



**Progress and Monitoring &
Evaluation Annual Report
(October 2005 – September 2006)**

**BASIC EDUCATION STRATEGIC OBJECTIVE II/
STRENGTHENING COMMUNITIES THROUGH PARTNERSHIPS FOR
EDUCATION
(BESO II/SCOPE)**

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ABBREVIATIONS AND ACRONYMS

ABE	Alternative Basic Education
ADAA	African Development Aid Association
ANFEAE	Non-Formal Education Association in Ethiopia
BESO	Basic Education Strategic Objective
CARE	Care International
CGPP	Community Government Partnership Program
CMC	Center Management Committee
CBO	Capacity Building Office
COP	Chief of Party
DDA	Donkeys for Development Association
EMRDA	Ethiopian Muslims' Relief & Development Association
FOD	Field Office Director
GC	Girl's Club
GEAC	Girl's Education Advisory Committee
GTF	Gudina Tumssa Foundation
HTP	Harmful Traditional Practices
IEC	Information, Education and Communication
IR	Intermediate Result
KETB	Kebele Education and Training Board
LNGO	Local Non-Governmental Organization
M&E	Monitoring and Evaluation
NFE	Non-Formal Education
NGO	Non-Governmental Organization
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
REB	Regional Education Bureau
RFA	Request for Application
SC	Save the Children
SCOPE	Strengthening Communities through Partnerships for Education
SDC	School Development Coordinator
SIA	School Incentive Award
TIRDSS	Integrated Rural Development for Social Services
TOT	Training of Trainers
US	United States
USAID	United States Agency for International Development
WEO	Woreda Education Office
WECB	Woreda Education and Capacity Building
ZC	Zonal Coordinator
ZED	Zonal Education Department

Introduction

Save the children USA is contracted by USAID to implement a five-year program that is aimed at building the capacity of communities and local government in identifying and effectively addressing barriers to improve quality and equity in primary education in four regions of Ethiopia (Afar, Oromia, Gambella and Somali). Save USA partners with CARE Ethiopia and 7 local NGOs.

The purpose of BESO II/SCOPE is to support one of the intermediate results of USAID Ethiopia's basic education strategic objective "Strengthening government community partnership in education system" which focuses on community involvement in education management and promote partnership between communities and government at local levels. BESO II/SCOPE have been engaged in a variety of activities such as capacity building of community, local government officials and school communities through training and technical assistance, provision of incentive grants to targeted schools that are matched by community contributions, advocacy and sub granting Non-governmental Organizations (NGO) working in the area of education particularly in disadvantage communities.

Purpose and Organization of the Annual Progress Report

This document is the second monitoring and evaluation annual report of the project, outlining project activities status undertaken since the end of the last reporting period (Oct 1, 2005 – Sept 31, 2006) as required by the contract with USAID. It will enable the donor, the program manager, staff and its partners to evaluate progress toward the goals, to look what has been accomplished, what is underway, to identify the programmatic gaps, and to see what modifications might be needed. The report includes the following topics:

1. Project Beneficiaries
 2. Training
 3. School Incentive Award
 4. Advocacy
 5. Girls Education
 6. Sub-Granting Local NGOs Working in the Area of Disadvantage Communities
 7. Supervising, Mentoring and Providing Technical Support to School Communities
 8. BESO II/SCOPE Project Intermediate Result Indicators
 9. Challenges and Lesson Learned
 10. Conclusion
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1. Project Beneficiaries

Through carrying out capacity building activities, BESO II/SCOPE project has benefited directly 1,526,828 (869,737 Male and 657,091 Female) beneficiaries in its target localities. Out of these total number girls/females accounted for 43.03%, which was 41.98% in the previous reporting period. See the number of beneficiaries by category and sex in table 1 below

Table 1: Estimated Number of Project Beneficiaries by Category and Sex

Beneficiary Groups	2005/06		
	Male	Female	Total
Formal school students	847,134	644,607	1,491,741
ABE Students	2,040	1,707	3,747
PTA	11,064	2,700	13,764
GEAC	5,646	7,828	13,474
Directors	2,209	153	2,362
Regional/Zone/Woreda/KETB Staff	1481	68	1549
SDC	109	13	122
ABE Facilitators	54	15	69
Total	869,737	657,091	1,526,828

2. Training

One of the main capacity building activities of BESO II/SCOPE is training. A number of trainings were carried out in the reporting period at head office, zonal and school level using the cascade training method to equip government education officials, SDC's, PTAs, GEAC, KETB and school personnel's with skills and knowledge needed to execute their role and responsibilities. About 12,680 (8664 Male 4016 Female) trainees were trained and this provided technical assistance and quality assurance for the implementation of this project in the target areas. Please look at the list of trainings with their title, purpose, date and number of participants by sex in Annex B.

At head office level training participants filled pre and post assessments as part of the monitoring of training outcomes and this showed that the participants gained knowledge from the trainings. To monitor the effectiveness of the delivery process and to ensure that zonal level and cluster level participants has received the full content of the training, education specialists, training specialists and zonal coordinators attended and followed up most of the zonal level and cluster level trainings.

3. School Incentive Award

As a strategy to encourage the community to participate in resource contribution (Cash, Labor and Material), a total of Birr 10,000 is awarded by BESOI/SCOPE to schools in three rounds, which is Birr 3000 for all BESOI/SCOPE schools in the first round and Birr 3500 on competitive basis for the second and third rounds (in the first round all schools, in second round eighty percent of the schools and in third round only thirty-five percent of schools will be eligible to receive the grant). Unlike these, schools in Gambella received Birr 5360 and cohort I exemplary school received Birr 500. In general, BESOI/SCOPE released a sum of Birr 2,801,400 (2,500.00 for Afar, 130,000.00 for Somali, 80,400.00 for Gambella and 2,588,500.00 for Oromia). In this reporting period, a total of 813 schools prepared their action plans to receive school incentive awards (15 cohort I schools in Gambella for third round, 153 Cohort II schools for third round, 540 cohort III schools for the second round, 81 cohort III schools for the third round and 1 best/exemplary schools from 24 cohort I woredas)

Each incentive award receiving school is expected to contribute at least one third of the grant BESOI/SCOPE provides (in kind/cash/Labor). However, contributions are usually greater than the minimum requirement. Community contributions amounted Birr 4,476,925.51 in the action plans prepared by PTAs of the target schools of which Birr 2,681,077.41 was in cash, Birr 928,420.84 in material and Birr 867,427.26 in labor. Cash contribution constituted the lion share, which is 59.89%, followed by material contribution of 20.74% and labor contribution of 19.37% respectively. See the detail in the table 2 below.

Table 2: Expected Amount of Community and Other Contribution by Region and Type of Contribution (2005/06)

Region	No. of schools	BESO	Community Contribution				Total
			Cash	In kind	In Labor	Total	
Afar	5	2,500.00	7,425.00	1,450.00	600.00	9,475.00	11,975.00
Gambella	15	80,400.00	20,830.00	10,200.00	5,950.00	36,980.00	117,380.00
Oromiya	755	2,588,500.00	2,619,145.41	899,666.84	848,537.26	4,367,349.51	6,955,849.51
Somali	38	130,000.00	33,677.00	17,104.00	12,340.00	63,121.00	193,121.00
Total	813	2,801,400.00	2,681,077.41	928,420.84	867,427.26	4,476,925.51	7,278,325.51

The average expected contribution per school is 5,506.67 (1,895.00 for Afar, 1,661.08 for Somali, 2465.33 for Gambella and 5784.57 for Oromia). The average expected amount of community contribution of Oromia is greater than the school incentive award granted by BESOI/SCOPE. On the other hand, other regions contribute less than what they received from BESOI/SCOPE but it is still more than the minimum requirement fixed by BESOI/SCOPE.

3.1. Action Plan Accomplishment Report

Action plan accomplishment reports are collected from cohort I round III schools (81%), cohort II round II&III schools (85.62%), cohort III round I&II (93.52%), round I&II schools in Gambella (90%) and cohort I exemplary schools (29.17%) in this academic year. In general, accomplishment reports were collected from 89.36% of the total 1823 schools which should be reported in this period.

The action plan accomplishment report of the reported schools showed that in aggregate the community contributed Birr 16,273,487.61 (9,624,791.21 in cash, 3,379,666.83 in material and 3,269,029.57 in labor). All regions excluding Afar received support from other sources (NGOs, factories, investors, WEO and etc.) with the total amount of 2,322,296.40 birr. On the average, the community contribution per school is Birr 9995.38 birr, but there is big variation between regions, which is Birr 2530.28 in Afar, Birr 2655.60 in Gambella, Birr 10599.11 in Oromia and Birr 1782.01 in Somali. See the detail in table 3 below

¹Table 3: - Actual Community Contribution of schools which received grant at the end of 2004/05 and 2005/06 by Region and Type of Contribution

Region	No. of schools	BESO	Community Contribution				Other ²	Total
			CASH	In kind	In Labor	Total		
Afar	9	31500	19,947.50	1,300.00	1,525.00	22772.5	0.00	54272.5
Gambella	27	144720	31,486.31	28,675.00	11,540.00	71701.31	4,570.00	220991.3
Oromia	1,513	5023000	9,496,214.40	3,322,743.83	3,217,494.57	16036452.8	2,516,546.40	23575999
Somali	80	267500	77,143.00	26,948.00	38,470.00	142561	1,250.00	411311
Total	1,629	5466720	9,624,791.21	3,379,666.83	3,269,029.57	16,273,487.6	2,522,366.40	24262574

Table 4: - Actual Community Contribution which received grant in 2005/06 by Region and Type of Contribution (2005/06)

Region	No. of School	BESO	Community Total				Others	Grand Total
			In Cash	In Kind	In Labor	Total		
Gambella	12	64,320	12,159.00	9,200.00	7,200.00	28,559.00	0.00	92,879.00
Oromia	551	1,907,500	2,160,070.65	680,124.94	661,373.11	3,501,568.70	511,985.50	5,921,054.20
Somali	27	94,500	23,930.00	7,385.00	10,510.00	41,825.00	0.00	136,325.00
Total	590	2,066,320	2,196,159.65	696,709.94	679,083.11	3,571,952.70	511,985.50	6,150,258.20

Table 2 shows us 813 schools prepare action plan and received grant in this reporting period, out of these we expect the action plan accomplishment report of 732 schools in the same period (2005/06). But table 4 illustrate only 590 of them submitted action plan

¹ This table includes the report of school which received grant in previous year (2004/05) but submitted there accomplishment report in the current period (2005/06).

² Others include NGOs, Factories, investors, WEO etc...

accomplishment report. For the detail of the status of actual community contribution see table 4 above.

3.2. Content and status of activities planned and accomplished

There were totally 5054 activities (3738 planned and 1316 additional) included in the report of 1629 schools, from these activities 84.0% of the activities accomplished fully, 8.9% partially and 7.1% of them are not carried out by the PTA's. The reasons behind for not accomplishing the planned activities include inflation of construction materials, availability of construction materials and political instability.

The accomplishment report shows us some good things like from the fully implemented 4246 activities, 355(14.12%) of the activities implemented over plan³. Besides, it was reported that PTAs have carried out a total of 1316 additional⁴ activities. See table 5 below.

Table 5: - Accomplishment Status by Type of Activities

Accomplishment Status	Activity Type			Total
	Additional	Over planned	Planned	
Fully	1270	355	2621	4246
	29.9%	8.4%	61.7%	100.0%
	96.5%	96.5%	77.8%	84.0%
No	0	0	359	359
	0.0%	0.0%	100.0%	100.0%
	0.0%	0.0%	10.6%	7.1%
Partially	45	13	391	449
	10.0%	2.9%	87.1%	100.0%
	3.4%	3.5%	11.6%	8.9%
Total	1315	368	3371	5054
	26.0%	7.3%	66.7%	100.0%
	100.0%	100.0%	100.0%	100.0%

The report also depicts that from the total activities construction constituted the lion share which is 39.9% (n=2015), followed by purchase/supply materials⁵ (34.5%, n=1742) and renovation (11.1%, n=562), the rest of the activities covers the remaining 14.5%. In all

³ Over plan means activities planned but the number accomplished is more then the planned. For instance a school planned to construct 2 class rooms but it constructed 4 classroom

⁴ By Additional it means activities which are not included in the action plans submitted to BESO II/SCOPE project but added to improve the learning environment and reported they have been accomplished as part of the action plans

⁵ Purchase/supply materials includes Desks/chair, window, door, radio, blackboard, bookshelf, tape cassettes, .mini media equipments, roto water tanks, stationary, books and material for pedagogical center.

the regions except Somali, construction activities are the first in the number of activities schools included in their action plan and additional work. In Somali Purchase/Supply of material ranked first. Disaggregated by region the percent of activities, which are related to construction is 41.0% in Oromia, 37.9% in Afar, 25.4% in Gambella and 17.1% in Somali. Renovation ranked second in Afar, Somali and Gambella but in Oromia purchase/supply of material ranked second. See Annex 1 for the detail.

Most of the construction activities are classrooms and latrines (especially for girls). These construction activities have enormous in puts for the achievement of BESOI/SCOPE objectives by reducing the student classroom ratio, creating child friendly environment and increasing the participation of students particularly girls.

4. Advocacy

Advocacy Guideline developed for BESO II/SCOPE, EOTO schools, WEOs and to ABE centers to raise issues or problem that the organization agrees to support in order to promote policy change. Copies of guidelines with sample action plan format distributed to all SCOPE and EOTO schools including ABE centers. Some schools are working on dealing the local problems to bring change by collaborative efforts with the WEOs.

The guideline will enable schools to focus on advocacy issues as a deliberate process to influence those who make policy decisions for the benefit of children and marginalized communities. The plan is to be implemented at woreda and schools' level, and PTAs and communities will be prime promoters for policy changes.

4.1. PTA and GEAC Guideline

PTA manual amended and translated to Oromo language. The manual is amended in the areas of PTAs roles and responsibilities, which gives PTAs more power in managing their schools. It also institutionalizes GEAC and amends roles and responsibilities of GC. Currently, it has been officially announced and copy of the amended manual has been distributed to all BESO II/SCOPE schools including those addressed by the Each One Teach One program.

The Amharic version of the manual has been distributed to Gambella and Afar while translation to Somali language has been finalized. Distribution to Somali region will continue as soon as the translated copy approved by REB.

4.2. IEC Distribution

Information, Education and Communication (IEC) materials developed according to the region specific for Oromia, Gambella, and Somali with the motto of " *Send Your Girl Child to School Today*". 4,000 posters for Oromia, 100 for Gambella and 200 for Somali

produced and distributed to all project schools, communities, woredas, zones and region bureaus. The poster for Afar is not yet printed because of the clarity of the photograph of the selected girl child.

5. Girls Education

In the past fiscal year to minimize barriers and increase the participation of female students, girls education unit developed and implemented Behavior Change Strategy applying positive deviance approach. The initiative targeted two regions of the project. The behavior change strategy comprises of:

1. Improving SCOPE's Gender Training Manual, to include skills such as planning, communication/negotiation, monitoring and evaluation
2. Implementing a strategic communication plan, which involves designing of practical action kits for GEAC, PTAs and the school communities to increase access, retention and success. And production of radio spots with behavior change messages.
3. Strengthening program monitoring of girls education activities by creating a mechanism to track the newly developed strategy and linking SDCs work plan and performance with girls education indicators.
4. Structural changes in schools and communities through recruiting parents who sending their girls to school to participate in GEAC, PTA and woreda sensitization campaign by woreda education offices.

Thus, the following key accomplishments carried out:

1. Based on the finding of PDI and SDCs capacity need assessment BES0II/SCOPE gender training manuals were revised. The training manuals Incorporate relevant practical skills for SDC, GEACs, GCs and PTAs.
 2. The five action kits (Negotiation, Safe School/Child Friendly School Policy, Parent Day, Dialogue on Cultural Practices and Community Based Positive Deviance Inquiry) were developed. Theses action kit will equips GEACs and PTAs with the necessary skills to convince parents the benefits of education and lead the girls education program at school. These Action kits have translated into Oromo and Somali languages.
 3. A three months 5 minutes Radio spots which comprise behavior change messages on long and short term benefits of education, harassment, early marriage, workload, etc. were developed and translated into Oromiffa and Somali languages. These programs are scheduled to be aired on the national Radio Ethiopia starting on mid of September 2006.
 4. A three day TOT training on the newly developed behavior change strategy conducted. And this TOT training has cascaded down to a school level.
 5. A draft monitoring system to track the out put of the newly developed behavior change strategy was prepared.
-

6. Preliminary preparation of using the positive deviants families for sensitization campaign of girls education at the school, community and woreda level is underway.

6. Sub-Granting Local NGOs Working In the Area of Disadvantage Communities

BESOI/SCOPE has signed a sub grant agreement with partner local NGOs starting from Dec, 2003 to implement ABE program provision to children in disadvantaged, especially pastoralist communities. The project has now established stable partnership with seven local NGOs implementing ABE program in different woredas of Oromia, Afar and Somali regions.

Currently the partnership program has established more than 27 ABE centers and train and hire 70 facilitators, where 20% of them are female. The centers create access to 3286(1860 male and 1426 female) children under the age of 7 -14 years and provide them with quality basic education, in which girls' participation rate reached to more than 43% and some centers up to 52%. ANFEAE, a partner with particular focus on Adult Education runs a literacy program for 378 students (252 women and 126 men) in six of the seven ABE centers, using a different learning approach, content, and schedule from the ABE program for children. See table 5 below for the detail

Table 6: - Number of ABE Students by Name of Partner Organization, Level and Sex

Partner Organizations	Level I			Level II			Level III			Total		
	M	F	T	M	F	T	M	F	T	Male	Female	Total
ODA	127	99	226	114	94	208	91	72	163	332	265	597
ANFEAE	268	289	557	152	162	314	53	63	116	473	514	987
ADAA	311	183	494	246	151	397	177	46	223	734	380	1114
GTF	41	9	50	22	5	27	52	8	60	115	22	137
PCAE	0	57	57	0	27	27	0	20	20	0	104	104
HPDO	43	49	92	26	8	34	0	0	0	69	57	126
EMRDA	57	74	131	45	5	50	35	5	40	137	84	221
Total	847	760	1,607	605	452	1057	408	214	622	1860	1426	3286
% of girls		47%			43%			34%			43.4%	

As a result of the initiative to integrate SCOPE project activities and ABE implementation, partners ABE coordinators and NFE officers from the respective WEOs have continued to participate in the TOT, which in the current year dealt with 'Techniques of project proposals writing' and 'Gender analyses methods'. The training focuses on

- Concept and Practices of Communication
- Development of the girls friendly school indices;

- Performances of GEACs and Girls' Clubs in schools
- Communication skills
- Project proposals writing
- Gender analyses

The other strategy to integrate SCOPE activity to ABE implementation is providing technical assistance to ABE center coordinators and facilitators and conduct programmed supervision of the ABE implementation activities. Thus, two visits were made to ODA and PCA sites to follow ABE activities and provide technical assistance, consult, and share experience in ABE practices.

As the sub grant agreement was coming to an end in December 2006, an assessment of ABE program implementation vis-à-vis project objectives and planned activities was undertaken. Gaps in ABE implementation were sifted out and a definite period of time was agreed followed by a project amendment signed between BESO II/SCOPE and partner NGOs for program extension to complete unaccomplished project activities.

In the periods following the amendment ABE implementation program has been scaled up in 3 weredas to establish additional 14 ABE centers, and with the additional centers, including those that communities replicate under BESO II/SCOPE support, will total to about 41 to 44 ABE centers enrolling nearly 4000 children when the period for the sub grant agreement ends in 2006/07.

The dropout rate of the centers ranges from 3% in ODA to 31% in HPDO the average dropout rate is 8.4%. Major reasons for the dropout, particularly in pastoralist areas, are: early marriage, family mobility, children moving to other relatives, families keeping children for household work, etc

When we compare current year result with previous year

- The number of ABE center increased by 2
 - Enrollment is relatively constant with little change from one season to another and currently there are exactly 3,286 children, between the ages of 7-14 in all the 27 ABE centers.
 - The number of facilitator increased by 4
 - The participation of girls in the ABE centers has increase from 40% to 43.4%, which shows a steady increase though it has not reached the targeted 50% participation.
 - The dropout rate shows an increases from 5% to 8.4%
-

From the above data we can see that the number of ABE center increased by two from the last year but the number of students decrease, this happens because of midway transfer of students to formal schools. Again since some of the centers have not the data of midway transferred students they consider them as dropout, as the result of this there is an increment of dropout from last year.

7. Supervising, Mentoring and Providing Technical Support to School Communities

Monitoring is the regular observation and recording of activities taking place in a project or program. Monitoring should be carried out by all stake holders at all levels. Each level, however, has specific objectives for monitoring.

At all level the responsible bodies (PTA, SDC, ZC and Addis Ababa staff) have been monitoring, supervising and providing technical support. The PTAs and GEAC followed and facilitated the implementation of the project activities at schools level, this includes:

- (a) Ensuring that the projects are implemented on time
- (b) They are of good quality and
- (c) That the project inputs are well utilized.

The SDCs deliver school improvement incentive awards, provided training and technical support to PTAs, GEACs, KETBs and school personnel in implementation of the project activities. Zonal coordinators have visited the schools and monitored SDCs, school non-grant and grant related activities.

The Addis staff also supervised sample school from all zones and conducted focus group discussions with PTAs, GEAC and School personnel. The major finding of the supervisions includes:

- Almost all school directors and PTAs understand the objectives of BESO II/SCOPE, as it is to improve community school relationships through provision of training, technical and financial supports. The strengths and weakness of the project identified by the PTAs and School Directors include:

Strength

- Training on different issues
 - Effort to improve girls education
 - Working on quality of education
 - Improved/strengthened community participation and ownership
 - Provision of IEC materials and stationery
 - Continuous follow up of activities,
 - Financial support
-

- It's strategy (building the capacity of school personnel, PTA and WEO officials)

Weakness

- Lack of refreshment training whenever there is a change of directors and PTAs.
 - Training at school level is short, it didn't included all PTAs and GEACs, and also in most schools KETBs are excluded from the training.
 - Financial support is too small
 - Limited supervision from the head office.
- According to schools directors and PTAs point of view BESO II/SCOPE is doing well to achieve its objective but it would be better if the project improves the following:
 - Increase the school incentive award
 - Strengthening mentoring and follow up.
 - Increase the frequency and number of participant of trainings
 - Awarding outstanding communities and schools.
 - Should contact to the respective WEOs to improve their support
 - Distribute training materials to schools
 - Expand to other non-BESO schools
 - Zonal Coordinators and head office staff should increase visit to schools
 - Regarding the supports that schools received from BESO II/SCOPE, they give high priority to training, girl's education and community awareness rising on ownership of the schools. Almost all schools rated the contribution of BESO II/SCOPE to the development of the schools and increment of girl's enrollment very high.
 - Most PTAs visit schools every week and some of them visit daily and some other every two weeks but the visits in most cases are not recorded. All PTAs have permanent meetings at least once per month; if there is urgent matter they will meet in less than a month. In all visited schools PTAs have minutes of their meetings. The minutes informed that PTAs are currently involved in almost all kinds of the school affairs.
 - Most of the schools responded that they did not face any problem at the time of action plan preparation. But some respondents said that estimating price of materials (because of inflation), problem prioritization (since they have small amount of money but wide range of problem), control of finance and little support
-

by KETB, low agricultural out put and lack of experience in planning are among the main problems that face schools during action plan preparation.

- The relation of PTAs with their stakeholders varies from school to school. In overall the PTAs are working very closely with the community, the school personnel and the SCOPE project (SDCs) but their relation with GEAC in some of the schools, KETB and woreda education in most of the school is not as strong as expected.
 - All the school directors' emphasized that to strengthen PTA's partnership with the stakeholder BESO II/SCOPE should capacitate PTA and GEAC more through training and technical support, and create a forum whereby all stakeholders can take part. In addition to the above BESO II/SCOPE should contact WEO/woreda administration in order to improve the relation with KETB.
 - The PTAs are well informed about their roles and responsibilities, and familiar with all responsibilities that are included in the guideline. They received training regarding their role and responsibilities in addition to the orientation given to them by director and the teacher every time especially when new PTAs are elected.
 - All of the schools director and PTA agreed that the training the PTA received until now is not enough, they should get more training (finance management, community mobilization etc) and close follow up by the field staff. Most of PTAs and school communities complained about the poor support of WEO, they stated that the community is working to solve the problem of the schools by its own; the only support from WEO was assigning teachers. Therefore, they highly requested the WEO regular visit/support and prompt answer to the school problems. To build the capacity of PTA some schools also recommended experience sharing with other BESO II/SCOPE schools and creating discussion forums.
 - The frequency of WEO visit to the schools varies from weekly in Adama woreda, Melka Hida School to none in Gambella schools. The main reasons for lack of supervision in Gambella are the unrest, turnover of officials and lack of budget. In Oromia the majority of schools are visited by WEO at least once per month. Even if majority of the school director agreed on the improvement of supervision of the WEO personnel's since the intervention of BESO II/SCOPE, a number of the schools responded that there is no change in the frequency of supervision.
 - In all schools supervised the community is participating voluntarily in school development activities and in most schools PTAs and the directors responded that the rate of participation is high. Some schools said that participation of the community is not good because of the May election. In general the participation showed improvement since BESO II/SCOPE's intervention.
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- Regarding girls education the participation of the community was high, community is sending girls to school; as a result in most of the schools enrollment of girls has increased, dropout decreased and retention increased. But there are some schools that rated the participation of the community medium/Low because of the interest of the community to engage girls in marriage and carry out household chores. To improve this they recommended
 - More community discussion is required
 - WEO, SDC and PTA should collaboratively work with Kebele leaders to fight early marriage.
 - Girl friendly environment should be created
 - Giving Continuous awareness to the community by PTA, KETB, WEO, GEAC, GC
- In almost all schools PTAs identify activities, allocate budget, discuss and approve expenses, order by signature of appropriate person in writing. In some schools financial transaction is done by the decision of the KETB and this slows down the implementation of the activities.
- Except schools in Afar in almost all school there is a good start to document the financial contribution but there is no proper documentation of material and labor contribution.
- Except Gambella schools, all GEAC's have their own action plan. Apart from tutorial, counseling and income generation activities, most GEACs are highly involved in HIV education and awareness. They also have high impact on Harmful Traditional Practices like abduction and early marriage, which has high effect to increase female participation. GEACs in most schools also play great roles in encouraging female students to participate in dramas, poem reading which changed the attitude and behaviors of girls and as well boys in the school. In most schools GEACs collect dropout and absenteeism, and try to solve the problem by itself first, if the problem persists they forward the problem to PTAs.
- According to PTAs and school directors the SDCs have been providing training and technical support to them in planning, community mobilization, girl's education, improving school environment and coordination of activities. SDCs visit schools at least once per month and discuss with PTA whenever they come to school. In cohort I schools the newly assigned persons are not supervising and helping the schools as before.

8. Experience Sharing

Within woreda experience sharing visits have been conducted between PTAs, GEACs, GCs and directors of BESO II/SCOPE schools in Cohort II and III woredas. In addition, across woreda visits have been conducted in Cohort III woredas where PTAs, GEACs, GCs, school directors and SDCs shared experiences from their adjacent woredas.

This opened a good forum for participants to share their accomplishments, challenges and lessons learned. This type of experience sharing is important in keeping the motivation and momentum moving for BESO II/SCOPE initiatives.

The Each One Teach One program is implemented in all Cohort I, II and III woredas. WEOs have assigned one focal person in Cohort I and II woredas to follow up the implementation of EOTO program. Now EOTO schools have established GEAC, strengthened PTA and GC. They also participated in cluster level trainings provided in the period.

9. BESO II/SCOPE Project Intermediate Result Indicators

The main purpose of monitoring and evaluation is to find out whether programs are being implemented as per their objectives or not, and to identify bottlenecks, if any, in the implementation of the program. Indicators are the basic building blocks of monitoring and evaluation systems. They help us to understand where we are, which way we are going and how far we are from where we want to be. The BESO II/SCOPE program is being monitored regularly in the following manner:

- (a) Using different monitoring tool reports;
- (b) Regular visit by SDC and ZC; and
- (c) School supervision by head office staff

To measure the result of the project there are four intermediate level result indicators CGPP implementing partners agrees to measure their success in achieving intermediate level result. These indicators are

1. **IR Indicator3.1:** Percent of CGPP schools in focus regions that have a weighted average dropout rates for grades 1-4 below the regional average (from a benchmark of the average for the last three years).
 2. **IR Indicator3.2a:** Percent of PTAs who have raised at least five education issues annually to the community and/or local Government of which 2 are related to education quality and equity issues.
 3. **IR Indicator 3.2b:** Percent of education issues raised by PTAs (see Indicator3.2a) that were responded to by local Government and/or communities.
 4. **IR Indicator 3.3:** Percent of PTAs that have taken actions of which 50% are related to education quality and equity.
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To calculate the above indicators we have been collecting different kind of information from the schools. For the first indicator except Gambella the result presented since 2001/02, In Gambella due to security reasons SCOPE were not able to operate for some times.

Since SCOPE graduated from cohort I schools, the result of IR indicator 3.2a, 3.2b and 3.3 are not included these schools. Brief description of BESO II/SCOPE intermediate result indicators is presented below

Table 7: - IR Indicator 3.1-Percent of CGPP schools in focus regions that have a weighted average dropout rates for grades 1-4 below the regional average (from a benchmark of the average for the last three years (Afar=21.9, Oromia=20.5, Somali=24.2)), 2004/05 (1997 E.C.), academic year

Region	Year	No of SCOPE schools	Schools included in the analysis		% of SCOPE schools below the reg. avg. (DR)		
			No	%	Plan	Actual	
						No	%
(a)	(b)	(c)	(d)	(d)/(c)*100	(f)	(g)	(g)/(d)*100
Afar	2001/02 ⁶	39	14	35.9		4	31.6
	2002/03	39	16	41.0	33.6	8	50.0
	2003/04	39	37	94.9	35.6	22	59.5
	2004/05	39	10	25.6	37.6	7	70.0
Gambella	2004/05	15	10	66.6	67.3	5	50.0
Oromia	2001/02	312	288	92.3		121	30.6
	2002/03	828	790	95.4	32.6	410	51.9
	2003/04	1343	1225	86.2	34.6	662	54.0
	2004/05	1343	1148	86.5	36.6	632	55.2
Somalia	2001/02	26	10	38.5		5	42.1
	2002/03	51	49	96.1	44.1	42	85.7
	2003/04	76	58	76.3	46.1	49	84.5
	2004/05	76	53	69.7	48.1	38	71.7

The percentage of BESO II/SCOPE schools that have dropout rate for grade 1-4 below regional average shows an increase in Afar and Oromia region from 59.5% to 70.0% and 54.0% to 55.2% respectively in the academic year 2004/05. On the other hand even if the result of Somali region exceeded the target set, it shows a decrease from the previous year (from 84.5% to 71.7 %). In Gambella 50% of the schools are below regional dropout rate and which is very much below the target (67.3%).

The percentage of schools included in the analysis is 25.6% in Afar, 66.6% in Gambella, 86.5 in Oromia and 69.7% in Somali. These is due to either the schools couldn't submit

⁶ 2001/02 is the baseline year

report or poor quality of data. In this regard the performance of cohort I schools is very poor because some SDCs of Cohort I woredas were assigned to schools and were not tasked by woredas for follow-up of BESO II/SCOPE activities.

In Somali there is a 12.8 % decrease from the previous year this is may be because of the drought and shortage of teachers in the region especially in jijiga woreda. In the region since most of the community member life is depend on their cattle's, at the drought time the parents forced the children to fetch water for the cattle's from other places. In Gambella the project did not meet the intended target, this is maybe because of the unrest in the region which resulted suspension of the project activities in the region.

Table 8: - IR Indicator3.2a-Percent of PTAs who have raised at least five education issues annually to the community and/or local Government of which two are related to education quality and equity issues, 2005/06.

Region	No of SCOPE schools	Schools raised ≥ 5 edu. Issues		Schools met criterion		
		No	%	Plan	Actual	
				%	No.	%
Gambella	15	2	13.33	25	2	100
Oromia	1031	373	36.18	25	322	86.33
Somali	51	15	29.41	25	15	100

As you can see in the above table BESO II/SCOPE met the target in all the regions. Out of the PTAs who have raised five or more education issues, 100% in Gambella and Somali, and 86.33% in Oromia fulfilled the criteria, which is at least two of the issues are related to education quality and equity.

According to the schools report in Gambella from the total BESO II/SCOPE schools in the region only 13.33% of the schools raised five or more education issues, in Oromia and Somali it is 36.18 and 29.41 respectively. But the Addis staff school supervision and M&E unit data quality supervision result reveals that in all supervised schools PTAs have been conducting meeting at least once per month and besides per a meeting more than one issues raised and discussed by PTAs. However a very little of it is recorded in 'Schools Daily Activity Registration Booklet' which is the source of the data for this and other indicators (IR Indicator 3.2b and 3.3) and also the SDCs didn't report timely. In previous progress report due to lack of timely reporting, the result of this indicator shows that only 622 schools raised five or more education issues but in the current year we have been receiving reports that should be reported in the previous year. Currently our database shows us 712 schools raised five or more education issues.

Table 9: - IR Indicator 3.2b-Percent of education issues raised by PTAs (see Indicator3.2a) that were responded to by local government and/or communities, 2005/06

Region	No of SCOPE Schools	No. Education Issues Raised by PTA	Issues Responded		
			Plan	Actual	
			%	No.	%
Gambella	15	16	25	14	87.5
Oromia	1031	1949	25	1799	92.3
Somali	51	112	25	98	87.5

As shown in table 7 above in overall 92 % of the issues raised by PTAs to local government and/or community were responded. This demonstrates the communities and the local government are giving attention to school development activities. The target was 25 percent for all the regions and all have exceeded the plan by far. There is no that much difference between the three regions.

Table 10: - IR Indicator 3.3-Percent of PTAs that have taken actions of which 50% are related to education quality and equity, 2005/06.

Region	No of SCOPE schools	PTA Which Met Criterion		
		Plan	Actual	
		%	No.	%
Gambella	15	27.5	13	86.67
Oromia	1031	27.5	613	59.46
Somali	51	27.5	40	78.43

An action is any education related activity implemented by PTAs in collaboration with communities, local government and/or NGOs. Table 9 shows all the regions exceeded the target (27.5%) by far, 59.46% of PTA in Oromia, 78.43% in Somali and 86.67% in Gambella met the criteria which is out of the total implemented activities by PTAs 50% of which is directly related to education quality and equity issues.

10. Challenges and Lesson Learned

- Some of the schools report their action plan accomplishment report before they completed their plan.
- Some of the PTAs and director are reluctant to record the activities they accomplished. Besides the SDCs are not submitting data on time. ZCs should identifying the problems and designing problem-solving mechanisms.
- The support the schools are gaining from KETB and WEO is very limited there is a need to work more on this regard.
- Some of the schools accomplish more than they planned, but they did not include the budget of the unplanned activity and sometimes the activity it self in there accomplishment report. This undermines the schools work.

- There is high turnover of PTA, Director, Woreda Education Officials and SDC. To solve this problem BESO II/SCOPE have been negotiating with REB, ZEO and WEO. But the turn over is still persisting and we have to design other mechanism to reduce the effect of the problem.
 - After the May election there were unrest in many part of Ethiopia especially Oromia region, due to this the dropout of the region may increase.
 - Restructuring of zones and woredas in Oromia region.
 - In most of the sites for ABE implementation the biggest challenge is the rush of WEOs to establish ABE sites similar to that of the NGOs near or next to the ABE centers.
 - In cohort I schools the submission and data quality status of the schools is very poor, this is because of the assignment of SDCs to other posts after graduation and also the assigned SDC are not supervising and helping the schools as before.
 - In establishing additional ABE centers to scale up activities in selected weredas repeated change in market price of construction materials, especially cement, is delaying accomplishment of plans. And those materials purchased could not be transported easily or with reasonable price, as the roads to the centers are not accessible during the rainy season, a time by which the construction is expected to be completed.
 - Stronger link /integration/ between the SCOPE project and partner NGOs activities has enabled implementers from partner NGOs to come up with variety of experiences from which SCOPE team members and zonal coordinators can take a lesson.
 - Need for alternative education
 - Community mobilization
 - Facilitator training
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Annexes

Annex 1 Activities Implemented By the Schools Cross-Tab by Region

S/N	Major Classifications of the Activities	Region				Total	
		Afar	Gambella	Oromia	Somali		
1	Training	Count of Activity	6	12	181	11	210
		% with in MC ⁷	2.9%	5.7%	86.2%	5.2%	100.0%
		% with in Region	20.7%	17.9%	3.8%	5.5%	4.2%
2	Construction	Count of Activity	11	17	1953	34	2015
		% with in MC	.5%	.8%	96.9%	1.7%	100.0%
		% with in Region	37.9%	25.4%	41.0%	17.1%	39.9%
3	Encouraging Students/Award	Count of Activity	0	3	113	5	121
		% with in MC	.0%	2.5%	93.4%	4.1%	100.0%
		% with in Region	.0%	4.5%	2.4%	2.5%	2.4%
4	Hiring	Count of Activity	0	0	49	0	49
		% with in MC	.0%	.0%	100.0%	.0%	100.0%
		% with in Region	.0%	.0%	1.0%	.0%	1.0%
5	Install electric/Telephone line	Count of Activity	0	5	8	1	14
		% with in MC	.0%	35.7%	57.1%	7.1%	100.0%
		% with in Region	.0%	7.5%	.2%	.5%	.3%
6	Promote girls education/ Participation	Count of Activity	0	1	88	24	113
		% with in MC	.0%	.9%	77.9%	21.2%	100.0%
		% with in Region	.0%	1.5%	1.8%	12.1%	2.2%
7	Purchase/construction of desks/chairs/ Door/ Windows	Count of Activity	1	0	956	7	964
		% with in MC	.1%	.0%	99.2%	.7%	100.0%
		% with in Region	3.4%	.0%	20.1%	3.5%	19.1%
8	Purchase/Supply materials	Count of Activity	4	7	716	51	778
		% with in MC	.5%	.9%	92.0%	6.6%	100.0%
		% with in Region	13.8%	10.4%	15.0%	25.6%	15.4%
9	Renovation	Count of Activity	7	17	493	45	562
		% with in MC	1.2%	3.0%	87.7%	8.0%	100.0%
		% with in Region	24.1%	25.4%	10.4%	22.6%	11.1%
10	Strengthening/Establishing clubs (HIV, Environment, book)	Count of Activity	0	1	4	2	7
		% with in MC	.0%	14.3%	57.1%	28.6%	100.0%
		% with in Region	.0%	1.5%	.1%	1.0%	.1%
11	Support For Poor Students	Count of Activity	0	2	65	12	79
		% with in MC	.0%	2.5%	82.3%	15.2%	100.0%
		% with in Region	.0%	3.0%	1.4%	6.0%	1.6%
12	Supporting income generating activities	Count of Activity	0	2	133	7	142
		% with in MC	.0%	1.4%	93.7%	4.9%	100.0%
		% with in Region	.0%	3.0%	2.8%	3.5%	2.8%
Total			29	67	4759	199	5054
			.6%	1.3%	94.2%	3.9%	100.0%
			100.0%	100.0%	100.0%	100.0%	100.0%

⁷ Major Classification

Annex 2 List of Training with Their Descriptions

ABE Training

- 1. Title: ABE program implementation phase out & Sustainability**
Purpose: Assess the current status of ABE program implementation (accomplishments, challenges, lessons, gaps, etc) that partner organization are undertaking, come up with workable plan and strategy to sustain the ABE program that partner NGOs have implemented for the last two years and identify possible points of intervention to support efforts of partner organizations in ABE projects phase-out and program sustainability
Date conducted: 14/12/2005-16/12/2005(Addis Ababa)
Participants: WCB (1M, 0F), WEO (4M,0F), ZC(2M,1F), BESO II/SCOPE.H(4M,1F), P.NGO(17M,0F), Total = (28M,2F)
Facilitators/Training Providers: BESO II/SCOPE staff

Each One Teach One Training

- 1. Title: Each One Teach One**
Purpose: The primary objective of “each one, teach one” program is to work towards replication of the BESO II/SCOPE project program to non-project areas by working with PTA members, communities, and local government bodies
Date: 1/12/2005-2/12/2005(Adama, Ambo, Awassa, Drie Dawa, Jimma & Nekemte)
Participants: WEO (93M, 0F), SDC (114M, 17F), ZC (12M, 3F) Total=(219M, 20F)
Facilitators/Training Providers: BESO II/SCOPE staff

Cohort II Trainings

- 1. Title: Third Year First Phase Head Office level TOT**
Purpose: Group decision making mechanisms to identify and resolve school related problems and conflicts, knowledge on the significance of data/information for decision making, organizing and use of school data, making informed and timely decisions and gender in leadership assertiveness.
Date conducted: 3/7/2006- 3/18/2006 (Awassa and Adama)
Participants: SDC(46M,0F), WEO(44M,1F), ZC(5M,1F) Total= (89M,2F)
Facilitators/Training Providers: BESO II/SCOPE staff
 - 2. Title: Third Year First Phase Zonal level TOT**
Purpose: Group decision making mechanisms to identify and resolve school related problems and conflicts, knowledge on the significance of data/information
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for decision making, organizing and use of school data, making informed and timely decisions and gender in leadership assertiveness.

Date conducted: 3/22/2006- 5/28/2006

Participants: PTA (35M, 4F), SDC (54M, 0F), WEO (74M,7F) Total(150M,10F)

Facilitators/Training Providers: BESO II/SCOPE staff

3. Title: Third Year First Phase School level TOT

Purpose: Group decision making mechanisms to identify and resolve school related problems and conflicts, knowledge on the significance of data/information for decision making, organizing and use of school data, making informed and timely decisions and gender in leadership assertiveness.

Date conducted: 2/5/2006- 28/6/2006

Participants: KETB(169M,2F), PTA(1071M,149F), GC(8M,64F), GEAC(81M,512F), DIR(481M,44F) Total=(1810M,771F)

Facilitators/Training Providers: BESO II/SCOPE staff and Woreda Education Office experts

Cohort III Trainings

1. Title: First year Second Phase Head Office Level TOT

Purpose: Communication of PTAs with the Project Stakeholders, Lobbying and advocacy, Lobbying and advocacy. Consultation/Negotiation with the local government bodies, private sectors, prominent individuals and the community at large, internal communication: Establishing of regular meeting places and time which accommodate all PTA member's schedule, especially mothers. Record keeping/minutes/of meeting and information sharing, reporting: to the community, donors, and government offices and develop girls friendly school indices.

Date conducted: 16/8/2005-25/8/2005(Adama & Nekemte)

Participants: SDC (34M, 0F), WEO (38M, 1F), ZC (1M, 2F), ZEO (2M, 0F) Facilitator (1M, 0F), P.NGO (7M, 0F), Total= (83M, 13F)

Facilitators/Training Providers: BESO II/SCOPE staff

2. Title: First Year Second Phase Zonal level TOT

Purpose: Communication of PTAs with the Project Stakeholders, Lobbying and advocacy, Lobbying and advocacy. Consultation/Negotiation with the local government bodies, private sectors, prominent individuals and the community at large, Internal communication: Establishing of regular meeting places and time which accommodate all PTA member's schedule, especially mothers. Record keeping/minutes/of meeting and information sharing, reporting: to the community, donors, and government offices and Develop girls friendly school indices.

Date conducted: 5/10/2005- 28/10/2006

Participants: PTA(36M,1F), SDC(54M,12F), WCB(1M,0F), ZEO(2M,0F) Total=(177M,14F)

- Facilitators/Training Providers:** BESO II/SCOPE staff
- 3. Title: First Year Second Phase School level TOT**
Purpose: Communication of PTAs with the Project Stakeholders, Lobbying and advocacy, Lobbying and advocacy. Consultation/Negotiation with the local government bodies, private sectors, prominent individuals and the community at large, Internal communication: Establishing of regular meeting places and time which accommodate all PTA member's schedule, especially mothers. Record keeping/minutes/of meeting and information sharing, reporting: to the community, donors, and government offices and Develop girls friendly school indices.
Date conducted: 10/10/05-29/4/06
Participants: PTA(1776M,255F), GEAC(206M,886F), DIR(454M,23F), GC(17M,294F), KETB(452M,4F) Total=(2905M,1462F)
Facilitators/Training Providers: BESO II/SCOPE staff and Woreda Education Office
- 4. Title: Second Year Second Phase Head Office level TOT**
Purpose: To enable participants use gender responsive participatory action research techniques. To equip participants with the capacity to prepare feasible grants proposals based on outcomes of the action researches. To enable schools design and implement gender equity policy/statements to mainstream gender perspective in the schools.
Date conducted: 14/6/2006- 16/6/2006 (Adama and Jimma)
Participants: SDC(32M,7F), WEO(39M,1F), W.Afair(0M,1F), P.NGO(10M,0F) Total = (81M,9F)
Facilitators/Training Providers: BESO II/SCOPE staff
- 5. Title: PDI/behavioral change Head office level**
Purpose: To more effectively minimize barriers to and maximize the benefits of girls' participation, train cohort III ZCs & SDCs in the newly developed Behavior Change Strategy encompassing Action Kits; negotiation booklet, Safe School and Child Friendly Policy kit, Community Dialogue on cultural and Traditional Practices, Community Based Positive Deviance and Parents Day.
Date conducted: 26/12/2005-28/12/2005(Jimma and Nekemte)
Participants: SDC (44M,9F), WCB (1M,0F), WEO (44M,4F),W.Affairs (8M,22F), ZC (4M,1F) Total=(101M,36F)
Facilitators/Training Providers: BESO II/SCOPE staff
- 6. Title: PDI/Behavioral change Zonal level**
Purpose: To more effectively minimize barriers to and maximize the benefits of girls' participation, train cohort III ZCs & SDCs in the newly developed Behavior Change Strategy encompassing Action Kits; negotiation booklet, Safe School and Child Friendly Policy kit, Community Dialogue on cultural and Traditional Practices, Community Based Positive Deviance and Parents Day.
Date conducted: 23/2/2006- 12/3/2006
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- Participants:** GEAC(0M,44F), PTA(37M,0F), SDC(55M,9F), WCB(3M,0F), WEO(36M,1F), W.Afairs(13M,19F), ZEO(2M,0F) Total=(146M,73F)
Facilitators/Training Providers: BESO II/SCOPE staff
7. **Title:** PDI/Behavioral change School level
Purpose: To more effectively minimize barriers to and maximize the benefits of girls' participation, train cohort III ZCs & SDCs in the newly developed Behavior Change Strategy encompassing Action Kits; negotiation booklet, Safe School and Child Friendly Policy kit, Community Dialogue on cultural and Traditional Practices, Community Based Positive Deviance and Parents Day.
Date conducted: 11/3/06-8/5/06
Participants: PTA(1613M,224F), GEAC(210M,909F), DIR(515M,25F), GC(22M,429F), KETB(440M,4F) Total=(2800M,1591F)
Facilitators/Training Providers: BESO II/SCOPE staff and Woreda Education Office
8. **Title: SCD Capacity Building**
Purpose: Providing Training to participants on Methods and Procedures of Training Techniques, Community Mobilization, Methods and Principles of Report Writing, Project Proposal Development, Basic Points on Alternative Basic Education and its Practices, Gender, Girls Education and Girls' Club, Monitoring and Evaluation and an additional cross cutting, Issues on Critical Social Concerns and HIV/AIDS
Date conducted: 26/12/2005- 1/1/2006(Jimma and Nekemte)
Participants: SDC (50M, 11F), ZC (3M, 1F), ZEO (1M, 0F), Total (54M, 12F)
Facilitators/Training Providers: BESO II/SCOPE staff
- Other Trainings**
1. **Title: Education Management**
Purpose: To present the updated MOE guideline worked in regional level, have a discussion in federal level and to get a lesson from other participants.
Date conducted: 16/7/2006-17/7/2006(Addis Ababa)
Participants: REB(10M,0F), BESO II/SCOPE(3M,0F), MOE(5M,1F), USAID(1M,0F), WLE(2M,0F) Total=(21M,1F)
Facilitators/Training Providers: BESO II/SCOPE staff
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Annex 3 BESO II/SCOPE and EOTO schools Enrollment by region and Sex

2005/06 Enrollment of BESO schools

Region	No. Of Schools		Actual			Average			Estimated BESO		
	Total	Reported	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Afar	39	12	2730	2116	4846	227.50	176.33	403.83	8,873	6,877	15,750
Gambella	15	15	4908	4197	9105	327.20	279.80	607.00	4,908	4,197	9,105
Oromia	1343	1225	606130	459591	1065721	494.80	375.18	869.98	664,516	503,862	1,168,378
Somali	76	73	26185	18126	44311	358.70	248.30	607.00	27,261	18,871	46,132
	1473	1325	639953	484030	1123983				705,558	533,807	1,239,365

2005/06 Enrollment of EOTO schools

Region	Total	Reported	Actual			Average			Estimated EOTO		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Afar	18					227.50	176.33		4,095	3,174	7,269
Gambella	15					327.20	279.80		4,908	4,197	9,105
Oromia	455	338	95044	75053	170097	281.20	222.05		127,944	101,033	228,977
Somali	23	15	3019	1563	4582	201.27	104.20		4,629	2,397	7,026
Total	511	353	98063	76616	174679				141,576	110,800	252,376

Annex 4 : Actual Community Contribution by Region Cohort, Round and Type of Contribution Since the Start of the Project

Region	Cohort	Round	Reported Schools	BESO	Community Total				Others	Grand Total
					In Cash	In Kind	In Labor	Total		
Afar	I	I	36	108,000.00	25,768.00	4,755.00	12,257.00	42,780.00	6,647.00	157,427.00
Afar	I	II	28	98,000.00	94,011.55	13,287.50	16,325.70	123,624.75	0.00	221,624.75
Afar	I	III	9	31,500.00	19,947.50	1,300.00	1,525.00	22,772.50	0.00	54,272.50
Gambella	I	I	25	75,000.00	16,278.00	13,258.00	8,053.00	37,589.00	500.00	113,089.00
Gambella	I	II	15	80,400.00	19,327.31	19,475.00	4,340.00	43,142.31	4,570.00	128,112.31
Gambella	I	III	12	64,320.00	12,159.00	9,200.00	7,200.00	28,559.00	0.00	92,879.00
Oromiya	I	Exmp ⁸	7	3,500.00	7,652.50	1,070.00	930.00	9,652.50	500.00	13,652.50
Oromiya	I	I	310	930,000.00	538,939.00	255,651.00	462,295.80	1,256,885.80	127,619.00	2,314,504.80
Oromiya	I	II	241	843,500.00	975,915.31	455,903.75	582,758.35	2,014,577.41	300,543.04	3,158,620.45
Oromiya	I	III	68	238,000.00	498,293.10	201,773.45	143,859.50	843,926.05	41,029.00	1,122,955.05
Oromiya	II	I	515	1,545,000.00	4,368,248.62	1,549,035.21	2,314,229.86	8,231,513.69	359,292.97	10,135,806.66
Oromiya	II	II	391	1,368,500.00	3,655,546.25	1,285,200.04	1,609,882.86	6,550,629.15	479,572.64	8,398,701.79
Oromiya	II	III	83	290,500.00	582,984.02	131,210.01	150,096.58	864,290.61	415,560.00	1,570,350.61
Oromiya	III	I	503	1,509,000.00	3,182,304.40	1,155,645.40	802,379.10	5,140,328.90	1,483,959.26	8,133,288.16
Oromiya	III	II	462	1,617,000.00	1,571,236.13	548,494.93	512,010.53	2,631,741.59	95,925.50	4,344,667.09
Somali	I	I	26	78,000.00	20,347.00	5,206.00	6,717.00	32,270.00	0.00	110,270.00
Somali	I	II	20	70,000.00	17,151.96	3,941.00	6,665.00	27,757.96	2,210.00	99,967.96
Somali	I	III	8	28,000.00	10,187.00	2,300.00	2,680.00	15,167.00	0.00	43,167.00
Somali	II	I	25	75,000.00	34,151.50	7,006.00	21,370.00	62,527.50	0.00	137,527.50
Somali	II	II	20	70,000.00	18,896.00	7,378.00	12,095.00	38,369.00	1,250.00	109,619.00
Somali	II	III	6	21,000.00	7,560.00	1,615.00	1,840.00	11,015.00	0.00	32,015.00
Somali	III	I	25	75,000.00	24,130.00	9,885.00	13,185.00	47,200.00	0.00	122,200.00
Somali	III	II	21	73,500.00	16,370.00	5,770.00	8,670.00	30,810.00	0.00	104,310.00
Total			2856	9,292,720.00	15,717,404.15	5,688,360.29	6,701,365.28	28,107,129.72	3,319,178.41	40,719,028.13

⁸ Exemplary

