to give to Chenchen School 30,000 birr for a project the school had designed and submitted under CGPP. Communitites living in Yesheribe, Wusho and Feteker also gave plots of land to the school for income generation.

Special Woreda: **Kembata Tembaro and Alaba**
Woreda: **Shashego**
School: **Afto Golcho and Alage Gimbichu**

The Woreda Capacity Building office has demonstrated its support in providing 50 metal-footed desks to each of the Afto Golcho and Alage Gimbichu schools.

Woreda: **Omo Sheleko**
School: **Socicho**

Excited by the participation of the communities around Sodicho School in the school improvement activities, the Woreda Education Office promised to donate 20 desks to the school.

Woreda: **Angacha**
School: **Kuyia**

Communities living around the school built a wooden bridge to provide the school with access to road transport. The Woreda Education Officials have visited school improvement activities undertaken in BESO II-CGPP. The visit increased their awareness of the accomplishments under CGPP, and hat the achievements would be adopted in non-CGPP schools.

Special Woreda: **Wolayita and Dawro**
Woreda: **Humbo**
School: **Ampo Koyisha**

A special program was set up to give exam to 24 students, including 13 girls, who had not taken the 1st semester exam for a variety of reasons. The students were also provided with make-up classes before the exam. Similar make-up classes being organized to support 63 under achieving students will be continued on permanent basis.

Woreda: **Damot Gale**
School: **Olola**

Teachers contributed 300 Birr to strengthen the Pedagogical Center of the school.

Woreda: **Gena Bosa**

An SDA explained the need for strengthening relationships between the community and school to a community group gathered for a church service. He also explained the objectives of BESO II CGPP and activities undertaken by the program thus far. Furthermore points mentioned related to reproductive health, HIV/AIDS, and girls' education. Recognizing the need and importance of establishing GAC at school level and realizing the advantages that girls in BESO II - CGPP schools are gaining, the Woreda Education Office has advised that it plans to implement GACs in all the schools in the Woreda.

Zone/ Special Woreda: **Gamo Gofa and Derashe**
Woreda: **Gofa**
School: **Bega Berza**

Nine female students were awarded education materials based on their achievement on the 1st semester tests. In addition, female employees of the Woreda Education Office who attended the ceremony expressed their appreciation to the girls and bought Amharic - English dictionaries for each girl.

School: **Shifite**

A church in the locality donated 1,200 birr in cash and 350 Birr in material to this school.

School: **Lote**

An individual gave books worth 100 birr to three female students whose rank was 1st, 2nd and 3rd in a question-and-answer compitition held at the school. The GAC of this school had conducted activities related to promoting girls' education to the community groups who were attending Sunday prayer services in churches.

Woreda: **Chencha**
School: **Zakota**

KETB and PTA members and teachers donated clothing and education materials to 2 girls and 2 boys whose materials were burnt in a fire accident and who had therefore been forced to drop out as a result. A community group living in Addis Ababa whose origin is Zakota Kebele contributed 3,000 birr to implement the school 1st phase strategic plan. Furthermore, the group promised to support students performing better in their studies and assigned a task force to fight illegal children trafficking to Addis Ababa, which is the major cause for school dropout in the area.

A KETB TAUGHT HOW TO CATCH A FISH

In Shashemene school of Kochore Woreda, Gedeo Zone, one of the KETB members brought 151 coffee seedlings, 21 shading-tree and 4 avocado seedlings and planted them in the school compound. On the very day he planted the seedlings, he said,

> *" Today I am healthy and be able to help the school in whatever way I am asked to do. I have a farm with crops and cattle to earn income... but I don't know about the future. Who knows? I may lose my strength and I may be unhealthy, my plot may cease to yield or my cattle may die out.... So, I planted these seedlings to the school and I will take care of them until they grow well and start to bear fruits. Therefore, after a few years the school will get a sustainable mean of income for its improvement. When that day comes the school community will acknowledge my deeds to the school... and I will not feel sad if I have nothing in my hand to help the school any more. "*

A FUND-RAISING BAZAAR IN SHEFITE SCHOOL

This school was selected as a BESO II CGPP school and started the project activities after the KETB and PTA members had participated in the second School Orientation Workshop (SOW II) in Soddo town. The school is located in Gofa Woreda, which is in Gamo Gofa Zone.

The project office in Awassa received an invitation letter, which requested the attendance of the CGPP staff members at the fund-raising bazaar that was held on 22 June 2003. Therefore, in response to the invitation, the Regional Project Director and the Training and Program Officer together with two Zone Coordinators attended the fund-raising ceremony.

On the date, the team from the project office together with the WEO Head arrived at the school at 11:00 AM after traveling 9 kms from the Woreda town. At the gate of the school, there was a banner that announced the BESO II CGPP activity, which was stated as the cause for the initiation of the fund-raising bazaar. In the school compound, many people (parents, teachers, KETB/PTA members**,** students, etc.) were engaged in various activities. Some were cooking food for sale, others arranging seats for the invited guests, decorating places, and so on. A large pile of stones had been voluntarily transported by the students and wood contributed by community members for construction work was immediately visible in the compound.

The Bazaar Committee consisting of teachers, students and parents had started mobilizing the community after having the first program orientation workshop with the community members. Teachers, students, KETB and PTA members had conducted a house-to-house campaign and talked to different religious institutions in order to encourage their support for the school improvement project. According to the committee, it was this campaign that made the bazaar successful.

Gradually, the school compound was filled with a large number of people who came to the school singing and dancing in different groups. Everybody was expressing their pleasure in different ways. These people came to the school with the different forms of contributions

they had previously promised. Their donation/contributions were both in cash and kind. Some came with an ox and others with money. One man donated his dear treasure (a cup made of a horn of buffalo), which he had received as an inheritance from his grandfather many years before. The committee was ready to sell these items at auction.

In the Bazaar Ceremony there was a demonstration of various sport activities by the students of the school. The students also sang a song requesting the community members for assistance for their school. Fifteen teachers of the school contributed seven hundred fifty (750) birr.

COMMUNITY PARTICIPATION IN QUCHA WOREDA

Qucha Woreda is one of the new Woredas in which the BESO II CGPP started its project activities in the second round intervention. According to the oral report of the SDA in this Woreda, the communities of the four schools made significant contributions to their schools. This is stated as follows.

- Chaba Beles School
  - 43 heads of cattle (cows and oxen)
  - 15 goats
  - 5 pots of butter (Each of the pots contains 10kg. of butter)
  - 1 pot of honey which costs 150 birr
  - 3,500 birr
- Chaba Sonba School
  - 8 oxen
  - 1 goat
  - 4,500 birr
- Woide Wako School
  - 4,500 birr
  - 3 oxen
  - Coffee and many other materials
- Kodowano School
  - 2,600 birr

A GOOD DEED OF THE PTA IN MURANCHO GORCHE SCHOOL

The contribution of the PTA is worth mentioning. In its efforts to improve the educational program of the school, the PTA of Murancho Gorche School in Shebedino Woreda (Sidama) conducted a house-to-house campaign to return school dropouts to school. While doing this, the PTA tried to determine the reasons for students' dropout. It was attracted by the reason of one of the girls who dropped out of the school. She reported that she dropped out because of the negative influenceof her homeroom teacher. As the girl and her parents told the PTA, her homeroom teacher had harassed her for repeatedly rejecting his propositions. His request for a personal relationship with the girl became stronger and stronger. Therefore, she was forced to quit her schooling when the situation was beyond her control.

Learning of this allegation, the PTA continued investigating the case and was able to discover that the teacher had had previous records of misbehavior. Therefore, the girl was enabled to return to her school after she was encouraged and received confirmation for

future security. The PTA was also able to penalize the teacher for his misbehavior in the school. It finally reported the situation and decision to the Kebele Education and Training Board (KETB).

Appendix 10.2: Amhara

THE GUILTY YOUNGSTERS SENTENCED TO PRISON

Kola Diba is one of the primary schools in Dembia Woreda, North Gondar Zone. This school was enrolled in CGPP in December 2003. As a CGPP school, it established a Girls' Advisory Committee to help girl students learn better.

The GAC of Kola Diba School confronted a big challenge soon after its establishment. Two young men raped two girl students. The younger girl was raped while the older girl escaped. The case was taken to the court, but the court let the culprits go free by saying they were not caught red-handed and they lacked adequate proof. The struggle began here. The GAC organized a demonstration becasuse the court had not taken the cases seriously. This demonstration motivated the court to reconsider its steps and gave attention to the matter.

The court invited GAC members to attend the final court session and sentenced two individuals to five and nine years prison. It is hoped that this will be a lesson to others.

A MODEL PARENT IN WONQA SCHOOL

Ato Bezabeh Tesema is living in Wonka Kebele few kilometers away from Debre Markos town, Gozamin Woreda, East Gojjam Zone. He had sent his children and siblings to Wonqa School beginning with the establishment of the school. He knew years back that classrooms were dusty and children were bitten by fleas and the dust was harmful to their health. But he didn't know what to do.

In the meantime, Wonqa School was enrolled in BESO II CGPP. A community meeting was held on January 14, 2004 to discuss school problems and to decide what and how to address them. Ato Bezabeh was one of the participants at this meeting. As the discussion continued, he felt that the long persisting problem of his children's school, which he registered at the back of his mind, would be solved soon. The community decided to cement classroom floors. Then, Ato Bezabeh said that "My children learned here and I know this problem iss serious and children have been suffering." Today is a day we have to do something to solve this problem." Then, he took the initiative and pledged 500 birr. Other community members followed him.

Eight teachers impressed by Ato Bezabeh's action contributed birr 30-50 to paint classrooms. Anelay Aemero is a SDA who was motivated by Ato Bezabeh. She contributed birr 50. Now Wonqa School is cemented and painted. It has really become beautiful and comfortable. Now Ato Bezabeh, other parents, students and teachers are happy.

Appendix 10.3: Benishangul Gumuz Region

In Benishangul Gumuz, girls are put to work, fetching water and firewood, caring for younger siblings, cooking food, and getting married while quite young. Persuading the community members to send their daughters to school is a practical challenge in the region.

The region had scored lowest on the gender parity index in 2001/2002 according to the report of MOE. The parity index was just under 0.6 compared to 0.9 for Amhara and 1:0 for Tigray in 2001/2002.

The parity index varies from woreda to woreda in the region. In Mao-Komo Woreda gender parity index was less than 0.3 in 2001/2202. This indicates that the gender gap between boys and girls was very high in Mao-Komo. It was with these challenges WLE/BESO II CGPP started working with the woreda's community members.

The first step of the intervention was for the School Development Agent to arrange a community meeting to discuss how the community members could benefit from sending their daughters to schools. At first, the community members were not interested in discussing the issue of girls' education. In fact, some community members were not even interested in coming to the community meeting.

To break this silence, developing local strategies was necessary. The strategy developed and used were to convince tribe and religion leaders how they could benefit from sending their daughters to school. After long and continuous discussion, they were convinced and agreed to send their daughters to school. Some tribal leader started sending their daughters to school and telling the community members that a girl who was educated could be a teacher, doctor and government official and could better care for her parents.

When the tribal and religion leader started telling the community members, community members showed increased willingness to send their daughter to school. Today, community members of Mao-Komo are sending their daughters to schools. Many married women are back to school and start schooling with their daughters and boys. In a year of intervention, the number of girl students has doubled in some CGPP schools. In the lower grades, the ratio of girls to boys is nearly 1:1. For example, in Tongo and Wanga primary schools, the ratio of girls to boys is nearly 1:1 in grades 1 and 2.

Kelifa Mustofa is a 38-year-old man living in a village called Komoshega in Benishangul-Gumuz. Kelifa Mustofa is an active participant in the BESO II Community Government Partnership Program. He is involved in community meeting programs arranged to discuss how community members could benefit from sending their children to school. He also decided that he could benefit from going to school and in September 2003, Kelifa started schooling with his 8-year-old daughter in Komoshega Primary. In June 2004 he was promoted to grade three because of his good academic achievement. He explains how one year of schooling has changed his life: "Today, I would not kill my time to get a man who helps me by reading letter and doing simple Arithmetic. I will be able to read Amharic letters and do simple Arithmetic for myself. I am happy with what I am doing. I wish to complete Basic Primary Education."

Appendix 11: Project to Date, Number of Schools that Received School Incentive Award By Implementation Year and Quarter (01 December 2002 - 30 June 2004)

Region	Implementation Year I				Implementation Year II								Total		
	Qtr III	SIA Paid	Qtr IV	SIA Paid	Qtr I	SIA Paid	Qtr II	SIA Paid	Qtr III	SIA Paid	Qtr IV	SIA Paid	All Quarters		SIA Paid
													P1	P2	
Amhara			**134**	335,000	60	150,000	6	15,000	-	-	360	1,068,000	392	168	1,568,000
B-Gumuz			**26**	65,000	19	47,500	1	2,500	-	-	20	70,000	40	20	170,000
SNNPR			**55**	137,500	68	170,000	11	27,500	35	112,500	86	239,000	201	49	674,000
Total ETB			**215**	**537,500**	**147**	**367,500**	**18**	**45,000**	**35**	**112,500**	**466**	**1,377,000**	**633**	**237**	**2,412,000**
Total USD				**62,645**		**42,832.17**		**5,244.76**		**13,111.89**		**160,489.51**			**281,118.88**

* 1USD = 8.58 ETB

Appendix 12: Change in Enrollment in Cohort I CGPP schools

Appendix 12.1a: Amhara Cohort 1 Enrollment Figures and Proportion of Female Students by Woreda. Source of Data: Baseline (February 2003)

NO.	Zone	Woreda	M	F	Total	%F
1.	Awi	Banja	2474	1532	4006	38.2
2.	Awi	Fagita Lekoma	1913	1232	3145	39.1
3.	Awi	Ankesha	1684	1368	3052	44.8
4.	Awi	Dangla	2663	2271	4934	46
5.	Bahir Dar Sp.	Bahir Dar Sp.	4152	4542	8694	52.2
6.	East Gojjam	Debre Markos	4229	4397	8626	50.9
7.	East Gojjam	Gonch Siso Enesie	2091	1232	3323	37
8.	East Gojjam	Gozamin	3016	1784	4800	37.1
9.	East Gojjam	Hulet Eju Enesie	3912	2629	6541	40.1
10.	East Gojjam	Enarj Enawga	2255	1795	4050	44.3
11.	East Gojjam	Machakel	1988	1264	3252	38.8
12.	South Gondar	Ebnat	4504	4015	8519	47.1
13.	South Gondar	Este	1804	1263	3067	41.1
14.	South Gondar	Farta	3761	2736	6497	42.1
15.	South Gondar	Fogera	2419	1765	4184	42.1
16.	South Gondar	Kemkem	5115	3938	9053	43.4
17.	South Gondar	Debre Tabor	3979	4390	8369	52.4
18.	South Gondar	Dera	3344	2583	5927	43.5
19.	West Gojjam	Achefer	3435	3171	6606	48
20.	West Gojjam	Mecha	1628	1566	3194	49
21.	West Gojjam	Jabi Tehanan	4706	3130	7836	39
22.	West Gojjam	Dembecha	3296	2454	5750	42
23.	West Gojjam	Bure	2122	1393	3515	39
24.	West Gojjam	Yilmana Densa	2541	2131	4672	45
25.	West Gojjam	Bahir Dar Zuria	3124	2224	5348	41
TOTAL		**25**	**76155**	**60,805**	**136,960**	**44.3**

Appendix 12.1b: Amhara Cohort 1 Enrollment Figures and Proportion of Female Students by Woreda

Source of Data: Annual School Profile Update (2004)

NO.	Zone	Woreda	M	F	Total	%F
1.	Awi	Banja	2369	1615	3984	40.5
2.	Awi	Fagita Lekoma	1787	1295	3082	42
3.	Awi	Ankesha	3452	2242	5694	39.3
4.	Awi	Dangla	2716	2481	5197	47.7
5.	Bahir Dar Sp.	Bahir Dar Sp.	4095	4471	8566	52.1
6.	East Gojjam	Debre Markos	4183	4363	8546	51
7.	East Gojjam	Gonch Siso Enesie	2429	1489	3918	38
8.	East Gojjam	Gozamin	1790	1198	2988	40
9.	East Gojjam	Hulet Eju Enesie	4082	3098	7180	43.1
10.	East Gojjam	Enarj Enawga	2780	2240	5020	44.6
11.	East Gojjam	Machakel	2151	1598	3749	42.6
12.	South Gondar	Ebnat	4806	4547	9353	48.6
13.	South Gondar	Este	1879	1471	3350	43.9
14.	South Gondar	Farta	3974	2991	6965	42.9
15.	South Gondar	Fogera	2623	2115	4738	44.6
16.	South Gondar	Kemkem	4949	3861	8810	43.8
17.	South Gondar	Debre Tabor	5444	4757	10201	46.6
18.	South Gondar	Dera	3485	2560	6045	42.3
19.	West Gojjam	Achefer	3736	3595	7331	49
20.	West Gojjam	Mecha	1753	1637	3390	48.2
21.	West Gojjam	Jabi Tehanan	4567	3148	7715	40.8
22.	West Gojjam	Dembecha	3575	2730	6305	43.2
23.	West Gojjam	Bure	1857	1403	3260	43
24.	West Gojjam	Yilmana Densa	2643	2218	4861	45
25.	West Gojjam	Bahir Dar Zuria	3363	2494	5857	42
TOTAL		**25**	**80,488**	**65,617**	**146,105**	**44.9**

Appendix 12.1c: Amhara Batch 1 Enrollment Figures and proportion of Female Students by Woreda

Source of Data: Regional EMIS 2002-2003 Enrollment of Cohort 1 Schools

NO.	Zone	Woreda	M	F	Total	%F
1.	Awi	Banja	2268	1308	3576	36.5
2.	Awi	Fagita Lekoma	1830	1248	3078	40.5
3.	Awi	Ankesha	3292	1953	5245	37.2
4.	Awi	Dangla	2310	2053	4363	47
5.	Bahir Dar Sp.	Bahir Dar Sp.	4048	4252	8300	51.2
6.	East Gojjam	Debre Markos	4086	4129	8215	50.2
7.	East Gojjam	Gonch Siso Enesie	1932	1186	3118	38
8.	East Gojjam	Gozamin	2864	1718	4582	37.4
9.	East Gojjam	Hulet Eju Enesie	3439	2282	5721	39.8
10.	East Gojjam	Enarj Enawga	2429	1898	4327	43.8
11.	East Gojjam	Machakel	1726	1048	2774	37.7
12.	South Gondar	Ebnat	4206	3748	7954	47.1
13.	South Gondar	Este	1767	1161	2928	39.6
14.	South Gondar	Farta	3616	2688	6304	42.6
15.	South Gondar	Fogera	2284	1612	3896	41.3
16.	South Gondar	Kemkem	4427	3563	7990	44.5
17.	South Gondar	Debre Tabor	4514	4367	8881	49.1
18.	South Gondar	Dera	3163	2402	5565	43.1
19.	West Gojjam	Achefer	3023	2734	5757	47.4
20.	West Gojjam	Mecha	1728	1614	3342	48.2
21.	West Gojjam	Jabi Tehanan	4044	2758	6802	40.5
22.	West Gojjam	Dembecha	3179	2284	5463	41.8
23.	West Gojjam	Bure	2184	1329	3513	37.8
24.	West Gojjam	Yilmana Densa	2243	1880	4123	45.5
25.	West Gojjam	Bahir Dar Zuria	2784	2046	4830	42.3
TOTAL		**25**	**73386**	**57261**	**130647**	**43.8**

Appendix 12.2a: SNNPR Cohort 1 Enrollment Figures and Proportion of Female Students by Woreda

Source of Data: Cohort 1 Baseline February 2003

No.	Zone	Woreda	M	F	Total	%F
1.	Alaba Sp.Woreda	Alaba	2122	658	2780	23.6
2.	Amaro Sp.Woreda	Amaro	1035	630	1665	37.8
3.	Gedeo	Kochore	1457	624	2081	29.9
4.	Gedeo	Yirgacheffe	1273	425	1698	25
5.	Hadiya	Misha	3535	2940	6475	45.4
6.	Hadiya	Gibe	2925	2066	4991	41.3
7.	Hadiya	Shashego	2889	1648	4537	36.3
8.	Kembata Tembaro	Omo Sheleko	2188	1247	3435	36.3
9.	Kembata Tembaro	Kedida Gamela	1594	1278	2872	44.4
10.	Kembata Tembaro	Angacha	2773	2345	5118	45.8
11.	Sidama	Shebedino	1945	1204	3149	38.2
12.	Sidama	Dale	1295	896	2191	40.8
13.	Sidama	Awassa	1293	716	2009	35.6
14.	Sidama	Aletawondo	1373	1267	2640	47.9
15.	Wolayta	Soddo	2479	1870	4349	42.9
16.	Wolayta	Damot Gale	1593	1083	2676	40.4
17.	Wolayta	Damot Woyde	2135	1290	3425	37.6
18.	Wolayta	Bolososore	4,951	3,024	7975	37.9
TOTAL		**18**	**38,855**	**25,211**	**64066**	**39.3**

Appendix 12.2b: SNNPR Cohort 1 Enrollment Figures and proportion of Female Students by Woreda

Source of Data: Cohort 1 Update February 2004

No.	Zone	Woreda	M	F	Total	%F
1.	Alaba Sp.Woreda	Alaba	1847	523	2370	22
2.	Amaro Sp.Woreda	Amaro	1021	601	1622	37
3.	Gedeo	Kochore	1650	796	2446	32.5
4.	Gedeo	Yirgacheffe	1667	635	2302	27.5
5.	Hadiya	Misha	4125	3763	7888	47.7
6.	Hadiya	Gibe	2984	2441	5425	44.9
7.	Hadiya	Shashego	3151	2043	5194	39.3
8.	Kembata Tembaro	Omo Sheleko	2264	1473	3737	39.4
9.	Kembata Tembaro	Kedida Gamela	1418	1523	2941	51.7
10.	Kembata Tembaro	Angacha	3041	2661	5702	46.6
11.	Sidama	Shebedino	2832	1593	4425	36
12.	Sidama	Dale	1916	1220	3136	38.9
13.	Sidama	Awassa	1437	1040	2477	41.9
14.	Sidama	Aletawondo	1795	1655	3450	47.9
15.	Wolayta	Soddo	2544	1970	4514	43.6
16.	Wolayta	Damot Gale	2459	1553	4012	38.7
17.	Wolayta	Damot Woyde	1841	1505	3346	44.9
18.	Wolayta	Bolososore	4270	2707	6977	38.7
TOTAL		**18**	**42,262**	**29,702**	**71,964**	**41.2**

Appendix 12.2c: SNNPR Cohort 1 Enrollment Figures and Proportion of Female Students by Woreda

Source of Data: Cohort 1 Regional EMIS Data 2002 - 2003

No.	Zone	Woreda	M	F	Total	%F
1.	Alaba Sp.Woreda	Alaba	1578	466	2044	22.7
2.	Amaro Sp.Woreda	Amaro	1099	653	1752	37.2
3.	Gedeo	Kochore	1652	546	2198	24.8
4.	Gedeo	Yirgacheffe	1248	331	1579	20.9
5.	Hadiya	Misha	4127	3314	7441	44.5
6.	Hadiya	Gibe	2479	1743	4222	41.2
7.	Hadiya	Shashego	2751	1694	4445	38.1
8.	Kembata Tembaro	Omo Sheleko	2009	1117	3126	35.7
9.	Kembata Tembaro	Kedida Gamela	1313	1227	2540	48.3
10.	Kembata Tembaro	Angacha	2065	1843	3908	47.1
11.	Sidama	Shebedino	2829	1254	4083	30.7
12.	Sidama	Dale	1384	1001	2385	41.9
13.	Sidama	Awassa	1524	874	2398	36.4
14.	Sidama	Aletawondo	1966	1865	3831	48.6
15.	Wolayta	Soddo	2452	1989	4441	44.7
16.	Wolayta	Damot Gale	1714	925	2639	35
17.	Wolayta	Damot Woyde	1741	1033	2774	37.2
18.	Wolayta	Bolososore	4735	3005	7740	38.8
TOTAL			**38666**	**24880**	**63546**	**39.1**

Appendix 12. 3a: Benishangul Gumuz Region Cohort 1 Enrollment Figures and Proportion of Female Students by Woreda

Source of Data: Cohort 1 Regional EMIS Data 2002 - 2003

Zone	Woreda	M	F	Total	%F
Assosa	Assosa	1493	998	2491	40
Assosa	Bambasi	2414	1777	4191	42.4
Assosa	Mao-Komo Sp.W (Tongo)	1440	604	2044	29.5
Assosa	Komesh Sp.Wereda	668	417	1085	38.4
Kamashi	Serba Abay	884	476	1360	35
		6899	**4272**	**11171**	**38.2**

Appendix 12.3b: Benishangul Gumuz Region Cohort 1 Enrollment Figures and Proportion of Female Students by Woreda

Source of Data: Cohort 1 Regional EMIS Data 2002 - 2003

Zone	Woreda	M	F	Total	%F
Assosa	Assosa	1659	1113	2772	40.1
Assosa	Bambasi	2595	1979	4574	43.2
Assosa	Mao-Komo Sp.W (Tongo)	1901	1047	2948	35.5
Assosa	Komesh Sp.Wereda	1112	484	1596	30.3
Kamashi	Serba Abay	937	508	1445	35.1
		8204	**5131**	**13335**	**38.4**

Appendix 12.3c: Benishangul Gumuz Region Cohort 1 Enrollment Figures and Proportion of Female Students by Woreda

Source of Data: Cohort 1 Regional EMIS Data 2002 – 2003

Zone	Woreda	M	F	Total	%F
Assosa	Assosa	1279	771	2050	37.6
Assosa	Bambasi	2262	1611	3873	41.5
Assosa	Mao-Komo Sp.W (Tongo)	1705	489	2194	22.2
Assosa	Komesh Sp.Wereda	1159	520	1679	30.9
Kamashi	Serba Abay	944	313	1257	24.9
		7349	**3704**	**11053**	**33.5**

Appendix 13: Reconstructed Cohort Analysis of Weighted Average Dropout Rate for Grades 1-4

Appendix 13a: Promotion Rate (PR) of Cohort -1 WLE CGPP Schools by Grade and Gender in Amhara Region

No.	Zone	Woreda	School	PR Grade-1			PR Grade-2			PR Grade-3			PR Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
1.	West Gojjam	Achefer	Ayalew Mekonnen	0.67	0.70	0.68	0.91	0.88	0.90	1.01	0.85	0.93	1.54	1.32	1.43
2.	West Gojjam	Achefer	Ashuda Elementary	0.68	0.58	0.62	0.70	0.86	0.76	0.83	0.82	0.83	1.34	1.13	1.24
3.	West Gojjam	Achefer	Tadera Elementary	0.61	0.51	0.56	0.67	0.68	0.67	0.77	0.91	0.84	0.84	0.86	0.85
4.	West Gojjam	Achefer	Kiere Jarso Elementary	0.49	0.32	0.40	0.69	0.58	0.63	0.64	0.79	0.71	0.79	0.59	0.68
5.	West Gojjam	Bahir Dar Zuria	Zegie	0.60	0.66	0.63	0.61	0.70	0.65	0.68	1.00	0.84	1.71	1.78	1.74
6.	West Gojjam	Bahir Dar Zuria	Zenzelema	0.77	0.55	0.66	0.85	0.83	0.84	0.89	0.98	0.93	1.49	1.82	1.57
7.	West Gojjam	Bahir Dar Zuria	Andassa	0.41	0.50	0.45	0.87	0.79	0.83	0.79	0.82	0.80	1.04	1.26	1.13
8.	West Gojjam	Bahir Dar Zuria	Sebatamit	0.55	0.50	0.52	0.62	0.67	0.64	0.81	0.89	0.85	1.46	2.04	1.62
9.	West Gojjam	Yilmana Densa	Gonji	0.57	0.36	0.46	0.76	0.63	0.69	0.91	0.83	0.88	0.91	0.69	0.82
10.	West Gojjam	Yilmana Densa	Debremewi	0.84	0.66	0.75	0.73	0.75	0.74	0.75	0.74	0.75	0.64	0.56	0.60
11.	West Gojjam	Yilmana Densa	Zoma	0.64	0.67	0.66	0.44	0.60	0.51	0.39	0.46	0.42	0.75	0.61	0.66
12.	West Gojjam	Yilmana Densa	Enegade	0.59	0.54	0.56	0.76	0.71	0.74	0.68	0.65	0.67	0.67	0.61	0.64
13.	West Gojjam	Bure	Wan	0.34	0.40	0.37	0.77	0.80	0.79	0.79	0.87	0.83	0.75	0.83	0.78
14.	West Gojjam	Bure	Jib Gedele	0.45	0.33	0.40	0.67	0.68	0.67	0.57	0.59	0.58	0.63	0.56	0.60
15.	West Gojjam	Bure	Babici Sentom	0.60	0.48	0.55	0.58	0.70	0.63	0.50	0.51	0.50	1.10	0.96	1.06
16.	West Gojjam	Bure	Wundgie	0.65	0.73	0.69	0.80	0.86	0.83	0.78	0.76	0.77	0.00	0.00	0.00
17.	West Gojjam	Dembecha	Dembecha	0.75	0.74	0.75	1.03	1.09	1.06	1.08	1.11	1.10	1.34	1.13	1.23
18.	West Gojjam	Dembecha	Wad	0.78	0.86	0.82	0.80	0.78	0.79	0.75	0.80	0.77	0.98	0.91	0.95
19.	West Gojjam	Dembecha	Enewond	0.96	0.72	0.84	0.82	0.65	0.73	0.77	0.72	0.75	3.52	0.63	1.47
20.	West Gojjam	Dembecha	Yezeleka	0.62	0.80	0.70	0.77	0.49	0.63	0.66	0.64	0.65	0.76	0.81	0.77
21.	West Gojjam	Jabi Tehanan	Tikur Wuha	0.49	0.56	0.52	0.84	0.73	0.79	0.84	0.90	0.86	1.32	1.20	1.26
22.	West Gojjam	Jabi Tehanan	Mankusa	0.55	0.59	0.57	0.74	0.72	0.73	0.77	0.88	0.82	1.22	1.07	1.16
23.	West Gojjam	Jabi Tehanan	Maksegnen	0.54	0.43	0.50	0.47	0.50	0.48	0.82	0.52	0.74	1.08	1.00	1.05

No.	Zone	Woreda	School	PR Grade-1			PR Grade-2			PR Grade-3			PR Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
24.	West Gojjam	Jabi Tehanan	Zindib	0.64	0.38	0.52	0.75	0.72	0.74	0.59	0.74	0.64	1.20	1.15	1.18
25.	West Gojjam	Mecha	Kurt Bahir	0.47	0.41	0.44	0.58	0.67	0.63	0.79	0.56	0.66	0.74	0.72	0.73
26.	West Gojjam	Mecha	Ambo Mesk	0.75	0.74	0.75	0.63	0.90	0.76	0.69	0.71	0.70	1.53	1.58	1.55
27.	West Gojjam	Mecha	Kudemi	0.53	0.44	0.49	0.64	0.17	0.38	0.90	0.84	0.87	1.03	0.94	0.99
28.	West Gojjam	Mecha	Enguti	0.59	0.46	0.52	0.88	0.69	0.77	0.75	0.73	0.74	0.00	0.00	0.00
29.	East Gojjam	Gonch Siso Enesie	Barjano	0.77	0.61	0.71	0.68	0.32	0.57	0.68	0.72	0.69	0.80	0.63	0.76
30.	East Gojjam	Gonch Siso Enesie	Enesekole	0.93	0.94	0.94	0.96	0.97	0.97	0.89	1.04	0.95	1.00	0.80	0.93
31.	East Gojjam	Gonch Siso Enesie	Enegodie	0.54	0.31	0.43	0.77	0.74	0.75	0.75	0.53	0.64	0.87	0.82	0.85
32.	East Gojjam	Gonch Siso Enesie	Kosoye	0.80	0.91	0.84	0.86	0.78	0.82	0.91	0.66	0.77	0.92	0.85	0.89
33.	East Gojjam	Gozamin	Libanos	0.59	0.52	0.56	0.69	0.65	0.67	0.61	0.68	0.63	1.06	0.97	1.03
34.	East Gojjam	Gozamin	Chertekel	0.28	-0.09	0.15	0.44	0.34	0.40	0.71	0.67	0.69	0.30	0.07	0.19
35.	East Gojjam	Gozamin	Enerata	0.53	0.61	0.57	0.59	0.57	0.58	0.77	0.69	0.74	0.74	0.86	0.78
36.	East Gojjam	Gozamin	Yebokla	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
37.	East Gojjam	Hulet Eju Enesie	Keranio	0.69	0.72	0.70	0.77	0.60	0.70	0.85	0.87	0.86	0.90	0.55	0.77
38.	East Gojjam	Hulet Eju Enesie	Sedie	0.62	0.60	0.61	0.81	0.78	0.80	0.82	0.68	0.77	0.89	0.66	0.79
39.	East Gojjam	Hulet Eju Enesie	Gengerta	0.86	0.93	0.89	0.85	0.80	0.83	0.87	0.94	0.90	0.86	0.85	0.86
40.	East Gojjam	Hulet Eju Enesie	ChebanaTsiwa	0.86	0.81	0.84	0.65	0.79	0.72	0.77	0.71	0.74	0.72	0.67	0.70
41.	East Gojjam	Enarj Enawga	Debrework	0.66	0.53	0.59	0.80	0.80	0.80	0.81	0.86	0.84	1.85	1.46	1.67
42.	East Gojjam	Enarj Enawga	Tenguma	1.10	0.69	0.89	1.00	0.82	0.91	0.91	1.04	0.97	1.46	1.52	1.49
43.	East Gojjam	Enarj Enawga	Deji Mariam	0.32	0.23	0.26	0.65	0.49	0.56	0.67	0.78	0.71	0.65	0.60	0.63
44.	East Gojjam	Enarj Enawga	Yesar Yegimja	0.53	0.44	0.48	0.62	0.60	0.61	0.89	1.00	0.93			
45.	East Gojjam	Machakel	Kerer	0.51	0.25	0.41	0.59	0.60	0.59	0.81	0.76	0.79	0.80	0.84	0.82
46.	East Gojjam	Machakel	Embuli	0.83	0.63	0.73	0.72	0.81	0.76	0.72	0.74	0.73	1.01	0.88	0.95
47.	East Gojjam	Machakel	Jebatina Erbab	0.57	0.35	0.47	0.77	0.63	0.72	0.83	1.00	0.87	0.98	0.96	0.97
48.	East Gojjam	Machakel	Debre Kelem	0.74	0.53	0.64	0.84	0.82	0.83	0.83	0.92	0.86	0.95	0.87	0.93
49.	East Gojjam	Debre Markos	Tekle Haimanot	0.67	0.59	0.62	0.89	0.59	0.70	0.95	0.89	0.91	1.69	1.34	1.48
50.	East Gojjam	Debre Markos	Abema	0.74	0.67	0.70	0.90	0.90	0.90	0.95	0.91	0.93	1.00	1.02	1.01

No.	Zone	Woreda	School	PR Grade-1			PR Grade-2			PR Grade-3			PR Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
51.	East Gojjam	Debre Markos	Delbetgil	0.78	0.88	0.83	0.83	0.84	0.83	0.84	0.84	0.84	1.34	1.28	1.31
52.	East Gojjam	Debre Markos	Edetibeb	0.82	0.70	0.76	1.15	0.85	0.98	0.95	0.90	0.92	2.24	2.20	2.22
53.	South Gondar	Dera	Goha	0.62	0.46	0.53	0.80	0.73	0.76	0.78	0.93	0.84	0.00	0.00	0.00
54.	South Gondar	Dera	Hamusit	0.61	0.59	0.60	0.66	0.53	0.60	0.79	0.63	0.72	1.48	0.98	1.24
55.	South Gondar	Dera	Shimie Mariam	0.53	0.40	0.46	0.64	0.60	0.62	0.66	0.70	0.68	1.67	1.05	1.38
56.	South Gondar	Dera	Wanzaye	0.56	0.39	0.46	0.83	0.33	0.58	0.57	0.37	0.48	0.92	1.04	0.96
57.	South Gondar	Ebnat	Barsegeda	1.19	1.13	1.16	0.69	0.51	0.59	0.98	1.25	1.12	0.00	0.00	0.00
58.	South Gondar	Ebnat	Dega Melza	0.64	0.76	0.70	0.71	0.50	0.59	0.66	0.63	0.65	1.50	1.65	1.56
59.	South Gondar	Ebnat	Ebnat	0.44	0.38	0.41	0.70	0.66	0.67	0.75	0.65	0.70	3.29	1.80	2.35
60.	South Gondar	Ebnat	Ziha	0.67	0.63	0.65	0.62	0.63	0.62	1.18	0.92	1.04	1.38	1.03	1.22
61.	South Gondar	Este	Gena Memcha	0.83	0.82	0.83	0.84	0.84	0.84	0.82	0.78	0.81	0.93	0.66	0.84
62.	South Gondar	Este	Liwaye	0.62	0.55	0.59	0.80	0.91	0.85	0.94	0.82	0.90	1.07	1.03	1.06
63.	South Gondar	Este	Ziguara	0.53	0.49	0.51	0.52	0.40	0.47	0.78	0.63	0.73	0.94	0.78	0.87
64.	South Gondar	Este	Licha	0.40	0.47	0.44	0.68	0.68	0.68	0.69	0.68	0.68	1.47	1.47	1.47
65.	South Gondar	Farta	Dengors	0.53	0.49	0.51	0.74	0.75	0.75	0.80	0.89	0.84	1.96	1.67	1.82
66.	South Gondar	Farta	Gena Mechawocha	0.59	0.64	0.62	0.71	0.77	0.74	0.94	0.79	0.85	0.75	0.89	0.80
67.	South Gondar	Farta	Kimir Dingay	0.88	0.86	0.87	0.90	0.98	0.94	1.00	0.94	0.98	1.07	0.97	1.02
68.	South Gondar	Farta	Hiruy Abaregay	0.80	0.90	0.84	0.89	0.97	0.92	0.83	0.85	0.84	1.03	0.77	0.91
69.	South Gondar	Fogera	Alem Ber	0.73	0.81	0.77	0.92	0.93	0.93	0.93	0.93	0.93	2.37	1.93	2.14
70.	South Gondar	Fogera	Arba Anba	0.82	0.71	0.77	0.69	0.61	0.65	0.89	0.63	0.78	2.17	1.90	2.07
71.	South Gondar	Fogera	Nora Mender	0.44	0.47	0.45	0.74	0.44	0.63	1.00	0.80	0.92	0.00	0.00	0.00
72.	South Gondar	Fogera	Sheleko Medhanialem	0.83	0.70	0.78	0.98	1.03	1.00	0.96	0.89	0.92	0.00	0.00	0.00
73.	South Gondar	Kemkem	Addis Zemen	0.54	0.60	0.56	0.84	0.66	0.74	0.84	0.70	0.77	1.47	1.31	1.39
74.	South Gondar	Kemkem	Ambo Meda	0.76	0.50	0.60	0.62	0.73	0.68	0.76	0.77	0.77	2.39	1.59	1.97
75.	South Gondar	Kemkem	Michael Debir	0.74	0.47	0.59	0.55	0.45	0.50	0.58	0.43	0.51	1.20	1.18	1.19
76.	South Gondar	Kemkem	Yifag	0.67	0.46	0.57	0.89	0.81	0.85	0.86	0.84	0.85	4.12	2.63	3.41
77.	South Gondar	Debre Tabor	Dagmawi Tewodros	0.62	0.72	0.66	0.97	1.00	0.99	0.93	0.76	0.84	1.17	1.47	1.32

No.	Zone	Woreda	School	PR Grade-1			PR Grade-2			PR Grade-3			PR Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
78.	South Gondar	Debre Tabor	Gafat	0.59	0.65	0.62	0.88	0.96	0.92	1.59	1.48	1.53	1.13	0.93	1.01
79.	South Gondar	Debre Tabor	Fitawurari Gebrye	0.82	0.77	0.79	0.90	0.78	0.84	0.88	0.93	0.91	1.20	1.34	1.27
80.	South Gondar	Debre Tabor	Tabor	0.84	0.72	0.78	0.98	0.96	0.97	0.90	1.02	0.96	1.14	1.25	1.19
81.	Awi	Dangla	Chara	0.56	0.69	0.62	0.81	0.82	0.81	0.86	0.90	0.88	1.00	0.91	0.95
82.	Awi	Dangla	Ziguda	0.73	0.65	0.68	0.87	0.91	0.89	0.94	1.03	0.98	1.06	1.05	1.06
83.	Awi	Dangla	Ligaba	0.38	0.38	0.38	0.66	0.67	0.66	0.81	0.93	0.86	0.89	0.84	0.87
84.	Awi	Dangla	Zelesa	0.59	0.68	0.63	0.84	0.77	0.81	0.91	0.93	0.92	0.98	0.93	0.95
85.	Awi	Ankesha	Den na Atquashita	0.35	0.35	0.35	0.60	0.64	0.62	0.71	0.97	0.84	0.64	0.60	0.62
86.	Awi	Ankesha	Urana	0.54	0.77	0.64	0.47	0.60	0.54	0.76	0.83	0.79	1.29	1.13	1.21
87.	Awi	Ankesha	Azena	0.53	0.51	0.52	0.53	0.62	0.58	0.59	0.61	0.60	0.90	0.60	0.78
88.	Awi	Ankesha	Dekuna	0.59	0.51	0.56	0.63	0.62	0.63	0.79	0.81	0.80	1.64	1.20	1.41
89.	Awi	Fagita Lekoma	Dagi	0.14	0.43	0.25	-0.10	-0.07	-0.08	0.40	0.34	0.37	0.66	0.76	0.70
90.	Awi	Fagita Lekoma	Aya Jesta	0.34	0.45	0.39	0.72	0.49	0.64	0.51	0.44	0.48	0.00	0.00	0.00
91.	Awi	Fagita Lekoma	Chiguali	0.52	0.55	0.53	0.69	0.73	0.71	0.67	0.64	0.65	0.88	0.98	0.92
92.	Awi	Fagita Lekoma	Nechela	0.42	0.14	0.28	0.47	0.71	0.59	0.80	0.80	0.80	0.76	0.80	0.78
93.	Awi	Banja	Lideta	0.51	0.51	0.51	0.76	0.60	0.69	0.82	0.78	0.80	1.63	1.16	1.41
94.	Awi	Banja	Askuaena ateka	0.74	0.63	0.69	0.77	0.76	0.76	0.77	0.78	0.77	0.87	0.92	0.89
95.	Awi	Banja	Absila	0.51	0.51	0.51	0.53	0.38	0.48	1.42	1.78	1.50	0.79	0.50	0.67
96.	Awi	Banja	Wonjela	0.53	0.67	0.60	0.67	0.69	0.68	0.79	0.82	0.81	0.78	0.87	0.81
97.	Bahir Dar Sp.	Bahir Dar Sp.	Dilchibo	0.79	0.84	0.81	0.98	1.30	1.14	1.05	1.17	1.11	2.58	1.85	2.11
98.	Bahir Dar Sp.	Bahir Dar Sp.	Ewuket fana	1.19	0.97	1.06	0.85	0.93	0.89	1.00	1.11	1.05	1.30	1.21	1.26
99.	Bahir Dar Sp.	Bahir Dar Sp.	Yekatit 23	0.88	0.81	0.84	0.82	0.80	0.81	0.89	0.93	0.91	1.05	0.98	1.01
100.	Bahir Dar Sp.	Bahir Dar Sp.	QulQual Meda	0.89	0.97	0.93	0.84	0.83	0.83	0.82	0.95	0.88	0.92	0.85	0.88

Appendix 13.b Repetition Rate (RR) Of Cohort-1 WLE CGPP Schools: By Gender and Grade in Amhara Region

No.	Zone	Woreda	School	RR Grade-1			RR Grade-2			RR Grade-3			RR Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
1.	West Gojjam	Achefer	Ayalew Mekonnen	0.08	0.08	0.08	0.03	0.04	0.04	0.03	0.06	0.05	0.01	0.06	0.03
2.	West Gojjam	Achefer	Ashuda Elementary	0.08	0.26	0.18	0.04	0.08	0.06	0.02	0.07	0.04	0.00	0.10	0.05
3.	West Gojjam	Achefer	Tadera Elementary	0.18	0.35	0.27	0.09	0.11	0.10	0.03	0.03	0.03	0.07	0.04	0.05
4.	West Gojjam	Achefer	Kiere Jarso Elementary	0.08	0.16	0.12	0.17	0.29	0.24	0.10	0.17	0.14	0.10	0.23	0.17
5.	West Gojjam	Bahir Dar Zuria	Zegie	0.15	0.11	0.13	0.12	0.10	0.11	0.08	0.07	0.07	0.10	0.09	0.10
6.	West Gojjam	Bahir Dar Zuria	Zenzelema	0.07	0.11	0.09	0.06	0.08	0.07	0.00	0.00	0.00	0.00	0.00	0.00
7.	West Gojjam	Bahir Dar Zuria	Andassa	0.10	0.05	0.08	0.07	0.04	0.05	0.03	0.03	0.03	0.05	0.03	0.04
8.	West Gojjam	Bahir Dar Zuria	Sebatamit	0.05	0.07	0.06	0.06	0.00	0.04	0.10	0.10	0.10	0.00	0.00	0.00
9.	West Gojjam	Yilmana Densa	Gonji	0.15	0.10	0.12	0.02	0.08	0.05	0.02	0.14	0.08	0.09	0.21	0.14
10.	West Gojjam	Yilmana Densa	Debremewi	0.04	0.21	0.12	0.11	0.21	0.16	0.09	0.15	0.12	0.02	0.02	0.02
11.	West Gojjam	Yilmana Densa	Zoma	0.08	0.10	0.09	0.22	0.12	0.18	0.18	0.26	0.21	0.25	0.34	0.31
12.	West Gojjam	Yilmana Densa	Enegade	0.13	0.11	0.12	0.07	0.12	0.10	0.12	0.14	0.13	0.24	0.32	0.28
13.	West Gojjam	Bure	Wan	0.11	0.16	0.13	0.04	0.04	0.04	0.03	0.02	0.03	0.06	0.07	0.06
14.	West Gojjam	Bure	Jib Gedele	0.19	0.16	0.18	0.09	0.14	0.10	0.07	0.05	0.06	0.20	0.48	0.28
15.	West Gojjam	Bure	Babici Sentom	0.11	0.10	0.11	0.17	0.13	0.16	0.21	0.21	0.21	0.16	0.16	0.16
16.	West Gojjam	Bure	Wundgie	0.03	0.00	0.02	0.01	0.02	0.02	0.02	0.01	0.02	0.00	0.02	0.01
17.	West Gojjam	Dembecha	Dembecha	0.11	0.13	0.12	0.02	0.00	0.01	0.02	0.00	0.01	0.03	0.03	0.03
18.	West Gojjam	Dembecha	Wad	0.12	0.13	0.13	0.02	0.03	0.03	0.11	0.11	0.11	0.08	0.09	0.09
19.	West Gojjam	Dembecha	Enewond	0.08	0.24	0.16	0.23	0.21	0.22	0.16	0.38	0.25	0.35	0.00	0.10
20.	West Gojjam	Dembecha	Yezeleka	0.01	0.04	0.03	0.07	0.06	0.06	0.08	0.11	0.10	0.02	0.02	0.02
21.	West Gojjam	Jabi Tehanan	Tikur Wuha	0.17	0.20	0.18	0.07	0.09	0.08	0.01	0.01	0.01	0.08	0.12	0.10
22.	West Gojjam	Jabi Tehanan	Mankusa	0.07	0.08	0.07	0.09	0.06	0.08	0.06	0.06	0.06	0.02	0.05	0.03
23.	West Gojjam	Jabi Tehanan	Maksegnen	0.68	0.16	0.50	0.17	0.20	0.18	0.05	0.19	0.09	0.06	0.11	0.08
24.	West Gojjam	Jabi Tehanan	Zindib	0.05	0.08	0.06	0.06	0.04	0.05	0.08	0.13	0.09	0.07	0.00	0.04

No.	Zone	Woreda	School	RR Grade-1			RR Grade-2			RR Grade-3			RR Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
25.	West Gojjam	Mecha	Kurt Bahir	0.20	0.24	0.22	0.13	0.13	0.13	0.11	0.25	0.19	0.10	0.19	0.14
26.	West Gojjam	Mecha	Ambo Mesk	0.09	0.08	0.08	0.01	0.02	0.02	0.08	0.00	0.04	0.10	0.30	0.20
27.	West Gojjam	Mecha	Kudemi	0.14	0.10	0.12	0.18	0.31	0.25	0.10	0.05	0.07	0.00	0.02	0.01
28.	West Gojjam	Mecha	Enguti	0.22	0.38	0.30	0.08	0.11	0.10	0.06	0.12	0.09	0.26	0.29	0.27
29.	East Gojjam	Gonch Siso Enesie	Barjano	0.26	0.32	0.28	0.12	0.42	0.21	0.14	0.22	0.17	0.35	0.25	0.33
30.	East Gojjam	Gonch Siso Enesie	Enesekole	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31.	East Gojjam	Gonch Siso Enesie	Enegodie	0.12	0.13	0.12	0.23	0.28	0.26	0.25	0.36	0.31	0.07	0.14	0.09
32.	East Gojjam	Gonch Siso Enesie	Kosoye	0.11	0.11	0.11	0.01	0.00	0.01	0.03	0.04	0.04	0.08	0.24	0.14
33.	East Gojjam	Gozamin	Libanos	0.12	0.13	0.13	0.21	0.25	0.22	0.12	0.33	0.20	0.61	0.03	0.40
34.	East Gojjam	Gozamin	Chertekel	0.41	0.54	0.45	0.37	0.49	0.42	0.31	0.33	0.32	0.00	0.00	0.00
35.	East Gojjam	Gozamin	Enerata	0.13	0.24	0.18	0.08	0.16	0.12	0.10	0.13	0.11	0.11	0.14	0.12
36.	East Gojjam	Gozamin	Yebokla	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
37.	East Gojjam	Hulet Eju Enesie	Keranio	0.17	0.23	0.20	0.08	0.25	0.15	0.08	0.14	0.10	0.09	0.37	0.19
38.	East Gojjam	Hulet Eju Enesie	Sedie	0.11	0.25	0.17	0.03	0.08	0.05	0.14	0.30	0.20	0.08	0.30	0.18
39.	East Gojjam	Hulet Eju Enesie	Gengerta	0.07	0.11	0.09	0.14	0.10	0.12	0.08	0.11	0.09	0.10	0.08	0.09
40.	East Gojjam	Hulet Eju Enesie	ChebanaTsiwa	0.21	0.10	0.16	0.20	0.16	0.18	0.18	0.24	0.21	0.13	0.20	0.16
41.	East Gojjam	Enarj Enawga	Debrework	0.43	0.28	0.35	0.17	0.30	0.24	0.10	0.11	0.11	0.05	0.17	0.11
42.	East Gojjam	Enarj Enawga	Tenguma	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
43.	East Gojjam	Enarj Enawga	Deji Mariam	0.02	0.10	0.07	0.07	0.24	0.16	0.00	0.00	0.00	0.09	0.19	0.14
44.	East Gojjam	Enarj Enawga	Yesar Yegimja	0.41	0.64	0.53	0.28	0.53	0.36	0.33	0.21	0.29			
45.	East Gojjam	Machakel	Kerer	0.16	0.31	0.21	0.10	0.26	0.16	0.15	0.24	0.18	0.10	0.19	0.14
46.	East Gojjam	Machakel	Embuli	0.06	0.03	0.05	0.07	0.06	0.07	0.11	0.11	0.11	0.08	0.09	0.09
47.	East Gojjam	Machakel	Jebatina Erbab	0.25	0.44	0.33	0.08	0.07	0.08	0.04	0.00	0.03	0.02	0.00	0.01
48.	East Gojjam	Machakel	Debre Kelem	0.18	0.28	0.23	0.10	0.28	0.16	0.04	0.08	0.05	0.03	0.00	0.02
49.	East Gojjam	Debre Markos	Tekle Haimanot	0.19	0.16	0.17	0.08	0.03	0.05	0.05	0.05	0.05	0.01	0.03	0.02
50.	East Gojjam	Debre Markos	Abema	0.09	0.12	0.11	0.09	0.06	0.08	0.11	0.05	0.08	0.00	0.01	0.00
51.	East Gojjam	Debre Markos	Delbetgil	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.03	0.01

No.	Zone	Woreda	School	RR Grade-1			RR Grade-2			RR Grade-3			RR Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
52.	East Gojjam	Debre Markos	Edetibeb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
53.	South Gondar	Dera	Goha	0.11	0.22	0.18	0.08	0.11	0.10	0.01	0.07	0.03	0.01	0.06	0.03
54.	South Gondar	Dera	Hamusit	0.28	0.29	0.29	0.24	0.27	0.26	0.14	0.22	0.18	0.21	0.27	0.24
55.	South Gondar	Dera	Shimie Mariam	0.13	0.25	0.19	0.21	0.20	0.21	0.14	0.12	0.13	0.13	0.21	0.17
56.	South Gondar	Dera	Wanzaye	0.28	0.28	0.28	0.21	0.33	0.27	0.17	0.24	0.20	0.24	0.27	0.25
57.	South Gondar	Ebnat	Barsegeda	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
58.	South Gondar	Ebnat	Dega Melza	0.17	0.27	0.22	0.13	0.28	0.21	0.12	0.22	0.17	0.06	0.28	0.16
59.	South Gondar	Ebnat	Ebnat	0.30	0.37	0.33	0.10	0.22	0.17	0.08	0.24	0.16	0.08	0.16	0.13
60.	South Gondar	Ebnat	Ziha	0.10	0.15	0.13	0.08	0.15	0.12	0.03	0.08	0.06	0.03	0.14	0.08
61.	South Gondar	Este	Gena Memcha	0.01	0.03	0.02	0.03	0.18	0.09	0.09	0.14	0.11	0.02	0.13	0.05
62.	South Gondar	Este	Liwaye	0.21	0.22	0.21	0.13	0.14	0.14	0.08	0.18	0.12	0.08	0.17	0.11
63.	South Gondar	Este	Ziguara	0.24	0.17	0.20	0.18	0.24	0.20	0.04	0.26	0.12	0.16	0.18	0.17
64.	South Gondar	Este	Licha	0.11	0.25	0.18	0.12	0.14	0.13	0.15	0.11	0.13	0.23	0.10	0.17
65.	South Gondar	Farta	Dengors	0.05	0.14	0.09	0.01	0.03	0.02	0.00	0.00	0.00	0.00	0.00	0.00
66.	South Gondar	Farta	Gena Mechawocha	0.05	0.08	0.06	0.06	0.05	0.06	0.09	0.12	0.11	0.02	0.07	0.04
67.	South Gondar	Farta	Kimir Dingay	0.11	0.05	0.09	0.01	0.01	0.01	0.00	0.02	0.01	0.01	0.03	0.02
68.	South Gondar	Farta	Hiruy Abaregay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.04	0.02
69.	South Gondar	Fogera	Alem Ber	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
70.	South Gondar	Fogera	Arba Anba	0.20	0.36	0.28	0.16	0.25	0.21	0.20	0.26	0.22	0.03	0.06	0.04
71.	South Gondar	Fogera	Nora Mender	0.14	0.26	0.19	0.26	0.36	0.30	0.06	0.25	0.14	0.26	0.24	0.25
72.	South Gondar	Fogera	Sheleko Medhanialem	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
73.	South Gondar	Kemkem	Addis Zemen	0.16	0.16	0.16	0.11	0.19	0.15	0.17	0.14	0.15	0.03	0.06	0.05
74.	South Gondar	Kemkem	Ambo Meda	0.24	0.17	0.20	0.08	0.09	0.09	0.02	0.12	0.06	0.05	0.12	0.09
75.	South Gondar	Kemkem	Michael Debir	0.16	0.37	0.28	0.06	0.22	0.14	0.08	0.30	0.18	0.13	0.13	0.13
76.	South Gondar	Kemkem	Yifag	0.11	0.30	0.20	0.06	0.08	0.07	0.08	0.09	0.08	0.15	0.37	0.25
77.	South Gondar	Debre Tabor	Dagmawi Tewodros	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
78.	South Gondar	Debre Tabor	Gafat	0.25	0.20	0.22	0.03	0.00	0.02	0.09	0.05	0.07	0.00	0.00	0.00

No.	Zone	Woreda	School	RR Grade-1			RR Grade-2			RR Grade-3			RR Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
79.	South Gondar	Debre Tabor	Fitawurari Gebrye	0.06	0.04	0.05	0.04	0.06	0.05	0.03	0.05	0.04	0.03	0.01	0.02
80.	South Gondar	Debre Tabor	Tabor	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
81.	Awi	Dangla	Chara	0.04	0.06	0.05	0.03	0.06	0.04	0.00	0.00	0.00	0.00	0.04	0.02
82.	Awi	Dangla	Ziguda	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
83.	Awi	Dangla	Ligaba	0.09	0.10	0.09	0.09	0.17	0.13	0.00	0.00	0.00	0.05	0.08	0.07
84.	Awi	Dangla	Zelesa	0.01	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
85.	Awi	Ankesha	Den na Atquashita	0.11	0.10	0.10	0.01	0.00	0.01	0.04	0.03	0.03	0.10	0.13	0.12
86.	Awi	Ankesha	Urana	0.00	0.00	0.00	0.08	0.09	0.08	0.04	0.06	0.05	0.05	0.04	0.04
87.	Awi	Ankesha	Azena	0.06	0.11	0.08	0.17	0.09	0.13	0.11	0.18	0.14	0.07	0.25	0.14
88.	Awi	Ankesha	Dekuna	0.15	0.26	0.19	0.21	0.25	0.23	0.06	0.10	0.08	0.03	0.04	0.03
89.	Awi	Fagita Lekoma	Dagi	0.26	0.18	0.23	0.29	0.10	0.19	0.46	0.45	0.45	0.18	0.17	0.18
90.	Awi	Fagita Lekoma	Aya Jesta	0.14	0.20	0.17	0.00	0.00	0.00	0.07	0.18	0.13	0.06	0.11	0.08
91.	Awi	Fagita Lekoma	Chiguali	0.01	0.01	0.01	0.05	0.01	0.03	0.03	0.12	0.07	0.04	0.02	0.03
92.	Awi	Fagita Lekoma	Nechela	0.12	0.14	0.13	0.28	0.31	0.30	0.13	0.09	0.12	0.00	0.08	0.03
93.	Awi	Banja	Lideta	0.09	0.14	0.11	0.01	0.06	0.03	0.03	0.14	0.09	0.00	0.00	0.00
94.	Awi	Banja	Askuaena ateka	0.04	0.04	0.04	0.04	0.07	0.05	0.06	0.06	0.06	0.02	0.06	0.03
95.	Awi	Banja	Absila	0.09	0.13	0.11	0.08	0.32	0.16	0.05	0.06	0.05	0.05	0.31	0.16
96.	Awi	Banja	Wonjela	0.07	0.06	0.07	0.13	0.14	0.14	0.04	0.15	0.09	0.03	0.05	0.03
97.	Bahir Dar Sp.	Bahir Dar Sp.	Dilchibo	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
98.	Bahir Dar Sp.	Bahir Dar Sp.	Ewuket fana	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
99.	Bahir Dar Sp.	Bahir Dar Sp.	Yekatit 23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
100.	Bahir Dar Sp.	Bahir Dar Sp.	QulQual Meda	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.05	0.06

Appendix 13.c: Dropout Rate (DR) of Cohort-1 WLE CGPP Schools by Grade and Gender in Amhara Region

No.	Zone	Woreda	School	DR Grade-1			DR Grade-2			DR Grade-3			DR Grade-4			Weighted Average DR (1-4 Grade)		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	West Gojjam	Achefer	Ayalew Mekonnen	0.25	0.23	0.24	0.06	0.07	0.07	-0.04	0.09	0.03	-0.55	-0.38	-0.46	-0.03	0.03	0.00
2.	West Gojjam	Achefer	Ashuda Elementary	0.24	0.16	0.20	0.26	0.06	0.18	0.15	0.11	0.13	-0.34	-0.23	-0.29	0.12	0.06	0.09
3.	West Gojjam	Achefer	Tadera Elementary	0.21	0.14	0.17	0.24	0.22	0.23	0.20	0.06	0.13	0.10	0.10	0.10	0.19	0.12	0.16
4.	West Gojjam	Achefer	Kiere Jarso Elementary	0.43	0.52	0.47	0.14	0.12	0.13	0.26	0.03	0.15	0.10	0.18	0.15	0.26	0.24	0.25
5.	West Gojjam	Bahir Dar Zuria	Zegie	0.26	0.23	0.24	0.27	0.20	0.24	0.25	-0.07	0.08	-0.82	-0.87	-0.84	-0.07	-0.16	-0.12
6.	West Gojjam	Bahir Dar Zuria	Zenzelema	0.15	0.34	0.24	0.09	0.09	0.09	0.11	0.02	0.07	-0.49	-0.82	-0.57	0.00	0.08	0.03
7.	West Gojjam	Bahir Dar Zuria	Andassa	0.49	0.45	0.47	0.07	0.17	0.11	0.18	0.15	0.17	-0.08	-0.29	-0.16	0.19	0.16	0.18
8.	West Gojjam	Bahir Dar Zuria	Sebatamit	0.40	0.43	0.42	0.32	0.33	0.33	0.09	0.01	0.05	-0.46	-1.04	-0.62	0.11	0.13	0.12
9.	West Gojjam	Yilmana Densa	Gonji	0.28	0.54	0.42	0.22	0.29	0.25	0.07	0.03	0.05	0.00	0.10	0.04	0.16	0.30	0.23
10.	West Gojjam	Yilmana Densa	Debremewi	0.12	0.13	0.13	0.15	0.04	0.09	0.16	0.11	0.14	0.34	0.42	0.38	0.21	0.19	0.20
11.	West Gojjam	Yilmana Densa	Zoma	0.28	0.24	0.26	0.34	0.28	0.31	0.42	0.28	0.37	0.00	0.05	0.03	0.32	0.22	0.27
12.	West Gojjam	Yilmana Densa	Enegade	0.29	0.36	0.32	0.17	0.16	0.17	0.20	0.20	0.20	0.09	0.07	0.08	0.20	0.22	0.21
13.	West Gojjam	Bure	Wan	0.55	0.45	0.50	0.18	0.16	0.17	0.18	0.11	0.14	0.19	0.10	0.15	0.29	0.20	0.25
14.	West Gojjam	Bure	Jib Gedele	0.35	0.51	0.42	0.24	0.18	0.22	0.36	0.35	0.36	0.18	-0.04	0.11	0.30	0.35	0.32
15.	West Gojjam	Bure	Babici Sentom	0.29	0.42	0.34	0.25	0.17	0.22	0.29	0.28	0.28	-0.25	-0.12	-0.22	0.18	0.27	0.22
16.	West Gojjam	Bure	Wundgie	0.32	0.27	0.29	0.19	0.11	0.15	0.20	0.22	0.21	1.00	0.98	0.99	0.38	0.36	0.37
17.	West Gojjam	Dembecha	Dembecha	0.14	0.12	0.13	-0.05	-0.09	-0.07	-0.11	-0.11	-0.11	-0.37	-0.15	-0.26	-0.13	-0.06	-0.09
18.	West Gojjam	Dembecha	Wad	0.10	0.01	0.05	0.18	0.18	0.18	0.14	0.09	0.12	-0.07	0.00	-0.04	0.09	0.07	0.08
19.	West Gojjam	Dembecha	Enewond	-0.04	0.04	0.00	-0.05	0.14	0.05	0.07	-0.10	0.00	-2.87	0.38	-0.57	-0.33	0.14	-0.08
20.	West Gojjam	Dembecha	Yezeleka	0.37	0.16	0.28	0.16	0.45	0.31	0.25	0.25	0.25	0.22	0.17	0.21	0.25	0.28	0.26
21.	West Gojjam	Jabi Tehanan	Tikur Wuha	0.34	0.25	0.30	0.09	0.18	0.13	0.15	0.09	0.13	-0.41	-0.32	-0.36	0.08	0.05	0.06
22.	West Gojjam	Jabi Tehanan	Mankusa	0.38	0.33	0.36	0.18	0.22	0.20	0.17	0.06	0.12	-0.24	-0.11	-0.19	0.15	0.17	0.16

No.	Zone	Woreda	School	DR Grade-1			DR Grade-2			DR Grade-3			DR Grade-4			Weighted Average DR (1-4 Grade)		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
23.	West Gojjam	Jabi Tehanan	Maksegnen	-0.22	0.41	0.00	0.37	0.30	0.34	0.13	0.29	0.17	-0.14	-0.11	-0.13	0.01	0.25	0.09
24.	West Gojjam	Jabi Tehanan	Zindib	0.31	0.54	0.41	0.18	0.23	0.21	0.33	0.13	0.26	-0.27	-0.15	-0.21	0.20	0.25	0.22
25.	West Gojjam	Mecha	Kurt Bahir	0.33	0.35	0.34	0.29	0.21	0.25	0.11	0.19	0.15	0.16	0.09	0.13	0.24	0.22	0.23
26.	West Gojjam	Mecha	Ambo Mesk	0.16	0.18	0.17	0.35	0.08	0.23	0.23	0.29	0.26	-0.63	-0.88	-0.75	0.11	0.01	0.06
27.	West Gojjam	Mecha	Kudemi	0.33	0.46	0.39	0.17	0.52	0.37	0.00	0.11	0.06	-0.03	0.04	0.00	0.15	0.35	0.25
28.	West Gojjam	Mecha	Enguti	0.18	0.16	0.17	0.04	0.20	0.13	0.19	0.14	0.17	0.74	0.71	0.73	0.26	0.25	0.25
29.	East Gojjam	Gonch Siso Enesie	Barjano	-0.03	0.07	0.00	0.20	0.25	0.22	0.18	0.06	0.14	-0.15	0.13	-0.08	0.08	0.12	0.09
30.	East Gojjam	Gonch Siso Enesie	Enesekole	0.07	0.06	0.06	0.04	0.03	0.03	0.11	-0.04	0.05	0.00	0.20	0.07	0.06	0.04	0.05
31.	East Gojjam	Gonch Siso Enesie	Enegodie	0.35	0.57	0.45	0.00	-0.03	-0.01	0.00	0.11	0.05	0.07	0.05	0.06	0.14	0.23	0.18
32.	East Gojjam	Gonch Siso Enesie	Kosoye	0.09	-0.02	0.05	0.13	0.22	0.17	0.06	0.30	0.19	0.00	-0.09	-0.03	0.08	0.16	0.12
33.	East Gojjam	Gozamin	Libanos	0.29	0.35	0.32	0.10	0.10	0.10	0.28	-0.01	0.17	-0.67	0.00	-0.43	0.08	0.14	0.10
34.	East Gojjam	Gozamin	Chertekel	0.31	0.55	0.39	0.19	0.16	0.18	-0.02	0.00	-0.01	0.70	0.93	0.81	0.26	0.38	0.31
35.	East Gojjam	Gozamin	Enerata	0.33	0.15	0.25	0.32	0.27	0.30	0.13	0.18	0.15	0.16	0.00	0.10	0.22	0.18	0.20
36.	East Gojjam	Gozamin	Yebokla	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
37.	East Gojjam	Hulet Eju Enesie	Keranio	0.14	0.06	0.10	0.15	0.15	0.15	0.07	-0.01	0.04	0.01	0.08	0.04	0.10	0.07	0.09
38.	East Gojjam	Hulet Eju Enesie	Sedie	0.26	0.15	0.21	0.17	0.14	0.16	0.04	0.02	0.03	0.03	0.04	0.03	0.14	0.10	0.12
39.	East Gojjam	Hulet Eju Enesie	Gengerta	0.07	-0.03	0.02	0.01	0.10	0.05	0.05	-0.04	0.01	0.04	0.07	0.06	0.04	0.02	0.03
40.	East Gojjam	Hulet Eju Enesie	ChebanaTsiwa	-0.08	0.09	0.00	0.15	0.06	0.11	0.06	0.04	0.05	0.15	0.12	0.14	0.06	0.07	0.06
41.	East Gojjam	Enarj Enawga	Debrework	-0.09	0.19	0.06	0.03	-0.10	-0.04	0.08	0.04	0.06	-0.90	-0.64	-0.78	-0.20	-0.06	-0.13
42.	East Gojjam	Enarj Enawga	Tenguma	-0.10	0.31	0.11	0.00	0.18	0.09	0.09	-0.04	0.03	-0.46	-0.52	-0.49	-0.16	-0.07	-0.12
43.	East Gojjam	Enarj Enawga	Deji Mariam	0.66	0.67	0.67	0.28	0.28	0.28	0.33	0.22	0.29	0.26	0.21	0.23	0.38	0.38	0.38
44.	East Gojjam	Enarj Enawga	Yesar Yegimja	0.06	-0.07	-0.01	0.10	-0.12	0.03	-0.22	-0.21	-0.22						
45.	East Gojjam	Machakel	Kerer	0.34	0.44	0.38	0.31	0.15	0.24	0.04	0.00	0.03	0.10	-0.03	0.04	0.22	0.18	0.20
46.	East Gojjam	Machakel	Embuli	0.11	0.34	0.22	0.21	0.13	0.17	0.17	0.15	0.16	-0.09	0.03	-0.04	0.11	0.20	0.15
47.	East Gojjam	Machakel	Jebatina Erbab	0.18	0.21	0.19	0.15	0.30	0.20	0.13	0.00	0.10	0.00	0.04	0.01	0.12	0.17	0.13
48.	East Gojjam	Machakel	Debre Kelem	0.08	0.19	0.13	0.06	-0.10	0.01	0.13	0.00	0.09	0.03	0.13	0.05	0.08	0.07	0.08

No.	Zone	Woreda	School	DR Grade-1			DR Grade-2			DR Grade-3			DR Grade-4			Weighted Average DR (1-4 Grade)		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
49.	East Gojjam	Debre Markos	Tekle Haimanot	0.14	0.26	0.21	0.02	0.38	0.25	0.00	0.07	0.04	-0.70	-0.36	-0.50	-0.04	0.17	0.08
50.	East Gojjam	Debre Markos	Abema	0.17	0.21	0.20	0.01	0.04	0.02	-0.06	0.04	-0.01	0.00	-0.03	-0.02	0.04	0.09	0.07
51.	East Gojjam	Debre Markos	Delbetgil	0.22	0.12	0.17	0.17	0.16	0.17	0.16	0.16	0.16	-0.34	-0.30	-0.32	0.08	0.07	0.08
52.	East Gojjam	Debre Markos	Edetibeb	0.18	0.30	0.24	-0.15	0.15	0.02	0.05	0.10	0.08	-1.24	-1.20	-1.22	-0.27	-0.06	-0.17
53.	South Gondar	Dera	Goha	0.26	0.32	0.30	0.12	0.16	0.14	0.20	0.00	0.13	0.99	0.94	0.97	0.44	0.35	0.40
54.	South Gondar	Dera	Hamusit	0.11	0.12	0.12	0.10	0.20	0.15	0.07	0.15	0.10	-0.69	-0.25	-0.48	-0.08	0.06	-0.01
55.	South Gondar	Dera	Shimie Mariam	0.34	0.35	0.35	0.15	0.19	0.17	0.20	0.17	0.19	-0.80	-0.26	-0.55	0.00	0.14	0.07
56.	South Gondar	Dera	Wanzaye	0.16	0.33	0.26	-0.03	0.33	0.15	0.26	0.39	0.33	-0.16	-0.31	-0.21	0.05	0.24	0.14
57.	South Gondar	Ebnat	Barsegeda	-0.19	-0.13	-0.16	0.31	0.49	0.41	0.02	-0.25	-0.12	1.00	1.00	1.00	0.29	0.34	0.31
58.	South Gondar	Ebnat	Dega Melza	0.19	-0.02	0.08	0.15	0.22	0.19	0.22	0.14	0.18	-0.56	-0.93	-0.72	-0.04	-0.14	-0.09
59.	South Gondar	Ebnat	Ebnat	0.25	0.25	0.25	0.20	0.12	0.16	0.17	0.11	0.14	-2.37	-0.96	-1.48	-0.30	-0.15	-0.22
60.	South Gondar	Ebnat	Ziha	0.23	0.21	0.22	0.30	0.22	0.26	-0.21	0.00	-0.10	-0.41	-0.17	-0.30	-0.01	0.09	0.04
61.	South Gondar	Este	Gena Memcha	0.16	0.14	0.15	0.12	-0.02	0.07	0.08	0.08	0.08	0.05	0.22	0.11	0.11	0.10	0.10
62.	South Gondar	Este	Liwaye	0.17	0.24	0.20	0.07	-0.05	0.02	-0.02	0.00	-0.01	-0.15	-0.20	-0.16	0.04	0.06	0.05
63.	South Gondar	Este	Ziguara	0.24	0.34	0.28	0.30	0.36	0.32	0.17	0.11	0.15	-0.10	0.05	-0.03	0.18	0.26	0.21
64.	South Gondar	Este	Licha	0.49	0.28	0.38	0.20	0.19	0.19	0.15	0.21	0.18	-0.70	-0.57	-0.64	0.02	0.08	0.05
65.	South Gondar	Farta	Dengors	0.42	0.37	0.40	0.25	0.22	0.23	0.20	0.11	0.16	-0.96	-0.67	-0.82	0.08	0.10	0.09
66.	South Gondar	Farta	Gena Mechawocha	0.36	0.28	0.32	0.23	0.17	0.20	-0.03	0.09	0.04	0.24	0.04	0.17	0.22	0.18	0.20
67.	South Gondar	Farta	Kimir Dingay	0.01	0.09	0.04	0.08	0.01	0.05	-0.01	0.05	0.01	-0.08	0.00	-0.04	0.01	0.04	0.02
68.	South Gondar	Farta	Hiruy Abaregay	0.20	0.10	0.16	0.11	0.03	0.08	0.17	0.15	0.16	-0.04	0.20	0.07	0.12	0.12	0.12
69.	South Gondar	Fogera	Alem Ber	0.27	0.19	0.23	0.08	0.07	0.07	0.07	0.07	0.07	-1.37	-0.93	-1.14	-0.17	-0.13	-0.15
70.	South Gondar	Fogera	Arba Anba	-0.02	-0.08	-0.05	0.14	0.15	0.14	-0.09	0.12	-0.01	-1.21	-0.96	-1.12	-0.27	-0.11	-0.20
71.	South Gondar	Fogera	Nora Mender	0.42	0.27	0.36	0.00	0.20	0.07	-0.06	-0.05	-0.06	0.74	0.76	0.75	0.29	0.29	0.29
72.	South Gondar	Fogera	Sheleko Medhanialem	0.17	0.30	0.22	0.02	-0.03	0.00	0.04	0.11	0.08	1.00	1.00	1.00	0.32	0.29	0.31
73.	South Gondar	Kemkem	Addis Zemen	0.30	0.25	0.28	0.05	0.15	0.11	-0.01	0.17	0.08	-0.50	-0.37	-0.43	-0.01	0.06	0.02
74.	South Gondar	Kemkem	Ambo Meda	0.00	0.33	0.20	0.31	0.17	0.24	0.22	0.12	0.17	-1.44	-0.71	-1.05	-0.20	0.03	-0.07

No.	Zone	Woreda	School	DR Grade-1			DR Grade-2			DR Grade-3			DR Grade-4			Weighted Average DR (1-4 Grade)		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
75.	South Gondar	Kemkem	Michael Debir	0.10	0.16	0.13	0.40	0.33	0.36	0.34	0.28	0.31	-0.33	-0.31	-0.32	0.09	0.08	0.09
76.	South Gondar	Kemkem	Yifag	0.22	0.24	0.23	0.05	0.11	0.08	0.06	0.07	0.07	-3.26	-2.00	-2.66	-0.63	-0.30	-0.47
77.	South Gondar	Debre Tabor	Dagmawi Tewodros	0.38	0.28	0.34	0.03	0.00	0.01	0.07	0.24	0.16	-0.17	-0.47	-0.32	0.08	0.01	0.04
78.	South Gondar	Debre Tabor	Gafat	0.15	0.15	0.15	0.09	0.04	0.07	-0.69	-0.52	-0.60	-0.13	0.07	-0.01	-0.06	-0.01	-0.03
79.	South Gondar	Debre Tabor	Fitawurari Gebrye	0.13	0.20	0.16	0.06	0.16	0.11	0.09	0.02	0.05	-0.23	-0.35	-0.29	0.03	0.04	0.04
80.	South Gondar	Debre Tabor	Tabor	0.16	0.28	0.22	0.02	0.04	0.03	0.10	-0.02	0.04	-0.14	-0.25	-0.19	0.04	0.03	0.03
81.	Awi	Dangla	Chara	0.40	0.25	0.33	0.16	0.12	0.15	0.14	0.10	0.12	0.00	0.06	0.03	0.22	0.15	0.19
82.	Awi	Dangla	Ziguda	0.27	0.35	0.32	0.13	0.09	0.11	0.06	-0.03	0.02	-0.06	-0.05	-0.06	0.13	0.16	0.15
83.	Awi	Dangla	Ligaba	0.53	0.53	0.53	0.25	0.16	0.20	0.19	0.07	0.14	0.05	0.08	0.07	0.33	0.26	0.30
84.	Awi	Dangla	Zelesa	0.40	0.31	0.35	0.16	0.23	0.19	0.09	0.07	0.08	0.02	0.07	0.05	0.20	0.19	0.20
85.	Awi	Ankesha	Den na Atquashita	0.54	0.55	0.55	0.39	0.36	0.38	0.25	0.00	0.13	0.25	0.27	0.26	0.37	0.30	0.34
86.	Awi	Ankesha	Urana	0.46	0.23	0.36	0.44	0.31	0.38	0.20	0.11	0.16	-0.34	-0.16	-0.25	0.22	0.14	0.18
87.	Awi	Ankesha	Azena	0.41	0.38	0.39	0.30	0.29	0.30	0.30	0.21	0.26	0.03	0.14	0.08	0.27	0.27	0.27
88.	Awi	Ankesha	Dekuna	0.26	0.23	0.25	0.15	0.13	0.14	0.15	0.09	0.13	-0.66	-0.24	-0.45	0.05	0.07	0.06
89.	Awi	Fagita Lekoma	Dagi	0.60	0.39	0.52	0.80	0.98	0.89	0.15	0.21	0.18	0.16	0.07	0.12	0.43	0.42	0.43
90.	Awi	Fagita Lekoma	Aya Jesta	0.51	0.35	0.44	0.28	0.51	0.36	0.41	0.38	0.40	0.94	0.89	0.92	0.55	0.52	0.54
91.	Awi	Fagita Lekoma	Chiguali	0.47	0.44	0.46	0.27	0.26	0.26	0.30	0.24	0.28	0.08	0.00	0.04	0.28	0.22	0.25
92.	Awi	Fagita Lekoma	Nechela	0.46	0.72	0.59	0.25	-0.02	0.11	0.07	0.11	0.08	0.24	0.13	0.19	0.23	0.24	0.24
93.	Awi	Banja	Lideta	0.41	0.35	0.38	0.23	0.34	0.28	0.15	0.08	0.11	-0.63	-0.16	-0.41	0.09	0.16	0.12
94.	Awi	Banja	Askuaena ateka	0.23	0.33	0.27	0.20	0.17	0.19	0.18	0.16	0.17	0.11	0.02	0.08	0.18	0.21	0.19
95.	Awi	Banja	Absila	0.39	0.35	0.38	0.40	0.30	0.36	-0.47	-0.83	-0.55	0.16	0.19	0.17	0.23	0.23	0.23
96.	Awi	Banja	Wonjela	0.40	0.27	0.34	0.20	0.16	0.18	0.16	0.03	0.10	0.19	0.08	0.15	0.24	0.15	0.20
97.	Bahir Dar Sp.	Bahir Dar Sp.	Dilchibo	0.21	0.16	0.19	0.02	-0.30	-0.14	-0.05	-0.17	-0.11	-1.58	-0.85	-1.11	-0.36	-0.38	-0.37
98.	Bahir Dar Sp.	Bahir Dar Sp.	Ewuket fana	-0.19	0.03	-0.06	0.15	0.07	0.11	0.00	-0.11	-0.05	-0.30	-0.21	-0.26	-0.09	-0.09	-0.09
99.	Bahir Dar Sp.	Bahir Dar Sp.	Yekatit 23	0.12	0.19	0.16	0.18	0.20	0.19	0.11	0.07	0.09	-0.05	0.02	-0.01	0.07	0.10	0.09
100.	Bahir Dar Sp.	Bahir Dar Sp.	QulQual Meda	0.11	0.03	0.07	0.16	0.17	0.17	0.18	0.05	0.12	0.01	0.10	0.06	0.11	0.09	0.10

Appendix 13.d: Promotion Rate (PR) Of Cohort-1 WLE CGPP Schools by Grade and Gender in SNNPR

No.	Zone	Woreda	School	PR Of Grade-1			PR Of Grade-2			PR Of Grade-3			PR Of Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
1.	Hadiya	Misha	Morsito	0.31	0.44	0.38	0.61	0.51	0.56	0.67	0.75	0.71	0.50	0.87	0.70
2.	Hadiya	Misha	Kunafa	0.43	0.58	0.50	0.62	0.60	0.61	0.74	0.77	0.75	0.72	0.87	0.79
3.	Hadiya	Misha	Betara	0.77	0.70	0.74	0.73	0.68	0.71	0.74	0.76	0.75	0.72	0.76	0.74
4.	Hadiya	Misha	Fugeja	0.66	0.70	0.68	0.87	0.81	0.85	0.82	0.73	0.77	0.00	0.00	0.00
5.	Hadiya	Shashego	Alage Gimbichu	0.71	0.70	0.71	0.85	0.98	0.91	0.86	0.57	0.75	0.86	0.57	0.78
6.	Hadiya	Shashego	Hoyawa	0.55	0.55	0.55	0.92	0.82	0.88	0.55	1.67	0.79	0.73	0.94	0.80
7.	Hadiya	Shashego	Afto Golcho	1.34	0.99	1.14	0.83	0.82	0.83	0.93	0.75	0.85	0.72	0.93	0.80
8.	Hadiya	Shashego	Musa Gesa	0.58	0.55	0.57	0.73	0.69	0.71	0.67	1.10	0.80	0.57	1.13	0.70
9.	Hadiya	Gibe	Foqe	0.49	0.59	0.53	0.89	0.72	0.80	0.82	0.68	0.76	0.54	0.59	0.56
10.	Hadiya	Gibe	Checho Ebicho	0.38	0.45	0.41	0.56	0.74	0.61	0.74	0.49	0.65	0.73	0.70	0.72
11.	Hadiya	Gibe	Mesmes	0.72	0.75	0.74	0.59	0.63	0.61	0.74	0.89	0.81	0.77	0.86	0.80
12.	Hadiya	Gibe	Dil Betigil	0.71	0.67	0.69	0.90	0.90	0.90	0.83	1.18	0.99	1.21	0.89	1.06
13.	Kembata Tembaro	Angacha	Minatofa	0.49	0.56	0.52	0.95	0.81	0.88	0.94	0.64	0.79	0.69	0.63	0.66
14.	Kembata Tembaro	Angacha	Bekafa	0.67	0.62	0.64	0.90	0.80	0.85	1.07	1.18	1.12	0.72	0.78	0.75
15.	Kembata Tembaro	Angacha	Gubena Ambericho	0.67	0.73	0.70	0.91	0.94	0.92	0.79	0.60	0.68	1.15	1.04	1.10
16.	Kembata Tembaro	Angacha	Adancho	0.68	0.62	0.65	0.79	0.59	0.69	0.75	0.65	0.70	0.87	0.95	0.91
17.	Kembata Tembaro	Kedida Gamela	Holegeba Zato	0.45	0.61	0.52	0.90	0.86	0.88	1.04	1.10	1.06	1.02	0.58	0.84
18.	Kembata Tembaro	Kedida Gamela	Hamancho	0.25	0.25	0.25	0.58	0.74	0.65	0.50	0.89	0.68	0.00	0.00	0.00
19.	Kembata Tembaro	Kedida Gamela	Ambericho Geyoma	0.53	0.76	0.63	0.53		0.99	0.49		0.81	0.00		0.00
20.	Kembata Tembaro	Kedida Gamela	Durame No. 1	0.58	0.83	0.71	0.74	0.74	0.74	0.91	1.13	1.03	0.76	1.43	1.13
21.	Kembata Tembaro	Omo Sheleko	Sodicho	0.50	0.40	0.46	0.92	0.87	0.90	0.68	0.33	0.56	1.63	2.75	1.92
22.	Kembata Tembaro	Omo Sheleko	Ambukuna	0.59	0.72	0.65	0.63	0.70	0.66	0.67	0.32	0.58	0.60	0.64	0.61

No.	Zone	Woreda	School	PR Of Grade-1			PR Of Grade-2			PR Of Grade-3			PR Of Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
23.	Kembata Tembaro	Omo Sheleko	Ferezano	0.31	0.30	0.31	0.82	1.35	0.98	0.52	0.59	0.55	0.00	0.00	0.00
24.	Kembata Tembaro	Omo Sheleko	Zambara	0.41	0.42	0.42	0.88	0.54	0.71	0.71	0.60	0.68	0.78	0.55	0.71
25.	Gedeo	Kochore	Sisota	0.86	0.78	0.83	1.10	1.03	1.08	0.89	0.63	0.80	0.82	0.54	0.75
26.	Gedeo	Kochore	Boji	0.64	0.84	0.72	0.77	0.73	0.76	0.55	1.24	0.77	0.64	0.38	0.56
27.	Gedeo	Kochore	Bisha	0.92	0.68	0.83	0.76	0.80	0.77	0.60	0.48	0.58	0.53	0.75	0.54
28.	Gedeo	Kochore	Kurumi	0.82	0.88	0.85	0.92	0.73	0.87	1.00	0.71	0.94	0.00	0.00	0.00
29.	Gedeo	Yirgacheffe	Gerbota No. 1	0.91	1.24	1.04	0.90	0.98	0.92	1.03	0.81	0.94	1.88	2.00	1.90
30.	Gedeo	Yirgacheffe	Tulise	1.03	0.77	0.97	0.96	0.90	0.94	0.89	0.75	0.86	1.17	4.00	1.30
31.	Gedeo	Yirgacheffe	Uddessa	0.83	0.88	0.85	0.82	1.39	0.93	0.71	0.85	0.73	0.89	0.90	0.89
32.	Gedeo	Yirgacheffe	Birbirsa Qalla	0.69	0.83	0.74	1.20	0.94	1.13	0.63	0.83	0.69	0.00	0.00	0.00
33.	Amaro Sp.Woreda	Amaro	Segen	0.70	0.93	0.82	0.77	0.72	0.75	0.73	0.63	0.69	0.00	0.00	0.00
34.	Amaro Sp.Woreda	Amaro	Etate	0.66	0.51	0.58	0.77	0.58	0.68	0.75	0.44	0.63	1.58	2.36	1.67
35.	Amaro Sp.Woreda	Amaro	Genna	0.86	0.45	0.65	0.84	0.80	0.83	0.88	0.61	0.76	0.00	0.00	0.00
36.	Amaro Sp.Woreda	Amaro	Ayisume	0.62	0.74	0.67	0.69	0.56	0.62	0.72	0.31	0.52			
37.	Sidama	Aletawondo	Dobbe Banqano	0.34	0.33	0.34	0.66	0.42	0.55	0.71	0.57	0.65	0.44	0.94	0.65
38.	Sidama	Aletawondo	Lela Honcho	0.84	0.71	0.78	0.51	0.45	0.49	0.68	0.61	0.65	0.48	0.50	0.49
39.	Sidama	Aletawondo	Mekala Qabalanka	0.53	0.53	0.53	1.01	1.09	1.05	0.74	0.85	0.79	1.05	1.21	1.13
40.	Sidama	Aletawondo	Balesito	0.48	0.56	0.52	0.49	0.89	0.65	0.75	0.54	0.63	0.52	0.59	0.57
41.	Sidama	Awassa	Baja Fabrika	0.81	1.47	0.96	0.73	1.84	0.93	0.72	1.42	0.90	0.60	1.10	0.71
42.	Sidama	Awassa	Qocho	0.43	0.21	0.31	0.60	0.44	0.53	0.49	0.56	0.52	0.00	0.00	0.00
43.	Sidama	Awassa	Sintaro	0.56	0.60	0.58	0.36	1.24	0.69	1.28	2.14	1.52	0.00	0.00	0.00
44.	Sidama	Awassa	Tenkaka Umbulo	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
45.	Sidama	Dale	Dagara	0.39	0.49	0.44	0.78	0.70	0.74	0.49	0.75	0.58	0.70	0.48	0.59
46.	Sidama	Dale	Debub Mesenqela	0.09	0.31	0.18	0.93	0.08	0.51	0.38	0.27	0.32	0.64	0.45	0.56
47.	Sidama	Dale	Gudumo	0.63	0.63	0.63	0.88	0.57	0.83	0.73	-1.00	0.64	1.30	1.50	1.31
48.	Sidama	Dale	Goyida	0.41	0.43	0.42	0.94	0.49	0.69	0.69	0.64	0.67	0.50	0.72	0.57

No.	Zone	Woreda	School	PR Of Grade-1			PR Of Grade-2			PR Of Grade-3			PR Of Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
49.	Sidama	Shebedino	Abela Lida	0.44	0.44	0.44	0.47	0.47	0.47	0.84	0.68	0.75	0.41	0.34	0.38
50.	Sidama	Shebedino	Muracho Gorche	0.40	0.37	0.40	0.60	0.75	0.62	0.78	0.38	0.71	0.88	1.00	0.89
51.	Sidama	Shebedino	Muracho Gucho	0.40	0.32	0.38	0.53	0.46	0.50	0.53	0.63	0.56	0.00	0.00	0.00
52.	Sidama	Shebedino	Dobbe Negasha	0.32	0.52	0.41	1.07	1.00	1.04	0.58	0.77	0.68	0.68	0.32	0.49
53.	Wolayta	Soddo	Feqeqa Bukama	0.09	0.14	0.11	0.76	0.84	0.79	0.77	0.62	0.69	0.00	0.00	0.00
54.	Wolayta	Soddo	Woide Mesena	0.80	0.75	0.78	0.84	1.05	0.92	0.62	0.82	0.71	0.00	0.00	0.00
55.	Wolayta	Soddo	Gilo Busare	0.50	0.57	0.54	0.76	0.85	0.81	1.46	1.26	1.38	0.87	1.52	1.08
56.	Wolayta	Soddo	Haba	0.40	0.44	0.42	0.80	0.89	0.84	0.82	0.61	0.72	1.34	0.54	0.97
57.	Wolayta	Damot Gale	Washi Gale	0.00	0.00	0.00	-0.07	0.00	-0.04	0.00	0.00	0.00	0.00	0.00	0.00
58.	Wolayta	Damot Gale	Lera	0.73	0.61	0.67	1.05	0.99	1.02	0.72	0.85	0.77	1.24	0.89	1.13
59.	Wolayta	Damot Gale	Siyara Mahe	0.71	0.60	0.67	0.75	0.85	0.80	0.85	0.73	0.80	0.83	0.73	0.80
60.	Wolayta	Damot Gale	Zagerie	0.88	0.95	0.92	1.07	0.84	0.97	0.91	0.65	0.81	0.86	0.80	0.84
61.	Wolayta	Damot Woyde	Dendo Duguna	0.65	0.66	0.65	0.74	0.85	0.77	0.84	1.00	0.89	0.83	0.88	0.84
62.	Wolayta	Damot Woyde	Eddo Kindo	0.39	0.52	0.45	0.73	1.06	0.87	0.77	0.89	0.82	0.00	0.00	0.00
63.	Wolayta	Damot Woyde	Motala	0.19	0.48	0.33	0.61	0.71	0.65	0.80	0.80	0.80	0.00	0.00	0.00
64.	Wolayta	Damot Woyde	Oloba	0.23	0.41	0.32	0.92	1.04	0.96	0.58	0.78	0.65	0.00	0.00	0.00
65.	Wolayta	Bolososore	Woyibo	0.49	0.58	0.53	0.43	0.39	0.41	0.46	0.64	0.51	1.31	1.58	1.38
66.	Wolayta	Bolososore	Sunqale	0.57	0.66	0.61	0.61	0.78	0.69	1.00	0.52	0.75	0.00	0.00	0.00
67.	Wolayta	Bolososore	Omo Badaye	0.93	0.60	0.78	0.59	0.90	0.68	0.64	0.59	0.63	0.00	0.00	0.00
68.	Wolayta	Bolososore	Areka	0.62	0.61	0.61	0.69	0.75	0.72	0.45	0.58	0.51	1.59	1.21	1.42
69.	Alaba Sp.Woreda	Alaba	Tuqa	0.44	0.17	0.37	1.57		1.65						
70.	Alaba Sp.Woreda	Alaba	Qunchena Yeye	0.15	0.04	0.11	0.59	1.00	0.61	0.53	0.00	0.50	0.00		0.00
71.	Alaba Sp.Woreda	Alaba	Muda Oleleqa	0.48	0.22	0.40	0.51	0.38	0.47	0.45	0.27	0.40	0.66	0.31	0.58

Appendix 13.e: Repetition Rate (RR) of Cohort-1 WLE CGPP Schools: By Gender and Grade Level in SNNPR

No.	Zone	Woreda	School	RR Of Grade-1			RR Of Grade-2			RR Of Grade-3			RR Of Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
1.	Hadiya	Misha	Morsito	0.08	0.06	0.07	0.24	0.23	0.24	0.30	0.20	0.25	0.17	0.06	0.11
2.	Hadiya	Misha	Kunafa	0.00	0.00	0.00	0.03	0.06	0.05	0.05	0.03	0.04	0.03	0.00	0.02
3.	Hadiya	Misha	Betara	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.04	0.06
4.	Hadiya	Misha	Fugeja	0.00	0.00	0.00	0.03	0.05	0.03	0.03	0.05	0.04	0.01	0.07	0.03
5.	Hadiya	Shashego	Alage Gimbichu	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6.	Hadiya	Shashego	Hoyawa	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.	Hadiya	Shashego	Afto Golcho	0.00	0.00	0.00	0.05	0.04	0.04	0.01	0.01	0.01	0.07	0.18	0.11
8.	Hadiya	Shashego	Musa Gesa	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.02	0.02	0.00	0.00	0.00
9.	Hadiya	Gibe	Foqe	0.06	0.04	0.05	0.06	0.04	0.05	0.06	0.08	0.07	0.11	0.18	0.14
10.	Hadiya	Gibe	Checho Ebicho	0.06	0.06	0.06	0.13	0.11	0.12	0.00	0.17	0.06	0.00	0.30	0.09
11.	Hadiya	Gibe	Mesmes	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.02	0.02	0.01	0.03	0.02
12.	Hadiya	Gibe	Dil Betigil	0.00	0.00	0.00	0.01	0.07	0.04	0.01	0.02	0.01	0.03	0.09	0.06
13.	Kembata Tembaro	Angacha	Minatofa	0.00	0.00	0.00	0.00	0.00	0.00	0.14	0.24	0.19	0.16	0.21	0.19
14.	Kembata Tembaro	Angacha	Bekafa	0.05	0.13	0.09	0.06	0.15	0.11	0.04	0.05	0.05	0.07	0.02	0.04
15.	Kembata Tembaro	Angacha	Gubena Ambericho	0.15	0.18	0.16	0.02	0.06	0.04	0.06	0.09	0.08	0.05	0.20	0.11
16.	Kembata Tembaro	Angacha	Adancho	0.09	0.05	0.07	0.05	0.05	0.05	0.02	0.05	0.03	0.03	0.06	0.04
17.	Kembata Tembaro	Kedida Gamela	Holegeba Zato	0.04	0.04	0.04	0.03	0.05	0.04	0.06	0.03	0.04	0.02	0.03	0.03
18.	Kembata Tembaro	Kedida Gamela	Hamancho	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.03	0.04	0.03
19.	Kembata Tembaro	Kedida Gamela	Ambericho Geyoma	0.09	0.05	0.07	0.02		0.03	0.05		0.06	0.02		0.04
20.	Kembata Tembaro	Kedida Gamela	Durame No. 1	0.07	0.07	0.07	0.01	0.00	0.01	0.00	0.00	0.00	0.01	0.00	0.01
21.	Kembata Tembaro	Omo Sheleko	Sodicho	0.15	0.21	0.17	0.00	0.00	0.00	0.09	0.27	0.16	0.02	0.13	0.05
22.	Kembata Tembaro	Omo Sheleko	Ambukuna	0.40	0.33	0.37	0.16	0.26	0.20	0.12	0.21	0.14	0.09	0.29	0.16

No.	Zone	Woreda	School	RR Of Grade-1			RR Of Grade-2			RR Of Grade-3			RR Of Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
23.	Kembata Tembaro	Omo Sheleko	Ferezano	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24.	Kembata Tembaro	Omo Sheleko	Zambara	0.08	0.10	0.09	0.08	0.15	0.11	0.03	0.17	0.08	0.08	0.30	0.15
25.	Gedeo	Kochore	Sisota	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.04	0.04	0.04
26.	Gedeo	Kochore	Boji	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.03	0.08	0.05
27.	Gedeo	Kochore	Bisha	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.13	0.09
28.	Gedeo	Kochore	Kurumi	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
29.	Gedeo	Yirgacheffe	Gerbota No. 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30.	Gedeo	Yirgacheffe	Tulise	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31.	Gedeo	Yirgacheffe	Uddessa	0.01	0.05	0.03	0.03	0.00	0.02	0.07	0.08	0.07	0.06	0.20	0.08
32.	Gedeo	Yirgacheffe	Birbirsa Qalla	0.00	0.00	0.00	0.04	0.00	0.03	0.00	0.00	0.00	0.00	0.29	0.07
33.	Amaro Sp.Woreda	Amaro	Segen	0.03	0.05	0.04	0.05	0.09	0.07	0.06	0.21	0.11	0.07	0.33	0.13
34.	Amaro Sp.Woreda	Amaro	Etate	0.03	0.11	0.07	0.03	0.04	0.03	0.11	0.18	0.14	0.02	0.07	0.02
35.	Amaro Sp.Woreda	Amaro	Genna	0.09	0.15	0.12	0.06	0.00	0.04	0.04	0.06	0.05	0.00	0.00	0.00
36.	Amaro Sp.Woreda	Amaro	Ayisume	0.17	0.00	0.10	0.03	0.00	0.01	0.00	0.00	0.00			
37.	Sidama	Aletawondo	Dobbe Banqano	0.36	0.41	0.38	0.19	0.36	0.27	0.00	0.00	0.00	0.04	0.11	0.07
38.	Sidama	Aletawondo	Lela Honcho	0.12	0.14	0.13	0.19	0.16	0.17	0.33	0.16	0.24	0.20	0.15	0.17
39.	Sidama	Aletawondo	Mekala Qabalanka	0.09	0.08	0.08	0.17	0.14	0.15	0.22	0.18	0.21	0.12	0.04	0.08
40.	Sidama	Aletawondo	Balesito	0.25	0.12	0.19	0.21	0.26	0.23	0.45	0.34	0.39	0.42	0.37	0.39
41.	Sidama	Awassa	Baja Fabrika	0.25	1.02	0.43	0.10	0.31	0.14	0.18	0.34	0.22	0.05	0.26	0.10
42.	Sidama	Awassa	Qocho	0.21	0.22	0.22	0.17	0.21	0.19	0.14	0.46	0.28	0.19	0.29	0.23
43.	Sidama	Awassa	Sintaro	0.38	0.11	0.24	0.11	0.06	0.09	0.28	0.29	0.28	0.10	0.20	0.13
44.	Sidama	Awassa	Tenkaka Umbulo	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
45.	Sidama	Dale	Dagara	0.09	0.09	0.09	0.08	0.12	0.10	0.14	0.20	0.16	0.29	0.26	0.27
46.	Sidama	Dale	Debub Mesenqela	0.09	0.44	0.24	0.49	0.08	0.29	0.17	0.27	0.23	0.19	0.16	0.18
47.	Sidama	Dale	Gudumo	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
48.	Sidama	Dale	Goyida	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
49.	Sidama	Shebedino	Abela Lida	0.19	0.02	0.11	0.15	0.22	0.19	0.10	0.14	0.12	0.22	0.40	0.30

No.	Zone	Woreda	School	RR Of Grade-1			RR Of Grade-2			RR Of Grade-3			RR Of Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
50.	Sidama	Shebedino	Muracho Gorche	0.08	0.19	0.10	0.10	0.00	0.09	0.09	0.13	0.10	0.03	0.00	0.02
51.	Sidama	Shebedino	Muracho Gucho	0.14	0.17	0.15	0.08	0.11	0.09	0.10	0.16	0.11	0.02	0.00	0.02
52.	Sidama	Shebedino	Dobbe Negasha	0.16	0.25	0.20	0.00	0.02	0.01	0.07	0.03	0.05	0.11	0.02	0.06
53.	Wolayta	Soddo	Feqeqa Bukama	0.23	0.16	0.20	0.11	0.01	0.07	0.10	0.13	0.11	0.00	0.00	0.00
54.	Wolayta	Soddo	Woide Mesena	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
55.	Wolayta	Soddo	Gilo Busare	0.04	0.06	0.05	0.05	0.07	0.06	0.13	0.19	0.15	0.07	0.24	0.13
56.	Wolayta	Soddo	Haba	0.13	0.08	0.11	0.12	0.09	0.11	0.10	0.13	0.12	0.06	0.02	0.05
57.	Wolayta	Damot Gale	Washi Gale	0.34	0.37	0.35	0.12	0.02	0.08	0.19	0.22	0.20	0.04	0.15	0.07
58.	Wolayta	Damot Gale	Lera	0.03	0.01	0.02	0.04	0.02	0.03	0.04	0.04	0.04	0.04	0.03	0.04
59.	Wolayta	Damot Gale	Siyara Mahe	0.00	0.00	0.00	0.04	0.01	0.03	0.05	0.04	0.04	0.07	0.03	0.06
60.	Wolayta	Damot Gale	Zagerie	0.12	0.12	0.12	0.00	0.00	0.00	0.04	0.03	0.03	0.02	0.04	0.02
61.	Wolayta	Damot Woyde	Dendo Duguna	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
62.	Wolayta	Damot Woyde	Eddo Kindo	0.10	0.09	0.09	0.10	0.11	0.10	0.14	0.32	0.20	0.21	0.25	0.22
63.	Wolayta	Damot Woyde	Motala	0.15	0.18	0.17	0.28	0.16	0.23	0.02	0.06	0.03	0.00	0.04	0.02
64.	Wolayta	Damot Woyde	Oloba	0.32	0.33	0.33	0.17	0.10	0.14	0.00	0.00	0.00	0.06	0.11	0.07
65.	Wolayta	Bolososore	Woyibo	0.06	0.07	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.03	0.04	0.03
66.	Wolayta	Bolososore	Sunqale	0.03	0.06	0.04	0.01	0.02	0.01	0.01	0.02	0.02	0.01	0.02	0.01
67.	Wolayta	Bolososore	Omo Badaye	0.05	0.03	0.04	0.04	0.03	0.04	0.03	0.07	0.04	0.02	0.03	0.03
68.	Wolayta	Bolososore	Areka	0.01	0.01	0.01	0.14	0.13	0.13	0.13	0.07	0.10	0.20	0.15	0.18
69.	Alaba Sp.Woreda	Alaba	Tuqa	0.00	0.00	0.00	0.00		0.00						
70.	Alaba Sp.Woreda	Alaba	Qunchena Yeye	0.04	0.02	0.03	0.03	0.00	0.03	0.00	1.00	0.06	0.13		0.13
71.	Alaba Sp.Woreda	Alaba	Muda Oleleqa	0.04	0.04	0.04	0.03	0.07	0.04	0.02	0.06	0.03	0.00	0.03	0.01

Appendix 13.f: Dropout Rate (DR) of Cohort-1 WLE CGPP Schools By Grade and Gender in SNNPR

No.	Zone	Woreda	School	DR Of Grade-1			DR Of Grade-2			DR Of Grade-3			DR Of Grade-4			Weighted Ave. DR (1-4 Grade)		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	Hadiya	Misha	Morsito	0.62	0.49	0.55	0.15	0.26	0.20	0.04	0.05	0.04	0.33	0.07	0.19	0.34	0.28	0.31
2.	Hadiya	Misha	Kunafa	0.57	0.42	0.50	0.35	0.35	0.35	0.21	0.20	0.21	0.24	0.13	0.20	0.39	0.31	0.35
3.	Hadiya	Misha	Betara	0.23	0.30	0.26	0.27	0.32	0.29	0.26	0.24	0.25	0.21	0.20	0.20	0.24	0.27	0.25
4.	Hadiya	Misha	Fugeja	0.34	0.30	0.32	0.10	0.14	0.12	0.16	0.22	0.19	0.99	0.93	0.97	0.36	0.30	0.33
5.	Hadiya	Shashego	Alage Gimbichu	0.29	0.30	0.29	0.15	0.02	0.09	0.14	0.43	0.25	0.14	0.43	0.22	0.19	0.27	0.22
6.	Hadiya	Shashego	Hoyawa	0.45	0.45	0.45	0.08	0.18	0.12	0.45	-0.67	0.21	0.27	0.06	0.20	0.34	0.15	0.27
7.	Hadiya	Shashego	Afto Golcho	-0.34	0.01	-0.14	0.12	0.14	0.13	0.05	0.24	0.14	0.21	-0.11	0.09	0.07	0.09	0.08
8.	Hadiya	Shashego	Musa Gesa	0.42	0.45	0.43	0.27	0.31	0.29	0.32	-0.12	0.19	0.43	-0.13	0.30	0.36	0.25	0.32
9.	Hadiya	Gibe	Foqe	0.46	0.38	0.42	0.05	0.24	0.15	0.12	0.24	0.17	0.35	0.23	0.29	0.27	0.29	0.28
10.	Hadiya	Gibe	Checho Ebicho	0.56	0.49	0.53	0.31	0.16	0.27	0.26	0.34	0.29	0.27	0.00	0.19	0.41	0.36	0.39
11.	Hadiya	Gibe	Mesmes	0.28	0.25	0.26	0.41	0.37	0.39	0.25	0.09	0.18	0.22	0.11	0.18	0.30	0.22	0.26
12.	Hadiya	Gibe	Dil Betigil	0.29	0.33	0.31	0.10	0.03	0.06	0.16	-0.21	0.00	-0.25	0.02	-0.12	0.15	0.12	0.14
13.	Kembata Tembaro	Angacha	Minatofa	0.51	0.44	0.48	0.05	0.19	0.12	-0.07	0.12	0.02	0.14	0.16	0.15	0.29	0.30	0.30
14.	Kembata Tembaro	Angacha	Bekafa	0.28	0.26	0.27	0.04	0.05	0.04	-0.11	-0.23	-0.16	0.21	0.20	0.20	0.15	0.14	0.14
15.	Kembata Tembaro	Angacha	Gubena Ambericho	0.18	0.10	0.14	0.06	0.00	0.04	0.15	0.31	0.24	-0.21	-0.24	-0.22	0.06	0.07	0.07
16.	Kembata Tembaro	Angacha	Adancho	0.23	0.33	0.28	0.16	0.36	0.26	0.23	0.30	0.26	0.11	-0.02	0.05	0.19	0.27	0.23
17.	Kembata Tembaro	Kedida Gamela	Holegeba Zato	0.51	0.35	0.44	0.08	0.10	0.09	-0.09	-0.13	-0.11	-0.04	0.39	0.13	0.22	0.21	0.21
18.	Kembata Tembaro	Kedida Gamela	Hamancho	0.75	0.75	0.75	0.42	0.26	0.35	0.50	0.11	0.32	0.97	0.96	0.97	0.68	0.57	0.63
19.	Kembata Tembaro	Kedida Gamela	Ambericho Geyoma	0.38	0.19	0.30	0.45		-0.02	0.46		0.13	0.98		0.96	0.51		0.27
20.	Kembata Tembaro	Kedida Gamela	Durame No. 1	0.36	0.10	0.22	0.25	0.26	0.26	0.09	-0.13	-0.03	0.22	-0.43	-0.13	0.25	-0.01	0.11
21.	Kembata Tembaro	Omo Sheleko	Sodicho	0.35	0.40	0.37	0.08	0.13	0.10	0.23	0.39	0.29	-0.65	-1.88	-0.97	0.10	0.11	0.11
22.	Kembata Tembaro	Omo Sheleko	Ambukuna	0.01	-0.05	-0.02	0.21	0.05	0.14	0.21	0.46	0.28	0.31	0.07	0.23	0.15	0.06	0.11

No.	Zone	Woreda	School	DR Of Grade-1			DR Of Grade-2			DR Of Grade-3			DR Of Grade-4			Weighted Ave. DR (1-4 Grade)		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
23.	Kembata Tembaro	Omo Sheleko	Ferezano	0.69	0.70	0.69	0.18	-0.35	0.02	0.48	0.41	0.45	1.00	1.00	1.00	0.59	0.55	0.58
24.	Kembata Tembaro	Omo Sheleko	Zambara	0.51	0.48	0.50	0.04	0.31	0.18	0.26	0.23	0.25	0.14	0.15	0.15	0.29	0.35	0.32
25.	Gedeo	Kochore	Sisota	0.14	0.22	0.17	-0.10	-0.03	-0.08	0.11	0.38	0.20	0.14	0.42	0.21	0.08	0.23	0.12
26.	Gedeo	Kochore	Boji	0.36	0.16	0.28	0.23	0.27	0.24	0.45	-0.24	0.23	0.33	0.54	0.39	0.33	0.19	0.28
27.	Gedeo	Kochore	Bisha	0.08	0.32	0.17	0.24	0.20	0.23	0.40	0.52	0.42	0.39	0.13	0.37	0.26	0.30	0.27
28.	Gedeo	Kochore	Kurumi	0.18	0.13	0.15	0.08	0.27	0.13	0.00	0.29	0.06	1.00	1.00	1.00	0.25	0.23	0.24
29.	Gedeo	Yirgacheffe	Gerbota No. 1	0.09	-0.24	-0.04	0.10	0.02	0.08	-0.03	0.19	0.06	-0.88	-1.00	-0.90	-0.19	-0.12	###
30.	Gedeo	Yirgacheffe	Tulise	-0.03	0.23	0.03	0.04	0.10	0.06	0.11	0.25	0.14	-0.17	-3.00	-0.30	0.00	0.09	0.02
31.	Gedeo	Yirgacheffe	Uddessa	0.16	0.08	0.13	0.15	-0.39	0.04	0.22	0.08	0.20	0.05	-0.10	0.03	0.15	-0.05	0.10
32.	Gedeo	Yirgacheffe	Birbirsa Qalla	0.31	0.17	0.26	-0.24	0.06	-0.16	0.37	0.17	0.31	1.00	0.71	0.93	0.34	0.23	0.31
33.	Amaro Sp.Woreda	Amaro	Segen	0.27	0.03	0.14	0.18	0.19	0.18	0.22	0.17	0.20	0.93	0.67	0.87	0.42	0.20	0.34
34.	Amaro Sp.Woreda	Amaro	Etate	0.32	0.38	0.35	0.20	0.38	0.28	0.14	0.38	0.23	-0.60	-1.43	-0.69	-0.03	0.27	0.09
35.	Amaro Sp.Woreda	Amaro	Genna	0.05	0.40	0.23	0.09	0.20	0.13	0.08	0.33	0.19	1.00	1.00	1.00	0.23	0.46	0.33
36.	Amaro Sp.Woreda	Amaro	Ayisume	0.22	0.26	0.23	0.28	0.44	0.37	0.28	0.69	0.48						
37.	Sidama	Aletawondo	Dobbe Banqano	0.29	0.27	0.28	0.14	0.22	0.18	0.29	0.43	0.35	0.52	-0.06	0.28	0.29	0.24	0.27
38.	Sidama	Aletawondo	Lela Honcho	0.04	0.15	0.09	0.31	0.39	0.34	-0.02	0.22	0.11	0.33	0.35	0.34	0.13	0.24	0.18
39.	Sidama	Aletawondo	Mekala Qabalanka	0.39	0.39	0.39	-0.18	-0.22	-0.20	0.04	-0.03	0.01	-0.18	-0.25	-0.21	0.12	0.08	0.10
40.	Sidama	Aletawondo	Balesito	0.26	0.32	0.29	0.30	-0.15	0.12	-0.20	0.12	-0.02	0.06	0.03	0.04	0.19	0.17	0.18
41.	Sidama	Awassa	Baja Fabrika	-0.06	-1.49	-0.39	0.17	-1.16	-0.07	0.10	-0.76	-0.12	0.35	-0.35	0.19	0.12	-0.99	###
42.	Sidama	Awassa	Qocho	0.35	0.57	0.47	0.23	0.34	0.28	0.36	-0.02	0.20	0.81	0.71	0.77	0.42	0.44	0.43
43.	Sidama	Awassa	Sintaro	0.07	0.29	0.18	0.54	-0.29	0.22	-0.56	-1.43	-0.80	0.90	0.80	0.87	0.17	0.03	0.11
44.	Sidama	Awassa	Tenkaka Umbulo	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
45.	Sidama	Dale	Dagara	0.51	0.42	0.47	0.14	0.18	0.16	0.38	0.06	0.26	0.02	0.26	0.14	0.35	0.30	0.32
46.	Sidama	Dale	Debub Mesenqela	0.81	0.26	0.58	-0.42	0.85	0.20	0.44	0.46	0.45	0.17	0.39	0.27	0.37	0.47	0.41
47.	Sidama	Dale	Gudumo	0.37	0.37	0.37	0.12	0.43	0.18	0.28	2.00	0.36	-0.30	-0.50	-0.31	0.23	0.43	0.25

No.	Zone	Woreda	School	DR Of Grade-1			DR Of Grade-2			DR Of Grade-3			DR Of Grade-4			Weighted Ave. DR (1-4 Grade)		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
48.	Sidama	Dale	Goyida	0.59	0.57	0.58	0.06	0.51	0.31	0.31	0.36	0.33	0.50	0.28	0.43	0.41	0.49	0.45
49.	Sidama	Shebedino	Abela Lida	0.37	0.53	0.45	0.38	0.30	0.34	0.06	0.19	0.13	0.37	0.26	0.32	0.33	0.39	0.36
50.	Sidama	Shebedino	Muracho Gorche	0.51	0.44	0.50	0.30	0.25	0.29	0.13	0.50	0.19	0.09	0.00	0.09	0.37	0.40	0.37
51.	Sidama	Shebedino	Muracho Gucho	0.46	0.51	0.48	0.39	0.43	0.41	0.37	0.21	0.33	0.98	1.00	0.98	0.50	0.45	0.49
52.	Sidama	Shebedino	Dobbe Negasha	0.52	0.23	0.40	-0.07	-0.02	-0.05	0.36	0.20	0.27	0.21	0.66	0.45	0.32	0.26	0.29
53.	Wolayta	Soddo	Feqeqa Bukama	0.68	0.70	0.69	0.13	0.15	0.14	0.13	0.26	0.19	1.00	1.00	1.00	0.49	0.50	0.50
54.	Wolayta	Soddo	Woide Mesena	0.20	0.25	0.22	0.16	-0.05	0.08	0.38	0.18	0.29	1.00	1.00	1.00	0.39	0.34	0.37
55.	Wolayta	Soddo	Gilo Busare	0.46	0.37	0.41	0.19	0.08	0.13	-0.59	-0.44	-0.53	0.06	-0.76	-0.21	0.13	0.03	0.08
56.	Wolayta	Soddo	Haba	0.47	0.49	0.47	0.09	0.02	0.05	0.08	0.26	0.17	-0.41	0.44	-0.02	0.14	0.32	0.22
57.	Wolayta	Damot Gale	Washi Gale	0.66	0.63	0.65	0.96	0.98	0.97	0.81	0.78	0.80	0.96	0.85	0.93	0.79	0.77	0.78
58.	Wolayta	Damot Gale	Lera	0.24	0.38	0.31	-0.09	-0.01	-0.05	0.25	0.11	0.19	-0.28	0.08	-0.16	0.07	0.20	0.13
59.	Wolayta	Damot Gale	Siyara Mahe	0.29	0.40	0.33	0.21	0.14	0.17	0.10	0.23	0.16	0.10	0.24	0.15	0.18	0.26	0.22
60.	Wolayta	Damot Gale	Zagerie	0.00	-0.08	-0.04	-0.07	0.16	0.03	0.05	0.32	0.16	0.13	0.16	0.14	0.03	0.10	0.06
61.	Wolayta	Damot Woyde	Dendo Duguna	0.35	0.34	0.35	0.26	0.15	0.23	0.16	0.00	0.11	0.17	0.12	0.16	0.27	0.23	0.26
62.	Wolayta	Damot Woyde	Eddo Kindo	0.51	0.40	0.46	0.17	-0.17	0.02	0.08	-0.21	-0.02	0.79	0.75	0.78	0.39	0.24	0.33
63.	Wolayta	Damot Woyde	Motala	0.65	0.34	0.50	0.11	0.13	0.12	0.18	0.14	0.17	1.00	0.96	0.98	0.45	0.32	0.39
64.	Wolayta	Damot Woyde	Oloba	0.44	0.26	0.36	-0.09	-0.13	-0.11	0.42	0.22	0.35	0.94	0.89	0.93	0.40	0.22	0.33
65.	Wolayta	Bolososore	Woyibo	0.45	0.35	0.41	0.51	0.55	0.53	0.48	0.30	0.43	-0.34	-0.63	-0.42	0.36	0.32	0.34
66.	Wolayta	Bolososore	Sunqale	0.40	0.28	0.34	0.38	0.20	0.29	-0.01	0.45	0.23	0.99	0.98	0.99	0.47	0.41	0.45
67.	Wolayta	Bolososore	Omo Badaye	0.01	0.38	0.18	0.38	0.06	0.29	0.33	0.34	0.33	0.98	0.97	0.97	0.36	0.38	0.37
68.	Wolayta	Bolososore	Areka	0.37	0.38	0.38	0.17	0.13	0.15	0.43	0.35	0.39	-0.79	-0.37	-0.60	0.10	0.19	0.14
69.	Alaba Sp.Woreda	Alaba	Tuqa	0.56	0.83	0.63	-0.57		-0.65									
70.	Alaba Sp.Woreda	Alaba	Qunchena Yeye	0.81	0.94	0.86	0.38	0.00	0.36	0.47	0.00	0.44	0.87		0.87	0.71		0.77
71.	Alaba Sp.Woreda	Alaba	Muda Oleleqa	0.49	0.74	0.57	0.46	0.55	0.49	0.53	0.67	0.57	0.34	0.66	0.41	0.46	0.66	0.51

Appendix 13.g: Promotion Rate (PR) of Cohort-1 WLE CGPP Schools by Grade and Gender in Benishangul Gumuz Region

No.	Zone	Woreda	School	PR Of Grade-1			PR Of Grade-2			PR Of Grade-3			PR Of Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
1.	Kamashi	Serba Abay	Abagole	0.77	0.75	0.76	0.81	0.46	0.71	0.79	0.83	0.80	0.00	0.00	0.00
2.	Assosa	Assosa	Akuda tumet	0.48	0.67	0.53	0.77	1.40	0.87	0.80	0.55	0.71	0.00	0.00	0.00
3.	Assosa	Bambasi	Bambasi Primary	0.52	0.45	0.48	0.70	0.66	0.68	0.90	0.57	0.74	2.22	1.55	1.89
4.	Assosa	Bambasi	Bambis M/45	0.50	0.37	0.43	0.74	0.80	0.77	0.89	0.74	0.84	5.00	4.27	4.79
5.	Assosa	Mao-Komo Sp.W	Eshegogo Gedashola	0.41	0.13	0.35	1.06	0.35	0.77	0.76	0.30	0.58	0.84	0.29	0.78
6.	Kamashi	Serba Abay	Fapero Serba	0.31	0.47	0.37	0.49	1.67	0.73	0.67	0.22	0.50	1.20	0.83	1.13
7.	Kamashi	Serba Abay	Gusu Korkuandi	0.44	0.46	0.45	0.64	0.61	0.63	0.71	0.48	0.64	0.61	0.25	0.53
8.	Assosa	Assosa	Hoha No.7	0.54	0.61	0.57	0.80	1.18	1.00	0.51	0.69	0.59	0.00	0.00	0.00
9.	Assosa	Bambasi	Hoha No.8	0.83	0.57	0.72	0.83	0.62	0.74	0.83	0.83	0.83	1.33	1.38	1.35
10.	Assosa	Komesh Sp.Wereda	Komosha primary	0.55	0.70	0.60	0.76	0.58	0.69	0.87	0.93	0.90	0.00	0.00	0.00
11.	Kamashi	Serba Abay	Koncho	0.48	0.50	0.49	0.84	0.52	0.70	1.15	0.58	0.93	0.00	0.00	0.00
12.	Assosa	Assosa	Megele No.2	0.44	0.58	0.51	0.68	0.74	0.71	0.91	0.99	0.95	1.02	0.91	0.97
13.	Assosa	Assosa	Megele primary	0.53	0.45	0.50	0.66	0.39	0.55	0.65	0.56	0.62	1.36	0.17	0.86
14.	Assosa	Bambasi	Musa Dabus	0.62	0.58	0.60	0.79	0.96	0.84	0.90	0.61	0.80	0.00	0.00	0.00
15.	Assosa	Komesh Sp.Wereda	Sherkole Primary	0.38	0.04	0.29	0.53	0.29	0.48	0.41	-0.18	0.31	1.46	0.27	1.11
16.	Assosa	Mao-Komo Sp.W	Tongo primary	0.48	0.48	0.48	0.77	0.86	0.80	0.78	0.77	0.78	0.00	0.00	0.00
17.	Assosa	Komesh Sp.Wereda	Tsore almetma	0.72	0.56	0.66	0.97	0.43	0.71	0.79	0.48	0.61	1.37	1.17	1.28
18.	Assosa	Komesh Sp.Wereda	Tsore Arumela	0.59	0.35	0.47	0.50	0.50	0.50	0.71	0.31	0.54	0.00	0.00	0.00
19.	Assosa	Mao-Komo Sp.W	Wanga Geten	0.42	0.49	0.44	0.78	0.95	0.84	0.87	1.29	0.92	0.00	0.00	0.00
20.	Assosa	Mao-Komo Sp.W	Wetse Wadessa	0.17	0.46	0.27	0.62	0.28	0.56	0.58	0.40	0.56	0.58	0.13	0.53

Appendix 13.h: Repetition Rate (RR) of Cohort-1 WLE CGPP Schools by Grade and Gender in Benishangul Gumuz Region

No.	Zone	Woreda	School	RR Of Grade-1			RR Of Grade-2			RR Of Grade-3			RR Of Grade-4		
				M	F	T	M	F	T	M	F	T	M	F	T
1.	Kamashi	Serba Abay	Abagole	0.00	0.06	0.03	0.03	0.15	0.07	0.11	0.33	0.16	0.00	0.00	0.00
2.	Assosa	Assosa	Akuda tumet	0.26	0.00	0.19	0.04	0.00	0.03	0.00	0.27	0.10	0.14	0.23	0.17
3.	Assosa	Bambasi	Bambasi Primary	0.44	0.43	0.44	0.23	0.28	0.26	0.31	0.31	0.31	0.09	0.15	0.12
4.	Assosa	Bambasi	Bambis M/45	0.10	0.19	0.15	0.18	0.10	0.14	0.04	0.15	0.08	0.00	0.09	0.03
5.	Assosa	Mao-Komo Sp.W	Eshegogo Gedashola	0.14	0.04	0.12	0.21	0.00	0.12	0.12	0.39	0.23	0.13	0.00	0.12
6.	Kamashi	Serba Abay	Fapero Serba	0.10	0.13	0.11	0.09	0.00	0.07	0.13	0.00	0.08	0.16	0.00	0.13
7.	Kamashi	Serba Abay	Gusu Korkuandi	0.10	0.08	0.09	0.00	0.00	0.00	0.10	0.06	0.09	0.00	0.25	0.05
8.	Assosa	Assosa	Hoha No.7	0.11	0.12	0.11	0.00	0.00	0.00	0.36	0.31	0.34	0.10	0.05	0.08
9.	Assosa	Bambasi	Hoha No.8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10.	Assosa	Komesh Sp.Wereda	Komosha primary	0.11	0.13	0.12	0.00	0.00	0.00	0.11	0.10	0.10	0.18	0.11	0.15
11.	Kamashi	Serba Abay	Koncho	0.00	0.00	0.00	0.13	0.07	0.10	0.15	0.18	0.16	0.02	0.10	0.04
12.	Assosa	Assosa	Megele No.2	0.08	0.08	0.08	0.06	0.02	0.04	0.01	0.00	0.01	0.03	0.03	0.03
13.	Assosa	Assosa	Megele primary	0.27	0.24	0.26	0.06	0.24	0.14	0.41	0.53	0.45	0.12	0.10	0.11
14.	Assosa	Bambasi	Musa Dabus	0.12	0.15	0.13	0.05	0.04	0.05	0.06	0.00	0.04	0.00	0.00	0.00
15.	Assosa	Komesh Sp.Wereda	Sherkole Primary	0.20	0.25	0.21	0.27	0.24	0.26	0.54	0.55	0.54	0.23	0.27	0.24
16.	Assosa	Mao-Komo Sp.W	Tongo primary	0.03	0.04	0.03	0.06	0.05	0.05	0.05	0.06	0.06	0.13	0.11	0.13
17.	Assosa	Komesh Sp.Wereda	Tsore almetma	0.02	0.06	0.03	0.00	0.00	0.00	0.00	0.02	0.01	0.00	0.00	0.00
18.	Assosa	Komesh Sp.Wereda	Tsore Arumela	0.18	0.22	0.20	0.42	0.15	0.30	0.24	0.50	0.35	0.25	0.33	0.27
19.	Assosa	Mao-Komo Sp.W	Wanga Geten	0.03	0.05	0.03	0.03	0.00	0.02	0.07	0.29	0.10	0.05	0.29	0.09
20.	Assosa	Mao-Komo Sp.W	Wetse Wadessa	0.13	0.13	0.13	0.29	0.08	0.25	0.19	0.00	0.16	0.10	0.13	0.10

Appendix 13.i: Dropout Rate (DR) of Cohort-1 WLE CGPP Schools by Grade and Gender in Benishangul Gumuz Region

No.	Zone	Woreda	School	DR Of Grade-1			DR Of Grade-2			DR Of Grade-3			DR Of Grade-4			Weighted Ave. DR (1-4 Grade)		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	Kamashi	Serba Abay	Abagole	0.23	0.19	0.21	0.16	0.38	0.22	0.11	-0.17	0.04	1.00	1.00	1.00	0.38	0.21	0.33
2.	Assosa	Assosa	Akuda tumet	0.26	0.33	0.28	0.19	-0.40	0.10	0.20	0.18	0.19	0.86	0.77	0.83	0.36	0.34	0.36
3.	Assosa	Bambasi	Bambasi Primary	0.04	0.12	0.08	0.07	0.06	0.07	-0.21	0.11	-0.05	-1.31	-0.70	-1.01	-0.22	-0.03	-0.13
4.	Assosa	Bambasi	Bambis M/45	0.40	0.44	0.43	0.08	0.10	0.09	0.08	0.11	0.09	-4.00	-3.36	-3.82	-0.25	0.14	-0.05
5.	Assosa	Mao-Komo Sp.W	Eshegogo Gedashola	0.45	0.83	0.52	-0.26	0.65	0.11	0.12	0.30	0.19	0.03	0.71	0.10	0.18	0.61	0.29
6.	Kamashi	Serba Abay	Fapero Serba	0.58	0.40	0.51	0.43	-0.67	0.20	0.20	0.78	0.42	-0.36	0.17	-0.26	0.37	0.30	0.35
7.	Kamashi	Serba Abay	Gusu Korkuandi	0.46	0.47	0.46	0.36	0.39	0.37	0.19	0.45	0.27	0.39	0.50	0.41	0.37	0.45	0.40
8.	Assosa	Assosa	Hoha No.7	0.35	0.27	0.32	0.20	-0.18	0.00	0.13	0.00	0.07	0.90	0.95	0.92	0.40	0.25	0.33
9.	Assosa	Bambasi	Hoha No.8	0.17	0.43	0.28	0.17	0.38	0.26	0.17	0.17	0.17	-0.33	-0.38	-0.35	0.09	0.25	0.16
10.	Assosa	Komesh Sp.Wereda	Komosha primary	0.34	0.17	0.28	0.24	0.42	0.31	0.02	-0.02	0.00	0.82	0.89	0.85	0.35	0.33	0.34
11.	Kamashi	Serba Abay	Koncho	0.52	0.50	0.51	0.04	0.41	0.21	-0.30	0.24	-0.09	0.98	0.90	0.96	0.34	0.47	0.39
12.	Assosa	Assosa	Megele No.2	0.48	0.34	0.41	0.26	0.24	0.25	0.08	0.01	0.05	-0.05	0.06	0.00	0.22	0.19	0.20
13.	Assosa	Assosa	Megele primary	0.20	0.31	0.24	0.28	0.37	0.32	-0.06	-0.09	-0.07	-0.48	0.73	0.03	0.02	0.32	0.14
14.	Assosa	Bambasi	Musa Dabus	0.26	0.27	0.26	0.16	0.00	0.11	0.04	0.39	0.15	1.00	1.00	1.00	0.35	0.35	0.35
15.	Assosa	Komesh Sp.Wereda	Sherkole Primary	0.42	0.71	0.49	0.20	0.47	0.26	0.05	0.64	0.15	-0.69	0.45	-0.35	0.13	0.59	0.23
16.	Assosa	Mao-Komo Sp.W	Tongo primary	0.49	0.49	0.49	0.17	0.09	0.14	0.17	0.17	0.17	0.87	0.89	0.88	0.42	0.39	0.41
17.	Assosa	Komesh Sp.Wereda	Tsore almetma	0.26	0.39	0.31	0.03	0.57	0.29	0.21	0.50	0.38	-0.37	-0.17	-0.28	0.06	0.34	0.19
18.	Assosa	Komesh Sp.Wereda	Tsore Arumela	0.23	0.43	0.33	0.08	0.35	0.20	0.05	0.19	0.11	0.75	0.67	0.73	0.24	0.37	0.29
19.	Assosa	Mao-Komo Sp.W	Wanga Geten	0.55	0.46	0.53	0.20	0.05	0.15	0.07	-0.57	-0.02	0.95	0.71	0.91	0.48	0.32	0.44
20.	Assosa	Mao-Komo Sp.W	Wetse Wadessa	0.70	0.41	0.59	0.10	0.64	0.19	0.23	0.60	0.29	0.32	0.75	0.37	0.40	0.49	0.42

Appendix 14: Gender Parity Index by Region

B1 Baseline (2002-03)			
Region	**Male**	**Female**	**GPI**
Amhara	76155	60805	0.798437
B-Gumuz	6899	4272	0.61922
SNNPR	38855	25211	0.648848

B1 Update (2003-04)			
Region	**Male**	**Female**	**GPI**
Amhara	80488	65617	0.81524
B-Gumuz	8204	5131	0.625427
SNNPR	42262	29702	0.702806

GPI		
Region	**1995 E.C**	**1996 E.C**
Amhara	0.798437	0.81524
B-Gumuz	0.61922	0.625427
SNNPR	0.648848	0.702806

Appendix 15: Community Enhancement Activities in Educational Quality

No.	Activity	Remarks
1	Purchase large blackboards for all classrooms. Repair usable large blackboards	If the children cannot see the board, how can they learn?
2.	Put transparent corrugated plastic sheets on the roof to improve lighting	Light makes the classroom more pleasant and it is easier to see.
3	Develop school beautification program - paint walls with local or purchased paint etc	Mud walls are not pleasant for the children**.**
4	Build or repair sports field and purchase sports equipment for both boys and girls	Children learn teamwork and get organized physical exercise
5	Purchase reference books for library and teachers guides for teachers.	
6	Purchase additional textbooks if they are available	Meet with WEO to ask them to supply more textbooks to the school as evidence of your interest in improving quality of learning
7	Purchase or make alphabet charts in English, Amharic or other local language and place them in EACH classroom	Not only in the pedagogical center. This is useful for the younger children to learn to write and read and there is no reason why the walls of the classroom should have nothing on them. Make all the classrooms pleasant with learning materials children can see every day.
8	Make an environmental corner in each classroom.	Bring in local plants, flowers and stones and place the name in English and the local language for the children to see. You can also make a laboratory room for this purpose or put up charts for each classroom. Involve children and parents in gathering materials. List local language name and other language names.
9	Plant a school garden with healthy local foods or purchase seed of healthy foods. Children and parents can help take care of the garden.	Place the name of each different plant on a piece of paper PR or wood next to the plant. This is a good way to educate children about healthy foods and you can have them bring home samples for their parents to see. Also, parents waling near the school can look at them and learn about them.
10	Be sure to purchase simple gardening tools for the children to use.	These tools can be kept in the school. They also learn and improve manual dexterity. Children from each class (grade) can have their own garden and you can have a contest for the best garden.

No.	Activity	Remarks
11	Make vocational training room WITH EQUIPMENT for local crafts. LOOMS FOR WEAVING CLOTH, BASKETS, MAKING SIMPLE WOODEN ITEMS.	Parents can come to demonstrate and to help the children make things. Children can take items home and show parents what they have done. Here is where you can do classroom construction if you combine it with something else that relates to quality and equity
12	Make, purchase and repair additional desks for children.	When children sit on the dirt floor, this is an issue of educational quality.
13	Use some funds to start a school store where children can purchase low cost items (pencils, pens, paper, rulers etc).	The SIA can pay for the initial purchases and the items can be sold to the children. The money they pay can then be used to purchase additional replacement items. The older children can manage the store and keep the records. The "store" can be open one or two hours per day. This way, children do not have to go someplace else to purchase these basic materials.
14	14. Develop an art program in which children make animal or other figures from clay and then paint or decorate them with local materials.	Children can take figures home after teacher has given them a grade and show parents what they have done
15	Have parents help to decorate classrooms. Paint them, put local cloth and other local crafts on the walls etc.	Each classroom can be different and parents are involved. Parents can donate time and materials. Teachers can help guide the decoration process and even use local materials such as musical instruments, tools etc as teaching aides.
16	Train parents how to observe and understand what their children are learning and how they are doing in school.	Important for parent participation. This is important but doesn't cost money.
17	Hire community teachers to relieve overcrowding with local funds	Important to improve quality.
18	Open a summer school program and pay regular teachers or community teachers from local funding.	
19	Hire community teachers for mentoring program for girls and for children preparing for grade 4 examinations	Helps the children to pass these examinations. Can be for the three months before the exams
20	Support student clubs and Girls' Advisory Committees.	Issue of equity.
21	Develop water source for children to drink while in school.	
22	Build separate latrines for boys and girls.	Issue of equity.
23	Put concrete floors on classrooms with dirt floors.	Sitting on dirt floors is a quality issue. (This is not the same as building a new classroom).

No.	Activity	Remarks
24	Provide extra funds for Girls Advisory Committee.	
25	Use part of SIA and Community contribution to help children who are going to drop out because of poor economic conditions at home.	
26	Have parents and teachers walk all over school grounds and remove places where water collects. This is to prevent mosquitoes breeding that cause malaria. Community fills in the holes.	Remember that some activities cost money and other do not. However the time the community spends on these activities is part of the community contribution in labor.
27	Use some funds to purchase paper and other supplies for use by teachers for posters, examinations etc.	This helps the quality of the educational program.
28	Purchase a radio for the school if it does not have one.	
29	Purchase or make simple things for a school science laboratory such as a magnifying glass, balance scale from the market, long ruler or tape measure.	Someone should go to the local market and see what can be purchased as educational materials. Examples of copper, iron, nickel, steel etc can cost 1 birr each.
30	What about ways to reduce the heat in the classrooms? Many children cannot learn because it is too hot.	

Appendix 16: Photo Gallery

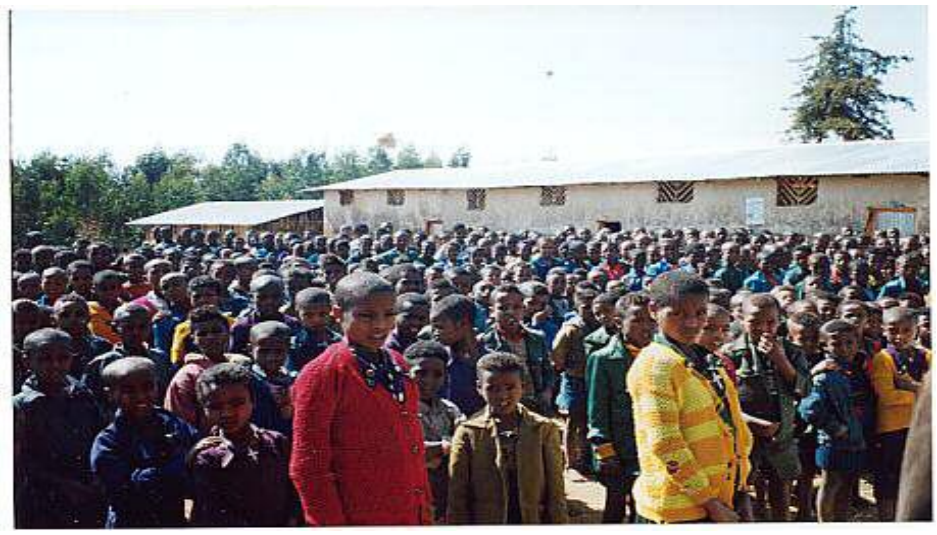
Picture 1: A Community Meeting to set school priorities Alaba Special Woreda, SNNPR

Picture 2: Infrastructure is basic but is only the beginning of building quality and equity.

Picture 3: A project is only as good as its staff, School Development Training in Amhara

Picture 4: Mudplastering the walls of new classrooms being constructed by a community in Anhara.

Picture 5. Parents dig a channel to bring water to the school compound.



Picture 6: The real beneficiaries, children at a school assembly

Picture 7. Quality in education is possible when the community, school personnel and the educational authorities work together

Picture 8. The work burden falls heavily on women and girls, including those of school age.

Picture 9. Girls Activity Committees promote the education of girls and the reduction of harmful traditional practices such as early marriages -- A GAC leader and students.

Picture 10: A PTA composed of men and women meets to discuss school issues.

Picture 11. School improvement is an on-going process

Picture 12. How good is our school? World Learning Ethiopia staff field-test a WLE developed Community Report Card to provide feedback to non-literate parents on their school's progress.

Picture 13. USAID staff meets with community members at a BESO II school in SNNPR.

Picture 14. Celebrating Progress: Community members, school personnel and Woreda Education Officials at Parents' Day to acknowledge the accomplishments of the children and the support given to them by parents and the community under the BESO II project.