



## EVALUATION

# Mid-Term Evaluation of the USAID Community-School Partnership Program for Education And Health

January 5, 2011

This report was produced for review by the United States Agency for International Development. It was prepared under Order AID-663-BC-11-00001 of the Global Evaluation and Monitoring (GEM) II BPA, EDH-E-00-08-00003 by the Aguirre Division of JBS International, Inc. The views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



**USAID**  
FROM THE AMERICAN PEOPLE

**ETHIOPIA**

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In order to meet the persons noted above, and to learn the organizational perspectives of the CSPP implementing partners, we have appreciated the facilitation, sharing of documents, and a general spirit of cooperation and openness of key staff of these partners in both Washington D.C. and Ethiopia. In Ethiopia we especially acknowledge the support and assistance provided by Kamal Hossain, COP for CSPP of Save the Children/US; Ato Berhanu Manallew, Regional Coordinator for SNNPR, World Learning; and Ato Gebrekidan Weldegebriel, Coordinator for CSPP programs of the Tigray Development Association. Their commitment to their work and to strengthening education in Ethiopia has been crucial to the accomplishments of CSPP.

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The CSPP Mid-term Evaluation Team

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Photographs in this document are by Tefera Talore Abiche and Sean Tate



## Acronyms

AL	Active Learning
BEP	Basic Education Program
BESO I	Basic Education System Overhaul
BESO II	Basic Education Strategic Objective
CASCAID	Communities and Schools for Children Affected by HIV/AIDS
CBO	Community-Based Organization
CGPP	Community-Government Partnership Program
CS	Cluster Supervisors
CSO	Civil Society Organizations
CSPP	Community-Schools Partnership Program
EC	Ethiopian Calendar
EFA	Education for All
EGRA	Early Grades Reading Assessment
EMIS	Educational Management Information System
ESDP	Education Sector Development Program
ETB	Ethiopian Birr (currency) <i>as of November 23, 2010, \$1 = ~ 16.36 ETB</i>
ETNLA	Ethiopian Third National Learning Assessment
FTI	Fast Track Initiative
GEQIP	General Education Quality Improvement Program
GFDRE	Government of the Federal Democratic Republic of Ethiopia
GEAC	Girls' Education Advisory Committee
GER	Gross Enrollment Rate
HDW	Hand-Dug Wells
HENT	Health and Education Network Team
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
IGA	Income Generating Activity
IP	Implementing Partner
IQPEP	Improving the Quality of Primary Education Program
IR	Intermediate Result
IRC	Instructional Resource Center
KHEW	Kebele Health Extension Worker
KETB	Kebele Education and Training Board
M&E	Monitoring & Evaluation
MDG	Millennium Development Goals
MIS	Management Information System
MoE	Ministry of Education
MoH	Ministry of Health
NGO	Non-governmental Organization
NLA	National Learning Assessment
OVC	Orphans and Vulnerable Children
PC3	Positive Change 3: Communities, Children and Care Program of Support for Orphans and Vulnerable Children Affected by HIV/AIDS
PDI	Positive Deviance Inquiry
PMP	Performance Monitoring Plan
PTA	Parent-Teacher Association
RSEB	Regional State Education Bureau
SAP	School-Age Population
SAPs	School Action Plans

SAVE	Save the Children
SCOPE	Supporting Communities through Partnerships for Education
SCOPSO	School-Community Partnerships Serving Orphans and Vulnerable Children
SC/US	Save the Children Federation, Inc./U.S.
SDC	School Development Coordinator
SGP	School Grants Program
SHN	School Health Nutrition
SIA	School Incentive/Improvement Award
SIP	School Improvement Program
SIRB	School Information Registry Book
SMC	School Management Committee
SNNPR	Southern Nations, Nationalities, and Peoples Region
SO	Strategic Objective
TA	Technical Assistance
TDA	Tigray Development Association
TDP	Teacher Development Program
TOT	Training of Trainers
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
WASH	Water, Sanitation and Health
WATSAN	Water and Sanitation
WCB	Woreda Capacity Building
WCC	Woreda Coordinating Committee
WEO	Woreda Education Office
WHO	Woreda Health Office
WL/WLI	World Learning/World Learning International
WWED	Woreda Water and Energy Office
ZC	Zonal Coordinator



## Executive Summary

### 1.0 Introduction

The Community-Schools Partnership Program (CSPP), with Save the Children Federation, USA in the lead, builds on a long history of USAID-supported efforts that have focused on increasing community support for education, beginning with BESO Community-School Activities Program (CSAP), implemented by World Learning (WL) in SNNPR and by the Tigray Development Association (TDA) in Tigray between 1997 and 2001, following by the Community Government Partnership Program (CGPP)(2001-2007), expanded to more regions. CGPP was also implemented by WL and Tigray and, under the name SCOPE, by Save the Children.

CSPP targets 1,800 primary schools in some of the most disadvantaged parts of the country; in addition to support for education, CSPP provides support for water, health and sanitation. The CSPP is a three-year contract signed in February 2008. It has received a cost and time extension for a current scheduled end date of August 2011. The goals of the USAID CSPP include:

- Enhanced quality and equity of primary education;
- Improved coordination of education and primary health care at the school level and thereby creating access to information on education and health care services and products;
- Increased use of key health services and products, including HIV/AIDS prevention, immunization, family planning and essential nutrition actions; and
- Improved access to potable water, sanitation and hygiene services at primary schools.

Program activities provide target schools with School Incentive Awards (SIAs) in three phases to enable them to achieve the CSPP goals. Extensive technical assistance by the implementing partners accompanies distribution of the SIAs.

The USAID/CSPP activities are being implemented in eight regional states by SAVE and its sub-contractors. World Learning (WL), and Tigray Development Association (TDA):

Table 1. CSPP Partners, Regions and Schools

Partners	Implementing Regions	Schools
SAVE	Afar, Amhara, Gambella, Oromia, Somali	1,270
TDA	Tigray	150
WL	Benishangul-Gumuz, SNNP	380
TOTAL		1,800

## **2.0 The Evaluation**

### **2.1 The Evaluation Team**

The team was comprised of three specialists with extensive Ethiopian and evaluation experience: Dr. Sean A. Tate (Team Leader), Dr. Wossenu Yimam Amedie, and Ato Tefera Talore Abiche. In-country activities took place between October 30, 2010 and November 23, 2010.

### **2.2 Evaluation Objectives and Limitations**

#### **Evaluation Objectives**

The objectives of this Mid-term Evaluation, as identified in the Scope of Work (see Annex A), were to:

- Examine the results and effectiveness of the USAID/CSPP in relation to the objectives of the contract and to the USAID/Basic Education Program Results Framework;
- Assess the project's overall results to date as per the PMP;
- Assess the effectiveness of project planning, management, monitoring and its impact on the implementation of the program;
- Gauge the involvement and satisfaction of the Ministry of Education (MoE), regional state education bureaus (RSEBs), woreda education (offices) (WEO), health and water offices, and primary school directors, teachers, students and parents and community members with the progress of the project;
- Examine whether project activities and outputs have been integrated, where appropriate, into initiatives of host Government at school, woreda, region and national levels;
- Identify and analyze opportunities and implementation issues, challenges, implementation barriers and their causes; and
- Identify lessons learned including innovations.

#### **Evaluation Limitations**

Modifications to the original Scope of Work (SOW) for this evaluation were made because of last-minute changes in staffing from four to three persons and because of overall cost and time constraints. This somewhat reduced the scope of a very ambitious evaluation, even given the original evaluation plan's time and timing, staffing, the wide geographical areas/regions of the program (which entailed significant travel), and the range of evaluation questions. The modifications made to the SOW eliminated classroom observation (important but too time-consuming in the context of this time frame); this made judgments on the state of Active Learning and Continuous Assessment processes (related to one of the indicators of CSPP and of interest to USAID) more difficult. Similarly, attempts to closely examine internal management and coordination processes of the Implementing Partners were deleted and the evaluation team can only make more general observations on these processes.

For historical context, on July 20, 2010 the Aguirre Division of JBS International submitted its *Impact Assessment of USAID's Education Program in Ethiopia, 1994-2009* to the Mission; it has also been submitted to DEC. It is important to note also that Save the Children US, CSPP's prime Implementing Partner, submitted its *Annual Report on Performance Monitoring Plan (October 2009-September 2010)* to USAID/Ethiopia in October 2010, just before this team began its work. That report contains recent statistics and other information that this evaluation team did not and could not seek to duplicate. Instead, the team has tried, from a very limited sample of 20 schools/sites, to peer behind the statistics and identify some specific effects, challenges and implications.

Finally, we wish to note that while for various reasons this "mid-term" evaluation is taking place near the originally scheduled end of the project, which has now received time and cost extensions to August of 2011, the expression "mid-term" is essentially synonymous with "project performance evaluation."



## **2.3 Methodology**

The principal instruments used in this formative evaluation were all qualitative, and included (1) interviews with key individuals involved with the CSPP and with members of numerous stakeholder groups reflective of different levels of the education system, other ministries, and the public at large, (2) focus groups as appropriate, and (3) an observation checklist based on the 13 deliverables of CSPP (See Annex F). The evaluation also reviewed key documents related to CSPP and relevant documents from the international development education literature.

Persons interviewed included key individuals from each of the Implementing Partners, including Chiefs of Party and Regional Coordinators, as well as Washington, D.C. representatives of World Learning and Save the Children; Woreda Heads and WCC (Woreda Coordinating Committee) members, including persons representing Education, Health, Water and Energy sectors, Focal Persons, and occasionally Women's Affairs representatives. At the school/community level, the evaluation team focused on School Directors, teachers, Girls Education Advisory Committee members (which usually contained one or more female teachers as well as students), HENT members, PTA members, parents, and other community stakeholders. Attempts to meet and talk with Regional State Education Bureau members were very limited as RSEBs were involved in Government-mandated meetings or staff evaluations during the evaluation time frame. All told, the team met with over 170 stakeholders. Many people belonged to multiple categories, e.g., as a teacher who is also a parent belonging to the PTA or GEAC, so for a report with the goals of this evaluation, numerical or proportionate counts by status would not be meaningful. Bearing this in mind, there were at least seven WEO personnel and at least 30 people interviewed who were part of a GEAC one way or another – as a parent, as a student, and/or as a teacher or other school official.

The criteria for selecting school sites were purposive, including a diversity of regions (i.e., Amhara, Afar, Oromia, SNNPR, Tigray) so that members of the team would visit schools and communities assisted by all three implementing partners, a balance of rural/urban areas, and, as necessary, by limitations of travel and time. The evaluators visited schools in five of the eight regions covered by CSPP, visiting a total of 20 schools, five urban and fifteen rural.

## **3. Summary of Findings and Recommendations**

### **3.1 Summary of Findings**

3.1.1 Based on enrollment figures, the Gender Parity Index (GPI) for CSPP schools for the 2002 E.C. (2009/10 G.C.) school year exceeds the baseline (2000 E.C. – 2007/08 G.C.) period GPI for CSPP schools for each region and for CSPP as a whole. It also exceeds the 2001 E.C. (2008/09 G.C.) figures for the respective regions as a whole in Amhara, Benishangul-Gumuz, Oromia, and Tigray and is essentially the same as that for the regions as a whole for Afar and SNNPR. It is only in Afar and Somali (where regional data is explicitly unreliable) that CSPP schools appear to perform worse with respect to gender parity than do schools as a whole. Except for SNNPR and Amhara, enrollments in the CSPP schools have also increased over baseline; Save and World Learning believe that the declines in enrollments in CSPP schools in those two regions are likely to be the result of creation of new schools and expansions of existing non-CSPP schools that are more convenient for children to attend.

3.1.2 Contracts are seen as relatively inflexible mechanisms for programs such as CSPP.

3.1.3 There can be “priority conflicts” between what a community needs, and actually uses, and what are seen as being “pre-determined” CSPP deliverables. Some communities use SIA funds for activities other than planned. This requires further checking.

3.1.4 School gardens may exist but they appear to the Evaluation Team to be languishing as a CSPP idea and need renewed attention, support and follow-on.

3.1.5 SDCs and CSs do not seem to be closely monitoring activities. This may be a system issue if educators do not realize that M&E is an integral part of project implementation and not simply a formality. This may also be because of transport problems and because of the program “structure” and the complexity of the planning process. A plan is prepared and problems identified. At the school level (School Director, SDC, PTA Chairperson) sign a plan. The plan goes to the Cluster Supervisor, then to the Woreda Focal Person, who brings it to the Woreda Coordinating Committee. Then the Focal Person brings it to the Zonal Coordinator, who discusses the Plan with the Regional Coordinator, and then it may go down the system once again.

3.1.6 The sub-contractors in CSPP seem to be “resource poor.” This seems to particularly affect the ability to do effective follow-on.

3.1.7 As exemplary as the health/education linkage may be, it feels as if health is overshadowing the educational aspects of CSPP, particularly in terms of classroom teaching-learning processes.

3.1.8 Classroom contexts clearly hinder the degree to which Active Learning can be applied.

3.1.9 Although we had very limited opportunity to conduct classroom observations, we saw no apparent attempts at accommodation of children with disabilities.

3.1.10 GEACs (Girls Education Advisory Committees) are a clear success story – good news.

3.1.11 While widely known as a persistent issue, the “system turnover” challenge is a major impediment to CSPP progress, since it slows the CSPP process as new teachers/staff must be trained. Implication: more training will be needed just to maintain the system in the current schools.

3.1.12 Early Childhood Development (ECD) is coming to the fore, as a woreda in North Shoa has shown us guidelines from the Regional Education Bureau on ECD. In other woredas, this subject is now being discussed and some start-up activities are being put in place.

3.1.13 With a few exceptions, school libraries were found to be either non-existent or in a bad state (sometimes used as storage rooms). This is particularly unfortunate as Ethiopia moves towards improving the quality of education.

3.1.14 Traditional practices for/towards girls vary by degree of severity. Examples: incidence of abductions in the Amhara region and Absuma in Afar. Changing attitudes is long-term journey.

3.1.15 The mandate of “One session a week for health education” may not always be what it seems; in reality, that session could only be five minutes at a flag ceremony, which is inadequate to transmit the necessary knowledge and skills to students.

3.1.16 Attractive learning environments in the classroom are often missing, and could be improved with relatively simple additions of posters and maps. Not much effort appears to have been put into creating such environments at most of the schools seen, even with local materials. Teachers in double-shift schools often remove materials from specific class sessions.

3.1.17 Classrooms are dark, adding to unattractive classroom environments. Electricity, for lighting and other uses, will come to schools some day, but until then other remedies should be sought to ease this problem.

3.1.18 *Sustainability*: The idea of community mobilization appears at least partially sustainable. There is a perception that de-worming programs, at least in some regions, are not sustainable for school age children by the Government. Community capacities to continue CSPP innovations, including community mobilization, seem strong, providing a sense of ownership.

3.1.19 *School Incentive Awards*, while certainly providing incentives, are now viewed as too meager, given the market situation.

3.1.20 *Monitoring and evaluation* is generally weak at all levels, especially in terms of analyzing and *using* the information for informed decision making and implementation.

3.1.21 The Cascade System of training is seen to have a “dilution” problem in terms of transfer of skills and knowledge.

## 3.2 Summary of Recommendations

3.2.1 *CSPP*: Based on the findings and results of CSPP to date, including satisfaction at many levels and the transferability of CSPP knowledge, skills and innovations to non-CSPP schools, we recommend that the program be expanded. However, tempting as it might be to focus only on expansion, to simply “move on” to other needy pastures ignores the realities of the Ethiopian educational situation; that staff/teacher transfers are continually creating a need at current CSPP schools for new CSPP teachers. Continuing support for the existing schools/communities through new as well as refresher training, with much better resource support for needed monitoring and mentoring/follow-up, would go far in solidifying the progress that has been made.

- The education part of CSPP needs to be strengthened. The current health linkage is an excellent idea and should be continued while upgrading/expanding/intensifying the educational aspects of the program such as Active Learning and providing the essential (much more) follow-on support for this program. A future CSPP should give greater emphasis to the front lines of education: the classroom, balancing the health and education aspects of the program. Associated with this move should be a new emphasis on creating attractive classroom learning environments, even within the context of old classrooms. School libraries should be a part of this trend.

3.2.4 *Cooperative Agreements*. For their flexibility in changing development situations, cooperative agreements, rather than contracts, are recommended as mechanisms for programs such as CSPP.

3.2.5 *Education/Health Linkages and Balance*. In terms of education/health linkages, we recommend that future efforts should attempt to more carefully balance the health and education aspects of programs such as CSPP, with greater emphasis on classroom teaching/learning processes.

3.2.6 *Accommodation for Children with Disabilities*. The quality of learning for many children with disabilities can be improved with little or no cost other than training. At the least, we recommend that health care workers and/or teachers in CSPP schools participate in brief workshops to assist them in screening children for vision and hearing issues and in accommodating them in the classroom, e.g., through seating.

3.2.7 *GEACs*. Given the clear success of the GEACs (Girls’ Education Advisory Committee), expansion as well as greater support and reinforcement of existing groups is needed, especially for the teacher members who play pivotal roles in the lives of many girls.

3.2.8 *System Turnover and Training*. The implication of the continuing “system turnover” challenge (transfers of teachers and other staff) is that more training, and follow-on, will be needed just to maintain the system in the current schools.

3.2.9 *Early Childhood Development (ECD)*. Given that guidelines are now being issued for Early Childhood Development education, there is an important need to include and strengthen ECD in future initiatives/efforts because this is where quality education begins.

3.2.6 *School Libraries*. There is an urgent need to support the establishment, development and strengthening of school libraries, and to teach students how to use those libraries. School libraries can be a complement to classroom learning and efforts to improve the quality of education. Students who only learn to read in class without having anything else to read elsewhere are missing an important step to literacy.

3.2.7 *Health Education in Schools*. Given that there appears to be a wide interpretation of “one session per week” for health education in schools, it is recommended that, rather than conducting health education in mass meetings/flag ceremonies, teachers should be required to teach health education in class with, as seen in one school, one teacher monitoring implementation of these health sessions.

3.2.8 *Improving Classroom Environments*. Given that most of the classroom environments seen were not attractive and often devoid of wall maps (Ethiopia, Africa, the World) and posters, it is recommended that much greater emphasis, and support, be given to the purchase of such materials as necessary, and the development of local materials, as a complement to Active Learning and overall efforts to improve the quality of education. A worthy model in this regard to replicate is Fito School, North Shoa Zone in the Amhara region.

3.2.9 *Classroom Lighting*. Given that classrooms are often dark (particularly difficult for vision-impaired students) and that electricity may come only slowly to many schools, the funding for purchase and installation of translucent, corrugated panels for classrooms roofs could help alleviate this situation and improve the overall classroom environments. Installation of solar energy panels offers another avenue for improving this situation. CSPP might wish to consider encouraging this as one type of activity for which SIAs – or post-SIA school-initiated activities – could be suggested.

3.2.10 *School Incentive Awards (SIAs)* It is recommended that the implementation of SIAs be continued and expanded but the financial amounts of such awards should be increased to reflect the “market situation” as well as the size of schools.

3.2.11 *Monitoring and Evaluation*. It is recommended that M&E needs much increased emphasis at all levels, through training and follow-on, with a focus on the actual *use* of M&E information for decision-making and implementation.

3.2.12 *Cascade Training Approaches*. To compensate for the perceived dilution of knowledge and skills in this approach, increased refresher training and much stronger follow-on technical support are recommended.

3.2.13 *Built-in Research*. Research studies should be built into future CSPP efforts, if there is to be a future CSPP, in order that appropriate (greater) time can be taken to more thoroughly answer some of the questions that have only been touched upon here. Comparative studies, for example, (e.g. comparing CSPP and non-CSPP schools) could more clearly capture the impact of CSPP interventions.

## **4.0 Lessons Learned**

### **General Lessons**

4.1 Effective implementation is where the action is in development. It is messy and challenging and it is a key to program success. (See quotation in box at the end of the main text.)

4.2 Flexibility in contractual and implementation arrangements is important in the flexible world of development.

4.3 Developing quality in education is hard and it takes time.

4.4 “Utilization-based” monitoring and evaluation is an important avenue to improving educational quality; M&E information has to be *used* ...to improve and support educated decisions. The Ethiopian system is in need of this.

4.5 To reiterate what others have long known, “ownership” of development is a powerful tool. CSPP definitely promotes local “ownership.”

### **Specific CSPP Lessons**

4.6 A program seen to be under-resourced can be a success only through the commitment and the extra efforts, often through other mechanisms, of the Implementing Partners. This is occurring. The constraints on the CSPP program have forced the Partners to struggle to find ways to achieve more effective implementation. This has so far been a powerful and largely effective program; it could be more so.

4.7 *Have the constraints been rectified?* The operational/funding/constraints still exist and continue to have ramifications for effective implementation. Other constraints have been identified as noted, and need to be addressed.

4.8 *How sustainable are the achievements gained?* Community mobilization efforts, other PTA school support efforts, and GEACS could be considered partially sustainable, especially if given reinforcement. Active Learning can be sustainable, but context has much to do with its overall success. The idea of School Incentive Awards (SIAs) is a good one, if not purely sustainable, and can be continued if funding amounts were increased. In general, however, it will be important for “change agents” to be at a school long enough for approaches to become institutionalized.

4.9 *How does project-generated technical information impact educational policy reform?* If the technical information is perceived as useful or successful, it will become part of the fabric of an educational system. Save the Children Federation and World Learning both have good records at introducing innovations based on technical information from previous projects. TDA is proceeding with highly innovative and entrepreneurial initiatives such as its Makele Institute of Technology (MIT) and such efforts as “From Das [makeshift schools] to Class,” all based on experience and the use of project-generated information.

4.10 *Are linkages between education and health fully optimized?* No. Much more needs to be done. Example: health extension workers are still not coming weekly to the schools.

### **5.0 Conclusions**

The CSPP has been a very helpful program for Ethiopia and it is to be commended for playing its part in ensuring the improvement of quality primary level education. Similarly, it has contributed much to efforts to improve equity in education and to the coordination of the education and health sectors, particularly at the local level. This coordination, however, requires further strengthening.

High-quality implementation, the use of cooperative agreements, adequate resources fairly distributed, much stronger attention to follow-on and mentoring, and more careful monitoring of the quality of services provided, will go far in building on the efforts to date and to the delivery of the quality education so necessary for Ethiopia’s present, and future.



### **On Implementation and Unicorns**

“The heart of getting results in reducing poverty comes through improved, effective, people-centered implementation, the orphan topic in most discussions of poverty reduction. Effective implementation is treated as uninteresting, inevitably messy stuff. That view must change. The iterative puzzle solving required in implementation is intrinsically intellectually challenging. Moreover, it is where the action is in the development process. The process needed for effectiveness and getting to results happens on the ground. (Moreover, what passes for “innovative design” in program or project work not grounded in implementation often simply leads to unicorns: lovely to look at, but the essence of unreality.) Among many other things, this perspective means that large, complex organizations working to reduce poverty need to provide incentives for those skilled at, and devoted to, implementation.”

Coralie Bryant and Christina Kappaz, *Reducing Poverty, Building Peace*

Kumarian Press Inc., Bloomfield, Connecticut, 2005, p. 161



**“Girls and women face inequitable access to education, health services and life opportunities, particularly in rural areas targeted by CSPP.”**

*“If you think education is expensive, try ignorance.”*  
Derek Bok

As quoted in  
*Half the Sky*  
Nicholas Kristof and Sheryl WuDunn  
New York: Alfred A. Knopf, 2009

## 1.0 Introduction

USAID's programmatic efforts to strengthen community support for education began in 1996 with the BESO Community-School Activities Program (CSAP), implemented by World Learning (WL) in SNNPR and by the Tigray Development Association (TDA) in Tigray.

In 2002, community strengthening efforts were expanded through the BESO II Community-Government Partnership Program (CGPP), which World Learning continued to implement in SNNPR and expanded to Amhara and Benishangul-Gumuz, which the Tigray Development Association continued in Tigray, and which Save the Children U.S. (Save or SC/US) implemented as SCOPE in Oromia, Afar, Gambella, and Somali.

Through CGPP, USAID provided school incentive grants to over 3,700 primary schools to help them improve the physical, sociological, and psychosocial infrastructure for learning environment. Implementers helped communities to gain an appreciation of the ways in which they could take active roles in strengthening the schools that their children attended in both tangible and intangible ways, e.g., improving the physical infrastructure through construction of classrooms, latrines, water points, etc. and improving the psychological infrastructure through efforts to get girls and other particularly disadvantaged children to attend school and efforts to help ensure that they can participate and stay in school, e.g., tutoring, assistance with school necessities, and, of great importance, the establishment of Girls' Advisory Committees at each school to address the specific issues at that school that deter girls in general, and also individual girls, from being able to attend school and thrive.

A key part of these efforts was providing Parent-Teachers Associations and School Management Committees with the technical and organizational skills needed for them to identify and prioritize needs, develop plans, and manage implementation of those plans, including their funding and also to help them to forge more effective linkages with government agencies. CGPP implementers also developed community-based strategies to respond to drought and, adapting models used elsewhere, worked with school stakeholders to help them establish health and WASH services closely tied to the schools. Via PEPFAR-funded initiatives (PC3, CASCAID, and SCOPSO), Save and World Learning have been implementing other activities that have had direct impact on basic education.

The current project, the Community-Schools Partnership Program (CSPP), with Save the Children Federation, USA in the lead, targets 1,800 primary schools in some of the most disadvantaged parts of the country; in addition to support for education, CSPP provides support for water, health and sanitation. The CSPP is a three-year contract signed in February 2008. The goals of the USAID CSPP include:

- Enhanced quality and equity of primary education;
- Improved coordination of education and primary health care at the school level and thereby creating access to information on education and health care services and products;
- Increased use of key health services and products, including HIV/AIDS prevention, immunization, family planning and essential nutrition actions; and
- Improved access to potable water, sanitation and hygiene services at primary schools.

Program activities provide target schools with School Incentive Awards (SIAs) in three phases to enable them to achieve the CSPP goals. Extensive technical assistance by the implementing partners accompanies distribution of the SIAs.

The USAID/CSPP activities are being implemented in eight regional states by SAVE (1,270 schools total) and its sub-contractors, TDA (150 schools) and World Learning (380 schools). The table below lists the regions and zones of CSPP intervention.

REGION	# (and name) of Zones	# of Woreda	# of Schools	Gross Enrolment Rate	Lead Implementing NGO
Afar	3 (Zones 1, 3, and 5)	12	100	21.9	SC/US
Gambella	4 (Anuwak, Mejenger, Hang Liyu <i>Woreda</i> , Lare)	5	70	137.1	SC/US
Oromiya	7 (Bare, W. Arsi, E. Shoa, W. Shoa, E. Wollega, Horo Guduru Wollega, Jimma)	37	550	89.8	SC/US
Somali	5 (Jijiga, Shinile, Liben, Afder, Goder)	12	150	30.3	SC/US
Tigray	5 (Southern, Eastern, Central, North-west, Mekelle)	16	150	100.9	TDA
Amhara	8 (N. Wollo, Oromiya Special, W. Gojam, S. Wollo, S. Gondar, N. Gondar, E. Gojam, Ani)	30	400	86.4	SC/US
Benishangul Gumuz	3 (Assosa, Kennash, Metekele)	9	80	109.7	WL
SNNPR	19 (Kaffa, Sheka, Bench Maji, Yem sp. Woreda, South Omo, Burji sp. Woreda, Konta So. Woreda, Basketo sp. Woreda, Gedeo, Sidama, Hdiya, Kembata Tenboro, Wolayata, Dawro, Gomogofa, Gurage, Silte, Awassa Town)	35	300	85.6	WL
Total	45	156	1,800		

## 1.1 Development and Education Background: An Overview

With a population estimated to be between 76 and 80 million, Ethiopia is the second most populous country in Africa. Of this population, approximately 12 million are pastoralists and 80 percent of the population live in rural areas, and has a decentralized government structure. Having invested heavily in physical infrastructure and human resources over the past decade, for some years the economy achieved impressive growth reaching an estimated 11.6 percent in 2008. (It dropped to an estimated 8.7 percent in 2009.)<sup>1</sup> Despite recent growth and an abundance of natural resources, it is one of the poorest countries in the world with per capita income of less than US\$180 in 2007 and 39 percent of the population estimated to live below the poverty line in

<sup>1</sup> CIA World Factbook, 2010, page updated on December 8, 2010.

2004/05. Ethiopia is ranked 157 out of 169 countries on the most recent (2010) United Nations Development Program Human Development Index.

Approximately 40 percent of the population is illiterate and only 24 percent of the school population ever complete primary school. In 2007, it was estimated that despite improvements over the previous five years, one third of females and less than half of males age six years and over have ever attended school.<sup>2</sup> The 2010 UNDP Human Development Index shows the mean years of schooling for adults is 1.5.

### 1.1.1 Education

Primary education lasts eight years and is divided into grades 1-4 (primary first cycle) and grades 5-8 (primary second cycle). Secondary education is also divided into two cycles, each with its own specific goals. Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university, or into technical and vocational education and training (TVET), based on performance in the secondary education completion certificate examination. General education comprises grades 1 to 12 according to the new EPRDF education policy.

Donor-supported programs in education have come from many sources and have included the USAID-funded (CGPP BESO II/SCOPE) and BESO II-BEP (Basic Education Program) in which Save the Children/US (SC/US) World Learning (WL) and the Tigray Development Association (TDA) were all major implementers. These organizations, through partnerships, have also assisted in addressing quality education barriers for all in Ethiopia. PEPFAR-funded activities, such as the Positive Change: Children, Communities, and Care program of Support to OVC (PC3), led by SC/US, and the Communities and Schools in Support of Children Affected by HIV/AIDS (CASCAID) project, have further advanced community- and school-oriented activities to improve access to quality education for highly vulnerable children.

1.1.1.1 *Government of Ethiopia Initiatives.* In brief, the history of the Government's efforts to meet the country's educational challenges can be outlined as a series of sector plans and policies. It prepared the National Education and Training Policy (ETP) in 1994, and within the framework of this policy initiated the first five-year Education Sector Development Program (ESDP I) in 1997 as part of a twenty-year education sector plan. As a result of these efforts, ESDP primary school enrollment targets were surpassed and enrollment reached 13.5 million by 2005-2006, when ESDP III began. For 2008-2009 G.C. (2001 E.C.), there were 15,549,524 children enrolled in Grades 1-8, for a net enrollment rate of 83 percent (versus a target of 87.6 percent).<sup>3</sup>

1.1.1.2 *GEQIP.* The General Education Quality Improvement Programme (GEQIP) was presented in draft form in 2007 in an attempt to address four major challenges. GEQIP is of concern in this evaluation in terms of how the CSPP objectives fit within its framework. The four challenges identified in GEQIP documents are:

- **Access to education opportunities continues to be an obstacle, especially for female and other "most vulnerable children," poor students and pastoral areas (e.g., Somali and Afar).**
- ***Achievements in access have not been accompanied by adequate improvements in quality.*** In some areas, quality has deteriorated at least partly as a result of rapid expansion. The National Learning Assessment (NLA) of 2007 in grades 4 and 8 showed that student achievement is below the required levels and has declined during the period of expansion. Similarly, the composite score for grade 8 shows a decline from 43 percent in 2000 to 40 percent in 2007. Key factors identified in the 2007 NLA relating to

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<sup>2</sup> Macro International Inc., *Trends in Demographic and Reproductive Health Indicators in Ethiopia*, 2007.

<sup>3</sup> Ethiopia. Ministry of Education. *Education Statistics Annual Abstract*. 2001 E.C. (2008-09 G.C.). Tables 2.1 and 2.2. March 2010.



low student learning outcomes include *school organization and management; teacher training on new techniques; school supplies; availability of textbooks, curricular and instructional materials, and language of instruction.*

- ***The rapid expansion of the education system has left a considerable financing gap*** between available funds and the anticipated cost of investments needed to improve and maintain quality.
- ***The capacity to plan, manage and monitor is weak.*** In Ethiopia, the management and financing of primary and secondary education is the responsibility of regions and woredas based on the national policy and standards developed and approved by the Ministry of Education (MOE). However, some regional and woreda governments have weak capacity to gather and report on key performance indicators on time in order to manage and monitor effectively the implementation of education reforms. The key issues related to policy making, management and monitoring capacity include:



**Classroom, Gangeleta School, Sokoru Woreda, Oromia**

- weak institutional capacity for the delivery of general education, hampering implementation of a consistent and effective education policy;
- inadequate strategic planning and management capacity to support tasks such as policy development and medium to long term planning; and
- limited monitoring and evaluation systems making the reform process difficult to operationalize.

Compounding these capacity gaps is the constant turnover of key staff in the sector at different levels of the system, as well as insufficient numbers of qualified staff.

In 2007, at an Annual Sector Review Meeting, it was recommended that MoE and the Donor Partners initiate a pooled funding mechanism to implement GEQIP, specifically to support the first four of the six components of the GEQIP: (i) Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP); (ii) Curriculum, Textbooks and Assessment; (iii) Management and Administration Program (MAP) with an Education Management Information System (EMIS) sub-component; and (iv) School Improvement Program (SIP), with a School Grants sub-component.

Donor support for this effort has since come from donors including the World Bank and most recently (2010) the Fast Track Initiative (FTI).

### ***1.1.2 Health.***

The status of health in Ethiopia remains serious. Life expectancy at birth (years) is 56.1 (UNDP Human Development Index 2010).

As reported in the technical narrative of Save the Children's 2007 proposal for CSPP, children, who account for approximately 51 percent of the population, are most vulnerable with an under-five mortality rate of 123/1,000 live births. Nearly two-thirds of the deaths could be prevented through utilization of basic primary health care services. Access to health care is only 51 percent and is plagued with shortages of trained human resources, medicines and medical equipment and high attrition. Inadequate potable water and lack of access to basic health services are also affecting school-age children's health and ability to learn. A nation-wide

survey on school children's health conducted by SC/US<sup>4</sup> in 2007, found that, depending on the region, between 4-20 percent of school children were wasted, 6-51 percent have intestinal worms and, in most regions, iodine and vitamin A deficiency is a public health problem, particularly among girls.<sup>5</sup> HIV/AIDS continues to be a growing problem with national adult prevalence standing at 2.1 percent as of 2007.<sup>6</sup> Higher prevalence rates exist primarily in urban areas (7.7 percent), with rural areas having much lower prevalence rates (0.9 percent). Results from the national survey of schoolchildren found that already 17 percent of school children are orphans and national statistics estimate that of Ethiopia's 5,441,556 orphans, 16 percent have lost at least one parent due to HIV/AIDS<sup>7</sup>, creating a growing burden on social networks and services, even in rural areas, which have lower prevalence rates. Orphans and Other Vulnerable Children (OVC) are often less likely to attend school and access critical health services. Maternal and child care is in dire condition and the Government has embarked on a major grassroots effort in this regard: the Health Extension Package (HEP).

### 1.1.3 *Water.*

Another emphasis of CSPP is improving access to potable water. As reported in the SC/US proposal technical narrative (2007), access to safe water and sanitation facilities among Ethiopia's population is the lowest in sub-Saharan Africa,<sup>8</sup> and it is particularly severe in rural areas of Ethiopia (24 percent for water and 8 percent for sanitation) and, in the case of water supply, in the smaller, drier low-lying regions of Somali (7 percent), Gambella (14 percent), Afar (14 percent) and Benishangul (18 percent). Many water supplies are non-functional due to poor community mobilization and commitment and lack of funds for operation, maintenance or spare parts. Among the worst affected are the eight million pastoralists concentrated in the arid and semi-arid lowlands of Afar and Somali, the Borena zone of Oromiya and the Debub Omo zone of Southern Nationalities and Nations Region (SNNPR). The challenge of water and sanitation is reflected in the difficulties facing CSPP programs to improve potable water access, and also in initiating latrine and hand-washing programs in these areas.

### 1.1.4 *Girls' Education.*

Gender disparities and inequitable access to education in Ethiopia are mainly due to cultural beliefs and practices such as early marriage, sentiments like "education reduces a girl's chance of getting married" and "cultural values can only be maintained through girls who are engaged in marriage." Girls and women face inequitable access to education, health services and life opportunities, particularly in rural areas targeted by CSPP. Gender parity is higher than the national average in all CSPP targeted areas (except Tigray), especially in Gambella (0.62) and Somali (0.69).<sup>9</sup> As noted in the 2007 Save the Children proposal, lack of school facilities including proper latrine facilities for girls (and water) was highlighted in the UNICEF WASH qualitative study as a major impediment to girls' school attendance, especially during menstruation.<sup>10</sup> Other impediments include school rules and regulations, poor relationships between girls and boys and between teachers and girls, and low participation of children in decisions that affect them every day. A key CSPP

<sup>4</sup> Hall A., Kassa A., Demissie T., Lee S. A national survey of the health of schoolchildren in Ethiopia. Save the Children US

<sup>5</sup> Wasting = Weight for Height below 2 Z-scores.

<sup>6</sup> Ethiopia. Federal HIV/AIDS Prevention and Control Office. Single Point Estimate for Prevalence Rate in Ethiopia, 2007. The Ethiopia Health and Nutrition Institute estimates adult HIV prevalence in 2009 at between 1.4% and 2.8%.

<sup>7</sup> Ethiopia. National OVC Taskforce. Draft Quality Assurance and Improvement Standards for OVC Programs in Ethiopia. November 12, 2008; Ethiopia. Federal HAPCO. Report on progress towards implementation of the UN Declaration of Commitment on HIV/AIDS, 2010. March 2010.

<sup>8</sup> USAID. AIM Project. Country Health Statistical Report, Ethiopia. May 2007.

<sup>9</sup> Ethiopia. Ministry of Education [MOE] (2007). Educational Statistics Abstract - 2005/2006. Addis Ababa, Ethiopia: Government of Ethiopia.

<sup>10</sup> UNICEF and FDR Ethiopia (2007). Qualitative research on water, sanitation, and hygiene education in elementary schools in Ethiopia.

response to these challenges, and one of the key indicators in the CSPP program, has been the establishment in schools of Girls' Education Advisory Committees (GEACs).

## **2.0 Evaluation Methodology**

### **2.1 The Team**

The team was comprised of three specialists with significant Ethiopia and evaluation experience: Dr. Sean A. Tate (team leader), Dr. Wossenu Yimam Amedie, and Ato Tefera Talore Abiche. In-country activities took place between October 30 and November 23, 2010.

### **2.2 Instruments**

The principal instruments used in this formative evaluation were all qualitative, and included (1) interviews with key individuals at different levels of the education system, focusing principally on those involved with the CSPP, (2) focus group discussions, as appropriate, and (3) an observation checklist based on the 13 deliverables of CSPP (See Annex F). The evaluation also reviewed key documents related to CSPP and relevant documents from the international development education literature.

Persons interviewed included key individuals from each of the Implementing Partners, including Chiefs of Party and Regional Coordinators, as well as Washington, DC. home office representatives of World Learning and Save the Children; Woreda Heads and WCC (Woreda Coordinating Committee) members, including persons representing Education, Health, Water and Energy sectors, Focal Persons, and occasionally Women's Affairs representatives. At the school/community level, the evaluation team focused on School Directors, teachers, Girls Education Advisory Committee members (which usually contained one or more female teachers as well as students); HENT (Health and Education Network Team) members, and PTAs. Attempts to meet and talk with Regional State Education Bureaus members were very limited as RSEB staff were involved in Government-mandated meetings or staff evaluations during the evaluation time frame. All told, the team met with over 170 stakeholders. Many people belonged to multiple categories, e.g., as a teacher who is also a parent belonging to the PTA or GEAC, so for a report with the goals of this evaluation, numerical or proportionate counts by status would not be meaningful. Bearing this in mind, there were at least seven WEO personnel and at least 30 people interviewed who were part of a GEAC one way or another – as a parent, as a student, and/or as a teacher or other school official. Annex D contains a complete list of persons interviewed and the organization with which they are associated.

Interview protocols and the observation checklist appear in the Annexes to this document. Field work took place in selected CSPP areas during a week and a half of the total evaluation period. Because CSPP is designed to serve schools that had not previously received direct USAID assistance, many of the schools are not easy to access. As a result, the three-person evaluation team visited on average only two schools per day, augmented by interviews with as many key officials as possible. The sample of 20 schools was necessarily limited.

### **2.3 Selection Criteria for Sample School Sites.**

The criteria for selecting school sites were purposive, including a diversity of regions (i.e., Amhara, Afar, Oromia, SNNPR, Tigray) so that members of the team would visit schools and communities assisted by all three implementing partners, a balance of rural/urban areas, and, as necessary, by limitations of travel and time. General locales were selected to include those where few, if any, USAID-assisted schools had previously been visited by evaluators. Based on analysis of the distribution of schools from the baseline survey, implementing partners were asked to identify schools as follows: some schools that are grades 1-4 and some that are 1 to 8, some schools that are less than 10 years old and some that are least 20 years old. The schools had to be generally reachable by road although some walking was acceptable. The evaluators made their own selection of schools from the lists provided by the Implementing Partners and evaluators visited 20 CSPP

schools (five urban and fifteen rural) in five of the eight regions covered by CSPP. The chosen locations (woredas and schools) are noted in the table below as well as on the Work Calendar of the evaluation team. Please see Annex C for more detail on the Characteristics of the Schools Visited.

### SCHOOLS VISITED CSPP Mid-Term Evaluation

No.	School Name	Region	Woreda	Urban	Rural
1	Denkaka (No. 1)	Oromia	Adaa		R
2	Ejersa Joro	Oromia	Lume		R
3	Sokoru	Oromia	Sokoru	U	
4	Gangeleta	Oromia	Sokoru		R
5	Saja Millenium	SNNPR	Yem Special		R
6	Angeri	SNNPR	Yem Special		R
7	Hibret	SNNPR	Gimbo	U	
8	Shumba Kumi	SNNPR	Gimbo		R
9	Hadele ela (No 1)	Afar	Hadela ela		R
10	Hadele ela (No.2)	Afar	Hadele ela		R
11	Kumame	Afar	Semu Robi		R
12	Debre Tsion	Tigray	Kilite awlalo		R
13	Felegsha	Tigray	Kilite awlalo		R
14	Adi Ekli	Tigray	Kilite awlalo		R
15	Ferawin	Tigray	Saesi Tsaeda Imba	U	
16	Fire Kalsi	Tigray	Saesi Tsaeda Imba	U	
17	Cheki	Amhara	Angolala na Terra	U	
18	Dality na Mekegna	Amhara	Basso Worana		R
19	Abaya	Amhara	Syadebrina Wayu		R
20	Fito	Amhara	Angolala na Terra		R

## 2.4 Evaluation Objectives.

The objectives of this Mid-term Evaluation, as identified in the Scope of Work (see Annex A), are to:

- Examine the results and effectiveness of the USAID/CSPP in relation to the objectives of the contract and to the USAID/Basic Education Program Results Framework;
- Assess the project's overall results to date as per the PMP;
- Assess the effectiveness of project planning, management, monitoring and its impact on the implementation of the program;
- Gauge the involvement with the project by the Ministry of Education (MoE), regional state education bureaus (RSEBs), woreda education offices (WEO), health and water offices, and primary school directors, teachers, students and parents and community members and their satisfaction with the progress of the project;
- Examine whether project activities and outputs have been integrated, where appropriate, into initiatives of host Government at school, woreda, region and national levels;
- Identify and analyze opportunities and implementation issues, challenges, implementation barriers and their causes; and
- Identify lessons learned including innovations.

## 2.5 Evaluation Limitations

Modifications to the original Scope of Work (SOW) for this evaluation were made because of last minute changes in staffing from four to three persons, and because of overall cost and time constraints. This somewhat reduced the scope of a very ambitious evaluation, even given the original evaluation plan's time and timing, staffing, the wide geographical areas/regions of the program (with respect to extent of travel), and the range of evaluation questions. Nevertheless, the evaluation team was still requested to do an "extensive" mid-term evaluation of the CSPP program and has done its best to try to cope with these and other limitations through various strategies, such as trying, where possible, to interview key persons as part of groups.

The modifications made to the SOW eliminated classroom observation (important but too time-consuming in the context of this time frame); this made judgments on the state of Active Learning and Continuous Assessment processes (related to one of the indicators of CSPP and of interest to USAID) more difficult. Similarly, attempts to closely examine internal management and coordination processes of the Implementing Partners were deleted and the evaluation team can only make more general observations on these processes.

For historical context, on July 20, 2010 the Aguirre Division of JBS International submitted its *Impact Assessment of USAID's Education Program in Ethiopia, 1994-2009* to the Mission; it has also been submitted to DEC. It is important to note also that Save the Children US, CSPP's prime Implementing Partner, submitted its *Annual Report on Performance Monitoring Plan (October 2009-September 2010)* to USAID/Ethiopia in October 2010, just before this team began its work. That report contains recent statistics and other information that this evaluation team did not and could not seek to duplicate. Instead, the team has tried, from a very limited sample of 20 schools/sites, to peer behind the statistics and identify some specific effects, challenges and implications.

Finally, we wish to note that while for various reasons this "mid-term" evaluation is taking place near the originally scheduled end of the project, which has now received time and cost extensions to August of 2011, the expression "mid-term" is essentially synonymous with "project performance evaluation."<sup>11</sup>

## 3.0 Findings

### 3.1 Project Results and Impact

#### 3.1.1 Program Goals

USAID/CSPP has as its overall goal the improvement of educational and health outcomes in Ethiopia for children in 1,800 targeted primary schools in eight regional states. CSPP schools are to be schools that have not received prior direct assistance from USAID via, for example, CSAP and CGPP. There are three main program goals, with Intermediate Results (IRs). (It should be noted that the SOW for this evaluation, perhaps not intentionally, appears to use the terms "project" and "program" interchangeably.) The CSPP program goals are:

#### **Program Goal 1: Enhanced Quality and Equity of Primary Education**

IR 1.1: Strengthened management and governance capacity of parents, school leaders and administrators;

IR 1.2: Improved capacity of teachers;

IR 1.3: Greater access to and retention of girls and children from disadvantaged groups including pastoralists in basic education.

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<sup>11</sup> State Department Office of the Director of Foreign Assistance and USAID. Evaluation Guidelines for Foreign Assistance. March 25, 2009.

IR 1.4: Improved school environment to support teaching and learning.

## **Program Goal 2: Improved Coordination of Education and Primary Health Care**

IR 2.1: Improved linkages between education and stakeholders;

IR 2.2: Increased community participation in promoting health and education issues and services;

IR 2.3: Improved use of health and education data at school and community levels for decision making.

## **Program Goal 3: Increased Use of Key Health Services and Products**

IR 3.1: Increase access to health services and products;

IR 3.2: Increased community awareness of key health services and practices;

IR 3.3: Improved policy environment relating to key health services.

Program results have recently been reported, as noted, in the Annual Report on Performance Monitoring Plan (October 2010). While they will not be repeated here, based on the limited sampling as well as its own professional judgments, the Evaluation Team does have comments on the indicators for these results and on some of the results themselves. The team can also provide some comment on “impact” although this is a term used advisedly here as this is not an “impact evaluation.”

### *3.1.2 Quality of Implementation Plans and Review of Established Targets*

Based on a review of the Contract and the implementation plans that evolved from it, the Team feels it must make several candid comments:

- *The Program Modality.* Based on a review of amendments that had to be made to the Contract and through discussions with Implementing Partners, something must be said about the CSPP program modality. (This is hardly a new subject for discussion). USAID chose to have CSPP implemented via a contract mechanism rather than a cooperative agreement, which was the modality used for the predecessor projects. There are admittedly advantages to both mechanisms (depending on one’s perspective). It is understood that this was the first time SAVE had entered into a “contract” mechanism for this type of work. Nevertheless, SAVE felt that the contract proved to be rigid in the sense that it required, as contracts do, the Partner to legally deliver on specific results and indicators when some of them were found to be inappropriate (e.g., “Presence of a National PTA Association” – in Ethiopia, a national PTA can only be formed by the Government) and/or under-resourced (water). Amending the contract was seen as a slow process, and not in keeping with the dynamic nature of the development process. There seem to have been long “lag times” in decision-making during the amendment process. . This hampered the implementation plans of the Implementing Partners. The contract mechanism was not flexible in a flexible and developing world. It also has made it more difficult to show how the investment made has been leveraged by the Partners and the communities. A Cooperative Agreement would have been, and would be, a more flexible arrangement, and is recommended.
- *Funding.* From the point of view of this evaluation, the funding has been well-stretched, and in terms of implementation plans, and implementation, spent frugally and well. The Partners appear to be committed to the work of CSPP, and despite staff movements, are still carrying out the tasks in what is perceived as an “under-resourced” endeavor. Each Partner seems to have even been able to apply extra resources, or stretch what they have, to augment CSPP. SAVE, for example, was able to apply resources from non-

project (program) sources, such as sponsorships, to aid in implementation.<sup>12</sup> SAVE also managed to facilitate the distribution of 200 notebook computers, through another NGO, to five schools in Afar (40 notebook computers to each school) in an interesting experiment. TDA is managing to successfully spread the CSPP process across clusters of schools in woredas for another type of leveraging. In the Amhara region, CSPP staff encouraged each CSPP school to open bank accounts for School Incentive Awards.

- *The Trickle-Down Theory.* In terms of implementing plans, the sub-contractors appear to be not just stretched but over-stretched, in terms of staffing, equipment and funding. TDA has one Toyota pick-up truck to cover very rough roads, and the use of the truck is carefully organized/rotated so that staff working in different areas get equal use of it. When asked by the team about the mileage (kilometerage?) on this one pickup truck; the driver noted that it currently had more than 81,000 kilometers of use. World Learning also has transportation problems, with a vast and difficult area to cover, and limited applicable vehicles. One key staff member was reported to be away from home for many weeks at a time because of transportation problems. Clearly, there seem to be trickle-down concerns.

Everyone seems to have walked into CSPP with their eyes open, (or not) including USAID, and given the enormity of the task, and the limitations, CSPP has made important, and effective, strides towards fulfilling its program goals.

- *Review of Established Targets.* Although the established targets were recently reviewed and reported in the Annual Report on the Performance Monitoring Plan, the Team compiled a set of Observation Checklists (one for each of the 20 schools), based on the CSPP indicators. The Team also collected many qualitative comments from woreda and school officials/staff. From the checklists a Summary Observation Checklist was prepared. This appears in Annex F. The comments from that table are reviewed and in some cases expanded here.

*Indicator 1. Number of individuals who receive school level training.* Based on the Evaluation Team's small sample across regions, this seemed to vary widely from region to region. This indicator says nothing about the quality of the trainings but most of those with whom the Team talked said they felt positive about the trainings and were utilizing what they had learned. This indicator also says nothing about the many transfers of school and woreda personnel that occur after training has been received. As a prime example of this "system turnover," it was reported that 52 out of 122 school directors of CSPP schools in the Amhara region had been transferred elsewhere. Similarly nine school directors in Masha woreda (SNNPR) were transferred. This means that these people are being replaced by people not familiar with CSPP.

*Indicator 2. Presence of Active PTAs.* For the most part, the PTAs in the sample seemed active and committed, and felt that CSPP had also enabled them to carry on after CSPP concludes (sustainability). Further, when asked about transferability of CSPP skills and knowledge to non-CSPP schools and communities, many PTA members indicated that such transferability had been taking place.

*"It is only death that separates us from the school. As long as we are alive, we will do whatever is expected for the school."*

*PTA Chairman, Kumame School  
Afar*

<sup>12</sup> Responding to Aguirre on a Mission query on the draft report, SAVE informed the team that, "There were water points constructed by mobilizing resources from other Save the Children programs. For instance in Tigray region, Save the Children constructed 17 water points with USD 150,000.00 using a fund from Bob & Kate Niehaus and four water points with USD 41,571.00 using a fund from Mimi O'Hagan in the CSPP schools. The program also obtained fund from Deworm the World (75,000.00 USD) and Albendazole tablets to be used to help deworm children in the CSPP schools." This leveraging of the taxpayer's money can be more readily captured in a cooperative agreement than in a contract.



World Learning is trying to link CSPP schools with non-CSPP schools within five kilometers of each other. It was reported that 137 schools have been linked in this fashion so far. In Tigray, 38 non-CSPP schools have been linked with CSPP schools. We understand from USAID that more than 175 schools have been linked. We also know, from general knowledge, that linkages, as well as informal skills transfer, come about both formally/semi-formally and through informal circumstances such as information-sharing via family relationships. Strengthening PTAs and their efforts to mobilize communities can generally be seen as an important CSPP success.

*Indicator 3. Survival Rate to Grade 5.* This varies widely from region to region in the Evaluation Team's small sample. For example, in Afar the lowest ranking school in this regard of the schools visited had a survival rate of only 8.69 percent, while in Tigray one school had a 100 percent rating. Many contextual variables may be the cause of these regional differences. (See Indicator 6.)

*Indicator 4: Number of Teachers Trained in New Active Learning Methods.* This also varied widely, due in part to the variability of staff size in schools. This is the main indicator in this set of indicators that directly deals with the teaching-learning process in the classroom and thus is of special concern. As noted, time



**Classroom, Shumba Kumi School, Gimbo Woreda, SNNPR**

constraints kept the Team from doing classroom observation. However, from the brief observations that were made, and from discussions with teachers and others, a more nuanced perception can be formed in what is being said about the use of Active Learning. The trainings are done, the manuals are made and translated, and Active Learning can be said to be “in place” but the *degree* to which it is actually being used was met by skepticism by the Team. Some teachers said they simply cannot apply much active learning methodology because the classrooms are so crowded and the conditions so bad.

Implementation of Active Learning of course depends on the schools themselves. Transfer of teachers may also hinder the use of active learning; again there is an implication that more training needs to be done, and that there needs to be refresher/strengthening courses.

Although there were some schools that worked hard to have attractive learning environments in the classrooms, the majority of schools seen had walls devoid of any maps (Ethiopia, Africa, the World) or posters or even locally made materials; most exhibited very unattractive, dark learning environments. When questioned about this and how it might be related to Active Learning, the Team was told by several teachers that there were specific Active Learning materials in use, but because of double-shift situations, they had to be taken down at the end of each session. This then left the classrooms full-time without good, attractive wall learning materials. It is a void that needs to be filled. There seemed to have been little effort made or attention paid to having attractive classroom environments in most schools.

Loosely related to Active Learning is the dearth of good school libraries. TDA is an Implementing Partner that is making attempts to address this widespread problem, through several U.S. and U.K. book suppliers and has a history of doing so. Aside from one or two ‘model’ school libraries (one in Amhara, one in Tigray), the Evaluation Team either saw “library” rooms that were really dusty storage or stockrooms, or there were no libraries at all. One school in Tigray had used USAID funds to build a library building, but when seen by the Team, it was being used temporarily as a cookhouse for “church tourists” as a way to generate income for the school (a wise move under the circumstances but the school also did not have money and technical support to buy books, shelves and tables). One consideration in



terms of library rooms is that the emphasis on primary education access has led to a severe shortage of classroom space, and thus there is sometimes no space for a school library. Clearly there is an important need to be filled for well-equipped, low-tech libraries with shelves, tables and chairs; a need whose time seems to have come and might help even activate Active Learning.

*Indicator 5. Percentage share of girls' enrollment in the school.* This too varies by region. Based on enrollment figures, the Gender Parity Index (GPI) for CSPP schools for the 2002 E.C. (2009/10 G.C.) school year exceeds the baseline (2000 E.C. – 2007/08 G.C.) period GPI for CSPP schools for each region and for CSPP as a whole. It also exceeds the 2001 E.C. (2008/09 G.C.) figures for the respective regions as a whole in Amhara, Benishangul-Gumuz, Oromia, and Tigray and is essentially the same as that for the regions as a whole for Afar and SNNPR. It is only in Afar and Somali (where MOE regional data is explicitly unreliable) that CSPP schools appear to perform worse with respect to gender parity than do schools as a whole.



Example of a school “library” used as a storage room for teaching aids. Ejersa Joro Primary School, Lume Woreda,

It is worth pointing out that as GPI has been improving at CSPP schools, it has been improving in an environment of generally increasing attendance at CSPP schools. Enrollment in CSPP schools in Somali has essentially tripled since baseline, and in Afar it has increased by 29 percent. While there *have* been decreases in enrollment in CSPP schools in Amhara and SNNPR, SAVE and World Learning believe that these have been primarily due to the construction of new schools and satellites and the expansion of existing non-CSPP schools and the consequent enrollment of children in schools that are now closer to their homes.

### CSPP and Overall Gender Parity Over Time and Across Regions<sup>13</sup>

Region	Total Schools	Students Enrolled 2002 E.G. (2009/10 G.C.)					Baseline Parity 2000 E.C. (2007/08 G.C.)	Regional Parity 2001 E.C. (2008/9 G.C.)
		Male	Female	Total	% of Female	Parity Index		
Afar	100	12,836	10,732	23,568	45.54%	0.84	0.73	0.86
Amhara	400	141,453	142,225	283,678	50.14%	1.01	0.97	0.98
Benishangul-Gumuz	80	22,534	18,266	40,800	44.77%	0.81	0.77	0.76
Gambella	70	22,448	16,497	38,946	42.36%	0.73	0.69	0.84
Oromiya	550	178,808	175,374	354,182	49.52%	0.98	0.92	0.88
SNNPR	300	147,452	126,734	274,186	46.22%	0.86	0.81	0.87
Somali	150	20,291	14,007	34,298	40.84%	0.69	0.56	0.84
Tigray	150	38,072	39,272	77,344	50.78%	1.03	1.01	1.00
<b>Total</b>	<b>1,800</b>	<b>583,894</b>	<b>543,107</b>	<b>1,127,002</b>	<b>48.23%</b>	<b>0.93</b>	<b>0.89</b>	

It is important to note, however, that while overall and regional trends have been improving, this has not necessarily been the case at the school level. In one of the schools observed in Afar, the share of girls' enrollment was 39.3 percent. In Oromiya, at one school, the share was 54.8 percent. In one school in the Amhara region, there is a fluctuating (up and down) pattern in the share of girls' enrollment. This pattern was observed in other visited schools and indicates that more school-specific work needs to be done. See also Indicator 6.

*Indicator 6. Drop-out rate of girls.* This varies from region to region, often for local cultural reasons. The traditional practice of *absuma* in the Afar region is a case in point (See Annex I, Field Notes) where the parents of a girl child give her to a future husband at an early age with the understanding that the girl will live with her parents until she reaches the proper marriage age. At that point the girl is forced to drop out of school to be married. In the Amhara region, early marriage and abduction continue to be serious problems requiring extra effort and considerable time to change.

*Indicator 7: Presence of active GEACs.* Usually composed of 5-8 members – teachers, students and community representatives -- the GEACs, often having evolved from girls' clubs, can be said to be another of CSPP's success stories. Some of the most impressive people met in this evaluation were the strong teachers in these GEACs who not only were role models and mentors in many ways for the female students but who would also make home visits to parents to find out about absenteeism and in other ways intervene on behalf of the girls, including the provision of tutoring.

*Indicator 8. Contribution of school communities for matching resources to supplement SIAs.* This indicator also requires nuanced and careful consideration. Many communities admirably do provide the matching resources quite beyond the small SIA incentives, usually in the form of labor or in-kind contributions. Importantly, the team saw evidence of "priority conflict." The CSPP program mandated certain types of activities such as latrines; the priorities seem "pre-designed." It sometimes seems that there is a "mismatch" between active community needs and CSPP's "pre-determined deliverables." Annex C lists the SIA activities conducted in the schools that the team visited; Annex H lists the activities conducted in

<sup>13</sup> Save the Children Federation. USAID Community-School Partnership Program (CSPP). "Annual Report on Performance Monitoring Plan (October 2009 – September 2010)." October 2010; Save the Children USA. USAID Community-School Partnership Program (CSPP). Baseline Survey Results. Addis Ababa, July 2009; Ethiopia. Ministry of Education. *Education Statistics Annual Abstract, 2001 E.C. (2008-09 G.C.)*. March 2010.

one Tigray woreda. Most entailed improvements to the physical infrastructure of the school (including water supply and latrines) plus gardening; several of the schools visited also engaged in various forms of animal husbandry. Schools used the proceeds of the school gardens in various ways: some have sold the produce and used the income to strengthen girls clubs and provide economic support to girls in need of support like personal hygiene. There were also gardens used to help students learn how to plant vegetables and replicate the practice in their own homes. Additionally, products of the gardens commonly are used by children or taken to homes of children.

As noted above, there sometimes seemed to be a mismatch between what USAID thought a school should do with an SIA and what a school/community saw as its needs, as evidenced by some of the “out of the ordinary” uses for later phase SIAs. Based on information provided by SAVE, these community-initiated uses included: installing electricity and telephone lines, purchasing mini-media equipments, support poor students with educational materials and school uniform, making awards to high

*“For small schools, the School Incentive Awards are fine. But for big schools the amount is too small.”*

*A School Director  
SNNPR*

performing students (especially girls), providing tutorial classes (especially for girls), preparing sports grounds and purchase of sport materials), training and preparing locally made sanitary napkins, constructing local bridges, purchasing of first aid kits, etc. A number of schools used the SIAs to develop income-generating activities are: gardening (as discussed above), cafeterias (tea rooms) mainly managed by GEACs, poultry, dairy, crop farming, small shops, organizing bazaars, etc.

Although SIAs can be seen as a success in the sense that they should be perceived as an incentive or catalyst, the Evaluation Team heard many comments expressing the feeling that the SIA amounts are really too small, especially given the size of the needs and also because of the recent changes in the worth of currency, basically inflating prices up to 17 percent.

*Indicator 9. Presence of Community Committees that promote health education, communication and mobilization for health services.* Basically, such committees were not seen in the sample communities (other than PTAs, GEACs and HENT). The Team was told that such committees do exist in some communities and that they are working with Community-Based Organizations (CBOs) such as Idirs and afochas.

*Indicator 10. At least one session per week devoted to health education.* “Yes” is the simple answer as to whether this indicator is being fulfilled. The more ‘nuanced’ answer is that it is being fulfilled in a variety of ways; there is large variation. What constitutes a “session” varies from 5 to 30 minutes.

Sometimes the once-a-week “session” occurs at a mass flag ceremony at the school. Another method to fit a session into a school day is to borrow five minutes from other sessions during the day to create the health session. This is logical although it also borrows learning time from other subjects.



**Flag Ceremony, Adi Ekli Primary School, Tigray.**

*Indicator 11. Presence of an Education and Health Data Collection System.* This was happening in some of the sample schools but it was also noted that in some schools that data was not being filled in due to the late arrival of the School Information Registry Book.

*Indicator 12. At least one visit per week by a frontline health worker.* The norm in the Team's small sample was 1-2 visits per month. However, in almost all schools visited, this was not regularly done.

*Indicator 13. Proportion of children fully immunized.* Data was reported to be with Health Extension Workers (HEWs). No data was available on this at the school level, but some school directors indicated that the schools were used as immunization centers.

*Indicator 14: Linkage of the school to active de-worming program.* Because of a low prevalence of intestinal worms (below 20%) in Afar, Tigray and SNNPR, government policy is not to conduct deworming in these regions. From follow-up information provided by SAVE subsequent to the field work: Four regions (Amhara, Benishangul Gumuz, Gambella and Oromia) had active deworming programs (campaigns) in the 2002 E.C academic year while one region (SNNPR) conducted the campaign in the new academic year (2003 E.C) for a reason mentioned above. As rightly said Afar, Somali and Tigray have low intestinal worms prevalence (below 20%). As a result, no active deworming program was required in these regions. The drug was obtained from two sources: Deworm the World as well as the program budget. As mentioned above, SNNPR started deworming campaigns in the last few months and currently has completed deworming all children found in the CSPP schools of the region (plus 10% of out of school children). Oromia, Gambella and Benishangul Gumuz are also currently more than half way through doing the campaign. A complete report is yet to be compiled by each region. Amhara region conducted deworming to all children in the schools of the program by May 2010. The next deworming campaign in Amhara will be conducted in May 2011.



Latrine and handwashing facility, Sekoru Primary School, Sekoru Woreda, Oromia.

*Indicator 15. Presence of segregated functional latrines for girls and boys.* Averaging 4-12 pits/rooms, these have been constructed with CSPP funding but communities, the Government, and various NGOs (e.g., IrishAid, World Vision, UNICEF, TDA) are involved in latrine construction, sometimes on the same school campus. From the team's limited observations, it was not possible to determine the extent, if any, of coordination between various NGOs and other donors at CSPP schools. (This statement should be understood as reflecting simply a lack of information, one way or another.) However, in Tigray, the team saw one school where a very nice latrine was built by IrishAid on the same campus as a USAID/CSPP latrine (the quality of the latter was much inferior, though built

with the asset of community involvement). This does not suggest strong coordination.

The Team observed in some schools that boys' and girls' latrines were in the same building block and this was seen as a mis-interpretation of guidelines for segregated latrines. Further, it was noted that the number of available latrines did not match the needs of large student populations. The issue of sustainability of some of the CSPP latrines, made with inexpensive materials, is open to question. At some schools shallow, hand-dug latrines were observed, implying that they might not last long. Another issue concerns both the number and quality of latrines for girls. The current working assumption is that latrines for girls should be basically the same as those for boys, an assumption that requires reconsideration.

*Indicator 16. Presence of hand washing facilities near latrines.* Usually 1-2 per school, in some schools there is a common hand washing facility for boys, girls and teachers. The Team observed empty jerry-cans at some



schools. In one school there was an obvious ‘set-up’ of hand-washing facilities (with special temporary signs) for the benefit of the Team.

*Indicator 17. Presence of school gardens.* In this small sample, school gardens appeared to be one of the most poorly administered/handled of the CSPP activities at most schools. Some schools, however, were creative (bee hives, poultry- and sheep-raising) in their interpretations.

*Indicator 18. Presence of potable water.* Basically yes. Usually 4-12 water points. This service is also supported by various NGOs. This is a much more difficult indicator to satisfy in areas where availability of water is a severe problem (e.g., Afar). See next indicator.

*Indicator 19. Whether there are communities with critical water problems where water points are established.* Data on this indicator were not well-organized or not available for schools visited. In two schools visited, the water points were located outside the school compound and shared with the community.

*Indicator 20. Number of people in the target area (school) with access to improved drinking water supply as a result of USG assistance.* Data/information on this indicator is not available or not well-organized in most schools visited.



**Hand pump waterwheel constructed through USAID/CSPP. Shared between surrounding community and Dality na Mekegna Primary School, Basso Worana Woreda, Amhara.**

*Indicator 21. Number of people (in the school community) trained in FP/RH with USG funds.* Direct data pertaining to this indicator were not available in most schools. However, SAVE advises that: “The topics of FP/RH were included during the Level II & Level III trainings which involved members from PTA, GEAC, HENT, GC as well as Directors & Teachers, Supervisors, Health Extension Workers, KETB, SDC.CS and other community members.”

*Indicator 22. Number of mobilization and awareness events conducted on sanitation and hygiene in school/ community.* Occurs 2-4 times a year, often at the beginning, middle or end of the year.

### *3.1.3 The Impact of the USAID/CSPP on the Targeted Beneficiaries.*

The small sample of schools visited makes it difficult to generalize to the larger population of beneficiaries. Nevertheless, there was some evidence of impact. For example, having segregated latrines has given more freedom and a greater sense of security for girls.

*3.1.3.1 Whether students are using latrines and washing their hands after using latrines.* It appears, from observations and questioning, that hand washing is being adopted in most CSPP schools but there is no way to fully verify this.

*3.1.3.2 Whether teachers are using participatory student-centered approaches in the classroom.* As noted in the previous discussion of Indicator 4, classroom observation was not a part of the Scope of Work of this team, but based on observations and interviews with teachers and others, there is some skepticism by the Team about the degree to which Active Learning approaches are being used.

*3.1.3.3 Whether more girls are attending and staying in school.* This has been previously discussed in the review of indicators and also appears in the recent PMP Annual Report (October 2010). As noted in one woreda, the enrollment of girls in secondary schools is far less than the enrollment of girls in primary schools, in part because these secondary schools are perceived as not attractive places for girls to be.

3.1.3.4 *Whether use of key health services and products, including HIV/AIDS prevention, immunization, family planning and essential nutrition actions, access to potable water, sanitation and hygiene services at primary schools has increased.* In the small sample of schools for this evaluation, the trend would seem to be positive, although visits by health



**Pedagogical Center at the Cheki School, Angolala na Terra Woreda, Amhara. Teachers preparing for their classes.**

extension workers is generally not weekly and often irregular, and weekly class sessions on these topics are presented in a variety of forms and periods of time.

3.1.3.5 *How well the implementing partners have strengthened woreda education, health, and water coordinating committees, community health and education network committees?* In the limited sample, the implementing partners do seem to be strengthening these committees, particularly the Woreda Coordinating Committees. Strong Woreda Coordinating Committee chairpersons, who have both the vision and the ability to make things happen, do make a difference. The problem of staff transfers is serious in that untrained replacements for Committee members do not have the skills and knowledge imbued by CSPP, a continuing challenge.

3.1.3.6 *How well have USAID/CSPP plans been integrated into the Woreda Education Offices' plans?* Observation and discussions with limited numbers of woreda staff indicate that their plans are generally well-aligned, and the Woreda Coordinating Committee often acts as the key integrator.

### 3.1.4 *The Specifics of Project Results and Impact:*

#### 3.1.4.1 Capacity Building

- *Is the training provided to the School Development Coordinators/Cluster School Supervisors and Health Extension Workers (HEWs) adequate to ensure that they can effectively execute their responsibilities in providing ongoing training, mentoring and capacity-building for members of the PTA, GEACs, community health and education network committee, teachers, and communities?*

It was difficult for the Team to confirm that the delivery of training, mentoring and capacity-building services is *ongoing*.

The question of adequacy comes to the core of cascade training. First, there is the assumption that if someone knows something, s/he can actually teach it. This is often not true. Secondly, and as described by one interviewee, there is the feeling of “dilution” of learning as it proceeds down the cascade, and that by the time the specific learning gets down the cascade ladder, skills and knowledge are lost. This implies (1) that refresher trainings need to be given regularly as people and situations are dynamic, and most importantly (2) the need for *follow-up* is crucial for the necessary mentoring and capacity building to take place. This applies to Focal Persons and Woreda Coordinating Committee members as well. As described by one key Implementing Partner staff member, it has been very difficult to provide that follow-up in CSPP given limitations on funding, staffing and transportation. The quantity and quality of follow-up, and support, for those trained, would therefore seem to be in question. The effects of staff transfers at the school and woreda levels adds to the need for increased and further training and follow-on.

- *Is the training for SDCs/CSs and HEWs systematic and presented in a way that is logical and builds on previous training? Is it responsive to the challenges identified by the SDCs/CSs and HEWs, especially in linking education and health and teacher in-service training components?*

It is difficult to know if the training for SDCs/CSs and HEWS is systematic and its presentation is logical without actually seeing the presentation of a training program in action, and the Team has had no opportunity to do that. In terms of responsiveness to the challenges identified by SDCs/CSs and HEWs in linking education, health and teacher training, the Team can only see the results in the field of such training, and there does seem to be a linking effect from the CSPP in terms of integration of sectors in the Woreda Coordinating Committee level.

- *Is training provided to PTAs, Girls' Education Advisory Committees (GEACs) and community health and education network committee (members) in a planned and well-designed manner?*

The response to this question is similar to that for the previous question; it is difficult to know if training is being *provided* in a planned and well-designed manner if there is no opportunity to see the training provided. The Evaluation Team's discussions with various stakeholders, and especially with GEACs, indicates that learning has taken place in the previous trainings, and that it is being applied. GEACs in particular, need substantive and substantial follow-on support to continue and upgrade their knowledge and skills. Do GEACs have the necessary skills and knowledge to assist female students? They have, and they do, but several GEAC chairpersons, mostly teachers, expressed the need for greater knowledge and training to further open their horizons and those of their students.

- *Are PTAs and KETBs gaining the necessary skills and knowledge to manage their schools through the training provided by the SDCs/CSs?*

Based on limited observation and discussion, the trainings seem to have had positive effects in terms of transfer of knowledge and skills, but there are also indications of the need for strengthening/refresher trainings, and increased follow-on for growth and reinforcement. School directors, teachers, and woreda education and health officials generally seemed positive about the relevance of capacity-building efforts related to them.

- *What is the level of utilization of the training books, School Information Registration Book, motorcycles, vehicles, equipment and other resources provided by SC/US to the institutions?*

It is difficult to know about the utilization of training books. For the most part, they seem to be kept in the school directors' offices, so they might not be easily available for wider use. Some school directors praised the manuals as important and dynamic. The plight of sub-contractors vis-à-vis vehicles has already been noted. The use of motorcycles and equipment is not known. SDCs usually use the motorcycles.

- *How effective are the capacity-building and training activities for woreda level officials involved in the education sector?*

They basically seem to have been quite effective, in terms of the results seen, but capacity building must be an ongoing activity. Relevant skills seem to have been transferred but upgrading and updating the quality of those skills in the face of significant challenges at the woreda level would seem to be an important next step. Woreda administration and management is still regarded as generally weak. Data and information sharing, and most importantly *using* evaluation information for making decisions, is a skill that needs to be cultivated.

- *What, generally is the nature and quality of feedback and interaction between CSPP staff and their community/government partners?*

At the woreda level the feedback and interaction seems to be good. At the regional level, it is difficult to know what kind of feedback and interaction is taking place between CSPP staff and their partners in community/government. The team perceives, however, that there does *not* seem to be the same type of intersectoral coordination at the regional level, such as through a Coordinating Committee, as appears at the woreda level.

### 3.1.5 Project Management

As noted in the earlier section on Limitations, it was understood that because of the time and staffing constraints, the revised SOW does not allow for an examination of internal coordination within an individual partner organization. Coordination across partners is formal, with all partners knowing the timing and shape of reports to be submitted. The general constraint among the partners has been staff turnover as key staff move on and with them goes important institutional memory. The strength of these organizations is the commitment of their staffs to their work and to progress in Ethiopia, and their ability to provide extra support through other mechanisms as needed.

The adequacy of monitoring the development and implementation of school plans can be questioned in terms of their ability to get to schools as frequently and regularly as possible (transport problems as noted). The timeliness of the disbursement of funds, such as for SIAs, could not be clearly ascertained from this small sample, but schools do post, usually on the walls of the school director's office, large wall charts showing the phases of disbursement of SIA funds. A model "data gallery" in this regard is the school director's office in one school in Tigray (Adi Ekli School). He had twice as much data about the school than any other school seen in the entire evaluation; a unique information model by a school director who apparently liked to have all sorts of data at his fingertips (the Team did not meet this person but his staff proudly demonstrated the many types of information available, including on SIAs).

Training programs generally do appear to be taking place as planned.

### 3.1.6 Relationship to Mission Plans

The work and activities of CSPP have been particularly supportive to three of the five results of the Education Strategic Objective Results Framework. The most direct support has been to Result 4; *enhanced community involvement in delivery of quality education*.

Community mobilization has been one of the major strengths of CSPP activities, and the Evaluation Team repeatedly saw evidence of how PTAs were able to mobilize communities around school development activities. The Implementing Partners appear to have strongly infused community organizations, such as the PTA, with the ability to mobilize community resources. The use of School Incentive Awards (SIAs) as community/school catalysts has proven to be very supportive of communities and the overall results framework. This aspect of CSPP and its attempts to integrate the health and education sectors are strategically wise and should be expanded. The Evaluation Team also noted examples of transferability of CSPP innovations and activities to non-CSPP schools, sometimes through the cluster mechanism, sometimes through personal dialogue by individual stakeholders (teachers, woreda officials) who informally communicate the information with community members and non-CSPP school and woreda staff.



A model "Data Gallery," School Director's office, Adi Ekli School, Kilite Awlalo Woreda, Tigray.

The basic development hypothesis of this initiative proved to be accurate. Some of the assumptions made regarding implementation planning have proved painful for the implementers as they struggle to stretch resources. The future of CSPP lies with USAID but the following considerations or recommendations may assist in the implementation of a follow-on to CSPP.

- **CSPP has shown that there is a transferability of its innovations, activities and ideals to non-CSPP schools and communities. That is, logically, something to build on as an avenue for expansion.**



### *3.1.7 Host Government Satisfaction.*

Discussions at the Ministry level, and with two RSEB personnel (Tigray and Oromiya), on the performance of CSPP have shown that the Government is generally satisfied with the work of CSPP and the Implementing Partners. It also feels that CSPP is aligned with the educational framework of GEQIP, the objectives of which were described earlier. The alignment with GEQIP was also confirmed by at least half of the Woreda Coordinating Committees visited. Satisfaction is also present among the woreda level officials with whom the Evaluation Team talked. The community mobilization emphasis is well-regarded and the SIAs are seen as good stimuli, but stimuli in need of upgrading in terms of funding. The health and education linkages need to be further developed and strengthened. We note that the Technical Working Group is a mechanism of long-standing for USAID, the MOE, the RSEBs, and implementers to share information, perspectives, and thoughts on strengthening the program and associated activities. Nevertheless, we believe that RSEB themselves need to have better knowledge of the programs taking place at lower levels (better Monitoring and Evaluation).

## **4.0 Summary of Findings and Recommendations**

### **4.1 Summary of Findings**

CSPP appears to have been quite successful, but we believe that there are a number of ways in which a good project can be made even better. Because of added detail, the organization and numbering in this main body of the report do not coincide with those of the Executive Summary.

#### *General Observations*

4.1.1 Based on enrollment figures, the Gender Parity Index (GPI) for CSPP schools for the 2002 E.C. (2009/10 G.C.) school year exceeds the baseline (2000 E.C. – 2007/08 G.C.) period GPI for CSPP schools for each region and for CSPP as a whole. It also exceeds the 2001 E.C. (2008/09 G.C.) figures for the respective regions as a whole in Amhara, Benishangul-Gumuz, Oromia, and Tigray and is essentially the same as that for the regions as a whole for Afar and SNNPR. It is only in Afar and Somali (where regional data is explicitly unreliable) that CSPP schools appear to perform worse with respect to gender parity than do schools as a whole. Except for SNNPR and Amhara, enrollments in the CSPP schools have also increased over baseline; Save and World Learning believe that the declines in enrollments in CSPP schools in those two regions are likely to be the result of creation of new schools and expansions of existing non-CSPP schools that are more convenient for children to attend.

4.1.2 GEACs (Girls Education Advisory Committees) are a clear success story – good news.

4.1.3 Sustainability: The idea of community mobilization appears at least partially sustainable, as evidenced both by the active community support for schools and by the implementation of income-generating activities. Community capacities to continue CSPP innovations, including community mobilization, seem strong, providing a sense of ownership. There is a perception that de-worming programs are not sustainable for school age children by the Government.

4.1.4 Transferability of Skills and Knowledge to Non-CSPP Schools: Based on this small school sample, it does appear that skills and knowledge are being transferred from CSPP schools to non-CSPP schools. This is occurring through formal and informal efforts by both Woreda Coordinating Committees and the Implementing Partners.

4.1.5 Contracts are seen as relatively inflexible mechanisms for programs such as CSPP.

4.1.6 The sub-contractors in CSPP seem to be “resource poor.” This seems to particularly affect the ability to do effective follow-on.

4.1.7 As exemplary as the health/education linkage may be, it feels as if health is overshadowing the educational aspects of CSPP, particularly in terms of classroom teaching-learning processes.

4.1.8 The mandate of “One session a week for health education” may not always be what it seems; that session could only be five minutes at a flag ceremony, which is inadequate to transmit the necessary knowledge and skills to students.

4.1.9 Disabilities: Although classroom observation was limited, few if any students with disabilities, or efforts to provide solutions for disabilities, were seen in the classrooms/schools. This would include glasses for the vision-impaired or hearing aids for students with hearing problems. None of the 20 schools in the sample had wheel-chair ramps.

4.1.10 Monitoring and evaluation is generally weak at all levels, especially in terms of analyzing and *using* the information for informed decision making and implementation.

4.1.11 The Cascade System of training is seen to have a “dilution” problem in terms of transfer of skills and knowledge.

### *External Environment*

4.1.12 While widely known, the “system turnover” challenge is a major impediment to CSPP progress, as it slows the CSPP process as new teachers/staff must be trained. Implication: more training will be needed just to maintain the system in the current schools.

4.1.13 Early Childhood Development (ECD) is coming to the fore, as a woreda in North Shoa has shown



**Felegsha School, Kilite Awlalo Woreda, Tigray. (Grades 1 to 4 only). Classroom with cement/stone seating. With an inadequate amount of furniture for all students, the school decided that only grades 3 and 4 could have such furniture; grades 1 and 2 therefore sat on these benches (no tables).**

the team guidelines from the Regional Education Bureau on ECD. In other woredas, this subject is now being discussed and some start-up activities are being put in place.

4.1.14 Traditional practices for/towards girls vary by degree of severity. Examples: incidence of abductions in Oromia, early marriage in Amhara, and absuma in Afar. Changing attitudes is a long-term journey.

### *School Incentive Awards and Related*

4.1.15 School Incentive Awards, while certainly providing incentives, are now viewed as too meager, given the market situation.

4.1.16 Having schools open bank accounts for their SIA (and other) funds, as has been done by one Amhara region CSPP, would be an interesting model to expand to other areas. We know that opening bank accounts, or acceptable equivalent, is the expectation. The team did

not have the opportunity to determine whether this expectation is in fact reality.

4.1.17 There can be “priority conflicts” between what a community needs, and actually uses, and what are seen as “pre-determined” CSPP deliverables. Some communities use SIA funds for activities other than planned. This requires further checking.

4.1.18 School gardens may exist but during the site visits they appeared to the Evaluation Team to be languishing as a CSPP idea and need renewed attention, support and follow-on. Subsequent information provided by SAVE suggests that they are in fact a more useful activity than they appeared to be, based on the schools visited, but this should be looked at more carefully.

4.1.19 SDCs and CSs do not seem to be closely monitoring activities. This may be a system issue if educators do not realize that M&E is an integral part of project implementation and not simply a formality. This may also be because of transport problems and because of the program “structure” and the complexity of the planning process. A plan is prepared and problems identified. At the school level (School Director, SDC, PTA Chairperson) sign a plan. The plan goes to the Cluster Supervisor, then to the woreda Focal Person, who brings it to the Woreda Coordinating Committee. Then the Focal Person brings it to the Zonal Coordinator, who discusses the Plan with the Regional Coordinator, and then it may go down the system once again.

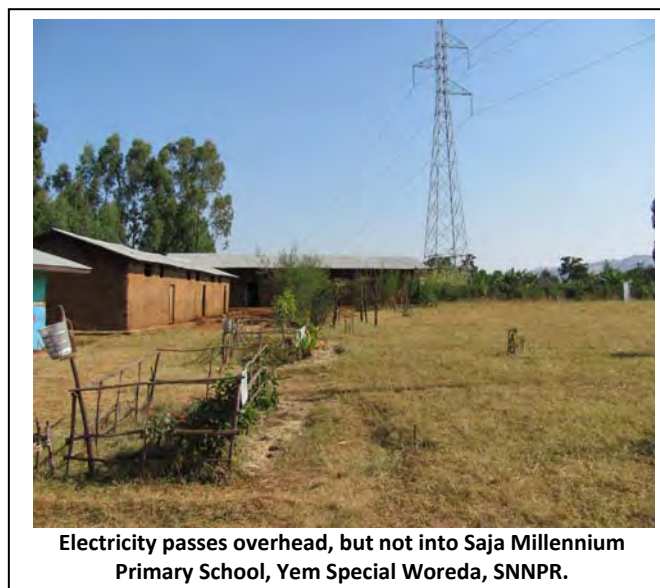
### *The School and Classroom Environment*

4.1.20 Classroom contexts clearly hinder the degree to which Active Learning can be applied.

4.1.21 With a few exceptions, school libraries were found to be either non-existent or in a bad state (sometimes used as storage rooms). This is particularly unfortunate as Ethiopia moves towards improving the quality of education.

4.1.22 Attractive learning environments in the classroom are often missing, and could be improved with relatively simple additions of posters and maps. Not much effort appears to have been put into creating such environments at most of the schools seen, even with local materials. Teachers in the double shift system often remove materials from specific class sessions.

4.1.23 Classrooms are dark, adding to unattractive classroom environments. Electricity, for lighting and other uses, will come to schools some day but until then other remedies should be sought to ease this problem. (Note: According to SAVE, some schools have used SIA to bring electricity to the school.)



## **4.2 Summary of Recommendations**

4.2.1 *CSPP*: Based on the findings and results of CSPP to date, including satisfaction at many levels and the transferability of CSPP knowledge, skills and innovations to non-CSPP schools, it is recommended that the program be expanded. However, tempting as it might be to focus only on expansion, to simply “move on” to other needy pastures ignores the realities of the Ethiopian educational situation – that staff/teacher transfers are continually creating a need at current CSPP schools for new CSPP teachers. Continuing support for the existing schools/communities through new as well as refresher training, with much better resource support for needed monitoring and mentoring/follow-up, would go far in solidifying the progress that has been made.

- The education part of CSPP needs to be strengthened. The current health linkage is an excellent idea and



Students using a USAID/CSPP-supported school library. Fito Primary School, Angolala na Terra Woreda, North Shoa Zone, Amhara.

should be continued while upgrading/expanding/intensifying the educational aspects of the program such as Active Learning and providing the essential (much more) follow-on support for this program. A future CSPP should give greater emphasis to the front lines of education, the classroom, balancing the health and education aspects of the program. Associated with this move should be a new emphasis on creating attractive classroom learning environments, even within the context of old classrooms. School libraries should be a part of this trend.

**4.2.2 Cooperative Agreements.** For their flexibility in changing development situations, cooperative agreements, rather than contracts, are recommended as mechanisms for programs such as CSPP.

**4.2.3 Education/Health Linkages and Balance.** In terms of education/health linkages, it is recommended that future efforts should attempt to more carefully balance the health and education aspects of programs such as CSPP, with greater emphasis on classroom teaching/learning processes.

**4.2.4 GEACs.** Given the clear success of the GEACs (Girls' Education Advisory Committee), expansion as well as greater support and reinforcement of existing groups is needed, especially for the teacher members who play pivotal roles in the lives of many girls.

**4.2.5 System Turnover and Training.** The implication of the continuing "system turnover" challenge (transfers of teachers and other staff) is that more training, and follow-on, will be needed just to maintain the system in the current schools. It is very difficult to institutionalize positive changes in school culture and approaches to the teaching-learning process (e.g., active learning) if the individuals trained as "change agents" keep leaving. While review of approaches to in-service training falls outside the scope of work of this evaluation, we would suggest strengthening of existing cluster-based approaches to in-service learning as one way to mitigate the loss of skilled teachers and administrators at any given school and of providing cross-fertilization of CSPP approaches to schools that do not participate in CSPP.

**4.2.6 Early Childhood Development (ECD).** Given that guidelines are now being issued for Early Childhood Development education, there is an important need to include and strengthen ECD in future initiatives/efforts because this is where quality education begins.

**4.2.7 School Libraries.** There is an urgent need to support the establishment, development and strengthening of school libraries, and to teach students how to use those libraries. School libraries can be a complement to classroom learning and efforts to improve the quality of education. Students who only learn to read in class without having anything else to read elsewhere are missing an important step to literacy.

**4.2.8 Health Education in Schools.** Given that there appears to be a wide interpretation of "one session per week" for health education in schools, it is recommended that, rather than doing this in mass meetings/flag ceremonies, teachers should be required to teach health education in class with, as seen in one school, one teacher monitoring implementation of these health sessions.

**4.2.9 Improving Classroom Environments.** Given that most of the classroom environments seen were not attractive and often devoid of wall maps (Ethiopia, Africa, the World) and posters, it is recommended that much greater emphasis, and support, be given to the purchase of such materials as necessary, and the



development of local materials, as a complement to Active Learning and overall efforts to improve the quality of education. A worthy model to replicate is the Fito School, North Shoa Zone in the Amhara region.

**4.2.10 Classroom Lighting.** Given that classrooms are often dark (particularly difficult for vision-impaired students) and that electricity may come only slowly to many schools, funding for purchase and installation of translucent, corrugated panels for classrooms roofs could help alleviate this situation and improve the overall classroom environments. Installation of solar energy panels offers another avenue for improving this situation.



**Model classroom in Fito Primary School, used for various grades. (Grade 3 in session, November 17, 2010). Angolala na Terra Woreda, North Shoa Zone, Amhara.**

**4.2.11 Accommodation for Children with Disabilities.** As part of important overall “Social Inclusion” efforts, much greater attention must be paid in future programmatic initiatives to children with various types of disabilities, including assistance with eyeglasses and hearing aids as well as for mental/emotional and other physical infirmities. Yet, the quality of learning for many children with disabilities can be improved with little or no cost other than training. At the least, we recommend that health care workers and/or teachers in CSPP schools participate in brief workshops to assist them in screening children for vision and hearing issues and in accommodating them in the classroom, e.g., through seating. Policy attention should also be given to the inclusion of making classrooms accessible (e.g., through using ramps or slopes rather than steps) in all new school construction.

**4.2.12 School Incentive Awards (SIAs)** It is recommended that the implementation of SIAs be continued and expanded, but the financial amounts of such awards should be increased to reflect the “market situation” as well as the size of schools.

**4.2.13 Monitoring and Evaluation.** It is recommended that M&E needs much increased emphasis at all levels, through training and follow-on, with a focus on the actual *use* of M&E information for decision-making and implementation.

**4.2.14 Cascade Training Approaches.** To compensate for the perceived dilution of knowledge and skills in this approach, increased refresher training and much stronger follow-on technical support are recommended.

**4.2.14 Built-in Research.** Research studies should be built into future CSPP efforts, if there is to be a future CSPP, in order that appropriate (greater) time can be taken to more thoroughly answer some of the questions that have only been touched upon here. Comparative studies, for example, (e.g., comparing CSPP and non-CSPP schools) could more clearly capture the impact of CSPP interventions.

## **5.0 Lessons Learned**

### **General Lessons**

5.1 Effective implementation is where the action is in development. It is messy and challenging and it is a key to program success. (See quotation in box at the end of the main text.)

5.2 Flexibility in contractual and implementation arrangements is important in the flexible world of development.

5.3 Developing quality in education is hard and it takes time.

5.4 “Utilization-based” monitoring and evaluation is an important avenue to improving educational quality; M&E information has to be *used*...to improve and support educated decisions . The Ethiopian system is in need of this.

5.5 To reiterate what others have long known, “ownership” of development is a powerful tool.

### **Specific CSPP Lessons**

5.6 A program seen to be under-resourced can be a success only through the commitment and the extra efforts, often through other mechanisms, of the Implementing Partners. This is occurring. The constraints on the CSPP program have forced the Partners to struggle to find ways to achieve more effective implementation. This has so far been a powerful and largely effective program; it could be more so.

5.7 *Have the constraints been rectified?* The operational/funding/ constraints still exist and continue to have ramifications for effective implementation. Other constraints have been identified as noted, and need to be addressed.

5.8 *How sustainable are the achievements gained?* Community mobilization efforts, other PTA school support efforts, and GEACS could be considered partially sustainable, especially if given reinforcement. Active Learning can be sustainable, but context has much to do with its overall success. The idea of School Incentive Awards (SIAs) is a good one, if not purely sustainable, and can be continued if funding amounts were increased. In general, however, it will be important for “change agents” to be at a school long enough for approaches to become institutionalized.

5.9 *How does project-generated technical information impact educational policy reform?* If the technical information is perceived as useful or successful, it will become part of the fabric of an educational system. Save the Children Federation, and World Learning both have good records at introducing innovations based on technical information from previous projects. TDA is proceeding with highly innovative and entrepreneurial initiatives such as its Makele Institute of Technology (MIT) and such efforts as “From Das [makeshift schools] to Class,” all based on experience and the use of project-generated information.

5.10 *Are linkages between education and healthfully optimized?* No. Much more needs to be done. Example: health extension workers are still not coming weekly to the schools.

## **6.0 Conclusions**

The CSPP has been a very helpful program for Ethiopia and it is to be commended for playing its part in ensuring the improvement of quality primary level education. Similarly, it has contributed much to efforts to improve equity in education and to the coordination of the education and health sectors, particularly at the local level. This coordination, however, requires further strengthening.

High-quality implementation, the use of cooperative agreements, adequate resources fairly distributed, much stronger attention to follow-on and mentoring, and more careful monitoring of the quality of services provided, will go far in building on the efforts to date and to the delivery of the quality education so necessary for Ethiopia’s present, and future.

## **On Implementation and Unicorns**

“The heart of getting results in reducing poverty comes through improved, effective, people-centered implementation, the orphan topic in most discussions of poverty reduction. Effective implementation is treated as uninteresting, inevitably messy stuff. That view must change. The iterative puzzle solving required in implementation is intrinsically intellectually challenging. Moreover, it is where the action is in the development process. The process needed for effectiveness and getting to results happens on the ground. (Moreover, what passes for “innovative design” in program or project work not grounded in implementation often simply leads to unicorns: lovely to look at, but the essence of unreality.) Among many other things, this perspective means that large, complex organizations working to reduce poverty need to provide incentives for those skilled at, and devoted to, implementation.”

Coralie Bryant and Christina Kappaz, *Reducing Poverty, Building Peace*  
Kumarian Press Inc., Bloomfield, Connecticut, 2005, p. 161





## **Annexes.**

Annex A. Scope of Work

Annex B. CSPP Evaluation Calendar

Annex C. Characteristics of the Schools Visited

Annex D. Individuals/Agencies/Organizations Interviewed

Annex E. Selected List of Documents Consulted

Annex F. Summary of Observation Check Lists for the 20 Sample CSPP Schools

Annex G. Interview Protocols

Annex H. Tigray Development Association (TDA) – Accomplishment Report for K/Awla'elo Woreda

Annex I. Field Notes: Important Issues Observed in the Field



**USAID/ETHIOPIA  
STATEMENT OF WORK FOR EVALUATION OF USAID/ COMMUNITY  
SCHOOL PARTNERSHIP PROGRAM IN EDUCATION AND HEALTH**

**I. TITLE**

Mid-term evaluation of the USAID/Community-School Partnership Program in education and health.

**II. PURPOSE**

The Purpose of this Task Order is to provide a team to conduct a comprehensive mid-term evaluation of the USAID/Community-School Partnership Program (USAID/CSPP) in education and health. The USAID/CSPP is being implemented by Save the Children Federation, USA (SC/U.S) with its sub-contractors, Tigray Development Association (TDA) and World Learning Inc (WLI), under the contract No. 663-C-00-08-00405-00. The evaluation includes project management and implementation progress. The findings and recommendations of the evaluation will provide USAID/Ethiopia and the Government of the Federal Democratic Republic of Ethiopia (GFDRE) with sufficient information to determine the future strategies for the Basic Education Program to enhance quality and equity in education.

**III. BACKGROUND**

USAID has implemented Community Government Partnership Program (CGPP) in education which was a five-year (2002-2007) cooperative effort of the Ethiopian Government and USAID. The CGPP in education was one component of the USAID's Basic Education Strategic Objective II (BESO II). The objective of the CGPP was to improve the quality and gender equity of primary schools in Ethiopia by strengthening the capacity of Parent-Teachers Associations (PTA) and Kebele Education and Training Boards (KETB), Girls Education Advisory Committee (GEAC) and providing School Incentive Awards (SIA) to primary schools to improve the school environment. In addition, the BESO II/CGPP program supported the expansion of flexible education for children in disadvantaged circumstances.

The BESO II/CGPP was implemented in 3,700 schools in eight regional states by three implementing partners. Save the Children Federation, USA (SC/U.S) implemented BESO II/CGPP in Afar, Gambella, Oromia and Somali regions; TDA in Tigray region; and WLI implemented the project in Amhara, Benishangul-Gumuz and SNNP regions. During the implementation of the CGPP, TDA worked with 400 schools, SC/U.S. with 1500 and WLI with 1800 schools. Further, during this time, the USAID/Ethiopia education, health and HIV/AIDS teams have worked together to link education and health activities at the grassroots level under the pilot project Kokeb Kebele Initiative (KKI). The lessons learned from the KKI helped to have a follow-on to the CGPP.



The current project, USAID/Community-School Partnership Program in education and health, is a three-year contract that was signed with the USAID/CSPP implementing partner (contractor), SC/U.S., in February 2008. The goals of the USAID/CSPP are enhanced quality and equity of primary education; improved coordination of education and primary health care at the school level and thereby creating access to information on education and health care services and products; increased use of key health services and products, including HIV/AIDS prevention, immunization, family planning and essential nutrition actions; and improved access to potable water, sanitation and hygiene services at primary schools.

Target schools are provided with School Incentive Awards (SIAs) in three phases to enable them to achieve the aforementioned goals. The SIAs are in addition to the extensive technical assistance provided by the implementing partner.

The USAID/CSPP is being implemented in eight regional states by SC/U.S. and its sub-contractors. Save the Children Federation, USA is implementing the USAID/CSPP in Afar, Amhara, Gambella, Oromia and Somali regions; TDA in Tigray region; and WLI in Benishangul-Gumuz and SNNP regions. Save the Children Federation, USA is working with 1270 schools, TDA with 150, and WLI with 380 schools. This evaluation will cover the progress made since the beginning of the project.

#### **IV. OBJECTIVES**

The evaluation team shall conduct an extensive mid-term evaluation of the USAID/Community-School Partnership Program in education and health. The following are the main objectives of the mid-term evaluation:

1. Examine the results and effectiveness of the USAID/CSPP in relation to the objectives of the contract and to the USAID/Basic Education Program Results Framework;
2. Assess the project's overall results to date as per the PMP;
3. Assess the effectiveness of project planning, management, monitoring and its impact on the implementation of the program;
4. Gauge Ministry of Education's (MOE), regional state education bureaus' (RSEBs), woreda education (WEO), health and water offices, and primary school directors, teachers, students and parents and community members involvement and satisfaction with the progress of the project;
5. Examine whether project activities and outputs have been integrated, where appropriate, into initiatives of host Government at school, woreda, region and national levels;
6. Identify and analyze opportunities and implementation issues, challenges, implementation barriers and their causes; and
7. Identify lessons learned including innovations.



## V. EVALUATION QUESTIONS/ISSUES

The Evaluation Team shall address the following issues:

**A. Project Results and Impact:** There are 13 deliverables that are expected to be met by target schools as the USAID/CSPP ends. Each deliverable requires identification of activities and planning to achieve it. Therefore, the evaluation team will examine the project's overall results and impacts to-date, including:

- i. A systematic review of quality of implementation plans and review of established targets under the USAID/CSPP objectives in the Contract and the reasonableness of the targets in relation to the implementation time-frame. If performance has exceeded or fallen short of targets, the reasons (positive or negative) shall be identified.
- ii. The impact of the USAID/CSPP on the targeted beneficiaries. For example,
  - Whether students are using latrines and washing their hands after using the latrines, teachers are using participatory student-centered approach, more girls are attending and staying in school, and whether use of key health services and products, including HIV/AIDS prevention, immunization, family planning and essential nutrition actions, access to potable, sanitation and hygiene services at primary schools have increased, etc.
  - How well the implementing partner has strengthened woreda education, woreda health, education and water coordinating committees, community health and education network committees, etc;
  - How well USAID/CSPP plans have been integrated into the WEOs' plans; etc.

### **Specifics:**

#### ***Capacity Building:***

- Is the training provided to the School Development Coordinators/ Cluster School Supervisors (SDCs/CSs), and Health Extension Workers (HEWs) adequate to ensure that they can effectively execute their responsibilities in providing ongoing training, mentoring, and capacity-building for members of PTA, GEACs, community health and education network committee, teachers, and communities?
- Is the training for SDCs/CSs and HEWs systematic and presented in a way that is logical and builds on previous training? Is it responsive to the challenges identified by SDCs/CSs and HEWs, especially in linking education and health and teacher in-service training component?
- Is training provided to PTAs, Girls' Education Advisory Committees (GEACs), and community health and education network committee in a planned and well-designed manner?
- Are PTAs and KETBs gaining the necessary skills and knowledge to



- manage their schools through the training provided by SDCs/CSs?
- Do GEACs have the necessary skills and knowledge to assist female students?
- How effective are the capacity-building and training activities for woreda-level officials involved in the education sector?
- Have the trainings provided under the project been sufficient and used to transfer the relevant skills and knowledge appropriate to beneficiaries?
- What is the opinion of the school directors, teachers, woreda and regional education and health officials about the capacity building efforts and their relevance to their needs?
- What kind of support have the Woreda Focal Persons (WFPs) and Woreda Health, Education, and Water Coordinating Committee (WCC) received from the implementing partner to help them manage the project at the woredas? And, what have been the supports provided by the WFPs and WCCs to the project?
- What is the level of utilization of the training books, School Information Registration Book, motor cycles, vehicles, equipment and other resources provided by SC/U.S to the institutions? If the resources are not utilized by beneficiaries, what were major constraints impeding their utilization?
- What, generally, is the nature and quality of feedback and interaction between CSPP staff and their community/government partners?

**B. Project Management:** Through interviews with staff of SC/US and its partners at various levels – e.g., country headquarters, field offices, SDCs, cluster supervisors – the evaluation team will identify apparent strengths and weaknesses in project management, e.g., coordination across partners, internal coordination within an individual partner, interaction with USAID and/or government and follow-through, and make appropriate recommendations.

- What appears to be the adequacy of monitoring the development and implementation of school plans, including disbursement of funds? (This latter should also be incorporated within the context of interviews with the school and community stakeholders.)
- Does it appear that activities such as training, workshops, etc. typically take place essentially as originally planned? If not, why not?

**C. Relationship to Mission Plans:** Based on implementing partner's project documentation, the evaluation report shall define in summary the relationship between the activities of the USAID/CSPP and USAID's Basic Education Program (BEP) Results Framework. The report shall also establish to what degree the BEP Results Framework has been supported by the implementing partner. The evaluation will also examine how the implementing partner is currently supporting improving delivery of and access to quality primary education in Ethiopia and how USAID/ CSPP might be implemented to



further strengthen this; whether the development hypothesis of the program is realistic or not and the assumptions considered for the realization of objectives at all levels hold true.

**D. Host Government Satisfaction:** the Team will determine the degree to which the USAID/CSPP in education and health has responded to perceived needs of its beneficiaries: teachers, education managers, and government partners at the school, woreda, regional and national levels.

- Which USAID/CSPP activities are perceived as most important? Which ones least? Why?

**E. Lessons Learned:** The evaluation team will draw out lessons learned. Specifically,

- i. What are the constraints that impact project implementation (policy environment, operational, institutional, i.e. within SC/US, USAID and/or host country partner institutions) and what has been the impact on project implementation?
- ii. Have the constraints been rectified? How?
- iii. How sustainable are the achievements gained?
- iv. How does project-generated technical information impact educational policy reform?
- v. Are linkages between education and health fully optimized?

## **VI. EVALUATION METHODS**

The team will use primarily qualitative methods to collect data from a number of sources, including field visits, the implementing partner, MOE, RSEBs and WEOs officials, PTAs, KETBs, schools etc. Techniques/instruments to be used to capture data may include structured questionnaires, direct project activity observations, interviews and other rapid appraisal methods and to conduct its analyses. The Team is expected to interview MOE, RSEBs, SDCs/CSs, HEWs, Woreda Health, Education and Water Officers, PTAs, GEACs, school directors, teachers, students, implementing partner's staff in Addis Ababa as well as in regional offices. The CSPP Performance Monitoring Plan (PMP) will be a key source of information.

The Team will develop methodology for the USAID/CSPP evaluation and submit to the Basic Education Services Office for approval.

## **VII. REPORT & DELIVERABLES SCHEDULE**

The evaluation team will receive direction and assistance from the USAID/Ethiopia Basic Education Services Office (BES Office) Chief, who will be the primary point of contact for the team; the Deputy BES Office Chief; the COTR, and other members of the BES Office. All substantive reports and documents related to program implementation will be supplied to the evaluation team prior to their entry in country. These will include USAID/Ethiopia's Basic Education Strategic Framework; the implementing partner's

## Annex B. CSPP Evaluation Calendar. October 30-November 23, 2010. Final

Sun	Mon	Tues	Wed	Thursday	Fri	Sat
					Oct 29 Tate dep. U.S.	Oct 30
Oct 31 <b>Addis</b>  <b>WEEK 1</b>	Nov. 1 <b>Addis</b> Preliminary Team Meeting 2:00pm First USAID Meeting	2 <b>Addis</b> 10:00am Save the Children Meeting. 3:00pm World Learning Meeting  Workplan development, planning first site visits on Friday.	3 <b>Addis</b> Workplan, Instrument Development	4 <b>Addis</b> Workplan/Instrument Development  PM Submission of completed Workplan to USAID	5 Meeting with SAVE Regional Coordinator in <b>Debre Zeit</b> .  Visit to two sites/ schools outside of Addis (near Debre Zeit and Mojo)  School Visit 1: Ejersa Jorro School  School Visit 2: Denkaka School Visit to Woreda Lumee office Overnight in Adama.	6 <b>Adama</b>  Review of data/ information collected on Friday.  Morning return to <b>Addis</b>
7 <b>Jimma</b> Travel. Departure  <b>WEEK 2</b>	8 Jimma area school visits & meetings WEO/Health/San personnel. Split Team School Visit 1: Special Woreda Yem, Angeri School Meeting with Woreda Coordinating Committee in Fofa. School Visit 2: Special Woreda Yem, (SNNPR) Saja Milenium School	9 Jimma area school visits meetings with WEO/Health/San Personnel Ato Tefera and Sean Tate ( in Bongo area) School Visit 1: Woreda Sokoru, Sokoru School (in town).  School Visit 2: Woreda Sokoru, Gengeleta School	10 Jimma area school visits, meetings w. WEO/Health/San Personnel by Ato Tefera and Sean Tate  School Visit 1: Gimbo woreda., Hibret School in Gimbo town.  School Visit 2: Gembo woreda. Shemba Kumie School  Dr. Wossenu flies to Addis from Jimma.. Ato Tefera & Sean Tate return to Jimma.	11 <b>Afar area visits</b> , Dr. Wossenu travels to Afar. School Visit 1 Hadele ela No 1 Woreda Hadele ela  School Visit 2 Hadele ela No 2 Woreda Hadele ela  Interviews with local officials  Ato Tefera and Sean Tate travel to <b>Awassa</b> , Overnight.	12 <b>Afar area visits</b> , Dr. Wossenu School Visit 3 Kumame Primary School Woreda Semu Robi  Interviews with local officials.  <b>SNNPR</b> Ato Tefera and Sean Tate in Awassa. Meet/interview World Learning Regional Coordinator,  Ato Tefera and Sean Tate Overnight in Awassa	13 Team members return to <b>Addis</b>



14 Team Split  <b>Mekele</b> Air travel by Dr. Wossenu and Sean Tate Ato Tefera travels to <b>Debre Berhan</b> <b>WEEK THREE</b>	15 <b>Mekele</b> Meetings with woreda and school officials. School Visit 1: Debre Tsion School, Woreda Kilite Awalalo School Visit 2: Felegsha School (Grades 1-4) Woreda Kilite Awalalo School Visit 3: Addi Ekli School  <b>Debre Berhan</b> (Ato Tefera) Meetings with woreda and school officials/staff. School Visit 1: Cheki School, Woreda Angolala na Terra School Visit 2: Dality School. Woreda Basa.	16 <i>National Holiday</i>  <b>Mekele</b> Dr. Wossenu and Sean Tate Meeting with Ambassador Tewolde Gebru, Executive Director of TDA. School Visits by Dr Wossenu in Woreda Saesi Tsaeda Imba to 2 urban schools: School Visit 1: Ferawin School School Visit 2: Fire Kalsi School Meetings with school officials. Sean Tate returns to Addis in PM  <b>Debre Berhan</b> (Ato Tefera) Meetings with woreda and school officials/staff. School Visit 3: Abaya School, Woreda Beyadedena Wayu. School Visit 4: Deneba School	17 <b>Mekele</b> (Dr. Wossenu) Discussion with Tigray REB Deputy Head. Sean Tate in Addis; begins report writing Dr. Wossenu flies back to Addis in pm. ----- <b>Debre Berhan</b> Meetings with woreda and school officials/staff. <i>Limited</i> school visits only School Visit 5: Fito Primary School, Woreda Angolala na Terra School Visit 6: Kotu Gebeya School, Woreda Angolala na Terra Ato Tefera returns by car in pm from Debre Berhan to Addis.	18 <b>Addis Ababa</b> Team Meeting Meeting at MoE, Planning Dept with Ato Demessew Lemma, Resource Mobilization Team Leader. Analysis and Report writing. Addis	19 Report writing in Addis	20 Report writing in Addis  Submission of Draft Report to Allyson Saturday night
21 <b>Addis</b>  <b>WEEK 4</b>	22 Comments by USAID returned to Team. Revisions as possible Prepare debriefing.	23 Debriefing: afternoon. Tate departure. Night.				

## Annex C. Characteristics of the Schools Visited

Region and Woreda, Zone	School Name	Age	Urban Rural	Grades	Enrollment	M	F	Gender Parity	SIA projects
<b>Afar</b> Semu Robi Woreda, zone 5	Kumame Primary School	12 years old	Rural	1-8	299	137	162	1.18	Latrines, books, pedagogical center and sport materials
Hadele Ela Woreda, zone 5	Hadele Ela No. 1 Primary School	13	Rural	1-4	160	83	77	0.93	Latrine, pipe line extension, fence, gardening
Hadele Ela Woreda, zone 5	Hadele Ela No. 2 Primary School	6	Rural	5-8	117	71	46	0.65	Potable water, latrine, gardening
<b>Amhara</b> Angolelana Terra, N. Shoa Zone	Cheki Primary School	28	Urban	1-8	1,157	609	548	0.90	Latrines, potable water, additional classroom const., library
Angolelana Terra, N. Shoa Zone	Fito Primary School	22	Rural	1-6	674	339	335	0.99	Latrines, furniture, additional classroom const., library, gardening, GEAC office
Bassona Worana Woreda, N. Shoa Zone	Daletina Mekegna Primary School	36	Rural	1-8	677	346	331	0.96	Latrines, potable water, additional classroom const., gardening
Syadebrina Wayou Woreda, N. Shoa Zone	Abaya Primary School	10	Rural	1-6	409	205	204	1.00	Latrines, furniture, potable water, library, additional classroom construction
<b>Oromia</b> Lumie Woreda, E. Shoa Zone	Ejersa Joro Primary School	6	Rural	1-4	262	129	133	1.03	Latrine, potable water, hand washing facilities
Ada'a Woreda, E. Shoa Zone	Denkaka No. 1 Primary School	34	Rural	1-8	1,577	828	749	0.90	Latrine, pipe line extension, potable water, hand washing facilities
Sokoru Woreda, Jimma Zone	Sokoru Primary School	64	Urban	1-8	2,743	1,240	1,503	1.21	Latrines, furniture, potable water
Sokoru Woreda, Jimma Zone	Gangaleta Primary School	20	Rural	1-5	895	454	441	0.97	Latrines, furniture, potable water, additional classroom const

<b>SNNPR</b> Yem Sp. Woreda	Saja Millennium Primary School	4	Rural	1-4	670	332	338	1.02	Latrines, furniture, water tanker
Yem Sp. Woreda	Angeri Primary School	5	Rural	1-4	153	76	77	1.01	School fence, furniture, school park
Gimbo Woreda, Kafa Zone	Hibret Primary School	22	Urban	1-8	1,500	718	782	1.09	Latrines, potable water, books, gardening, additional classroom construction
Gimbo Woreda, Kafa Zone	Shumba Kume Primary School	20	Rural	1-8	1,631	802	829	1.03	Latrines, hand washing facilities
<b>Tigray</b> Saesie Tsaeda Imba E. Tigray Zone	Ferawin Primary School	6	Urban	1-4	449	226	223	0.99	Latrines, classroom renovation
Saesie Tsaeda Imba	Fire Kalsi Primary School	11	Rural	1-8	1,023	508	515	1.01	Poultry, sheep farm, library, gardening, hand dug well
Kilte Awlalo Woreda, E. Tigray Zone,	Debre Tsion Primary School	13	Rural	1-8	1,035	506	529	1.05	Latrines, furniture, Gardening books, library equipment
Kilte Awlalo	Felegisha Primary School	6	Rural	1-4	132	70	62	0.89	Latrines, furniture, wall plastering
Kilte Awlalo	Adi Ekli Primary School	7	Urban	1-7	557	254	303	1.19	Latrines, furniture, Library equipment, books

## ANNEX D. INDIVIDUALS/AGENCIES/ORGANIZATIONS INTERVIEWED

Name	Sex	Organization/Government Entity/School Name	Woreda/Region/Address (as available)	Contact Information (if available)
Ms Allyson Wainer	F	Chief, Education Office, USAID Ethiopia	Addis Ababa	251911216604 <a href="mailto:awainer@usaid.gov">awainer@usaid.gov</a>
Ato Assefa Berhane	M	USAID/CSPP COTR	Addis Ababa	<a href="mailto:aberhane@usaid.gov">aberhane@usaid.gov</a>
Sherry Ann Ward	F	USAID staff	Addis Ababa	
Margaret Schuler	F	Assoc. VP, HIV/AIDS Save the Children	2000 L St. NW Washington, D.C. 20036	202-640-6691 <a href="mailto:MSchuler@savechildren.org">MSchuler@savechildren.org</a>
Dan Stoner	M	Assoc. VP, Education and Child Development Save the Children	2000 L St. NW Washington, D.C. 20036	202-640-8557 <a href="mailto:DStoner@savechildren.org">DStoner@savechildren.org</a>
Daniel Abbott	M	Sr. Specialist, Water, Sanitation and Hygiene Save the Children	2000 L St. NW Washington, D.C. 20036	202-640-6640 <a href="mailto:DAbbott@savechildren.org">DAbbott@savechildren.org</a>
Eric Eversmann	M	Sr. Director, Basic Education Save the Children	2000 L St. NW Washington, D.C. 20036	202-640-6622 <a href="mailto:EEversmann@savechildren.org">EEversmann@savechildren.org</a>
Gillian McClelland	F	Program Officer, Education & HIV/AIDS Programs World Learning	1015 15th St. NW Washington, D.C. 20005	202-464-6550 <a href="mailto:Gillian.mcclelland@worldlearning.org">Gillian.mcclelland@worldlearning.org</a>
Kamal Hossain	M	SC/US, CSPP COP	Addis Ababa, Ethiopia	0911207731 <a href="mailto:khossain@savechildren.org">khossain@savechildren.org</a>
Mr. Claude John	M	WL country director	Addis Ababa, Ethiopia	0114670213 <a href="mailto:Claude.John@worldlearning.org">Claude.John@worldlearning.org</a>
Ato Tahir Gero	M	WL, COP, CASCAID & SCOPSO	Addis Ababa	114 670 143 91 101 9751 <a href="mailto:Tahir.Gero@worldlearning.org">Tahir.Gero@worldlearning.org</a>
Ato Berhanu Manallew	M	WL Regional Coordinator	Awassa, SNNPR	0914099334 <a href="mailto:Birhanu.manall@worldlearning.org">Birhanu.manall@worldlearning.org</a>
Ambassador Tewelde Gebru	M	TDA Executive Director	Tigray Region	0115-504500/01
Ato Gebrekidan Woldegebriel	M	TDA CSPP Regional coordinator	Tigray Region	0914-099334 0344-405355 Laeso48000@yahoo.com <a href="mailto:gwoldegebriel@savechildren.org">gwoldegebriel@savechildren.org</a>
Ato G/ Egzeabiher Abraha	M	Tigray RSEB Deputy Head	Tigray Region	
Ato Abebe Jira	M	Former RSEB planning and EMIS head	Oromia Region	
Dr. Yohannes Chanyalew	M	SC/US DCoP	Addis Ababa	
Dr. Abdu Zeleke	M	SC/US staff	Addis Ababa	
Ato Kassaye Yimer	M	SC/US staff	Addis Ababa	
Ato Getachew Mekonnen	M	SC/US staff	Addis Ababa	
Ato Fayesa Lengso	M	WCC member	Angolelana Terra, N. Shoa Zone, Amhara Region	
Ato Eukubay Ayelu	M	Focal person	Angolelana Terra, N. Shoa Zone, Amhara Region	
Ato Wolde Bekele	M	Cheki Primary School Director	Angolelana Terra, N. Shoa Zone, Amhara Region	

Tsehay Eshete	F	Cheki Primary School GEAC chair person	Angolelana Terra, N. Shoa Zone, Amhara Region	
Bezuayehu Solomon	F	Cheki Primary School GEAC member	Angolelana Terra, N. Shoa Zone, Amhara Region	
Emabet Haile	F	Checkie Primary School GEAC secretary	Angolelana Terra, N. Shoa Zone, Amhara Region	
Fanaye Wondimagegn	F	Checkie Primary SchoolGEAC coordinator (teacher)	Angolelana Terra, N. Shoa Zone, Amhara Region	
Temene Tedese	F	Cheki Primary School health committee member	Angolelana Terra, N. Shoa Zone, Amhara Region	
Ato Derege Zewude	M	Daletina Mekegna Primary School director	Bassone Woreda Woreda , N. Shoa Zone, Amhara Region	
Yeshie-Emabet Dubabie	F	Daletina Mekegna Primary School teacher and GEAC chairperson (teacher)	Bassone Worana Woreda , N. Shoa Zone, Amhara Region	
Mulatuwa Desta	F	Daletina Mekegna Primary School girls club chair person (teacher)	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Tigist Demise	F	Daletina Mekegna Primary School PTA member (teacher)	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Ato Gezehange Menegsha	M	Daletina Mekegna Primary School CSPP focal person	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Ato Amaha G/Kirstos	M	Cluster supervisor	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Ato Tegela Admasu	M	WCC, representing water resource	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Ato Ayenat Mammo	M	WCC, focal person for CSPP schools in the woreda	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Tinbit G/Silasie,	F	WCC, woreda women and children affairs head	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Ato Nigusie Zergaw	M	WCC, woreda education office head	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Ato Sama Bohala,	M	WCC, woreda health office represent	Bassone Worana Woreda, N. Shoa Zone, Amhara Region	
Ato Demesew Tesema	M	KETB chairperson, Abaya	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	
Ato Tadese Seme	M	Abaya Primary school PTA member	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	
Ato GeTufazewu	M	Abaya Primary school PTA member	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	
Ato Gulelat H/Mariam	M	Abaya Primary school PTA member	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	
Ato Abebe Shewakene	M	WCC chairperson and woreda education office head	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	
Wosene Mokonen	F	WCC member and woreda women affairs head	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	

Ato Abate Beyene	M	Education officer	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	
Ato Mokonen H/Mariam	M	Education officer	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	
Sosina Girma	F	WCC member and representative of water resource office	Syadebrina Wayou Woreda, N. Shoa Zone, Amhara Region	
Ato Tesfaye Tilahun	F	Fito Primary School director	Angalalana Terra, N. Shoa Zone, Amhara Region	
Bezuayehu Behayelu	F	Fito Primary School GEAC chairperson (teacher)	Angalalana Terra, N. Shoa Zone, Amhara Region	
Reverend Alemayehu Eshete	M	Fito Primary School GEAC member	Angalalana Terra, N. Shoa Zone, Amhara Region	
Ato Daniel Aberham	M	Fito Primary School GEAC member (teacher)	Angalalana Terra, N. Shoa Zone, Amhara Region	
Ato Asrat Kifle	M	Fito Primary School GEAC member and PTA secretary (teacher)	Angalalana Terra, N. Shoa Zone, Amhara Region	
Ato Shemalse Gemachu	M	Fito Primary School PTA chairperson	Angalalana Terra, N. Shoa Zone, Amhara Region	
Ato Tesfaye Shure	M	Fito Primary School PTA member	Angalalana Terra, N. Shoa Zone, Amhara Region	
Lishane Kifle	F	Fito Primary School PTA member (teacher)	Angalalana Terra, N. Shoa Zone, Amhara Region	
Meberatie Teghene	F	Ejersa Joro Primary School director	Lumie Woreda, E. Shoa Zone, Oromia Region	
Galane Fite	F	Ejersa Joro Primary School PTA member (teacher)	Lumie Woreda, E. Shoa Zone, Oromia Region	
Batie Demesie	M	Ejersa Joro Primary School PTA chairperson	Lumie Woreda, E. Shoa Zone, Oromia Region	
Denkie Wodajo	F	Ejersa Joro Primary School PTA member (teacher)	Lumie Woreda, E. Shoa Zone, Oromia Region	
Ato Alemu Dabi	M	Ejersa Joro Primary School PTA member (teacher)	Ada'a Woreda, E. Shoa Zone, Oromia Region	
Fadiya Kadir	F	Ejersa Joro Primary School GEAC member	Lumie Woreda, E. Shoa Zone, Oromia Region	
Bertukan Habate	F	Ejersa Joro Primary School GEAC chairperson (teacher)	Lumie Woreda, E. Shoa Zone, Oromia Region	
Galane tutlu	F	Ejersa Joro Primary School representative of girls club	Lumie Woreda, E. Shoa Zone, Oromia Region	
Ato Geburie Dade	M	Dankaka Primary School PTA member	Ada'a Woreda, E. Shoa Zone, Oromia Region	
Ato Worku Mojo	M	Dankaka Primary School PTA member	Ada'a Woreda, E. Shoa Zone, Oromia Region	
Ato tesfaye Kedune	M	Dankaka Primary School PTA member	Ada'a Woreda, E. Shoa Zone, Oromia Region	
Ato Terefa Awasie	M	Dankaka Primary School PTA member	Ada'a Woreda, E. Shoa Zone, Oromia Region	
Ato kefene Birmagie	M	Dankaka Primary School PTA chairperson	Ada'a Woreda, E. Shoa Zone, Oromia Region	
Berhane Mokonen	F	Dankaka Primary School GEAC member	Ada'a Woreda, E. Shoa Zone, Oromia Region	

Ato Abadeno Teshome	M	Dankaka Primary School PTA member	Ada'a Woreda, E. Shoa Zone, Oromia Region	
Aster Teshome	F	WCC member and woreda health extension supervisor	Lumie Woreda, E. Shoa Zone, Oromia Region	
Ato tedese Urgie	M	WCC chairperson and woreda education office head	Lumie Woreda, E. Shoa Zone, Oromia Region	
Ato Tedese Abera	M	Woreda focal person for CSPP schools	Lumie Woreda, E. Shoa Zone, Oromia Region	
Ato Alemayehu Teshome	M	WCC member and wored water resource office representative	Lumie Woreda, E. Shoa Zone, Oromia Region	
Ato Wogarfe Tefera	M	Saja millennium Primary School PTA secretary	Yem Sp. Woreda, SNNPR	
Abajahad Shei eberham	M	Saja millennium Primary School PTA secretary	Yem Sp. Woreda, SNNPR	
Ato Abanaga Abafita	M	Saja millennium Primary School PTA secretary	Yem Sp. Woreda, SNNPR	
Ato Mulatu Gojam	M	WCC chairperson and woreda education office head	Yem Sp. Woreda, SNNPR	
Ato Maklkamu Aguma	M	WCC member and representative of health office	Yem Sp. Woreda, SNNPR	
Ato Demelash Wodajo	M	WCC member and representative of water resource office	Yem Sp. Woreda, SNNPR	
Ato Mohammad Sambie	M	Sokoru Primary School director	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Tameru Semie	M	Cluster supervisor	Sokoru Woreda, Jimma Zone, Oromia Region	
Bertukan Ederis	F	Sokoru Primary School GEAC member and a teacher	Sokoru Woreda, Jimma Zone, Oromia Region	
Tigist Girma	F	Sokoru Primary School GEAC member and teacher	Sokoru Woreda, Jimma Zone, Oromia Region	
Tseyon Seyum	F	Sokoru Primary School GEAC member and a student	Sokoru Woreda, Jimma Zone, Oromia Region	
Hana Ebrehim	F	Sokoru Primary School GEAC member and a student	Sokoru Woreda, Jimma Zone, Oromia Region	
Befitu Berhanu	F	Sokoru Primary School girls club and a student	Sokoru Woreda, Jimma Zone, Oromia Region	
Hayat Worku	F	Sokoru Primary School girls club member and student	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Abamaga Ababore	M	Sokoru Primary School PTA V. chairperson	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Getu Geshaw	M	Sokoru Primary School PTA chairperson	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Gedefe Wetu	M	Sokoru Primary School PTA secretary	Sokoru Woreda, Jimma Zone, Oromia Region	
Zeme Abafita	F	Sokoru Primary School PTA member (teacher)	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Husain Abagesa	M	Sokoru Primary School PTA member and cashier	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Ahemad	M	Ganagalata Primary	Sokoru Woreda, Jimma	



Ababore		School director	Zone, Oromia Region	
Ato Ahemad Muhammad	M	Ganagalata Primary School PTA chairperson	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Kadisa Shie Aleye	M	Ganagalata Primary School PTA member	Sokoru Woreda, Jimma Zone, Oromia Region	
Zenu Jabal	F	Ganagalata Primary School PTA member	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Shawol Damush	M	WCC member and focal person for CSPP schools	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Malaku Mekkonin	M	WCC member and woreda health office repetitive	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Muzahin Abagehad	M	WCC member and woreda water resource office representative	Sokoru Woreda, Jimma Zone, Oromia Region	
Ato Teshome Mulatu	M	Hibrat Primary School director	Gimbo Woreda, Kafa Zone, SNNPR	
Ato Tekele G/mariam	M	Hibrat Primary School PTA chairperson	Gimbo Woreda, Kafa Zone, SNNP	
Tedelech Kifle	F	Hibrat Primary School GEAC chairperson	Gimbo Woreda, Kafa Zone, SNNP	
Ato Agehegnhu Teferie	M	Gimbo Woreda Education Office HEAD and WCC chairperson	Gimbo Woreda, Kafa Zone, SNNP	
Genet Semie	F	Gimbo Woreda WCC member and representative of woreda women affairs	Gimbo Woreda, Kafa Zone, SNNP	
Alehegne Wondimu	M	Gimbo Woreda water resource representative office and WCC member	Gimbo Woreda, Kafa Zone, SNNP	
Ato Kifle W/Gabriel	M	Gimbo Woreda WCC member	Gimbo Woreda, Kafa Zone, SNNP	
Meseret W/Mariam	F	Gimbo Woreda Health Office representative and WC member	Gimbo Woreda, Kafa Zone, SNNP	
Ato Berhanu W/Michael	M	Shomba Kuri Primary School teacher	Gimbo Woreda, Kafa Zone, SNNP	
Ato Mamush Demese	M	Shomba Kuri Primary School focal person	Gimbo Woreda, Kafa Zone, SNNP	
Ato Emaneh W/senbet	M	Shomba A Primary School vice director	Gimbo Woreda, Kafa Zone, SNNP	
Ato Fenene Yiferu	M	Shomb Kuri Primary School PTA member	Gimbo Woreda, Kafa Zone, SNNP	
Meseret Mesele	F	Shomba Primary School GEAC Chairperson and a teacher	Gimbo Woreda, Kafa Zone, SNNP	
Tigist Workeneh	F	Shomba Primary School GEAC member and a teacher	Gimbo Woreda, Kafa Zone, SNNP	
Ato Yaho Saole	M	Kaumame KETB chairperson	Semu Robi Woreda, zone 5, Afar Region	
Ato Dubino Aden	M	Kumame Primary School PTA chairperson	Semu Robi Woreda, zone 5, Afar Region	
Ato Tesfaye Halefom	M	Kumame Primary School director	Semu Robi Woreda, zone 5, Afar Region	
Ato Getachew Wossene	M	Kumame Primary School PTA secretary and teacher	Semu Robi Woreda, zone 5, Afar Region	
Adanech Shibeshi	F	Kumame Primary School	Semu Robi Woreda, zone 5,	

		PTA treasurer and teacher	Afar Region	
Ato Assabe Yesubwa	M	Kumame Primary School PTA member	Semu Robi Woreda, zone 5, Afar Region	
W/O Aminatt Muhe	F	Kumame Primary School PTA member	Semu Robi Woreda, zone 5, Afar Region	
Fatuma Udo	F	GEAC member and a student	Semu Robi Woreda, zone 5, Afar Region	
Ato Kedir Mohammed	M	Kumame Primary School GEAC member	Semu Robi Woreda, zone 5, Afar Region	
Burahina Mohammed	M	Kumame Primary School GEAC member	Semu Robi Woreda, zone 5, Afar Region	
Medina Isse	F	Semu Robi Woreda WCC member	Semu Robi Woreda, zone 5, Afar Region	
Ato Ahmed Habib	M	Semu Robi WEO head and WCC chairperson	Semu Robi Woreda, zone 5, Afar Region	
Ato Mesfin Abebe	M	Semu Robi WHO supervisor	Semu Robi Woreda, zone 5, Afar Region	
Ato Edris Burhan	M	Semu Robi WWRD representative	Semu Robi Woreda, zone 5, Afar Region	
Ato Mohammad Hassen	M	Semu Robi WAPD representative	Semu Robi Woreda, zone 5, Afar Region	
Ato Mohamad Toffic	M	Semu Robi Woreda focal person	Semu Robi Woreda, zone 5, Afar Region	
Ato Nega Getawa	M	Semu Robi SDC	Semu Robi Woreda, zone 5, Afar Region	
Ato Ibrahim Dihilu	M	Hadelela WEO Head and WCC chairperson	Hadelela Woreda, zone 5, Afar Region	
W/ro Medna Ali	F	Hadelela WWRD representative and WCC member	Hadelela Woreda, zone 5, Afar Region	
Ato Musa Oumer	M	Hadelela WHO Head and WCC member	Hadelela Woreda, zone 5, Afar Region	
Ato Ali Belatu	M	Hadelela Community representative	Hadelela Woreda, zone 5, Afar Region	
Ato Yimam Seid	M	Hadelela SDC	Hadelela Woreda, zone 5, Afar Region	
Ato Mesfin Nigussie	M	Zonal coordinator Afar region	Afar Region	
Ato Abidela Mae	M	Hadelela Primary School PTA chairperson	Hadelela Woreda, zone 5, Afar Region	
Ato Ibrahim Ali	M	Kebele V. chairperson	Hadelela Woreda, zone 5, Afar Region	
Ato Humed Muhe	M	Hadelela Primary School PTA member	Hadelela Woreda, zone 5, Afar Region	
Ato Arega Ali	M	Hadelela No. 2 Primary School director	Hadelela Woreda, zone 5, Afar Region	
Ato Alemu Gidey	M	Ferawin Primary School director	Saesie Tsaeda Imba, E. Tigray Zone, Tigray Region	
Shashe Teshager	F	Ferawin Primary School teacher and GEAC chairperson	Saesie Tsaeda Imba E. Tigray Zone, Tigray Region	
Hamsa Aleka Hailu G/ Meskel	M	Ferawin Primary School PTA chairperson	Saesie Tsaeda Imba E. Tigray Zone, Tigray Region	
Yidnekachew Ashebir	M	Fire Kalsi Primary School asst. director	Saesie Tsaeda Imba E. Tigray Zone, Tigray Region	
Equba Asgedom	F	Fire Kalsi Primary School GEAC chairperson	Saesie Tsaeda Imba E. Tigray Zone, Tigray Region	
Kidan G/Mariam	F	Fire Kalsi Primary School GEAC member	Saesie Tsaeda Imba E. Tigray Zone, Tigray Region	

Hiwot T/Medhin	F	Fire Kalsi Primary School GEAC member	Saesie Tsaeda Imba E. Tigray Zone, Tigray Region	
Ato Getaneh Assefa	M	Woreda SDC and WCC member	Saesie Tsaeda Imba E. Tigray Zone, Tigray Region	
Sister Tsega Abraha	F	Ferawin Primary School HENT chairperson	Saesie Tsaeda Imba E. Tigray Zone, Tigray Region	
Ato G/Medhin Kassa	M	Debre Tsion Primary School V. director	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato T/ Mariam Berhane	M	Debre Tsion Primary School PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato G/Egzehebeher G/Medhin	M	Debre Tsion Primary School PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Kassa Newaye Mariam	M	Debre Tsion Primary School PTA chairperson	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
W/O Abrehet Beyene	F	Debre Tsion Primary School PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Melat G/meskel	F	Debre Tsion Primary School PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
T/Mariam Nigus	M	Debre Tsion Primary School PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato G/Senbet Assefa	M	WHO representative and WCC member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Assefa G/Medhin	M	WWRO and WCC member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Kiflom Hiben	M	WEO SDC and WCC member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Tsegaye Semaitu	M	WHO head and WCC member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Aleka G/ Hiywot G/ Tsadikan	M	Felegisha Primary School PTA chairperson	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Zewoldi Kiros	M	Felegisha Primary School PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
W/ro Mulu G/ Hiywot	F	Felegisha Primary School teacher and PTAMember	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
W/ro Letebrehan Kahsay	F	Felegisha Primary School teacher and PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
W/ro Birehan Reschaymanot	F	Felegisha Primary School PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato G/Egezehaber Beyene	M	Felegisha Primary School PTA member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Atsbiha Teka	M	Adi Ekli Primary School PTA Chair	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
W/o Letay G/Mariam	F	Adi Ekli Primary School PTA	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Hailay Gebre	M	Adi Ekli Primary School PTA	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
W/o Amleset Halefom	F	Adi Ekli Primary School GEAC Chair	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Girmay W/Gabriel	M	Adi Ekli Primary School GEAC Member	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	
Ato Desta Tadesse	M	Adi Ekli Primary School Teacher	Kilte Awlalo Woreda, E. Tigray Zone, Tigray Region	

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## Annex F.

### Summary of Observation Check Lists for the 20 Sample CSPP Schools

This form summarizes observations made by the team at the 20 schools visited in 5 regions. Individual observation forms are available on request. The form is based on stated CSPP indicators. **Note:** The information in the “quantity” and “Status/Remarks” columns is based only on very few schools. For some indicators it is difficult to make generalizations.

No.	Indicators	No. of schools	Yes/No	Quantity (Range)	Status/Remark
1	Number of individuals who receive school level training	20	---	5 – 69	It varies from region to region
2	Presence of active PTA	20	Yes	7-9	Active and committed
3	Survival rate to Grade 5	15	---	55.4-100%	It varies from region to region
4	Number of teachers trained in new active learning methods	20	---	4-52	It varies due to staff size in each school
5	Percentage share of girls enrolment in the school	20	---	46.9-54.8%	It varies from region to region
6	Dropout-rate of girls	20	---	0% - 14.1%	It varies from region to region
7	Presence of active GEACs	20	Yes	5-8	Composed of teachers, students, and community rep.
8	Contribution of school communities for matching resources to supplement SIAs.	20	Cash Birr 200-50,000	Kind Birr 2300-7650	Labor Birr 4782-6630
9	Presence of Community Committees that promote health education, communication and mobilization for health services	5	Yes	5-27 members	Not present in most schools (other than PTA, GEAC, HENT)
10	At least one session per week devoted to health education	20	Yes	5-30 minutes per week	Done in classes or during flag ceremonies. Large variation.
11	Presence of Education and health data collection	20	Yes	1	In some schools data not properly filled in due to

	<b>system</b>				late arrival of the registry
<b>12</b>	<b>At least one visit per week by a frontline health worker</b>	20	No	1-2 visits per month	Not regularly done in almost all schools
<b>13</b>	<b>Proportion of children fully immunized</b>	20	---	81.5-100%	No data in most of the schools
<b>14</b>	<b>Linkage of the school to active de-worming program</b>	8	Yes	67-100%	No such service in Afar, Tigray and SNNPR
<b>15</b>	<b>Presence of segregated functional latrine for girls and boys</b>	20	Yes	4-12 pits/rooms	Constructed by CSPP fund, communities, Government and various NGOs (e.g., IrishAid, UNICEF, TDA)
<b>16</b>	<b>Presence of hand washing facilities near latrines</b>	20	Yes	1-2 facilities	In some schools, common service for boys, girls, teachers.
<b>17</b>	<b>Presence of school garden</b>	20	---	This is one of the poorly handled areas/activities in most schools	
<b>18</b>	<b>Presence of potable water</b>	20	Yes	4-12 water points	This service is also supported by other NGOs
<b>19</b>	<b>Whether there are communities with critical water problem where water points are established</b>	20	Yes	50-1000 households	Data not well-organized or not available on this indicator for schools visited.
<b>20</b>	<b>Number of people in the target area (school) with access to improved drinking water supply as a result of USG assistance</b>	20	Yes	150 - 720 households	Data pertaining to this indicator are not well-organized or not available in most schools visited.
<b>21</b>	<b>Number of people (in the school community) trained in FP/RH with USG Funds</b>	20	Yes	3-3,800	Data pertaining to this indicator are not available in most schools. Estimates only given.
<b>22</b>	<b>Number of mobilization and awareness events conducted on sanitation and hygiene in school/community</b>	20	Yes	2-4 times a year	During the beginning, the middle and end of school year



## **Annex G. Interview Protocols**

The following sets of interview questions were used selectively, depending on time and availability of education and other officials. For efficiency, the views of teachers and others were sought in small/focus group conditions (e.g. GEAC, PTA, Woreda Coordinating Committee) whenever possible. Classroom observation was formally eliminated from the original scope of this evaluation due to time constraints.

*\* These are considered priority questions*

### **I. INTERVIEW QUESTIONS TO BE POSED TO RSEB HEADS**

#### **1) CSPP integration with regional state education bureau priorities**

- \* What are the priorities of the education bureau?
- \*Is CSPP integrated with the priorities of the education bureau? OR How has the CSPP fitted into the priorities of the education bureau?
- How are the CSPP initiatives institutionalized by the RSEB (Linkage of CSPP activities with REB initiatives)?
- Who/which department of the bureau has oversight of the CSPP?
- \* What activities are assigned to the person/department?

#### **2) Coordination/ linkage with relevant sector bureaus**

- \* How are CSPP related activities of the education bureau are coordinated with activities of the Region Health and Water Resources Bureaus?
- \* How does the bureau share information with them?
- \* Do you think that the linkages between education and health are fully optimized? If yes, how? If no, how would you improve the linkages?
- \* What sort of support is provided to implementing partners?

#### **3) Capacity building/training**

- \* What sort of training have you received on CSPP?
- \* Who were the trainers?
- \* What training delivery approaches were used?
- \* How do you evaluate the adequacy of the training (adequate, average, inadequate) to enable you to effectively execute your responsibilities? (How has this training changed the way you perform your work?)
- \* What kind of follow-up was done with the trainings provided to you and other targeted beneficiaries?

- \* How do you judge the transferability of skills and knowledge to other stakeholders (outside/beyond the targeted group/community)?
- What evidence do you have that the training is contributing to CSPP program goals?

#### **4) Follow-up mechanisms**

- \* How does the bureau follow up on the CSPP activities?
- \* What are the mechanisms? How often does the bureau follow up on the CSPP activities?
- \* How does the bureau oversee the CSPP activities of WEOs and the schools?

#### **5) CSPP impact on educational policy**

- What kinds of policy reforms are put in place since CSPP began in the region?
- How **does/did** CSPP-generated technical information (**clarification needed**) impact educational policy reform at the regional level?
- Do you think that the CSPP initiative has helped in strengthening communities to fulfill their mandate/ responsibilities concerning primary education? If so how?

#### **6) SWOCA analysis**

- \* What strengths, weaknesses, opportunities, constraints, achievements have you observed in the implementation of CSPP?
- \* How has the teacher/principal transfer (staff turnover) affected the implementation of CSPP in the region?
- \* What mechanisms do you suggest to rectify/curb the constraints?

#### **7) Sustainability of CSPP activities**

- \* How sustainable do you think the CSPP initiative is?
- \* What should be done to make the CSPP sustainable after USAID support ends?
- \* How prepared is the REB to sustain the CSPP activities?
- \* How could the services provided by CSPP be improved/ strengthened?

#### **8) Satisfaction with CSPP achievement**

- \* Would you tell us about your satisfaction with the CSPP achievements? how do you rate your satisfaction (highly satisfied, moderately satisfied, highly dissatisfied )?
- Do you think that there are still more activities/things to be done? If so, what are they?

#### **9) General Question**

- Is there anything else we should know about the RSEB concerning the implementation of the CSPP?

## **II. INTERVIEW QUESTIONS TO BE POSED TO WEO HEADS**

- 1) What priority is the CSPP at the woreda level? Has oversight of the program been delegated to anyone (beside the CSs/SDCs)? Has participation in CSPP been included in any job descriptions? What were your roles in planning, management, implementation and monitoring of the CSPP?
- 2)\* What kind of policies have you put in place since CSPP began in the wereda that have affected the project or that relate to community empowerment?
- 3) \* Please tell us about the relationship you have with the RSEB? the KETB/PTA? the schools? the GEACs? the WHO? WWRO? How do you communicate/share information with them?
- 4) \* How do you monitor the CSPP activities in the wereda?
- 5)\* How do you follow up CSPP activities?
- 6)\* What do you do with the data collected from schools on the CSPP indicators, especially on girls' enrolment rate, girls' drop-out rates, girls' survival rate to grade 5, etc.?
- 7) \* What is the teacher/principal transfer policy in the wereda? To what extent have transfers affected the implementation of CSPP?
- 8)\* How do SDCs and woreda responsibilities mesh? What percent of SDC's time is allocated to the project? What percentage of time is allocated to woreda business?
- 9) What type of training have you received on the CSPP? Who were the trainers? What delivery approaches were used? How do you evaluate the adequacy of the training to enable you to effectively execute your responsibilities? How has this training changed the way you perform your work? What kind of follow-up was done with the trainings provided to you and other targeted beneficiaries? How do you judge the transferability of skills and knowledge to other stakeholders? What evidence do you have that the training is contributing to program goals?
- 10)\* What support do you provide to strengthen communities to fulfil their mandate/ responsibilities concerning primary education? Do you think the CSPP helped in that way?
- 11) \* How will the WEO institutionalize the CSPP initiatives?
- 12) \* What strengths, weaknesses, opportunities, constraints, achievements you have observed in the implementation of CSPP?
- 13) \* What should be done to make the CSPP sustainable after USAID support ends?
- 14) \* Is there anything else we should know about the woreda in terms of the implementation of the CSPP?

## **III. INTERVIEW QUESTIONS TO BE POSED TO WOREDA HEALTH OFFICE (WHO) HEADS**

- 1) What priority is the CSPP at the woreda level? Has oversight of the program been delegated to anyone (beside the CSs/SDCs)? Has participation in CSPP been included in any job descriptions? What were your roles in planning, management, implementation and monitoring of the CSPP?
- 2)\* What kind of policies have you put in place since CSPP began in the wereda that have affected the project or that relate to community empowerment?
- 3) \* Please tell us about the relationship you have with the RSEB? the KETB/PTA? the schools? the GEACs? the WHO? WWRO? How do you communicate/share information with them?

- 4) \* How do you monitor the CSPP activities in the wereda?
- 5)\* How do you follow up CSPP activities?
- 6)\* What do you do with the data collected from schools on the CSPP indicators, especially on girls' enrolment rate, girls' drop-out rates, girls' survival rate to grade 5, etc.?
- 7) \* What is the teacher/principal transfer policy in the wereda? To what extent have transfers affected the implementation of CSPP?
- 8)\* How do SDCs and wereda responsibilities mesh? What percent of SDC's time is allocated to the project? What percentage of time is allocated to wereda business?
- 9) What type of training have you received on the CSPP? Who were the trainers? What delivery approaches were used? How do you evaluate the adequacy of the training to enable you to effectively execute your responsibilities? How has this training changed the way you perform your work? What kind of follow-up was done with the trainings provided to you and other targeted beneficiaries? How do you judge the transferability of skills and knowledge to other stakeholders? What evidence do you have that the training is contributing to program goals?
- 10)\* What support do you provide to strengthen communities to fulfil their mandate/ responsibilities concerning primary education? Do you think the CSPP helped in that way?
- 11) \* How will the WEO institutionalize the CSPP initiatives?
- 12) \* What strengths, weaknesses, opportunities, constraints, achievements you have observed in the implementation of CSPP?
- 13) \* What should be done to make the CSPP sustainable after USAID support ends?
- 14) \* Is there anything else we should know about the wereda in terms of the implementation of the CSPP?

#### **IV. SCHOOL LEVEL DATA COLLECTION TOOLS**

##### **A. FOCUS GROUP DISCUSSION (FGD) GUIDES FOR GIRLS CLUB MEMBERS/COMMITTEE**

Indicator: No. of individuals who received school-level training  
No. of schools at list devoted one session for health education per week

- 1) \* Tell us about girls club, how it started and functions of it?
- 2) \* What is a membership criterion??
- 3) \* What support does the club provide to girls students?
- 4) \* Does the club play any role in community mobilization to promote girls education in the community? If so, what?
- 5) \* What support is GEAC providing to the club as well as individual girl students? If so what kind?
- 6) \* How do you see the progress of enrolment of girls before and after SCPP and the drop out and survival rate at grade five?
- 7) \* What role the club plays in preventing girls from harmful traditional practices in the school and community?

- 8) \* What linkage and relationship does the club has with school administration?
- 9) \* Please tell us the types of trainings you have received in the last two years?
- 10) \* Has your school devoted one session/week to provide health education?

## **B. FOCUS GROUP DISCUSSION GUIDES FOR GIRLS' EDUCATION ADVISORY COMMITTEES**

- 1)\* How is the GEAC formed? How does the GEAC operate? How does the GEAC decide which issues to address and when?
- 2)\* What training did you receive to help you understand the problems girls in school face? Who provided that training? What did it include? What follow-up support do you receive from the school directors, SDCs?
- 3)\* What changes have you noticed in male teachers in terms of the way they treat girls in their classes?
- 4) \* What are the most pressing problems girls are facing to remain in school? What the GEAC has done to alleviate these problems? What were the results of these actions?
- 5) \* How do you serve as a role model for girls?

## **C. FOCUS GROUP DISCUSSION GUIDES FOR PTA MEMBERS**

Indicator: membership in national PTA association

Indicator: community contribution matching resource to supplement SIA

- 1.\* Tell us about the function and how and when PTA was formed?
2. \* Have you received trainings on CSPP? If so what kind? When?
- 3.\* How are you using the skills acquired from the training to improve your school?
- 4.\* What community mobilization activities has the PTA done to improve school environment?
5. \* Have you received any SIA/disbursement for your school? If so, from which organization/source? How many times did you receive SIA? Has the community contributed matching resources to supplement SIA? If so, what type and how much?
- 6.\* What did you do with it?
7. \* What plans are you making for the continuation of the activities of CSPP?
8. \* What suggestions do you have to improve SIA within your school and community?
- 9.\* Which CSPP activities do you think are most important? List important and why?

## **D. FOCUS GROUP DISCUSSION GUIDES FOR KETB**

1. \* Please tell us about KETB's responsibility?
- 2.\* How helpful is CSPP intervention in improving your school environment?

- 3.\* How is KETB linked with PTA, GEAC and Woreda education health and water source management offices?
- 4.\* How will you sustain CSPP activities in you school and communities?
- 5.\* What difference have you observed between CSPP supported and non-CSPP schools?
- 6.\* Have you seen any transfer of skill and knowledge and any good practices from CSPP supported schools to the non- CSPP schools and community at large? If yes, please cite examples?

## **E. INTERVIEW GUIDE FOR SCHOOL DIRECTORS**

- 1.\* Have you received trainings on CSPP? If so what kind? When?
- 2.\* How are you using the skills acquired from the training to improve the management of your school?
- 3.\* What community mobilization activities has the PTA done to improve school environment?
- 4.\* How helpful is CSPP intervention in improving your school environment?
- 5.\* Have you received any SIA/disbursement for your school? If so, from which organization/source? How many times did you receive SIA? Has the community contributed matching resources to supplement SIA? If so, what type and how much?
- 6.\* What did you do with it?
- 7.\* What plans are you making for the continuation of the activities of CSPP?
- 8.\* What suggestions do you have to improve SIA within your school and community?
9. What support do you get from WEO?
10. How are your activities linked to the CSPP initiatives?
- 11.\* Which CSPP activities do you think are most important? List important and why?

## **F. QUESTIONS FOR STUDENTS**

Indicator: Handwashing facilities near latrines

Indicator: Proportion of students fully immunized

- 1.\* Please tell me/us about the changes/improvement in your school in the last two years in terms of
  - Teachers teaching approach?
  - Student participation in class/active learning
  - School management
  - School facilities such as portable water, latrines for both girls and boys?
- 2.\* Do boys and girls have separate latrine? Or share the same latrine?
- 3.\* Do you know when the latrine/s were built/dug?
- 4.\* What sanitary measure do you take after using latrine?

- 5.\* Does the Kebele's health extension worker visit to your school? Since when and how often?
- 6.\* Have you received any training on health, if so, what kind?
- 7.\* Have you received de-worming services ?
- 8.\* Have you received any immunization services? If so, what kind?

## G. QUESTIONS FOR TEACHERS

Indicator: No. of teachers trained in active learning

1. Have you received any of the CSPP trainings? If so what kind? When and how often?
2. How helpful has it been in your teaching?
3. Do you see any improvement in your teaching since you have received CSPP training? Please give as an example.
4. What contributions has the training (s) made in terms of improving quality of teaching and learning process in your school?
5. How do you encourage and support female students in the classroom?
6. In your opinion, do you think that the CSPP-generated knowledge and skills have been transferred into non-CSPP schools, teachers, and the community at large?

## Observation Checklist for CSPP Schools

*Please refer to Annex F for a synthesis of observations.*

No.	Indicators	Yes/No	Quantity	Status
1	Number of individuals who receive school level training			
2	Presence of active PTA			
3	Survival rate to Grade 5			
4	Number of teachers trained in new active learning methods			
5	Percentage share of girls enrollment in the school			
6	Dropout-rate of girls			
7	Presence of active GEACs			
8	contribution of school communities for matching resources to supplement SIA			
9	Presence of Community			



	Committees that promote health education, communication and mobilization for health services			
<b>10</b>	At least one session per week devoted to health education			
<b>11</b>	Presence of Education and health data collection system			
<b>12</b>	At least one visit per week by a frontline health worker			
<b>13</b>	Proportion of children fully immunized			
<b>14</b>	Linkage of the school to active de-worming program			
<b>15</b>	Presence of segregated functional latrine for girls and boys			
<b>16</b>	Presence of hand washing facilities near latrine			
<b>17</b>	Presence of school garden			
<b>18</b>	Presence of potable water			
<b>19</b>	Whether there are communities with critical water problem where water points are established			
<b>20</b>	Number of people in the target area (school) with access to improved drinking water supply as a result of USG assistance			
<b>21</b>	Number of people (in the school community) trained in FP/RH with USG Funds			
<b>22</b>	Number of mobilization and awareness events conducted on sanitation and hygiene in school/community			

## Annex H. Tigray Development Association (TDA): Updated Statistical/Background Information in One Woreda.

*Note: This information was supplied to the Evaluation Team as part of their field work travels to Tigray. It is provided here on the assumption that it may be the most current information available on CSPP progress in this woreda (one of 16 woredas that TDA covered for CSPP) and this region.*

### Summary of Accomplishment Report for Phase I, II & III SIA Woreda K/Awla'elo

Phases	Name of School	Activity	Unit	Quantity		Financial plan	Expenditure							
				Plan	Actual		From community contribution				From others	From USAID/CSPP	Grand total	
							Cash	Kind	Labor	Total				
Phase One	Hawza	Latrine	#	01	01	20650	-	1650.00	2100.00	7400.00	11150.00	3000.00	6500.00	20650.00
	Girdada	Latrine	#	01	01	24325	-	5973.00	3500.00	8125.00	17598.00	4050.00	6500.00	28148.00
	May Tewaru	Latrine	#	01	01	26026	-	407.00	500.00	5750.00	6657.00	2700.00	6500.00	15857.00
	Felegisha	Latrine	#	01	01	22670	-	2240.00	2350.00	7500.00	12090.00	4080.00	6500.00	22670.00
	Sherafo	Latrine	#	01	01	12000	-	2628.00	3400.00	1290.00	7318.00	-	6500.00	13818.00
	Adi Agew	Latrine	#	01	01	14575	-	628.00	1000.00	22630.00	24258.00	2400.00	6500.00	33158.00
	LaelayAgulae	Latrine	#	01	01	15069	-	25265.00	3880.00	3265.00	32410.00	22200.00	6500.00	61110.00
	Megaden	Latrine	#	01	01	21625	-	1955.00	-	7290.00	9245.00	6000.00	6500.00	21745.00

	Adi Ekli	Latrine	#	01	01	28895	-	1625.00	640.00	46840.00	49105.00	15400.00	6500.00	71005.00
	Adi Kesho	Latrine	#	01	01	34040	-	3420.00	1200.00	16025.00	20645.00	-	6500.00	27145.00
	Gulle	Latrine	#	01	01	11350	-	1000.00	1850.00	2000.00	4850.00	-	6500.00	11350.00
	Debretsion	Latrine	#	01	01	40300	-	9365.00	16987.00	5576.00	31928.60	5000.00	6500.00	43428.60
	Menda'e	Latrine	#	01	01	34850	-	2650.00	5020.00	9022.00	16692.00	-	6500.00	23192.00
	D/Berhan	Latrine	#	01	01	14705	-	1700.00	1130.00	5375.00	8205.00	-	6500.00	14705.00
	Gelebet	Latrine	#	01	01	19534	-	407.00	500.00	5750.00	6657.00	2700.00	6500.00	15857.00
	Phase One Total			15	15	340,614	-	60,913.60	44,057.00	153,838.00	258,808.60	67,530.00	97,500.00	423,838.60

Phase Two	Hawza	Latrine	#	01	01	17,420	-	2000.00	-	4,870.00	6,870.00	3,250.00	7300.00	17420.00
	Girdada	P+LE	#	01,01	01,01	13,300	-	3955.00	-	2,500.00	6,455.00	1,500.00	7300.00	15,255.00
	M/Tewaru	P+LE	#	01,01	01,01	28,325	-	1,825.00	1500.00	12,200.00	15,525.00	5,500.00	7300.00	28,325.00
	Felegisha	Desks	#	29	27	11,700	-	4,400.00	-	-	4,400.00	11,700.00	7300.00	23,400.00
	Sherafo	G+B+HW	#	01,01,01	01,01,01	11,500	-	2000.00	-	2,200.00	4,200.00	-	7300.00	11,500.00
	Adi Agew	Desks & Lat.	#	30	20,01	10,000	-	2450.00	30,000.00	31,875.00	64,325.00	7,000.00	7300.00	78,625.00
	L/Agulae	Desks	#	28	39	14,300	-	6600.00	-	-	6,600.00	13,900.00	7300.00	27,800.00

	Megaden	Latrine	#	01	01	31,000	-	7350.00	11,356.00	9,144.00	27,850.00	3140.00	7300.00	38,290.00
	Adi Ekli	LE	#	01	01	37,165	-	3118.00	1000.00	20,100.00	24,218.00	5,037.50	7300.00	36,555.50
	Adi Kesho	Latrine+HW	#	01	01	21,062	-	1935.00	6573.00	5,362.00	13,872.00	-	7300.00	21,172.00
	Gulle	HW+P	#	01,01	01,01	16,800	-	3000.00	-	6000.00	9,000.00	-	7300.00	16,300.00
	Debretsion	Desks+G	#	60	42,01	31,400	-	8,600.00	-	250.00	8,850.00	15,700.00	7300.00	31,850.00
	Menda'e	Desks	#	20	40	10,300	-	3,560.00	-	-	3,560.00	18,000.00	7300.00	28,860.00
	D/ Berhan	Latrine	#	01	01	14,705	-	1825.00	1130.00	4450.00	7,405.00	-	7300.00	14,705.00
	Gelebet	D+W work	#	01,01	01,01	9,605	-	2000.00	180.00	125.00	2,305.00	-	7300.00	9,605.00
	<b>Phase Two Total</b>			<b>183</b>	<b>186</b>	<b>278,582</b>	<b>-</b>	<b>54,618.00</b>	<b>51,741.00</b>	<b>99,076.00</b>	<b>205,435.00</b>	<b>84,727.50</b>	<b>109,500.00</b>	<b>399,662.50</b>

<b>Phase Three</b>	Girdada	Pedagogical Eq.	#	01	01	5500	-	1100.00	-	-	1100.00	-	4400.00	5500.00
	May Tewaru	Pedagogical Eq.	#	01	01	6500	-	1100.00	500.00	500.00	2100.00	-	4400.00	6500.00
	Felegisha	Floor Wall Plas.	#	03	02	19500	-	-	-	2000.00	2000.00	5,000.00	4400.00	11,400.00
	Sherafo	Floor Plastering	#	04	04	10800	-	5520.00	-	-	5520.00	-	4400.00	9920.00
	A/Agewo	Garden+Latrine	#	01	01	11000	-	3550.50	3800.00	14,400.00	21750.50	-	4400.00	26150.50
	Lalay Agulae	Latrine	#	01	01	16205	-	1100.00	8720.00	1985.00	11805.00	-	4400.00	16205.00

	Megaden	PE+GE	#	04	04	9000	-	1100.00	100.00	2500.00	3700.00	4600.00	4400.00	12700.00
	Adi Ekli	Books	#	207	207	5500	-	1100.00	-	-	1100.00	-	4400.00	5500.00
	Adi Kesho	Pedagogical Eq	#	01	01	8750	-	1100.00	1000.00	500.00	2600.00	175.00	4400.00	7175.00
	Gulle	ClassRoom Plas	#	04	04	8400	-	500.00	200.00	1500.00	4000.00	-	4400.00	8400.00
	Debretsion	Books+Equipt.	#	20	20	5500	-	1100.00	-	-	1100.00	-	4400.00	5500.00
	D/Berhan	Library Equipt.	#	20	20	5500	-	1100.00	-	-	1100.00	-	4400.00	5500.00
	<b>Phase Three Total</b>			<b>267</b>	<b>266</b>	<b>112155</b>	<b>-</b>	<b>18370.50</b>	<b>16,120.00</b>	<b>23,385.00</b>	<b>57,875.50</b>	<b>9,775.00</b>	<b>52800.00</b>	<b>120,450.50</b>
	<b>Three Phases Total</b>			<b>465</b>	<b>467</b>	<b>731,351</b>	<b>-</b>	<b>133,902.10</b>	<b>111,918.00</b>	<b>276,299.00</b>	<b>522,119.10</b>	<b>162,032.50</b>	<b>259,800.00</b>	<b>943,951.60</b>

**NB**: P=Plastering, LE=Library Equipment, HW=Hand Washing, G=Gardening, B=Books, D=Desks, Eq. =Equipments, GE=Gardening Equipment, Lat=Latrine, D+W=Desks + Wall, PE=pedagogical Equipment.

## **Annex I. Field Notes: Important Issues Observed in the Field**

**Dr. Wossenu Yimam Amedie**

### ***Region: Afar***

From the interviews and FGDs held with school directors, GEACs, PTAs and WCC members in the sample CSPP schools, it was learnt that cultural marriage, i.e. *Absuma*, (the parents of the girl child give her to her future husband at her early age with the understanding that she will live with her parents till she reaches the proper marriage age) is inhibiting the participation of girls in the upper grades of primary schools (Grades 5-8). That is, she will be forced to drop out/ discontinue her schooling once the formal marriage is done due to the unwillingness of the husband. For example in Kumame Primary School, girls' survival rate in Grade 5 is reported to be 8.69. This is a constraint to achieving the target.

Moreover, traditional nomadic or semi-nomadic lifestyles are becoming a hindrance to the transferability of the knowledge, skills, and good practices gained from the CSPP intervention. Especially, the construction and use of latrines couldn't be replicated in the community since they move from place to place in search of water and grass for their cattle and are not accustomed to use latrines.

Furthermore, the absence of water in and around the schools (e.g., the Kumame School) has been the major obstacle for the provision of potable drinking water to the students, the development of hand washing habit/practice after latrine, and to have school garden.

These have had negative impacts on the attainment of the CSPP deliverables related to the aforementioned indicators.

Apart from the aforementioned constraints, the initiative of SC US in providing 40 notebook laptops to selected five CSPP schools, which it secured from 'One Love Africa', is found to be encouraging and useful for students to learn about computer application at their early ages.

### **Region: Tigray**

The practice of holding monthly meetings of home room teachers, parents and students to discuss on students' academic progress and showing their commitment using their signatures in a "Team Chart" is a good practice though it is tiresome for the teachers (Ferawin school).

There is also a monthly general meeting of the PTA members, teachers and students to assess and discuss on the status of the teaching learning process in the school (Debre Tsion school).

The initiative in one school (Fire Kalsi) to have its own poultry and sheep farm so as to augment its income and share the practice to the students is also commendable.



**" Because...it is easy to explain things looking backward, we think that we can then predict them forward. It doesn't work, as many economists know to their cost. The world keeps changing. It is one of the paradoxes of success that the things and the ways that got you where you are, are seldom those that keep you there.**

**Charles Handy  
*The Age of Paradox***

**Boston: Harvard Business School Press 1994, p. 11**