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**Basic Education Strategic Objective 2:**

**Community-Government Partnership Program**

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**World Learning Ethiopia**

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### Acronyms

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

## Executive Summary

The report covers the fourth year of implementation for the BESO II Community Government Partnership Program, July 2005 – June 2006 and includes information covering the fourth quarter of implementation (April – June 2006). During this year, World Learning staff continued activities in three operational regions: Amhara, Benishangul-Gumuz and Southern Nations, Nationalities and Peoples' Region. A total of more than 1.7 million students in 1,800 primary schools and communities in 121 Woredas are benefiting from the project. WLE has significantly strengthened community support for schools and for the education of all children – both boys and girls in these target schools. It has also strengthened the relationship between local government education officials through an integrated training program that supports sustainability of community support and collaboration with local government.

Of all the 1,800 schools projected under the Cooperative Agreement and integrated into the program 939 schools have completed intensive CGPP support until the end of the year and have “graduated” with reduced levels of interaction with SDA field staff.

NFE programs in SNNP and Benishangul-Gumuz Regions and Satellite classes in Amhara Region are continuing effectively in collaboration with Regional Education Bureaus and local communities

With the support of USAID, greater efforts have been made in addressing collaborative activities among the BESO II partners in efforts to enhance both quality and equity in participating schools. Furthermore consistent with the USAID/Ethiopia Mission Strategy, the increased integration of education and health support to communities has been manifested through continued planning and implementation for the pilot Kokeb Kebele Initiative in SNNPR and the parallel Model Kebele Initiative in Amhara. This collaboration among health and education programs supported by USAID and Regional State Health and Education officials. WLE continued as an active partner engaged in Health and Education sector programs. These include programs being implemented by Pathfinder International and ESHE and collaboration in efforts to stop early marriages among girls in Ethiopia.

After extensive field-testing in 56 schools the preparation of the CASP (Community Report Card), designed to provide feedback to communities about the needs of their schools and the progress they have made has been finalized and is being prepared for rollout to communities. The overall Monitoring and Evaluation aspect is being strengthened to acquire relevant and timely data from the field.

WLE assisted in the preparation and organization of the 10th Anniversary celebration of BESO II, and of USAID assistance to Ethiopia in the education Sector.

Finally, the Mid-term Evaluation of BESOI CGPP was completed during this reporting period. WLE extended its full cooperation to the evaluation team both in the provision of data and in facilitating their fieldwork. World Learning participated in the debriefing and follow-up discussions with USAID.

## 1. Introduction

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

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

Through BESO I CSAP World Learning Ethiopia (WLE) began working on community-school partnerships in SNNPR in 1996. Since the inception of BESO II CGPP in 2002, World Learning Ethiopia has also been implementing CGPP activities in the Amhara and Benishangul – Gumuz Regions. Working to date in a total of 121 Woredas selected in collaboration with the Regional State Education Bureaus (including 10 town administrations in SNNPR) 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 effectively enhance quality and equity in primary education.

The core activities of the WLE BESO II CGPP are to:

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

WLE has completed the fourth project implementation year. This report presents activities accomplished in this year (including the fourth quarter from April – June 2006) for the period between July 1, 2005 and June 30, 2006 under BESO II CGPP.



Table 1: Project to Date, Number of Schools Engaged in CGPP by Implementation Year and Quarter (July 2002 - June 2006)

Region	Implementation Year I					Implementation Year II					Implementation Year III					Total Schools
	(Dec. 2002 - June 2003)					(July 2003 – June 2004)					(July 2004 - June 2005)					
	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	Qtr.	
	I	II	III	IV	Total	I	II	III	IV	Total	I	II	III	IV	Total	
Amhara	-	100	-	100	200	-	200	-	152	352	-	320	246	-	566	1118
SNNPR	-	70	-	73	143	-	144	-	28	172	-	260	-	-	260	575
B-Gumuz	-	20	-	20	40	-	-	12	20	32	-	35	-	-	35	107
Total	-	190	-	193	383	-	344	12	200	556	-	615	246	-	861	1800

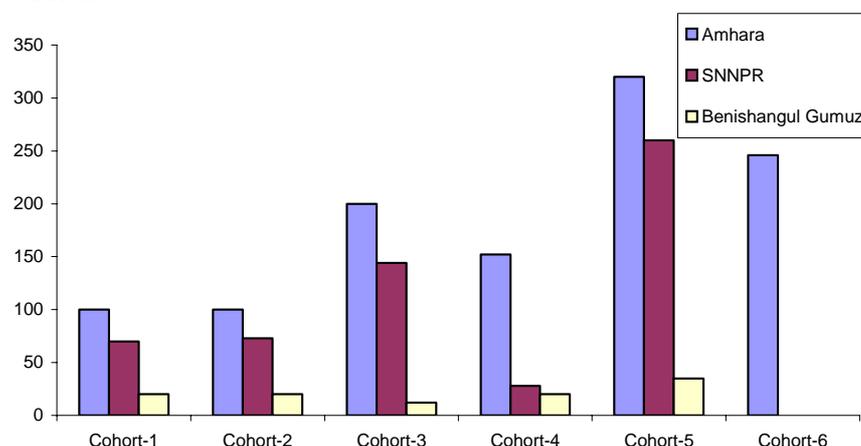
Quarter I: July – September, Quarter II: October – December, Quarter III: January – March, Quarter IV: April – June

Table 2: Project to Date, Number of Woredas Engaged in CGPP by Implementation Year and Quarter

Region	Year I					Year II					Year III (July 2004- June 2005)	Year IV (July 2005- June 2006)	Total Project To date
	(July. 2002 - June 2003)					(July 2003 - June 2004)							
	Qtr.	Qtr.	Qtr.	Qtr.	Year	Qtr.	Qtr.	Qtr.	Qtr.	Year			
	I	II	III	IV	Total	I	II	III	IV	Total			
Amhara	-	25	-	-	25	-	25	1	7	33	-	-	58
SNNPR	-	18	-	21	39	-	-	-	4	4	10	-	53
B-Gumuz	-	5	-	-	5	-	-	3	2	5	-	-	10
Total	-	48	-	21	69	-	25	4	13	42	10	-	121

The target schools for the program interventions were selected by the respective Woreda Education Offices from 121 Woredas (including the 10 Special Town Administration in the SNNPR).

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



### 3 Project Beneficiaries

Students, teachers and the community are the direct project beneficiaries of CGPP. As such, WLE estimates the number of CGPP beneficiaries in the 1,800 schools to be more than 1.7 million primary school students, of whom more than 784,000 are girls, and more than 25,000 are teachers of whom almost 11,000 are women. These estimates are based on the 1997 E.C. enrolment figures gathered by CGPP SDAs from official census data at each school.

Communities are also benefiting through greatly heightened awareness about the importance of educating their children. In particular, girls are strongly encouraged to continue their schooling and complete their primary education through the activities of the Girls' Advisory Committees (GACs) established by the program.

Table 3: Estimated Number of CGPP Beneficiaries by Region.

Region	Woreda	No. of CGPP Schools	No. of Beneficiary Students in the Life of the CGPP			No of Teachers		
			Male	Female	Total	Male	Female	Total
Amhara	58	1,118	605,703	548,227	1,153,930	9,491	8,522	18,013
B. - Gumuz	10	107	36,256	24,090	60,346	507	372	879
SNNPR	53	575	302,277	211,919	514,196	5,072	1,831	6,903
Total	121	1,800	944,236	784,236	1,728,472	15,070	10,725	25,795

N.B. The number of Woredas in SNNPR includes 10 Town Administrations.

### 4. Project Operation

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

WLE provides technical assistance and training at the Woreda, school and community level with a total of 120 School Development Agents (SDAs) and 11 Zone Coordinators (ZCs). By region, 72 SDAs and 6 Zone Coordinators for Amhara, 40 SDAs and 5 ZCs for SNNPR, and 8 SDAs are for Benishangul-Gumuz Region. These individuals are experienced teachers and/or school directors who have been seconded to WLE by their respective WEOs and/or RSEBs. As part of their responsibilities, the SDAs and ZCs provide guidance to help PTAs, KETBs, communities and local government bodies increase their ability to collaborate in designing and implementing their own proposals for positive change in the school environment. This organizational development training includes training in basic and transparent financial management and record keeping.

A major CGPP goal is that communities are able to continue, and desire to continue school improvement activities on their own long after project assistance ends. Therefore, an important aspect of SDA responsibilities include training the PTAs and

communities to keep track of their cash and in-kind contributions to school improvements, and transmitting this information to WLE as an aspect of transparency in school management. Similarly, training in the accurate recording of minutes of school meetings is provided as an essential component of open school management.

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

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

Table 4: Number of SDAs and Zone Coordinators

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

## 5. School Incentive Awards (SIA) and Community Participation

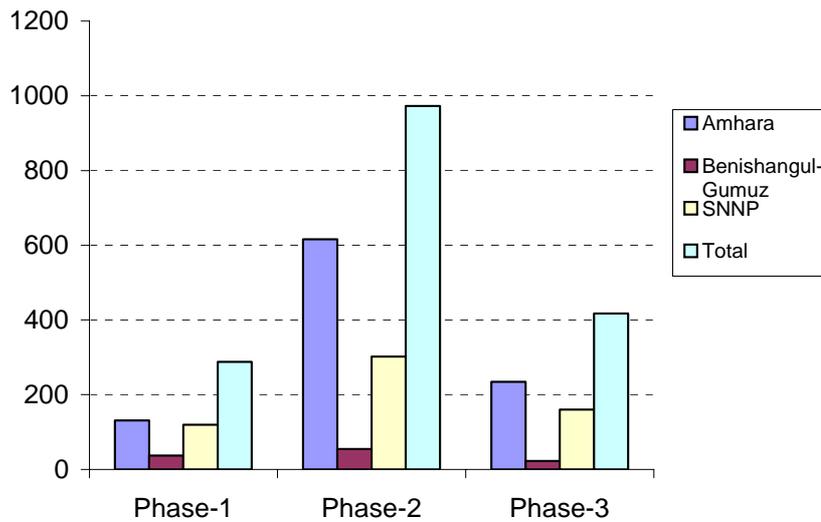
### 5.1 School Incentive Awards (SIA) Disbursements

The School Incentive Award is a central mechanism to encourage community effort in improving quality and equity in education. Currently All schools that participate in the program have received at least one School Incentive Award and many others have received more than one award. In this implementation year, the total number of CGPP schools that received the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> School Incentive Awards is 288 schools, 973 schools and 417 schools respectively. The total amount of SIA disbursed in this implementation year was Birr 6,627,500.00 (See Table 5).

Table 5: Number of Schools that Received School Incentive Awards  
(July 2005 – June 2006)

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	131	327,500.00	616	2,156,000.00	234	1,404,000.00	3,887,500.00
B.-Gumuz	37	92,500.00	55	192,500.00	23	138,000.00	423,000.00
SNNP	120	300,000.00	302	1,057,000.00	160	960,000.00	2,317,000.00
Total	288	720,000.00	973	3,405,500.00	417	2,502,000.00	6,627,500.00

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



The WLE CGPP program was designed so that two thirds of the schools in the program would receive a Phase three SIA based in competition with other CGPP schools in the same locale. In order to carry out the ranking and selection of schools, competition committees made up of local education officials are formed and organized at the Woreda level. During the Sustainability Workshops, schools that graduated in this implementation year and members of these committees received an orientation about the criteria and selection procedures.

In accordance with these procedures, the respective Woreda officials in the CGPP WLE program selected the schools that won the competition in the 3<sup>rd</sup> and 4<sup>th</sup> Cohort. The selection of winning schools for the 5<sup>th</sup> and 6<sup>th</sup> cohorts is currently underway. The SIAs awarded to the winning schools are being distributed on the basis of approved implementation plans. As a result, 160 schools from SNNP, 23 schools from Benishangul-Gumuz and 234 schools from Amhara regions have received their 3<sup>rd</sup> Phase school incentive award during the year ending June 30, 2006. In summary, in this implementation year, 417 schools received their 3<sup>rd</sup> Phase School Incentive Award, which is equivalent to 23.17% of the total CGPP schools. This is 34.75% of the schools eligible to receive the third phase SIA.

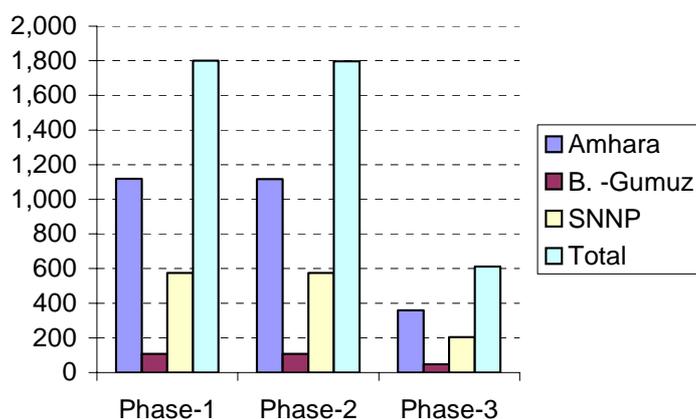
Since the commencement of the program to date, 1,800 schools have received SIAs (2 schools only Phase 1 SIA, 1,798 schools 1<sup>st</sup> and 2<sup>nd</sup> Phase SIAs, and 612 schools all the three Phases of SIAs). This means that out of the 1800 CGPP Schools, 612 schools have received each of the three phases of the SIAs; 1798 schools at least the first two phases of the SIAs, and 1,800 schools at least Phase 1 of the SIA. Alternatively, out of 1,800 targeted schools 100% have received Phase 1 SIA, 99.89% at least Phase 1 and Phase 2 SIA, and 34% have received the entire three Phases School incentive award. The amount of SIA disbursed from the beginning of the program to date is Birr 14,465,000.00 (which is equivalent to \$1,685,897.44).

This figure does not include Birr 810,000.00 paid to 64 former BESO I Schools (See Table 6 below).

Table 6: Number of Schools that Received School Incentive Award Project to date (1 July 2002 – 30 June 2006)

Region	Phase-1		Phase-2		Phase-3		Total
	No. Of Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid	Amount of SIA Paid
Amhara	1,118	2,795,000.00	1116	3,906,000.00	359	2,154,000.00	8,855,000.00
B. -Gumuz	107	267,500.00	107	374,500.00	48	288,000.00	930,000.00
SNNPR	575	1,437,500.00	575	2,012,500.00	205	1,230,000.00	4,680,000.00
Total	1,800	4,500,000.00	1798	6,293,000.00	612	3,672,000.00	14,465,000.00

Figure 4: Number of Schools that Received School Incentive Awards Project to Date (July 2002 – June 2006) By phase and Region



## 5.2 Community Participation

The extent of voluntary participation of the community speaks eloquently about community support to school development activities under CGPP. These contributions, because they are voluntary, reflect an increased appreciation by community members and other stakeholders towards the program, a growing sense of ownership of their school and responsibility for the education of their children, and commitment to address quality and equity in education at the community level.

In the WLE program, the voluntary contributions to school improvement activities have been made without any set minimum or maximum requirement. Therefore, these contributions serve as an indirect indicator that strongly suggests the extent to which communities have accepted the ideals of the intervention, the benefits of educating their children and their developed sense of school ownership. Furthermore, these voluntary community contributions also shed light regarding community potential to contribute to the sustainability of the activity. In this regard, here, much weight should not go to the amount of community contribution made,

how big or small; rather they reflect the communities' perception of the underlying values inherent in the CGPP program.

During this implementation year, a total of Birr 11,383,656.23 (USD \$1,327,232.66) was contributed for school improvement activities by communities and the local government in cash, material and labor. The cash that individual community members contributed ranged from cents to notes and even those unable to contribute cash perform labor and this is an indicator to their commitment.

Table 7: Fourth Implementation Year Summary of Community, School and Government Contributions for School Improvement Activities (July 2005 – June 2006)

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	2,869,517.94	261,885.05	918,320.94	361,879.85	1,318,815.79	12,145.62	5,742,565.19
B. -Gumuz	107	250,684.29	43,868.80	145,497.55	194,696.74	324,989.59	4,090.00	963,827.97
SNNPR	575	2,690,164.62	479,427.13	774,533.09	93,454.95	625,047.45	18,635.83	4,681,263.07
Total	1,800	5,810,366.85	785,180.98	1,838,351.58	650,031.54	2,268,852.83	34,871.45	11,387,656.23

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

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

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

Table 8: Project to Date, Summary of Community, School and Government Contributions to School Improvement Activities (1 July 2002 – 30 June 2006)

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	11,152,386.25	739,828.99	3,857,404.06	1,422,851.82	4,423,824.21	46,709.69	21,643,005.02
B. -Gumuz	107	573,926.12	112,619.70	461,838.09	231,901.24	714,934.93	4,270.00	2,099,490.08
SNNPR	575	7,342,334.80	806,394.52	2,273,265.37	331,133.45	1,729,328.66	18,883.83	12,501,340.63
Total	1,800	19,068,647.17	1,658,843.2	6,592,507.52	1,985,886.51	6,868,087.80	69,863.52	36,243,835.73

A clearer picture of community response to CGPP School Incentive Awards is presented in Table 9, which presents the amount of community contributions made in each region in the first, second, third and fourth implementation years. And Table 10 summarizes the ratio of community contribution versus school incentive award for all regions from the commencement of the project to date. It also shows us that thus far, communities have contributed more than 2 Birr for each Birr contributed from CGPP as school incentive award.

Table 9: Summary of Ratio Between Community and Project Contributions to School Improvement Activities in the First, Second, Third and Fourth Implementation Years (July 2002 - June 2006)

Region	Implementation Year I			Implementation Year II			Implementation Year III			Implementation Year IV		
	Community Contribution	SIA Paid	Ratio	Community Contribution	SIA Paid	Ratio	Community contribution	SIA Paid	Ratio	Community contribution	SIA Paid	Ratio
Amhara	1,757,039.00	335,000.00	1:5.2	4,584,562.00	1,233,000.00	1:3.7	9,895,596.89	3,503,500.00	1:2.8	5,742,565.19	3,887,500.00	1:1.5
Ben. Gumuz	133,924.00	65,000.00	1:2.1	339,334.00	105,000.00	1:3.2	662,383.24	373,000.00	1:1.8	963,827.97	423,000.00	1:2.3
SNNPR	416,483.00	137,500.00	1:3.0	2,770,508.00	536,500.00	1:5.2	4,633,086.26	1,626,500.00	1:2.9	4,681,263.07	2,317,000.00	1:2.0
Total	2,307,446.00	537,500.00	1:4.3	7,694,404.00	1,874,500.00	1:4.1	15,151,066.39	5,503,000.00	1:2.8	11,387,656.23	6,627,500.00	1:1.7
Total USD*	\$268,933.00	\$62,645.00	1:4.3	\$896,783.00	\$218,473.00	1:4.1	\$1,765,858.55	\$641,375.29	1:2.8	1,327,232.66	772,435.90	1:1.7

Table 10: Summary of Ratio Between Total Contributions (Community\*, Government and Others Contributions) to Project Contribution by Region for Schools Receiving SIAs (1 July 2002 – 30 June 2006)

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	1116	359	21,643,005.02	8,855,000.00	1:2.44
B. -Gumuz	107	107	107	48	2,099,490.08	930,000.00	1:2.26
SNNPR	575	575	575	205	12,501,340.63	4,680,000.00	1:2.67
Total	1,800	1,800	1,798	612	36,243,835.73	14,465,000.00	1:2.51
* Includes school contribution, US Dollar (\$1 = 8.58 Birr)					4,224,223.28	1,685,897.44	1:2.51

## **6. Activities by PTAs, KETBs, Local Government Bodies and Parents**

CGPP progress is not measured only by the activities of project staff or by community contribution; it is also measured by the support given to schools at the local level by PTAs, KETBs, local governments, communities and parents at the grassroots level. Beyond the financial contributions and support extended in various other forms, the activities of these bodies have had significant added value in school improvement, particularly in the effort made to improve quality and equity in primary education.

In this regard, activities undertaken by PTAs and KETBs during this implementation year included the following activities that illustrate the diversity of community support for their schools and their children:

- Many PTAs and GACs mobilized community members to bring girls and even married women to continue their schooling.
- GACs and PTAs of many schools organized tutorial classes for girl students with poor academic performance to prevent them from dropping out of school;
- Some PTAs and KETBs purchased reference books and large and more visible blackboards for their schools;
- Many communities constructed or maintained teachers' houses as an inducement for teachers to remain in the community;
- PTAs and KETBs took measures against harmful traditional practices such as exchange and early marriage, etc. which contribute to poor academic performance and dropout among girls;
- Many schools constructed additional classrooms and separate latrines for girls;
- PTAs and KETBs followed up on the implementation of school improvement activities to ensure that activities were carried out as planned;
- In many schools, PTAs and KETBs carried out a number of farm activities on school-owned land for school income generation and school compound beautification;
- PTAs and KETBs met with parents of dropout students to encourage them to send dropouts back to school in the coming year;
- PTAs and KETBs evaluated school accomplishments and identified areas requiring action in the coming school year;
- PTAs and KETBs recognized the progress of children with special emphasis on the accomplishments of girls at Parents Day celebration ceremonies held in many schools;
- WEOs encouraged the school improvement initiatives of communities by upgrading the school, assisted schools with materials, and have assigned teachers to schools that were short of teachers;
- Because retention of diploma holding teachers is a major problem in remote schools, one school in a remote area (Metekal Zone, Wombera Woreda) purchased a Satellite dish, TV set and generator for teachers to encourage the teachers to remain at the school;
- PTA and KETB members of Yibabe School in Bahir Dar Zuria Woreda requested the West Military Division to construct additional classrooms for

- their school. The Military Division agreed to construct three classrooms with an estimated cost of Birr 42,679.50 and the construction has been started;
- Kechen Mesk school's PTA and KETB in Debre Tabor town prepared a project proposal to get support to construct a School Pedagogical Center and guardhouse. As a result they obtained 105 corrugated iron sheets and wood that costs Birr 5,695 from the Debre Tabor town and Kebele 04 administrations. The construction has been completed;
  - The PTA and KETB of Hamusit School in Wogera Woreda, North Gondar zone, collaborated with the Agriculture Development Agent residing in their Kebele to get assistance from Food Security Program. As a result, they received support valued at Birr 850.00 which they used to plaster classrooms;
  - PTAs and KETBs of 14 target schools in Lay Armachuho Woreda, North Gondar zone, coordinated their communities to plough school farmland, sow cereals and remove weeds. Similar activities were conducted in four schools in Metema Woreda: Azo Baher, Agam Wuha, Afetete Kumer and Awlala school.
  - Teachers, PTA and KETB members of Segadi School in Gunagua Woreda, Awi zone, contributed Birr 1,445.00 and undertook a fattening project to generate income for their school;
  - The community of Abader School, in Dangila Woreda of Awi zone, ploughed 3 hectares of school land to generate income for the school.
  - The Food Security Program around Belese School in Debarke Woreda, North Gondar Zone, originally planned to maintain classrooms for this school. However, the KETB and PTA decided to do the maintenance by themselves and requested the Food Security Program to construct additional classrooms. Accordingly, the Food Security Program constructed six additional classrooms.
  - Many PTA members registered school aged children in the community for 1999 E.C. enrollment
  - Abesheb School's KETB, Debre Elias Woreda, allotted Birr 1,275 to construct two rooms for GAC to be used for a shop and tea room. Similarly the Woletie Kebele Administration, in Hulet Eju Enesie Woreda, provided Birr 1041 to construct a shop for the GAC of Woletie School;
  - The WEOs, The Administrative councils, and line offices of Sodo, Humbo, Omo Sheleko, Chench, Cheha and Amaro provided cement, boards, corrugated iron sheets, nails, desks and tables to Kokatie Maracherie, Umeta, Qechamo, Homecho #2, Demboya #2, Geyota Gerba Kogolishana, Kele, Basa Gofera and Ferzie, schools to support improvement works in the schools;
  - The Arba Minch WEO donated a photocopier and 8 blackboards to Chano Dorga school;
  - Eleven individuals donated a power Generator, a TV-set, 48 grosses of exercise books, 15 windows, 30 blackboards, 345 corrugated iron sheets, to Saso Kosheme, Bakan Weti, Abele, Tedeli Fite schools in Lanfuro, Kochore, Dale, Cheha and Abeshge Woredas;
  - PTA and KETB of Anko Zuza school in Gofa Woreda obtained support from students of higher education institutes to promote education and register school age children in the Kebele during their summer break ;

- The community around Biramora Qamo (Hadiya zone Shashego Woreda) in collaboration with Kale-Hiwote church built a wooden bridge over the Wyira river that restricted students' access to school during periods of rain;
- The Community of Adenba Agawo School in Lanfuro Woreda, Siltie zone contributed Birr 6,125. to support the school improvement activities in a fund raising bazaar.
- The community in Meskel Zigba school in Mehur Aklil Woreda in Guraghe zone built a feeder road linking the school to the main road;
- Communities in Kedida Gamela and Chencha Woredas in Kembata Tembaro and Gamo Gofa zones hired their own teachers to alleviate the shortage of teachers in the schools. And the community in Chencha Woreda donated teaching materials to poor students in Ezo tula school;
- The community in Yirga Chefee Woreda in Gedeo zone constructed locally made and low cost desks and benches (made of bamboo) for the Edido school,
- The community of Nadugne School in Dalocha Woreda contributed 33 oxen, 23 sheep and goats, one donkey and raised Birr 4,020 in cash to support the upgrading of the school.

## **7. Training and Capacity Building**

### **7.1 Formal Training**

As in previous implementation years, a number of formal training and capacity building activities were conducted. WLE believes that it is through training and capacity building activities that community members become increasingly aware of the goals and objective of CGPP. The type of formal training and workshops conducted in the three regions in this implementation year focused on:

- a. PTA/KETB Training;
- b. Non-Formal Education Training;
- c. Sustainability Workshops.

#### **7.1.1 PTA/KETB Training**

PTA and KETB training programs were organized for CGPP target schools to help them manage schools effectively. Training for PTA and KETB members was conducted in two of the regions: Amhara and Benishangul Gumuz regions.

In Amhara region the training was conducted from December 5 - 30, 2005 in all zones where CGPP has been operating. The total number of participants was 2,286 of which 661 (29%) were females. The training took place in each Woreda town and participants included PTA heads, KETB heads, GAC heads and school directors/directresses from batch 5 and 6 schools. Woreda education officials and other experts who attended TOT organized by World Learning regional office facilitated these trainings with support from WLE

Amhara region and Addis Ababa office staff as well as field staff (SDAs and Zone coordinators).

In Benishangul-Gumuz region, training was conducted in Assosa Zone in five Woredas for three consecutive days. The participants were drawn from 31 project schools in the Woredas. There were 156 (130 male and 26 female) participants from PTA, KETB committee members, head teachers and GAC members.

The objective and purpose of the training was to introduce PTA/KETB members to CGPP implementation strategies and to appropriate government rules and regulations. The training specifically focused on:

- The objectives and strategies of BESO II Community Government Partnership Program (CGPP) and its modalities of school improvement activities;
- The duties and responsibilities of PTA/KETB members and School Directors/Directresses in the program;
- School financial resource utilization procedures and materials management;
- Community-school relationship and how to enhance community participation/ involvement for school improvement activities;
- How to develop/write a simple project proposal;
- Sustainability, and the need for sustainability planning in their respective communities;
- Preparation of Strategic Plans for school improvement;
- Preparation of sustainability plans;
- Roles and responsibilities of KETB, PTA and Girls Advisory Committees in school leadership;
- Introduction and reinforcement of BESO II objectives and strategies;
- Local strategies to reduce student dropout and increase girl's enrollment;
- Strategies to bring the community to school;
- Need and use of school data;
- Experience sharing of GACs among schools;
- Factors contributing to educational qualities;
- Increasing female enrollment and fighting harmful practices;
- How to organize pedagogical centers.

From both regions 2,442 participants attended this PTA/KETB training of which 1,755 were male community participants and the remaining 687 were females (see Table 11 below).

Table 11: Summary of PTA/KETB Training Activities (July 2004-June 2005)

Region	Type of Training	Participant		
		Male	Female	Total
Amhara	PTA/KETB training	1,625	661	2,286
Benishangul Gumuz	PTA/KETB training	130	26	156
<b>Total</b>		<b>1,755</b>	<b>687</b>	<b>2,442</b>

### 7.1.2 Non-Formal Education Facilitator and Community Training

World Learning Ethiopia, as part of the CGPP program, is implementing Non-Formal Education (NFE) activities in SNNP and Benishangul Gumuz regions and satellite classes (See Section 12) in Amhara Region. In Benishangul-Gumuz, training was conducted in five NFE centers and in SNNPR in six NFE Centers. In Amhara training was conducted in 3 satellite classes while the other three were upgraded to formal lower primary schools

In the Amhara region, the NFE program continued to be based on the satellite class concept that is part of the Amhara RSEB strategy. The Satellite class facilitator and community orientation workshop was conducted on March 24, 2006 for 3 satellite class coordinating committees in Yilmana Densa Woreda. A total of 14 participants attended this workshop.

In SNNPR, NFE refresher training was given to 24 facilitators who came from 6 NFE centers in Arba Minch and Gofa Woredas, and for 48 center committee members drawn from Arba Minch and Sawula NFE program areas. The objectives of the NFE Facilitators and committees refreshment training were:

- Refreshing NFE facilitators on basic responsibilities.
- Refreshing NFE center committees on their work
- Addressing the need for sustainability.

The topics covered in the NFE facilitators and committees training were:

- Evaluating work completed thus far and the outcomes;
- Refreshing facilitators on syllabus of next grade;
- Questions from NFE facilitators;
- Discussion on problems faced;
- Discussion on how to work in the future; planning, community mobilization, resource mobilization, resource management etc.;
- General discussion.

Table 12: NFE Training Conducted During the Year by Region and Gender

Region	Male	Female	Total
Amhara	13	1	14
B.-Gumuz	9	1	10
SNNP	60	12	72
Total	82	14	96

### 7.1.3 Sustainability Workshop

Under the WLE implementation strategy for CGPP, promotion of sustainability is a key element in efforts to attain project goals. World Learning Ethiopia sees that an important measure of a school's accomplishments can be seen in its ability to continue support for their school and their children many years beyond their participation in CGPP.

As part of this effort, Sustainability Workshops were planned and executed to orient graduating CGPP schools to continue the momentum in improving/promoting quality and equity in the primary schools once they complete the two-year program of CGPP support. More specifically these workshops aimed at reviewing the activities carried out in the two-year life of the program, the experience gained and lessons learned while implementing CGPP, and strategies to sustain the activities.

These workshops were also carried out in conjunction with the third phase competition. As noted earlier, the WLE CGPP program was designed so that two thirds of the schools in the program would receive a Phase three SIA based on competition with other CGPP schools in the same locale. The aim of this sustainability workshop included discussing sustainability with the graduating CGPP schools and orienting the competition committees made up of local education officials formed and organized at the Woreda level about the criteria and selection procedures.

The Sustainability Workshops were organized for the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> cohort schools in SNNP and Benishangul Gumuz regions and for cohort 3,4,5 and 6 schools in Amhara region. Overall 4,841 participants (4,332 male and 509 female) attended these workshops from 1,417 schools (See Table 13).

In each of the venues the sustainability workshops were carried out successfully. Participants attended actively and shared their experiences, including lessons learned over the two years. At the end of these workshops, many participants commented that World Learning Ethiopia had taught them invaluable lessons on how to: build their capacity as it relates to community resource mobilization; secure greater community contributions, participate and involve; increase awareness on matters related to equity and quality of children's education; and sustain school improvement activities.

Table 13: 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

In addition to the formal capacity building activities, SDAs were engaged in school and community based technical support activities. As an ongoing effort, it included SDA meetings with PTAs and KETBs, community meetings to explain program activities, community reporting and related functions at which an SDA provided technical assistance or explanations related to school improvement activities, working with the local government in enhancing primary education and increasing the participation of girls.

## 7.2 Training at the Community Level

In addition to the training and the workshops, various types of informal training activities conducted by SDAs took place among PTAs, KETBs, GACs, teachers and the community at large. During this fiscal year, community meetings and training at the community level was conducted in all regions. Training at the community level is directed at raising the awareness of community members about their roles and responsibilities in school development activities. As a result of this training, communities learn more about schools, discuss problems and decide what steps to take to improve their children's schools.

Such training encourages the community members to continue supporting and improving the condition of their school and internalizes the aims and objectives of BESO II CGPP. As a result of such training, community members learn to participate in school development activities, paving the way for establishing a strong Community - Government partnership.

The estimated number of community participants that attended the trainings by region is shown in Tables 14 (Note: there may be people who took trainings more than once).

Table 14: 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

This shows that apart from the formal training, during this concluded year WLE reached a total of 270,712 community members of whom approximately 30.29% were women. Some of the training topics addressed included:

- HIV/AIDS and reproductive health and personal hygiene and sanitation
- Refreshing PTA, KETB and GAC about their duties and responsibilities
- How to collect performance monitoring data using data gathering formats
- Monitoring implementation of school improvement plan
- Creating means of school internal income generation
- Criteria to be met to receive school incentive award at the 3<sup>rd</sup> phase school improvement program
- Project proposal writing
- Financial account recording
- Provision of support to poor students
- Motivating outstanding students with rewards
- Resource mobilization and community participation

- Sustainability planning to school improvement
- Preparation of finance and activity report
- Facilitating the 3<sup>rd</sup> phase school improvement activities and arrangement for competition
- Strengthening non-formal education in selected NFE centers
- Establish and strengthening utilization of pedagogic center and library
- Beautifying the school compound
- Harmful traditional practices like early marriage, abduction and other
- Encouraging parents to reduce the work load of female students
- Strengthening co-curricular clubs in school
- School Property Management
- Providing make-up and tutorial classes to support low performing students primarily girls
- Motivating and encouraging participation of girls in school
- Strengthening the GAC
- Keeping the school latrine clean

## 8. Quality and Equity Improvement in CGPP Schools

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Enhancing quality and equity in the primary education system is the strategic objective of WLE – CGPP. Hence WLE continued to emphasize the importance of quality and equity in education as essential components of the CGPP in working with schools and communities.

Accordingly, the program has initiated a series of capacity building efforts to build the capacity of school committees geared toward quality and equity issues. Communities, as a result of the intervention, have recognized elements required in their school to the provision of quality education to their children. PTAs and KETBs continue to discuss quality and equity related issues in their meetings; they follow up attendance and promptness of teachers and students, lobby the local government for interventions in areas where their decision is essential, etc. Moreover, PTAs and KETBs are encouraging parents to send all school age children to school, and encourage parents' involvement in follow up of improvements of children at school.

To this effect, a number of quality-focused actions were carried out in the concluded year in the target schools. The following are illustrative of the activities carried out by PTAs/KETBs from among the CGPP schools:

- Motivating students and parents by presenting awards for student academic performance at Parents Day celebrations;
- Pedagogic centers and library strengthened and utilized more effectively;
- The role and importance of parental follow up and monitoring of the performance of their children discussed during Parents Day celebrations;
- Preparation of Phase 2 and 3 school improvement plans;
- Preparation of Sustainability Plans;
- Identification of problems of female students;
- Development of local strategies to increase girls' enrollment;
- Management of financial and material resources;

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- Requesting WEOs to supply textbooks and assign qualified teachers to their schools;
- Organization of extra tutorial classes and supplementary lessons to assist students;
- Encouraging parents to follow their children's academic performance and school attendance on a daily basis;
- Encourage teachers to use teaching aids and insist on the effective utilization of the pedagogic centers and school libraries;
- Mobilizing community members to bring dropouts back to school;
- Taking strong measures against harmful traditional practices: abduction, rape, forced and early marriages;
- Motivate students, teachers and parents by recognizing their outstanding performance and participation;
- Requesting that WEOs upgrade of their schools' level by forwarding applications to the respective WEO for this purpose;
- Constructed additional classrooms to alleviate overcrowding;

## **9. Enrollment, Equity and Dropouts**

Over time, school communities have become increasingly aware of factors that influence equity and quality of education. In this regard, communities are reacting against factors that reduce school enrollment, increase dropouts, and decrease girls' participation in education. The following are noteworthy PTA activities:

- Identify the causes of lateness, absenteeism and dropout of students and take appropriate action;
- Access of education to school age children and girls' education promoted at community meetings;
- Joint discussions and meetings of PTAs and KETBs with GAC undertaken to assess problems, challenges and remedial actions for better school participation by girls;
- GACs organized meetings involving parents, students and community leaders, and discussed problems related to dropout, harmful traditions and household chores;
- A number of schools supported needy students with teaching materials, cash and food to reduce dropout;
- PTAs and GACs in many schools returned dropouts back to school through intensive advice to children and parents;
- School committees decided to award good performing female students and mothers;
- Schools have made effort (to improve the appearance of the school environment in a way that attracts students; including preparation of sport fields, planting shade and fruit trees, provision of latrine and water facilities etc)
- Schools made desks and benches from locally available materials like bamboo;
- GACs and school communities stopped early marriages of several girls in many schools.

## 10. Girls' Advisory Committees Activities

Girls' Advisory Committees (GAC) have continued to play a prominent role in addressing problems of girl students in CGPP schools. The following activities exemplify accomplishments in the reporting year

- GACs in have undertaken house-to house visits to register school age female children and hold discussions with parents so that school age girls attend school
- GACs have encouraged and arranged tutorial classes for female students to improve their performance.
- GACs of Addiss Amba and Wonberet schools of Dembecha Woreda; and Zeleke Desta, Keranch, Lichema and Agut schools of Sekela Woreda provided stationary items to 133 female students from poor families.
- The GACs of Yekatit 25 and Robit schools in Bahir Dar Zuria Woreda contacted the Woreda HIV/AIDS secretariat to get support for poor students. Based on their request the Secretariat gave the schools financial support and they bought 12 sheep, 6 goats and 12 exercise books for 8 poor students.
- In 20 schools in Dera, Fogera, Kemkem and Estie Woredas of South Gondar Zone, support was given to 219 students in the form of clothing, hens and stationary that worth Birr 1,101.60.
- In 59 schools in 8 Woredas of West Gojjam Zone: gender education was given for 9,547 students, 98 early marriages were cancelled, stationary was given for 192 poor girl students, clothing was provided for 26 girl students, 291 girl students who were intending to drop out of school continued their education and awards were given to 412 high achieving girl students.
- GAC of Guba School in Alaba Special Woreda organized meetings with parents and influential community leaders about harmful traditional customs such as: inheritance of widows to brothers or uncles, polygamy, exercising of females' genital mutilation, early marriage, abduction, rape etc.
- GACs of Gemeso Kinira and Konsore Ano Schools (Sidama Zone Shebedino Woreda) and Arusi Ofa (Dawro zone, Geana Bosa Woreda) rescued three female teenagers from an abduction attempts and helped them to continue their education.
- GAC in Kele school in Amaro special Woreda helped bring 2 teachers to trial who abused female students.
- Heads of GACs found in Damote Woreda held Woreda level meetings and discussed problems/challenges of girls' education and remedial actions for better school participation by girls.
- GAC of Kobo school in Amaro special Woreda invited a member of HIV/AIDS positive women's association called "Tila Mahiber" to school who provided guidance on HIV/AIDS prevention and control, avoiding stigma and discrimination against people who are HIV positive.

## 11. Community Assessment of School Progress (CASP)

After several years of development and testing, World Learning Ethiopia has completed design, development and testing of the Community Assessment of School Progress (CASP) program. 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 such matters as the enrollment of girls, textbooks per child, desks per child, etc. It uses drawing to illustrate specific issues and is a resource prepared for use by parents, schools, PTAs, and KETBs whose schools are engaged in WLE BESO II CGPP. CASP serves to sensitize community members about the progress they have already made and future actions needed to improve the condition of their school. In this sense it is a community decision-making tool. In the future the tool or the method can be used in other schools and other sectors by modifying to specific needs.

UNICEF has agreed to fund the production and training for use of CASP charts (all made of durable cloth) and instructional manuals in Amharic which will be distributed for use by CGPP schools and training of regional and woreda education officials in all three project regions.

## 12. Non-Formal Education

As part of the CGPP, World Learning is implementing Non-Formal Education/ABE programs in SNNP and Benishangul-Gumuz regions and a Satellite school program in Amhara region.

In Amhara Region, Satellite classes are conducted in three centers in Yilmana Densa Woreda (West Gojam Zone) and the three satellite classes in Estie Woreda (South Gondar Zone) upgraded to formal schools in this year in collaboration with the community, the respective WEOs, and World Learning.

Table 15: Number of Children Benefiting from the Satellite Program in Amhara Region

Zone	Name of Satellite Center	Grade 1			Grade 2			Total		
		M	F	T	M	F	T	M	F	T
South Gondar	Danguasat	39	26	65	29	31	60	68	57	125
	Dengolt	28	22	50	37	28	65	65	50	115
	Beletoch	71	71	142	45	67	112	116	138	254
West Gojjam	Wonber	34	33	67	59	46	105	93	79	172
	Tach Keteb	0	0	0	60	48	108	60	48	108
	Gudula	42	47	89	52	43	95	94	90	184
<b>Total</b>		214	199	413	282	263	545	496	462	958

In Benishangul-Gumuz Region, the Non-Formal Education program is being implemented in Mao-Komo Special Woreda in 5 NFE centers: Yabusu, Shanta, Wereso, Wanga/Getene and Wetse.

Table 16: Number of Learners Registered in the NFE Centers in B.-Gumuz Region

No.	Center	No. of Facilitators	Year I Learners			Year II Learners		
			M	F	T	M	F	T
1	Yabusu	2	19	18	37	16	19	35
2	Shanta,	2	26	18	44	26	16	42
3	Wereso	2	14	16	30	10	30	40
4	Wanga/Getene	2	25	15	40	21	27	48
5	Wetse	2	26	14	40	15	27	42
<b>Total</b>		<b>10</b>	<b>110</b>	<b>81</b>	<b>191</b>	<b>88</b>	<b>119</b>	<b>207</b>

The NFE program continued its active operation in SNNPR during the reviewing year. As noted in the table below the total number of learners in the program is 1,997 children.

Table 17: Number of learners in the NFE Centers in SNNPR

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No.	Woreda	No. Of Facilitators	Year I Learners		
			M	F	T
1	Gofa	12	655	677	1,332
2	Arbaminch	12	341	324	665
		24	996	1,001	1,997

Source: 1998-second quarter WLE report

### 13. Integration of Health and Education Programs Under SO 14

WLE continued as an active partner in the Kokeb Kebele Initiative being piloted in 20 kebeles from five Woredas in SNNPR and 5 woredas in the Amhara Region. These regions were selected by USAID for implementation and the woredas and kebeles involved in the project were specially selected because USAID funded partners engaged in Health and Education sector programs are operational in these locales. In addition to World Learning Ethiopia as an education sector implementer health programs are being implemented by Pathfinder International and ESHE. Health Communications Partnership is charged with providing technical leadership to KKI. The objective of the USAID pilot initiative is to increase the impact on both health and education activities by coordinating their programs with community members.

Some of the activities performed in this regard include:

#### SNNPR

WLE serves as the lead partner in four kebeles each of Arba Minch and Aleta Wondo Woredas. With the support of WLE School Development Agents, school headmasters are providing community follow-up and coordination to KKI during their non-school working hours. This includes active support for the Kebele Action Committees which are the community level coordinating body for KKI activities and reporting. WLE regional and Addis Ababa staff participate as members of the KKI Steering Committee and have attended coordination meetings in both Awassa and Addis Ababa.

The monthly meetings of Kebele Action Committees (established under KKI) have been conducted at the Kebele level and a quarterly review meeting was also conducted once at the Woreda level.

An addition to the original design has been the introduction of wells to provide water for most of the communities participating in KKI. These are being installed in collaboration with UNICEF and the Regional Water Bureau, with UNICEF providing training for WASH Committees to insure proper maintenance of the wells by community members. WLE has been assisting in coordination of the activities between the communities and the Water Bureau.

In Aleta Wondo 20 hand dug water wells are being prepared in proximity to schools and health posts. In Arba Minch Zuria Woreda studies for site selection have been conducted and 2 sites have been selected for digging for the water wells.

WLE staff and participating community members participated in the various studies that HCP is conducting to assess the impact of KKI.

### **Amhara**

In Amhara, a similar program designated the Model Kebele Initiative, has been organized in collaboration with the Regional State Education Bureau and the Regional Health Bureau. With the establishment of a Regional Steering Committee, Dangla, Achefer, Dera, Burie and Jabitehnan were selected as pilot Woredas for MKI. Four Kebeles were selected from each of the target Woredas to do the MKI and World Learning was assigned to be the lead in Achefer and Dangla Woredas. World Learning is implementing CGPP in each of the four woredas and either Pathfinder International or ESHE are implementing health related activities in the same woredas and kebeles.

A Program Development Workshop was conducted from April 11-12, 2006 in Bahir Dar with the participation of the main stakeholders from the Regional and Woreda government offices, implementing partners and USAID. Consensus was reached on the modalities of the program that parallel those in SNNPR.

Subsequently, a series of orientation and training activities were conducted in Dangla and Achefer Woredas and the eight selected kebeles where World Learning is the lead partner. The training topics addressed were:

- Partner, Woreda and Kebele orientation,
- Community orientation,
- Activity Guide Training and,
- Action Plan Preparation.

WLE SDAs and ZCs played an active role in collaboration with the HCP staff in making these activities a success.

## **14. Collaboration with Regional and Woreda Education Officials**

WLE's field offices in the regions have continued active collaboration with RSEB and WEOs during this reporting year. In all regions, staff have met with RSEB and WEO officials several times to advance the process of BESO II collaboration and to address problems encountered.

At the beginning of the first quarter, the 2005/2006 Annual Implementation Plans for the three regions were approved by each respective Regional State Education and Capacity Building Offices. The major activities include:

### **Amhara**

- In the second quarter there had been series of PTA/KETB members' trainings in 56 Woredas. The trainers were all WEO experts and professionals who had received TOT organized by World Learning Ethiopia.
- The Debay Tiltagen Woreda Public Mobilization Office (Women Affairs Desk) allotted Birr 2,000 to train Girls' Advisory Committee (GAC) members from 14 BESO II CGPP schools in the Woreda.
- The Awi Zone Administration conducted a survey about BESO II CGPP accomplishments in the Zone. One BESO II CGPP target school was visited by government staff from each Woreda.
- All third phase competition committees for the third and fourth cohort schools visited these schools, collect data and conducted the competition with staff from the appropriate woreda education offices
- The third phase competition committee at the regional level met four times to review and approve the third phase competition results. This Committee is staffed by Regional Education Bureau personnel.
- The Metema Woreda Education Office in collaboration with the SDA provided orientation to PTA/KETB on their roles on school leadership and administration. Seven male and five female participants took part in this orientation.
- The Dessie town Capacity Building and Education Offices followed up project activities and oriented school principals of CGPP schools on ways of strengthening community mobilization.
- The Worebabo Woreda Women Affairs office has given training to 22 GAC members from 11 CGPP schools.
- The Tehulderie Woreda Women Affairs office gave school based training on gender issues to female students and GACs.
- The Sekela Woreda Education Office experts followed up project accomplishments of BESO II CGPP schools in their woreda.
- The SDA of Enemay Woreda secured Birr 6000 from the Woreda Womens Affairs Office and conducted a one-day training for GAC heads and school principals from 45 schools.
- The Bahir Dar Administration Health Office provided Birr 3,565 in response to a proposal submitted by the Bahir Dar town SDA. Using

this fund, training was given to 21 GAC heads, 42 female students and 2 other participants who came from 21 CGPP schools in the town.

- The Gozamin Woreda Women Affairs Office organized training in June 2006. Participants of this training were GAC chairpersons from Woreda 53 primary schools of which 33 are CGPP and 19 are non-CGPP schools.
- The Banja Woreda Education Office in collaboration with the SDA distributed guidelines on the composition, roles and responsibilities of GAC to all schools and is following up with the schools and GACs. Also the Mecha Woreda Education Office has been working closely with the SDA and sent a letter advising non-CGPP schools to establish GACs.
- In Yilmana Densa and Bibgne Woredas SDAs were invited and shared experiences of GACs at a meeting of school directors organized by the WEOs.
- Zone Education, Capacity Building and Administration Officials in South Gondar and East Gojjam zones visited CGPP schools, learned about their activities, appreciated and strengthened efforts made by communities to improve their children's schools.
- In Baso Liben Woreda Cabinet members visited Dendedeg and Debizim schools to discuss how to increase community contributions for school improvement.

World Learning also made a presentation to newly assigned Woreda Education Officials at the request of the Regional State Education Bureau Head in order to orient these new officials to the ongoing collaboration with the RESB and the CGPP. We also made a presentation to the Regional State Education Bureau Senior Staff and Experts about the CSAP being developed by WLE. Their feedback was useful in making modifications to the implementation strategy.

#### **SNNPR**

- WEOs assigned additional qualified teachers in response to a request by schools.
- WEOs provided legal support to girls who were victims of abduction, rape and other mistreatment.
- WEOs supervised school improvement activities being implemented in the schools through CGPP. .
- WEOs provided teaching materials, furniture and construction material support to encourage school improvement initiatives of communities,
- Officials from WEOs and WCBOs provided training to PTA and KETB members and assessed school improvement activities in CGPP schools.
- WEOs and WCBOs donated construction materials to support construction of classrooms, latrines, pedagogical centers and libraries. Also, some WEOs and WCBOs provided teaching materials and furniture as rewards to better performing schools under CGPP.
- Many WEOs and WCBOs provided transport service to SDAs to facilitate their school site visits.
- WEOs and WCBOs made positive decisions to requests to upgrade of school level, supply of textbooks, assigning teachers and others.

- WEO and Woreda Women's Affair Desks in Gena Bosa and Mareka Woredas in Dawro Zone supported GAC, PTA and KETBs in bringing abductors to justice.
- The WEO Cheha Woreda in Guraghe Zone provided 100 corrugated iron sheets to support school improvement activities in the school. This was as award for the school's outstanding achievement in improving enrollment, girls' participation and retention as well as reducing dropouts.

### **Benishangul Gumuz**

- Woreda Competition Committees composed of WEO staff carried out the third phase competition of prospective schools
- Bambasi Woreda Health office provided support for GAC of Bambassi school and Virgin Girls' Club of the school. They conducted virginity and HIV/AIDS test for 39 girl students freely to support the club.
- WEO of Mandura Woreda supported the PTA and GAC of Jigeda School to protect a girl student from abduction.
- Bambasi Woreda Education office conducted a 2-day training for GACs and PTAs of all CGPP schools in collaboration With World Vision.

World Learning senior staff met with each of the Regional State Education Bureau Heads to obtain their approval for rolling out the CSAP. All gave their approval.

Finally, prior to preparing the final Annual Implementation Plan for July 2006 – January 2007, the COP and Deputy Director for Programs traveled to each region and met with each of the Regional State Education Bureau Heads to discuss strategies for institutionalization, replication and sustainability of key CGPP innovations. All agreed that assessment of these implementation strategies was important and that decisions regarding these innovations would be part of the program for the final project phase. They all agreed to set up RSEB teams of which WLE staff would be a part to conduct a detailed review of CGPP activities and recommend strategies for the RSEBs upon the completion of CGPP.

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## **15. BESO II Partners Collaboration**

Active collaboration among the BESO II CGPP Partners continued during the reporting year. WLE attended monthly meetings in Addis Ababa and in Mekele attended by BESO II partners (PACT, SAVE/US and AED) USAID and Health Communications Partnership to address approaches to project collaboration.

WLE also attended and made a presentation at the Tigray Regional Symposium on Improving Quality in Education organized by the Tigray Development Association in Mekele from August 19 – 20, 2005.

WLE distributed the allocation of the 50,000 books donated by USAID/African Education Initiative to participating CGPP schools in collaboration with other BESO partners and the ICDR of the Ministry of Education. WLE transported the books from the ICDR compound and shipped the books to each region for subsequent distribution to schools by SDAs.

WLE hosted several collaboration meetings with all BESO II partners on in rotation with the other partners. All partners and USAID staff were present and moved forward to actively develop a program for information sharing, planning and training collaboration

At the regional level, AED staff in Amhara were invited to address issues regarding AED in two WLE Sustainability Workshops organized at Bahir Dar and Debre Markos and was represented at the WLE staff retreat in July 2005..

World Learning Staff participated in AED Workshop to Revise Training materials previously prepared by AED in its Woreda Capacity Building program. The workshop was held in Adama from February 20 – 25, 2006. WLE's Deputy Director for Programs in collaboration with BESO/SCOPE staff participated actively in review the AED training materials and in suggesting important revisions to the sections on Gender and Resource Mobilization so as to bring it into closer alignment with the approaches being utilized by the CGPP implementing partners.

World Learning considers it important to leave the benefits of CGPP behind for other schools to utilize. Therefore, it has volunteered to assemble and edit a "BESO II CGPP Lessons Learned Manual" from among the experiences of all the BESO II CGPP partners. Each of the CGPP partners have been asked to submit any written experiences that provide guidance to schools about improving quality and equity in primary schools through community participation. WLE will compile and edit a draft in English and submit it to the other partners for review and suggestion. It will then be disseminated to Regional and Woreda Education Offices as well as teacher education institutions for their use with funds provided by each partner or with special assistance from USAID.

World Learning has also contributed to the design of a strategy to assess the impact of BESO interventions (both CGPP and the Cluster program) on improving quality in education through a parallel study of learning outcomes comparing BESO assisted schools with the Second National Learning Assessment outcomes. USAID has agreed to fund such a study which is to be implemented in the coming project year.

Finally, WLE participated with other BESO implementing partners in the organization and presentations made for the Celebration of 10 years of assistance to the Education Sector organized by USAID at the Hilton – Addis Ababa Hotel on June 14, 2006.. Of particular note was the coordination role played by WLE staff in the preparation of a video depicting BESO activities in that period.

## 16. Success Stories

The overall assessment of any project can be viewed in accordance with the impact on the beneficiaries. The same is true for WLE's BESO II CGPP project. The following success stories reported in this implementation year are illustrative:

### i. SNNP

#### **The Gela Community Contributed Much To Win The Third Phase Award**

After participating in the sustainability workshop prepared to the last entrant schools, the PTA and KETB in Kucha Woreda (Gamo Gofa Zone) organized an awareness-raising meeting to brief the community about the 3rd phase school improvement program. In the meeting, the PTA and KETB described the necessary preparations their school should make to win over the other schools in the Woreda and receive the 3rd phase incentive award. The community became motivated and wanted to see their school win. They agreed to contribute and demonstrate significant progress to the Woreda level committee in charge of evaluating schools for the award. They organized a fund-raising bazaar and contributed 15 oxen, 11 Buluko (locally woven "Shemma") and promised to give more cash, material and labor when the activity began to be implemented.

#### **Abduction Stopped By GAC**

The GACs of Gemeso Kinira and Konsore Ano Schools (Sidama Zone Shebedino Woreda) rescued two female teenagers attending grades 3 and 4 from an abduction attempts. The GACs acted quickly when they received reports of the abduction plots. They contacted the PTAs and KETBs of the schools for their assistance in rescuing the teenagers. In the end, by taking legal measures against the plotters, the case was aborted and the teenagers now continue their education without fear.

#### **GAC Convinced Parents To Reverse Decision**

One bad day, the parents of a female teenager attending at Murancho Gara Dela School in Shebedino Woreda of Sidama zone, gave her the terrible news that she would be given to someone in marriage. The news shocked her because it turned her dream of completing her education to nothing. She reported the case to the GAC and asked them to help her. Then, the GAC contacted her parents and explained the risks of early marriage and the benefits of educating girls. At that time, her parents seemed to accept the idea and promised to let her continue education.

However, from that day on they started to treat her badly. They refused to provide teaching materials and clothing by saying that the school and the GAC, which you called to save you, can provide your needs too. Then, GAC contacted the parents again, and convinced them that what they were doing is unlawful and a crime. Finally, the parents agreed to stop the early marriage and keep their daughter in school.

#### **GAC Backed A Raped Girl And An Abducted Girl**

A grade 6 female student from Gozo Bamushi School in Mareka Woreda (Dawro Zone) was raped by a man on her way home from school. The GAC supported the parents in bringing the case to justice. Consequently, the accused was sentenced to 9 years in jail and after adequate counseling, the girl returned to school.

Similarly, in the same Woreda a female student attending the Mari school who lives with her grandmother was kidnapped by an individual who broke into the house at midnight, took the girl and disappeared. Unfortunately, the grandmother was too old to defend the girl. The next morning the old woman reported the incident to GAC for she knew about the duties of GAC. The GAC together with the Woreda police pursued the criminal and captured him in a remote village where he had hidden. Finally, referring the case to court the man was convicted and sentenced to serve 16 years in jail and the girl returned to school after receiving treatment and counseling.

### **Parents Saved Their Children From An Abductor**

A man who came from Addis to Chencha town in Gamo Gofa zone for Meskel holiday, tricked a grade 3 teenager female student to take her to Addis. The girl was confused and agreed to go with him as he filled her with a series of false but pleasant thoughts about Addis and a good life she would enjoy there. However, he really planned to force this under aged girl to marry him. Meanwhile, when the girl did not return to her house for several hours the parents quickly began to search for her. They learned from her friends that she was with a man who had come from Addis. In that locale it was common for children to migrate right after the end of the Meskel holiday celebration, so parents suspected someone had taken take to Addis.

The parents pursued the guests returning to Addis after the holiday celebration and fortunately caught the man with the girl in Arba Minch town. Finally, they rescued the girl and the man was arrested.

### **A Simple Project Proposal Helped To Secure Money**

The KETB of Kogolishana school in Chencha Woreda in Gamo Gofa Zone to discussed how to mobilize resources to support the third phase school improvement program. They knew all about preparation of community bazaars, collecting contributions from the citizen, individuals, and NGOs. However, some members were concerned that using these methods again and again would overburden the community, and looked for other sources of funding.

The board members agreed to develop a simple project proposal and exercise the skills they acquired from CGPP and submit it to the community support group of people from that locality living in Addis. As a result the support group living in Addis donated Birr 5,000.00 as a response to school improvement proposal.

## **ii. Amhara**

### **GAC for education Quality**

The Yekagat School in Debre Elias Woreda established a GAC. The GAC celebrated female students' day and generated 510.25 Birr through selling of tea. From the collected money, the committee purchased and supported stationery materials for 5 orphan female children and makes them continue their education. Besides, to keep the quality of education in the school, the GAC bought two Philips radios with a total cost of 300 Birr (150.00Birr each) and donated them to the school.

### **Century-Old Problem Solved**

The Yeted full cycle primary school was established in 1975 EC. The school has always been faced with a problem of access to clean water for the students. In 1996 EC World learning BESO II project taught PTA and KETB members about project design. Using this training, the school designed a project to improve access to water through the construction of hand dug well and submitted to other NGOs and government offices. Their proposal was approval by the Gozamen Woreda Rural Development Office who contributed a hand pump to the project. Through mobilizing the community a hand dug well was constructed in the school compound and the school community finally had access to clean water in a near by place (inside the school). Besides drinking, the well is used by the school for small irrigation to produce food items and is a model for the community and for the students.

### **The Drama That Saved The Lives Of 28 Female Children**

GAC of Angech School, in Debat Tifatgen Woreda of East Gojjam Zone, performed a drama for an audience of 448 community members. It was about how early marriage was damaging the life of a female child. The audience was deeply touched by the drama. The GAC knew that there were parents who were arranging early marriages in secret for their daughters. The GAC knew this information ahead of time has and used the drama as an instrument to communicate with them. Because of the emotional reactions they developed in seeing the drama, parents from among the audience announced they had been arranging marriages for their daughters, but they had now decided to stop the marriages.

### **How Early Marriage Was Stopped Around Sigadi**

The Segadi School in Guangua Woreda of Awi Zone. Established a GAC soon after the school became part of CGPP. In the first year the GAC stopped 16 cases of early marriage by obtaining timely information about planned early marriages and holding discussions with concerned parents.

In the second project year the Segadi School GAC developed a strategy to prevent early marriages from happening in the first place. The strategy was to establish GAC subcommittees of 3 members each in ten villages of Sigadi Kebele. The GAC provides training to sub committees every 15 days and focus on obtaining timely information on forthcoming early mirage cases. Now there no more early marriages in Sigadi Kebele. This approach is an example for other schools and kebeles at large.

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### **BESO's Mill**

The Afesa School in Dangela Woreda, Awi Zone was established in 1996EC near the Zuma River. For over ten years, the school has been trying to use the river water for irrigation and generate income from crop production but has been unsuccessful because of a lack of materials.

After the school became part of BESO II CGPP, the KETB and PTA used the CGPP II strategy to create a sense of community ownership of the community towards the school. In the second phase of the project the PTAs and KETB developed a plan to dig a 300-meter channel to use the river for irrigation and the plan was implemented. Using the river water, they were able to produce 15 quintals of potatoes and used the money for school improvements.

In the third phase competition planning, the PTA and KETB decided to tackle a water mill project which they had unsuccessfully tried ten years previously, again using the strategies and knowledge from CGPP. The KETB and PTA mobilized the community, students and teachers and dug 400 meters of channels, contributed money, supplied raw materials and installed the water mill. Currently the local community uses this water mill and saves time by not having to travel a long distance to grind their food gains. Equally as important, the mill is a regular source of income to the school.

### **The Nun's Contribution – Everyone Can Contribute Something**

The Jiha School was constructed 30 years ago. Because of termites, the buildings were destroyed repeatedly. The problem termites is the basic problem of the school and was discussed in the first phase community workshop held in November 1996 EC. As a result, classrooms were constructed from stone in the first phase. The community was delighted with that solution. Accordingly the community began collecting construction materials.

Nun Emewdesh Belete is 89 year old woman who lives one kilometer from the school. She was very happy with what the community was doing. She knew that she could not contribute labor because of her age but she wanted to contribute something. Thus she went to the school, met with PTA and KETB members and told them she offered the stone she had in her compound for the school. In recognition of her contribution and her initiative at this age, the KETB gave her an award during Parents Day.

### **iii. Benishangul Gumuz**

#### **Replication to Non -CGPP School**

Kitar Primary School in Metekel Zone, Wombera Woreda had not been selected for CGPP intervention when World Learning started working in the Woreda. The PTA and KETB of school repeatedly raise the question why the Woreda Education Office had not selected for inclusion in CGPP. The 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 to Kitar Schools.

Based on what they learned, the PTA and KETB of the school organized a community workshop at the school with the support of the WEO. At this workshop more than 500 people (302 males and 210 females) took part and contributed more than Birr 16,000 in one day. 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.

#### **A Girl Was Saved From Armed Abduction**

A 13-year-old grade 4 girl in Jigeda primary school in Madura Woreda, Metekel Zone, was in school when 10 armed men came to the school. Two approached the girl and grabbed her while she was playing with her classmates. Students and teachers tried to protect her but they couldn't. The abductors took her away from the school campus.

Quickly, the GAC and PTA reported the incident to the WEO. The WEO officials arrived at the school and start discussion with the tribal leaders to reverse this abduction. The WEO, PTA and GAC and tribal leaders started discussion with the family of the abductors. After some hours of discussion the abduction was reversed. The girl came back to her family through the efforts of GAC, PTA and WEO. Now the girl is attending school once again and the teachers and students are supporting her.

#### **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 the school due to unwanted pregnancy as the data collected by GAC indicates. 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 who volunteered to join. 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 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.

### **17. Mid-Term Evaluation**

During this reporting period, the Mid-term Evaluation of BESO II CGPP was conducted by an External Evaluation Team funded and selected by USAID. World Learning Ethiopia provided the team with access to all records asked for by the CGPP evaluators and facilitated site visits to project activities in Amhara and SNNPR. The evaluation report identified accomplishments as well as making recommendations for improving project implementation. The

Evaluation Report was reviewed in Mid-term Consultative Evaluation Meeting held with the CGPP Implementing partners and USAID on September 8, 2005. World Learning has carefully reviewed the recommendations for action within its scope and other recommendations require USAID actions.

## **18. PC3 Project**

World Learning is responsible for implementing the Positive Change: Children, Communities and Care Program (PC3) in school settings. PC3 is a project being implemented in collaboration with Save the Children/USA to address the needs of Orphans and Vulnerable Children. World Learning's role is to develop and strengthen the school support model for assisting OVCs in school. It focuses on BESO schools building upon the capacities already developed through their association with the BESO CGPP and BESO/Scope programs.

As indicated in Activity 5(i) of the Technical Application (p. 15), its target is to work with 200 schools that have been participating in the BESO II Community-Government Partnership Program. During the first year of the PC3 project, World Learning Ethiopia began implementation of the program in 93 schools in the Oromia, Amhara and SNNPR regions. Expanding the program to 107 additional schools, WLE has integrated all the targeted schools into the program.

During the concluded year the following major activities have been carried out.

### **i. Operational and Program Activities**

- Summer Tutorial Program: Summer tutorial programs were organized for children at risk of dropping out of school because of poor academic performance. Orientation programs were conducted for teachers, school directors and SDAs/SDCs in Awassa, Arsi Negele, Nazareth, Dessie and Bahir Dar towns. Tutorial programs were conducted for a total of 2,472 students (1,150 boys and 1,332 girls) in these same locations. Among the participants, 93% promoted to the next grade.
- Community Mobilization Workshops for 93 BESO II schools were conducted in the initial 93 schools and will continue to the newly engaged 107 schools. Participants include: KETB chairpersons; PTA chairpersons, PTA secretary; PTA /school or KETB treasurer, PTA member (non-teacher), School director, GAC/GEAC leaders. In addition, SDC/SDA in the area, Woreda education office, Woreda health office, religious leaders, prominent individuals such as Idir Association leaders, leader of chamber of commerce. Schools have been preparing OVC related project proposal for grants program organized through the PC3 program.
- The PTAs, school directors, and teachers in WLE 93 schools identified a total of 18,368 children (8,938 boys, 9,430 girls) as being orphans and/or vulnerable children in accordance with accepted criteria.
- All the 93 schools have developed and submitted proposals for the first phase PC3 grant which focuses on developing school-based income

generation schemes to provide long-term support to OVCs attending schools. Of these, 90 of the schools have had their grant proposals approved. Funds have already been disbursed to 90 schools, and most of the schools have already started implementing their planned projects since or while awaiting receipt of funds. The remaining applications are undergoing final processing at Save the Children – USA.

- Manuals for School-Based Support of Orphans and Vulnerable Children, and Teaching on HIV/AIDS and Reproductive Health for school Anti-HIV/AIDS club leaders have been developed and submitted to Save-USA for review.
- Planning for this year’s Summer Tutorial Program has begun for OVCs in 21 sites for 95 communities
- Support was given for parents and guardians of OVCs.
- Schools provided educational, psychosocial and nutritional support for OVCs.
- Uniforms and educational materials were provided to needy OVCs.
- Legal support was given for sexually abused girls.
- Medical expenses were covered for OVCs by participating schools.
- Health education on HIV/AIDS was provided.

#### ii. Training

In order to capacitate PTAs, KETBs, teachers and Community leaders with different skills, which are believed to support the betterment of OVCs, were conducted in the reviewing year.

Table 18: PC3 Formal Training

Type Of Training	Number Of Participants		
	Male	Female	Total
Psychosocial Training	92	90	182
M And E Training	169	109	278
Financial Mgt.	161	30	191
Life Skills	213	202	415
Total	635	431	1,066

## 19. Assessment of Progress in CGPP

The following are indicators of project progress as reflected in observations and data analysis

- The involvement and support of the community, local government, KETBs, PTAs, GACs and other stakeholders has been considerably strengthened over time;
- The coverage of the program has reached 100% of the targeted 1800 schools;

- Parents' awareness of the value of education for their children, the need to address equity and quality in education and the steps they can take to support education has increased as a result of participation in the CGPP program;
- The issue of sustainability at the community level has been reinforced through a series of Sustainability Workshops
- Community awareness on the importance of sustainability of school improvement activities and sense of ownership increased as a result of the long-term efforts by WLE to address issues of sustainability.
- Regional State Education Bureaus are seriously considering institutionalization and replication of key CGPP interventions.

## **20. Problems Encountered/Challenges**

- Staff turnover of government personnel at different levels, and large-scale transfer of primary school principals in the regions has necessitated retraining and use of additional resources to raise awareness of the newly assigned replacements. This is a constant problem beyond the control of WLE that will impact significantly on the long-term sustainability of CGPP;
- Staff turnover has also resulted in loss of data and disruption of planning and the underlying activities in a significant number of CGPP schools. This is because when government personnel get transferred, they rarely orient their replacements and invariably take CGPP training materials with them even if they are assigned to activities having no relationship to CGPP;
- Very few female participants are nominated for participation in training and workshops either by communities or government despite project efforts to increase their representation in CGPP activities.
- Increasing turnover among SDAs as they face uncertainty over future funding for BESO II CGPP.

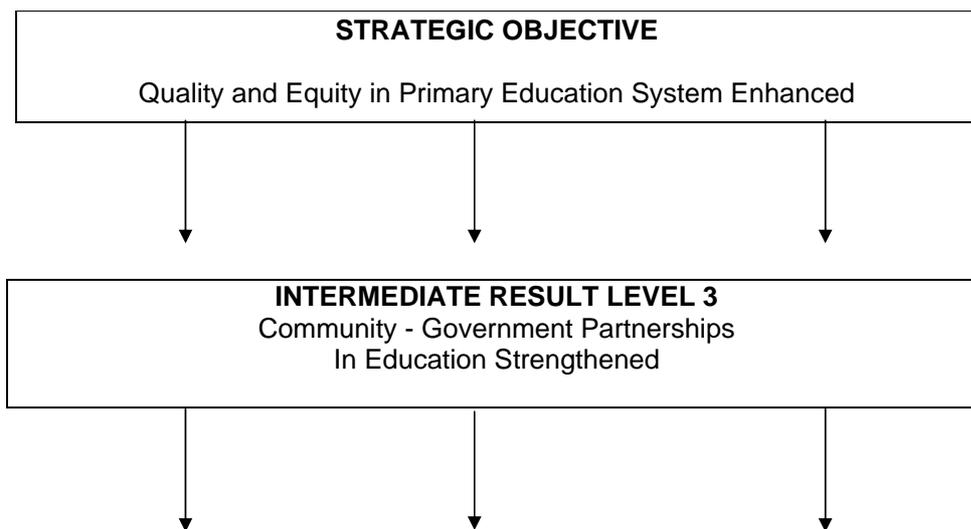
## **21. Lessons Learned**

- Small grants trigger greater community participation than larger ones
- Increased sense of community-school ownership is crucial for sustained school improvement

- Everybody (even the poorest person) has something to contribute when they understand the importance of a program to themselves, their children and the future of their community
- The GAC as a school-based institution is effective in promoting girls' education and protecting girls from harm
- Schools are a highly appropriate and effective institution for supporting Orphans and Vulnerable Children

## APPENDICES

### Appendix 1: Strategic and Intermediate Objective Levels and Indicators



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

**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
<p>Regional, Zonal, Woreda and Kebele Support to Community Involvement in School Management Strengthened</p>	<p>Parents and Communities more Engaged in School Management</p>	<p>Community - Government Innovations and Alternative Approaches to Education Developed for Disadvantaged Groups</p>
↓	↓	↓

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"> <li>• Number and percent of schools that are visited by WEO at least once a year</li> <li>• Average number of visits per school by WEO per year</li> <li>• Number of WEO contacts with PTA and/or community</li> <li>• Percent of PTAs that have collaboration from Woreda officials in the development and implementation of their plans</li> <li>• Number of times local educational development officials involved in capacity building of PTAs*</li> </ul>	<ul style="list-style-type: none"> <li>• Average number of days PTAs engaged in school yard observation</li> <li>• Number of meetings by PTAs, community leaders and parents to discuss school issues</li> <li>• Number and percent of communities that contributed to school development activities</li> <li>• Number of parents/community members that participate in activities</li> <li>• Percent of communities that have contributed as per their plan</li> </ul>	<ul style="list-style-type: none"> <li>• Number of disadvantaged children who are attending alternative education</li> <li>• Number of communities that have adapted flexible school calendar</li> <li>• Number of communities that have implemented culturally sensitive school practices</li> <li>• Number of schools with localized curriculum</li> <li>• Number of non – formal education centers established</li> <li>• Number of meetings/ consultations between government and disadvantaged communities</li> </ul>

**Appendix 3: Number of Schools Engaged in the Project to Date (1 July 2002 – 30 June 2005)**

Region	Year							Total No. of schools	
	2002 - 2003 (1995 E.C)		2003 – 2004 (1996E.C)		2004 - 2005 (1997E.C)				
	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	No. of Schools Graduated	In All Cohorts	Actively Engaged
Amhara	100	100	200	152	320	246	200	1,118	918
SNNP	70	73	144	28	260	-	143	575	432
B.- Gumuz	20	20	12	20	35	-	40	107	67
<b>TOTAL</b>	<b>190</b>	<b>193</b>	<b>356</b>	<b>200</b>	<b>615</b>	<b>246</b>	<b>383</b>	<b>1,800</b>	<b>1417</b>

## Appendix 4: WLE CGPP Woredas

### Appendix 4.1: SNNPR WLE CGPP Woredas

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

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

### Appendix 4.2 WLE CGPP Woredas in Benishangul-Gumuz Region

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

### Appendix 4.3 WLECGPP Woredas in Amhara Region

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

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

**Appendix 5: WLE CGPP Zones**

**Appendix 5.1: SNNPR WLE CGPP Zone**

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

**Appendix 5.2: Benishangul Gumuz Region WLE CGPP Zone**

No.	Zone
1	Assosa
2	Kamashi
3	Metekel

**Appendix 5.3: Amhara Region WLE CGPP Zone**

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

Appendix 6: 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		
<b>Amhara</b>				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	
<b>SNNPR</b>				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>B. Gumuz</b>				20																					20	
Cohort 1																										
Cohort 2						20																			40	
Cohort 3								12																	52	
Cohort 4										20															72	
Cohort 5												15													87	
Cohort 6													20												107	
<b>New Intake</b>				191		193		356		120		359	292	289							120		359	292	289	1800
<b>Exit</b>											191		193		356		120		359	292	289					
<b>Aggregate</b>						384		740		860		1028	1127	1416	1060		941		582	290	0					



Appendix 8: WLE CGPP Plan of Activities for Training and Community Capacity Building by Year, Quarter, Region and Cohort

Region/Cohorts	Year I 2002 (1994/95)				Year II 2003(1995/96)				Year III 2004(1996/97)				Year IV 2005 (1997/98)				Year V 2006 (1998/99)				Year VI 2007 (1999/2000)				Total Schools				
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2					
	JFM	AMJ	JUS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND					
<b>Amhara</b>				100																					100				
Cohort 1																													
Cohort 2						100																			200				
Cohort 3								200																	400				
Cohort 4										152															552				
Cohort 5												320													872				
Cohort 6													246												1118				
<b>SNNPR</b>				70																					70				
Cohort 1																													
Cohort 2						73																			143				
Cohort 3								144																	287				
Cohort 4										28															315				
Cohort 5												260													575				
<b>B. Gumuz</b>				20																					20				
Cohort 1																													
Cohort 2						20																			40				
Cohort 3								12																	52				
Cohort 4										20															72				
Cohort 5												35													107				
<b>New Intake</b>				190		193		356		200		615	246												1800				
<b>Exit</b>										190			193		356		200	615	246										
<b>Aggregate</b>					383		739		939		1554	1800	1416	1060			941	582	290	0									
<b>Training and Workshop</b>	WOWI SOW I SDAT I				SOW II WOW II (SDAT I SNNPR) PTA/KETB Training				SOW III WOW II (SDAT II Amhara) TOT PTA/KETB				SOW IV TOT II, SW I PTA/KETB Training				SOW V, VI, SW II PTA/KETB				SOW VII, SOW III PTA/KETB				SOW IV, SOW V				

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

**Appendix 9: Summary of Contributions Made to School Improvement Activities in the Fourth Implementation Year  
(July 2005 - June 2006)**

Region	Quarter	Number of CGPP Schools	Type and Source of Contributions						Total (Birr)
			Community and School			Government and Others			
			Cash	Material	Labor	Cash	Material	Labor	
Amhara	I	1118	505,122.44	167,920.04	156,748.16	18,175.27	64,709.25	-	912,675.16
	II	1118	724,155.26	215,796.45	384,299.52	63,987.54	49,871.00	-	1,438,109.77
	III	1,118	799,174.09	284,085.70	412,586.14	92,115.85	107,046.00	2,689.00	1,697,696.78
	IV	1,118	841,066.15	250,518.75	365,181.97	87,606.39	140,253.60	9,456.62	1,694,083.48
<b>Region Total</b>		<b>1,118</b>	<b>2,869,517.94</b>	<b>918,320.94</b>	<b>1,318,815.79</b>	<b>261,885.0</b>	<b>361,879.85</b>	<b>12,145.62</b>	<b>5,742,565.19</b>
Benishangul-Gumuz	I	107	3,176.00	6,909.15	100,107.99	800. -	-	-	110,993.14
	II	107	19,889.50	10,858.10	62,671.95	-	45,408.60	-	138,828.15
	III	107	55,008.50	40,197.00	0	12,148.10	102,165.64	-	209,519.24
	IV	107	172,610.29	87,534.30	162,209.65	30,920.70	47,122.50	4090	504,487.44
<b>Region Total</b>		<b>107</b>	<b>250,684.29</b>	<b>145,498.55</b>	<b>324,989.59</b>	<b>43,068.80</b>	<b>194,696.74</b>	<b>4,090.00</b>	<b>963,827.97</b>
SNNPR	I	575	398,176.35	160,051.30	155,864.55	77,863.40	12,543.64	18,192.00	822,691.24
	II	575	321,513.80	109,833.25	71,685.82	120,099.0	9,788.49	-	632,920.36
	III	575	1,200,968.40	240,673.28	243,449.30	143,565.7	39,271.58	-	1,867,892.30
	IV	575	769,506.07	264,011.26	154,047.78	137,898.9	31,851.24	443.83	1,357,759.17
<b>Region Total</b>		<b>575</b>	<b>2,690,164.62</b>	<b>774,569.09</b>	<b>625,047.45</b>	<b>479,427.1</b>	<b>93,454.95</b>	<b>18,635.83</b>	<b>4,681,263.07</b>
<b>Total ETB /Year</b>		<b>1,800</b>	<b>5,810,366.85</b>	<b>1,838,388.58</b>	<b>2,268,852.83</b>	<b>784,380.9</b>	<b>650,031.54</b>	<b>34,871.45</b>	<b>11,387,656.23</b>
<b>Total USD / Year*</b>		<b>1,800</b>	<b>677,198.93</b>	<b>214,264.40</b>	<b>264,435.06</b>	<b>91,419.69</b>	<b>75,761.25</b>	<b>4,064.27</b>	<b>1,327,232.66</b>

\* 1 USD = 8.58 ETB

**Quarter periods**

Quarter I: July - September

Quarter II: October - December

Quarter IV: April – June

Quarter III: January – March

**Appendix 10: Project to Date, Summary of Contributions Made to School Improvement Activities  
(July 2002- June 2006)**

Region	Quarter	Contributions in Implantation Year I (July 2002 – June 2003)	Contributions in Implantation Year II (July 2003 – June 2004)	Contributions in Implantation Year III (July 2004 – June 2005)	Contributions in Implementation Year IV (July 2005-June 2006)	Total Project to Date
Amhara	I	-	736,835.85	1,353,007.44	912,675.16	3,002,518.45
	II	-	490,643.63	1,059,968.81	1,438,109.77	2,988,722.21
	III	460,163.70	1,034,284.61	2,757,947.36	1,697,696.78	5,950,092.45
	IV	1,292,483.23	2,215,092.83	4,500,012.42	1,694,083.48	9,701,671.96
	Year Total	1,752,646.93	4,476,856.92	9,670,936.03	5,742,565.19	21,643,005.07
Benishangul Gumuz	I	-	66,271.00	111,154.03	110,993.14	288,418.17
	II	-	69,812.00	189,622.43	138,828.15	398,262.58
	III	52,038.00	44,767.00	127,515.94	209,519.24	433,840.18
	IV	81,886.00	162,482.00	230,113.71	504,487.44	978,969.15
	Year Total	133,924.00	343,332.00	658,406.11	963,827.97	2,099,490.08
SNNPR	I	-	450,651.00	651,822.01	822,691.24	1,925,164.25
	II	-	429,463.00	1,011,092.19	632,920.36	2,073,475.55
	III	226,404.00	1,058,486.00	1,342,966.76	1,867,892.30	4,495,749.06
	IV	187,738.00	831,907.00	1,629,547.60	1,357,759.17	4,006,951.77
	Year Total	414,142.00	2,770,507.00	4,635,428.56	4,681,263.07	12501340.63
<b>Total</b>		<b>2,300,712.93</b>	<b>7,590,695.92</b>	<b>14,964,770.70</b>	<b>11,387,656.23</b>	<b>36,243,835.73</b>
<b>USD*</b>		<b>\$268,148.36</b>	<b>\$884,696.49</b>	<b>\$1,744,145.77</b>	<b>\$1,327,232.66</b>	<b>\$4,224,223.28</b>

**Quarter Periods:** Quarter I: July – September; Quarter II: October – December; Quarter III: January – March; Quarter IV: April – June

**Appendix 11: Project to Date, Number of Schools that Received School Incentive Award By Implementation Year and Quarter (01 July 2002 - 30 June 2006)**

Region	Quarter	Implementation Year I				Implementation Year II				Implementation Year III				Implementation Year IV				Total
		No. Of Schools			Total SIA Paid	No. Of Schools			Total SIA Paid	No. Of Schools			Total SIA Paid	No. Of Schools			Total SIA Paid	
		P1	P2	P3		P1	P2	P3		P1	P2	P3		P1	P2	P3		
Amhara	I	-	-	-	-	51	-	-	127,500.00	59	30	-	252,500.00	125	54	-	501,500.00	881,500.00
	II	-	-	-	-	15	-	-	37,500.00	83	1	-	211,000.00	6	10	-	50,000	298,500.00
	III	17	-	-	42,500.00	-	-	-	-	26	36	125	941,000.00	-	-	109	654,000.00	1,637,500.00
	IV	117	-	-	292,500.00	165	168	-	1,000,500.00	454	265	-	2,062,500.00	-	552	125	2,682,000.00	6,037,500.00
	Year Total	134	-	-	335,000.00	231	168	-	1,165,500.00	622	332	125	3,467,000.00	125	628	234	3,887,500.00	8,855,000.00
Ben. Gumuz	I	-	-	-	-	19	-	-	47,500.00	7	13	-	63,000.00	-	1	-	3500.00	114,000.00
	II	-	-	-	-	1	-	-	2,500.00	13	8	-	60,500.00	36	19	-	156,500.00	219,500.00
	III	-	-	-	-	-	-	-	-	-	-	5	30,000.00	1	14	14	135,500.00	165,500.00
	IV	20	-	-	50,000.00	-	19	-	66,500.00	10	12	20	187,000.00	-	21	9	127,500.00	431,000.00
	Year Total	20	-	-	50,000.00	20	19	-	116,500.00	30	33	25	340,500.00	37	63	23	423,000.00	930,000.00
SNNPR	I	-	-	-	-	65	-	-	162,500.00	88	58	-	423,000.00	96	13	34	489,500.00	1,075,000.00
	II	-	-	-	-	6	-	-	15,000.00	6	24	-	99,000.00	18	20	13	193,000.00	307,000.00
	III	-	-	-	-	10	15	-	77,500.00	26	63	39	519,500.00	4	59	86	732,500.00	1,329,500.00
	IV	58	-	-	145,000.00	69	63	-	393,000.00	127	50	6	528,500.00	2	210	27	902,000.00	1,968,500.00
	Year Total	58	-	-	145,000.00	150	78	-	648,000.00	247	195	45	1,570,000.00	120	302	160	2,317,000.00	4,680,000.00
Total	212	-	-	530,000.00	401	265	-	1,930,000.00	899	560	195	5,377,500.00	276	995	411	6,587,000.00	14,465,000.00	
USD				61,771.56				224,941.72				626,748.25				767,715.62	1,685,897.44	

\* 1USD = 8.58 ETB

## Appendix 12: Photo Gallery

Picture 1: Library, Bambasi primary school (Assosa zone, Bambasi Woreda)



Picture 2: Virgin Girls' Club Members of Bambasi Primary School



**Picture 3: Beautifying the School Compound Attracts Students to Stay in School**



Picture 4: Shanta NFE Center Students with Facilitator (Year 3 Students)

