



World Learning/Ethiopia



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**USAID/Ethiopia
Basic Education Strategic Objective 2:
Community-Government Partnership Program**

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

<p>World Learning Ethiopia</p> <p>P.O. Box 16981 Addis Ababa, Ethiopia (251-1) 628940</p>	<p>World Learning for International Development</p> <p>1015 15th St. N.W. Washington, D.C. 20005 (202) 408-5420 education@worldlearning.org</p>
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Executive Summary

The report covers the third year of implementation for the BESO II Community Government Partnership Program, July 2004 – 2005. During this year, World Learning staff continued activities in three operational regions: Amhara, Benishangul-Gumuz and Southern Nations, Nationalities and Peoples' Region. During this reporting period, WLE moved into an important implementation phase of CGPP. Serving a total of almost 2.5 million students in 1,800 primary schools and communities and 121 woredas, WLE has significantly strengthened community support for schools and for the education of all children – both boys and girls. It has also strengthened the relationship between local government education officials through an integrated training program that supports sustainability of community support and collaboration with local government.

All 1,800 schools projected under the Cooperative Agreement have been integrated into the program and 383 schools have completed intensive CGPP support and have “graduated” with reduced levels of interaction with SDA field staff. Particular attention has been given to all forms of training and capacity building for PTAs, KETBs, Girls Advisory Committees and Woreda Education officials.

NFE programs began in SNNPR and are continuing in all regions in collaboration with Regional Education Bureaus and local communities

With the support of USAID, greater efforts have been made in addressing collaborative activities among the BESO II partners in efforts to enhance both quality and equity in participating schools. Furthermore, as an aspect of the reorganization of the USAID/Ethiopia Mission Strategy, the increased integration of education and health support to communities has been manifested through joint planning for the pilot Kokeb Kebele Initiative in SNNPR and collaboration among health and education programs supported by USAID and Regional Health and Education officials.

As an aspect of continuing Monitoring and Evaluation of program activities, WLE has streamlined data gathering to enable SDAs to devote more time to school based technical assistance to schools and communities. In addition, WLE has finalized the Community Report Card program that is intended to provide feedback to communities about the needs of their schools and the progress they have made in school support. Extensive field-testing and full-scale implementation will take place in the next implementation year.

Acronyms

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

1. Introduction

The Basic Education Strategic Objective 2: Community-Government Partnership Program (CGPP) began on January 31, 2002. This report covers the period July 1, 2004 to June 30, 2005, which is the third academic year of project activities.

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

World Learning Ethiopia's BESO II Community-Government Partnership Program (CGPP) is a collaborative effort with the Government of Ethiopia to help achieve the aims of the Education Sector Development Program (ESDP). CGPP is specifically designed to increase the capacity of local communities and local agencies including as Kebele Education and Training Boards (KETB), and Parent - Teacher Associations (PTA) to participate more effectively in the management and strengthening of primary education at the local level. The underlying assumption of this IR is that by increasing parental involvement in schools, more children will attend and remain in school, leading to increased enrollments, decreased dropouts, more effective teaching and learning and more effective collaboration between government and the community at the primary school level. Equally as important is the expectation that increasing parental involvement and community support with the schools will have a particularly positive impact on girls' participation and retention in schools.

Through the predecessor BESO I Community-Schools Activities Program (CSAP) project, World Learning Ethiopia (WLE) began working on community-school partnerships in SNNPR in 1996, assisting 720 schools. Since the inception of BESO II CGPP in 2002, World Learning Ethiopia has also been implementing CGPP activities in the Amhara and Benishangul – Gumuz Regions. To date, WLE has been implementing BESO II activities in a total of 121 government designated Woredas and 1800 schools in these regions, representing 100% of our targeted schools. WLE is involved in supporting the partnership with the goals of reducing female dropout rates in grades 1 – 4, increasing the participation of community members and strengthening PTAs and KETBs so that they actively participate in enhancing quality and equity in the learning environment.

Major outcomes of the WLE BESO II CGPP are to:

- Strengthen PTAs and KETBs local level capacities;
- Stimulate parental and broader community support for the education of their children;
- Promote gender equity, including ongoing campaigns against abduction, early marriage and female circumcision, and the value of education for girls through school based Girls' Advisory Committees;

- Promote alternative educational practices for children in educationally disadvantaged circumstances through the establishment of Non-Formal Education Centers and use of paraprofessional teachers, flexible time tables, where appropriate; and
- Strengthen the capacity of Woreda Education Offices (WEOs) and other educational bodies to work more closely with schools and local communities.

WLE has now completed the third project implementation year. This report presents activities accomplished for the period between July 1, 2004 and June 30, 2005 under BESO II CGPP

2. Program Implementation

As in previous years, the schools participating in the project were identified and selected by the respective WEOs and Regional Education Bureaus in the three project regions. Across the three regions, over this past year an additional 861 schools, representing 47.83% of the total target intake over the life of the project, were integrated into CGPP. By integrating 615 schools in the second quarter of this implementation year and the remaining 246 schools from Amhara region in the third quarter (a total of 861 Schools), WLE attained 100% of project school coverage. Thus, all the 1800 target schools have been engaged in the CGPP as required under the Cooperative Agreement with USAID and the Memoranda of Understanding signed with each REB, i.e., 1,118 schools from Amhara Region, 575 schools from SNNPR, and 107 schools from Benishangul-Gumuz Region. (See Table 1 for a breakdown of the total number of schools and Woredas.)

Figure 1: Geographical Distribution of WLE CGPP Regions and Zones

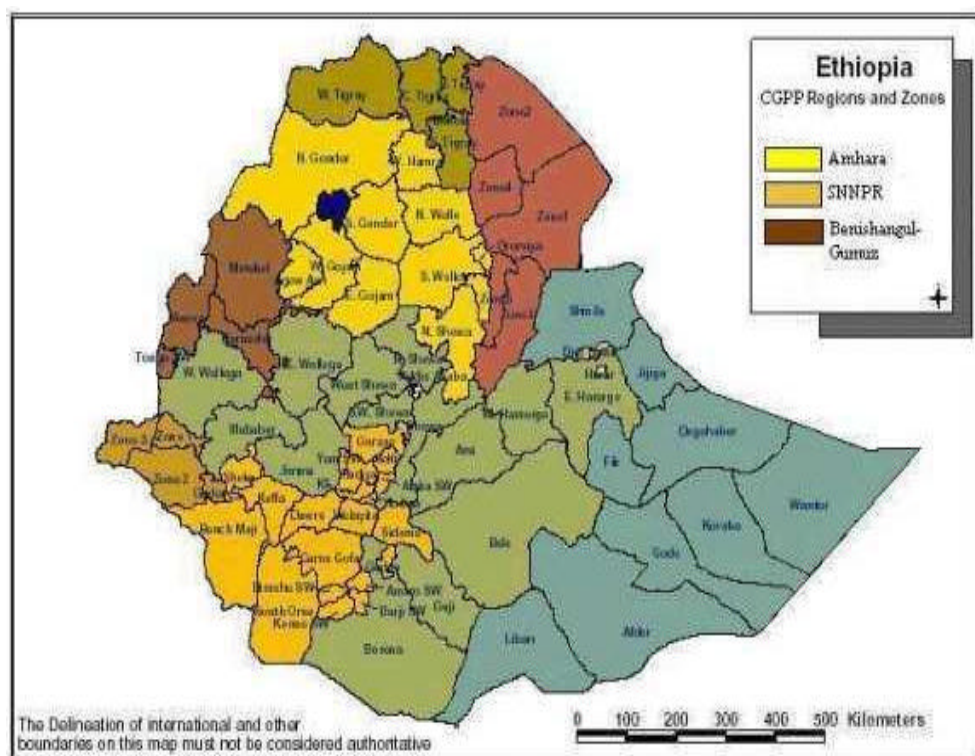


Table 1
Project to Date, Number of Schools and Woredas Engaged in the Project
by Implementation Year and Quarter (July 2002 - June 2004)

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

Quarter periods:

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

Table 2
Project to Date, Number of Woredas Engaged in the Project by
Implementation Year and Quarter (July 2002-June 2005)

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

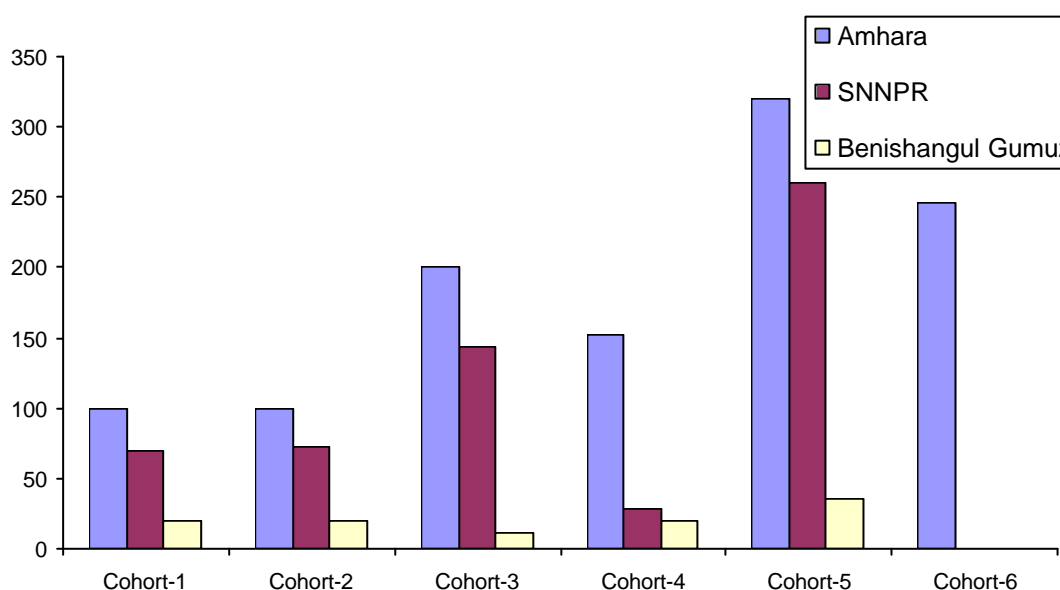
The target schools for the program interventions were selected from 121 Woredas. It should be noted that 10 Woredas are Special Town Administrative Woredas, within the existing 43 participating Woredas in SNNPR. The schools were selected from both newly integrated and existing project Woredas.

A review of project expansion by cohorts also illustrates how the project reached the total number of targeted schools over the life of the project. In the current implementation year, WLE integrated 566 schools from Amhara, 35 schools from Benishangul-Gumuz and 260 schools from SNNPR into the project. This represents 50.63%, 32.71% and 45.23% of the total regional targeted intake over the life of the project, respectively. (See Table 3 below).

Table 3
Project to Date, Number of Schools Engaged in the Project by Implementation
Year and Cohort (1 July 2002 – 30 June 2005)

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

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



3. Project Beneficiaries

At this time it is possible to begin an estimation of the CGPP impact on beneficiaries. Based on school data drawn from the first cohort schools in each region. World Learning Ethiopia estimates that more than 2.2 million primary school students are life-of-project beneficiaries of whom more than 980,000 are girls. Furthermore, more than 32,000 teachers will have been exposed to the CGPP approach to community participation, as well as support of education for girls under the Girls Advisory Committee approach, affording them the model on which to build in their current schools and future school assignments. (See table 4)

Table 4
Number of Beneficiary Woredas, Schools and Students
In WLE CGPP

Region	No. of Woredas	No. of CGPP Schools	Average No. of Beneficiary Students				Average No of Teachers		
			WLE serving in the Life of Project				Male	Female	Total
			Male	Female	% Female	Total			
Amhara	58	1,118	908,945	741,008	44.91	1,649,953	14,278	9,515	23,793
B- Gumuz	10	107	43,891	27,451	38.48	71,342	781	498	1,279
SNNPR	53	575	311,276	213,980	40.74	525,256	5,972	1,676	7,648
Total	121	1,800	1,264,112	982,439	43.73	2,246,551	21,031	11,689	32,720

4. Project Operation

As noted earlier, the primary purpose of CGPP is to build the capacity of local communities to improve primary schools, with respect to both the physical classroom environment and the learning environment in a manner that enhances quality and equity. Significantly, the newly developed abilities of communities to plan and implement interventions for their schools can also be applied to address other community-based needs in addition to the schools, and various communities have already begun doing so.

WLE provides technical assistance and training at the Woreda, school and community level utilizing a staff of 120 School Development Agents (SDAs) and 11 Zone Coordinators (ZCs). These individuals are experienced teachers and/or school directors who have been seconded to WLE by their respective WEOs and/or REBs. The Regional Coordinator in Benishangul-Gumuz also functions as Zone Coordinator because of the limited number of schools in that region. The number of School Development Agents was increased by 13 in this implementation year to accommodate the addition of 861 schools into CGPP. The 120 School Development Agents and Zone Coordinators are deployed as follows: 72 SDAs and 6 Zone Coordinators for Amhara, 40 SDAs and 5 ZCs for SNNPR, and 8 SDAs for Benishangul-Gumuz Region.

Currently, on average each SDA is responsible for up to 15 schools and each Zone Coordinator is responsible for 11 Woredas and 164 schools. As part of their responsibilities, the SDAs and ZCs provide guidance and capacity building to help PTAs, KETBs, communities and local government bodies develop skills to collaborate in designing and implementing their own proposals for positive change in the school environment.

Sustainability is a major CGPP goal with the intent that communities are able to continue and *desire to continue* school improvement activities on their own long after project assistance ends. Therefore, an important aspect of an SDA's responsibilities includes training (including capacity building) for members of the PTAs and other community stakeholders in accounting for cash and in-kind contributions to school improvements, and transmitting this information to WLE. While this information is important to WLE for reporting purposes, a major element in the success of the community participation is the training in financial transparency, which allows the people who give their time, their money, and their materials the ability to see exactly

where and how their efforts are being used. Similarly, training in the accurate recording of minutes of school meetings is provided as an essential part of open school management.

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

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

Table 5
Number of SDAs and Zone Coordinators

Region	No. of SDAs			No. of Zone Coordinators		
	Male	Female	Total	Male	Female	Total
Amhara	62	10	72	6	0	6
B. Gumuz	5	3	8	0	0	0
SNNPR	32	8	40	3	2	5
Total	99	21	120	10	2	11

World Learning recognizes that gender equity extends well beyond simply increasing the number of girls in a classroom. Therefore, World Learning makes active efforts to recruit qualified women to serve in positions of responsibility, where they can also serve as role models for girls (and boys) and other educators. As Table 5 indicates, 17.5% of the SDAs and 18% of the Zone Coordinators are women.

5. School Incentive Awards (SIA) and Community Participation

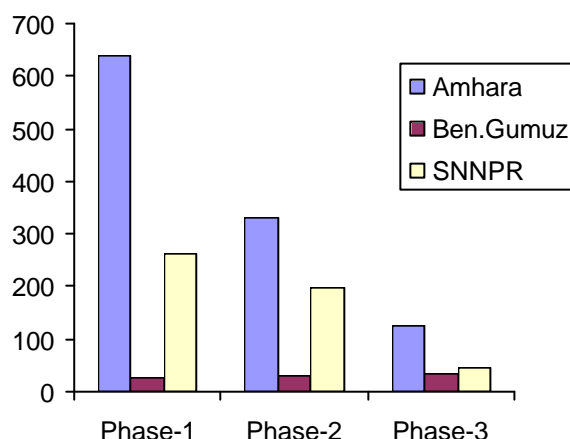
5.1 School Incentive Awards (SIA) Disbursements

The School Incentive Award is an important WLE mechanism to encourage community support to improve quality and equity in education. To date, almost all schools that joined the program have received at least one School Incentive Award, and many have received all three awards.. The total number of CGPP schools that received the School Incentive Award in this implementation year is 1,685. Of 930 schools that received Phase 1 SIA, 560 schools received Phase 2 SIA while the remaining 195 schools received Phase 3 SIA. The total amount of SIA disbursed in this implementation year is Birr 5,455,000.00 (See Table 6).

Table 6
Number of Schools that Received School Incentive Awards
(July 2004 – June 2005)

Region	Phase-1		Phase-2		Phase-3		Total Amount of SIA Paid
	No. of Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid	
Amhara	639	1,597,500.00	332	1,162,000.00	125	750,000.00	3,509,500.00
Benishangul- Gumuz	27	67,500.00	29	101,500.00	25	150,000.00	319,000.00
SNNP	264	660,000.00	199	696,500.00	45	270,000.00	1,626,500.00
Total	930	2,325,000.00	560	1,960,000.00	195	1,170,000.00	5,455,000.00

Figure 3: Number of Schools that Received School Incentive Awards
(July 2004 – June 2005)



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

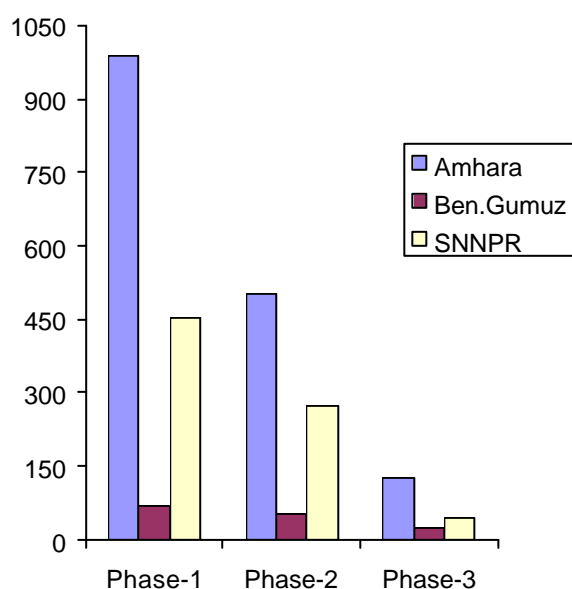
In accordance with this procedure, the respective Woreda Competition Committees in the CGPP WLE program selected the successful schools in the competition. The grants to the winning schools have been or are being processed based on their Phase 3 implementation plans and the progress made in implementing that plan. As a result, 45 schools from SNNPR, 25 schools from Benishangul-Gumuz, and 125 schools from Amhara have received their Phase 3 school incentive award thus far. Thus, in this implementation year 195 schools received their 3rd Phase School Incentive Award, which is equivalent to 10.83% of the total CGPP schools. This is 16.25% of the schools that are expected to receive the Phase 3 SIA.

Since the commencement of the program to date, 1,512 schools have received SIAs (687 schools have received only Phase 1 SIA, 630 schools have received Phase 1 and Phase 2 SIAs, and 195 schools have received all three Phases of SIAs). This means that out of the 1,800 CGPP Schools, 195 schools have received each of the three phases of the SIAs; 825 schools have received at least the first two phases of the SIAs, and 1,512 schools at least Phase 1 of the SIA. When this is further analyzed, out of 1,800 targeted schools 84.0% have received at least Phase 1 SIA, 45.83% at least Phase 1 and Phase 2 SIA, and 10.83% have received the entire three School Incentive Awards. The amount of SIA disbursed from the beginning of the program to date is Birr 7,837,500.00 (which is equivalent to \$913,461.54). This figure does not include Birr 810,000 paid to 64 former BESO I Schools (See Table 7 below).

**Table 7:
Number of Schools that Received School Incentive Award Project to date
(1 July 2002 – 30 June 2005)**

Region	Phase-1		Phase-2		Phase-3		Total Amount of SIA Paid
	No. of Schools	Amount of SIA Paid	No. f Schools	Amount of SIA Paid	No. of Schools	Amount of SIA Paid	
Amhara	987	2,467,500.00	500	1,750,000.00	125	750,000.00	4,967,500.00
Benishangul- Gumuz	70	175,000.00	52	182,000.00	25	150,000.00	507,000.00
SNNP	455	1,137,500.00	273	955,500.00	45	270,000.00	2,363,000.00
Total	1512	3,780,000.00	825	2,887,500.00	195	1,170,000	7,837,500.00

Figure 4: Number of Schools that Received School Incentive Awards Project to Date (June 2002 – June 2005)



5.2 Community Participation

In the WLE model, there is no predetermined minimum contribution that a community is required to make; however, in order to participate, each community must make a commitment to make contributions. World Learning has adopted this approach to reflect the great variability in community resources across and within the three regions served under CGPP. Therefore, the size and nature of these contributions serve as an indirect indicator that strongly suggests the extent to which communities have accepted the ideals of the intervention, the benefits of educating their children and their developed sense of school ownership. Furthermore, these voluntary community contributions also shed light regarding community potential to contribute to the sustainability of the activity. Consequently, significant weight should not be given to the precise amount of community contribution *per se*. Rather they reflect the communities' perception of the underlying values inherent in the CGPP program.

The participation of the community voluntarily in any form speaks to the approach WLE utilizes to encourage community support for school development activities. These contributions, because they are voluntary, reflect an increased appreciation by community members and other stakeholders about the value of the program for them, a growing sense of ownership of their school and responsibility for the education of their children, and commitment to address quality and equity in education at the community level.

During this implementation year, a total of Birr 14,166,405.62 (USD 1,651,096.22) was collected for school improvement activities from communities and the local government in cash, material and labor. The cash that individual community members contribute ranges from mere coins to banknotes. . People who are unable to contribute cash perform labor, and in addition to building supplies, some have contributed land, cattle, and other valuable goods. For the sick and impoverished, they lend their moral support as in the case of an elderly man in a Moslem community who said that the only thing he could contribute was the prayers he would perform at the school. This is an equally important indicator – in some ways, an even better indicator – of community commitment.

Table 8:
Third Implementation Year
Summary of Community, School and Government Contributions For School
Improvement Activities (July 2004 – June 2005)

Region	Total No. of CGPP Schools	Type of Contribution						Total (ET Birr)
		Cash (ET Birr)		Material (ET Birr)		Labor (ET Birr)		
		Community and School	Gov't and other	Community and School	Gov't and other	Community and School	Gov't and Other	
Amhara	1,118	4,924,188.11	303,284.00	1,857,443.39	700,055.17	1,865,620.81	20,344.55	9,670,936.03
B. Gumuz	107	195,535.90	18,242.10	176,005.59	7,905.00	264,514.65	180.00	662,383.24
SNNP	575	1,978,562.45	207,542.49	814,806.05	186,781.00	645,394.36	-	3,833,086.35
Total	1,800	7,209,394.90	529,068.59	2,923,847.87	904,551.17	2,803,679.40	20,524.55	14,166,405.62
Total Equivalent in US Dollars (\$1 = 8.58 Birr)							\$1,651,096.22	

The contribution of local government bodies indicates the important role of government in this community-government partnership. Although this participation by local government bodies is difficult to quantify in terms of impact, the commitment of the local government to this project is also significant. Apart from paying the basic salaries of SDAs, the participation and support of local government is manifested through:

- Support of community capacity building activities;
- Participation in CGPP Training of Trainers programs, and other training and workshops;
- Transportation of building and teaching and learning materials from Woreda towns and Woreda Education Offices to schools;
- Visiting and inspecting school improvement activities;
- Selection of participating schools, SDAs and ZCs to work with the project;
- Supporting reduction of harmful traditional practices, early marriage and abduction;
- Facilitating transportation for SDAs and ZCs when and wherever possible;
- Supporting project supported Non-Formal Education centers in selected areas;
- Verifying the strategic plans of PTAs;
- Participation in the Phase 3 SIA competition
- Attending School Improvement Award ceremonies.

In addition, World Learning's Benishangul-Gumuz office is housed at MOE offices as a governmental contribution to project activity.

**Table 9:
Project to Date, Summary of Community, School and Government
Contributions to School Improvement Activities
(1 July 2002 – 30 June 2005)**

Region	Total No. of CGPP Schools	Type of Contribution						Total (ET Birr)
		Cash (ET Birr)		Material (ET Birr)		Labor (ET Birr)		
		Community and School	Gov't and Other	Community and School	Gov't and Other	Community and School	Gov't and Other	
Amhara	1,118	8,282,868.31	477,943.94	2,939,083.12	1,060,971.97	3,105,008.42	34,564.07	15,900,439.83
B. Gumuz	107	323,241.83	68,750.90	316,339.54	37,204.50	389,945.34	180.00	1,135,662.11
SNNPR	575	4,652,170.18	326,967.39	1,498,732.28	237,678.50	1,104,281.21	248.00	7,820,077.56
Total	1,800	13,258,280.31	873,664.23	4,754,154.93	1,335,854.97	4,599,235.37	51,316.55	24,856,179.50
Total Equivalent in US Dollars (\$1 = 8.58 Birr)							\$ 2,896,990.62	

A clearer picture of community response to CGPP School Incentive Awards is presented in Table 10, which presents the amount of community contributions made in each region in the first, second and third implementation years. And Table 11 summarizes the ratio of community contribution versus school incentive award for all regions from the commencement of the project to date and Table 11 show us that thus far, all schools have contributed more than 3 Birr for each Birr contributed from CGPP for the School Incentive Award provided. While the ratio between community contributions and School Incentive Awards has declined somewhat over a period of time, this occurs because of the increased size of the SIA and not because of an overall diminution of community support or interest in their school and the education of their children. However, in absolute terms both the community contributions and SIAs have been increasing over time, although the rate of increase in the amount of SIAs has been higher. The consequence is a decrease in the ratio. Yet in terms of monetary value, community contributions have increased by 549.9% from year 1 to year three while the amount of SIAs disbursed increased by 914.6%.

**Table 10:
Summary of Ratio Between Community and Project Contributions to
School Improvement Activities in the First, Second and Third
Implementation Years (July 2002 - June 2005)**

Region	Implementation Year I			Implementation Year II			Implementation Year III		
	Community	SIA	Ratio	Community	SIA	Ratio	Community	SIA	Ratio
Amhara	1,752,647.00	335,000.00	1:5.23	4,476,857.00	1,165,500.00	1:3.84	9,670,936.00	3,467,000.00	1:2.78
B. Gumuz	133,924.00	50,000.00	1:2.67	339,334.00	116,500.00	1:2.91	662,383.00	340,500.00	1:1.94
SNNPR	416,483.00	145,000.00	1:2.87	2,770,508.00	648,000.00	1:4.27	4,633,086.00	1,570,000.00	1:2.95
Total	2,303,054.00	530,000.00	1:4.35	7,586,699.00	1,930,000.00	1:3.93	14,966,406.00	5,377,500.00	1:2.78
Total USD	\$268,421.20	\$61,771.56	1:4.35	\$884,230.70	\$224,941.70	1:3.93	\$1,744,336.30	\$626,748.30	1:2.78

Table 11:
Summary of Ratio Between Total Contributions (Community*, Government and Others Contributions) to Project Contribution by Region for Schools Receiving SIAs (1 July 2002 – 30 June 2005)

Region	Total No. of CGPP Schools	Number of Schools Receiving School Incentive Awards			Estimated Community, Government & Other contributions (ET Birr)	School Incentive Awards Paid	Ratio between Project and Community & Government Contributions
		Phase-1	Phase-2	Phase-3			
Amhara	1,118	987	500	125	15,900,439.83	4,967,500.00	1:3.20
B. Gumuz	107	70	52	25	1,135,662.11	507,000.00	1:2.24
SNNPR	575	455	273	45	7,820,077.56	2,363,000.00	1:3.31
Total	1,800	1,512	825	195	24,856,179.50	7,837,500.00	1:3.17
* Includes school contribution; US Dollar (\$1 = 8.58 Birr)					\$2,896,990.61	\$913,461.53	1:3.17

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

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

In this regard, activities undertaken by PTAs and KETBs across all regions during the this implementation year include:

- PTAs and KETBs followed up on the implementation of school improvement activities to ensure that activities did not slow as school headmasters and teachers left their communities for vacation;
- Local governments (Woredas) issued directives instructing parents to register their school age children and attend school in the coming 1997 E.C. academic year;
- PTAs and KETBs conducted promotional campaigns to encourage community members to enroll and send their school-age children to the local school in the coming 1997 EC academic year;
- In many schools, PTAs and KETBs carried out a number of farm activities on school-owned land for school income generation and school compound beautification; In a number of schools, based on anecdotal evidence, even community members without children in school contributed their labor.
- PTAs and KETBs supported extra tutorial classes during the summer season;
- PTAs and KETBs met with parents of dropout students to encourage them to send dropouts back to school in the coming year;

- PTAs and KETBs evaluated school accomplishments 1996 academic year and identified areas requiring action in the coming school year;
- PTAs and KETBs recognized the progress of children with special emphasis on the accomplishments of girls at Parents Day celebration ceremonies held in many schools;
- PTAs and KETBs continue to maintain strong relationships between traditional community religious institutions that encourage their support of education and school improvement initiatives;
- WEOs and Capacity Building Offices continued to contribute school construction materials to numbers of CGPP schools;
- Communities in many of target areas took care of school farms: crops were harvested, and vegetables and fruits were collected. These serve as income generation sources for school support;
- PTAs and KETBs in many schools in SNNPR organized supplementary classes and requested that re-examinations be given to students participating in these classes who previously had poor grades;
- WEOs encouraged the school improvement initiatives of communities by upgrading the school to the full first and second cycle (grades 1 – 8), have assisted schools with materials, and have assigned teachers to schools that were short of teachers;
- PTA and KETB members took the lead in alleviating water shortages that hindered school construction activities by transporting water from a distant water source using their own donkeys
- A Woreda Education Office provided a School Development Agent (SDA) with a motorcycle to enable the SDA to reach inaccessible CGPP schools in the Woreda (SNNPR, Sidama Zone, Shebedino Woreda. SNNPR);
- School committees brought together community based religious institutions and held a meeting on how to work together and contribute to school improvement so that quality and equity in primary education);
- Some PTAs and KETBs are taking a much more significant responsibility and playing a lead role in school support. They produced a ‘project proposal’ and secured financial and material support from other NGOs operating in the area.
- PTAs and KETBs in some schools assisted HIV/AIDS orphans and poor students with financial and material support so that these children would remain in school;
- The PTA and KETBs have hired local teachers to overcome a shortage of teachers and to increase the effectiveness of the school program;

- KETBs, PTAs and GAC mobilized and motivated parents to send their children to school and, at the end of first semester vacation, to return dropouts to school;
- GAC, PTAs and KETBs in many schools assisted poor students to obtain financial and material support so that these children would not drop out of school;
- The WLE Regional Office received a videotape of the new library inauguration ceremony and GAC shop in Kork School, Baso Liben Woreda, and East Gojam Zone, Amhara Region. The guest of honor inaugurating the Library was the Woreda Information Office Head. Representatives of Woreda Education and Health offices also attended the ceremony. The Woreda Information Office was responsible for taking the video. It is a significant example of the concept of “celebrating success.” The newly constructed library has adequate space, partitioned desks and already has some books. However, it needs more books that are being sought;
- Woreda Education Offices are institutionalizing the BESO II CGPP approach. The Amhara Regional Office received a letter from the Debay Tiltagen Woreda Administration acknowledging the contributions World Learning Ethiopia has been making in the Woreda by involving the community under BESO II. The letter also stated the Woreda Administration's readiness to further strengthen the fruitful progress being made in this project. The Woreda Administration views the project as a collaborative effort and has planned to give support and follow up the implementation of BESO II CGPP in coordination with other field activities using civil servants and cabinet members traveling to the field;
- With financial aid received from GOAL, an international NGO, a bakery was constructed at the Lanfuro Gebaba School in SNNPR to generate internal income to assist poor students. Currently the school has begun a lunch program for 8 male and 2 female students and plans to assist 300 needy students in the long run;
- A voluntary welfare club established by teachers and students in Loko School in Aleta Wondo Woreda (Sidama Zone, SNNPR), has begun to support poor students with teaching materials, and clothing so that students do not drop out;
- The Woreda Administration of Damot Gale Woreda in Wolayita Zone took action to reduce dropout by introducing a Safety Net program in which affected community groups will receive food assistance;
- A female teacher in Suke School in Yirga Chefe Woreda, SNNPR trained 20 women in knitting and yarn weaving to enable them obtain alternative sources of income to support the education of their children,
- Local community organizations have assisted schools and children by contributing school furniture and helping poor children who are potential dropouts.

- Local carpenters often contribute their construction skills for classroom construction at no charge.
- GACs and PTAs of 82 CGPP schools organized tutorial/supplementary classes to girl students with low academic performance. Through these tutorial program more than 5,306 girl students have benefited;
- In most CGPP schools, the school communities have worked on school farms so that the school would generate income from the production of mangoes and coffee trees;
- In Tongo School, Mao-komo Woreda, in Benishangul-Gumuz a voluntary association formed by female teachers has been collecting 0.50 cents from each member to support poor students with school supplies so that these students would not drop out of school for lack of these supplies;
- PTAs and KETBs are increasingly involved in supporting quality instruction in their schools. In Sigadi School, Awi Zone, Amhara Region, the PTA assigned two of its members (every Friday) to make sure that teaching and learning went on well in the school during the week. They gather information from each homeroom teacher, as reported by the students, and in turn report what they have gathered to PTAs at the regular meeting that they hold every two weeks.
- With the assistance of an international and local NGOs to whom they submitted a project proposal PTA and KETB members were able to get a block built as teachers' shelter with 4 partitioned latrines, construction materials and school furniture;
- Various KETBs, PTAs and elders solicited funds from former residents living throughout Ethiopia and were able to raise thousands of Birr for school improvement activities. Ambcho Achamo school, Dalocha Woreda, SNNPR, requested support for school improvement from individuals living in urban areas (who were originally from that area) and received Birr 4,935.00 from 3 persons;
- The KETB in Zakota school mobilized the community in the neighborhood and built 4 footbridges on small streams that were obstacles to children attending school from the beginning of the rainy season;
- PTA and KETB of Yunegi Tekero School, Gofa Woreda, SNNPR, \received a donation of 5-gallons of wall paint from an individual who was impressed by the school improvement activity. Similarly,
- In many schools, forced marriages arranged for female students were cancelled through the joint effort of the GAC, the school and elders in the community. In some cases, police and government authorities were brought in to end forced marriages and abductions
- Endegagn-Chora school, Endegagn Woreda, provides additional lessons, every weekend, by inviting teachers to help from the nearby Denkula school

on subjects that the school has shortage of teachers as well as those subjects that students complain more often;

- 130 Mothers, brought water to support the ongoing construction of additional classrooms in a school and many have participated on other school construction activities

7. Training and Capacity Building

7.1 Formal Training

As in the previous implementation years, this year is also a period of extensive formal training and capacity building activities. It is through training and capacity building activities that participants get awareness about the goals, methods and objective of CGPP. The type of formal training and workshops conducted in the three regions in which WLE CGPP operating, in this implementation year are as follows:

- A) School Development Agents Training;
- B) School Orientation Workshops;
- C) PTA/KETB Training;
- D) Non-Formal Education Training;
- E) Training of Trainers;
- F) Sustainability Workshops.

7.1.1 School Development Agents (SDA) Training

SDA training was organized for 16 newly employed SDAs (14 males, 2 females) in Amhara Region, to serve schools that joined the project in the course of the current implementation year. These SDAs, in addition to training on relevant topics, were exposed to practical fieldwork coupled with experienced SDAs, to go to schools and discuss with PTA/KETB members, Girls Advisory Committee members, and school directors. In order to internalize the aims and objective of CGPP a practical training and experience-sharing program was also conducted. Two CGPP schools located in Bahir Dar town were selected for the field practicum and experience sharing. The participants were divided into two groups and sent to the selected schools. After the visit, the SDAs prepared a report and shared their observations in a plenary session. A team composed of WLE regional staff; Regional Education Bureau experts and staff from WLE Addis Ababa facilitated the training.

Parallel to this, a capacity building training was organized for SDAs and Zone Coordinators working in Awi, West and East Gojam zones. The purpose of the training was to assist participants in completing data reporting formats to improve the accuracy and reliability of data to be gathered. During this training participants were also oriented about how to select cases that can be developed into success stories. 47 participants (40 males, 7 females) attended the training. The topics addressed included: data handling; data reporting formats, and success stories' writing. The same training was also conducted in Benishangul-Gumuz Region for SDAs on developing simple project proposals; sustainability strategies; financial management and recording procedures, and on local strategies to reduce dropouts and increase girls' enrollment.

7.1.2 School Orientation Workshop

School Orientation Workshops were organized to orient those schools newly engaged in the CGPP as to the aims of BESO II CGPP, its operating modalities, the requirements to be met to receive SIAs, how to prioritize school problems and thereby develop a work plan, and strategies for implementing school improvement activities. Accordingly, in the reporting year 861 newly engaged schools participated in School Orientation Workshops: 566 schools were from Amhara, 260 from SNNP and 35 from Benishangul-Gumuz Regions. Thirty-five two-day workshops conducted to engage the first 615 newly enrolled schools, and the workshops were carried out at central places in the three regions. In these workshops, a total of 1,864 (1,805 male, 59 female) participants were on attendance. To integrate the remaining 246 schools into the program, the same workshop was conducted from January 10-26, 2005 at two different venues: Bahir Dar from January 10 – 13, 2005 and Debre Markos from January 25 – 26, 2005. At the two venues 627 males and 27 females participated, for a total of 654 PTA/KETB participants (See Table 12 below).

In addition to formal presentations, participants learned about BESO II CGPP through experience sharing and information dissemination from neighboring CGPP schools and Woreda officials. As a result, participants were active during the workshop. For instance, the East Gojam Zone Capacity Building Head and West Gojam Zone Education Desk Heads from Amhara region expressed their positive impression of CGPP and encouraged participants to use all possible efforts for the success of BESO II CGPP in their schools. They made sample comparisons of CGPP and non-CGPP schools and expressed a higher level of satisfaction from the achievements they noted during their visit of CGPP schools and promised to replicate the activities of BESO II schools to non-BESO II schools.

Table 12:
Summary of School Orientation Workshop Activities
(July 2004 – June 2005)

Region	Venue	Duration	Dates	Participants		
				M	F	T
Amhara	Bahir Dar	19 days	Nov.17 - Dec. 5	935	28	963
	Debre Markos					
	Dessie					
	Gonder					
	Bahir Dar	4-days	Jan.10-13, 2005	627	27	654
	Debre Markos	2-days	Jan.25-26, 2005			
Benishangul Gumuz	Assosa	4 days	Nov. 22 - 23, and Dec.14 - 15	108	11	119
	Gilgel Beles					
SNNP	Dilla	12-days	Dec. 10 - 28	762	20	782
	Awassa					
	Arbaminch					
	Sodo					
	Hosanna					
	Wolkite					
Total				2,432	86	2,518

With this workshop, all 1800 schools -were incorporated in the CGPP as required under the Cooperative Agreement with USAID and the Memoranda of Understanding signed with each REB.

Throughout the intervention years, WLE’s CGPP activities in these schools have focused on addressing issues of quality and equity in education, preparation of “strategic plans,” implementation and sustainability of school improvement activities for the delivery of education with quality and equity.

7.1.3 PTA/KETB Training

PTA and KETB training programs were organized for CGPP target schools to help them manage schools effectively.

Training for PTA and KETB members was conducted in all regions: SNNP, Amhara and Benishangul-Gumuz. In SNNPR, the program was conducted for two days for 925 (883 male, 42 female) PTA and KETB committee members. Participants in the training included: KETB chairpersons, PTA chairpersons, School Directors and Treasurers of PTAs.

In Amhara region, the training was conducted in two sessions. In the first session it was conducted in the following locations: from January 4 – 21, 2005 in West Gojam, February 3–9, 2005 in South Wollo, February 10 – 18, 2005 in North Gondar, and February 2-21, 2005 East Gojam. 3,169 participants attended the training, of whom 2,512 were males and 657 were females. In the second sessions, it was conducted in Alefa Takusa Woreda (North Gondar zone), and in all Woredas of South Gondar and Awi zones. A total of 529 participants (427 males, 102 females) attended the training sessions. Woreda education officials and other experts who attended TOT organized by the World Learning Ethiopia regional office facilitated these trainings with support from WLE Amhara region office staff (the Regional Director and the Training - Program Officer) as well as field staff (SDAs and Zone coordinators). From the two sessions 3,698 PTA/KETB participants attended the training out of whom 2939 were males and the remaining 759 were females.

In Benishangul-Gumuz region the training was conducted from April 16-23, 2005 in three Woredas of Metekel zone: Dibate, Mandura and Wombera. The training was conducted for two days for 110 (99 male, 11 female) PTA and KETB committee members and school directors.

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

- The objectives and strategies of BESO II Community Government Partnership Program (CGPP) and its modalities
- The duties and responsibilities of PTA/KETB members and School Directors;
- School financial resource utilization procedures and materials management;
- Community-school relationship and how to enhance community participation/ involvement for school improvement activities;
- How to develop/write a simple project proposal;
- Sustainability, and the need for sustainability planning in their respective communities;

- Preparation of Strategic Plans for school improvement;
- Preparation of sustainability plans;
- Roles and responsibilities of KETB, PTA and Girls Advisory Committees in school leadership;
- Introduction and reinforcement of BESO II objectives and strategies;
- Local strategies to reduce student dropout and increase girl's enrollment;
- Strategies to bring the community to school;
- Need and use of school data;
- Experience sharing of GACs among schools;
- Factors contributing to educational qualities;
- Increasing female enrollment and fighting harmful practices;
- How to organize pedagogical centers.

From all regions, the total number of participants who attended this PTA/KETB training was 4,733, of whom 3,921 (82.8%) were male community participants and the remaining 812 (17.2%) were females (see Table 13 below).

**Table 13:
Summary of PTA/KETB Training activities
(July 2004-June 2005)**

Region	Type of Training	Participant		
		Male	Female	Total
Amhara	PTA/KETB training	2,939	759	3,698
Benishangul-Gumuz	PTA/KETB training	99	11	110
SNNPR	PTA /KETB training	883	42	925
Total		3,921	812	4,733

For comparison, during the prior year, 3,384 (86%) men and 553 (14%) women, or a total of 3,937 PTA/KETB members received training. While the absolute number of participants, both male and female, is largely a reflection of the increased number of schools enrolled in CGPP during the year, it is important to note the increase in participation rate by women.

7.1.4 Non-Formal Education Training

World Learning Ethiopia, as part of the CGPP program, is implementing Non-Formal Education (NFE) activities in all the three regions in selected Woredas. In Benishangul-Gumuz, it is conducted in the five NFE centers whereas in Amhara and SNNPR the program is being carried out in six NFE Centers (see Table 14 Below).

**Table 14
Non-Formal Education Regions And Woredas**

Region	Woredas and number of centers
Amhara	Estie (3 centers)
	Yilmana Densa (3 centers)
Benishangul-Gumuz	Mao- Komo (5 centers)
SNNPR	Arbaminch Zuria (3 centers)
	Gofa (3 centers)

In Amhara region, the NFE program has continued based on the satellite school concept that is part of the overall Amhara REB strategy to expand access to education. This strategy links newly organized satellite schools with an already established “mother” school located relatively close by. The Satellite school orientation workshop was conducted from May 9-10, 2005. The training was designed for PTA/KETB members and School Directors of the Mother School, Satellite schoolteachers and Zone coordinators. It aimed at acquainting participants with BESO II CGPP, strategies and operational modalities and their roles in improving the satellite center. A total of 24 participants attended this training. A team composed of WLE regional staff; Zone Education experts and staff from WLE Addis Ababa facilitated the training.

**Table 18:
Number of Children Benefiting from the Satellite Program in Amhara Region**

Zone	Name of the Satellite Center	Level	New Entrants to Grade one			Those Attending Satellite Classes			Dropouts		
			M	F	T	M	F	T	M	F	T
South Gondar	Danguasat	1	69	75	144	69	75	144	0	0	0
	Dengolt	1	40	30	70	40	30	70	0	0	0
	Beletoch	1	29	31	61	29	31	61	0	0	0
West Gojam	Wonber	1	87	67	154	83	65	148	4	2	6
	Tach Keteb	1	69	50	119	69	50	119	0	0	0
	Gudula	1	62	56	118	55	33	88	7	3	10
Total			356	309	666	345	284	630	11	5	16

In Benishangul-Gumuz region, two types of training were conducted: NFE/ABE center committee member training and NFE/ABE facilitator training. The NFE/ABE center committee member training was conducted from September 29 to 30, 2004. 25 Participants from five centers, including facilitators, took part. In this training, the Head of the Woreda Capacity Building, Education Office and the Chairperson of the Woreda Administration of the Mao-Komo Special Woreda were also participated. During the training the following topics or issues were addressed:

- Construction of one additional classroom in each center;
- Selection of 5 new additional facilitators for each centers;
- Selection 50 students in each center;
- Mobilization of community members for NFE;
- Program to receive official authorization, official receipt and stamps from REB and/or Woreda Education Office.

The other training is NFE/ABE facilitators training; it was organized and conducted in Assosa for five facilitators in Mao-Komo Special Woreda. The purpose of the training was to orient these facilitators on the objectives, content and methods of level one syllabus. As part of the training the following topics have also been addressed in order to broaden the knowledge of the facilitators. These included;

- The need for non-formal Education for children
- The relationship between formal and non formal education

- Duties and responsibilities of facilitators
- Student Centered/Active learning methodology
- Continuous assessment
- Class room management
- Teaching aid preparation and utilization
- Lesson plan preparation
- Amharic, English, Mathematics, and Environmental Science of level one Curriculum and methods of facilitating subject matters.
- Peer group teaching exercises and discussion among facilitators.

During each session, participants, who are the NFE facilitators, shared their experiences. A team composed of WLE regional staff; Regional Education Bureau experts and staff from WLE Addis Ababa facilitated the training.

Table 19
Number of learners in the NFE Centers in Benishangul-Gumuz Region

No.	Center	No. of Facilitators	Year I learners			Year II learners		
			M	F	T	M	F	T
1	Yabusu	2	19	24	43	16	30	46
2	Shanta,	2	30	18	48	26	19	45
3	Wereso	2	16	16	32	12	35	47
4	Wanga/Getene	2	19	32	51	23	27	50
5	Wetse	2	28	14	42	15	28	43
Total		10	112	104	216	92	139	231

Non-Formal Education/ABE Center Coordinating Committee Training - SNNPR

In SNNPR, the Non-Formal Education training was organized for the centers coordinating committees and to the facilitators. This training was conducted as part of an agreement entered between WLE and the REB of SNNPR to support Non Formal Education/ABE in Arba Minch and Gofa Woredas. Therefore, this training was designed to enable members of the Center Coordinating Committee selected from the target Woredas about the methods of managing and running the learning centers. A team composed of WLE regional staff; Woreda Education experts and staff from WLE Addis Ababa facilitated the training.

Non-Formal Education/ABE Facilitators Training - SNNPR

This training was organized for NFE/ABE facilitators working in Arba Minch and Gofa Woredas. The purpose of the training was to orient these facilitators about methods and techniques of handling children of different age groups and how to manage the learning centers. A team composed of WLE regional staff; Zone Education experts and staff from WLE Addis Ababa facilitated the training.

7.1.5 Training Of Trainers

Training of Trainers (TOT) was conducted in Amhara and Benishangul-Gumuz Regions. In Amhara region the training was given to the Woreda Formal Education Desk Heads and Primary Education Experts. They were invited to participate in the training after consultation with the REB. The purpose of this training was to enable

them to follow-up and reinforce CGPP efforts to build the capacity of PTA and KETB members to properly manage their schools. There were 62 participants in the training. Only one of them was a female. The dearth of female administrative staff in the educational sector remains a serious problem.

In Benishangul-Gumuz Region, TOT was organized and conducted for 9 Woreda Education officials and SDAs from Metekel Zone. The training was held at Gelgel Beles from December 17 – 20, 2004. Among other topics the training addressed:

- The status of primary education in the zone, problems and solutions;
- Objectives and strategies of BESO II CGPP;
- Roles and responsibilities of KETBs, PTAs, and school directors/directress in school management and leadership;
- Strategies of community participation;
- Profile of primary school students (grades 1-4);
- Financial management; and
- Project proposal preparation

7.1.6 Sustainability Workshops

Under the WLE implementation strategy for CGPP, promotion of sustainability is an essential element in efforts to attain project goals. At the very beginning of their involvement, schools are made aware of the importance of developing long-term approaches to sustainability, and these are reinforced throughout their involvement. As part of this effort, Sustainability Workshops were planned and executed to orient *graduating* CGPP schools to continue the momentum in improving/promoting quality and equity in the primary schools once they complete the two-year program of CGPP support. More specifically, these workshops aimed at reviewing the activities carried out in the two-year life of the program, the experience gained and lessons learned while implementing CGPP, and strategies to sustain the activities using their community leadership and resources. World Learning Ethiopia sees that an important measure of a school's accomplishments can be seen in its ability to continue support for their school and their children many years beyond their participation in CGPP.

These workshops were also carried out in conjunction with the Phase 3 Competition criteria. As noted earlier, the WLE CGPP program was designed so that two-thirds of the schools in the program would receive a Phase 3 SIA based on competition with other CGPP schools in the same locale. Therefore an additional and important aim of this sustainability workshop -- apart from orienting the graduating CGPP Schools -- was to transparently orient the competition committees made up of local education officials formed and organized at the Woreda level about the criteria and selection procedures. After being assisted for two years, 383 CGPP schools *graduated* from the program and participated in these workshops

Sustainability Workshops were organized for the 1st and 2nd batch/cohort schools. In SNNPR the Sustainability Workshops were conducted in three venues: Sodo, Hosanna and Awassa from October 4 - 12, 2004, in Amhara at two venues: Bahir Dar and Debre Markos from November 8 – 16, 2004 and in Benishangul-Gumuz at one venue: Asossa from November 20 - 21, 2004. Overall 1,332 participants (1,258 male, 74 female) attended these workshops (See Table 15).

In each of the above venues, the Sustainability Workshops were carried out successfully. Participants actively shared their experiences, including lessons learned over the two years of participation in CGPP. At the end of these workshops, many participants commented that World Learning Ethiopia had taught them invaluable lessons: built their capacity as it relates to community resource mobilization, how to secure greater community contributions, participation and involvement; increased awareness on matters related to equity and quality of children's education; and the methods for sustaining school improvement activities.

Table 15
Summary of Sustainability Workshop Activities
(October-December, 2004)

Region	Venue	Duration	Dates	Participants		
				M	F	T
Amhara	Bahir Dar	9 days	Nov. 8 - 16	623	38	661
	Debre Markos					
B. Gumuz	Assosa	2 days	Nov. 19 - 20	138	7	145
SNNPR	Sodo	6 days	Oct. 4 - 12	497	29	526
	Hosanna					
	Awassa					
Total				1,258	74	1,332

7.2 Training at the Community Level

In addition to the formal capacity building activities, SDAs were engaged in school and community based technical support activities. As an ongoing effort, it included SDA meetings with PTAs and KETBs. It also included community meetings to explain program activities, community reporting and related functions at which an SDA provided technical assistance or explanations related to school improvement activities, working with the local government in enhancing primary education and increasing the participation of girls. As a result of this training, communities learn more about schools, discuss problems and decide what steps to take to improve their children's schools.

Such training has encouraged community members to continue supporting and improving their schools conditions and internalizes the aims and objectives of BESO II CGPP. As a result of such training, community members learn to participate in school development activities and interact appropriately with government, paving the way for establishing a strong Community - Government partnership.

The estimated number of community participants that attended the trainings by region, and the topics addressed in the training programs is shown in Tables 16 and 17 respectively.

Table 16
Summary of Participants of Ongoing Capacity Building Support to Communities
(July 2004 – June 2005)

Region	Participants		
	Male	Female	Total
Amhara	175,351	74,589	249,940
Benishangul-Gumuz	3,792	2,416	6,208
SNNPR	72,329	39,064	111,393
Total	251,472	116,069	367,541

Thus, apart from the formal training, during this concluded year WLE reached a total of 367,541 community members of whom approximately 31.58% were women.

Table 17. Summary of Informal Capacity Building Training Activities

Region	Topic of Training	Beneficiary	Training Provider /Coordinator
Amhara	<ul style="list-style-type: none"> ⇒ The objectives of BESO II CGPP; ⇒ The role of the community in improving schools; ⇒ The how of identifying and prioritizing school problems; ⇒ Project completion reports and the need for supervision (visiting/observing project activities and accomplishments in each of the phases completed); ⇒ Sustainability and continued community Support; ⇒ Evaluating activities done and financial transactions of the previous phases. 	The community at large	PTAs/KETBs
Benishangul - Gumuz	<ul style="list-style-type: none"> ⇒ Preparation of project proposals; ⇒ Preparation of sustainability plans; ⇒ Financial Management and recording procedures; ⇒ Local Strategies to reduce dropouts and increase girls' enrollment; ⇒ How to identify and prioritize school problems; ⇒ Preparation of project proposal and strategic plans for school improvement activities; ⇒ How to assist girl students through tutorial classes and other supplementary lessons; ⇒ Project completion reports and verification of the accomplishments of each of the phases; ⇒ The need for developing sustainability plans ⇒ Activities to be handled in 2nd and 3rd phase school improvement plans; ⇒ How to fight early marriage and other harmful traditional practices ⇒ The role of the community in improving quality of education; 	PTAs, KETBs, GAC	SDAs

Region	Topic of Training	Beneficiary	Training Provider /Coordinator
	<ul style="list-style-type: none"> ⇒ Follow up strategy and measures required to reduce dropout problems; ⇒ Community mobilization and fund raising to support school improvement activities; ⇒ How to support girl students through tutorial classes and other supplementary lessons; ⇒ Financial accounting and recording procedures; ⇒ Completion report preparation for each phase; ⇒ Criteria fulfillment verification format preparation for each phase; Preparation of project proposal and strategic plans for school improvement activities; ⇒ Continuing community support 		
SNNPR	<ul style="list-style-type: none"> ⇒ Objectives of BESO II CGPP ⇒ Preparation of project proposal and strategic plans for school improvement ⇒ Financial accounting and account recording ⇒ Criteria to be fulfilled to receive the SIA ⇒ Data collection, organizing and utilizing it for planning ⇒ Completion of school improvement strategic plans with in the time set in the action plan ⇒ Strategies to mobilize community resources ⇒ The need for conducting follow up, monitoring and evaluation of school improvement initiatives by school committees, the community and education officials at Woreda level 	PTA, KETB, Teachers, Directors, WEO officials, GAC, school teachers and community	SDAs, ZC, SDAs, ZC, M&E Asst., school head, World Vision Ethiopia, Officials from Woreda Finance and Economic Development offices

Region	Topic of Training	Beneficiary	Training Provider /Coordinator
	<ul style="list-style-type: none"> ⇒ Preparation of activity plans and submission of financial reports at the end of each of the phases ⇒ The need for developing sustainability plans ⇒ How to identify and prioritize school problems ⇒ Activities under the Phase 3 school improvement plan implementation ⇒ Creating means of sustainable internal income generating to the school and recording the income generated ⇒ Internal supervision in school ⇒ Keeping and enhancing the beauty of the school and its environs ⇒ Introduction of non-formal education system ⇒ Parents' participation to bring quality of education in the school ⇒ Strengthening pedagogic center with the necessary teaching aids and materials ⇒ Improve teachers' housing conditions in the school, ⇒ Establishing and strengthening clubs in school ⇒ Conducting promotion activities to draw school-age children to school system and introduce non-formal education services, ⇒ Establishing strong community-school relationship ⇒ Follow up of the teaching learning process by the community ⇒ Characteristics of effective schools, ⇒ The rights and obligations of teachers and students, ⇒ Action to improve performance and participation of students through reducing dropout and repetition and increasing enrollment ⇒ Discuss the role of parents in improving performance and participation of female children in the school ⇒ The history of education in Ethiopia and its challenges 	PTAs, KETB, Teachers, Directors, Parents and the community	SDAs, ZCs, M&E Asst., WEO and WCB officials,
		PTA, KETB, WEO officials, students (boys and girls) and community,	SDAs ZCs, officials from Woreda health desk, GAC, World Vision Ethiopia, and Action Aid

Region	Topic of Training	Beneficiary	Training Provider /Coordinator
	<ul style="list-style-type: none"> ⇒ Decentralized education system; ⇒ Indicators of quality in education; ⇒ Characteristics of an efficient teacher as set in the new education and training policy; ⇒ Strengthening libraries and pedagogical centers and utilization of teaching aids in the classrooms; ⇒ Student discipline and implication for learning; ⇒ Learner centered teaching methodologies; ⇒ How to assist low performing students through tutorial classes and provision of other supplementary lessons; ⇒ How to Strengthen GACs so that they discharge their duties and responsibilities; ⇒ Actions that improve school performance and participation of females, and how to reduce number of girl dropouts; ⇒ How to fight early marriage and other harmful traditional practices; ⇒ Lessons on Personal hygiene, HIV/AIDS prevention and control, and reproductive health to students; ⇒ Factors affecting girl's education; ⇒ Preparing Annual implementation plans and activities to be carried out by GACs; ⇒ Gender awareness and sensitization; ⇒ How to assist female students through tutorial classes and other supplementary lessons; 		

The topics presented and discussed in these informal training programs have helped PTAs, KETBs, GACs, teachers, other government officials and the community at large to gain a better understanding of CGPP issues and will have a future impact as they relate to sustainability of CGP activities.

8. Quality and Equity Improvement in CGPP Schools

Enhancing quality and equity in the primary education system is the strategic objective of WLE – CGPP. Consequently, WLE has continued to emphasize the importance of quality and equity in education as essential components of CGPP in working with schools and communities. Schools and committees are becoming increasingly aware of what they can do to improve quality in the educational program of their school.

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

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

- SDAs received training and discussed community based options for increasing quality in local schools as developed by WLE
- Provision of tutorial classes in the summer to school-age children in some target areas. Students from secondary school and higher education institutions contributed their time by tutoring local students;
- Motivating students and parents by presenting awards for student academic performance at Parents Day celebrations;
- Pedagogic centers and libraries were strengthened and utilized more effectively;
- The role and importance of parental follow up and monitoring of the performance of their children was discussed and agreed upon during Parents Day celebrations.
- Preparation of Phase 2 and 3 Strategic Plans with quality in education components
- Preparation of Sustainability Plans with quality in education components

- Roles and responsibilities of KETB/PTA/GACs regarding quality and equity
- Role of communities in strengthening school improvement initiatives that address activity that improve the learning environment
- Monitoring and Evaluation - Data collection, organization and utilization assessing quality indicators
- Problems of female students specifically as the impact on their ability to study and learn
- Local Strategies to increase girl's enrollment and retention addressing more time on task
- Duties and responsibilities of GACs addressing support for learning
- Management of financial and material resources to address support of quality learning at the school level
- Requested that WEOs and WCBOs supply sufficient textbooks and assign qualified teachers to their schools;
- Employed community-hired teachers, and purchased reference books for their schools, when the local government did not provide them;
- Encouraged parents to follow their children's academic performance and school attendance on a daily basis;
- Encouraged teachers to use teaching aids and promoted the effective utilization of the pedagogic centers and school libraries;
- Took strong measures against harmful traditional practices: abduction, rape, forced and early marriages,
- Motivated students, teachers and parents by recognizing their outstanding performance and participation;
- A school forwarded a communication to the WEO demanding the removal of the school head for his poor performance;
- A school raised the need of preparing a standardized region-wide exam at grade 4 level so that students might be alerted to their learning deficiencies before reaching grade 8, where class repetition is not permitted;
- PTAs encourage teachers to make use of teaching aids and strengthen effective utilization of Pedagogic Centers and school libraries;
- PTAs and KETBs take strong measures against harmful traditional practices such as abduction, rape, forced and early marriage, etc which contribute to poor academic performance and high dropouts among girls;

- PTAs and KETBs provide positive motivation to students, teachers and parents for outstanding performance and good participation;
- Many schools demanded that WEOs upgrade of their schools' level to make it possible for more children to continue their schooling through the completion of grade 8. They forwarded applications to the respective WEO for this purpose. Some requests have been approved by WEOs
- In some schools, the involvement and intervention of the WEO and the WCBO was requested to mobilize the local community to prevent dropout caused by a change from a shift (half/day) to a full day school system;
- A school asked the Woreda administration for its financial support to install a tap water facility in the school;
- Many schools have constructed additional classrooms to alleviate overcrowding;

9. Enrollment, Equity and Dropouts

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

- Supporting orphans and poor students with resources from the sale of produce from school farms, from funds secured from HIV/AIDS secretariat, UNICEF, churches and generous individuals,
- Identification of dropouts and holding discussions with parents to return them to school,
- Registering all school-age children in the community,
- Upgrading latrines in schools, and repairing broken desks and benches,
- Constructing additional classrooms,
- Assigning girls as class monitors to participate in and to head school clubs,
- Creating good relationships between teachers and students,
- Working with the Police and Justice authorities to overcome abuse and mistreatment of girls
- PTAs in many target school urged parents attending Parents' Day celebrations to increase their efforts to send school-age children to school in the following academic year;
- School improvements completed under CGPP activities such as school compound beautification, playground construction, construction of separate latrines for both boys and girls have helped to attract and retain children to the school;
- Construction of adequate housing for teachers has enabled them to spend more time on school related activities;
- Government policy and directives have created an enabling environment to support the improvement in these target areas.

In addition, World Learning has been familiarizing the SDAs and through them, the schools with the importance of making classrooms, and, as feasible, other school facilities accessible to children with disabilities, particularly for new construction, where workable. As expected, communities still give this a lower priority since historically relatively few children with disabilities have had much opportunity to attend school. It is anticipated that with time and attention, the needs of these children will increasingly be accommodated.

10. Girls' Advisory Committees Activities

To enhance girls' education in all CGPP schools, in addition to the other activities previously mentioned, GACs are demonstrating appreciable results since being organized. Girls' Advisory Committees (GAC) have continued to play a prominent role in solving problems of girl students in CGPP schools

Though their activities differ from school to school, the following activities were among the GAC activities reported in the reporting year were the following: -

- Covering registration and other school fees, provision of school supplies and stationery for poor female students;
- Following the situation of female students and taking immediate action whenever girls faced difficulties: harassment from older boys, teachers and other individuals in the community;
- Curtailing abduction attempts and following up in the court cases of abductors;
- Organizing village campaigns to attract more girls to school and return dropouts to school;
- Conducting gender sensitization and awareness meetings by involving female students, providing advisory and counseling services, organizing lessons on harmful traditional practices, including reproductive health and HIV/AIDS related issues during orientations;
- Organizing tutorial classes to support academically weaker female students;
- Organizing fund-raising programs to support poor female students with school supplies and other essentials;
- Rewarding female students and their parents for their good performance as well as good deeds.
- Organize a fund-raising program to help poor female students with the provision of teaching materials to be used in the coming academic year;
- In collaboration with local churches and social organizations, conducted promotional activities to encourage parents to permit their school age children to attend school in the coming year;

- Organized discussion groups that involved parents who allowed their female children go school and those who did not to advocate for the enrollment of girls;
- Provided awards to female students for their academic achievement;
- Organized motivating techniques such as recognizing parents for sending female children to school and for female students who attend class regularly;
- Provided lessons to students and the community on HIV/AIDS prevention control;
- A school developed a follow up format to track progress in females educational performance and the over all conditions of female students at school and in the household,
- GACs in a number of schools held discussions with 146 mothers about the importance of girls' school participation related issues, and the need to reduce the workload of girls in the household. Mothers who have contributed to better performance of their female children have been given motivating recognition and awards,
- Female students in all program schools in SNNPR are receiving advisory and counseling service by their respective GAC and other relevant bodies,
- Efforts have been made to link health and education through active cooperation between Woreda officials and PTAs including the provision of instruction on the rights of women, reproductive health, sanitation, HIV/AIDS prevention and control to students,
- In many schools fund-raising programs were organized to support poor girl students with school supplies;
- In many schools GACs provided health and gender education for girl students especially those in the upper primary;

11. Community Report Cards

With some initial technical support donated by Eastern Kentucky University's College of Education, World Learning Ethiopia is developing community report cards to use and to communicate important issues related to quality in education with community members and to serve as a stimulus for community discussion about steps to improve their schools. Entitled, "How Good is Our School?" the Community Report Card (CRC) is a visual tool that enables literate, partially literate and/or non-illiterate community members to evaluate and compare the status of their school with other nearby schools with respect to such matters as the enrollment of girls, textbooks per child, desks per child, etc. it uses drawings to illustrate specific issues. It serves as a resource prepared to sensitize community members about the progress already made

and future actions that to be taken to improve the condition of their school. In this sense it is a community decision-making tool.

In order to make sure that the message in the different drawings are understood correctly and as intended, several field tests were conducted. The results of the field tests were analyzed carefully revised to conform to target communities' perceptions. The CRC will be implemented in all regions early in the next project year.

12. Integration of Health and Education Programs Under SO 14

USAID has initiated a program to link projects with health and education activities under SO 14 as an aspect of increasing social resiliency in targeted communities. Initial briefings were held by the Mission during June 2004. During the first quarter of this reporting year, USAID organized a program launch at the Hilton Hotel on September 1, 2004 to inaugurate the "Kokeb Kebele" program and disseminate its underlying concepts. At the request of USAID, WLE's Chief of Party made a presentation to explain the overall rationale and operational strategy for the CGPP component of BESO II as the basis for strengthening the linkage of health and education at the community level. The basis for this program was to be the "Champion Communities" program, which had been implemented under a USAID-funded program in Madagascar. Several follow-up meetings and extensive discussions were held with USAID staff in Education and Health, Population and Nutrition (HPN), BESO II partners including Save the Children, the Tigray Development Association and World Learning Ethiopia, and with USAID-funded Health Sector partners including JSI, Pathfinder and Health Communications. These meetings were for the purpose of developing an implementation strategy for successful integration through the "Kokeb Kebele" program and to organize a field visits by participating organizations to determine the basis for such integration and collaboration as well as specific geographic locales for initial activities.

Collaborating with other USAID-funded projects (ESHE, Pathfinder, Health Communication Partnership) has also become an integral part of World Learning Ethiopia's program during this implementation year. As part of a design effort to create synergy and greater impact between education and health promotion activities as it relates to joint activities in the same communities, field visits were made to Alaba Special Woreda so that education and health would reinforce each other under the **Kokeb Kebele Program** that is being developed as part of USAID'S Strategic Objective 14. 20 Kebele's in SNNPR have been identified for initial participation based on a convergence of programming among ESHE, Pathfinder and World Learning Ethiopia. At the end of the year, an intensive three-day review and program redesign was conducted by the three operational partners to enhance "value added" and effectiveness of the original program. This design is being reviewed by USAID and a regional steering committee representing the Regional Education Bureau, the Regional Health Bureau and the Regional Capacity Building Bureau of SNNPR.

13. Collaboration with Regional and Woreda Education Officials

WLE's field offices in the regions have continued active collaboration with REB and WEOs during this reporting year. In all regions, staff have regularly and frequently met with REB and WEO officials to advance the process of BESO II collaboration

and to address problems encountered. In Benishangul-Gumuz, the WLE Assosa field office continued active collaboration with the REB, AED/BESO and WEOs during this reporting year. Staff met with the REB, AED/BESO staff and WEO officials several times to advance the process of BESO II collaboration. Moreover, the REB invited the Regional Coordinator and staff to participate in a conference and share experiences in community mobilization for CGPP and NFE programs. Staff in Benishangul-Gumuz participated in a conference and shared CGPP experiences in community mobilization for CGPP and NFE programs. Participants showed interest in using CGPP approaches to girls' education and community mobilization in their respective Woredas beyond those currently being served by CGPP.

In addition, WLE consulted closely with UNICEF and the Benishangul-Gumuz Regional Education Bureau Head with respect to assisting the REB in implementing a modified Water for Children and Learning program utilizing UNICEF resources allocated to the Regional Education Bureau. The REB has submitted a written request to WLE that WLE assists in this activity consistent with its CGPP activities. Discussions are now underway to explore specific modalities for such assistance. Similar discussions were held with the REB Head of Amhara Regional State. He indicated strong interest in such a program although he requested clarification about funding sources for such activities.

In SNNPR, the existing working relationship with the education sector in general and Woreda Education Offices in particular continues to be strong. Woreda and Zone Education Officials conducted monitoring field visits to several CGPP schools. These officials commented on and expressed their appreciation of the significant changes they saw in the schools during their brief participation in CGPP. As a result of such visits, several schools received special support from the WEOs in terms of additional textbooks, reference books, construction materials, and a commitment to upgrade school.

The collaboration of the Woreda Education Offices is also required in selecting new entrant schools that the project is going to hold after a while according to its expansion plan. In addition to this follow-up of the graduating schools and dissemination of information about their status so as to realize sustainability of the program after the schools leave the project are still areas of collaboration expected to be maintained.

14. BESO I School Incentive Awards

During this past year, WLE actively worked with those schools that were eligible to receive School Incentive Awards under the BESO I program but that did not receive them. Schools presented draft Actions Plans to SDAs for review by the WLE Regional Office in Awassa.

After the schools' plans were reviewed and accepted, all former BESO I schools received the school incentive awards as agreed upon with USAID.

Payment of School Incentive Award for BESO I Schools, which has started in the middle of the 2nd quarter of the implementation year, was completed successfully.

In total, 64 schools received the school incentive award, which amount to 810,000.00 Birr.

This means that all BESO I funds have been disbursed in accordance with the agreement between USAID and World Learning.

15. Megele School Water Project

The Megele School water project is a project implemented with funds secured from the US Ambassador to Ethiopia.

After long delays in the availability of a drilling rig as promised by the Benishangul-Gumuz Water Bureau, the drilling of the Megele school water project was completed in September 2004. According to the report of the Water Bureau expert, the quality and quantity of water from the borehole is very good.

Because the necessary pipes and other materials were not available in Benishangul-Gumuz, the purchasing of hardware and other material, and settling the advance made by the Ambassador's fund was completed through the assistance of World Learning Ethiopia and the community in procuring the materials from Addis Ababa.

The Megele school water project was completely completed in the second quarter of the past year, and the well is now serving students, teachers and the community nearby. For purposes of safety and care in handling the equipment planted, orientation on how to manage the well and operation of the pump was organized for the beneficiaries.

16. School Water, Sanitation and Education

World Learning staff had been meeting with USAID, US Embassy and other agencies to explore the possibility of developing an integrated water, sanitation and hygiene education program for schools in conjunction with CGPP.

Joint water assessment missions with US Civil Affairs Units, USAID, US Embassy and World Learning Ethiopia were conducted in Benishangul-Gumuz Region from January 31 to February 2, 2005. The main purpose of the mission was to study the feasibility of developing a school water program in Benishangul-Gumuz for schools that have water shortage. During the visit, discussions were held with Water, Health and Education Bureau officials and the President of the Regional Government. The team visited five CGPP schools of Komosha Woreda and attended the opening of the Megele school water project funded by the US Ambassador's Fund. A similar visit was conducted to five CGPP schools in Dessie and Kombolcha, Amhara Region from February 8 – 9, 2005.

WLE also collaborated with the US Embassy and other US Government agencies to explore the possibility of additional support to provide water for schools. Field Trips were conducted to Benishangul-Gumuz and Amhara sites. Decisions are pending regarding this additional support. However, because of massive personnel turnover in the Civil Affairs unit, we are not optimistic.

17. BESO II Partners Collaboration

Collaboration among the BESO II CGPP Partners continued and expanded during the reporting year. WLE attended monthly meetings in Addis Ababa attended by the BESO II partners (SAVE/US and AED), USAID and Health Communications Partnership to address approaches to project collaboration. Hosting such meetings was rotated among the partners, with WLE hosting meeting with all BESO II partners in December 2004 and in May, 2005. All partners and USAID staff were present and moved forward to develop a program for information sharing, planning and training collaboration

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

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

18. Positive Change: Communities, Children and Care (PC3) Project

As part of a consortium headed by Save the Children USA, World Learning Ethiopia has begun implementation of the School Support component of the USAID-funded Positive Change: Children, Communities and Care (PC3) Program via a sub-agreement with Save. World Learning Ethiopia is responsible for designing and implementing a school-based program in BESO II and for designing a model for school-based support for OVCs that can be disseminated to schools in various regions.

The specific role of World Learning is to link PC3 support with a school-based program organized around the network of BESO II CGPP schools in selected targeted areas where there is a high incidence of HIV/AIDS. PC3 staff have collaborated closely with the BESO II staff of BESO/SCOPE and WLE's CGPP program in Addis Ababa and appropriate regional sites in Amhara, SNNPR and Oromiya. Introductory meetings have been held with appropriate Regional Education Bureau staff as well as other government agencies. Memoranda of Understanding have been signed by the appropriate agencies prior to the beginning of school-based activities. Initial target sites include Awassa, Nazareth (Adama), Bahir Dar and Dessie/Kambolcha.

As a summary, during the past year, the following major activities have been carried out.

- **Strategies and plan of action:** The strategies and plan of action of PC3-WLE was revised.
- **Memoranda of Understanding:** WLE and the Regional Education Bureaus have signed MOU (Amhara, Oromiya and SNNPR) for PC3 implementation in BESO II CGPP schools. Copies of the MOU have been distributed to all concerned bodies.
- **Selection of schools:** During Dr. Edward Allan’s visit to Ethiopia (May 5-21, 2005), the PC3 team agreed that the School Support Component would work only in BESO schools (in and outside towns). Following the discussion, 93 schools have been selected for the PC3 program from the three Regions and four sites.
 - SNNPR: 19 schools (from Awassa and its surroundings),
 - Oromiya: 29 schools (from Adama, Akakai and Arsi Negele Woredas),
 - Bahir Dar: 20 schools (Bahir Dar Town),
 - Dessie: 25 schools (Dessie town, Dessie Zuria Woreda, Kalu and Tehuledere Woreda).
- **Staff Training-** The staff participated in the following training:
 - The four education officers and the Education Specialist participated in a four-day psychosocial training (May 2-5, 2005) at the Ethiopian Red Cross Society training center.
 - The Education Specialist participated on Livelihood Workshop organized by Care-Ethiopia. On April 28, 2005.

In addition, World Learning’s PC3 Education Specialist and Education Officers have received the same training as, and alongside, new SDAs for CGPP and, except in Adama (where the schools served belong to Save’s component of BESO 2), they share offices with the CGPP staff.

19. Dissemination

In March 2005, Dr. Gurevich, World Learning’s Chief of Party, and Ato Feleke Desta, Deputy Director for Programs, attended a global conference of World Learning project directors and home office staff held in Harper’s Ferry, West Virginia, where they briefed World Learning colleagues on CGPP activities, with particular reference to sustainability. During that trip to the United States, they also held a briefing on BESO CGPP for Hon. Kassahun Ayele, Ambassador of Ethiopia to the United States, and senior staff of the Ethiopian Embassy and made a “brownbag” presentation to the Education for Development Working Group of the Washington Chapter of the Society for International Development.

20. Success Stories

The overall assessment of any project can be viewed in accordance with the impact on the beneficiaries. The same is true for WLE’s BESO II CGPP project. While the financial value of some of the contributions described in the following stories maybe extremely modest, the value to the contributor can be quite significant, in both

economic and psychic terms. The following success stories reported in this implementation year are illustrative:

I. SNNPR-CGPP

Fund Raising and Contributions

- *A ten-Birr note was contributed by a day laborer for the improvement of Lanfuro Gebaba School in Silti Zone. This stimulated the community to contribute an additional Birr 2,644.00 for the improvement of the school,*
- *Four community members in Zolo School, Gamo Gofa Zone donated clothes (2 jackets, a hat, a wristwatch and a traditional women's over wear garment) for a fund raising bazaar which were later sold at auction to raise money for the school,*
- *A teacher in Homecho School in Hadiya Zone conducted a preliminary study to assess the causes of dropout and has given its finding to local government for action,*
- *In a bazaar conducted for the Phase 3 school improvement program at Cheba Samba School in Gamo Gofa Zone, the community contributed Birr 2,812.00 and promised another Birr 1,509.00. At the event, two community members each contributed an ox estimated to be worth Birr 550.00 and Birr 475.00 at the local market, and similarly 6 teachers contributed each Birr 50.00,*
- *Anchucho School in Wolayita Zone secured Birr 1800.00 from two individuals alone in a fund raising bazaar. Besides this, the school has also collected 159 corrugated iron sheets, 7 oxen, 4 sheep, 11,000.00 Birr in cash from the community and the WEO in the same day,*
- *School committees in Chenchen School, Guraghe Zone assisted 17 orphans and poor students with provision of teaching materials. Out of these, three students were also given sports wearing.*

Teachers

- *In Ampo Koyisha School, 10 teachers took the initiative to help 10 poor students on the basis of one teacher assigned to one poor student. First, the felt needs of the selected students were identified by each teacher and then the students were given the materials they needed: teaching materials, clothing, hens, and shoe shinning tools and the box.*

Elders And Church Leaders Convince Parents to Cancel the Marriage of a Female Student

- *A student in grade 8 in Bulki school, Gofa Woreda, learned that her parents had entered an agreement for her marriage to a young boy who goes to the same school. She reported the case to the GAC and PTA of the school. The GAC and PTA became involved and then asked the elders and church leaders to stop the marriage. The elders and church leaders accepted the case and went to talk to the two parents; discussed the risk of unwanted/early marriage and the benefits of education with the parents and managed to convince them to cancel their initial decision. These people managed to rescue Almaz from the unwanted marriage and from discontinuing her education.*

The Role Played by a Female Teacher to Keep a Girl Student in School

- *In Yongi Tekiro School, Gofa Woreda, a female student accidentally lost her school supplies and that seriously disappointed her parents. As result, her parents refused to replace the lost school materials and decided not to let her go to school any more. The girl was forced to remain home, sad and helpless, until her homeroom teacher heard the story. This teacher contacted the student and her parents, and told them that she would replace all the lost materials so that the girl would not discontinue going to school. The teacher fulfilled her promise and thanks to the homeroom teacher, the student is back at school. Later on the teacher discussed the benefits of educating girl children with girl's parents and encouraged them to provide support to their daughter*

A “Graduated” School Continued the “4th Phase” of School Improvement

- *Cheba Beles school, Gamo Gofa zone, ‘graduated’ after completing the 2-year program of project assistance. But even as the Chelba Beles school ‘graduated’ from the program this did not stop it from continuing community mobilization and school improvement activities that the school learned in the program. The school, therefore, invited the community, Woreda Education Officers and other supporters to participate in the school bazaar held on May 30, 2005 so as to launch the “4th phase” improvement plan. In the bazaar, with the participation of the invited parties, community members and the Woreda administration the school collected cash amounting Birr 11,708.00 and 3 oxen in kind to be used in further improving the school.*

‘Visitor’ Donated Money in Appreciation of School Improvement Activities for the Community

- *Ato Seifu Erchiso was born in Endegagne Woreda, where Mehal Endegagne School is located. He now lives in Sweden. After a long stay out of the country, he came to Ethiopia and went to the village where he was born to visit his parents*

and relatives. PTA and KETB members who knew his parents learned that he is a person who has respect for the community. PTA and KETB members, after welcoming him and expressing their happiness to his family regarding his visit invited him to observe attempts being made by the community to improve the school. Ato Seifu accepted the invitation with honor and went to visit the school. There, he learned that upon the initiative of BESO II CGPP, the community is working to improve the school. At the end of his school visit the guest handed Birr 5,000.00 in cash to the PTA and KETB and promised to donate Birr 10,000.00 more as support to the community's action to school improvement endeavors.

Students with Disabilities Receive Support Through Teacher's Initiative

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

CGPP Training Provides Broader Benefits

- *In two schools of the Sidama Zone, PTA and KETB members advise us that in addition to making use of the training provided by CGPP for school improvement, their communities have been using the training for other community development activities. In fact, one PTA member advises that he uses the training to help his family in their own personal financial planning.*

II. Amhara Region-CGPP

Cattle Donated

- *Chaja School near Gimjabet, Ankasha Guagusa Woreda, Awi Zone has 917 students (548 males and 358 females). For this number of students there are 15 teachers, of which 9 are males and 6 are females. Ato Amare Alemayehu serves as member of the PTA for the school and he is one of the members of the community who has worked hard for the upgrading of the school's grade level. During the community meeting, Ato Amare expressed his feeling that "the lesson that we have gotten from BESO II today could have initiated us to give our oxen had we not been poor. Though I am poor, I have goats, which my children shepherd in their free time. So I am giving one of the male goats, which I estimate to worth Birr 100, and promise to continue contributions in labor for school construction." Another person who was influenced by Ato Amare gave a female goat for the*

school. The contribution in cash continued and amounted to Birr 1,456. In a similar fashion there are people who delivered their heifers to schools.

- *Similarly, in Dangila Woreda, community members donated different types of animals to their schools. The animals donated included: 1 heifer, 1 young ox (Woyfen), 1 donkey, 4 sheep, 15 goats, and 10 hens.*

Be Part of the Solution

- *Kerer School is found in East Gojam Zone, Machakel Woreda. This school joined BESO II CGPP in 2002/03. The blackboards in Kerer School were made at the time the school was originally constructed. Therefore it was difficult to clearly see what is written on them. Due to other severe problems, however, the question of blackboards was not addressed during the Phase 1 school improvement activity. In the implementation of Phase 2, six blackboards were purchased for the school. The students learning in other classes visited the six classes with new blackboards and felt these classrooms were better than theirs. These students began caucusing in small groups if they can do some thing. Later they gathered together through their monitors and discussed and reached an agreement of purchasing more blackboards for their classes. Within a short period of time, the students contributed Birr 688. They informed the school of their decision and contributed money to the school's administration for implementation. Appreciating the activity of the students, the school bought the necessary materials to construct blackboards and the other eleven classrooms were furnished with new blackboards.*

The Solution is in the Problem

It was on Sunday the 2nd of January 2005. The compound of Felege Birhan School was really crowded with community members and people from six neighboring Kebeles. There were 1,265 people (900 males and 365 females). This school had joined the BESO II Community Government Partnership Program (CGPP) in April 2003.

The director described the condition of the school at this community meeting, pointing out that there were 16 classrooms without any maintenance. He contributed Birr 50 on his part and promised that all the teachers would contribute Birr 1,650 for the school. An elder who felt strongly about the situation of Felge Birhan talked about the condition in the past and today, and recited an Amharic proverb “ Fifty lemons are a load for a man, but jewelry for fifty people” and finally called the audience to make any contribution that they could.

The chairman of Felege Denjamie Peasant Association said that he had attended and learned in the Felege Birhan School and the school enabled him to lead the community. He earned a salary of Birr 200 per month and he gave his one-month salary for the school. The other Kebele, Sefi, chairman motivated by the chairman of Felege Denjamie, contributed Birr 100. And many promises including the SDA of the school (a promise of Birr 100) were made. Not only this but also prizes for lotteries were presented. Blanket, teapot, tape and radio were the lottery items. People were struggling to be enrolled for the lottery and an immense sale was made that day.

Finally an agreement was reached to make per head contribution of Birr 10. This resulted in a contribution of Birr 3,269.00 and then the meeting for the day was adjourned.

Two Early Marriage Cases

A man sent two of his daughters to Yitebako Primary School to start schooling at the beginning of the school year. Both of them attended grade one. In the meantime, the man changed his mind and entered into an agreement to offer his two daughters for marriage. The GAC of Yitbako School learned about the marriage plans. The GAC, through the school administration, wrote a letter to the Woreda Public Mobilization Office. The man was called and given a lesson on the physical and psychological harm early marriage has on his daughters. He was also informed that committing early marriage is illegal. The father was convinced and cancelled the marriage. The ox, which the father had bought for the ceremony, was sold and the money saved was used for more useful family activities. The two girls were asked what they feel. As they are young kids, they explained that they know nothing and want to continue learning.

The GAC of Yitebako School was also successful in aborting early marriages of 8 female students. Ertiban is a 12-year-old, grade six female student in Awja School. Her parents decided to arrange a marriage for her. This information reached the school and the school informed the KETB chairperson (Kebele Administrator). The Kebele Administrator and the school community tried their best to convince Ertiban's parent not to continue with the marriage. But her parents refused. The parents disseminated a rumor saying that they had a medical certificate as a testimony for her attainment of the age of maturity and proving that she is HIV negative.

This time the KETB head appealed to the Prosecution Office requesting that the office issue an order to stop this early marriage. The Prosecution Office wrote an order to stop Ertiban's marriage. However, Ertiban's family continued preparation for the marriage. The Kebele Administrator and other leaders went to Ertiban's house, but her parents hid themselves. Therefore, the Kebele leaders took Ertiban with them. Ertiban's parents slaughtered two oxen at night for the marriage ceremony. They also continued to send mediators to the Kebele Administrators. The Kebele administration refused the marriage and sent Ertiban home. On the day of the marriage, the food was eaten as if it were part of the religious events - Zikere. But the marriage was aborted. Community members said, "They learned from Ato Kassa's bitter experience". At the end, Ertiban said, "Thank you for saving me from death and I will never dropout of school".

In Kandach School Two Early Marriages Cancelled

Kandach First Phase Primary School is located in Awabel Woreda, East Gojam Zone. This is one of the several places where early marriage is exercised/practiced.

Abebayehu Haile and Malefia Benalf are both ten years old and are grade four female students in the School. Parents of these girls had arranged marriage although they are only ten years old. The information reached the GAC while their parents were preparing for the ceremony. Immediately GAC members went to the parents of these girls to ask them stop the marriages. But they failed to get agreement. However, the GAC members didn't give up. Rather, they called the parents of the two girls to

school and again advised them to cancel the marriage and to allow their daughters to continue their education. The GAC also explained to the parents that the act of early marriage is a crime and they will be taken to court for that. At last, the parents of both girls agreed to cancel the marriage.

After the marriage was cancelled Abebayehu said that her plan was to continue her lessons, support herself and lead a better life. However, she said, I was disappointed when I heard my parents had arranged marriage before I complete my education and at this very early age. Thanks to my teachers, it has been canceled.

The father of Abebayehu, Ato Bele Beza, explained the reason for arranging the marriage to his daughter by saying: others have invited me in this community during marriage ceremonies and now it was my turn to invite others. Thus, he arranged the marriage of his daughter. He went on to say that the GAC members came and asked me to cancel the marriage and I was unhappy at the beginning. With the concerted effort of the GAC I have come to learn what the fate of my daughter would be and at last I was convinced and have cancelled the marriage with pleasure.

The second girl, Malefia Benalf, said that she was disappointed when she heard that she was going to get married. Immediately, she explained. I remembered that the GAC taught us when such things happen: to report to the GAC when our parents arrange an early mirage for us. I decided to do that. In the meantime, the GAC had the information about my marriage from other sources and tried their best and my marriage was canceled. Now I am happy and can continue my education like my friends.

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

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

Support to Yejubie School from a Former Student

Ato Bewket Agedew is in his twenties and lives in Yejubie, Baso Liben Woreda town, East Gojam Zone. Now he is a Carpenter and was a former student of Yejubie Primary School. As a resident of Yejubie, he had the opportunity to attend the first phase project completion community workshop. After he saw what was happening to improve his former school, he promised to give the school 5 benches. Keeping his promise, he produced the benches himself and gave them to the school on June 15, 2005. On the occasion, Bewket noted that all those persons who once were educated

in this school, Yejube, have to support their former school. The cost of the benches is estimated to be Birr 300 and can serve 15 students in a single shift.

A Parent's ' Contribution to his Child's School

Ato Aderaw Mengest lives in Lemet, Enemay Woreda, East Gojam Zone. He has a child attending the Lemet School. The PTA/KETB invited him to attend a community meeting to discuss the conditions of the school. Ato Aderaw agreed to the idea of improving the school and contributed ten Birr. When he came to the school after two months, June 26, 2005, he observed lots of improvements: old classrooms were renovated; new additional classrooms and new latrine under construction; pictures posted on the walls; flowers planted in the school compound and garlic planted to generate income. He was amazed by the improvements and asked the school director how all these change were made possible in such a short time and where did you get the seeds and the water to grow the flowers and garlic in this dry time of the year? The school director replied 'The kids fetched the water from far away though the school had a non-functioning well and the seeds were also purchased'.

Ato Aderaw said, "I have known this school for the last 18 years and has never been as attractive as it is now. I am sure the kids like the school now." Then he brought the idea of renovating the water well in order to keep the flowers alive in the years to come and to enable the school generate income by cultivating garden plants and for that he expressed his readiness to renovate the old water well. He brought other persons to assist him to dig and renovate the well. He led the digging and renovation and finally the well become functional. Finally he said 'BESO II CGPP should be appreciated'. Ato Aderaw's contribution is estimated to cost Birr 200.

III. Benishangul-Gumuz Region-CGPP

Returning to School

Traditional marriage practices are one among the several factors for dropouts in Benishangul-Gumuz. Since returning to school after marriage is seen as a taboo for many rural girls and their families, almost all married men and women were not willing to return to schools after they get married. To reverse this situation, the SDAs and PTA members planned to raise this issue and discuss it with married couples, their families and community members. Though time taking and tiresome, they succeeded in returning many married women and men to school. For example, in Garabech, Bambasi Woreda, 20 married women and men are back to school after their marriage in 1996 E.C. All of them had completed 1996 E.C academic year and were promoted to the next grade.

Seeking Support from other NGOs

The PTAs and KETBs are taking significant steps and are playing a lead role in seeking support from other NGOs. Upon submitting proposals many schools have secured financial and material support from NGOs operating in the region. For Example, Almetema first cohort CGPP School received 70 combined desks, 1

typewriter, 37 reference books, 1400 exercise books, 280 school bags and pens for girl students from IRC.

Celebrating School Day

On June 27, 1997 more than 1500 parents gathered in Ya'a Beledeges school to celebrate the school day of the year. During the ceremony the participants contributed Birr 925.85 for school improvement. Moreover, the parents were informed about the academic achievements of their children and on the occasion the school gave prizes to children with good academic achievements. Not only students but also strong and dedicated PTA members who worked hard to improve the school have also been given prizes to encourage other committee members in other schools.

20. Assessment of Progress

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

- The involvement and support of the community, local government, KETBs, PTAs, GACs and other stakeholders has been considerably strengthened over time;
- The coverage of the program has reached 100% of the targeted 1800 schools;
- Parents' awareness of the value of education for their children, the need to address equity and quality in education and the steps they can take to support education has increased as a result of participation in the CGPP program;
- Community awareness of the importance of sustainability of school improvement activities and sense of ownership increased as a result of the long-term efforts by WLE to address issues of sustainability.

21. Problems Encountered and Challenges

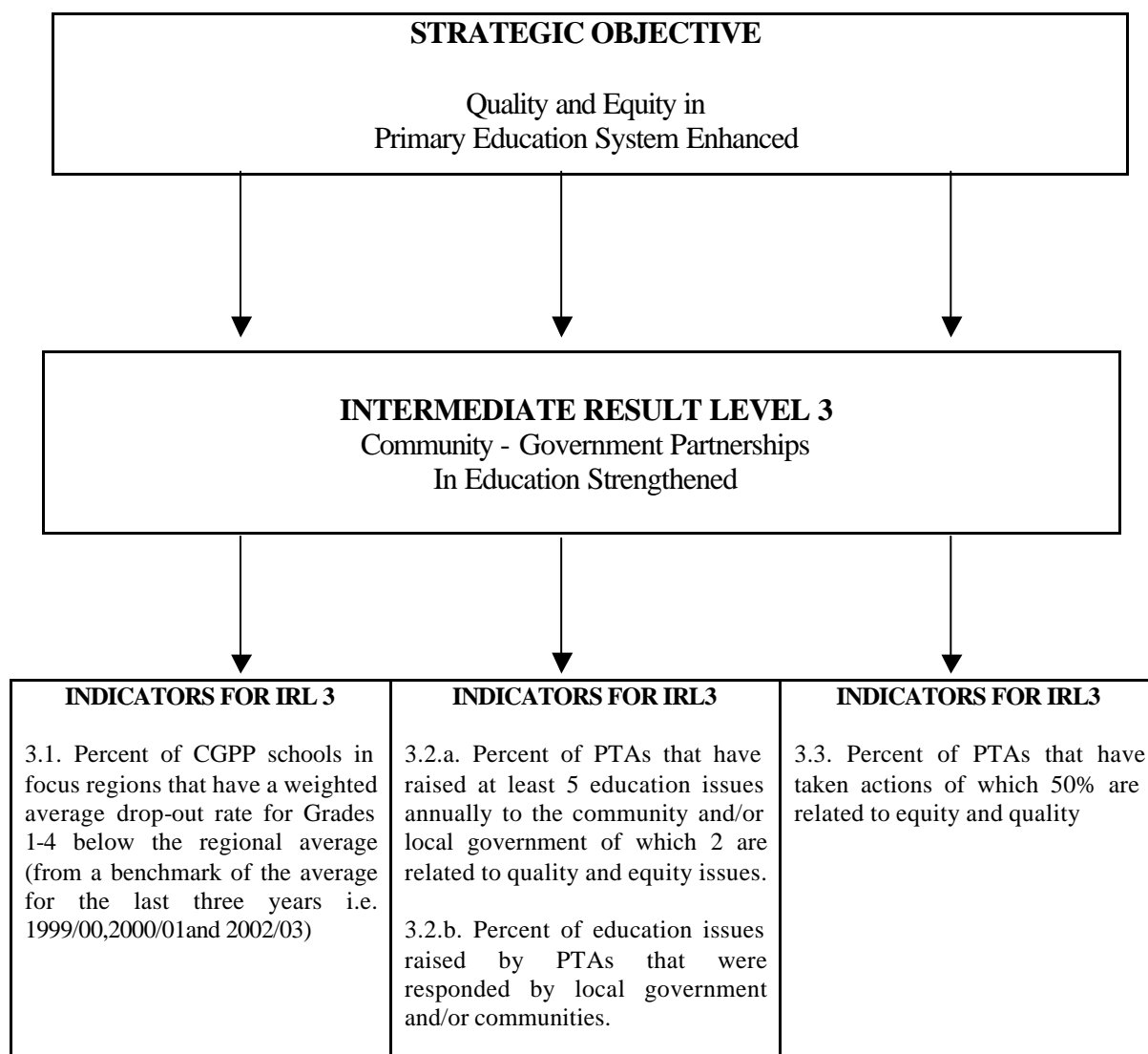
- Staff turnover of government personnel at different levels, and large-scale transfer of primary school principals in the regions has necessitated retraining and use of additional resources to raise awareness of the newly assigned replacements. This is a constant problem beyond the control of WLE that will impact significantly on the long-term sustainability of CGPP;
- Staff turnover has also resulted in loss of data and disruption of planning and the underlying activities in a significant number of CGPP schools. This is because when government personnel get transferred, they rarely orient their replacements and invariably take CGPP training materials with them even if they are assigned to activities having no relationship to CGPP;
- Mothers are insufficiently active and involved in affairs of the school is a missed opportunity that must be addressed.

- Women are severely underrepresented among the ranks of education officials and others in decision-making positions. This significantly affects decision making about issues related to girls as well as diminishing opportunities for women to move higher in the educational career ladder.
- Schools continue to lack water that is potable and easily accessible to children who currently spend long hours in school without water. This has an impact on both health and learning. Moreover, it may dissuade many children from attending school or serve as an impetus for them to drop out.
- Lack of attention of some KETB leaders, in some places, to school affairs, being taken away by other activities and absence of experience to delegate others has retarded progress in those locations;
- Increasing distance of newly engaged schools in CGPP compared to those that ‘graduated’, and limited transportation availability for SDAs is becoming an increasingly serious implementation factor. While USAID has authorized us to procure more motorcycles, this will still be a concern;
- Very few female participants are nominated for participation in trainings and workshops either by communities or government despite project efforts to increase their representation in CGPP activities.

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APPENDICES

Appendix 1: Strategic and Intermediate Objective Levels and Indicators



Appendix 2: Sub – Intermediate Result Levels and Indicators

<p>SUB – INTERMEDIATE RESULT LEVEL 3.1</p> <p>Regional, Zonal, Woreda and Kebele Support to Community Involvement in School Management Strengthened</p>	<p>SUB - INTERMEDIATE RESULT LEVEL 3.2</p> <p>Parents and Communities more Engaged in School Management</p>	<p>SUB - INTERMEDIATE RESULT LEVEL 3.3</p> <p>Community - Government Innovations and Alternative Approaches to Education Developed for Disadvantaged Groups</p>
<p>INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.1</p> <ul style="list-style-type: none"> • Number and percent of schools that are visited by WEO at least once a year • Average number of visits per school by WEO per year • Number of WEO contacts with PTA and/or community • Percent of PTAs that have collaboration from woreda officials in the development and implementation of their plans • Number of times local educational development officials involved in capacity building of PTAs* 	<p>INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.2</p> <ul style="list-style-type: none"> • Average number of days PTAs engaged in school yard observation • Number of meetings by PTAs, community leaders and parents to discuss school issues • Number and percent of communities that contributed to school development activities • Number of parents/community members that participate in activities • Percent of communities that have contributed as per their plan 	<p>INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.3</p> <ul style="list-style-type: none"> • Number of disadvantaged children who are attending alternative education • Number of communities that have adapted flexible school calendar • Number of communities that have implemented culturally sensitive school practices • Number of schools with localized curriculum • Number of non – formal education centers established • Number of meetings/ consultations between government and disadvantaged communities

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

Region	Year							Total No. of schools	
	2002 - 2003 (1995 E.C)		2003 – 2004 (1996E.C)		2004 - 2005 (1997E.C)			All Cohorts	Actively Engaged
	No. of 1st Cohort Schools	No. of 2nd Cohort Schools	No. of 3rd Cohort Schools	No. of 4th Cohort Schools	No. of 5th Cohort Schools	No. of 6th Cohort Schools	No. of Schools Graduated		
Amhara	100	100	200	152	320	246	200	1,118	918
SNNP	70	73	144	28	260	-	143	575	432
Benishangul Gumuz	20	20	12	20	35	-	40	107	67
TOTAL	190	193	356	200	615	246	383	1,800	1417

Appendix 4: WLE CGPP Woredas

Appendix 4.1: SNNPR WLE CGPP Woredas

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

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

Appendix 4.2 WLE CGPP Woredas in Benishangul-Gumuz Region

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

Appendix 4.3 WLECGGP Woredas in Amhara Region

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

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

Appendix 5: WLE CGPP Zones

Appendix 5.1: SNNPR WLE CGPP Zone

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

Appendix 5.2: Benishangul Gumuz Region WLE CGPP Zone

No.	Zone
1	Assosa
2	Kamashi
3	Metekel

Appendix 5.3: Amhara Region WLE CGPP Zone

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

Appendix 6: WLE CGPP Plan for School Intake and Exit by Year, Quarter, Region and Cohort

Region/Cohorts	Year I 1995 (2002-03)				Year II 1996 (2003-04)				Year III 1997 (2004-05)				Year IV 1998 (2005-06)				Year V 1999 (2006-07)				Year VI 2000(2007-08)		Total Schools
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
	JUS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	
Amhara Cohort 1	100																						100
Cohort 2			100																				200
Cohort 3					200																		400
Cohort 4							100																500
Cohort 5								200															700
Cohort 6									200														900
Cohort 7										218													1118
SNNPR Cohort 1	71																						71
Cohort 2			73																				144
Cohort 3					144																		287
Cohort 4								72															359
Cohort 5								72															431
Cohort 6									72														503
Cohort 7										71													575
B. Gumuz Cohort 1	20																						20
Cohort 2			20																				40
Cohort 3					12																		52
Cohort 4							20																72
Cohort 5								15															87
Cohort 6									20														107
New Intake	191		193		356		120		359	292	289												1800
Exit								191		193		356		120		359	292	289					
Aggregate			384		740		860		1028	1127	1416	1060		941		582	290	0					

Appendix 7: WLE CGPP Actually Implemented Plan for School Intake and Exit by Year, Quarter, Region and Cohort

Region/Cohorts	Year I 1995 (2002-03)				Year II 1996 (2003-04)				Year III 1997(2004-05)				Year IV 1998 (2005-06)				Year V 1999 (2006-07)				Year VI 2000(2007-08)		Total Schools
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	
Amhara Cohort 1		100																					100
Cohort 2				100																			200
Cohort 3						200																	400
Cohort 4								152															552
Cohort 5									320														872
Cohort 6										246													1118
SNNPR Cohort 1		70																					70
Cohort 2				73																			143
Cohort 3						144																	287
Cohort 4								28															315
Cohort 5										260													575
B. Gumuz Cohort 1		20																					20
Cohort 2				20																			40
Cohort 3						12																	52
Cohort 4								20															72
Cohort 5										35													107
New Intake		190		193		356		200		615	246	<i>No New Intake, All Schools are integrated in the program →</i>										1800	
Exit									190		193			356		200		615	246				
Aggregate				383		739		939		1554	1800	1800 Schools From All The Three Regions Assisted By CGPP											
Actively Engaged		190		383		739		939		1364	1610	1417		1061		861		246	0				

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

Region/Cohorts	Year I 1995 (2002-03)				Year II 1996 (2003-04)				Year III 1997 (2004-05)				Year IV 1998 (2005-06)				Year V 1999 (2006-07)				Year VI 2000(2007-08)		Total Schools
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	JFM	AMJ	JAS	OND	
Amhara Cohort 1		100																					100
Cohort 2				100																			200
Cohort 3						200																	400
Cohort 4								152															552
Cohort 5									320														872
Cohort 6										246													1118
SNNPR Cohort 1		70																					70
Cohort 2				73																			143
Cohort 3						144																	287
Cohort 4								28															315
Cohort 5									260														575
B. Gumuz Cohort 1		20																					20
Cohort 2				20																			40
Cohort 3						12																	52
Cohort 4								20															72
Cohort 5									35														107
New Intake		190		193		356		200		615	246												1800
Exit									190		193		356		200		615	246					
Aggregate				383		739		939		1554	1800	1416	1060		941		582	290	0				
Training and Workshop	WOW I SOW I SDAT I		SOW II WOW II (SDAT I SNNPR) PTA/KETB Training		SOW III WOW II (SDAT II Amhara) TOT PTA/KETB		SOW IV TOT II, SW I PTA/KETB Training		SOW V, VI, SW II PTA/KETB		SOW VII, SOW III PTA/KETB		SOW IV, SOW V										

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

Appendix 9: Summary of Contributions Made to School Improvement Activities in the Third Implementation Year (July 2004 - June 2005)

Region	Quarter	Number of CGPP Schools	Type and Source of Contributions						Total (Birr)
			Community & School			Government & Others			
			Cash	Material	Labor	Cash	Material	Labor	
Amhara	I	552	648,219.74	233,825.48	282,295.35	27,080.00	159,058.57	2,528.30	1,353,007.44
	II	872	449,690.45	325,936.33	242,003.38	23,426.87	2,319.00	16,592.78	1,059,968.81
	III	1,118	1,644,652.43	373,595.11	520,015.64	131,333.65	88,350.53	0.00	2,757,947.36
	IV	1,118	2,181,625.49	924,086.47	821,306.44	121,443.48	450,327.07	1,223.47	4,500,012.42
Region Total		1,118	4,924,188.11	1,857,443.39	1,865,620.81	303,284.00	700,055.17	20,344.55	9,670,936.03
Benishangul-Gumuz	I	72	41,726.00	39,762.70	29,665.33	-	-	-	111,154.03
	II	107	39,689.55	47,056.80	102,876.10	-	-	-	189,622.43
	III	107	45,958.20	31,461.64	42,990.00	4,214.10	2,892.00	-	127,515.94
	IV	107	68,162.15	57,724.45	88,983.22	14,028.00	5,013.00	180	234,090.82
Region Total		107	195,535.90	176,005.59	264,514.65	18,242.10	7,905.00	180.00	662,383.22
SNNPR	I	315	341,728.40	110,010.00	115,023.61	17,413.00	67,647.00	-	651,822.01
	II	575	530,928.75	191,111.75	219,305.95	53,225.74	16,520.00	-	1,011,092.19
	III	575	89,774.30	247,336.60	115,231.00	20021.95	70,603.00	-	1,342,966.76
	IV	575	1,016,131.00	266347.7	195833.8	116,881.80	32,011.00	-	1,627,205.30
Region Total		575	1,978,562.45	814,806.05	645,394.36	207,542.49	186,781.00	0.00	3,833,086.35
Total ETB /Year		1,800	7,098,286.46	2,848,255.03	2,775,529.82	529,068.59	894,741.17	20,524.55	14,166,405.62
Total USD / Year*		1,800	827,306.11	331,964.46	323,488.32	61,663.01	104,282.19	2,392.14	1,651,096.23

* 1 USD = 8.58 ETB

Quarter periods

Quarter I: July - September

Quarter II: October - December

Quarter III: January – March

Quarter IV: April – June

Appendix 10: Project to Date, Summary of Contributions Made to School Improvement Activities (July 2002- June 2005)

Region	Quarter	Contributions in Implantation Year I (July 2002 – June 2003)	Contributions in Implantation Year II (July 2003 – June 2004)	Contributions in Implantation Year III (July 2004 – June 2005)	Total Project to Date
Amhara	I	–	736,835.85	1,353,007.44	2,089,843.29
	II	–	490,643.63	1,059,968.81	1,550,612.44
	III	460,163.70	1,034,284.61	2,757,947.36	4,252,395.67
	IV	1,292,483.23	2,215,092.83	4,500,012.42	8,007,588.48
	Year Total	1,752,646.93	4,476,856.92	9,670,936.03	15,900,439.88
Benishangul Gumuz	I	–	66,271.00	111,154.03	177,425.03
	II	–	69,812.00	189,622.43	259,434.43
	III	52,038.00	44,767.00	127,515.94	224,320.94
	IV	81,886.00	162,482.00	234,090.82	478,458.82
	Year Total	133,924.00	343,332.00	662,383.22	1,139,639.22
SNNPR	I	–	450,651.00	651,822.01	1,102,473.01
	II	–	429,463.00	1,011,092.19	1,440,555.19
	III	226,404.00	1,058,486.00	1,342,966.76	2,627,856.76
	IV	187,738.00	831,907.00	1,627,205.30	2,646,850.30
	Year Total	414,142.00	2,770,507.00	4,633,086.26	7,817,735.26
Total		2,300,712.93	7,590,695.92	14,966,405.51	24,857,814.36
USD*		\$268,148.36	\$884,696.49	\$1,744,336.31	\$2,897,181.16

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

**Appendix 11: Project to Date, Number of Schools that Received School Incentive Award By Implementation Year and Quarter,
(01 July 2002 - 30 June 2004)**

Region	Quarter	Implementation Year I				Implementation Year II				Implementation Year III				Total
		No. Of Schools			Total SIA Paid	No. Of Schools			Total SIA Paid	No. Of Schools			Total SIA Paid	
		P1	P2	P3		P1	P2	P3		P1	P2	P3		
Amhara	I	-	-	-	-	51	-	-	127,500.00	59	30	-	252,500.00	380,000.00
	II	-	-	-	-	15	-	-	37,500.00	83	1	-	211,000.00	248,500.00
	III	17	-	-	42,500.00	-	-	-	-	26	36	125	941,000.00	983,500.00
	IV	117	-	-	292,500.00	165	168	-	1,000,500.00	454	265	-	2,062,500.00	3,355,500.00
	Year Total	134	-	-	335,000.00	231	168	-	1,165,500.00	622	332	125	3,467,000.00	4,967,500.00
Ben. Gumuz	I	-	-	-	-	19	-	-	47,500.00	7	13	-	63,000.00	110,500.00
	II	-	-	-	-	1	-	-	2,500.00	13	8	-	60,500.00	63,000.00
	III	-	-	-	-	-	-	-	-	-	-	5	30,000.00	30,000.00
	IV	20	-	-	50,000.00	-	19	-	66,500.00	10	12	20	187,000.00	303,500.00
	Year Total	20	-	-	50,000.00	20	19	-	116,500.00	30	33	25	340,500.00	507,000.00
SNNPR	I	-	-	-	-	65	-	-	162,500.00	88	58	-	423,000.00	585,500.00
	II	-	-	-	-	6	-	-	15,000.00	6	24	-	99,000.00	114,000.00
	III	-	-	-	-	10	15	-	77,500.00	26	63	39	519,500.00	597,000.00
	IV	58	-	-	145,000.00	69	63	-	393,000.00	127	50	6	528,500.00	1,066,500.00
	Year Total	58	-	-	145,000.00	150	78	-	648,000.00	247	195	45	1,570,000.00	2,363,000.00
Total		212	-	-	530,000.00	401	265	-	1,930,000.00	899	560	195	5,377,500.00	7,837,500.00
USD					61,771.56				224,941.72				626,748.25	913,461.54

* 1USD = 8.58 ETB

