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DEVELOPMENT

Community-Government Partnership Program

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Final Report

Submitted to USAID/Ethiopia by

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Acronyms

AED	Academy for Educational Development
BESO I	Basic Education System Overhaul I
BESO II	Basic Education Strategic Objective II
CASP	School Progress
CBO	Community Based Organization
CDA	Complementary Drought Assistance
CGPP	Community Government Partnership Program
EC	Ethiopian Calendar
ESDP	Education Sector Development Program
GAC	Girls' Advisory Committee
IR	Intermediate Result
KETB	Kebele Education and Training Board
MoE	Ministry of Education
NFE/ABE	Non-formal Education/Alternative Basic Education Centers
OVC	Orphans and Vulnerable Children
PTA	Parent Teacher Association
RSEB	Regional State Education Bureau
SDA	School Development Agent
SDAT	School Development Agent Training
SNNPR	Southern Nations, Nationalities, and Peoples' Region
SO	Strategic Objective
SOW	School Orientation Workshop
TOT	Training of Trainers
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEO	Woreda Education Office
WL	World Learning
WOW	Woreda Orientation Workshop
ZC	Zone Coordinator

Executive Summary

This report covers the BESO II Community Government Partnership Program (CGPP) implemented between January 31, 2002 – July 31, 2007 under a cooperative agreement between the United States Agency for International Development (USAID) and World Learning to improve quality and equity in primary education. World Learning assisted 1,800 schools in three regions: Amhara, Benishangul-Gumuz and Southern Nations, Nationalities and Peoples' Region. A total of more than 1.8 million students in communities in 121 woredas benefited from the project. Using an integrated program of training, capacity building and School Improvement Awards, World Learning significantly strengthened community support for schools and the quality of education for all children – both boys and girls. Moreover, World Learning strengthened relationships between communities and local government education officials by increasing communities' capacity to advocate with government for improvements in their schools.

In the regions where World Learning worked on CGPP, the organization also collaborated with local communities and Regional State Education Bureaus to provide non-formal/alternative basic education classes to more than 3,000 students who previously had no access to formal schools.

In conjunction with CGPP, World Learning also implemented other USAID initiatives: the pilot Kokeb Kebele Initiative in SNNPR and the parallel Model Kebele Initiative in Amhara that piloted an approach for increased integration of education and health activities and the Complementary Drought Assistance Program in both SNNPR and Amhara.

As a result of the CGPP project, parents have increased their awareness of the value of education and what they can do to address issues of equity and quality. Communities have increased their sense of ownership of their schools and understand their responsibility for sustaining school improvement activities. Based on these results Regional State Education Bureaus are seriously considering institutionalization and replication of key CGPP interventions.

1. Background

USAID/Ethiopia's Basic Education Strategic Objective (BESO II) for the period January 31, 2002-July 31, 2007 supported the Government of Ethiopia's (GoE) Education Sector Strategic Plan (ESDP II). It was the second of two BESO projects. Basic Education System Overhaul (BESO I) was a seven-year (1994-2001) effort of the GoE and USAID to improve quality and equity in the primary education sector in Ethiopia.

Under BESO II, USAID pursued a strategy with four intermediate results:

IR 1: Quality of professional education personnel enhanced.

IR 2: Teacher-learner support systems strengthened.

IR 3: Community government partnerships in education strengthened.

IR 4: Systems for managing personnel, instructional materials, budgeting, and monitoring and evaluation strengthened and used.

To actualize these results, the mission spread implementation awards among several providers. The Academy for Educational Development was awarded a contract with primary responsibility for three intermediate results (IRs), while cooperative agreements were signed with World Learning, Save the Children, and the Tigray Development Association (TDA) to implement an IR for strengthening community and government partnerships. The implementers were encouraged to undertake joint planning and to collaborate. World Learning was awarded a cooperative agreement in the amount of \$8,250,000, in January 2002, to develop the Community Government Partnership Program (CGPP) in Amhara, Benishangul-Gumuz, and the Southern Nations', Nationalities, and Peoples' Regions (SNNPR). The initial framework for CGPP may be found in Appendix 1.

In 2004, due to the famine of 2002-2003 and increased cycles of drought and famine, USAID developed a new Integrated Strategic Plan for FY 2004-2008. IR 3 "Community-Government Partnerships in Education Strengthened" became IR 14 "Education Management Strengthened". The new IR sought more community involvement, represented primarily by Parent Teacher Associations (PTAs), in managing primary education, with the hope that PTAs might give rise to community based organizations (CBOs) that could address health, as well as education issues.

Table 1: Comparison of IRs 3 and 14

IR 3: Community-Government Partnerships in Education Strengthened	IR 14: Education Management Strengthened
Sub-IR 3.1: Regional, zonal and woreda support to community involvement in school management strengthened.	Sub-IR 14.3.2: Planning, management and monitoring and evaluation for delivery of primary education services strengthened.
Sub-IR 3.2 Parents and community leaders more engaged in school management.	Sub-IR 14.3.1: Community participation in the management and delivery of primary education services strengthened.

<p>Sub-IR 3.3 Community-government innovations and alternative approaches to education developed.</p>	<p>Sub-IR 14.3.3 Quality of primary education improved. (<i>This sub-IR refers to improvements, made through CGPP School Incentive Awards, as well as improved teaching provided by a different implementer.</i>)</p> <p>Sub-IR 14.3.4: Equitable primary education services strengthened.</p>
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The underlying assumption of both the original and revised IRs was that increased parental and community involvement in schools and children’s education would have a positive impact on girls’ participation resulting in increased enrollment, decreased dropout, and improved quality of the educational process. Kebele Education and Training Boards (KETBs), and PTAs were targeted to assume new roles, increasing their involvement in the management of primary education at the local level.

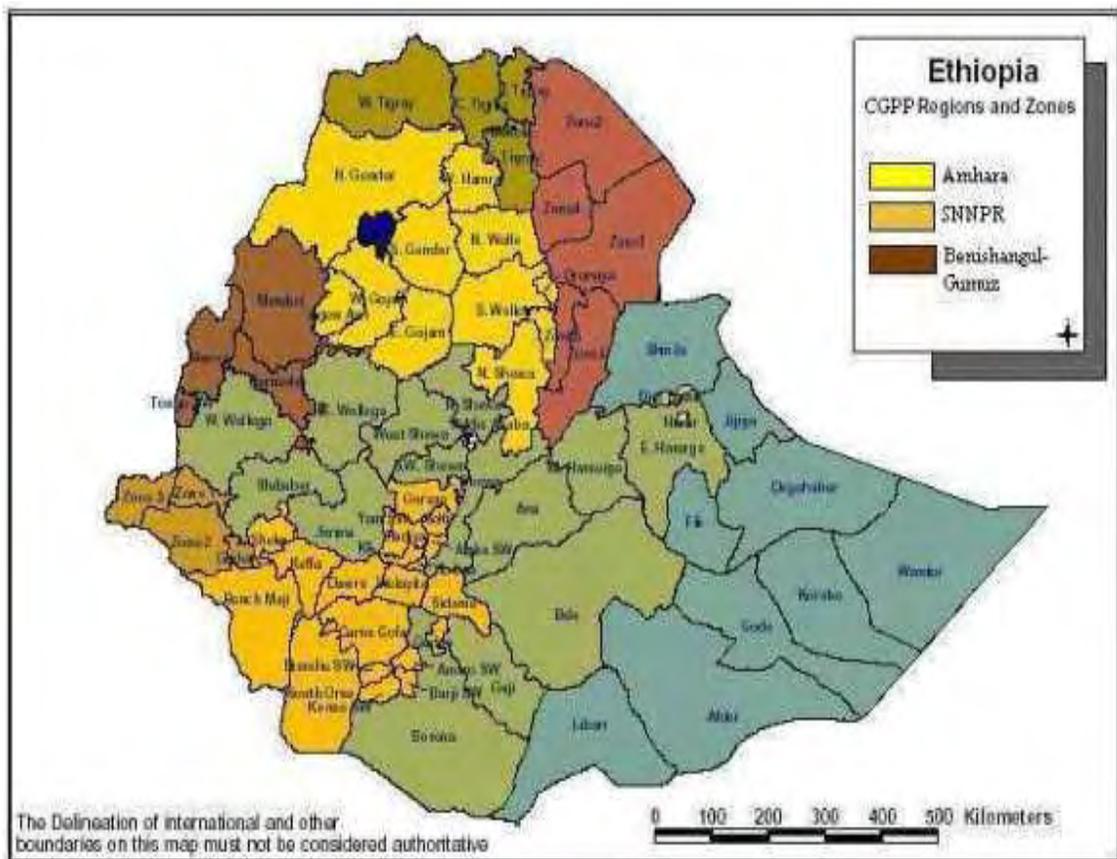
The core activities of CGPP were:

- Strengthen the capacity of the professional staff of Woreda Education Offices (WEOs) and other educational bodies to work closely with schools and local communities,
- Stimulate community participation in support of primary education,
- Strengthen the capacity of PTAs and KETBs,
- Promote gender equity through Girls’ Advisory Committees (GACs), emphasizing not only the value of education for girls, but also campaigns against rape, abduction, early marriage and other harmful traditional practices (HTP), and
- Expand access to education for other children in educationally disadvantaged circumstances through the establishment of pilot non-formal/alternative basic education centers.

2. Target Areas and Schools

One thousand eight hundred schools located in 121 Woredas in three regions were targeted in the project. (Lists of the target zones and woredas may be found in Appendices 3 and 4.) In 2003 USAID asked World Learning to implement, in collaboration with Save the Children, a special Complementary Drought Assistance (CDA) Program to support 65 schools in Amhara and SNNPR with school feeding, educational strengthening, and summer school programs. These schools were subsequently integrated into CGPP. In the table following the map, schools are organized into cohorts according to when they began working with the project.

Figure 1: Regions and Zones Where World Learning Implemented CGPP

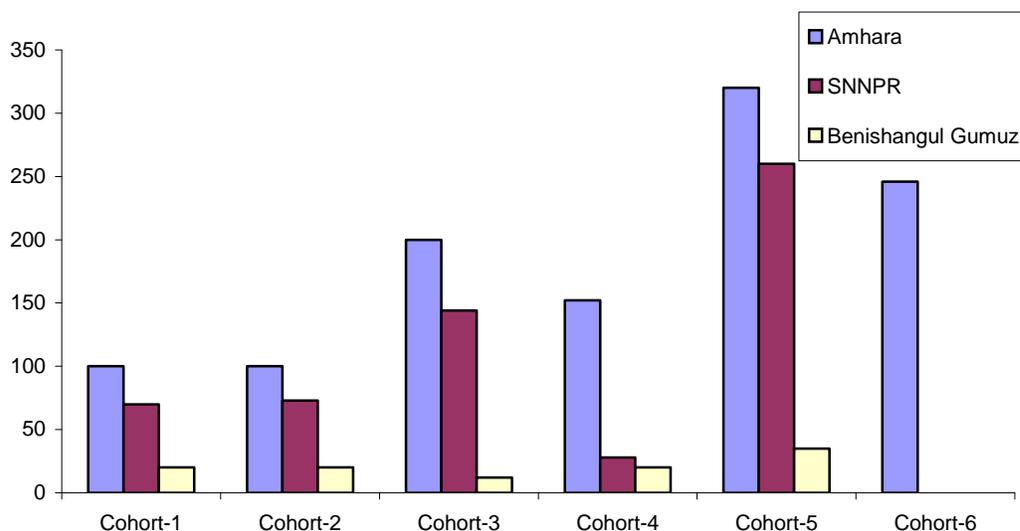


**Table 2: Number of Schools Included in the Project
(1 July 2002 – 31 July 2007)**

Region	Year						Total No. of Schools	
	2002 - 2003 (1995 E.C)		2003 – 2004 (1996 E.C)		2004 - 2005 (1997 E.C)			
	1st Cohort Schools	2nd Cohort Schools	3rd Cohort Schools	4 th Cohort Schools	5th Cohort Schools	6th Cohort Schools	All Cohorts	Schools with two years stay
Amhara	100	100	200	152	320	246	1,118	1,118
SNNP	70	73	144	28	260	0	575	575
B.Gumuz	20	20	12	20	35	0	107	107
TOTAL	190	193	356	200	615	246	1,800	1,800

As the table above and the graph below show the largest number of schools was in Amhara and the smallest number in Benishangul Gumuz. The number of participating schools was increased gradually in each half-year of the project.

Figure 2: Number and Regional Distribution of CGPP Schools by Cohort



3. Project Approach

The major purpose of CGPP was to build the capacity of local communities to improve the quality and equity of primary schools, both the physical classroom environment and the learning environment; with the underlying hope that communities would apply the skills they learned in improving schools to address other community needs, as well. The goal of the approach was that communities would also develop skills to advocate with government for increased support for education and, in this way, strengthen their relationship with government as participants rather than as passive subjects of government authority. In sum, the project would give community members the know-how to analyze their problems and bring to the attention of government the needs they could not resolve on their own. It was anticipated that community advocacy would increase government accountability to the people it is supposed to serve.

Two primary mechanisms were used to increase community involvement in schools: capacity building and School Improvement Awards (SIAs). One hundred and twenty School Development Agents (SDAs) and 11 zone coordinators (ZCs), experienced teachers or school directors, who were seconded to World Learning by their respective Woreda Education Offices (WEO) or Regional State Education Bureaus (RSEB) provided technical assistance and training. On average SDAs were responsible for up to 15 schools and ZCs for 11 woredas and 164 schools.

Training covered keeping minutes of meetings and transparent financial record keeping, including accounting for cash and in-kind contributions. The SDAs and ZCs provided guidance in designing and implementing proposals for School Improvement Awards. They worked to create a sense of community ownership of schools, identified training needs, conducted training and arranged meetings with woreda education officials to discuss community-school issues. They motivated parents to send their children, particularly their daughters, to school. They also worked with PTAs and KETBs to reduce dropouts and to advocate against abduction and early marriage. The following chart shows the distribution of SDAs and ZCs.

Table 3: Number of School Development Agents and Zone Coordinators who Supported the Project

Region	No. Of SDAs			No. Of Zone Coordinators		
	Male	Female	Total	Male	Female	Total
Amhara	62	10	72	6	-	6
Ben.Gumuz	5	3	8	1	-	1
SNNPR	32	8	40	3	2	5
Total	99	21	120	10	2	12

The combination of multiple workshops with informal capacity building and three levels of School Improvement Awards was intended to provide sufficient repetition that communities would emerge from the project with a strong grounding in problem analysis/solution and in action planning that would prepare them to deal with other

community issues once the project ended. The first grant was for Birr 2,500, the second for 3,500, and the third, offered to two-thirds of the communities, was for Birr 6,000. The project worked directly with each school for at least two years. Project implementation plans are located in Appendices 5, 6 and 7.

An additional key activity in the project was provision of non-formal education classes for children without access to government primary schools.

3.1 Training and Capacity Building

CGPP conducted a large variety of training and capacity-building activities that, for the purpose of this report, is divided into three categories: government official training, community training, and sustainability training.

3.1.1 Government Official Workshops

A Woreda Orientation Workshop and Teacher Training Workshops were provided to regional and woreda education office employees to build the capacity of these officials to provide two levels of technical assistance workshops for PTAs and KETBs and to be able to reinforce the program modalities once CGPP phased out.

3.1.2 Community-level Training

School orientation workshops, also attended by teachers and woreda education officials, introduced the objectives and strategies of BESO II to PTA and KETB members so that they could initiate school improvement programs. PTA/KETB Training I and II, offered at the woreda level, introduced representative PTA/KETB members to project implementation approaches and to relevant government rules and regulations. Topics included:

- Objectives and strategies of the CGPP,
- Factors important in educational quality,
- Roles and responsibilities of PTA/KETB members, Girls' Advisory Committees and school directors/directresses in the program,
- School financial resource procedures, materials management, need for and use of school data,
- Community-school relationship and how to increase community participation in school improvement,
- School improvement plans and how to write a simple project proposal for School Improvement Awards,
- The need for sustainability planning and how to prepare a sustainability plan, and
- Strategies to increase girls' enrollment, reduce dropout and fight harmful practices.

In addition to formal training and workshops, various types of informal training and capacity building activities were conducted by SDAs for PTAs, KETBs, GACs, teachers and the community at large. To give an idea of the amount of training, the estimated number of community participants that attended the trainings in implementation year

June 2005-2006, is shown in the following table (Note: there may be people who participated in more than one training event).

Table 4: Summary of Participants of Ongoing Capacity Building Support to Communities (July 2005 – June 2006)

Region	Participants		
	Male	Female	Total
Amhara	148,439	65,657	214,096
B.- Gumuz	4033	2123	6156
SNNPR	36,234	14,226	50,460
Total	188,706	82,006	270,712

The table shows that apart from formal training, during the last full implementation year World Learning reached a total of 270,712 community members of whom approximately 30.29% were women.

3.1.3 Sustainability Workshops

To promote sustained interest of community members in improving education, World Learning conducted workshops to encourage continuation of existing community momentum in promoting quality and equity in schools after the end of the project. These workshops reviewed activities, lessons learned, and possible strategies to sustain the activities beyond the two year life of project implementation at each school. The workshops were carried out in conjunction with the third phase competition for School Improvement Awards. The following chart shows the number of participants in sustainability workshops in the last full implementation year of the project.

Table 5: Summary of Sustainability Workshop Participants (July 2005-June, 2006)

Region	Number of schools	Participants		
		M	F	T
Amhara	918	2,719	157	2,876
B. - Gumuz	67	234	70	304
SNNP	432	1,379	282	1,661
Total	1,417	4,332	509	4,841

Topics covered in these workshops were:

- **School management:** Refreshing PTAs, KETBs and GACs about their duties and responsibilities, how to collect performance monitoring data, monitoring school improvement plans, school income generation, sustainability planning for school improvement, establishing and strengthening pedagogic centers and libraries, school property management, keeping the school latrine clean, and strengthening school co-curricular clubs.

- **Managing school finance:** Resource mobilization and community participation, financial account recording, provision of support to poor students, motivating outstanding students with rewards, preparation of finance and activity reports.
- **Applying for third round School Improvement Awards:** Criteria to be met for third phase School Incentive Awards and project proposal writing. At the end of these workshops, many participants commented that World Learning had taught them invaluable lessons on how: to build their capacity in community resource mobilization, to secure greater community contributions, to increase awareness on equity and quality of education, and how to sustain school improvement activities.
- **Gender:** Harmful traditional practices like early marriage and abduction, encouraging parents to reduce girls' work, motivating and encouraging participation of girls in school, strengthening the GAC, providing make-up and tutorial classes for low performing students primarily girls.
- **Health:** HIV/AIDS and reproductive health, especially for girls, and personal hygiene and sanitation.

3. 2 School Incentive Awards (SIAs)

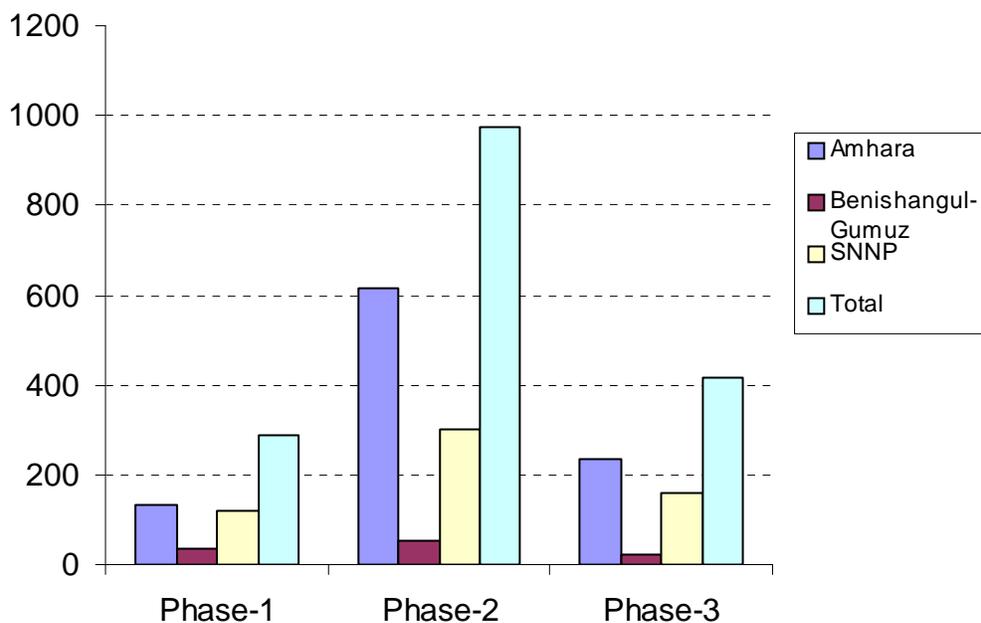
School Incentive Awards were a central mechanism to encourage community efforts to improve quality and equity in education. One thousand eight hundred schools received either two or three School Improvement Awards.

**Table 6: Number of Schools Receiving Awards and Amounts of Awards
(1 July 2002 – 31 July 2007)**

Region	Phase-1		Phase-2		Phase-3		Total Amount of SIA Paid
	No. of Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid	
Amhara	1,118	2,795,000.00	1118	3,913,000.00	746	4,476,000.00	11,184,000.00
B. -Gumuz	107	267,500.00	107	374,500.00	71	426,000.00	1,068,000.00
SNNPR	575	1,437,500.00	575	2,012,500.00	383	2,298,000.00	5,748,000.00
Total	1,800	4,500,000.00	1,800	6,300,000.00	1,200	7,200,000.00	18,000,000.00

The School Incentive Award program was designed so that all schools would receive two awards and two thirds of the schools would receive a competitive third award. One thousand eight hundred schools received two SIAs and 1,200 received three. In sustainability workshops, "graduating" (that is having completed two grants) schools received an orientation on criteria and selection procedures for a third grant. Woreda-level committees of local education officials were formed to choose schools to receive competitive grants. The amount of SIA disbursed during the project was Birr 18,000,000 (equivalent to \$2,097,902.09 at a rate of \$1=Birr 8.58).

Figure 3: Number of Schools that Received School Incentive Awards by Phase and Region (July 2005 – June 2006)



3.3 Girls' Advisory Committees Activities

The formation of Girls' Advisory Committees (GACs) at each school was an important strategy in increasing girls' school enrollment, persistence and achievement in CGPP schools. Girls' Advisory Committees were a World Learning innovation developed during BESO I. The committees were so successful that in BESO II the approach was adopted by all project partners and used in all BESO schools. In World Learning's implementation of CGPP, GACs were typically comprised of 5 to 7 members including parents, teachers, and representative male and female students. The committees helped to reduce both physical and cultural barriers to enrollment and retention. PTAs, KETBs, and teachers were supportive of this mechanism. Although GACs received guidance from School Development Agents, they selected their own activities and approaches, leading to a variety of approaches to gender equity.

Examples of activities carried out by GACs were:

- House-to-house visits to encourage parents to enroll girls in school,
- Tutorial classes for female students,
- Provision of school supplies, clothing and hens for girls from poor families,
- Solicitation of support for poor students from the woreda HIV/AIDS secretariat,
- Provision of counseling to prevent dropout, gender education, prevention of early marriages, and awards for high achieving female students,
- Organization of meetings with parents and community leaders about harmful traditional customs such as, inheritance of widows to brothers or uncles, polygamy, female genital mutilation, early marriage, abduction, and rape,

- Rescue of female students from abduction attempts and support to continue their education,
- Advocacy to bring teachers and others who abused female students to trial,
- Organization of woreda level meetings to discuss problems/challenges of girls' education and to develop remedial actions for better school participation by girls, and
- Guidance on HIV/AIDS prevention and control, avoiding stigma and discrimination against people who are HIV positive.

3.4 Non-formal Education Programs

World Learning implemented non-formal education (NFE) activities in SNNP and Benishangul Gumuz regions and satellite classes in Amhara Region. The NFE program in Amhara was based on the satellite class concept that was part of the Amhara RSEB strategy. World Learning provided orientation workshops and training for facilitators.

As indicated in the tables below, 447 children benefited from the non-formal program the first year; 3,397 the second year; and 2,852 the third year of the program. In support of non-formal education activities, the project provided orientation workshops, facilitator training, refresher facilitator training, and a curriculum development workshop.

Table 7: Number of Children who Benefited from Enrollment in Non-formal Education

Region	2004-05			2005-06			2006-07		
	M	F	Total	M	F	Total	M	F	Total
Amhara				496	462	958	246	213	459
Benishangul-Gumuz	204	243	447	203	239	442	196	200	396
SNNP				996	1,001	1,997	996	1,001	1,997
Total	204	243	447	1,695	1,702	3,397	1,438	1,414	2,852

Workshops were provided to NFE facilitators to aid with the implementation of NFE. Training topics included curriculum development, lesson planning, preparation and use of teaching aids, classroom management, student-centered, active, participatory learning methodology, continuous assessment, curriculum content, and class facilitation. Refresher training courses were also provided. Refresher training reviewed facilitator responsibilities, center committee responsibilities, and sustainability, including evaluation of work to date, review of syllabi, discussion of problems, community mobilization and resource management.

4. Project Accomplishments

The project supported 1,800 schools during five and a half years. Capacity building was designed to create a sense of community ownership of schools, resulting in community-led school improvement programs. The project mobilized communities to identify and prioritize school problems and then develop action plans to solve them. Community plans were supported by School Improvement Awards (SIAs), supplemented by community resources of cash, materials, or labor. All schools received two awards and approximately 67% received a third award. After implementing two or three action plans designed by the communities, schools were considered to have “graduated”. After “graduation” World Learning continued school follow-up, although not as intensively as with schools still actively implementing grants.

4.1 Direct Beneficiaries

Students, teachers and communities were the direct beneficiaries of CGPP. In the last year of the project, there were more than 1,855,000 primary school students enrolled in the 1,800 CGPP primary schools, of whom more than 859,000 were girls, and more than 29,000 were teachers of whom more than 12,000 were women. (These estimates are based on the 1998 E.C. enrollment figures gathered by CGPP SDAs from official census data at each school.) This number, 1,855,000, is the number of direct beneficiaries for the last year of the project. It does not reflect the total number of project beneficiaries because it does not include those who were covered by the project, but had graduated from primary school or transferred to another school. The total number of project beneficiaries would be substantially higher.

Table 8: Enrollment in CGPP Schools by Region in 2006-007

Region	No. of CGPP Schools	No. of Beneficiary Students in the Life of the CGPP			No. of Beneficiary Teachers		
		Male	Female	Total	Male	Female	Total
Amhara	1,118	608,787	549,546	1,158,333	10,519	9,593	20,112
B- Gumuz	107	35,712	25,365	61,077	701	438	1,139
SNNPR	575	351,221	284,439	635,660	5,846	2226	8,072
Total	1,800	995,720	859,350	1,855,070	17,066	12,257	29,323

4.2 Government & Community Financial Support for Education

There was no set minimum or maximum requirement for community contributions; therefore, the contributions serve as an indirect indicator of the extent to which communities accepted the project ideals of the benefits of education and the importance of community ownership of schools. The amount of voluntary community contributions speaks eloquently to the amount of community support to schools fomented by the project. These voluntary contributions reflect a growing sense of responsibility for children’s education, for community ownership of schools, and a willingness to address education quality and equity. Furthermore, it can be hoped that these voluntary

community contributions are an indication of community potential to continue supporting education.

During the life of the project, communities and local governments contributed Birr 44,454,821.16, equivalent of approximately \$5,181,214.59, for school improvement activities in cash, material and labor. The cash that individual community members contributed ranged from a few cents to paper notes. Often, those unable to contribute cash, performed physical labor or gave moral support to improving education at the community level.

Table 9: Summary of Community, School and Government Contributions to School Improvement Activities (1 July 2002 – 31 July 2007)

Region	Total No. of CGPP Schools	Type of Contribution						Total (ET Birr)
		Cash (ET Birr)		Material (ET Birr)		Labor (ET Birr)		
		Community and School	Gov't and Other	Community and School	Gov't and Other	Community and School	Gov't and Other	
Amhara	1,118	14,012,814.55	952,298.87	4,735,166.26	1,862,489.62	5,705,344.08	53,771.69	27,321,885.07
B. – Gumuz	107	777,481.12	128,563.20	581,842.59	305,190.24	897,506.00	4,420.00	2,695,003.15
SNNP	575	8,477,073.10	1,148,813.14	2,544,463.23	350,055.17	1,898,644.47	18,883.83	14,437,932.94
Total	1,800	23,267,368.77	2,229,675.21	7,861,472.08	2,517,735.03	8,501,494.55	77,075.52	44,454,821.16
Total Equivalent in US Dollars (\$1 = 8.58 Birr)							\$5,181,214.59	

A comparison of community and government contributions is made in the table above. In all regions, community contributions are much greater than those of government.

Table 10: Ratio between Total Contributions (Community*, Government and Other Contributions) and Project Contribution for Schools Receiving SIAs (1 July 2002 – 31 July 2007)

Region	Total No. of CGPP Schools	Number of Schools that Received School Incentive Awards			Estimated Community, Government and Other Contributions (ET Birr)	School Incentive Awards Paid	Ratio of Project to Community and Gov't Contribution
		Phase-1	Phase-2	Phase-3			
Amhara	1,118	1,118	1,118	746	27,321,885.07	11,184,000.00	1:2.44
B. – Gumuz	107	107	107	73	2,695,003.15	1,068,000.00	1:2.52
SNNPR	575	575	575	381	14,437,932.94	5,748,000.00	1:2.51
Total	1,800	1,800	1,800	1200	44,457,980.66	18,000,000.00	1:2.47
* Includes school contribution; US Dollar (\$1 = 8.58 Birr)					5,181,214.59	2,097,902.10	1:2.47

The table above compares the amount of combined community and government contributions with School Improvement Awards. Over the life of the project, on the average, each school contributed Birr 2.47 for every Birr 1.00 of the school improvement award. However, some communities contributed as much as 10:1 in relation to USAID funding provided through CGPP, especially in phases one and two of the school incentive awards.

4.3 Other Local Government Support

As noted earlier, regional and woreda governments seconded teachers and headmasters to serve as field agents. This insured government participation and collaboration at the local level and enhanced the sustainability of the program by providing a base for government support beyond the life of the project. Apart from paying the salaries of these SDAs, the participation and support of local government, including Woreda Education Offices (WEO), administrative councils, and line offices was manifested through:

- Selection of schools, SDAs and ZCs to work with the project,
- Verifying PTA plans, participation in community activities such as workshops, school improvement award and other ceremonies, and visiting school improvement activities,
- Upgrading participating schools as acknowledgement of community support to schools,
- Transportation of building and teaching and learning materials from woreda towns and Woreda Education Offices to schools, transportation for SDAs and ZCs when possible,
- Combating harmful traditional practices, early marriage and abduction,
- Supporting non-formal education centers in selected areas,
- Provision of cement, blackboards, corrugated iron sheets, nails, desks and tables,
- Donation of a photocopier and blackboards,
- Encouragement of community improvement initiatives by upgrading schools, assisting with materials, and assigning teachers to schools that lacked teachers.

Although this participation by local government bodies is difficult to quantify in terms of impact, the commitment of the local government to this project was significant and the support communities received was a stimulus to community participation and sustainability.

4.4 Activities by PTAs, KETBs and Parents

CGPP impact can be measured, not only by community contributions and the activities of project staff, but also by the support given to schools at the local level by PTAs, KETBs, local governments, communities and parents. Beyond attendance at training and meetings, financial contributions and other kinds of support, the activities of these groups added significant value in school improvement.

The following activities undertaken by PTAs and KETBs on the part of their communities during the last full implementation year of the project, illustrate the diversity of community support for their children and their schools:

To advocate for education, community members:

- Brought girls and even married women to school to continue their schooling,
- Took measures against harmful traditional practices such as early engagement and marriage which contribute to poor academic performance and drop-out among girls,
- Met with parents of out-of-school students to encourage them to send their children back to school in the coming year,
- Identified the causes of lateness, absenteeism and dropout of students and took appropriate action,
- Found students of higher education institutes to promote education during their summer break and register school age children in the kebele.

Programmatic Support to Education:

- Organized tutorial classes to prevent drop out of girl students with poor academic performance,
- Recognized the progress of children with special emphasis on the accomplishments of girls at Parents' Day celebration ceremonies,
- Undertook joint discussions and meetings of PTAs and KETBs with GAC to assess problems, challenges and remedial actions for better school participation by girls,
- Organized meetings involving parents, students and community leaders, and discussed problems related to dropout, harmful traditions and household chores.

Contribution of Community Resources:

- Constructed or maintained teachers' houses to induce teachers to remain in the community,
- Purchased a satellite dish, TV set and generator for teachers to encourage the teachers to remain at the school rather than requesting transfers to another school,
- Constructed additional classrooms and separate latrines for girls,
- Purchased reference books and larger, more visible blackboards,
- Generated income through farm activities on school-owned land and beautified the school compound,
- Coordinated communities to plough school farmland, sow cereals and remove weeds,
- Undertook a fattening project to generate income for their school,
- Ploughed 3 hectares of school land to generate income for the school,
- Allotted money to construct rooms to be used as shops and a tea room for income generation,
- Constructed low cost, bamboo desks and benches,
- Contributed 33 oxen, 23 sheep and goats, one donkey and raised money to support the upgrading of the school,
- Conducted a fundraising bazaar to support school improvement activities,
- Built a feeder road linking the school to the main road,

- Improved the appearance of the school environment to attract students, including sports fields, planting shade and fruit trees, providing latrines and water,
- Hired teachers to alleviate the teacher shortage in their communities and
- Donated teaching materials to poor students.

Negotiation of resources from other sources:

- The West Military Division was asked and agreed to construct three classrooms,
- Town and Kebele administrators contributed 105 corrugated iron sheets and wood for construction of a school pedagogical center and guardhouse,
- A school collaborated with the Agriculture Development Agent to obtain money from the Food Security Program to plaster classrooms,
- A community, for which the Food Security Program planned to maintain classrooms, decided to do the maintenance themselves and as a result the Food Security Program constructed additional classrooms,
- Eleven individuals donated 48 gross of exercise books, 15 windows, 30 blackboards, and 345 corrugated iron sheets and
- Built a wooden bridge over the Wyira River that restricted students' access to school during periods of rain.

4.5 Improved Quality and Equity

As a result of project capacity building, communities learned and understood the elements of quality education and acted to improve the teaching and learning program in their schools. PTAs and KETBs discussed quality and equity issues in their meetings, monitored student and teacher punctuality and attendance, and lobbied the local government for interventions where their decision was essential. PTAs and KETBs encouraged parents to send all school age children to school and to follow up on their children's progress at school.

PTAs and KETBs carried out hundreds of actions to improve schools and increase girls' enrollment and success. The following are illustrative of the activities accomplished:

With parents and community members:

- Orientated parents to the role and importance of their involvement in children's school performance,
- Motivated students by presenting awards for academic achievement,
- Encouraged parents to follow their children's attendance and school performance on a regular basis,
- Motivated students, teachers and parents by recognizing their performance and participation,
- Mobilized community members to bring dropouts back to school,
- Developed local strategies to increase girls' enrollment and
- Took strong measures against harmful traditional practices: abduction, rape, forced and early marriages,

With teachers and schools:

- Prepared school improvement plans and sustainability plans,
- Established pedagogic centers and strengthened libraries,
- Encouraged teachers to use teaching aids, pedagogic centers and school libraries,
- Identified problems of female students,
- Managed financial and material resources,
- Requested WEOs to supply textbooks and assign qualified teachers to their schools,
- Organized tutorial classes and supplementary lessons to assist students,
- Requested that WEOs upgrade their schools' level, and
- Constructed additional classrooms to alleviate overcrowding.

5. Related Activities**5.1 Kokeb Kebele Initiative (KKI) to Integrate Health and Education**

Under SO 14, World Learning was an active partner in the Kokeb Kebele Initiative piloted in 20 kebeles from five woredas in SNNPR and 5 woredas in the Amhara Region. These CGPP regions, woredas and kebeles were selected by USAID for involvement in a health and education program implemented by Pathfinder International and ESHE. The objective of the USAID pilot initiative was to increase the impact of both health and education activities by coordinating the programs with community members.

School Development Agents and headmasters provided support for the Kebele Action Committees that were the community level coordinating bodies. Wells were installed in collaboration with United Nations Children's' Emergency Fund (UNICEF) and the Regional Water Bureau, with UNICEF providing training to ensure proper well maintenance. World Learning assisted in coordination of activities between the communities and the Water Bureau.

5.2 Complementary Drought Assistance Program

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 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 target 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 return to school. 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 and 4,493 (66.8%) of them successfully passed. 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.

The CDA project had a significant impact on the schools served. Significantly, at the end of the intervention, enrollments rose by 48.6% over enrollment data 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 improving 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 involved the community in 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, WL has integrated almost all CDA schools into the CGPP. Among the issues encountered in the implementation of CDA were a) insufficient consultation with local government officials in the selection of participating schools by program planners, 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.

5.3 Development of the Community Assessment of School Progress (CASP) Program

With initial technical support donated by Eastern Kentucky University's College of Education and after several years of development and testing, World Learning completed the design and testing of the Community Assessment of School Progress (CASP) program. Entitled "How Good is Our School?," the CASP is a visual tool that enables literate, partially literate and/or non-illiterate community members to evaluate and

compare the status of their school with other nearby schools with respect to the girls' enrollment, materials and equipment. It uses drawings to illustrate issues and is a resource for use by parents, schools, PTAs, and KETBs. CASP serves to sensitize community members to the progress they have made and possible future actions needed. It is a community decision-making tool. In the future the tool can be used in other schools and other sectors by modifying it to specific needs. UNICEF funded the production of CASP charts, made of durable cloth, of instructional manuals in Amharic and trained education officials in CGPP schools in their use. Please see Appendix 8.

6. Success Stories

The following stories are illustrative of those collected during the CGPP project. They were organized first by activity and, then, sub-categorized by the regions where World Learning implemented CGPP--- Benishangul-Gumuz, Amhara, and Southern Nations, Nationalities, and People's. This form of organization was chosen so that groupings of similar stories would clearly demonstrate different types of project impact.

6.1 Community Participation and Fund Raising

6.1.1 SNNPR

A “graduated” school continued the 4th phase school improvement. Cheba Beles School, Gamo Gofa zone, “graduated” after two years of assistance from CGPP, but for this school, “graduation” did not stop it from continuing community mobilization and school improvement activism. The school invited the community, woreda education officers and other supporters to participate in a school bazaar held on May 30, 2005 so as to launch a 4th phase improvement plan. Through the bazaar, community members, the woreda administration and the school collected cash amounting to Birr 11,708.00 and 3 oxen in-kind.

6.1.2 Amhara

All for all. Komisa School, located in South Gondar Zone, Dera Woreda entered CGPP in 1997 E.C. At a meeting to identify means for the school to generate income for improvements, one of the teachers, Desta Ayuh, pointed out that the school had farmland and asked “What do you think if all of us cooperate to plow and sow the land?” The participants liked the idea and agreed. On Sene (June) 23, 1997 E.C. the community came with their oxen. The response was incredible. Many paired oxen participated in plowing the land. This was the result of the sense of ownership created in the BESO II project.

Support to Yejubie School from a former student. Ato Bewket Agedew, a carpenter is a former student of Yejubie Primary school. Now in his twenties and still living in Yejubie, Baso Liben Woreda town, East Gojjam Zone, he had the opportunity to attend the first phase CGPP community workshop. When he saw what was happening to improve his former school, he promised to give the school 5 benches that would accommodate 15 students. He produced the benches and gave them to the school on June 15/2005, noting that those educated in this school should support their former school.

A parent contributes to his child’s school. Ato Aderaw Mengest has a child who attends Lemet School, Enemay Woreda, East Gojjam Zone. When the PTA/KETB invited him to attend a community meeting to discuss the conditions of the school, Ato Aderaw contributed ten birr. When he came to the school after two months on June 26, 2005, he observed lots of improvements; old classrooms were renovated; new classrooms added;

pictures were on the walls; and new latrines under construction; flowers were planted in the compound for beauty and garlic to generate income. Ato Aderaw was amazed and asked the school director how all these changes were possible in such a short time and how it was possible to water the plants when the well was not working. Ato Aderaw commented, "I have known this school for the last 18 years and it has never been as attractive as it is now. I am sure the kids like the school better now." Then he proposed the idea of renovating the well in order to keep the flowers alive and enable the school to generate income by cultivating a garden. He led the digging and renovation and brought others to assist, until finally the well became functional.

Community members contribute despite their poverty. Chaja School, located 26 Km. west of Gimjabet, Ankesha Guagusa Woreda, Awi Zone of the Amhara region, has 917 students, 548 males and 358 females. For this number of students there are 15 teachers of whom nine are males and six are females. Ato Amare Alemayehu is a member of the PTA and is a community member who has worked hard for upgrading the school's grade level. Inspired by a BESO II workshop, Ato Amare expressed his feeling that were he not so poor, he would have given an ox, but instead would give one of his male goats, which he estimated to be worth Birr 100, and promised to continue contributions in labor." Another person, Ato Yenesew Endashaw, influenced by Ato Amare, gave a female goat for the school. The contribution in cash continued and amounted to Birr 1,456. There were even some people who delivered their heifers to the school.

The solution is in the problem. On Sunday January 2nd, 2005, the compound of Felege Birhan School was crowded with community members and people from six neighboring kebeles, estimated to be about 1,265, of which 900 were men and 365 women. The director described the condition of the school pointing out that there were 16 classrooms without any maintenance. He contributed Birr 50 and promised that all the teachers would contribute a total of Birr 1,650. An elder who felt strongly about the situation talked about the condition of the school and recited an Amharic proverb "Fifty lemons are a load for a man, but jewelry for fifty people." and called the audience to make any contribution they could.

The chairman of the Felege Denjamie Peasant Association, who had attended the school contributed his whole salary for one month. The other kebele chairman, Sefi, inspired by the chairman of Felege Denjamie contributed Birr 100. Many promises, including a promise of 100 Birr by the SDA were made. A lot of lottery items, a blanket, a teapot, a tape recorder and a radio were presented, as well. People struggled to buy tickets for the lottery and many were sold. Finally an agreement was reached for community members to make a per head contribution of Birr 10, resulting in a total of Birr 3,269.00.

School problems solved in a joint effort. Dedek School, in West Gojam, Awabel Woreda, 15 Kms. from the Woreda town, has 670 students, 316 boys and 354 girls. Although previously community participation in education was very low, when the school became involved in CGPP, and identified school problems, the community got involved and constructed two additional, new classrooms. As a result the 5th grade has been started in these new classrooms. In celebrating the completion of the classrooms, Ato

Ashagre Adamu, the school director indicated “The community initiative in this endeavor is amazing. Due to participation of the community in the construction of these classrooms, we have saved Birr 1,100.00 that we expected to pay for skilled labor. Now these classrooms are providing services for our children.”

Water problem solved. Yeted School, located in East Gojam, Gozamen Woreda, had the problem of access to clean water for the students. In 1996 E.C. through the CGPP training on project design, the school designed a project for a hand-dug well and submitted it to NGOs and government offices. The project was approved and the Gozamen Woreda Rural Development Office gave the school a hand pump. Through mobilizing the community, a well was dug in the school compound and the school gained access to clean drinking water. The well is also used by the school for small-scale irrigation to grow salable food items and is a model for the community and for the students.

Remarkable support from Priest Shuteye. Priest Shetaye Mesekir attended a community workshop to discuss activities to improve the school in Ankesha Guagussa Woreda, Awi Zone. From the lesson presented in the workshop the priest learned that the school is serving the community, it gives education to children of the community, it belongs to the community, and the community needs to use and support the school as it does to the church. At the end of the lesson Priest Shitaye stood up and said “I didn't know that the school belonged to us. I was against establishing the school close to the church, but I was mistaken. From now on I will preach that church followers should support this school. It is our school.” He promised to paint three classrooms from his own pocket and he did so. Not only that, but he also convinced the church to donate a bell estimated Birr 500.00 and mesh wire to fix three windows.

6.1.3 Benishangul-Gumuz

Seeking support from other NGOs. The PTAs and KETBs are taking significant steps and are playing a lead role in seeking support from other NGOs. Upon submitting proposals, many schools have secured financial and material support from NGOs operating in the region. For example, a first cohort school, Almetema, received 70 combined desks, one typewriter, 37 reference books, 1400 exercise books, 280 school bags and pens for girl students from IRC.

6.2 Teacher Support to Student and Schools

6.2.1 SNNPR

Female teacher's intervention keeps girl in school. When Gofa Woreda, a female student in Yongi Tekiro School, lost her school supplies, her disappointed parents refused to replace them and decided not to let her go to school any more. Gofa was forced to remain home, sad and helpless, until her homeroom teacher heard the story and volunteered to replace the lost materials so that Gofa could continue school. Gofa

went back to school and later the teacher discussed with her parents the benefits of educating girl children and encouraged them to support their daughter.

Teacher's initiatives prompt support for disabled students. A female teacher, named Meazash Demisie, Shashego Woreda (Hadiya zone) showed sympathy to two students with disabilities in her school. To support these students she took the lead to collect money from fellow teachers, businesspersons in the area and other volunteer community members to cover the medical cost and accommodation expenses of these students. After securing the required amount, she sent these students to Arba Minch Rehabilitation Center where they received treatment and artificial body support. After the support, the two students are attending school regularly. Upon learning what the teacher did, the WEO reported the case to the Zone Education Department. The Zone Education Department later on negotiated with Arba Minch Rehabilitation Center so that the Center provides free accommodation and artificial body support services to students having similar problems.

6.2.2 Amhara

Teachers' efforts improve their school. Lumamie School No. 1 in East Gojam Zone, Awabel Woreda, has 2,940 students and 46 teachers. With the initiation of the CGPP and active participation of teachers, many school problems have been solved. Student enrollment has increased; there is now gender balance; and the quality of education has improved. Teachers expressed their support by providing two radios as teaching aids. When asked why they wanted to do this, they responded, "We are eager to receive the next School Incentive Award by making ourselves competitive with other schools."

6.3 Student Support to Schools / Student Education

6.3.1 SNNPR

A woman who returned to school after a long absence ranks first in her class. In Keranso School in Badewacho Woreda (Hadiya zone) a married woman named W/o Dinkinesh Gebreyesus, despite her ambition to succeed in education, was forced to dropout as a result of life complications. She always promised herself that one day when things became better she would go back. She married and had children. The promotion of girls' education by CGPP made her decide that this was the right time to revise the decision that destroyed her dreams of having an education. When she asked her husband to let her go back to school, he greatly supported the idea. When she enrolled in 5th grade, she got appreciation and encouragement from the teachers and the Girls' Advisory Committee. The appreciations and support became momentum for her to perform well in school and she became the top student in her class.

In the parents' day celebration, when she walked to the stage to receive the award, people stood and congratulated her with clapping and cheers of joy. She was also given presents by the SDA, teachers, parents and her husband for her exemplary effort. Due to Dinkinesh's great determination, many young married women registered to continue their education.

6.3.2 Amhara

Dream Comes True In Dejen a full-cycle primary school was made of mud and getting older and older. Fetene Abebaw Mossie, an 8th grade student, decided to support the school as much as he could. When he heard that the school planned to construct a shop for the GAC, using eight iron sheets, he constructed the GAC shop. What he did was a model for others.

6.3.3 Benishangul-Gumuz

Never too late to learn. In the Garabiche School in Bambasi Woreda, there were three elderly Berta women attending school with their children and grandchildren. The eldest, who was about 67 years old, explained why she started to attend school, “I am a traditional birth attendant and I often attend workshops organized by health institutions where I usually receive a pen and notepad, but I always return home with a clean notepad and unused pen because I cannot read or write. I felt ashamed so I decided to enroll in the primary school so I could learn to read and write. Now I am in 3rd grade and there are many women and men learning with me.”

Three generations learning together. In many CGPP schools, PTAs, KETBs and GACs worked hard to mobilize community members to bring girls, and even married women, to school to continue schooling. In several schools, there are three generations, girls, mothers, and grandmothers in school together. For example, in Garabich School in Bambasi Woreda, a 64-year-old woman is in 3rd grade with her grandson and her daughters.

6.4 Inter-School Coalitions

6.4.1 Benishangul-Gumuz

Replication of the CGPP model in a non-CGPP school. Kitar Primary School in Metekel Zone, Wombera Woreda wanted to participate in the CGPP project, but was not selected. The woreda education officer (WEO) advised the school to learn from the CGPP experience through the SDA working in the woreda and neighboring schools. The SDA and neighboring schools shared their experiences with the Kitar schools and based on what they learned, the PTA and KETB of the school organized a community workshop, attended by more than 500 people, 302 males and 210 females, who contributed more than Birr 16,000. The WEO promised to provide 600 corrugated iron sheets and more than 300 Kgs. of nails for construction. Using these resources the community constructed 9 classrooms and 5 offices.

6.4.2 Amhara

Sharing experiences. An experience sharing visit was made with Amanuel No. 1 School of Machakel Woreda and Wonka School of Gozamen Woreda. The participants in the visit were from Baso Liben Woreda and consisted of representatives of Woreda Capacity

Building, Education and Women Affairs Offices, PTA chairpersons, KETB Chairpersons and directors of 8 BESO II CGPP target schools and SDAs. The total numbers of participants in the program was 29. The objective of the visit was to share best practices among and between schools. The experiences gained during the visit were disseminated to 27 schools in the Basl Liben Woreda

6.5 Successful Income-Generating Activities

6.5.1 Amhara

Profits from Pine Trees. Danbul School, established in 1995 E.C. and located in Fagita Lekoma Woreda of Awi Zone, includes grades 1-6, with 14 teachers serving 756 students, 367 boys and 389 girls. Before its involvement in the CGPP project, the school planted trees, including pine, with the active participation of students and the community, however, the trees were used only for fuel and for making benches. In CGPP, the PTA/KETB learned strategies to improve the school through maximum use of resources and to solve school problems by themselves rather than depending on government support. With the skills they learned from CGPP, the PTA and KETB auctioned 183 pine trees and earned Birr 17,360. The pine tree sale was a successful means of generating income.

The profits of a water mill. Afesa School, in Dangela Woreda, Awi Zone has 32 teachers and 1,710 students divided almost equally among boys and girls. For ten years the school had been trying to use the nearby Zuma River for irrigation and income generate but was unable to do so due to a lack of materials. Based on strategies learned in CGPP, the KETB and PTA created a sense of ownership of the school by the community.

In the second phase of CGPP, the PTAs and KETB planned to dig a 300-meter channel to use the river for irrigation. With irrigation from the river they were able to produce 15 quintals (1,500 kg) of potatoes. With this success, the PTA and KETB decided to try again a water mill that had been unsuccessful ten years previously. By using the strategies and skills from CGPP, the KETB and PTA mobilized the community, students and teachers to contribute materials to buy raw materials, dug 400 meters of drainage channels, and installed the water mill. With this water mill, the community saves time it previously had to spend traveling to other mills and the mill is a source of income for the school. This is an excellent model for other schools to become self-reliant by using the resources of the local community.

6.6 Girls' Advisory Committees (GACs)

6.6.1 SNNPR

The GAC convinced parents to reverse a decision for an early marriage. Yishi Wilsan is a female teenage student in the Murancho Gara Dela School, Shebedino Woreda of Sidama Zone. One bad day her parents brought her the horrifying news that

she would be given in marriage. The news destroyed her dream of becoming successful in education. She thought about how to change her parent's plan, and reported the case to the GAC. The GAC contacted the parents, discussed the risks of early marriage and the benefits of education for their daughter. The parents accepted the idea and promised to let Yeshi continue her education.

However, after the departure of the GAC, the parents expressed their disappointment at the disobedience of their daughter. They considered the girl's call from the GAC as an accusation against them. Thus, that day forward they began to treat her badly. They refused to provide teaching materials and clothing, saying the school and the GAC, that you called to save you, will provide your needs too. Life became hard for Yeshi and attending school became impossible. Eventually the GAC learned of the suffering of Yeshi through her student friends.

The GAC contacted the parents again, and convinced them that what they were doing to the girl was unlawful and a crime. It further indicated that if the parents continued such mistreatment of the girl, the case would be referred to the police and the court. Finally, the parents accepted that what they did was wrong and were convinced to stop the early marriage and keep Yeshi in school.

Suspects accused of raping and abducting girls brought to justice by the Girls' Advisory Committee (GAC). A man raped a 6th grade female student from Gozo Bamushi School, Mareka Woreda, Dawro Zone, who was on her way home from school. The school's GAC helped the parents bring the case to justice. Consequently, the accused was given a sentence of 9 years in jail and the girl, after counseling, was brought back to school.

Similarly, in the same Woreda, a female student in the Mari School who lives with her grandmother was kidnapped by an individual who broke into her house at midnight, took the girl and disappeared. The next morning the old women, who had been too weak to stop the kidnapper, reported the incident to the GAC. Afterwards, the GAC and the woreda police pursued the criminal and captured him in a remote village where he was hiding. Finally, the case was referred to the justice system and the man was convicted and sentenced to serve 16 years in jail. The girl was brought back to school after receiving treatment and counseling.

6.6.2 Amhara

Girls' Advisory Committee's efforts in Deji Mariam School. Deji Mariam School is found in Enarj Enawga Woreda, East Gojjam zone. In 1997 EC the GAC of Deji Mariam School carried out several school improvement activities, including constructing a two-room latrine for female students, providing awards for 32 female students who scored high in their academic achievement, providing stationary for a year for eight students and clothes for one poor student. Similarly, the GAC of Arje School, Debay Tiltatgen Woreda, East Gojjam Zone provided sweaters for nine poor female students.

An early marriage averted. In 1996 Ethiopian calendar, an early marriage was arranged by the parents of a thirteen year-old, sixth grade girl in Goha primary school in Dera Woreda, South Gondar Zone, Amhara Region. The marriage was aborted by the GAC of the school after a letter was submitted by the student to the GAC. As reported by the WL office in Amhara region the student is now in grade seven, active and happy.

Proposal to support girl students funded. GACs in Tiyu Amba a CGPP school in Dessie Zuria Woreda, South Wollo Zone, Amhara Region received Birr 4,257.00 from the HIV/AIDS Secretariat of Dessie Zuria Woreda. The secretariat donated the money to the schools' GAC based on a proposal developed to support 22 girl students for school uniforms, shoes, blankets and school supplies.

GAC supports education quality. Yekagat School is located in Debre Elias Woreda whose GAC recently celebrated female students' day and generated income of Birr 510.25 through the sale of tea. From this money, the committee purchased stationery materials for five orphaned female children and helped them continue their education. Also, to support the quality of education in the school, the GAC bought two Philips radios at a cost of 300 birr (150.00 Birr each) and donated them to the school.

Two early marriages cancelled. Ababayehu Haile and Malefia Benalf are both ten-year old girls in the fourth grade at Kandach First Phase Primary School in Awabel Woreda, East Gojjam Zone, where early marriage is practiced. Despite their young age, the parents of these girls arranged marriages. The information reached the GAC while their parents were preparing for the ceremony. Immediately the GAC members asked the parents to stop the marriages, but failed to get acceptance. The GAC members didn't give up, rather; they called the parents of the two girls to school and advised them again to cancel the marriage and allow their daughters to continue their education. When the GAC explained to the parents that early marriage is a crime for which they can be taken to court, they finally agreed to cancel the marriage.

One of the girls, Ababayehu, said, "I was disappointed when I heard my parents had arranged a marriage before I completed my education. Thanks to my teachers. It is canceled and I can continue my lessons, support myself and lead a better life."

The father of Ababayehu, Ato Bele Beza, explained his reason for arranging the marriage for his daughter by saying, "Others in this community have invited me to marriage ceremonies and now it is my turn to invite them." He went on to say, "When the GAC members came and asked me to cancel the marriage, at first I was unhappy, but with the effort of the GAC, I have come to learn what the fate of my daughter would be, I am now convinced they are right and have cancelled the marriage."

The second girl, Malefia Benalf, said that she was disappointed when she heard that she was going to marry. Immediately, she explained, "I remembered what the GAC prepared us to do when such things happened; to report to the GAC when our parents arrange an early mirage for us. I decided to do that. In the mean time, the GAC had the information

about my marriage from other sources and tried their best and my marriage was canceled. Now I am happy and can continue my education like my friends!”

The mother of Malefia, W/o Yerom Leshitie explained, “My intention of arranging a marriage for my daughter is not with the belief that the marriage will be successful, but rather I had to comply with the culture. The belief in our culture is that if a husband comes for a girl, we do not say no because it is like casting a shadow on her fate.”

“However, when the female teachers came and advised us to cancel our daughter's marriage, my husband and I discussed the issue and cancelled it. It is good that they reached us because I did not want my daughter to lead life of the kind I live. I used this opportunity to let my daughter enjoy her education. Finally she said “The items already purchased for the ceremony will be used for home consumption and the rest of the money will be saved. Thank you for helping me to cancel this early marriage!”

6.6.3 Benishangul-Gumuz

Virgin Girls' Club. In the Bambasi Primary School of Bambasi Woreda, Assosa Zone, unwanted pregnancy is a common problem. In 1996 E.C. more than 15 students were dropped from school due to unwanted pregnancy. To address this problem, the GAC is working with the Woreda Health Office by conducting trainings on HIV/AIDS and family planning at school level for girls. As a result of the training, the girls of the school decided to establish the Virgin Girls' Club at the school level. The club was established in February 2006 with 45 girl student members. The club is teaching girl students about gender, HIV/AIDS, and family planning.

To be role models, 39 members of the club have had HIV and virginity tests performed on a voluntarily basis and all of them have received certificates confirming that they are virgins and free from the HIV virus. To announce this to the school community and provide certificate to girls the GAC arranged a program for a community meeting on May 26, 2006. At this meeting the Regional State Education Bureau staff and school community took part and promised to support the activity of GAC in the school.

6.7 Increasing Female Participation

6.7.1 Amhara

Ato Hussen ecstatic about girls' education. Hussen explained the story himself.... “My name is Hussen Seid. I was born and brought up in Mutie Bulg Kebele, Tehulderie Woreda, South Wollo Zone and am a teacher in Mutie Bulge School. Our school became part of the World Learning BESO II CGPP in May 1996 E.C. and we received orientation on the objectives and activities of the project. We knew that it would work to improve girls' participation in education. This was the area I was eager to see change. Our community is living in the lowland and is not thinking about girls' education. Due to the trainings given by World Learning, PTA/KETB members are thinking differently these days. Now they are thinking and working to minimize dropout and increase enrollment.

In 1998 academic year a committee that is entrusted with the responsibility of school-aged children who are not in school brought 27 children to school. In collaboration with the GAC, meetings with 347 mothers and 28 religious leaders were held to discuss the harmfulness of early marriage, the necessity of reducing workload on girls at home so that they have time to study. As a result of the discussion and the consensus reached, currently there are no early marriages in our area.

Encouraging female students and parents at Mecho School. Mecho Kebele is located in Dera Woreda, South Gondar Zone. The GAC has initiated an incentive mechanism for no absence/regular attendance in a semester for female students and to parents sending all female children to schools. Accordingly, the GAC identified 23 female students who regularly attend in the first semester and one father who has sent all his four children to school and awarded them with stationary items.

This award has helped to improve the attendance behavior of students and most of them are attending regularly. Mecho School also awarded stationary items, exercise books and pen, to 10 ranking female students in a question and answer program and eight female students who performed well in sports competitions organized at the cluster level. The money used for purchasing stationary items was generated from the GAC tea club named "Segenet".

6.7.2 Benishangul-Gumuz

Girls' enrollments exceed boys'. In most communities of Benishangul – Gumuz region, girls are forced to work at an early age. Most communities are reluctant to send their daughters to school. Persuading community members to send their daughters to school was a practical challenge in the region. However, in the last three years the PTAs and KETBs of many CGPP schools are mobilizing community members to send the girls to schools. In many CGPP schools, the number of girl students is exceeding the number of boys. For example, Bambasi School No.2 is one of CGPP schools where there are more girls than boys.

6.8 Girls Rescued from Early/Forced marriage

6.8.1 SNNPR

Elders and church leaders convinced parents to cancel the marriage of a female student. A student in grade 8 in Bulki School, Gofa Woreda, named Almaz Hailewold learned that her parents had entered into an agreement to marry her. She reported her situation to the GAC and PTA of the school. The GAC and PTA asked the community elders and church leaders to stop the marriage. The elders and church leaders accepted the case and talked to the parents about the risk of unwanted/early marriage and the benefits of education and convinced them to change their decision. Almaz was rescued from an unwanted marriage and from discontinuing her education.

SDA helps rescue a teenager from an early marriage. A female teenager in grade 7, at Madyene School in Amaro Special Woreda, was rescued from a forced marriage with the help of an SDA. The parents of the teenager had agreed to give the girl to a young man and had received a dowry. When the girl realized that her parents had made an agreement to give her in a marriage she did not want, she fled to the Woreda town and asked for the help from the SDA. The SDA escorted her to the Woreda Administration and Justice Office, which convinced her parents to respect her interests. The parents were convinced to let her continue her education and returned the dowry.

Parents save their children from abductor. An individual, who came from Addis Ababa to Chenchu in Gamo Gofa Zone for the Meskel holiday, tricked a 3rd grade teenage female student into going with him to Addis Ababa. The girl was confused and agreed to go with him after he falsely described the “good life” in Addis that she would enjoy, when his real intention was to marry her.

When the girl disappeared from her house for many hours, the parents began to search for her at the houses of relatives and her friends. They learned from her friends that she was with a man who had come from Addis. In the area it is common for children to migrate right after the end of Meskel holiday celebration, so the girl’s parents suspected that someone had taken her to Addis Ababa. Therefore, the parents searched for the visitors returning to Addis after the holiday celebration and by doing so they fortunately caught the man with the girl at Arba Minch town. Finally, they rescued the girl and the man was arrested.

6.8.2 Amhara

The GAC helps a child stay in school. At Enezaba School in East Gojam, Goncha Siso Enese Woreda, child labor, heavy workloads for females and early marriage were common and the number of female students was small, however, now, due to the efforts of the GAC, girl students’ awareness has increased and some female students are able to stand up for their rights.

Without her agreement, the parents of a female 2nd grade student forced her to drop out of school and become a maid to increase the family income. The girl wrote a letter about her situation to her homeroom teacher and the Girls Advisory Committee. The GAC evaluated the problem, called in the parents, explained the negative consequences of child labor exploitation, school dropout and early marriage, and the effect on the next generation of violating children’s rights. The parents were advised that they are responsible for caring for their children until age 18. Because of the discussion, the parents changed their minds and the girl is currently attending school. Due to the GAC’s efforts to increase female enrollment respect for the rights of girls has increased.

Two rescues at Yitebako School. When school started, a man sent two of his daughters to Yitebako Primary School to begin first grade, but then changed his mind and agreed to offer his two daughters for marriage. When the GAC of Yitebako School learned about the marriage plans, they wrote a letter to the Woreda Public Mobilization Office.

The father was then warned that not only is early marriage illegal, but also physically and psychologically harmful. Eventually the father was convinced by the discussion and cancelled the marriage. Finally, the ox that was bought for the ceremony was sold and the money was put toward more useful family activities.

The GAC of Yitebako School was also successful in annulling early marriages of eight other female students. One case dealt with Ertiban, a 12-year-old 6th grade student in Awja School whose parents decided to arrange a marriage for her. This information reached the school and the school informed the KETB chairperson (Kebele Administrator), who with the school community, tried to convince Ertiban's parents not to continue with the marriage, but her parents refused. When the KETB head appealed to the local District Attorney, requesting that the office issue an order to annul this early marriage, the District Attorney did so. However, Ertiban's family continued preparation for the marriage. When the Kebele Administrator and other leaders went to Ertiban's house, her parents hid themselves so the leaders took Ertiban with them. At night Ertiban's parents slaughtered two oxen to prepare for the marriage ceremony and sent mediators to the Kebele Administrators. The Kebele Administration then refused to accept their proposition and soon thereafter sent Ertiban home. After this ordeal, community members this trying experience while and young Ertiban declared with joy, "Thank you for saving me from death! I will never dropout of school!"

Ato Mohamed's promise. Ato Mohamed Ahemed, the PTA Chairperson of Hara Tehulederie School, Tehulderie Woreda, South Wollo Zone is 45 year father of five. He decided to provide schooling for his four sons, one of whom is a university student preparing to become a doctor. However, he never valued a possible education for his daughter and therefore, he never sent her to school. Later she married at an early age and gave birth to a child. After attending Ato Mohamed received training from CGPP he realized that his sons were moving ahead to a better future through education while seeing that he had led his daughter astray by forcing her into an early marriage because of her lack of education. To make amends, he decided to make her get a divorce before she gave birth to more children in this marriage. As a result, now she daughter is attending school and he is taken on the responsibility of caring for his grandchild during. Taking heed, two of his neighbors, who had made their daughters marry at an early age, took the same action. From that point forward Ato Mohamed committed to teach other community members not to allow or force their daughters to marry early, but instead to send to them to school just as they do with their sons.

The drama that saved the lives of 28 female children. The GAC of Angech School, in Debay Tilatgen Woreda of East Gojjam Zone knew that there were parents who were arranging early marriages for their daughters in secret. Knowing this information, the GAC used a drama as an instrument to communicate with them. When the GAC performed the drama about how early marriage was damaging the life of a female child, the audience of 448 community members was left deeply touched. Therefore, because of this strong reaction, parents from the audience who had been arranging marriages for their daughters all decided to immediately annul them.

6.8.3 Benishangul-Gumuz

Returning to school. Marriage is one of several reasons for the prevalence of school dropouts in Benishangul-Gumuz. Returning to schools after marriage is seen as taboo in rural communities, so very few married men and women return to school after marriage. To change this situation, SDAs and PTA members discussed the issue with married couples, their families, and community members. They succeeded in getting many married women and men back in schools. For example, in Garabech, Bambasi Woreda, 20 married couples were returned to school after their marriage in 1996 E.C. All of them completed 1996 E.C academic year and were promoted to the next grade.

The hazards of stopping early marriages. In all schools, the GACs work hard to protect the female students against the parents' insistence that they marry early. In the Ewuket Fana School, Bambasi Woreda, since the beginning of the academic year, 35 early marriage cases have been identified and in all of them measures were taken to annul them. Sadly, in this school the wife of the PTA chairman, who had tried to prevent an early marriage, was beaten by the girl's family in revenge. This case, which is still in court, is a testament of how strong community members are committed to preventing and annulling early marriages.

Married students return to school. More than 50 married and/or divorced females, from among Wollo (Amhara Region) people who resettled in the B-G region years ago, attend the Ewuket Fana School. The married couples were not shy about explaining how they live and why they are back in school. According to the teachers, one wife is among the top scoring students and has received prizes for her good performance. Upon seeing this, her husband has given her money as encouragement. The students are determined to continue their education up to higher education.

Children helping children. Hirut who is a grade 5 girl attending Hoha School No. 4 in Assosa Woreda, lives with her grandparents and is their only means of support. The grandparents who are getting old have some land but need help harvesting their crops. Their solution was to arrange a marriage for Hirut so that the husband would help them with harvesting on the farm. Marrying meant that Hirut would need to drop out of school, but she wanted to continue and reported the problem to the GAC through her teacher. When her classmates learned of the problem, 95 students volunteered to help harvest the crops; the grandparents canceled the marriage and allowed the girl to continue her studies. She is now back in school.

7. Lessons Learned

Increased sense of community-school ownership is crucial for sustained school improvement. Project staff thought it was critical to get communities involved and secure bona fide community participation from the beginning of the activity. Real community involvement in the CGPP project translated into a sense of ownership for the school and increased the possibility of a long-term community commitment to addressing school problems, making school improvements and advocating with educational authorities for increased support for their school.

Importance of the learning process. Learning community organization and project management skills was of more value to communities than the monetary value of the School Improvement Awards. Communities realized, and often expressed to project staff, that the process of planning, proposal submission, and implementation would be of significant value to them in dealing not only with school problems but with other community problems and making other community improvements. Learning the method is key to sustainability.

Community selection of projects increased creativity. Although the CGPP and school staff helped to identify certain activities that needed to be addressed at the local school, communities were not required to select school improvement activities from a predetermined list. This meant that communities could select projects they considered to be real priorities that they considered feasible within their technical and financial capabilities and thought of activities that might not have occurred to project implementers. Furthermore, because of the multiple phases of School Incentive Award implementation, a problem that was not addressed at an early stage could be addressed at later stage in the project.

No minimum match. CGPP did not require a minimum community match. Requiring a set amount of match might have limited the amount of contribution in some communities because of the tendency to cease making contributions once the set amount had been secured. Project implementers thought having an open amount of match was a positive policy because it allowed a community to determine for themselves what contribution was within their capacity to make.

Smaller grants trigger relatively greater community participation than larger ones. The ability of communities to contribute to a project varies greatly. Some communities possess more resources than do others. Comparing the larger School Improvement Awards given in BESO I to the more modest School Incentive Awards planned under BESO II, CGPP project designers were concerned that the size of the school grants would be too small to stimulate school improvements, however, project experience demonstrated that modest grants elicited proportionately larger community response than would have occurred with larger grants because the sums involved were within the scope of poor communities to manage and raise. Modest grants (not minimal) increased their capacity to complete a project because the funding levels were within their capacity to secure in terms of cash labor and materials and provided a more replicable experience for the community. It also reduced the feeling of dependency resulting from a large grant

because of the feeling that they could never raise large amounts of money comparable to a large grant. It became clear to communities that the relatively smaller projects supported by small grants were projects that they could replicate on their own. Thus the experience of selecting, supporting and executing the project was a stronger model for future education improvements or other community projects.

Everybody (even the poorest person) has something to contribute when they understand the importance of a program to themselves, their children and the community. It was heartening to project staff that individuals (even the oldest and the poorest without resources) contributed time, physical labor and/or moral support. Support for the education of their children (both boys and girls) was a goal that almost everyone could support.

Girls' Advisory Committees as school-based institutions are effective in promoting girls' education and protecting girls from harm. GACs were a highly effective mechanism for increasing girls' enrollment, keeping girls in school, providing support to impoverished students and intervening in cases of gender-based violence, abduction and early marriage.

Strengthening PTAs and school management strengthens the capacity of schools to address other needs of children at the community level. When schools develop strong relations with the community they have the capacity to use the same strategies developed under CGPP to address other needs of their children. Thus, CGPP schools are being utilized to address the needs of Orphans and Vulnerable Children (OVC) affected by HIV/AIDS in their population because they have already developed the skills and experience in linking the community and school to address the needs of their children.

8. Challenges and Recommendations

Turnover in personnel. Staff turnover of government personnel at all levels, and especially large-scale transfer of primary school principals in the target regions was a constant problem impacting the operation of the project. Toward the end of the project there was increasing turnover among SDAs as they faced uncertainty over future funding for CGPP. This resulted in a lack of continuity at the school and community level as well as diminishing the capacity of government to effectively replicate the CGPP modalities especially at the local level.

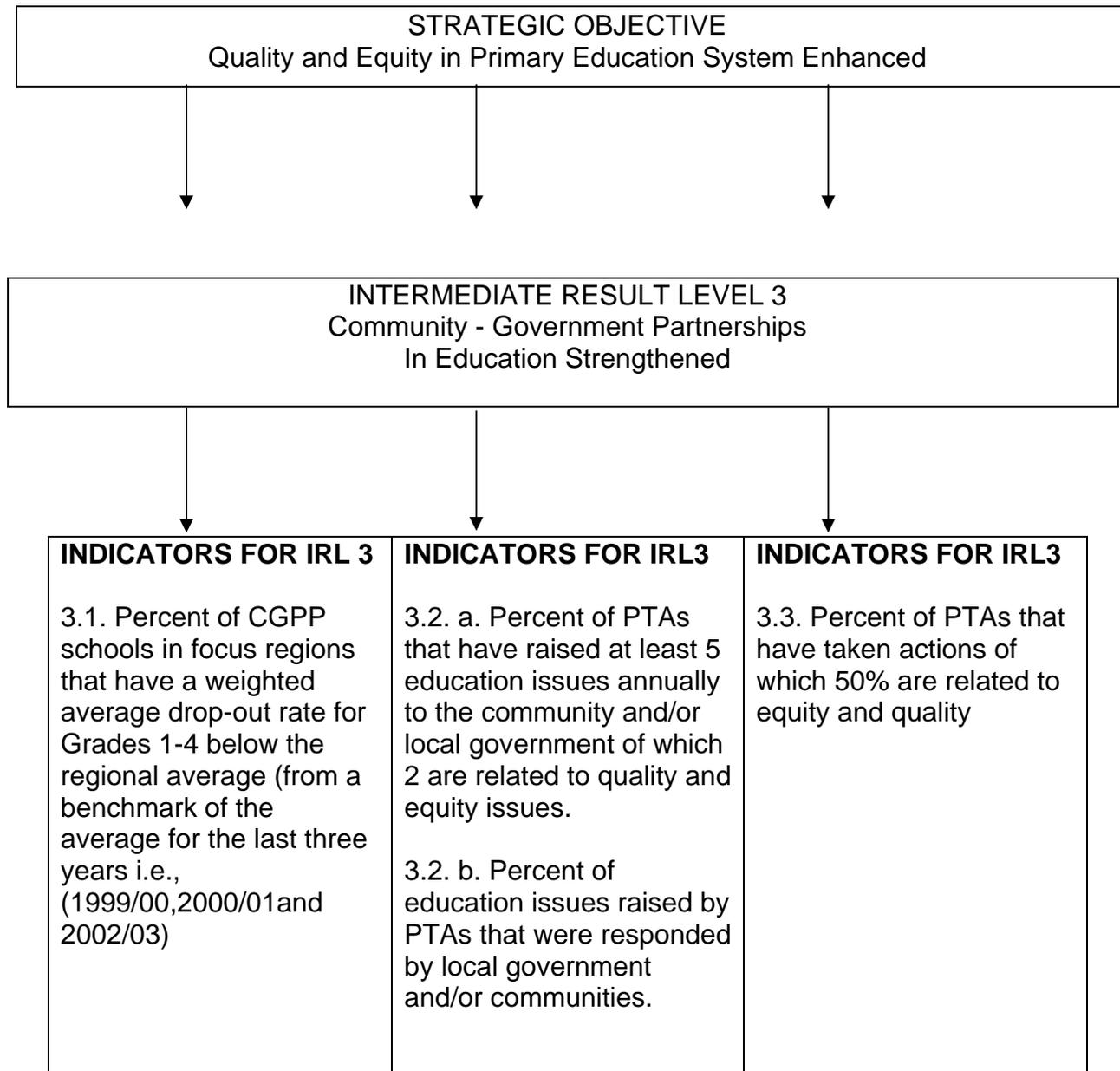
Staff turnover also resulted in loss of data and disruption of planning and capacity building activities in a significant number of CGPP schools. When headmasters and other government personnel were transferred, they rarely oriented their replacements about the work of CGPP in their school and invariably took their CGPP training materials with them leaving little or no record of the program for their successor to follow. Turnover necessitated constant retraining of government and school staff with the consequent need to reallocate scarce project resources to orient replacement staff at the school and government level. Future projects should coordinate with government at all levels to try to reduce the disruption and lack of continuity of staff turnover.

Gender integration. Lack of gender integration among woreda and RSEB staff was also a significant problem. Despite project efforts to increase female representation in CGPP activities and in the administration of schools and woreda education offices, very few female participants were nominated for participation in training and workshops either by communities or government. Future projects should continue to work to promote gender integration.

Collaboration among implementers. Increased collaboration among implementers, especially sharing of materials, would have strengthened the project. This was especially evident at the school level in which there was little overlap between the pedagogical components of BESO II which were implemented by another implementer through the Ministry of Education and the Regional State Education Bureaus and the CGPP implementing partners. This was a missed opportunity to strengthen both community participation in support of education as well as the quality of teaching and learning at the school level.

APPENDICES

Appendix 1: Strategic and Intermediate Objective Levels and Indicators



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
<ul style="list-style-type: none"> • 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* 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: Project Woredas

SNNPR Woredas

No.	Woreda
1.	Abeshgie
2.	Alaba Special Woreda
3.	Aleta Wondo
4.	Amaro Special Woreda
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 Special Woreda
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

Woredas in Benishangul-Gumuz Region

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

WLE-CGPP 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 4: Project Zones

SNNPR Zones

No.	Zone
1	Alaba Sp.Woreda
2	Amaro Sp.Woreda
3	Dawro
4	Derashie Sp.
5	Gamo Gofa
6	Gedeo
7	Guraghe
8	Hadiya
9	Kembata Tembaro
10	Sidama
11	Siltie
12	Wolayta

Benishangul Gumuz Region Zones

No.	Zone
1	Assosa
2	Kamashi
3	Metekel

Amhara Region WLE CGPP Zone

No.	Zone Name
1	Awi
2	East Gojjam
3	North Gondar
4	South Gondar
5	South Wollo
6	West Gojjam

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				100																					100
Cohort 1																									
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				71																					71
Cohort 1																									
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				20																					20
Cohort 1																									
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: 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				100																					100
Cohort 1				100																					
Cohort 2						100																			200
Cohort 3								200																	400
Cohort 4										152															552
Cohort 5												320													872
Cohort 6													246												1118
SNNPR				70																					70
Cohort 1				70																					
Cohort 2						73																			143
Cohort 3								144																	287
Cohort 4										28															315
Cohort 5												260													575
B. Gumuz				20																					20
Cohort 1				20																					
Cohort 2						20																			40
Cohort 3								12																	52
Cohort 4										20															72
Cohort 5												35													107
New Intake				190		193		356		200		615	246	<i>No New Intake, All Schools are integrated in the</i>										1800	
Exit										190			193		356		200		615	246					
Aggregate						383		739		939		1554	1800	1800 Schools From All The Three Regions Assisted By CGPP											
Actively Engaged				190		383		739		939		1364	1610	1417		1061		861		246	0				

Appendix 8: Community Assessment of School Progress

ወርልድ ለርኒንግ ኢትዮጵያ
በሰ 21 - የማኅበረሰብና መንግስት ቅንጅት መርሃግብር

World Learning Ethiopia
BESO II : Community Government Partnership Program (CGPP)

በማኅበረሰብ የሚደረግ የትምህርት ቤት ሂደት ክትትል

COMMUNITY ASSESSMENT OF SCHOOL PROGRESS

የክጠቀቀህ ሰሜናዊ A GUIDE TO ITS USE

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I. INTRODUCTION

The Community Assessment of School Progress (CASP) assists communities to understand the needs of their school, assess school progress towards key goals and act upon needs for school improvement. It is designed for use by all community members both male and female, and specifically targets partially literate and non-literate community members as well as those who are literate. It has been developed in recognition of the fact that parents and other community members who have limited literacy skills often do not fully participate in deliberations about the needs of their schools and the education of their children. CASP is a living activity and will be modified based on continued feedback from participants over time.

CASP has been prepared for use by primary schools, teachers and school directors, Parent Teacher Associations (PTA), Kebele Education and Training Boards (KETB), Woreda Education Offices and communities that are participating in the USAID/Ethiopia BESO II Community Government Partnership Program (CGPP). The project is being implemented by World Learning Ethiopia. CGPP serves 1,800 schools in Amhara, Benishangul-Gumuz and the Southern Nations, Nationalities and Peoples' Region. CGPP is intended to improve quality and equity in primary education by strengthening the support of the local school by parents and the community. If the CASP is successful as an instrument to stimulate community support for CGPP schools, it will be adapted for use in other schools to stimulate community involvement, support and sustainability of community-based school improvement activities.

As a resource to help sensitize community members about progress already made and next steps needed to improve school conditions, the CASP assists communities to ask questions about their school and their students including:

- Where were we?
- Where are we now?
- What do we need to do next?

To be effective, the CASP must clearly convey intended messages and must be easily understandable to parents and community members. It must stimulate discussion among community members about their schools, and motivate the community to further action to improve their schools and the education of their children. In order to bring about the expected outcomes from the CASP clarity, simplicity and understandability of the issues by the target groups are critically important.

In more specific terms the CASP is designed to:

- Increase community understanding of key factors that contribute to quality and equity in education;

- Provide qualitative information from the perspective of the local community so as to enable them to identify needs, make changes and improve their schools;
- Assist communities to prioritize the identified needs and allocate resources more efficiently;
- Generate attention among communities for improvement in school quality and equity;
- Enable communities to audit and monitor school improvement activities;
- Improve community accountability in school improvement activities;
- Empower communities to make decisions about matters important to them, and build or increase their sense of school ownership.

CASP also builds upon core principles of “Participatory Monitoring and Evaluation”:

- Communities and schools generate the data;
- Communities understand the data;
- Communities own the data;
- Communities review and evaluate the data; and
- Communities use the data to improve school conditions.

II. THE COMMUNITY ASSESSMENT OF SCHOOL PROGRESS

The CASP is an instrument for providing information to the target community about their school. After conducting a series of field tests in CGPP beneficiary communities, six indicators were selected for assessing desired changes in the WLE–BESO II CGPP schools. They were selected because they were: a) key indicators of intended CGPP results and outcomes, and b) the indicators could easily and clearly be presented in visual form through simple drawings.

Ongoing field-testing in a variety of regional and socio-cultural settings has been an essential part of the CASP development process. The main objective of these field tests has been to assess whether the drawings were and are understandable by communities in various parts of the country and of differing cultural backgrounds, and to determine whether the drawings conveyed the intended messages. When various drawings did not meet these objectives, the CASP was adjusted on the basis of the feedback received from the communities participating in the field tests.

In addition to the drawings for the six indicators, the faces of parents reflecting the reactions of community members have been introduced to convey appropriate feelings about the conditions in the school (negative, neutral or positive). Simple drawings intended to reflect conditions at the schools representing the above indicators were prepared and demonstrated to sample communities. For each of the indicators three figures are prepared to show “Poor,” “Medium,” and “Better” school conditions (in relative terms).

The indicators selected are listed below.

- INDICATOR I: ENROLMENT BY GENDER – to emphasize the importance of Sending children to school, especially girls.**
- Desired Action – encourage parents to specifically send their daughters to school and engender community support for this.
- INDICATOR II: DROPOUT BY GENDR – to encourage parents to keep their children in school and especially their daughters at last until they complete their full-cycle primary education (grades 1 – 8)**
- Desired Action - encourage parents and community members to remove obstacles to the attendance of girls such as early marriage, exchange marriage, excessive gender-related workloads at home that limit study time etc.
- INDICATOR III: STUDENTS PER CLASSROOM – to demonstrate the negative impact that overcrowded classrooms have on learning**
- Desired Action - encourage parents and other community members to help reduce class size by constructing more classrooms for their school.
- INDICATOR IV: STUDENTS PER DESK – to convey the importance of having a seat and a desk for each student as a basic element in helping children to learn**
- Desired Action - to encourage parents to help build or purchase more school furniture so that children can focus on their learning rather than be uncomfortable in the classroom for long periods of time.
- INDICATOR V: STUDENTS WITH TEXTBOOKS – to communicate the idea that textbooks in subject areas are basic learning tools**
- Desired Action -- to encourage parents, PTA and KETBs to petition local education officials to provide additional textbooks to the school when they are available.
- INDICATOR VI: PROMOTED STUDENTS – to convey the message that when most students are promoted to the next grade, it occurs because the quality of teaching and learning in their school is good. This becomes a tool for the community to assess the performance of the teachers, PTA and students.**
- Desired Action – to encourage the community to monitor the quality of the school program and the performance of teachers by visiting the school periodically and talking to their children about what they are learning in school.

FACES: IMAGES OF PARENTS' FACIAL EXPRESSIONS – to indicate that the community should view the condition described by the indicator as negative, neutral or positive. For community members who are not literate, this serves as a visual translation for the categories of progress - *Poor, Medium, Better*.

The six indicators focus on general issues of access, equity and quality in the school. Thus,

- Do as many girls as boys attend the school, or are more boys in attendance than girls?
- After initially enrolling in school, how good is the retention or how high is the dropout rate among students attending the school? Do more girls drop out than boys?
- Are the school facilities such as desks and classrooms adequate and in sufficient quantity?
- Are learning materials such as textbooks available, and is the quantity sufficient for all students?
- What is the promotion rate to the next grade – to assess the quality of the school's teaching and learning program? *
- Are the community members aware of the conditions their children face in the school?
- When parents and community members understand the basic condition of the school, what should they do about it? What actions should the community take in support of their children?

Information about these basic indicators serve as the basis for community discussion, community planning and community action. The information imparted by the CASP stimulates long-term planning by the community as school improvement is a continuous process. Moreover, the communities need to develop whether mobilizing the resources needed to address the problems observed will take a long time to accomplish.

The following pages explain the overall approach, and describe each indicator and drawing in detail.

III. CASP STRUCTURE, APPROACH AND METHOD FOR PRESENTATION

The CASP is intended to be used at a community meeting called to assess completed school improvement activities and/or to plan for additional school improvement activities. The CASP is printed on six large pieces of cloth that are attached with a

* World Learning's own responsibilities under CGPP do not involve teacher training or curriculum/materials development

stick at the top in the form of a flip chart. The drawings reflecting each indicator are presented on a separate piece of cloth.

During the community meeting, the CASP should be placed at a convenient location easily visible to the community members attending the meeting. Members of the PTA, KETB, the school director and teachers should also attend the meeting.

Based on the field-testing, it is clear that a discussion leader is necessary to explain the data on the CASP. As much as we have tried to make the CASP self-explanatory, we do not believe it is possible to do so in a way that will insure clear and appropriate understanding. Moreover, the advantage to having a discussion leader (s) or facilitator in place is that such a person can answer questions, move the discussion along and maintain focus on the issues under discussion. Therefore, one person very well oriented to the goals, methods and objectives of the BESO II CGPP approach should serve as the discussion leader.

Initially, the World Learning Ethiopia School Development Agent (SDA) assigned to the school should serve in that capacity. With expansion or in areas where CGPP is not being implemented, the meeting would likely be convened by a supervisor from the Woreda Education Office who works regularly with the relevant schools.

The KETB chairperson, the PTA chairperson or School Director should serve as co-chair or co-discussion leader at the meeting, and should call the community members to the meeting according to local custom and procedure. The meeting might be held just before market day or on a holiday to maximize attendance. While the SDA should serve as co-facilitator to explain the meaning and issues for each indicator and drawing, as noted previously, it may be possible for a trained Woreda Education Official or Woreda Education Expert or Supervisor to facilitate the discussions in the future.

Procedurally, as you will note from the description below, each set of drawings provides data about the specific indicators for four nearby schools. Nearby schools (within the same Woreda) are utilized for comparison purposes so that the community participants are able to easily identify with and relate to the other communities and schools they are being compared with. This procedure builds on the concept of constructive and indirect competition for the benefit of their children and serves to indicate that school improvement is possible and attainable in their locale. In reality, schools utilize their current condition as the baseline for future improvement and thus compete with themselves.

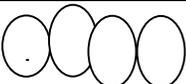
One of the schools is labeled "Our School" and identifies the school and community where the meeting is being held. The other three are nearby CGPP schools where comparable data is available.

The SDA or other discussion leader must have adequate data and information about each of the four schools and be able to rank each school on each of the indicators. Therefore, sometime before the meeting each SDA or discussion leader must gather

the necessary data. Keep in mind that this is not an exact ranking but a relative ranking to allow placing each of the schools in the “poor, medium or better” category for each of the indicators. Also keep in mind that once the data has been collected for each of the four schools, the same data can be used for four meetings in each of the four communities by moving the data for one school into the “Our School” space and moving the data from the pervious “Our School” space into the space for one of the comparison schools. (See the Layout below)

In discussions, it is preferable to use the language used in the community in writing the indicators and school names to promote the highest level of understanding by community members.

CASP Format Layout: Each chart is organized in the following format and is designed to be understood as follows:

SCHOOL..... WOREDA.....(Year ___ E.C.)			
INDICATOR:			
	Poor	Medium	Better
SCHOOL 1 (OUR SCHOOL)			
SCHOOL 2			
SCHOOL 3			
SCHOOL 4			
FACE			

Drawing 1

Drawing 2

Drawing 3

- Across the top – the SDA will write in the name of the school where the meeting is being conducted, the name of the Woreda and the year in the Ethiopian Calendar. These should be written on a piece of paper and pinned in place. This procedure allows for multiple use of the charts.
- The specific indicator is pre-printed on the chart in Amharic. If the language spoken in the community is not Amharic, the indicator should be written on a piece of paper and pinned so as to cover the Amharic words.
- The column on the left contains the school designations.
- Our School: this is the cell where we write the name of the school under consideration, where the demonstration of the CASP is being held. The SDA writes the school name on a piece of paper and pins it in place.

- Schools 2-4: these are schools nearby “Our School” as indicated above. When similar meetings are conducted at other schools such as School 2, the name of School 2 will be placed in the “Our School” position and the others will move down. The next step will be comparing their status for each indicator among the four schools.
- Below the indicator and above the drawings, the words “Poor,” “Medium” and “Better” are written with “Poor” in the left column, “Medium” in the center column, and “Better” in the column on the right side.

Faces: The images of the faces have been placed below each column from left to right: Poor with the sad faces, Medium with the neutral faces and Better with the smiling faces.

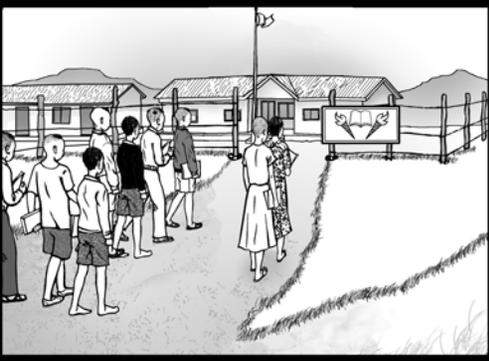
How Do We Compare Schools. The objective of CASP is to provide information to communities so that they can compare four nearby schools including their own school. For each indicator the facilitator or leader will place a mark under “Poor,” “Medium” or “Better” designation to indicate the relative condition or performance of each school. The marker is a dot ● referring to “Our School” and a square ■ to designate the condition or performance of the nearby 3 schools under comparison.

We want our schools to be like schools 3 and 4, we have to send all our children to school. We must!



For example, in discussing the Enrollment indicator in the example below, “Our School” has relatively more students enrolled than School 2, but has lower relative enrollment than schools 3 and 4. What should the community members feel? Are they sad, neutral or happy? From the perspective of project goals, the community should not be happy, as their school is behind Schools 3 and 4. The goal is for the community to be motivated and say “We want our schools to be like schools 3 and 4, we have to send all our students to school, we must!”

DEMONSTRATION: EXAMPLE USING ENROLLMENT

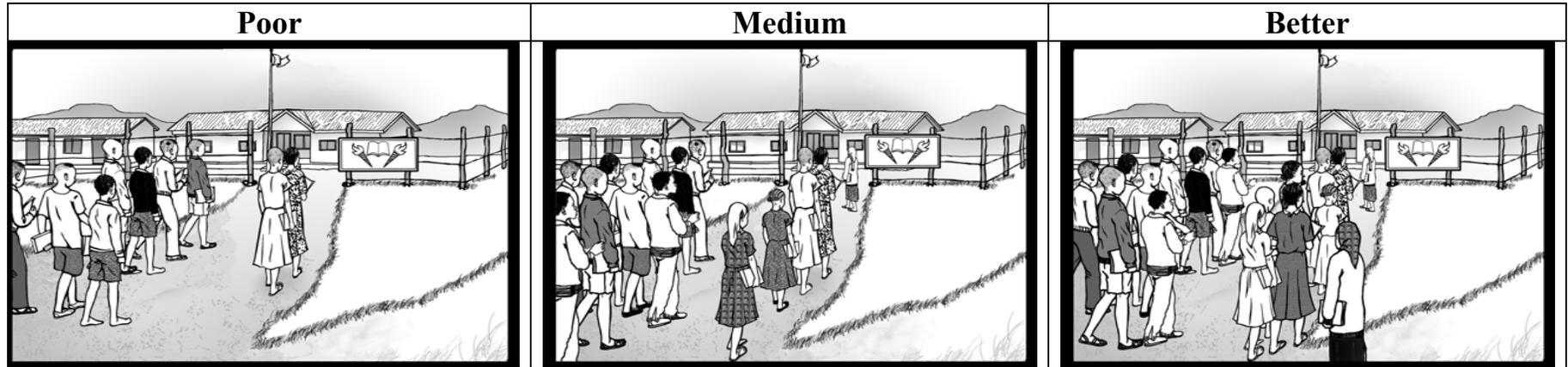
	Poor	Medium	Better
Enrollment			
Our School		●	
School 2	■		
School 3			■
School 4			■
Parents' Feeling			

The comparison will continue until all the indicators are explained. That is, communities at each school will compare their conditions with the nearby 3 schools. The facilitator or discussion leader can use the ● symbol for the school under discussion and the ■ symbol for the other 3 nearby schools.

IV. THE INDICATORS

The illustrations below provide a detailed description and explanation of each indicator selected for presentation to the communities. As mentioned previously, these indicators were selected because they reflect BESO II CGPP goals and because they can be presented easily and clearly in the CASP approach.

INDICATOR I: ENROLLMENT BY GENDER



Poor: The label “poor” indicates that the participation rate of girls in a school is lower than that of boys and is undesirable.

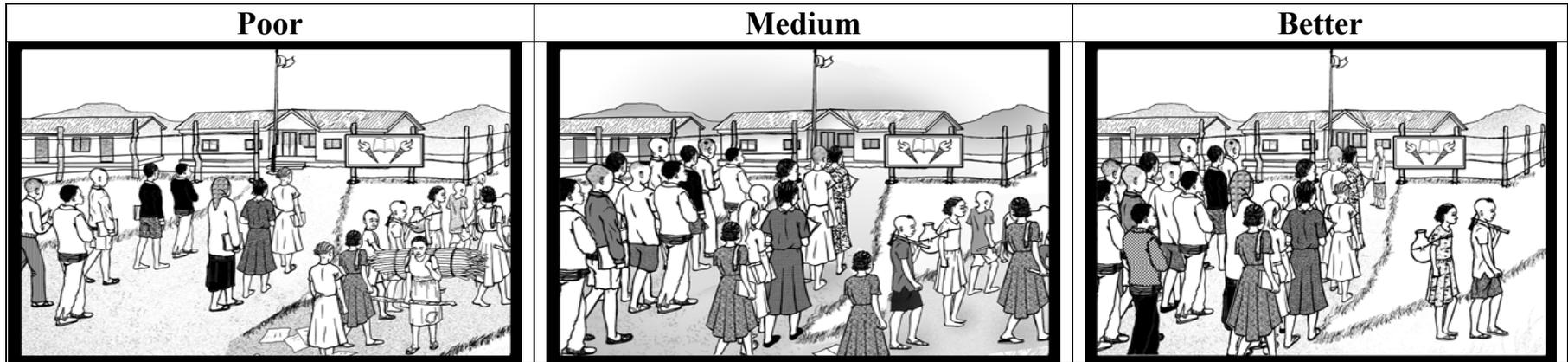
Medium: The student gender balance has improved over the “poor” situation but is still not satisfactory.

Better: The enrollment has relatively improved and essentially equal for both girls and boys.

The procedure is the same for the rest of the indicators. As shown in the drawings, as we proceed from left to right in each case, the situation is improving.

INDICATOR II: DROPOUT BY GENDER

In this drawing the number of students that dropped out of school decreases as we move from left to right.



Poor: Many children and especially girls have dropped out of school.

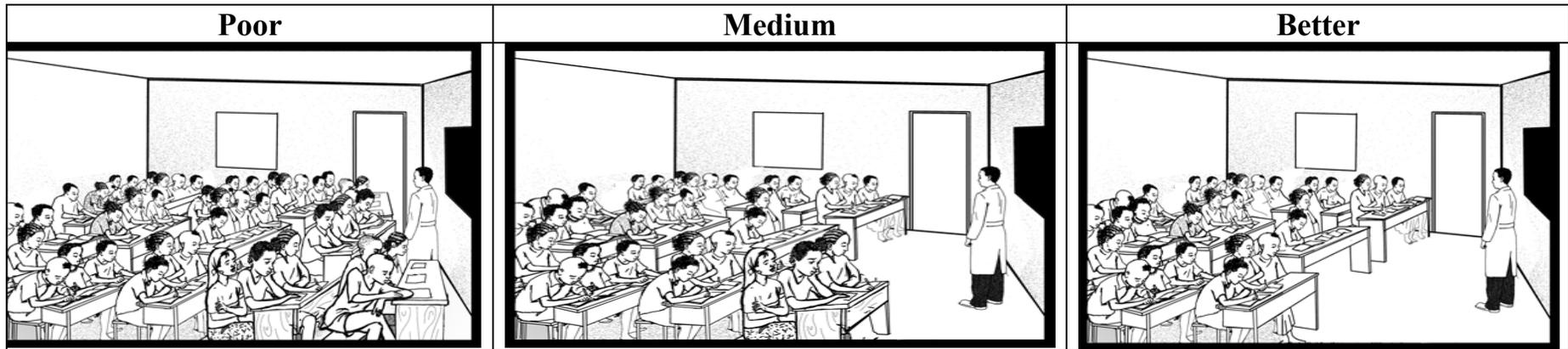
Medium: Relatively fewer students and especially girls dropping out of school.

Better: Few girls and boys are dropping out of school.

This indicator helps to indicate the extent to which parents, teachers and other community members must monitor and promote the attendance of girls in school.

INDICATOR III: STUDENTS PER CLASSROOM

These drawings depict an overcrowded classroom, a less crowded classroom and a classroom that has desirable space for children to learn. In addition to the number of students in each classroom, the space between the teacher, the blackboard and the students also shows the degree of crowding in the classroom.



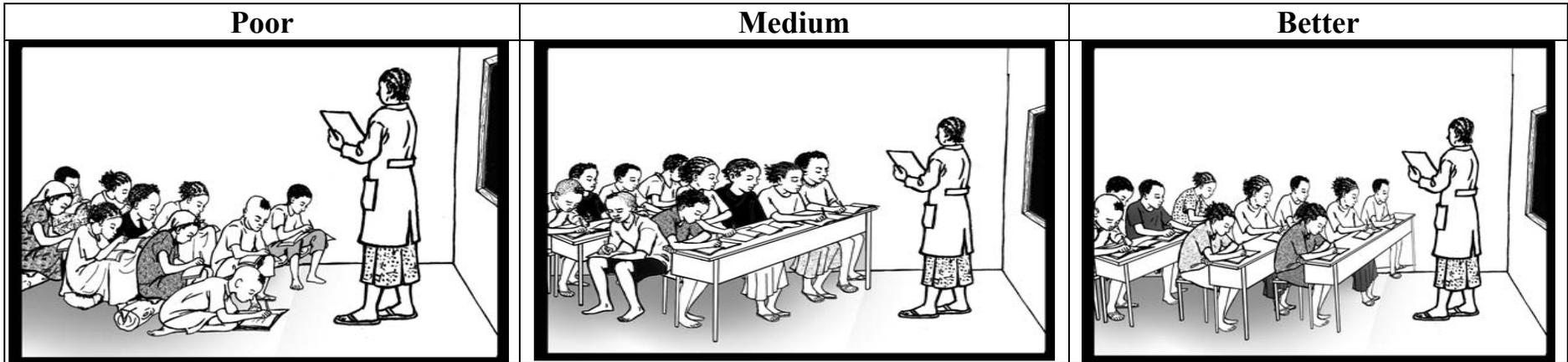
Poor: An overcrowded classroom is an undesirable learning environment. The teacher has very little space to interact with students who are also very uncomfortable.

Medium: There is less crowding, but there are still too many students in the classroom for a positive learning environment.

Better: The teacher has enough space, and the students are not crowded together which improves learning.

INDICATOR IV: STUDENTS PER DESK

These drawings are intended to convey a message to the community about the classroom environment. How their children are sitting in classrooms. Whether the children have or do not have desks on which to read and write.



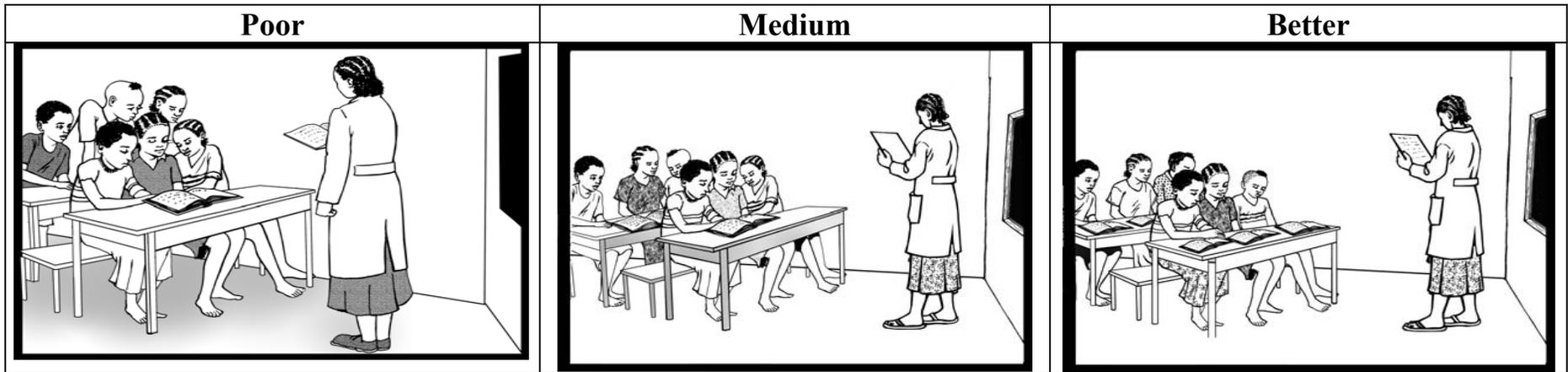
Poor: Students have no desks or benches - some sit on wooden logs and some sit on the dirt floor.

Medium: Students have desks to sit and write on but there are not enough desks for all children and they are crowded together.

Better: Children have enough standard combined desks and therefore 3 children are using one desk comfortably.

These drawings indicate the importance of adequate seating and writing space for children as a factor in good learning. Children who have little or no space to write or read are being hindered in their learning and the effectiveness of the teacher in promoting learning is being diminished.

INDICATOR V: STUDENTS WITH TEXTBOOKS



The drawings above are intended to call the community's attention to the importance of textbooks as an essential contributor to quality in education and learning.

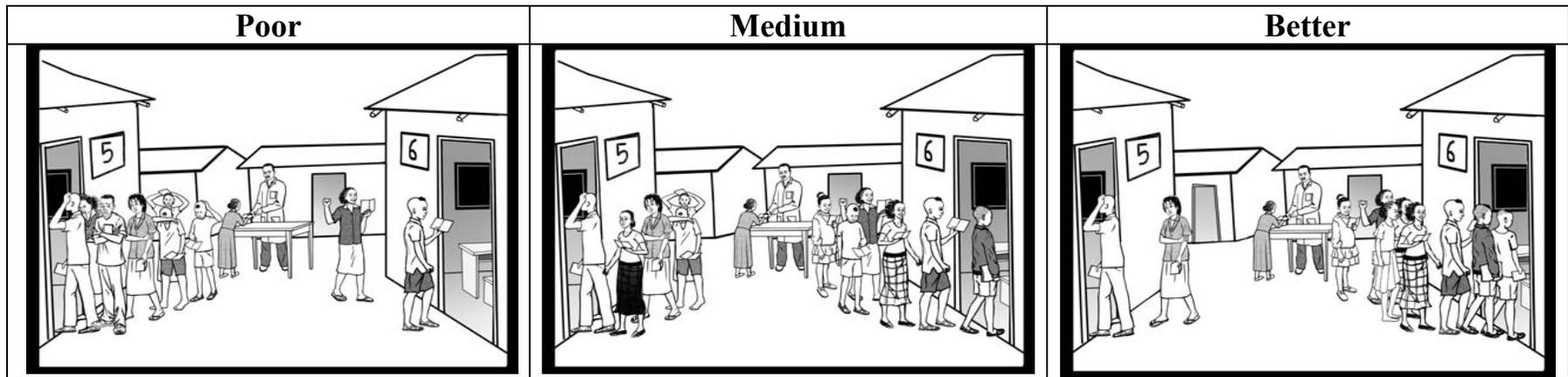
Poor: because they do not have enough textbooks, some students at the back are forced to look over the shoulders of others.

Medium: there is a textbook at each desk but not one textbook for each student that is the desired objective.

Better: each child has her/his own textbook, very important for quality education and improved learning.

After the teacher, textbooks are among the most basic and important teaching/learning aids. Children cannot learn well if they do not have a textbook for each subject to read, use for classroom study and for homework. Because textbooks are only available from the government, parents and the community must advocate with local education officials for more textbooks to be supplied to the school.

INDICATOR VI: PROMOTED STUDENTS



These drawings are designed to convey messages about the promotion of children from one grade to the next higher grade so that parents will take actions to improve the promotion rate. This reflects the importance of factors that improve the teaching and learning program of the school: Crowded classrooms, desks, textbooks, etc.

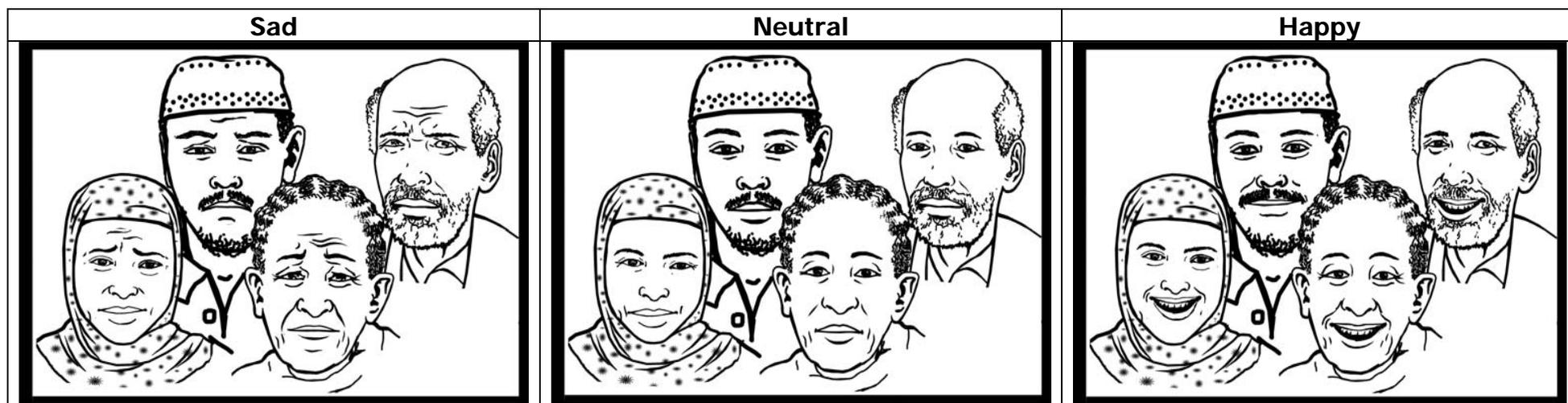
Poor: few students have been promoted to the next grade level because of poor academic performance.

Medium: relatively more students have passed exams and been promoted. However, there are still many student who are not promoted.

Better: most students are successful and have been promoted to the next higher grade.

VII. FEELINGS AND ATTITUDES

Images of the faces of parents are used to communicate the desired understanding about the conditions in the school regarding a specific indicator (Poor, Medium or Better). For example, some parents could consider that a crowded classroom is better than an uncrowded classroom because it means that many children are attending school. However, from the perspective of CGPP, a crowded classroom is poor because it hinders the learning of the students. The facial expressions of the parents in the drawings (frowning, neutral expression, smile) convey the CGPP view and desired goal.



SAD: reflects a poor school situation related to a specific indicator. This makes parents unhappy.

Neutral: when school situation is neither bad nor excellent, parents are neither happy nor sad.

Happy: when the indicator situation has improved and attains the desired state, parents are happy.

These drawings are located at the bottom of each indicator page and column to indicate the reaction of parents: poor, medium or better school conditions. They serve as a guide to suggest the desired objective for the community members.

V. STIMULATING THE COMMUNITY TO ACTION

As noted above, the goal of the CASP is to stimulate community understanding about their school and its needs and then motivate them to action consistent with their resources. Therefore, after the SDA or other leader has fully explained the information contained on the CASP and clarified any points that are not clear based on questions from parents and other community members, the next step is action.

The leader or facilitator of the meeting should then guide the discussion in the direction of asking the parents and community members what their own interpretation or analysis is of the status of the school's activities and to decide about what action they want to take to improve the situation with respect to some or all of the indicators. We need to keep in mind that there may be limitations of time to accomplish a task or resources that are needed from the community in cash, labor or materials. However, at the end of the meeting, the objective is that the community comes up with a plan of action, a strategy for obtaining the needed resources (cash, labor and materials) and a time-frame for implementing the plan – (three months, six months etc. or even phases such as phase 1, phase 2 etc)

After all of this, it is up to the PTA and the community to implement their plan and monitor the progress of their school. In this way, the community has been empowered to improve their school and their children are the true beneficiaries of their efforts.

When the implementation of the community plan has been completed, it would be appropriate to hold another follow-up meeting community members to discuss their accomplishments and consider how the school improvement program has progressed. Here is another opportunity to use the CASP to compare conditions before and after this implementation stage and consider next steps in a continuing process of school improvement.

Questions for Facilitators and Discussion Leaders

World Learning Ethiopia considers the CASP to be a work in progress. Therefore we request the assistance of any facilitator using the CASP whether an SDA or another person.

After the SDAs or discussion leader has demonstrated the CASP in each of the four schools, we would appreciate feedback in writing in relation to the following questions.

1. Do you think the community members (men and women), teachers, students and PTA/KETB members understood the messages? What part did they understand; what was not clear?
2. Did they actively participate in discussions during the presentation?
3. Was the presentation too long so that community members wanted to leave?
4. What was their reaction to the charts? Excited? Confused?
5. What was their reaction to the indicators? Did they talk about future activities?
6. How do the community members see the CASP, helpful or confusing?
7. Did anyone suggest other ways of making the presentation or otherwise improving the CASP? How?
8. If the CSAP is useful, how should it be used? In the future, where should it be posted that community members can easily see it? Who should handle the presentation to the community members in the future? Can the school director and PTA do these without the assistance of an SDA?
9. What was the most positive part of the presentation? What needs improvement?
10. What is your general view in the application of the CASP as a tool to inform the community about their school and motivate them for more work for their school?

Thank you for your help and Good Luck.