World Learning / Ethiopia

Target Analysis Report III

USAID/Ethiopia

Basic Education Strategic Objective 2:

Community-Government Partnership Program

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

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I. Background

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

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

BESO II CGPP in the Amhara, SNNPR and Benishangul–Gumuz Regions is being implemented by World Learning Ethiopia. Working to date in a total of 121 selected Woredas and 1800 schools in these regions, WLE is involved in supporting the partnership with the goals of reducing female dropout rates in grades 1–4, increasing the participation of community members and strengthening PTAs and KETBs so that they can actively enhance quality and equity in the learning environment.

Major activities of the WLE BESO II CGPP are to:

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

WLE has completed the fourth project implementation year. This report analyzes the impact of the project with reference to the set targets on those schools that are being assisted by BESO II CGPP program for at least one year.

II. Implementation

As per the Cooperative Agreement with USAID, WLE has integrated all 1800 schools (100%) in CGPP: 1,118 schools from Amhara, 107 schools from Benishangul-Gumuz, and 575 from SNNP Regions. This encompasses schools in 121 Woredas and Town Administrations in the three regions. Engaging the targeted 1800 schools has been accomplished in 5 intakes/batches/ for Benishangul Gumuz and SNNPR, and in 6 intakes/batches/ for Amhara Region (See Table 1 below).

Under the WLE implementation plan, the active support for each school is limited for 2 years and when schools completed the two years of direct project assistance, they "Graduate". This means the schools will be supported for 2 years until they complete the implementation of their third phase plan. Before they graduate, sustainability workshops are conducted to help them continue their effort in the improvement of school development process after they have graduated. However, even though they are graduated, follow up of their progress will continue until the whole program is completed (all the CGPP schools have graduated) by January 2007.

Table 1:Project to Date, Number of Schools Engaged in the Project by Implementation Year and Cohort (1 July 2002 – 30 June 2006)

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

INDICATORS

To measure the progress of the project towards achieving its objective, a set of indicators and results framework levels were developed and integrated into the Performance Monitoring Plan (PMP) for BESO II CGPP. These indicators and results also help to measure the extent of the impact of the project. It is believed that this set of indicators will suggest how far the strategic objective "*Community Government Partnership strengthened and hence Quality and Equity in primary education system enhanced"* have been attained as a result of the project intervention.

The four main indicators under the three Intermediate Result Levels (IRL) of CGPP are:

1. **IR Indicator 3.1:** percent of CGPP schools with dropout rate for grades 1-4 below the regional average.
2. **IR Indicator 3.2a:** percent of educational issues raised by PTAs, KETBs and GACs annually to the community and/or the local government of which 2 are related to quality and equity issues.
3. **IR Indicator 3.2b:** percent of educational issues raised by PTAs and responded to by local government and/or communities
4. **IR Indicator 3.3:** percent of PTAs that have taken actions of which 50% are related to equity and quality.

According to the PMP of BESO II CGPP, the schools to be considered for the analysis are those schools that have been engaged for at least for one year in the program. In this case, all cohorts (Cohort 1-6) of the CGPP schools are considered for the analysis. This includes also the "graduated" schools that completed 2 years active participation in the project (Cohort 1 and 2, 3 and 4) and Cohorts 5 and 6 that are still in the program.

IR Indicator 3.1: Dropout Rate for Grades 1-4

As there is no raw data on dropouts, a reconstructed cohort model has been used to estimate, calculate and analyze the dropout in grades 1-4 of the CGPP schools. The method is the same as the one being used by EMIS of the MoE. This model was also used to calculate and analyze weighted average dropouts for grade 1-4 and also used to compare the benchmark and the target set by CGPP partners and endorsed by USAID for the FY2003-2004 with the attained dropout rate in WLE CGPP schools. This time, as all the 1800 schools have been in CGPP for more than a year, the model has been applied to assess the impact of the program on the all cohort schools. A cohort in this context is group of students/schools that joined CGPP at the same time. Hence the number of schools considered with grades 1-4 are 107, 575, and 1118 WLE CGPP schools in Benishangul Gumuz, SNNPR, and Amhara regions respectively that participated for at least one year in the program (See Table 2). These are 1800 CGPP schools in Cohorts 1-6.

As aforementioned, the method used to capture the number of dropouts is similar to the Ministry of Education. However, the method has a limitation, as it does not consider the number of students transferred to other schools. The other problem is that it is only possible to estimate the number of dropouts for a previous year; therefore the dropout rate is calculated for the 1997. E.C. academic year. In addition to that, some schools do not have all the grades required to calculate the rates and in this case we used data from regional statistics prepared by RSEB.

Table 2: Project to Date, CGPP Schools Entry and Expected Exit Date by Cohort (1 July 2002 – 30 June 2006)

Cohort	Number of Schools	Period	
		Entry Month & Year	Expected Exit Month & Year
1	190	August-Dec. 2002	Dec. 2004
2	193	May 2003	Dec. 2005
3	356	Aug/Dec.2003; Feb.2004	Aug/Dec.2005; Feb. 2006
4	200	May 2004	May 2006
5	615	Dec. 2004	Dec. 2006
6	246	Feb. 2005	Dec. 2006
Total	1800		

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

As part of the capacity building indicator in the implementation strategy, all WLE CGPP schools are encouraged to raise educational issues and discuss them with local government and communities. The various issues expected as central points are related to school improvement activities that directly or indirectly have an influence on the equity and quality of education in the schools. SDAs and ZCs promote the raising and discussion of such issues in their capacity building efforts to PTAs and KETBs.

As part of CGPP, each school was provided with a PTA/KETB logbook in which minutes of meetings have been recorded. It is from these records that the data used to calculate the indicator have been transferred to the Main Office through the M&E SDA-3 forms. The SDA-3 form is now a quarterly institutional issues monitoring form that captures how many issues were raised in meetings of PTAs, KETBs and GACs: how many pertained to education, and the percentage of PTAs that raised issues related to the quality and equity (from the menu of qualifying issues developed at the USAID M&E workshop in August 2002). Although the focal point in the analysis is the PTAs, issues raised and discussed by KETBs and GACs have also been included in the analysis because these institutions also contributed to the overall activities of the PTAs and their activities are interrelated.

In reality, whatever issue is raised and discussed by the PTAs, KETBs and GACs it is related to education in general and addresses the improvement of quality and/or equity either directly or indirectly. Moreover, observation shows that the impact of issues may differ from place to place. In most cases the factors are interrelated to the extent that sometimes it is difficult to identify which issue belongs to which category.

The data collected from the schools with at least one year of program support shows that a total of 1,230 PTAs had raised and discussed issues in the 1800 WLE CGPP (all cohorts) schools in the three regions. This indicates that communities are more motivated to discuss matters related to education of their children, and more importantly they are recording what they discussed as school problems, approach the local

government and/or community to find out solutions. The analysis thus shows that 68.33% of the 1,800 target schools of WLE CGPP have raised and discussed educational issues which at least two issues are related to improving equity and quality. We ascribed this improvement to the program - efforts made by the SDAs and ZCs by conducting series of capacity building interventions to KETBs, PTAs, GACs and schools.

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

Regarding the activities of local government, Woreda officials play key roles including follow up of school plan implementation, issuing directives, taking actions to solve problems beyond the capacity of the PTAs and KETBs, advocacy for education, and especially the education of girls, and providing technical and material assistance from time to time. The responses of the local government are complicated by several factors such as high turnover of personnel, inadequately trained personnel and inadequate supply of finance and materials. In spite of these problems, the data shows that government agencies responded positively as far as WLE CGPP school intervention is concerned in a great many instances. They collaborated in providing building materials to schools, transportation to SDAs and ZCs, and in mobilizing communities for school improvement activities and promoting the project objectives. From a total of 16,484 issues raised to the local government and/or the community, the local government and/or community addressed 11,841 (71.83%) PTA/KETB issues in 1998 E.C.

The local government support has great significance for project implementation, WEOs paid basic salaries of SDAs while World Learning Ethiopia paid salary top-ups. In addition, government officials also participated in the facilitation of training events during Woreda and in-school Orientation Workshops, and SDA training. They also have trained PTAs, KETBs and other school personnel and the community. Local government also supported project activities by providing office space for SDAs and ZCs. High government officials opened training sessions and workshops conducted by WLE BESO II CGPP at regional and zonal levels. Exchange of information/data between the project and local education offices at all levels are continued. In addition, local government offices are involved in the nomination of schools for 3rd Phase School Incentive Award.

Indicator 3.3: Actions Taken by PTAs

With technical support by WLE's field staff, PTAs, GACs and KETBs, CGPP schools have undertaken a range of activities that are directly or indirectly contributing to equity and quality in education. These actions include:

- Checking and controlling dropout and absenteeism in the school;
- Collecting and recording data on the school and students;
- Conducting monitoring and follow-up activities;
- Controlling and evaluating school procurement and contract procedures;

- Creating the means through which construction materials can be supplied;
- Designing strategies to mobilize untapped community resources in terms of labor, material, money and ideas;
- Developing internal income generation activities for the school;
- Employ community teachers as the need arises;
- Evaluating the performance of students and teachers;
- Facilitation of conditions to secure community contributions;
- Follow-up implementation of strategic plans;
- Mobilize the community to build residences for teachers;
- Monitor and follow-up student discipline and teachers' professional code of ethics;
- Participation in community workshops to mobilize the community to demonstrate its commitments for school improvement activities;
- Preparing plans by identifying and prioritizing school problems and upon appraisal, evaluate the school improvement plans;
- Promoting community participation in various ways;
- Promotion of girls' education;
- Rewarding students (especially females) for outstanding academic achievement.
- Strengthening the link between the community and the school by inviting community and local government officials to the school;
- Taking steps to meet SIA criteria;

Of the 1800 schools 1,194 (66.33%) school PTAs have taken actions to issues of which at least 50.0% are related to Equity and Quality raised in 1998 E.C.

III. Analysis of Target Attainment

***IR Indicator 3.1*: % of CGPP Schools in focus regions that have a Weighted Dropout Rate for Grades 1-4 below the regional average (from a benchmark of the average for three years).**

As mentioned above, the dropout data is usually not recorded well and as a result it is not available directly. To analyze the indicator, we must consider data on: enrollment, repeaters and student promoted. This requires the availability of information on two consecutive years – the year under consideration and next.

Definitions:

Promotion Rate (PR): -The rate at which students pass from one grade to the next higher grade. This is obtained by comparing students enrolled in grade g+1, year y+1 with students in grade g year y.

$$P.R_y^g = \frac{Er_{y+1}^{g+1} - Rpt_{y+1}^{g+1} - Rad_{y+1}^{g+1}}{Er_y^g}$$

Where: Er =Enrolment, Rpt =Repetition, Rad =Readmitted, y=Year, g=Grade

Repetition Rate (RR): -Is the rate at which pupils repeat a certain grade. And it is calculated as,

$$R.R_y^g = \frac{R_{y+1}^g}{E_y^g}$$

Dropouts: - Dropouts are students who have left the system within the academic year under consideration. And the dropout rate is the rate at which pupils leave the system. This is calculated as the residual of the two other rates (i.e. 1 - Promotion Rate - Repetition Rate). This is based on the assumption that a student has only three possible routes: to be promoted to the next grade, to repeat a grade or dropout. In this assumption the sum of the three rates under a particular year has to be 1. This assumption is being used because data on dropouts cannot easily and accurately be obtained from schools.

$$D.R = 1 - P.R - R.R$$

Where in the equations; D.R=Dropout Rate,
P.R=Promotion Rate,
R.R=Repetition Rate,
y=Year, g=Grade.

The above formulae are used to calculate the dropout rate and hence the weighted average dropout rate of each cohort 1-4 CGPP schools and tallied the number of schools with dropout rates below and above the Bench-Mark (B.M) (see Table 3).

Table 3: Percent of CGPP schools in focus regions that have a weighted average drop out rates for grades 1-4 below the regional average (from a benchmark of the average for three years).

Region	Bench Mark (B.M) *	No. Of CGPP Schools	No. Of CGPP Schools whose Dropout Rate is less than the regional B.M	Target (%)	
				Planned**	Actual***
Amhara	0.26	1,118	974	10	87.12
B. - Gumuz	0.13	575	46	10	42.99
SNNPR	0.27	107	503	10	87.48
Total		1,800	1,523		84.61

* The Regional weighted average dropout rate for grades 1-4
** Target planned for FY 2004/05 (1997 E.C.) is 10.0% i.e. 10.0% of schools with dropout rate less than the regional benchmark
*** Actual Target attained: Percentage of CGPP Schools with weighted average dropout rate less than the benchmark

<u>IR Indicator 3.2a</u>: % of PTAs that have raised at least 5 education issues to local government of which 2 are related to (the current menu of) quality and equity

Methods used to analyze this indicator:

- Issues raised by PTAs to local government counted,
- Those PTAs, who raised at least 5 educational issues to local government and of which at least two are related to quality and equity issues, considered in analyzing the target (see Table4),
- The count of each region compared against the planned target value for 2005/06 (1998 E.C.), i.e. 25%.

Table 4: % of PTAs that have raised at least 5 education issues to local government of which at least 2 are related to (the current menu of) quality and equity

Region	No. Of CGPP Schools	No. of PTAs of CGPP Schools that Raised at least 5 educational issues of which 2 are Equity Quality Issues	Target	
			Planned (%)	Actual (%)
Amhara	1118	728	25%	65.12
SNNPR	575	403	25%	70.09
B. - Gumuz	107	92	25%	85.98
Total	1,800	1,230		68.33

<u>IR Indicator 3.2b</u>: % of education issues raised by PTAs and that were responded to by local government and/or communities.

Methods used to analyze this indicator:

- Considering IR Indicator 3.2a above, issues raised by PTAs to local government and/or communities counted, and
- Those issues responded by local government and/or communities considered in analyzing the target attainment

The following illustration will demonstrate the steps used to calculate the indicator.

Demonstration:

School Name	No. of Issues raised by PTAs	No. of issues responded by local government
School-1	I_1-No. of Issues	R_1-No. of issues responded
School-2	I_2-No. of Issues	R_2-No. of issues responded
School-3	I_3-No. of Issues	R_3-No. of issues responded
…	…	…
School-n	I_n No. of Issues	R_n- No. of issues responded
Total	$\sum_{i=1}^{n} I_i$	$\sum_{i=1}^{n} R_i$

Therefore, % of educational issues raised by PTAs and that were responded to by local government and/or communities = $\frac{\sum_{i=1}^{n} R_i}{\sum_{i=1}^{n} I_i} * 100$

For indicator 3.2b, the count of each region compared against the planned target value for 2005/06 (1998 E.C.), i.e. 25.0%.

Table 5: Percent of education issues raised by PTAs that were responded to by local Government

Region	No. Of CGPP Schools	Total No. Of Issues Raised by the PTAs/KETBs	Total No. Of Issues responded to by local Government	% Of Educational Issues raised by PTA and responded to by local Government	
				Planned	Actual
Amhara	1,118	9,304	7,100	25.0	76.31
SNNPR	575	5,401	3,655	25.0	67.67
B. - Gumuz	107	1,779	1,086	25.0	65.04
	1,800	16,484	11,841		71.83

IR Indicator 3.3: % of PTAs that have taken actions of which 50% are related to equity and quality.

Method of Analysis:

- First those PTAs that have taken actions considered;
- Then out of their actions, those PTAs who have taken actions of which 50.0% are related to equity and quality in education tallied and used for the target analysis;
  - The count of each region compared against the planned target value for 2005/06 (1998 E.C.), i.e. 20.0%.

Table 6: Percent of PTAs that have taken actions of which 50% are related to education quality and equity

Region	No. of CGPP Schools	No. of PTAs that have Taken actions of which 50.0% are related to Equity and Quality Issues	% of PTAs taken actions of which 50.0% are related to Equity & Quality Issues	
			Planned	Actual
Amhara	1118	684	20.0	61.18
SNNPR	575	473	20.0	82.26
B. - Gumuz	107	37	20.0	34.58
	1,800	1,194		66.33

IV. Summary of the Target Analysis Report

This 3rd target analysis has the most comprehensive view compared to the previous two reports as this one includes all the targeted 1800 CGPP schools. The 2nd target analysis report, for example, deals with 939 Cohort 1-4 schools only, which was 52.2% of the CGPP schools.

The assessment of the project performance against the set targets indicates that the program is showing a tangible progress in the effort of improving equity and quality in primary schools under the BESO II CGPP program. We have to have in mind that the targets set are greater every year by some percentage points compared to the previous years.

Considering all the four indicators, all the three regions have successfully attained the set targets. The percentage of schools with average dropout rate below the regional bench mark are more than the set target, SNNPR with the highest (87.48%) and Benishangul Gumuz region (42.99%) with relatively lowest but above the target performance. The lowest 42.99% is 32.99 percentage points higher than the set target

for 1997 E.C. With regard to the other indicators: Indicator 3.2a, the lowest was 65.12% (Amhara); Indicator 3.2b, the lowest is 65.04% (B. – Gumuz Region); and Indicator 3.3, the lowest is 34.58% (SNNPR).

Even though this is not set as indicator, when we see the whole schools combined 84.61% of the schools have attained indicator 3.1, 68.33% have attained indicator 3.2a, 71.83% for Indicator 3.2b and 66.33% for indicator 3.3.

Table 7: Comparison of Target Attainment

Indicator	Planned Target (%)	Actual Performance %		Difference with target in Percentage Points	
		Lowest	Highest	Lowest	Highest
3.1= Dropout Rate	10	42.99	87.48	+32.99	+77.48
3.2a= Issues raised by PTAS	25	65.12	85.98	+40.12	+60.98
3.2b= Responded by Gov. and community	25	65.04	76.31	+40.04	+51.31
3.3= PTAs that have taken action	20	34.58	82.26	+14.58	+62.26

Where Indicator 3.1= percent of CGPP schools with dropout rate for grades 1-4 below the regional average.

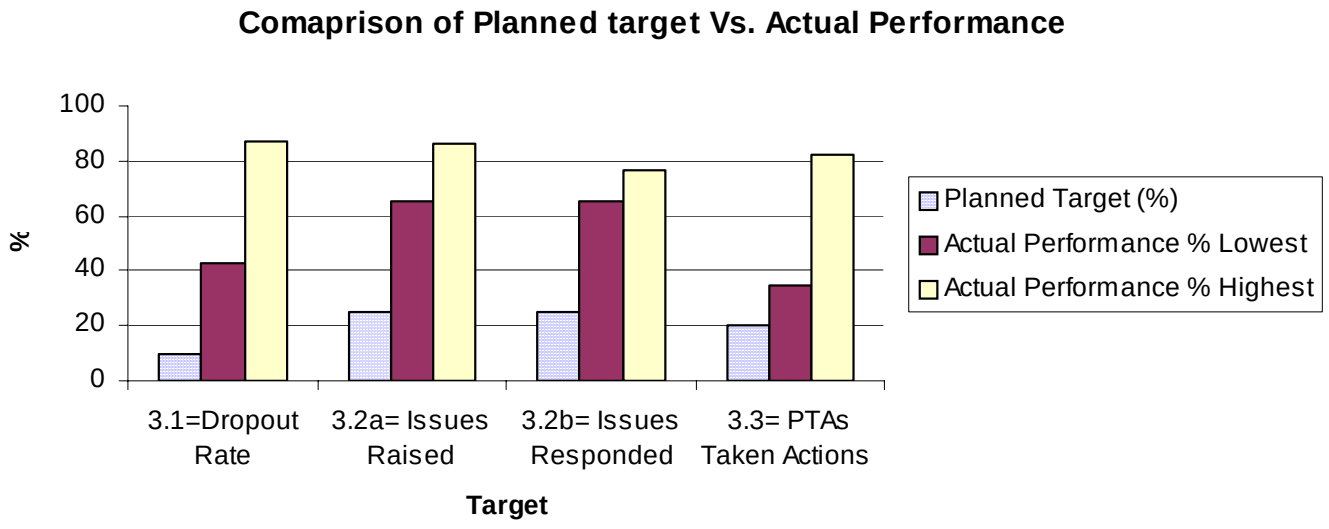
3.2a= percent of educational issues raised by PTAs, KETBs and GACs annually to the community and/or the local government which 2 are related to quality and equity issues.

3.2b= percent of educational issues raised by PTAs and responded to by local government and/or communities

3.3= percent of PTAs that have taken actions of which 50% are related to equity and quality.

As indicated in Table 7 above, in all cases, the CGPP schools by region have performed at least 14.58 percentage points higher than the set targets.

The target analysis shows that the progress in school development activities by the communities and local government is very encouraging. In all cases the data shows that the target attainment is far more than the set targets.


Comaprison of Planned target Vs. Actual Performance
100
80
60
40
20
0
%
3.1=Dropout Rate
3.2a= Issues Raised
3.2b= Issues Responded
3.3= PTAs Taken Actions
Target
Planned Target (%)
Actual Performance % Lowest
Actual Performance % Highest