ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

PERFORMANCE ASSESSMENT OF COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CSPP) IN ITANG WEREDA OF GAMBELLA REGION

KOANG JOCK PATHOT

June, 2017

Addis Ababa, Ethiopia

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

PERFORMANCE ASSESSMENT OF COMMUNITY SCHOOL PARTNERSHIP PROGRAM (CSPP) IN ITANG WEREDA OF GAMBELLA REGION

KOANG JOCK PATHOT

A Thesis Submitted to
The Department of Project Management

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts (Project Management)

June, 2017

Addis Ababa, Ethiopia

Addis Ababa University
School of Graduate Studies

This is to certify that the thesis prepared by Koang Jock, entitled: *Performance assessmentof Community School Partnership Program (CSPP) in ItangWereda of Gambella Region*and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Project Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

_____
Chair of Department or Graduate Program coordinator

ACKNOWLEDGEMENT

First and foremost, I thank and praise almighty father who has given me his perfect endurance, power, and victory he armed me with through all challenges I had encountered physically, mentally, financially, socially and academically up to the completion of my education. Further, I forward my special thanks to my thesis advisor Dr. WubishetBekalu who has devoted much of his time in correcting, commenting and advising me with valuable professional assistance.

I am again giving thanks to all friends for their financial and emotional support they have given me during the study. Finally, I am giving thanks to all officials from woreda offices and regional education bureau, former project staff, school directors, teachers, supervisors and students who took time from their busy schedules to be interviewed for this assessment.

Without their willingness and openness, the study would not have produced this unique insight.

The Researcher

ABSTRACT

The purpose of the study was to assess the performance of Community-School Partnership Program (CSPP) and its effects in Itangwereda of Gambella region. The study was attempted to answer the following research questions: what were the perceptions of community in the CSPP implementation,the kind of support provided by CSPP based on its program objectives and indicators, and the extent to which does the program made differences on the educational indicators (enrolment, attendance, performance/promotion and retention) of targeted community. To accomplish this purpose, the study employed a mixed model approach of descriptive and survey designs. The study was carried out in purposefully selected 1 Woreda and 5 primary schools of Itangwereda. The respondents were 20 teachers ,100 students 16 experts from both RSEB and woreda offices, 10 principals, 3 Wereda office heads, 2 supervisors,4 former project staff, 45 KETBs,GEACs and PTAs members were selected by using both purposive and random sampling techniques. Interview was utilized for Wereda office heads and supervisors. Whereas GEACs, KETBs and PTAs participated in FGD. Both descriptive and inferential statistics were used. The descriptive statistics were Percentage, mean rank and standard deviation. But inferential statistics were chi square, t-test and Post Hoc test was utilized. The quantitative data obtained from the respondents tabulated, analyzed and interpret through descriptive statistics. Whereas qualitative data obtained through interview, FGD and document analysis were analyzed by using narration. The results of the study reveal that the community perception about CSPP importance, responsibility and sustainability was sufficient. Gross enrollment has grown and the enrollment of girls has expanded, dropout rates are decreasing and completion rates increasing, particularly for the first cycle. Some teachers have adopted and put into practice what they have learned about student-centered, active learning, continuous assessment, group learning, and managing large classrooms. CSPP supported training and technical assistance for woreda and RSEB experts and other staff have helped improve their capacity and data management and support for school clusters. It was observed that grant awards have been used for the construction of latrines for boys and girls, improved classrooms, fences, provision of potable water, and income-generating activities to provide needed support supplies. The effect of CSPP on community engagement and support has been significant. Specifically, PTAs and KETBs have been strengthened, community involvement has increased, and school-community partnerships are active still now. In the schools visited, there

was little evidence of materials to support teaching and learning in the classroom. In the study wereda, innovations are being spread by active mentoring by members of PTAs/KETBs of schools receiving USAID/ CSPP assistance to their colleagues in neighboring schools. GEACs have made a substantial effect on the enrollment and persistence of girls in the study area. That means the effects have been through capacity building and institutional systems strengthening as through direct inputs to schools. The CSPP was a very helpful program for Itang specialwereda and Gambella region and it is to be commended for playing its part in ensuring the improvement of quality primary level education. In order to alleviate factors for the sustainability of CSPP, Gambella RSEB and Itang WEO have responsibility to create awareness to the community and stakeholders about the importance of CSPP objective as well as making an effort to get similar project support.

Key words. USAID,CSPP, Itang special wereda, Gambella, primary school

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF ANNEX

LIST OF SOME ABBREVIATION AND ACRONYMS

BEP	Basic Education Program
BESO	Basic Education System Overhaul
CSPP	Community-Schools Partnership Program
GFDRE	Government of the Federal Democratic Republic of Ethiopia
GEAC	Girls' Education Advisory Committee
GER	Gross Enrollment Rate
IR	Intermediate Result
KHEW	Kebele Health Extension Worker
KETB	Kebele Education and Training Board
MDG	Millennium Development Goals
MIS	Management Information System
NLA	National Learning Assessment
OVC	Orphans and Vulnerable Children
PTA	Parent-Teacher Association
RSEB	Regional State Education Bureau
SDC	School Development Coordinator
TDP	Teacher Development Program
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WCC	Woreda Coordinating Committee
WEO	Woreda Education Office
WHO	Woreda Health Office
WoWE	Wereda office of water and energy
PMIS	Personnel Management Information System

CHAPTER ONE

INTRODUCTION

1.1 Background

There is no single uniform measure for project success. As referred the term of success covers a broad area and is not easy to be defined (Morteza and Kamyar, 2009). We don't definitely know if the dimensions of success differ between different project types and what dimensions should we add for more complex projects. When a project deemed successful is based on specific success factors. Those factors might not be the success factors in another one. Morteza&Kamyar, (2009) also mentioned that what appears to be accepted in one project may have the opposite effects in another project. By a short historical review, the last five decades we can see that project success is specified by meeting the time, cost and quality criteria.
In the 1960's the measures of project success it was just on a finishing and operational basis. Most of the earlier studies (1980s) which were concerned, being determined on a basis of time, cost and quality.

Project effectiveness is usually referred as project success in most of the Project Management literature. Project success has attracted the attention of many researchers over the past years. As defined from Wikipedia, the free encyclopedia, success is "a level of social status, achievement of an objective, the opposite of failure". There is no uniform measure to what constitutes project success or project effectiveness.

Further, performance monitoring is primarily concerned with program activities and outputs. It thus involves the left side of the causal chain that leads from program activities to desired impacts, while impact assessment deals with the right side of the causal chain. Performance monitoring is an important management function that is best carried out by internal program staff with quick feedback to allow mid-course adjustments to be made in program operations. Impact assessment is best done by independent analysts, albeit in close consultation with program

management, and has a longer turnaround time (USAID, 2006). In addition to performance monitoring, programs also conduct mid-stream or ex-post evaluations (Wollebaek and Selle, 2002).

Tracking indicator performance, as in the performance measurement plan (PMP), does not ensure program impact. It may be, for example, that defined targets at the sub-sector and firm levels are achieved after the program's inception, yet they would have been met anyway because their movement is explained primarily by factors other than the program. By the same token, failure to meet indicator targets may also be explained by external factors; performance could have been even worse in the program's absence (USAID, 2006).

There is a growing need to measure the contributions that new generation partnership programs make to private sector development and economic growth with poverty reduction. USAID, for example, has declared its desire to invigorate the "culture of evaluation" within the Agency and become more of a "learning organization." It was referred to "new responsibilities to focus on performance results and accountability," indicating a renewed commitment at USAID to more cost-effective programming (USAID, 2006).

Other donors are likewise feeling pressure to demonstrate the impacts of their partnership programs, if only to justify additional commitments of funds to their assistance programs. Impact assessment is already widely applied in other areas of development for instance, in programming for health, education, and social welfare but its application to most programs is in its infancy (USAID, 2006; Wollebaek and Selle, 2002).

Community participation is the active involvement of communities in the planning, designing, coordinating, executing, supervising, monitoring and evaluating projects for better education delivery. In many sectors, community participation has been adopted as a strategy for reasons such as equity, efficiency and social cohesiveness. Parents and community participation is one of the five key elements common to school effectiveness models, the others being learned, teaching, responsiveness to children's needs and management (Tam and Chan, 2009).

The school partnerships like families and communities aimed at improving school programs and school climate, thus improving educational delivery so that more children learn better and are well prepared for the changing world (Epstine *et al.*, 2002). Policymakers, educators, and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality (Epstine, Sanders, Simon, Salinas, Jansorn, and VanVoorhis, 2002).

The government of Ethiopia, under the education sector, put a strategic plan in order to achieve the intended goal of education. This plan is successfully implemented by the help of making close relation with stakeholders including parents, NGO, local government and community and religious organization.

NGO involvements on education are as one of the strategies in increasing access, improving quality and ensuring equity in education (Edo *et al.*, 2002). As a result of that there are many multilateral, bilateral and non-governmental organizations engaged in improvement of primary education in different regional states of Ethiopia. Save the Children-US is one of nongovernmental organization which is implementing this in Afar, Gambella, Oromiya and Somali regions. It was responsible for helping communities to increase the number of children, particularly girls, who were attending schools, and for helping communities increase both their willingness and their capacity to improve the quality of their schools (SC-USA, 2005).

The aim of this study is to assess the performance of CSPP, its effects on primary schools in Itang special woreda of Gambella region.

1.2 Statement of the Problem

The Community-Schools Partnership Program (CSPP), targets 1,800 primary schools in some of the most disadvantaged parts of the country; in addition to support for education, CSPP provides support for water, health and sanitation. The CSPP is a three-year contract signed in February

2008. It has received a cost and time extension for a current scheduled end date of August 2011 (USAID, 2010).

The ultimate goal of CSPP is to strengthen community-school partnerships for education through the USAID. Before the USAID-funded projects, PTAs and KETB were only symbolic, now they are fully functioning owners of most schools. Since the beginning of USAID-funded project, parents and members of the community not only drop in for a visit to the school, but also exercise bona fide ownership of the school. USAID's providing small amounts of money to schools; the entire community was mobilized to support the school in the construction of new classrooms and in some cases entire schools, pedagogical centers, libraries and other structural changes. The impact of school incentive awards on community engagement and support has been significant. Specifically, PTAs/KETBs have been strengthened, community involvement has increased, and a community school partnership is realized. School and community committees provide a variety of support services from basic food, clothing and other needs to mentoring support in school for highly vulnerable children (USAID, 2010).

Therefore, the main reason that attracted the researcher to study the performance of the of CSPP and its sustainability in primary education was that the assessment of its performance had not been done by anybody or agency in the region. The current evaluation covered the progress made since the beginning of the project andtheeffectsthat comes as the result of the intervention in five primary schools in Itang district in Gambella region.

1.3 Research Questions

In order to make a systematic evaluation and analysis of the performance of USAID/CSPP in Itang special wereda of Gambella region, the study is guided by the following three basicresearch questions:

1. What were the perceptions of community in the CSPP implementation?
2. What kind of support provided by CSPP based on its program objectives and indicators?
3. To what extent does the program made differences on the educational indicators (enrolment, attendance, performance/promotion and retention) of targeted community?

1.4 Objective of the Study

1.4.1 General objective

The major objective of this study was to assess the performance of CSPP, its effects on primary schools found in Itang special woreda of Gambella region.

1.4.2 Specific objectives

1. To identify the perception of community in the CSPP implementation.
2. To identify support provided to beneficiaries based on CSPP program objectives and indicators
3. To assess the difference in performance of CSPP program on the educational indicators (enrolment, attendance, performance/promotion and retention) of targeted community?

1.5 Significance of the Study

Performance of CSPP and its effects on primary schools, specifically community participation practice in the program sustainability for improving primary education of the woreda was examined in the study. So, the study may help the regional education policy makers about community participation issues during and after the CSPP implementation. It may serve as a tool to solve community participation problem in not only primary schools but also others levels in educational setting in the region. It will also help the school leaders and stakeholders how to prepare awareness raising training to the community for sustainable community participation in the primary education. In addition, in Itang special woreda, the impact of CSPP project in primary schools was not yet studied locally. So this study may serve as a starting point for other researchers who would like to undertake further and in depth study.

1.6 limitation of the Study

This study focused on the performance of CSPP on five primary schools in Itang special woreda, program implementation, evaluation and the community participation practice currently in the improvement of primary education of the woreda by taking WEO heads, experts, supervisors, primary school principals, teachers, KETBs, PTAs and students. Because the research would not be manageable if all schools are included, only 5 primary schools were included in this study out of total CSPP primary schools in the wereda. It would have been better if the others CSPP

schools within the woreda were incorporated. Due to the time constraint and security situation in the region, the study was limited to only five primary schools in Itangwereda. Furthermore, the respondents were reluctance to give responses on time.It is almost after two or three appointments, were voluntary to give their data then the researcher collects the data.

1.7 Operational Definition of Key Terms

Assessment: - is the ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgments.

CSPP: - it is an educational program designed by USAID and governments, the objective of the program achieved through cooperation between community school and local governments.

Project performance or successis "a level of social status, achievement of an objective, the opposite of failure".

Community: - is a group of people living in the same area and sharing the same value, it is a group structure, whether formally or informally organized.

Contextual Constraints: - it is during the process of educational program or project implementation an obstacle or limitation for the success of the intended goal.

Facilitating factor: - it is negatively affect the educational process due to lack of educational raw materials, lack of training, lack of implementer skill and unsafe environment.

Impact assessment-is an evaluation whose purpose is to attribute outcomes and impacts to project operations.

Implementation: - it is the carrying out, execution or practice a plan, a method or any design for implementing project activities.

Partnership: - A relationship between individuals or groups that is characterized by mutual co-operation and responsibility, as for the achievement of a specified goal.

Primary school: the education level that include grade one to eight where the official age to begin the level is age seven and divided in to first cycle and second cycle.

Sustainability: - it is the process of continuous Improvement. The ability of an educational ecosystem maintains scholastic processes, functions, diversity productivity, and in to the future.

1.8. Ethical Consideration

This researcher will conduct the research by taking into an account all ethical considerations based on professional ethics. On this basis, the researcher will first and foremost introduce himself. Then, informed all interviewees about the objectives and aim of the study and give them the aptitude to participate in the research and the ability to withdraw later if not comfortable with proceedings. The organizations and participants participating in this study will be guaranteed anonymity by the researcher. Fictitious or hypothetically assumed or accepted will be ascribed to them and their statements or quotations in the research will be used with due respect.

1.9Organization of the thesis

The study has five chapters. The first chapter is the introduction focused on providing background information on the CSPP in Ethiopia. In this section, it was tried to state the problem clearly and the main objectives of the study and its significance for practice or knowledge. For the purpose of the research, basic operational terms were also defined here. The second chapter discuss about the literature review covered in relation to the study.

The third chapter, which is the methodology, includes the study areas, study participants and sampling procedures. Data collection instruments such as interviews and FGDs and data analysis techniques for both quantitative and qualitative data were indicated separately. The fourth chapter is about the result and discussions section. The major findings of the study were discussed based on each basic research question. The last chapter consists of conclusions and recommendations. Conclusions made based on the findings of the study. In addition, the recommendation section showed specific actions that other NGOs, the community, schools and PTAs could do to support the education of the community, particularly girls and the need for further studies to enhance education and to reach the unreached or excluded for different reasons.

CHAPTER TWO

REVIEWOF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature starting from the regional profile and education status of the Gambella region. The chapter also goes further into rationales for community involvement in schools, Characteristics of models of community participation in education, Strengths of community schools' factors affecting community participation and community involvement in education. Finally, it describes literatures about USAID CSPP overview and the effects of community participation.

2.2Education Sector of Gambella Regional State

2.2.1 Regional profile

Gambella region is found on the southwest corner of Ethiopia bordered by the Sudan, Oromia, Southern Nations Nationalities and Peoples, and BenshangulGumuz Regional States. The region is inhabited by five indigenous communities the Nuer, Anyua, Majang, Komo and Oppo as well as other ethnicities and communities resettled and working in the region. Resettled communities are indicated to comprise about 20% of the total rural population in the region. The Nuer and Anyua constitute the numerical majorities in the region. Although the regional state is divided into three zones of administration all inhabitants live across the territories in a composite manner (Gudisa and Getachew, 2010).

An estimated 85 % of the population in the region lives in rural areas and subsist on agriculture and agro-pastoralism. It is indicated that more than half the general indigenous population lives in absolute poverty. The population is also highly affected by floods and droughts associated to the river-bank-based settlement and livelihood they lead, making the region a food insecure and emergency region (Gudisa and Getachew, 2010; Melesse *et al.*, 2014).

In most woredas of the region the settlement of the population follows the banks of river Baro, on which they cultivate and depend upon. However, during the wet season the banks are flooded

highly displacing all or most of these communities and creating severe shortages of food. In addition inter-clan and ethnic conflicts have been predominant in some woredas adversely affecting the lives of the people (Gudisa and Getachew, 2010).

2.2.2 Education profile in the region

In the region around 91,470 students were enrolled in some 237 schools* in the year 2009/2010 in all pre-primary, primary and secondary schools, of which 38,641 (42.2%) were female. The percent share of girls enrolled in educational institutions in different levels, i.e. in preprimary and primary schools throughout the region the percent of girls enrolled reaches to 43.67%, in first cycle secondary schools (grade 9 and 10) girls constitute 32.33%, and 6.83% share in enrolment of second Phase secondary education (preparatory education grade 11 and 12). There were also close to 8,139 children enrolled in ABECs throughout the regional state. Regarding schools and educational institutions, there are 11 kindergartens, one primary school in every kebele (some kebeles may not have primary schools due to remoteness but these have ABECs instead), 11 High Schools, of which only two provide preparatory (grade 11 and 12) education, and five colleges (three government-run and two run by NGOs) of which four are Technichal and Vocational Education Training centers and a Teachers and Health Science College. There are also 85 ABECs that are situated in areas where it is difficult for children to go to school due to distance of villages to schools in the kebeles(Gudisa and Getachew, 2010).

2.3. Defining community schools

A definition of community schools is difficult and not often attempted in program literature (Miller-Grandvaux and Yoder, 2002). Community participation can be seen, however, as the defining aspect of community schools, but the term covers a wide range of activities. Project initiators use a range of modes to involve communities: from simply “telling” (giving information or directions) all the way to “empowering” and “emboldening” (communities given skill and permission to support the innovation or encouraged to take their own initiatives in support of the program) (Andrea and Bossert, 1998). A significant difference also exists between providing labor for building and having responsibility for school management, though both are forms of community participation (Miller-Grandvaux and Yoder, 2002).

Another definition of community schools, including a high level of local participation, specifies community roles more clearly. Communities have significant responsibilities in "creating, constructing, financing, and managing the school, recruiting and paying teachers, and procuring school materials" (Karen, 1999). They differ from government schools in their funding sources, governance, management structure, organization, and, often, curricula.

The target populations are also part of the defining characteristics of CARE's community schools world-wide. While CARE's framework gives a number of elements that distinguish community schools, it notes that not all community schools have these elements. Community schools provide educational opportunities for underserved groups (rural poor, ethnic minorities, girls) at a sustainable cost. They are located within communities that don't have easy access to public schools (Ash and Pittman, 1999).

One attempt to capture models of community involvement in education has identified three: traditional community-based education, government-provided education, and the collaborative model. The latter, in which the community supports government provision of education, has been triggered by governments' lack of resources and mismanagement, proving they cannot deliver adequate educational services to the community (Mitsue, 1999).

2.4. Rationales for community involvement in schools

Increasing access

Increased access, particularly for children from neglected populations (rural areas, ethnic minorities, girls), is the main reason for creating community schools (Miller-Grandvaux and Yoder, 2002). The issue of access is linked to the lack of government resources. One strategy to achieve Universal Basic Education (UBE) is expecting local participation to be an integral part of basic education. Governments seek financial contributions from communities to complement their own investments in providing primary education. While it remains the responsibility of national governments to guarantee education(Ash and Pittman, 1999)(Miller-Grandvaux and Yoder, 2002).

Relevance to local needs

Though community schools differ from country to country, they are usually based on the same principle: more relevant to the wants and needs of the community than government schools, better integrated into the environment, and teaching practical subjects as well as theory (World-Bank., 1998). In six case studies, most community school models attempted to make programs more attractive to children by relating learning to daily life, drawing on local examples and skill resources, using interactive and student-centered teaching methods, and developing opportunities for parents to become more involved in the school (Mitsue, 1999).

Cost-effectiveness

Education stakeholders want to use limited resources effectively and efficiently to solve problems and provide quality education for children(Mitsue, 1999). Community schools are thought to have three advantages over conventional schools: have potential for expanding access to more students and neglected populations; are more responsive to the local demand for education; and are cost-effective with comparable or better instructional services for less money (Karen, 1999).

Improving quality and increasing student achievement

Community participation in education is a strategy to improve educational access and quality (Karen, 1999). World Learning's community school program in Ethiopia operates under the theory that if communities can be mobilized around their local schools and if school committees compete for and obtain funding for school development, then educational quality will improve and more children will succeed in school. U.S. research has shown that parent and community involvement in education has a positive effect on student outcomes. In developing countries, planners and policy makers see the potential of community support in enhancing pupil outcomes. Community support plays a role in increasing outcomes in three ways: (i) adding resources to education efforts; (ii) extending education coverage or increasing local demand for quality education; and (iii) enhancing the implementation of education, its relevance, and the accountability of the education system (Vassallo, 2001).

Decentralization

Another view is that community schools are a way to implement educational decentralization. An alternative approach to educational administration and management has been to entrust

management decisions downward in the hierarchy, often to community levels. This has been accompanied by governance reforms promoting the participation of stakeholders in educational management (UNESCO, 2001).

Governance and accountability

Supporters of community participation in education argue that it is a good idea in itself, beyond achieving educational services and outcomes, as it contributes to the growth of civil society and democratic institutions integral parts of sustainable development (Andrea and Bossert, 1998). But models of community support for education and community participation are distinct (Vassallo, 2001). Community support models focus on the community-school relationship and the substance of the interactions between community members and school staff. The ultimate outcome of this model is pupil learning. In community participation models, the focus is community groups including issues of the locus of power, management skills, and the dynamics of decision-making. The ultimate outcome is one of governance (Michel., 2000).

2.5. Characteristics of models of community participation in education

The key characteristics of community participation in schools identified in the models can be grouped into context and rationale, mechanisms for participation, and the types of decisions in which communities participate (Russell, 2009).

2.5.1 Context and rationale

Community schools were more likely to be in rural areas, participatory models in formal schools were more likely to be urban. A multiplicity of factors within the country motivates reforms that broaden community participation. Among the dominant issues in the contexts before reforms to broaden community participation are usually poor or declining quality of education, the need to expand access to hard-to-reach areas, harsh financial conditions, and social pressure to improve school governance (Russell, 2009).

The rationales for involving communities can be grouped into political and educational rationales. The most common political rationale for increasing community participation is improving “democratic governance” or other changes in governance mechanisms. For example,

a democracy–oriented transitional government in Ethiopia which wanted more locally responsive and democratically managed schools all helped to fuel increased community participation.

2.5.2 Mechanisms for participation

The most common nomenclature for participatory mechanisms is School Management Committee (SMC). Others include Student Parent Associations (APEs), common among African countries and, AsociacíonComunalpara la Educación (ACE) primarily in Latin American models. Generally, they are management bodies that provide policy guidance and operational support to the functioning of the school (Russell, 2009). Composition of these governance bodies varies: the most common composition is the school principal/director, parents, teacher, and community representatives. The number of members ranges from 3 to 15 among the models in this study but most have 7-9 members.

2.5.3 Decision areas and decision points

The decision areas are personnel management, pedagogy, maintenance and infrastructure, budget, planning and policy, and student monitoring. Each of the six decision areas has sub-levels called decisions points(Russell, 2009).

Funding Decisions and Infrastructure Maintenance

The five decisions most likely to be made by the models are related to budget and school maintenance. Responsibility for mobilizing resources is common and reflects the unstated financial rationale that influences expanded community participation. In community school models, communities provide the startup costs and contribute to maintenance and support. community members contribute school building materials, labor and supplies, assist needy students, and assist teachers with wages and lodging. Community capacity and sense of duty in this regard could be used as an entry point to fulfill rights (Russell, 2009).

Student monitoring

Monitoring student attendance is an explicit role. PBS and CSAP-Ethiopia monitor student attendance but it is not clear how this is achieved. Some models require that schools maintain a

minimum number of students and so management committees must be vigilant to ensure students are attending school(Russell, 2009).

The support provided by communities also includes monitoring the participation and performance of students. parents and community members encourage attendance, support study outside classroom, advise students, provide assistance to needy students, and monitor and discuss dropouts. These show the varied ways in which communities, through management bodies and as a social responsibility, can contribute to lowering student attrition and improving performance. Hence, beyond access, community monitoring of students could help to fulfill the right to participate while contributing to improved student outcomes(Russell, 2009).

Pedagogical practices

Most of the models allow for decisions to be made about pedagogyon at least one of the four decision points. There is greatest likelihood of involvement in setting the school calendar – the only pedagogy-related decision point. While the community school models seem more likely to have curriculum and learning materials developed and designed for the local context it is not clear that community is involved in these decisions(Russell, 2009).

Policy and Planning

The process of defining policies and developing a plan of work to achieve the policy aims is a critical level of decision making. However, it is one of the least common decision points in the models. Some models that allow for the school management bodies to set school policies and develop plans of action. It is noteworthy that all of the models that allow communities to participate in policy and planning are from formal school systems(Russell, 2009).

2.6. Strengths of community schools

The strengths or successes of community schools are manyand specific examples are given below;

Increased demand for education where no schools existed before

World Education increased demand for education in general through its schools. A study also notes the growth of demand and particularly the demand for educating girls. Demand for a quality education, and not just access, has also increased (Miller-Grandvaux and Yoder, 2002).

Increased access and enrollment

Increased access and overall enrollment rates contribute significantly to national education, and community school enrollment is a significant percentage of total enrollment in some countries. For example, World Learning in Ethiopia has seen a higher overall enrollment rate in the region where its program operates—total enrollment increased by 8.9 percent and girls' enrollment by 13.8 percent on average (World-Learning, 1999).

Gender equity

Girls' participation in primary education is said to have grown in a number of programs and gender equity in enrollment has been reached or showed an improvement over government school rates. World Learning in Ethiopia reports that female attendance and success are high. The percent of girls in classes went from 33.3 to 38. In grade 4, community schools had 36 percent girls, compared to only 28 in government schools (World-Learning, 1999). some social barriers to girls' participation in education, though not progressing much in removing economic barriers. It reduced negative attitudes of parents towards girls' schooling that villagers speak often about the importance of girls' education. Save the Children/Mali does better than the public system in enrolling and keeping girls, and the number of girls passing the end-of-primary exam in these community schools is also increasing (Aalen, 2006; Bray, 2000)

Increased quality

A discussion of community schools supported by World Education in Ethiopia pointed to an increase in educational quality. In t Africa student-teacher ratios fell by 10 percent while gross enrollment increased. The number of students passing the secondary school entrance exam also increased significantly in the Africa continent (from 36.08% in 1997 to 59.65% in 1999). In Ethiopia, the community schools supported by World Learning have improved teaching quality; school committees approve and sometimes pay for in-service teacher training in subjects such as producing local instructional materials and teaching in local languages, and pay for untrained teachers to be certified, using grants provided through the project (World-Learning, 1999).

Improved student performance

Many new community schools reported better academic performances than public schools,which is directly related to quality of teaching. Children in village-based schools in some countries scored 30 percent higher than their government school counterparts on exams administered to both. Second graders in these schools learned more than those in government schools over the course of the year, and girls in these schools learned significantly more in every subject than girls in other schools (Isham *et al.*, 1995).

Not all of the above increases in performance can simply be ascribed to community management of schools. Many of the projects introduced other interventions as well, such as new curricula or teaching methods, that may have influenced results. Many community schools also have smaller class sizes than government schools.

Improved infrastructure

Through community mobilization and outside support, the infrastructure of community schools has improved greatly or is better than that of comparable government schools. In Ethiopia, the infrastructure and learning environment of existing schools was improved through repair, building more classrooms, securely fencing buildings, and building libraries (World-Learning, 1999). An evaluation of Africare schools in Mali found them better equipped than public schools in most ways; they had latrines, running water, teacher housing, teacher chairs, student desks and chairs, blackboards, teacher guides, visual aids, etc. More community school teachers had a copy of the official curriculum than public school teachers did (Ferguson, 2005).

Effective parents' associations (APEs, PTAs, and school management committees)

Effective and active parents' associations are a strength of community schools, in comparison to traditional public schools, and are one reason given for community school students' achievement. Existing associations became more active in many cases reviewed. While improved parents' associations is a strategy for improving school quality and equity, it is also a desired outcome of many interventions. World Learning claims that its intervention in Ethiopia has resulted in significant changes in school governance and relations between schools, communities, and the education administration (World-Learning, 1999).

Communities more involved in education

Communities are more involved in education, often the result of improved parents' associations, in many more and different ways than they were before. Community roles and activities include fundraising, often through agriculture or communal fields, providing accommodation for teachers, renovating or building classrooms and school buildings, providing local building materials, giving teachers land to farm, providing a school vehicle, building or paying for school furniture, providing sports equipment, giving teachers foodstuffs, purchasing textbooks and teaching and learning materials, and buying school supplies for students. They also recruit teachers, pay teacher salaries or for additional tutoring after class, monitor teachers and students for performance and attendance, and patrol villages for truancy or school grounds for security. Communities are recruiting students, doing school planning, instituting bylaws against taking students out of school to do work, maintaining a relationship with a local government school, organizing and paying for preschools, forming girls' committees to enroll and keep girls in schools, and getting official recognition for schools from the government (Chase, 2002).

2.7. Factors Affecting Community Participation

2.7.1. Factors Enhancing Community Participation

One way of enhancing community participation is to involve parents in establishing a good relationship between the school and the home for the benefit of the child. Educating the children is the responsibility of both parents and the school. Hence there is the need for frequent contact between teachers and parents as regard to the educational advancement of the child. Therefore, the establishment of parent-teacher association (PTA) is an important component of community participation, (Gertler *et al.*, 2007).

Despite its importance, it is not an easy task for schools to influence parent's attitude to work together, some parents may complain for lack of enough time for additional responsibilities given from schools, some also consider that school affairs are none of their business rather than being sole responsibility of teachers and head teachers.

there is no parent who does not care for his child and schools matter should not be seen detached from the well-being of the child. Thus, unless they do not know as to how to get involved, parents want to participate in their children's education. factors that enhance community

participation are the initiator, adaptability of the local community flexibility of government and NGOs, availability of resources, nature of administrative structure and the communication channels.

On the other hand, (UNESCO, 2001) summarize the consensus of educational program to the needs of the community, national commitment through concrete policies, effective planning and management, and cultural homogeneity are among the major factors that enhance community participation in order to realize sustainable and potential expansion and improvement of quality of education.

Generally, how to enhance community participation, indicates as living with community, understanding the community, share their problems, involve the community in all aspects in projects, creating openness or transparency and develop the communities sense of ownership are the major factors,

2.7.2. Factors Inhibiting Community Participation

Different reasons awere investigated including the inadequate education system administration and supervision, lack of coordination and synchronization among educational personnel as well as inappropriate and inconsistent approach to mobilize local community are some of obstacles with limited community participation, moreover lack of resources, lack of managerial experience and skill in encouraging local community, lack of community exposure to recent information and technology, social heterogeneity and conflict, the passivity and harsh environment are among the major constraints and problems which limit greater community participation in improving quality of education.

The way community participation is defined depending on specific contexts, the nature of the country's economy and policy, social demographic characteristics of the community and external socio-economic environment are also some of the potential forces that operate against community participation (Isham, Narayan, and Pritchett, 1995). This does not necessarily mean that all the above mentioned negative factors have identical influence on community participation under different circumstance. Rather, the degree of influence of each constraint on

community participation varies from community to community depending on socio-economic, political, and cultural conditions of each country.

There is no rosy road to participatory approaches to development for several reasons. Participatory and collaborative practices through the means of local community organizations are not so easy to attain. Supporting this point, (Rugh and Bossert, 1998) asserts that unless there is participation in education there can not be learning and further development at all. Involvement of parents, local community members, and local administration representative in consultation, decision making, and cost sharing has made the teaching materials, the curriculum and other school development projects more suitable to the local conditions, to improve achievement scores of students, and to increase enrollment demand. Some of the factors that inhibit community participation in education are!-

preconception of the community, lack of knowledge, confidence by the community, poor interpersonal approach and communication between community and concerned authorities, bias on program implementers, and cultural and religions barriers, language barriers, lack of awareness creation of community of concerned bodies, are the major factors which inhibit community participation in education (Russell, 2009).

2.8Community Involvement in Education

2.8.1 Global review

Community activities in education and schools specifically, have a long history worldwide. Indeed, a perspective of centuries rather than decades would generally show role of governments until the twentieth century, as schooling before that time was being mainly provided by churches and other voluntary agencies (Russell, 2009). Many colonial education systems in Africa were at least partly based on community inputs (Kibona, 2012; Russell, 2009).

During the period following World War II, the role of governments increased gradually until they were capable to play the dominant and in some countries almost exclusive role in providing education to the citizens. Support for this expanded role was contained in various international resolutions including the 1948 United Nations Declaration of Human Right the 1959

Declaration of the Rights of the Child, and the 1966 International Covenant on Economic, Social and Cultural Rights. However, in the last quarter of the twentieth century the pendulum swung as the financial and other limitations of government capacity gained wider recognition while advocacy of community participation again became stronger (Kibona, 2012; Russell, 2009).

Communities have significant responsibilities in "creating, construction, financing, and managing the school, recruiting and paying teachers salaries and procuring school materials". However, community schools differ from government schools in their funding sources, governance, management structure, organization, and often in curricular aspects (Kibona, 2012; Miller-Grandvaux and Yoder, 2002).

Evidence about the impact of decentralization on education services is mixed and limited. In Brazil, for example, it has increased overall access (In enrolments) but has done little to reverse persistent regional inequities in access to schooling, per capita expenditures and quality (Kibona, 2012; Russell, 2009).

Chilean's experience also shows that decentralization does not by itself remove inequalities between localities of varying incomes. In fact, quality in poorer communities continues to lag. These results are supported by experiences in Zimbabwe and New Zealand. However, the design of these decentralized systems has been criticized. One shortcoming is that central governments have off-loaded responsibilities to local governments and communities without providing adequate targeted support.

Support for decentralization is often based on the general belief that the local government is more in tune with the wants and needs of its constituents and therefore is better placed to distribute resources appropriately. Similarly, it can enhance citizen influence in the formulation and implementation of policies, particularly with regards to basic social services such as education. In addition to promoting responsiveness, local participation in these types of issues is likely to increase accountability and resource mobilization*(Edo, Ali, and Perez, 2002)*.

In general, advocates of decentralization of service assume that decisions made with greater participation will be more responsive to the diverse interests and needs of local communities than those crafted only by national level decision – makers.

2.8.2 Community involvement in education in Africa

In recent years there has been an increasing advocacy of community participation in education system. This has been particularly a common theme in policy documents, not only for governments but also for international agencies (Kibona, 2012).

In many cases, (Vassallo, 2001) noted that, community input to school systems was a response to lack of government action. Communities in these situations feel that the main responsibility for education lies with their governments. At the same time these communities realize that the governments are either unable or unwilling to ensure adequate resource allocation and provision for their plans or activities. These communities realize that if they wish to provide schools with adequate resources, they must themselves bridge the gaps (Kibona, 2012).

Furthermore, despite the apparent regional emphasis of its reforms, in 1994, the Ethiopian government released an Education Sector Strategy which emphasized the role of the community the implementation of which has unfortunately been slow. According to (UNESCO, 2001) decentralization was clearly one of the seven main education reform themes, there was no clear and detailed indication regarding the relationship between the Ministry of Education and the regional, Zones in Ethiopia.

In Nigeria, for example, Primary Schooling is financed mainly by the local government' revenue allocation with some modest amount from the state and, largely ad hoc grant from the Federal government, but it is managed by State Primary Education Boards (SPEBs). In addition, while the SPEBs (which are viewed as deconcentrated arms of the Federal Ministry of Education) and State Ministries of Education (SMoES) officially manage primary schooling as dictated by the Constitution, the local government funds pass through the Federal Universal Basic Education Commission (UBEC). Capacity, authority, and budget control at the state and local level is low, in part because of the Federal recentralization.

Other example of community involvement in education includes Togo whereby 19.1 percent of schools in 1998 / 99 were classified as community self – help. In Zambia, the first known community school as defined by the Zambia Community Schools Secretariat was founded in Lusaka in 1982 but further developments did not occur until the 1990s. During that decade, many community schools in Zambia were established, particularly in rural areas. In 1998 the Secretariat listed 200 schools serving over 25,000 children. In Tanzania mainland, 42.9 percent of the secondary schools in 1999 were classified as community institutions. Another 38.0 percent were private institutions, and only 11.3 percent were government schools. The remaining 7.8 percent are seminaries run by religious bodies (Andrea and Bossert, 1998).

2.8.3. Parental Involvement in Ethiopian School Context

Governance plays an important role in determining the conditions under which can take place and, through its mechanisms, processes and institutions, it critically affects the possibility of participation as well as its likely success. Good governance makes it possible for citizens, individually or in groups, to articulate their interests, exercise their legal rights and negotiate their differences. Within the broad area of governance, decentralization, which brings decision-making closer to the local level, is potentially important to participation, since it may, if it is done well, lead to more responsive government and new opportunities for citizens to participate (UN-ESCAP, 2009).

So in our education context, a more decentralized governance structure needed so that schools, as unique educational entities, can offer their local communities the services, programs, and activities, which they desire. If adults are going to develop this ownership and commitment to their local schools, the governance of education must be decentralized so they can participate in decision-making activities, at the local school level, which directly influence the quality and quantity of education offered to children (Shaeffer, 1994).

Therefore, identifying these assumptions is a first step toward changing them and determining ways for educators to encourage parent involvement in school. If educators view children simply as students, they are likely to see the parent as separate from the school. That is, the parent is

expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the parent and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students. Strong families provide for the health and safety of children, and maintain a home environment that encourages learning and positive participation in school community life (Ferguson, 2005).

2.7.3.1. During the Imperial Haile Selassie Regime

Until the early1900s, an education was not a right, requirement or demands of the average layperson, but rather a luxury that only the elite or the future clergy could afford. By1925, however, the imperial government recognized the role that education had in modernizing the country and attaining standards set by the international community, and thus made it a national priority. In an effort to promote the value of education within the nation, Emperor Haile Selassie developed a policy to promote secular education, including a tax act to finance the delivery of education and the establishment of a formal government school in the capital city, Addis Ababa.

The Italian occupation of 1936-1941 proved to be detrimental to the limited progress of the Ethiopian educational system, and the little infrastructure that had been established in the previous years was destroyed. However, soon after the end of the occupation, a bold and progressive education policy was implemented with the goal of expanding education to serve the masses. In 1944, 1956, and 1964, the government proclaimed its vision through a series of policies that promoted universal access to education for both children and adults. Using civil society as the primary agent, these policies sought and Encourage those educated (including clergy) to teach the uneducated. It tried to popularize that all shades can serve as learning centers. All educational centers were given the assignment to render teaching service during their free time. It indicated strategies on how to avail resources for the programs, motivate those who can render an outstanding and meritorious service (Tefera, 1996; WeldeMeskel, 1999).

In essence, the government sought to expand education through the voluntary participation and contribution of communities by strengthening what is now referring to as the non-formal education sector. This approach to national education came to be distinguished from contemporary definitions

of what is now considering formal education. Thus, until the mid-1960s, the formal education strategy of the government of Ethiopia for the majority of the country was non-formal and community-based education that was largely not financed by the government (Negash, 1996).

By1966, these short-lived campaigns for community-facilitated education were reverse. This decision came as a result of the fact that in 1961 the Ethiopian education system was ranked below most other African countries nearly40 years after the initial attempt at its modernization. "There were school and teacher shortages, a high dropout rate, and low overall attendance rates (about10% among all school-age children in the country), especially among females, non-Christians, and rural children" (Congress, 2003). This new attempt to centralize the education system under the supervision of the government marked the beginning of the schism between what is now considering formal and non-formal community-based education in Ethiopia. As a result, the non-formal approach to education was removed from the responsibility of the MoE and divided among other ministries (WeldeMeskel, 1999).

In 1972, a new Education Sector Review and Policy was proclaimed as the failures of the urban-biased policy of formal education became clear. Within this new policy, non-formal education and community-based systems were given greater attention and promoted as a method to reach the neglected rural regions, where the majority of the Ethiopian population resides. In this way, the government sought to reinvigorate earlier efforts to place education in the hands of the community. However, the effort came too late and at an unfortunate point in Ethiopian history. Despite continual reform, 95% of the Ethiopian population was illiterate in 1974. As a result of the wide economic disparities in the country, a socialist revolution was brewing. Although the collapse of the government had various causes, education was seen as a symbol of the elitism and urban bias of the reigning government's policy (WeldeMeskel, 1999).

2.7.3.2. During the "Durge" Regime (1974 – 1990)

The arrival of the Derge military regime marked the ascension of an authoritarian rural by the name of Mengistu Haile Mariam. The regime, motivated by its socialist ideologies, attempted to provide socialist-style education infused with propaganda. As Mengistu Haile Mariam emphasized at the 1984 Founding Congress of the Workers' Party of Ethiopia, "the aim of socialist education was to would citizens who have an all-rounded personality by inculcating the

entire society with socialist ideology, thus arming them with the required knowledge for socialist construction (Tefera, 1996).

In the early years, the regime was successful in extensively expanding enrollment levels, adding three million students to the education system between 1974 and 1990, and raising the literacy rate to 70%. However, adequate levels of resources were neither available nor invested in education to make it effective. In the same 15 years, "expenditure on education as a percentage of the national budget fell from 17% to 9.5%. Thus, overall enrollment rose by376% in absolute terms while expenditure increased only 43%" (WeldeMeskel, 1999). Meanwhile, nearly 56% of the budget was allocating to the military (MoE, 2010). Even the literacy campaign, launched in 15 local languages, failed due to the weak financial and ideological commitment of a government plagued by corruption and mediocrity. Although the political environment did not allow for open criticism of the education policies, the weak state of the education sector was undeniable by1983. In its attempt to legitimize its ideologies and policies, the Derge regime launched an Evaluative Research of the General Education in Ethiopia in which it called for the participation of the public at large in the deliverance of educational services. An unprecedented step for the regime, this effort represented the government's recognition of its own in ability to monopolize the education system without broad participation. The effort to become more participatory was seen as being too little and too late by repressed citizens; the Derge regime's failure to achieve the promised political and social system desired by Ethiopians ultimately led to its demise in 1991. In the end, Ethiopian society, both within the rural and urban areas, rejected both the Derge regime's implementation of socialism and its history of intrusive education policies (Tefera, 1996).

2.7.3.3. In Government of the Federal Democratic Republic of Ethiopia

In 1994 new Educational and training policy was developed and made public. The policy incorporates the educational organization and management which state that educational management would be decentralized to create the necessary conditions to improve the relevance, quality, accessibility and equity of education and training. It also states that educational administration would be democratic leadership by boards or committees, consisting of members from the community, teachers and students (MoE, 2010).

Based on the policy implementation strategy was issued in September, 1994 which states educational organization and administration should be restructured in accordance with the devolution of power from the central government that was been implemented. Furthermore, it describes that schools would be strongly linked with the community. The management of each school would be democratized. Furthermore, it describes that schools would be strongly linked with community. The management of each school would be democratized and run with the participation of the community (Aalen, 2006).

The ministry of education has also published a guideline of educational management organization, community participation and finance, in 2002 to implement the policy. In this guideline, the composition of WETB, KETB and PTA is defined. In addition to this the responsibilities and duties of the boards, associations, education officials, teachers, and the community is specifying. Furthermore, the MoE developed a manual for the school improvement program in which the role of principals, supervisors, students, parents and the community is detailed. In addition to this, the school parent and community partnership is describing. In 2007 and the new 2013 frame work of school improvement program is issued and in this frame work, the standards, characteristics and indicators for the community participation is stated (MoE, 2010).

Parent plays a great role for the successful achievement of students need money to buy some clothes and others make ups in addition to purchases of stationary materials. If thus things not fulfilled, their student feel inferior to their colleagues and may divert their attention from their education and try to get some way to fulfill their requirements and become decrease in their academic achievement (Edo, Ali, and Perez, 2002).

2.9USAID CSPP overview

USAID's programmatic efforts to strengthen community support for education began in 1996 with the BESO Community-School Activities Program (CSAP), implemented by World Learning (WL) in SNNPR and by the Tigray Development Association (TDA) in Tigray(Tate *et al.,* 2011). In 2002, community strengthening efforts were expanded through the BESO II

Community-Government Partnership Program (CGPP), which World Learning continued to implement in SNNPR and expanded to Amhara and Benishangul-Gumuz, which the Tigray Development Association continued in Tigray, and which Save the Children U.S. (Save or SC/US) implemented as SCOPE in Oromia, Afar, Gambella, and Somali (Tate, Wossenu, and Tefera, 2011).

Through CGPP, USAID provided school incentive grants to over 3,700 primary schools to help them improve the physical, sociological, and psychosocial infrastructure for learning environment. Implementers helped communities to gain an appreciation of the ways in which they could take active roles in strengthening the schools that their children attended in both tangible and intangible ways, e.g., improving the physical infrastructure through construction of classrooms, latrines, water points, etc. and improving the psychological infrastructure through efforts to get girls and other particularly disadvantaged children to attend school and efforts to help ensure that they can participate and stay in school, e.g., tutoring, assistance with school necessities, and, of great importance, the establishment of Girls' Advisory Committees at each school to address the specific issues at that school that deter girls in general, and also individual girls, from being able to attend school and thrive (Tate, Wossenu, and Tefera, 2011).

A key part of these efforts was providing Parent-Teachers Associations and School Management Committees with the technical and organizational skills needed for them to identify and prioritize needs, develop plans, and manage implementation of those plans, including their funding and also to help them to forge more effective linkages with government agencies. CGPP implementers also developed community-based strategies to respond to drought and, adapting models used elsewhere, worked with school stakeholders to help them establish health and WASH services closely tied to the schools. Via PEPFAR-funded initiatives (PC3, CASCAID, and SCOPSO), Save and World Learning have been implementing other activities that have had direct impact on basic education (Tate, Wossenu, and Tefera, 2011).

the Community-Schools Partnership Program (CSPP), with Save the Children Federation, USA in the lead, targets 1,800 primary schools in some of the most disadvantaged parts of the country;

in addition to support for education, CSPP provides support for water, health and sanitation. The CSPP is a three-year contract signed in February 2008. The goals of the USAID CSPP include:

• Enhanced quality and equity of primary education;

• Improved coordination of education and primary health care at the school level and thereby creating access to information on education and health care services and products;

• Increased use of key health services and products, including HIV/AIDS prevention, immunization, family planning and essential nutrition actions; and

• Improved access to potable water, sanitation and hygiene services at primary schools.

Program activities provide target schools with School Incentive Awards (SIAs) in three phases to enable them to achieve the CSPP goals. Extensive technical assistance by the implementing partners accompanies distribution of the SIAs (Tate, Wossenu, and Tefera, 2011). The USAID/CSPP activities were implemented in eight regional states by SAVE (1,270 schools total) and its sub-contractors, TDA (150 schools) and World Learning (380 schools).

2.10 The effects of community participation

the underlying assumption is that fulfilling the right to participate will enable the students to claim and the communities to fulfill (and claim) their rights. Key rights-related indicators of results include student access and performance in education system; school fulfillment of responsibilities regarding governance and relevance; and community outcomes regarding a) duties in ensuring equity and protecting children and b) claims to knowledge of and ability to participate in social processes (Russell, 2009).

2.10.1 Community participation's effect on student outcomes

Most of the studies suggest community participation positively affects student outcomes. More than a half of the studies found overall positive effects of participatory models while the remainder were either mixed or found no significant effect. These studies show a positive overall effect on student achievement including greater access, higher rates of retention and completion, and comparable or better academic outcomes.

2.10.2 Community participation's effect on schools

Different studies underscores the important role that participation plays in ensuring the rights-based principle of accountability and how this contributes to protecting children's right to education. The consequence of lack of accountability on the part of any of the stakeholders could be dire as (Pryor, 2005) found from his work in Ghana. He suggests that the lack of school accountability to the community resulted in the community 'checking-out' as their interests were not being served. The challenges associated with ensuring accountability are also in evidence and points to a need for participatory approaches to be accompanied by capacity and trust building among the stakeholders. As a positive right, it is critical that the provision of opportunities to participate be coupled with increased capacity for both the school and community personnel.

2.10.3 Community participation's effects on communities

The two major effects of community participation related to equity and building social processes and capacity. Communities benefit primarily in the forms of the skills gained by individuals who are members of formal structures with very little known about how these benefits transfer to the rest of the community. One troubling finding is that there remain numerous barriers to equity in participation and even when given access, marginalized groups might not be heard. So while most of the models create spaces for communities to participate, these spaces reflect the power relations of those surrounding and entering them (Gaventa, 2006). As he suggests, persons should not only have the right to be present in a space but to shape it.

2.10.4 Understanding the effects of community participation from a rights perspective

The general pattern across the three levels of outcomes might be explained as follows. Community participation affects decisions and processes related to school conditions, accountability, relevance and generally improved quality of school level factors. These improved school level changes contribute to student outcomes that are also generally positively affected. This is very simplistic but it does point to a likely theory of change which starts with communities having opportunities to purposefully influence educational processes. Very little is known about the internal processes of the participatory mechanisms but a major component missing from the models is systematic capacity building among decision makers and community

members more broadly. There are also many unanswered question regarding how other rights, beyond education and participation, are affected.

2.11approaches to measuring community participation's impact

The methodological approaches used in different studies reviewed is shown bellow

Designs and Methods

Designs and Methods of a studies grouped by broad methodological approaches (qualitative, mixed and quantitative). The quantitative studies explicitly addressed the challenge of separating out the effects of community participation from other factors. Given that none of the programs built an impact evaluation component into their designs, most of the studies used quasi-experimental design to create counterfactuals. In order to address concerns around sorting and selection biases, researchers used matching estimation - propensity score matching (3), matched comparisons (2), and pipeline matching (2) – instrumental variables, and difference in difference estimates in their designs to separate out program effects. Most used multiple approaches to ensure they are getting the best estimates of effects of community participation. few study (Kremer *et al.*, 2003) had a randomized trial component – done to provide comparative data for the discussion of the economic efficiency of Harambees. In addition to attention to improving accuracy of estimates through design, advanced statistical analyses including principal components analysis, multi-level modeling, logistic regression, and fitted odds ratio. Some studies used solely descriptive analysis (Russell, 2009).

Evaluations tended to use the universe of program schools against a random sample from the comparison group. Most studies used random selection to determine control schools and in selecting students for testing. One issue worthy of further exploration regards the evaluations involving community schools. Most of the studies of community schools create a counterfactual from government schools. This suggests that without the program schools, students would be in government schools. However, in most of these communities, no school existed before the intervention and that would still be the case without the intervention. It would seem then that the counterfactual in most cases would be 'no school'. the out of school population should be considered as that would be the fate of most students in these programs.

Mixed methods studies were more akin to the quantitative studies – in questions, analysis and reporting – than the hybridized version they are supposed to represent. The expected telling of nuanced stories using the two types of data was not always forthcoming. While most studies include extensive discussion of the quantitative methods they use, the qualitative methods discussions are truncated. It confirms a quantitative bias as well as a continued struggle with effective design of qualitative research. While some made for interesting designs by their diverse data sources and methods, others (Muskin, 1999) did a better job of integrating findings from multiple sources (Gaventa, 2006; Muskin, 1999).

As a group, the qualitative studies were very similar in design: data collected from multiple schools and stakeholders in a rural community using semi-structured interviews, observations, focus groups, and document analysis. A few studies collected data primarily through short visits to the research sites by a team whose primary researcher is usually an outsider. Considering the issue that these studies explore, it would seem that other qualitative research methods would aid effectiveness and data quality (Capacci, 2004; Delagnello, 2005) (were dissertations or based on analytic strategies shoul also be explained. Choice of sites was largely purposive or based on convenience but studies applied some objective criteria to the selection of participants.

Gauging Effectiveness

Most of the quantitative and mixed methods studies were focused on student performance and teacher factors (influence, absenteeism) with fewer giving attention to attrition, dropout and failure, days missed, and teacher performance. Student performance was primarily assessed through standardized tests in math and languages; reading, science, life-skill/knowledge, general knowledge and use the usefulness of school content to household were each included in one study. Some quantitative study (Reimers and Cardenas, 2007)focused on equity issues explicitly and two studies focused on costs (DeSteffanno, 2006). Predictably, the qualitative evaluations predominantly asked questions related to how the mechanisms were functioning, equity capacity change within the participants and sustainability (Nkansa and Chapman, 2006).

2.12 Theoretical framework

Development partnership relations involve at least two parties; the donor and therecipient. It could come about as a result of bilateral relations between countries orthrough multilateral organizations such as the United Nations agencies andinternational financial institutions such as the World Bank and InternationalMonetary Fund (IMF).

The study used Chen's (1990) theory-driven model of impact evaluation. Before theintroduction of Chen's theory, the effectiveness of the programme was measuredagainst pre-determined goals of the programme. In other words, goals were used asthe main criteria in assessing programme effectiveness. Assessing the effectivenessof the programme based on the goals may be misleading because it makes theevaluator or researcher to focus only on the goals of the programme and overlookother important elements, thereby giving a narrow view on the outcomes or effects ofthe programme. For example, the goals of the programme may be achieved but inreality the programme has not contributed to the wellbeing of the beneficiaries.

According to Chen, in carrying out an evaluation, the evaluator or researcher shouldnot only be concerned with assessing whether the goals of the programme areachieved, but also with discovering what actually happened as a result of theprogramme. Thus looking at both official and operative goals and the intended andunintended outcomes of the programme.

The main difference between the official goals and operational goals is that officialgoals are the general purpose of the programme while operative goals are the endssought through the actual operating policies of the programme. They tell what theprogramme intends to achieve.

Theory-driven model states that in assessing the effects of the programme, oneshould look at both the intended and unintended outcomes by examining theprogramme activities in order to identify these outcomes.

By applying Chen's theory of impact evaluation, the study looked at the realprogramme goals/intentions under the USAID CSPP and assessed the effectiveness of the programme in

achieving its objectives. It aims tojudge effects on the beneficiaries and programme outcomes as opposed to objectives.

The main advantage of Chen's theory of impact evaluation is that it provides aconceptual framework for dealing with unintended outcomes without ignoring theintended programme goals.

Panigrahi (2013) conducted a study to investigate the relationship of School Effectiveness with regard to Community Participationat primary level of education. On the basis of the findings of the presentstudy it is revealed that the schools having better Physical facilities, HM and teachers' performance andStudents' performance were identified as more-effective schools. It is essential to identify schools which areless-effective and provide necessary help to develop their physical facilities and other aspects so as to developthe performance of students in order to increase school effectiveness. One of the significant findings of thepresent study is the higher community participation is associated with greater school effectiveness.Similarly, the findings of the study conducted by Creemers&Werf (1989) on "Effects and cost of communityparticipation" revealed that there is a positive effective of community participation in management,evaluation, and monitoring and teacher professional development.

Another study by Getinet(2014) investigated the extent to which the education services provided by YekokebBerhan program improve the education of targeted vulnerable girls and to identify the likely lessons that could be learned from the program to effectively address education of girls. The major findings of this study revealed that the targeted children, particularly girls have shown significant improvements in their attendance, performance and retention, which implies that YekokebBerhan program was effective in the educational support of the targeted vulnerable girls. Hence, it is essential to scale up similar programs. Schools, the community, Education offices at all levels and other key stakeholders should take the lessons learned from this program and support the education of highly vulnerable and excluded children.

Tadele (2014) conducted a study to investigate the community participation in education bycoming schools' initiatives and commitment, the level of community participation in

schoolmanagement. In addition, the study aimed at identifying factors that influence communityparticipation. The findings of thestudy showed that the level of community participation differs from schools to school and thisis because of administrative factors institutional factors and personal factors that challengedthe community participation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to assess the performance of CSPP and its effects on the primary schools in Itang special woreda in Gambella region. This chapter deals with the description of research area, the research design, type of data sources, sample size, sampling technique, data collection method, and data analysis were described below.

3.1 Description of the Study Area

Gambella National Regional State is situated in the south-western part of Ethiopia. The region borders with BenishangulGumuz and Oromiya regions to the North, the Southern Nations, Nationalities and Peoples' Regional State (SNNPRS) and the Sudan Republic to the South, Oromiya and SNNPRS to the east and the Sudan Republic to the west, Hedlund K, Sownet A &Beyene H (2002).

Agro-ecologically, the region is dominantly lowland (kolla) with a few midlands (weyna- dega). Recession riverside agriculture is common, particularly maize and sorghum, and widely practiced by Anyuaa people along the Baro, Gilo and Akobo rivers. As the region is generally not cereal self-sufficient, alternative income sources such as fishing are important sources of food. Wild food consumption is part of the daily dietary intake given the still partly untouched bush land and natural forest resources. Most of the Nuer population reside along the Ethio-Sudanese border (Akobo and Jikawoworedas), where it is too dry for rain fed agriculture. Therefore, livestock constitutes the primary source of income.

Gambella is rich with various ethnic compositions. The major ethnic groups include the Nuer, Anyuaa, Mezengir, Opo, Komo and people from Amhara, Tigray, Oromiya and the Southern Nations, Nationalities and Peoples Region (SNNPR). Their location also varies according to the ethnic group.

Itang is one of the woredas in the Gambela Region of Ethiopia. Because Itang is not part of any Zone in the Gambela Region, it is considered a Special woreda, an administrative subdivision which is similar to an autonomous area. It is bordered on the south and southeast by the

AnuakZone, on the west by the Nuer Zone, on the northwest by South Sudan, and on the north by the Oromia Region; part of the southern boundary is defined by the Alwero River. The major town in Itang is Itang.

The terrain is mostly flat; the altitude of this woreda ranges from 350 to 480 meters above sea level; rivers include the Baro, which the Alwero is a tributary of. According to the Atlas of the Ethiopian Rural Economy published by the Central Statistical Agency (CSA), around 10% of the woreda is forest. A notable landmark is the Gambela National Park, which embraces the woreda south of the Baro. The economy of Itang is predominantly agricultural. There are no agricultural cooperatives, no documented roads, and little other infrastructure. Economy The woreda is one of the highly affected wordas by floods.

Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this woreda has a total population of 35,686, an increase of 190.14% over the 1994 census, of whom 17,955 are men and 17,731 women; with an area of 2,188.34 square kilometers, Itang has a population density of 16.31. While 5,958 or 16.7% are urban inhabitants, a further 278 or 0.78% are pastoralists. A total of 6,578 households were counted in this woreda, which results in an average of 5.4 persons to a household, and 6,248 housing units. The main ethnicities of this Zone are the Nuer (63.96%), Anuak (25.17%), foreigners from Sudan (4.62%), Shita (2.66%), and all other ethnic groups 3.59%. Languages spoken in this Zone include Nuer (68.72%), Anuak (25.75%), and Opuuo (2.66%). The religion with the largest number of believers is Protestant with 81.63% of the population, while other groups with sizable followings are traditional beliefs (7.54%), Orthodox Christian 6.27%, and Roman Catholic 2.62%. The target primary schools chosen for this study were Itang number 1, Itang number 2, Makot, Wathgach and Pilual. They were chosen because they are easily accessed as two of them like Itang number 1 and 2 are in the town of the district and the rest are along the main road to Lare.

3.2 Research Design

In this study the researcher used mixed model of descriptive and survey design. Both descriptive and survey designs were selected because of their high degree of representativeness, the ease in which a researcher could obtain the participants' opinion and present of both quantitative and qualitative data collected using different data collection tools (Polit and Beck 2004:50). In this

study, the researcher obtained and described the views of the respondents with regard to the CSPP performance and the participation of community to primary education.

3.3 Sources of Data

Both primary and secondary sources of data were employed for this study. The data were obtained primarily from schools (students, teachers, principals and supervisors), Itang special wereda education, health, water and energy offices and Regional Education Bureau Officials. Besides, interviews were also made with Heads of regional education bureau, and the woreda office heads.

Moreover, FGDs were conducted with PTAs and KETBs and GEACs and analyzed in order to get supplemental evidence on the program support. Primary quantitative data on performance of targeted students at school- the average academic score of 3 consecutive years were collected from 40 students' in different schools and analyzed to triangulate the qualitative findings. On the other hand, a secondary analysis of the existing documents related with the project was done.

3.4 Sample Size

As the primary concern of the current study was to assess the performance of the CSPP and the program effects on CSPP primary schools of Itang special woreda. The target population of the study was primary school students (100), teachers (20), directors (10), supervisors (2), PTAs (15), KETBs (15), GEACs (15), WEO (8), WoWE (2), who (2), RSEB (7), and former project staff (4). The study was conducted in 5 CSPP primary schools in the woreda

3.5 Sampling technique

For this study different sampling techniques were used. The researcher selected purposively Itangworeda in Gambella region because he has worked for many years and has experience in the area. Also purposively selected respondents were experts from WoE, WoH,WoW&E, RSEB, supervisors, principals, KETBs, GEACs, PTAs and former project staff. However, the students' respondents were selected using random sampling technique. The total primary CSPP schools in the Woreda were 13 primary schools. Out of these, 5 primary schools were sample of the study selected purposively because they were easily accessible because they are along the main road to Larewereda.

The researcher believes that including the population mentioned above makes the sample more reliable to generalize the situation in the woreda. The following table helps to visualize the sample and sampling technique.

As the researcher mentioned the population and the respondents of the study in table 1 below;

Table 1 Description of primary schools under study

No	School name	Kebele	level	No of students			No of teachers		
				Male	Female	Total	Male	Female	Total
1	Itang No 1 primary	Achwa	1 to 8	275	293	568	20	13	33
2	Itang No2 primary	Achwa	1 to 8	1063	958	2021	23	10	33
3	Makot primary	Pulkot	1 to 8	1103	668	1771	25	5	30
4	Pilwal primary	Pilwal	1 to 8	374	360	734	11	1	12
5	Wathgach primary	Wathgach	1 to 8	99	91	190	12	2	14
	Total			2914	2370	5284	91	31	122

Source;Itang special wereda office of education

Table 2Sample size and Sampling Technique

no	Stakeholder	Total Population	Sample Size	%	Sampling technique
1	Regional education bureau officials	176	7	3.5	Purposive
2	Woreda education office officials	103	8	4	Purposive
3	Woreda Health office	77	2	1	Purposive
4	Woreda water & energy office	41	2	1	Purposive
5	Teachers	122	20	10	Purposive
6	Principals and vice principals	10	10	5	Purposive
7	Parents-teachers association	35	15	7.5	Purposive
8	Kebele education and training board	35	15	7.5	Purposive
9	Girls education advisory committee	30	15	7.5	Purposive
10	Students	5248	100	50	Random
11	Former projects' staff	4	4	2	Purposive
12	Supervisors	6	2	1	Purposive
	total		200	100	Purposive

3.5 Data Collection Instruments

In order to gather the adequate data for the study, five types of data collection tools such as, questionnaire, interview, focus group discussion, observation and document analysis were employed.

3.5.1 Questionnaire

The first instrument employed in the study was questionnaire which comprise of both open ended and close ended items. It was convenient to receive real data and adequate information from a large number of respondents with a short period of time. Data from woreda office heads and experts, supervisors, teachers and students were gathered by using questionnaire. The questionnaire was prepared in English language to woreda office head and experts, supervisors and teachers but for the students the questionnaire was prepared in their local language (Nuer, Agnua and Opo)**.** The questionnaire was focused on: teacher participation on CSPP, facilitating

factors during the implementation of CSPP, girl's participation on teaching learning process, community participation, and about school facilities etc.

The questionnaire was prepared based on the CSPP objectives. In order to ascertain face validity, the instruments were designed and handed to senior experts, and advisors. The reliability or the internal consistency of the questionnaire was verified by using the Guttmansplite – half method. The pilot test was conducted on Itang primary school students, teachers, supervisors and experts. For the reliability analysis statistical package for social sciences (SPSS) version 20.0 was used. The reliability (Guttmansplite – half method) value of the questions was found to be 0.941. This shows high degree of reliability of the questionnaires. After the pilot test, the questionnaires were distributed to the respondents with the necessary explanations and instructions on how to complete them.

3.5.2 Interview

The interview permits greater depth of response which is not possible through any other means. Thus, the purpose of the interview was to collect more different ideas, opinions about the study from the participants. Semi-structured interview was administered to the Woreda education office head, school principals. It focused on school facility, monitoring of the program, preparation of the school plan, controlling and utilization of the resources, producing reports, establishment of girls'education advisory committee, after CSPP implementation the changes of the school and the contribution of community towards the sustainability of school improvement.

3.5.3 Focus group discussion

This data gathering technique was employed to strength the information that was obtained from the questionnaire. For the purpose of focus group discussion, by using availability sampling technique, all KETBs, GEACs and PTAs in the 5 primary schools were included in the study. There are 5 groups of KETBs, GEACs and PTAs totally 25 groups. Each group of KETBs, GEACs and PTAs contain 7 members. Hence the number of participants was 3 from each KETBs, GEACs and PTAs totally 30 members of KETBs, GEACs and PTAs. The discussion was carried out separately with those in suitable environment. Open - ended structured items were prepared for those three groups. The discussions were carried out in local language.

3.5.4 Practical observations

Practical observation was conducted in 5 schools using a check list. The purpose was to compare the tangible facilities on the ground due to the implementation of the program. Data before and after the project duration was collected for comparison.

3.5.5 Document Analysis

Document inspection form was prepared to record any relevant data from the primary schools and the WEO regarding to CSPP related documents, also national and regional CSPP assessment reports such as USAID/Ethiopia monitoring and evaluation annual report, SC-USA evaluation reports and USAID Ethiopian performance assessment evaluation.

3.6 Methods of Data Analysis

The method of data analysis which was carried out in this research comprises both qualitative and quantitative data. The responses of respondents from the questionnaires were interpreted and analyzed using different statistical tools with the help of SPSS V.20 program. Both descriptive and inferential statistics were utilized. The descriptive statistics were percentage, men rank and standard deviation, whereas the inferential statistics were t- test, Kruskal Wallis H tests and post hock was utilized. If the respondents are more than two groups, Kruskal Wallis H tests were preferable to identify the significance difference between groups of respondents, due to this Kruskal Wallis H tests was selected. The significance difference between each groups one to each other identified by using post hoc test of Games Howellapproach at a 0.05 level of significance difference. Also t-test was computed for comparing community participation during and after CSPP implementation. The quantitative data which was collected from close - ended questions coded, tabulated, analyzed, described and interpreted by using descriptive statistical tools such as percentage, mean rank and standard deviation. But the qualitative data which was obtained from open - ended question, FGD and interview, narrative analysis to be used, described through explanation.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with results and discussions of the data gathered from the respondents and document through questionnaires, focus group discussion observation, interviews and documentsanalysis. It describes the demographic characteristics of respondents and the answers to the three research questions as follows.

4.2Demographic Characteristics of Respondents

4.2.1 Sex of the respondents

As shown under Figure 1, the majority of students, teachers, experts and principals are males that is, they are 68(68%), 17(85%), 6(75%), and 10(100%) respectively. On the other hand, 32(32%) students and 3(15%) teachers and 2 (25%) of experts are females but from Principals and experts female representative was insufficient. According to the interview and FGD of principals, PTA &GEAC they say that "The participation of female student during the implementation of CSPP was good due to this the number of girls student dropoutrate decrease, the participation of female was sufficient when we compare it with the previous years, but after the program was phased out the activity of the GEAC time to time decreased the structure was still present but not functional as it was".

Parental and community involvement in schools and children's education would have a positive impact on girls' participation resulting in increased enrollment rate, decreased dropout rate, and improved quality of the educational process. Kebele Education and Training Boards (KETBs), and PTAs were targeted to assume new roles, increasing their involvement in the management of primary education at the local level. The goal of the CSPP was to improve quality and gender equity of primary education, which used School Incentive Awards to stimulate community involvement in the improvement of their schools as one of the strategy. And by using the GEAC to improve girls' education (Gero, 2004)

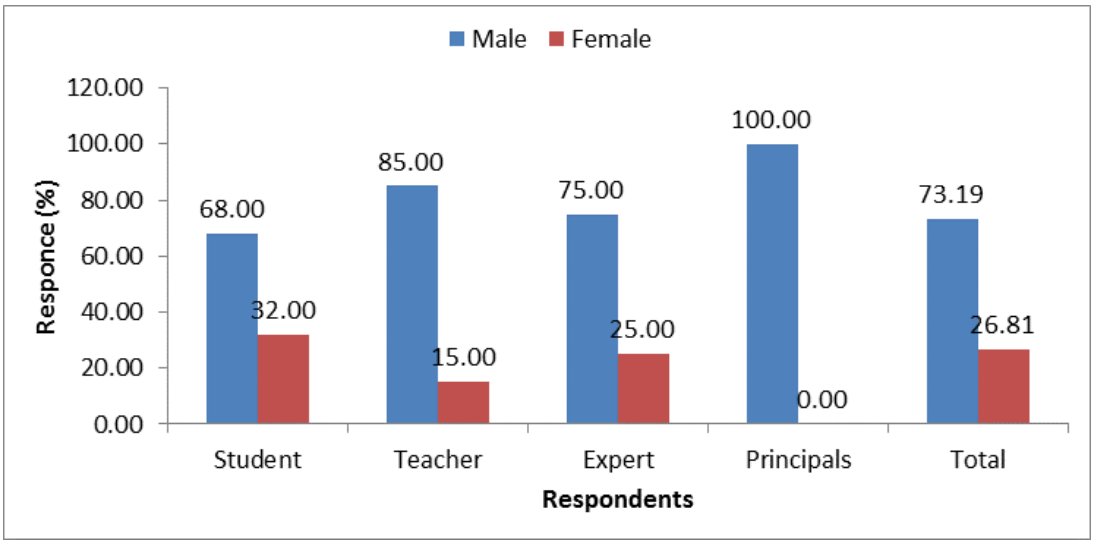


Figure 1 Sex of respondents

Education systems adapt and change to respond to male and female learners, they begin to demonstrate more gender-equitable social norms that relate to greater gender equality in society. For instance, education systems that promote female voices on school boards, that share work burdens between girls and boys, and that accommodate physical spaces for girls and boys (such as separate latrines) make important statements in society about the value of women's voices, the role of men and boys in work, and the worth that is attached to girls' safety and health. These actions reinforce a quality school experience and gender-equitable norms in society. This is a powerful tool in achieving gender equality because of the extensive presence of schools in even the most remote parts of the woreda and the region(Barrs, 2005).

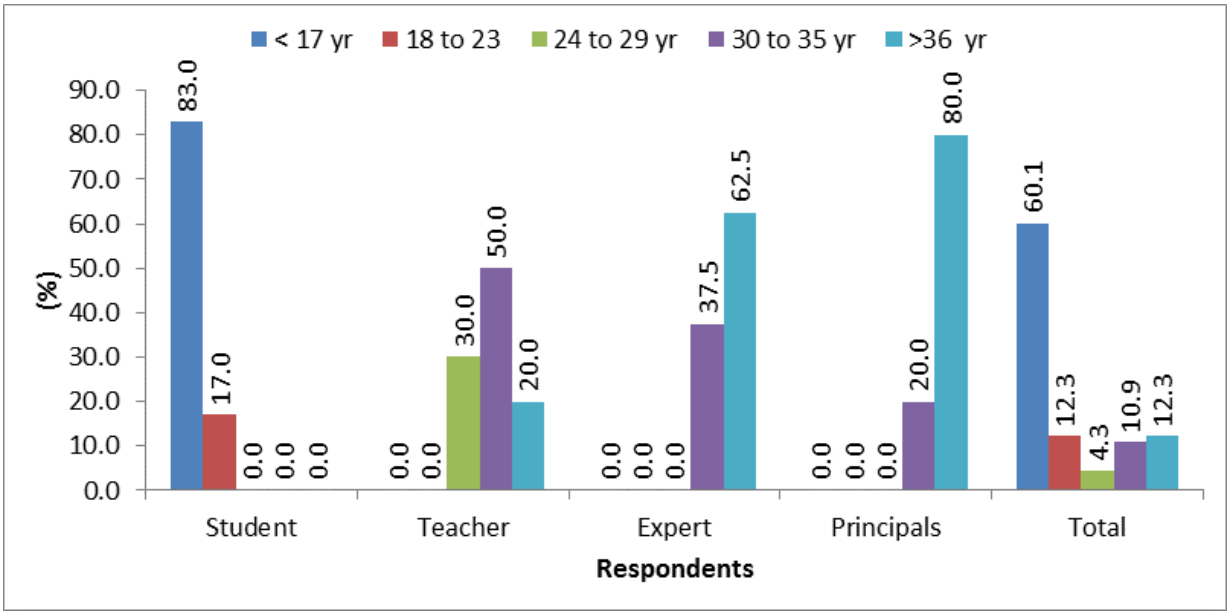
4.2.2 Age of the respondents

Age distribution of the respondents under Figure 2 indicates that the majority of the respondents, 83(83%) of students, 10(50%) of teachers 5(62.2%) of experts and 8(80%) of Principals are found in the ranges of 14-17, 30-35, 36-41 and 36-41 respectively, This indicated that a majority of teachers were found adult ages. Thus, those teachers have a good opportunity to share their experience to new comer or fresh teachers. Also experts and Principals were found in the same age level (36-41) this indicates that they have more experience about education. So, experts and

Principals relative to others can properly attend school improvement program training that comes from governments as well as nongovernment organization.

The age of interview participants for principals and vice principals, except two principals and one vice principal whose ages are above 42 years old, most of them were found to be in the age range of 36-41, which is believed to be at their adult age. Thus they could be in a better position to help the overall improvement and management of the school.

Figure 2 Age of respondents



4.2.3 Year of experience

Figure 3 shows 8(40%) of the teacher, 4(50%) of experts and 5(50%) of Principals respondents had 11 to 15 year of experience. Whereas 3(15%) of teacher, 1(12.5%) of experts and 2(20%) of Principals respondents had 16 to 20 year of experience. The remaining 9(45%) teacher, 3(37.5%) experts and 3(30%) Principals' respondents had below 11 years' service. It could be possible to conclude that, the majority of the teachers, experts and Principals experience was above ten years.

4.2.4 Education level

Regarding the education level of teachers, experts and Principals Figure 4 indicates that 8(40%), 3(37.5%) and 4(40%) of teachers, experts and principals respectively havedegreequalification. Whereas, the majority of teacher 12(60%), expert 5 (62.5%) and Principal 6(60%) were diploma. Thus according to the data there was more similarity between teachers, experts and Principal in their educational qualification. According to the interview of principals about educational level they say that sixof principals have degree, the rest fourof them principals were summer students to upgrade from diploma to degree.

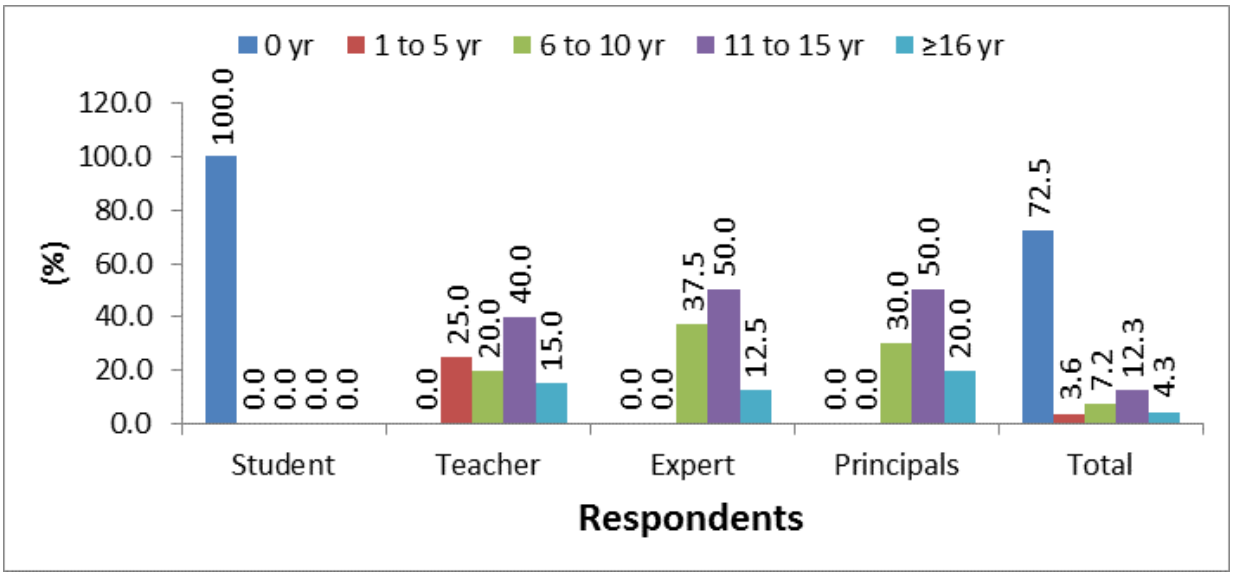


Figure 3 Work experience of respondents

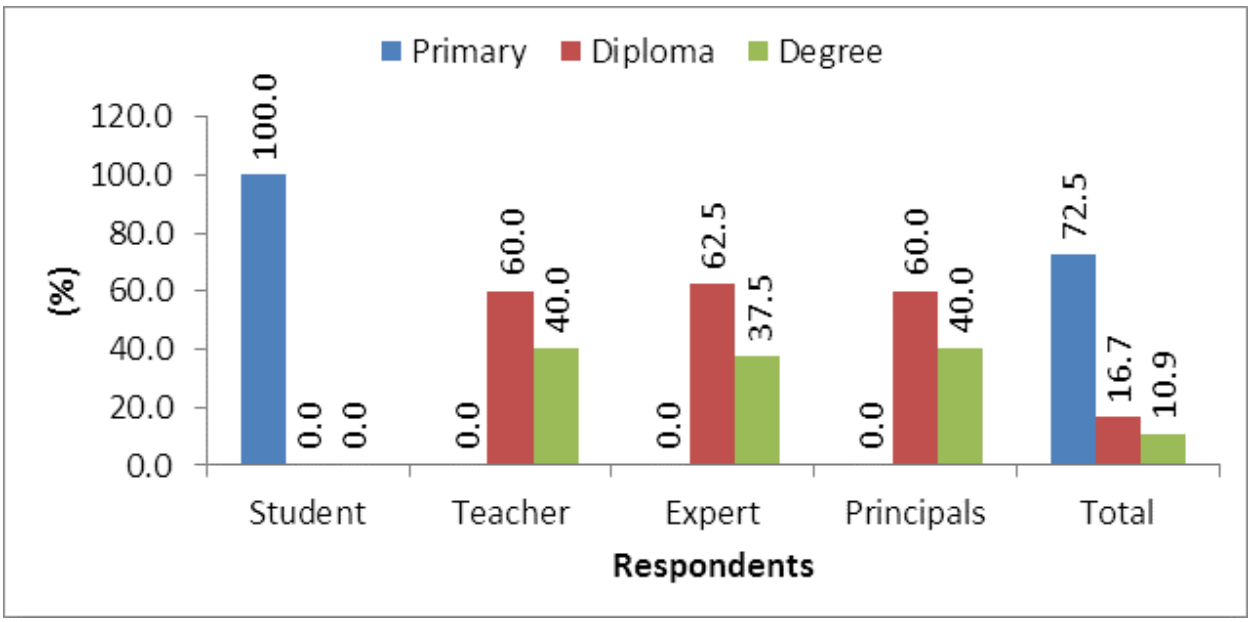


Figure 4 Education level of respondents

4.3What were the perceptions of community in the CSPP implementation?

4.3.1perceptions of community on quality and availability of School Facilities

Items were stated in table 3 and 4 designed to examine the rate of the functional services andquality of the school facilities

As can be observed in table 3 students, teacher, experts and Principal respondents were asked pedagogic center service in the school. To this end, 23(23%) students 5(25%) teacher, 4(50%) experts and 4(40%) Principal respondents responded that there is a good pedagogic service in the school. A Kruskal-Wallis H test was conducted to determine the rate of the functional service of pedagogic center, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was a statistically non-significant difference between a groups, (3, N= 138) = 2.064, p = 0.572.

Table 3 Rating of the functional service in CSPP schools

		Respondents (N)						Respondents (%)					
		Exc	Vg	G	Pr	Vp	Total	Exc	Vg	G	Pr	Vp	Total
1	Student	19	20	23	18	20	100	19.0	20.0	23.0	18.0	20.0	100
Pedagogic	Teacher	4	4	5	4	3	20	20.0	20.0	25.0	20.0	15.0	100
center	Expert	0	0	4	3	1	8	0.0	0.0	50.0	37.5	12.5	100
	Principals	1	1	4	3	1	10	10.0	10.0	40.0	30.0	10.0	100
	Total	24	25	36	28	25	138	17.4	18.1	26.1	20.3	18.1	100
2 Class	Student	20	21	23	17	19	100	20.0	21.0	23.0	17.0	19.0	100
room	Teacher	4	4	5	4	3	20	20.0	20.0	25.0	20.0	15.0	100
	Expert	0	1	5	1	1	8	0.0	12.5	62.5	12.5	12.5	100
	Principals	1	2	4	3	0	10	10.0	20.0	40.0	30.0	0.0	100
	Total	25	28	37	25	23	138	18.1	20.3	26.8	18.1	16.7	100
3 Offices	Student	17	20	21	23	19	100	17.0	20.0	21.0	23.0	19.0	100
	Teacher	4	4	3	5	4	20	20.0	20.0	15.0	25.0	20.0	100
	Expert	0	0	3	4	1	8	0.0	0.0	37.5	50.0	12.5	100
	Principals	1	0	2	4	3	10	10.0	0.0	20.0	40.0	30.0	100
	Total	22	24	29	36	27	138	15.9	17.4	21.0	26.1	19.6	100

Key: Exc= Excellent, Vg= Very Good, G= Good, P= Poor, Vp=Very poor, e

As can be observed in table 3 students, teacher, experts and Principal respondents were asked about class room service in the school. Among them, 23(23%) students 5(25%) teacher, 5(62.5%) experts and 4(40%) Principal respondents responded that there is a good class room service in the school. A Kruskal-Wallis H test was conducted to determine the rate of the functional service of class room from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was a statistically nonsignificant difference between a groups, (3, N= 138) = 0.479, p = 0.924.

As can be observed in table 3 students, teacher, experts and Principal respondents were asked office service in the school. Among them, 23(23%) students 5(25%) teacher, 4(50%) experts and 4(40%) Principal respondents responded that there was a poor service in the school. A Kruskal-Wallis H test was conducted to determine the rate of the functional service of office, from the four groups of respondents that was students, teachers, experts and Principals. Results of the analysis indicated that there was a statistically non-significant difference between a groups, (3, N= 138) = 4.135, p = 0.247.

The above results show that generally all questions of table 3 were statistically non-significance difference, but the rate of the functional services was poor. So this indicates that the participation of communities as well as the KETB, and PTAmembers was passive for facilitating these services.

The major source of resources for primary school comes from Central Government and Communities themselves. The community contributes to school facilities, provide building facilities such as sand, wood and others contribute money and provide technical assistance in building classrooms. The government provides funds to buy cements, textbook, exercise books, and teachers. The process of involving local people in construction of these schools creates a sense of ownership of schools by communities themselves and makes them sustainable. The community participation in construction of primary schools ensures that each village has its own primary school and increase the number of children enrolled (Mbilinyi, 2003).

Table 4Quality of school facilities

		Respondents (N)						Respondents (%)					
Item	Respon	Exc	Vg	G	Pr	Vp	Total	Exc	Vg	G	Pr	Vp	Total
class rooms	Student	0	16	23	36	25	100	0.0	16.0	23.0	36.0	25.0	100
	Teacher	0	4	4	7	5	20	0.0	20.0	20.0	35.0	25.0	100
	Expert	0	0	1	4	3	8	0.0	0.0	12.5	50.0	37.5	100
	Principals	0	0	1	5	4	10	0.0	0.0	10.0	50.0	40.0	100
	Total	0	20	29	52	37	138	0.0	14.5	21.0	37.7	26.8	100
office	Student	0	20	21	25	34	100	0.0	20.0	21.0	25.0	34.0	100
	Teacher	0	3	4	5	8	20	0.0	15.0	20.0	25.0	40.0	100
	Expert	0	0	1	3	4	8	0.0	0.0	12.5	37.5	50.0	100
	Principals	0	0	1	3	6	10	0.0	0.0	10.0	30.0	60.0	100
	Total	0	23	27	36	52	138	0.0	16.7	19.6	26.1	37.7	100
chair	Student	0	25	36	20	19	100	0.0	25.0	36.0	20.0	19.0	100
	Teacher	0	5	7	4	4	20	0.0	25.0	35.0	20.0	20.0	100
	Expert	0	1	4	3	0	8	0.0	12.5	50.0	37.5	0.0	100
	Principals	0	1	5	3	1	10	0.0	10.0	50.0	30.0	10.0	100
	Total	0	32	52	30	24	138	0.0	23.2	37.7	21.7	17.4	100
table	Student	0	24	35	21	20	100	0.0	24.0	35.0	21.0	20.0	100
	Teacher	0	5	7	4	4	20	0.0	25.0	35.0	20.0	20.0	100
	Expert	0	4	3	1	0	8	0.0	50.0	37.5	12.5	0.0	100
	Principals	0	3	5	2	0	10	0.0	30.0	50.0	20.0	0.0	100
	Total	0	36	50	28	24	138	0.0	26.1	36.2	20.3	17.4	100
blackbord	Student	0	23	35	21	21	100	0.0	23.0	35.0	21.0	21.0	100
	Teacher	0	5	7	5	3	20	0.0	25.0	35.0	25.0	15.0	100
	Expert	0	1	5	1	1	8	0.0	12.5	62.5	12.5	12.5	100
	Principals	0	3	4	2	1	10	0.0	30.0	40.0	20.0	10.0	100
	Total	0	32	51	29	26	138	0.0	23.2	37.0	21.0	18.8	100

Key: Exc= Excellent, Vg= Very Good, G= Good, P= Poor, Vp=Very poor, e

As can be observed in table 4, students, teacher, experts and Principal respondents were asked the quality of class room. To this end, 36(36%) students, 7(35%) teacher, 4(50%) experts and 5(50%) Principal respondents confirmed that it is low. A Kruskal-Wallis H test was conducted to determine the quality of class room, from the four groups of respondents that was students, teachers, experts and Principals. Results of the analysis indicated that there was a statistically non- significant difference between a groups, (3, N= 138) = 5.014, p = 0.169.

As can be observed in table 4 students, teacher, experts and Principal respondents were asked about the quality of offices. Among them, 34(34%) students, 8(40%) teacher, 4(50%) experts and 6(60%) Principal respondents confirmed that there was low quality. A Kruskal- Wallis H test

was conducted to determine the quality of offices, from the four groups of respondents that was students, teachers, experts and Principals. Results of the analysis indicated that there was a statistically non- significant difference between the groups, (3, N= 138) = 6.081, p = 0.108.

As indicated in table 4, respondents were asked about the quality of chair, table & black board respectively. In this respect, item 3, item 4 and item 5, 36(36%) students, 7(35%) teacher, 7(53.8%) experts and 4(50%) of Principals, 35(35%) students 7(35%) teacher, 3(37.5%) experts and 5(50%) Principal &35(35%) students 7(35%) teacher, 5(62.51%) experts and 4(40%) Principal respondents responded that there was a medium quality respectively. According to the Kruskal Wallis H test analysis of the quality of school facilities table 3 item 3, 4 & 5 the analysis indicated that there was statistically no significance difference between the group of respondents, the chi-square valueand p-value were in item 3, (3, N= 138) = 5.007, p = 0.167, in item 4, (3, N= 138) = 5.007, p = 0.166and in item 5, (3, N= 138) =1.008, p = 0.799.

Generally, all items of table 4 results show that they didn't show the significance difference between the groups of respondents. According to the interview of the qualities of school facilities all principals say that: -

Due to the absence of strong community participation and lack of adequate of local and non-governmental organizations on primary schools had resulted in not only having low quality of the school facilities but also the absence of some important of them like library, laboratory and teachers' residence.

To promote a proper atmosphere for effective teaching and learning, the quality of physical environment of the classroom facilities must be full field. The physical environment is made up of desks, chairs, tables, space, instructional materials, lighting and ventilation as well as the latest Information Communication Technology (ICT) equipments. Others include chalkboard, projection screen, time table, power supply gadget, students and teachers who have come together for the purpose of teaching and learning (Ahunanya and Ubabudu, 2006). Classrooms fall below these stated minimum standards, students and teachers should report these deficiencies, so that any shortcomings can be alleviated as soon as with the help of strong community participation in the school. The minimum standards are cleanliness, seating,

visibility/Lighting, chalkboard, Audio Visual Equipment, communications Outlet and Audibility (Nkechi, 2013).

4.3.2 Community Perceptions about CSPP Implementation

The questions stated in table 5, 6 & 7 were designed to examine the community perceptions on importance, responsibility and sustainability of CSPP implementation respectively.

As shown in Table 5, students, teacher, experts and Principal respondent were asked about community perception that was I perceive that the performance of primary education is depending on CSPP implementation Accordingly, 47(47%) students, 9(45%) teachers, 5(62.5%) experts and 7(70%) Principals totally 68(49.3%) respondents disagree on these perceptions. A Kruskal- Wallis H test was conducted to determine the community perception on the importance of implementation of CSPP, from the four groups of respondents that was students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between the groups, the calculated Kruskal Wallis H test chi-square, Pvalue are (3, N= 138) = 2.997, p = 0.392.

Data in Table 5 shows that most of the respondents that is 44(44%) of students, 9(45%) of teachers, 6(75%) of experts and 6(60%) of Principals agree thatif CSPP implement with strong community participation, primary education would be improved for this community perception respondents. A Kruskal-Wallis H test was conducted to determine the community perception about the importance of CSPP implementation, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between a groups, the calculated Kruskal Wallis H test of chi square, P-value are (3, N= 138) = 2.908, p = 0.406.

Table 5Community perception on the importance of CSPP implementation

Question	Respondent	Respondents (N)				Respondents (%)			
		A	UD	D	Total	A	UD	D	Total
1 I perceive that the performance of primary education is depending on CSPP implementation.	Student	34	19	47	100	34.0	19.0	47.0	100
	Teacher	8	3	9	20	40.0	15.0	45.0	100
	Expert	1	2	5	8	12.5	25.0	62.5	100
	Principals	2	1	7	10	20.0	10.0	70.0	100
	Total	45	25	68	138	32.6	18.1	49.3	100
2 I believe that if CSPP implement with strong community participation, primary education would be improved.	Student	44	20	36	100	44.0	20.0	36.0	100
	Teacher	9	3	8	20	45.0	15.0	40.0	100
	Expert	6	0	2	8	75.0	0.0	25.0	100
	Principals	6	0	4	10	60.0	0.0	40.0	100
	Total	65	23	50	138	47.1	16.7	36.2	100
3 I believe that if the absence of CSPP implementation would affect the improvement of primary education.	Student	38	14	48	100	38.0	14.0	48.0	100
	Teacher	8	2	10	20	40.0	10.0	50.0	100
	Expert	2	0	6	8	25.0	0.0	75.0	100
	Principals	2	2	6	10	20.0	20.0	60.0	100
	Total	50	18	70	138	36.2	13.0	50.7	100
4 I perceive that whether or not implement CSPP does not have any impact on primary education improvement.	Student	36	15	49	100	36.0	15.0	49.0	100
	Teacher	7	3	10	20	35.0	15.0	50.0	100
	Expert	2	0	6	8	25.0	0.0	75.0	100
	Principals	3	0	7	10	30.0	0.0	70.0	100
	Total	48	18	72	138	34.8	13.0	52.2	100

Key: SA= Strongly Agree, A= Agree, UD=Undecided, D= Disagree, SD= Strongly Disagree,

Data in table 5, most of respondents 48(48%) of students, 10(50%) of teachers, 6(75%) of experts and 6(60%) of Principals were disagree about the community perception that was I believe that if the absence of CSPP implementation would affect the improvement of primary education. A Kruskal-Wallis H test was conducted to determine the community perception about the importance of CSPP implementation, from the four groups of respondents that was students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between the groups, the calculated Kruskal Wallis H test of chisquare, P-value are (3, N= 138) = 2.273, p = 0.518.

Also the fourth data in table 5, most of the respondents 49(49%) of students, 10(50%) of teachers, 6(75%) of experts and 7(70%) of Principals were replied that disagree the community

perception that was I perceive that whether or not implement CSPP does not have any impact on primary education improvement. A Kruskal-Wallis H test was conducted to determine the community perception about the importance of CSPP implementation, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between the groups, the calculated Kruskal Wallis H test of chi square, P-value are (3, N= 138) = 1.982, p = 0.576. The FGD of the KETB and PTA about the importance of CSPP implementation to the community they say that:-

It is good, because after created awareness to the communities they changed their attitude towards their school improvement, then the parents were encourage their children to send the school and they participated different school activities like financing, management and others. But after the program was phased out due to different factors the sustainability of the program was inadequate. Such factors from school side are lack of active school principal, supervision and coordination between Woreda education office and school, also from the society are socio economy, cultural and religious factors.

According to SC-USA Annual Progress , Monitoring and Evaluation Report 2009 through carrying out capacity building activities for formal school students, PTA, GEAC, principals, Regional/Zone/Woreda/KETB Staff, SDC and ABE facilitator were benefited the project.

As indicated in table 6, respondents were asked about the community perception that was I believe that most of communities didn't participate in the CSPP implementation. In this respect, most of respondents 48(48%) students, 10(50%) teacher, 6(75%) experts and 8(80%) of Principals were answered disagree. A Kruskal-Wallis H test was conducted to determine the community perception regarding responsibility on CSPP implementation, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between the groups, the calculated Kruskal Wallis H test of chi square, P-value and mean ranks are (3, N= 138) = 4.746, P = 0.191.

As can be observed in table 6 students, teachers, experts and Principals respondents were asked about community perception, I perceive that participation of CSPP implementation should

mainly bethe responsibility of governments rather than communities. Among them, 53(53%) students 10(50%) teacher, 5(62.5%) experts and 7(70%) Principals' respondents were disagreed. A Kruskal-Wallis H test was conducted to determine the community perception regarding responsibility on CSPP implementation, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between the groups, the calculated Kruskal Wallis H test of chi esquire, P-value are (3, N= 138) = 0.525, P = 0.913.

Data under table 6, shows that most of the respondents were 50(50%) of students, 10(50%) of teachers, 3(37.5%) of experts and 6(60%) of Principals disagreed about community perception that was, I believe that communities should not spend time to participate in CSPP implementation activity. A Kruskal-Wallis H test was conducted to determine the community perception regarding responsibility on CSPP implementation, from the four groups of respondents that was students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between the groups, the calculated Kruskal Wallis H test of chi square, P-value are (3, N= 138) = 1.437, P = 0.697

As can be observed in table 6 students, teacher, experts and Principal respondents were asked about community perception that was, I perceive that communities have a responsibility to participate in the primary education improvement program. To this end, most of respondents 51(51%) of students 10(50%) of teachers, 6(75%) of experts and 7(70%) of Principal were agreed. A Kruskal-Wallis H test was conducted to determine the community perception regarding responsibility on CSPP implementation, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between the groups, the calculated Kruskal Wallis H test of chi square, P-value and mean ranks are (3, N= 138) = 1.961, P = 0.581. According to the interview of the three WEOH they say that;-

Table 6 community perception regarding responsibility on CSPP implementation

		Respondents (N)				Respondents (%)			
		A	UD	D	Total	A	UD	D	Total
1 I believe that most of communities they didn't participate in the CSPP implementation.	Student	36	16	48	100	36.0	16.0	48.0	100
	Teacher	7	3	10	20	35.0	15.0	50.0	100
	Expert	1	1	6	8	12.5	12.5	75.0	100
	Principals	2	0	8	10	20.0	0.0	80.0	100
	Total	46	20	72	138	33.3	14.5	52.2	100
2 I perceive that participation of CSPP implementation should manly the responsibility of educational governments rather than communities.	Student	27	20	53	100	27.0	20.0	53.0	100
	Teacher	6	4	10	20	30.0	20.0	50.0	100
	Expert	3	0	5	8	37.5	0.0	62.5	100
	Principals	3	0	7	10	30.0	0.0	70.0	100
	Total	39	24	75	138	28.3	17.4	54.3	100
3 I believe that communities should not spend time to participate CSPP implementation activity.	Student	43	7	50	100	43.0	7.0	50.0	100
	Teacher	8	2	10	20	40.0	10.0	50.0	100
	Expert	5	0	3	8	62.5	0.0	37.5	100
	Principals	3	1	6	10	30.0	10.0	60.0	100
	Total	59	10	69	138	42.8	7.2	50.0	100
4 I perceive that communities have a responsibility to participate in the primary education improvement program.	Student	51	12	37	100	51.0	12.0	37.0	100
	Teacher	10	2	8	20	50.0	10.0	40.0	100
	Expert	6	0	2	8	75.0	0.0	25.0	100
	Principals	10	0	3	10	70.0	0.0	30.0	100
	Total	74	14	50	138	53.6	10.1	36.2	100

Key: SA= Strongly Agree, A= Agree, UD=Undecided, D= Disagree, SD= Strongly Disagree,

Before seven years we took CSPP training about its objective and awareness rising for the proper implementation of CSPP. During the CSPP implementation the community participation was sufficient as a beginning. But after the program was phased out the community participation was they miss their role and advantage for the improvement of primary education, because of different factor such as lack of training, low performance of the school management and economy, culture and religion problem of the society.

School principals and teachers should continue to work very closely with parents and communities to improve participatory decision-making at school level. Parents and communities

need to be aware of how important is education for their children's future, both in terms of personal development and expanded opportunities. If parents take more interest in schools, schools will be more accountable and the quality of education will improve. Education might be more relevant and suitable for children in a particular location if parents have a say in what is taught and how that is done (Workneh, 2012).

Communities and PTAs are playing important roles in all aspects of education from generating resources to managing schools. PTAs are active in raising the awareness of the general community on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Hence, communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given level of education. Moreover, communities, through PTAs, will be involved in the day-to-day management of schools, which will include monitoring student attendance, performance, discipline, etc. Such involvement is crucial for reducing dropout rates that could be caused due to both in-school and out-of-school factors. It is also important to make schools child friendly, especially for girls (MoE, 2005).

As indicated in table 7 item 1, respondents were asked; after CSPP phased out primary education doesn't need community participation. In this respect, most of respondents 43(43%) students, 9(45%) teacher, 5(62.5%) experts and 6(60%) of Principals replied that disagreed. A Kruskal-Wallis H test was conducted to determine the community perception regarding on CSPP sustainability, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between the groups, the calculated Kruskal Wallis H test of chi square, P-value are (3, N= 138) = 1.007, P = 0.800.

Table 7community perception regarding on CSPP sustainability

		Respondents (N)				Respondents (%)			
		A	UD	D	Total	A	UD	D	Total
1 After CSPP phased out primary education it doesn't need community participation.	Student	38	19	43	100	38.0	19.0	43.0	100
	Teacher	8	3	9	20	40.0	15.0	45.0	100
	Expert	3	0	5	8	37.5	0.0	62.5	100
	Principals	3	1	6	10	30.0	10.0	60.0	100
	Total	52	23	63	138	37.7	16.7	45.7	100
2 Strong community participation after CSPP was phase out there is a positive impact on the primary education improvement.	Student	47	17	36	100	47.0	17.0	36.0	100
	Teacher	10	3	7	20	50.0	15.0	35.0	100
	Expert	5	0	3	8	62.5	0.0	37.5	100
	Principals	7	1	2	10	70.0	10.0	20.0	100
	Total	69	21	48	138	50.0	15.2	34.8	100
3 CSPP sustainabilityhasnothing to do, or any advantage for primary education.	Student	36	17	47	100	36.0	17.0	47.0	100
	Teacher	8	3	9	20	40.0	15.0	45.0	100
	Expert	3	0	5	8	37.5	0.0	62.5	100
	Principals	4	0	6	10	40.0	0.0	60.0	100
	Total	51	20	67	138	37.0	14.5	48.6	100
4 Community participation is one of a strategy to achieve CSPP goal. For this reason it is enough only during CSPP implementation	Student	38	16	46	100	38.0	16.0	46.0	100
	Teacher	7	4	9	20	35.0	20.0	45.0	100
	Expert	3	1	4	8	37.5	12.5	50.0	100
	Principals	2	0	8	10	20.0	0.0	80.0	100
	Total	50	21	67	138	36.2	15.2	48.6	100

Key: SA= Strongly Agree, A= Agree, UD=Undecided, D= Disagree, SD= Strongly Disagree,

As can be observed in table 7 item 2, students, teachers, experts and Principals respondents were asked, strong community participation after CSPP was phase out there is a positive impact on the primary education improvement. To this end, most of respondents 47(47%) students 10(50%) teacher, 5(62.5%) experts and 7(70%) Principals were replied agreed. A Kruskal- Wallis H test was conducted to determine the community perception regarding on CSPP sustainability, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between a groups, the calculated Kruskal Wallis H test of chi square, P-value are (3, N= 138) = 1.868, P = 0.600.

As table 7 item 3, shows that most of the respondents were 47(47%) of students, 9(45%) of teachers, 5(62.5%) of experts and 6(60%) of Principals were disagreed about community

perception that was, CSPP sustainability hasnothing to do or has no any advantage for primary education. A Kruskal-Wallis H test was conducted to determine the community perception on CSPP sustainability, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between a groups, the calculated Kruskal Wallis H test of chi square, P-value are (3, N= 138) = 0.434, P = 0.933.

As can be observed in Table 7, students, teachers, experts and Principals respondents were asked, Community participation is one of a strategy to achieve CSPP goal. For this reason it is enough participation only during CSPP implementation. To this end, most of respondents 46(46%) of students 9(45%) of teachers, 4(50%) of experts and 8(80%) of Principals were confirm disagreed. A Kruskal-Wallis H test was conducted to determine the community perception regarding on CSPP sustainability, from the four groups of respondents that were students, teachers, experts and Principals. Results of the analysis indicated that there was no a statistically significant difference between a groups, the calculated Kruskal Wallis H test of chi square, P-value are (3, N= 138) = 3.129, P = 0.372als. According to the FGD between KETB and PTA about the community participation for the sustainability of the CSPP they say:-

During the program implementation there was community participation because within a short duration there was training about the CSPP implementation and there was face to face meeting the overall process of the school. But currently the number of meeting per year becomestwo times only, so the community participation isnot adequate after phase out. Due to this the continuity/sustainability of the program objective was insufficient.

PTA and KETB 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. Such training has encouraged community members to continue supporting and improving their schools conditions and internalizes the aims and objectives of CSPP. 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. Lack of attention of some KETB leaders to school affairs, being taken away by other activities and absence of experience to delegate others has retarded the progress of the project, 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 CSPP 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 USAID partners to address issues of sustainability (USAID, 2005).

4.4What kind of support provided by CSPP based on its program objectives and indicators?

The CSPP had as its overall goal the improvement of educational and health outcomes in Ethiopia for children in primary schools in eight regional states. There are three main program goals, with Intermediate Results (IRs). The CSPP program goals are:

Goal 1: Enhanced Quality and Equity of Primary Education

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

1.2: Improved capacity of teachers;

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

1.4: Improved school environment to support teaching and learning.

Goal 2: Improved Coordination of Education and Primary Health Care

2.1: Improved linkages between education and stakeholders;

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

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

Goal 3: Increased Use of Key Health Services and Products

3.1: Increase access to health services and products;

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

3.3: Improved policy environment relating to key health services.

The program has 22 indicators but the researcher discussed here some of the important indicators based on hisobservation.

The first indicator is number of individuals who receive school level training. Based on the assessment small sample in this study, this seemed to vary from school to school. Most of respondents said they felt positive about the trainings and were utilizing what they had learned. Moreover,woreda personnel that occur after training has been received, it was reported that 2 out of 5 school directors of CSPP schools in Itang had been transferred elsewhere. This means that these people are being replaced by people who have not taken trainings given by the project. It is clear that high turnover affects a project outcome

The other indicator was presence of active PTAs and in this study the PTAs in the schoolsare stillactive and committed, and felt that CSPP had also enabled them to carry on after CSPP concludes. Further, when asked about transferability of CSPP skills and knowledge to non-CSPP schools and communities, all PTA members indicated that such transferability had been taking place. Strengthening PTAs and their efforts to mobilize communities can generally be seen as an important CSPP success.

Survival rate to Grade 5 is another Indicator and this varies widely from school to school in the study sample. For example, in Wathgach primary the lowest ranking school in this regard of the schools visited had a survival rate of only 91.1 percent, while in Itang No1 had a 100 percent rating. Many contextual variables may be the cause of these school level differences

Another Indicator was the Number of Teachers Trained in New Active Learning Methods. This also varied widely, due to the variability of staff size in schools. This is the main indicator that

directly deals with the teaching-learning process in the classroom and thus is of special concern. The researcher conducted classroom observation and from the observations that were made, and from discussions with teachers and others, about the use of active learning. The trainings weredone, the manuals are made and translated, and active learning is still in place. Some teachers said they simply cannot apply much active learning methodology because the classrooms are so crowded and the conditions so bad. Implementation of active learning of course depends on the situation of schools themselves. The majority of schools seen had walls devoid of any maps of Gambella region, Ethiopia, baro river) or posters or even locally made materials; most exhibited somehowunattractive

Percentage share of girls' enrollment in the school was also indicator. Based on enrollment figuresfor CSPP schools for the 2004 E.C. school year exceed the baseline (2000 E.C.) Enrollment in CSPP schools in Itang has essentially increasedsince baseline. It is important to note that while overall and regional trends have been improving, this has not necessarily been the case at the school level. In one of the schools observed the share of girls' enrollment was 35.5 percent.

Drop-out rate of girls as Indicatorvaries from school to school but the maximum dropout reported was 29.0%. The traditional practice of in the region is a case in point such as where the parents of a girl child give her to a future husband at an early age with the understanding that the girl will live with her parents until she reaches the proper marriage age. At that point the girl is forced to drop out of school to be married.

Regarding Presence of active GEACs, the study observed that it was composed of 7 members – teachers, students and community representatives. The GEACs, still evolved from girls' clubs, can be said to be another of CSPP's success stories. These GEACs still now make home visits to parents to find out about absenteeism and in other ways intervene on behalf of the girls, including the provision of tutorial class.

The contribution of school communities for matching resources is also another indicator. Thecommunities admirably do provide the matching resources, usually in the form of labor or in-

kind contributions. The CSPP program mandated certain types of activities such as latrines; the priorities seem "pre-designed. Most entailed improvements to the physical infrastructure of the school (including water supply and latrines) plus gardening.

When askedwhethersessions per week devoted to health educationmost respondents say yes and during the CSPP it was once-a-week "session" occurs at a mass flag ceremony at the school but not now. Regarding Presence of an Education and Health Data Collection System it was reportedthat in all schools that data was not being filled in due to the late arrival of the School Information Registry Book. in almost all schools visited, At least one visit per week by a frontline health worker was not regularly done during and after CSPP phased out.

Segregated latrines for girls and boys were constructed with CSPP funding andcommunities, the Government, and various are involved in latrines construction on the same school campus after the time the project has phased out. It was observed in some schools that boys' and girls' latrines were in the same building block. However, it was noted that the number of available latrines did not match the needs of large student populations.

The assessor(researcher) observed that in 3 schools there is a common hand washing facility for boys, girls and teachers. The researcher observed empty jerry-cans at some schools. *S*chool gardens appeared to be one of the most poorly administered/ handled of the CSPP activities at 3 schools. In all schools there is potable water. Consisting of up to 2 water points.This service is also supported by various NGOs and still are functional. There are no communities with critical water problems where water points are established. In two schools visited, the water points located in the school compound are shared with the community.

4.5To what extent does the program made differences on the educational indicators (enrolment, attendance, performance/promotion and retention) of targeted community?

4.5.1 Effects on Expansion of Access

In this regard communities were positively impacted in several ways. New classrooms have been built and older ones renovated, creating an increase in capacity for children to attend school.

Also, more children have been attracted to the grant-aided schools in locations where attention was given to making schools more child-friendly through activities such as making the physical facilities cleaner, safer and more healthful.

In many of these schools, School Incentive Awards helped members of the school's community to create improved, healthier environments, e.g., access to drinking water, separate latrines for girls, provision of school materials, leading to more child-friendly facilities and helping to encourage children at particular risk to attend school.At the school level, positive impacts on access and gender equity have occurred related to PTAs and KETBs, which through training have an improved understanding of the value of schooling and better oversight of school operations. Similarly, GEACs and Girls' Clubs, have sensitized members of school communities in particular and stakeholders in the broader community to factors that deter a community's girls from participating in education at the community's schools.

4.5.2 Effects on Gender Equity (Female Enrollment and Completion)

Data on enrollment and retention statistics for schools that have benefited from USAID/ CSPP support were collected from woreda education office.By presenting these statistics and comparing them with those in project documents, we can see a pattern emerge on enrollment, retention, and repetition.

There was no significant difference interms of survival rate but there was a significant difference in terms of PCR, dropout rate, net enrolment rate and promotion rate (Table 8).Survival rates for both girls and boys through grade 5 rose from 48.6% in 2000 to 58.4% 2004, with girls' survival rates higher (61%) than boys' (56%)(Figure 5). Primary completion rates for grade 5 and 8 increased from an overall rate of 43.6% in 2000 to 51.6% in 2004. The completion rate for girls rose from 38.8% to 56.8% for the same years(Figure 6). Repetition rates for boys decreased from 15.8% in 2000 to 10.5% in 2004, but repetition rates for girls decreased from 21.5% in 2000 to 14.3% in 2004, Repetition rates are highest in grades 1, 5, 7, and 8. (Table 8). In each grade the rates for girls are slightly lower than for boys.Dropout rates for boys are declining, from 20.4 for boys in 2000 to 19.5% in 2004 and for girls from 19.1% to 16.9% in 2004. Dropout rates are highest in grades 1, 5 and 8 though there is some improvement, only 28% of the total girls of

primary school-age are presently in schools. A net enrollment rate is 30%. Further, girls' retention rates are lower. Within the overall context of improving access to education, particular attention should be paid to approaches that can improve enrollment and retention, including inter alia the feasibility of establishing and maintaining GEACs, Girls Clubs and other support mechanisms.

During FGD with GEACs provide academic tutoring, life skills development, training in personal hygiene and sanitation, and in HIV/AIDS. GEACs and PTAs go to parents to try to convince them to allow their daughters to return to school, even though they may have been promised for an impending marriage.

Table 8 Impact of CSPP on repetition, dropout and promotion rate in Itang schools

		Repetition rate		dropout		promotion	
Grade	sex	2000EC	2004EC	2000EC	2004EC	2000EC	2004EC
1	Male	16.4	10.9	30.9	29.0	61.9	64.9
	Female	22.1	14.7	28.0	26.9	65.3	67.3
	Total	19.1	12.7	29.5	28.0	63.6	66
2	Male	14.3	10.2	16.5	15.1	76.2	78.2
	Female	19.5	13.9	15.3	12.7	75.3	80.3
	Total	16.5	11.8	15.9	13.9	75.75	79.4
3	Male	12.9	9.2	17.7	14.2	74.9	79.9
	Female	18.2	13.0	13.1	11.3	80.9	82.9
	Total	15.3	10.9	15.4	12.8	77.9	81.3
4	Male	13.0	10.0	18.8	15.5	75	78
	Female	18.1	13.9	15.2	12.5	75.9	80.9
	Total	15.2	11.7	17.0	14.1	75.45	79.4
5	Male	16.7	11.1	21.6	20.8	68	72
	Female	22.7	15.1	19.7	16.5	71.2	76.2
	Total	19.4	12.9	20.7	18.7	69.6	74
6	Male	13.0	9.3	17.3	14.9	77.3	79.3
	Female	17.2	12.3	13.5	11.8	80.3	83.3
	Total	14.8	10.6	15.4	13.3	78.8	81.2
7	Male	14.8	10.6	16.6	14.1	73.6	78.6
	Female	20.0	14.3	15.8	12.1	78.9	80.9
	Total	17.2	12.3	16.2	13.1	76.25	79.8
8	Male	16.6	12.8	23.8	23.3	62.4	67.4
	Female	23.3	17.9	25.6	24.2	61.5	66.5
	Total	20.3	15.6	24.7	23.7	61.95	66.9
all	Male	15.8	10.5	20.4	19.5	69.9	73.9
	Female	21.5	14.3	19.1	16.9	71.6	76.6
	Total	18.3	12.2	19.8	18.3	70.75	75.2

There is stillsignificant turnover in school administrators,where leadership has changed. At Itang No1, the GEAC leader was promoted to the woreda, and with her departure no staff member took up her responsibilities. Hence, when we interviewed the new Vice Principal, he knew nothing about GEACs. Continuous awareness raising and capacity building is required to meet the needs created by the high turnover. It is critical for girls' access, retention and survival that training be provided on GEACs at all schools.

To continue a focus on girls' education, representatives of Women's Affairs in Gambella region and woreda should be encouraged to develop an action plan to work with schools so that leaders

at all levels will become more gender sensitive. Special efforts will need to be developed to encourage significantly greater participation by girls in education.

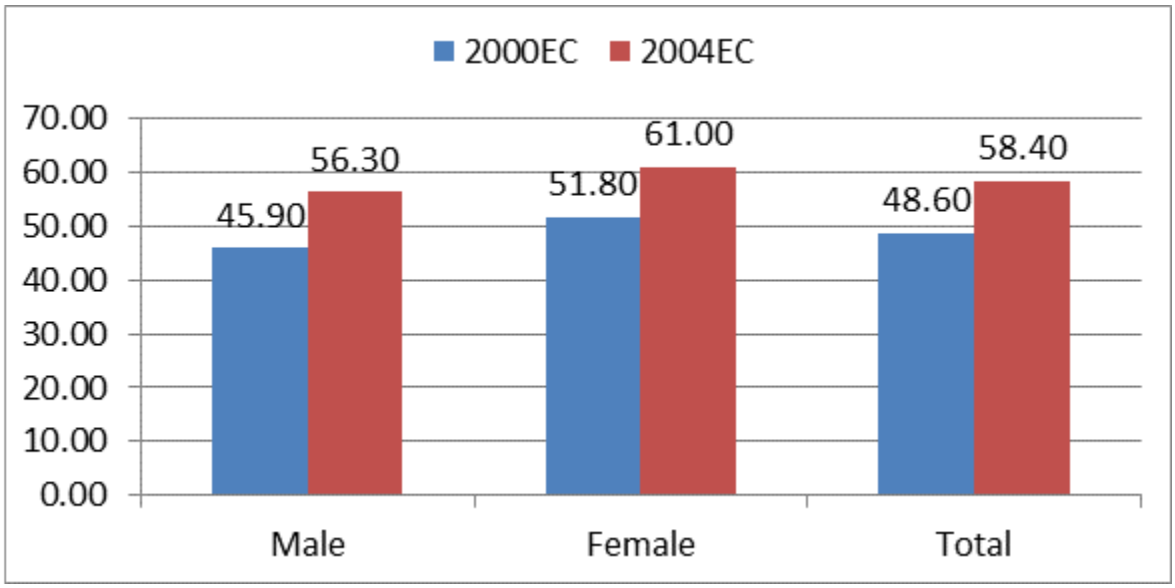


Figure 5Impact of CSPP on survival rate of Itang primary schools

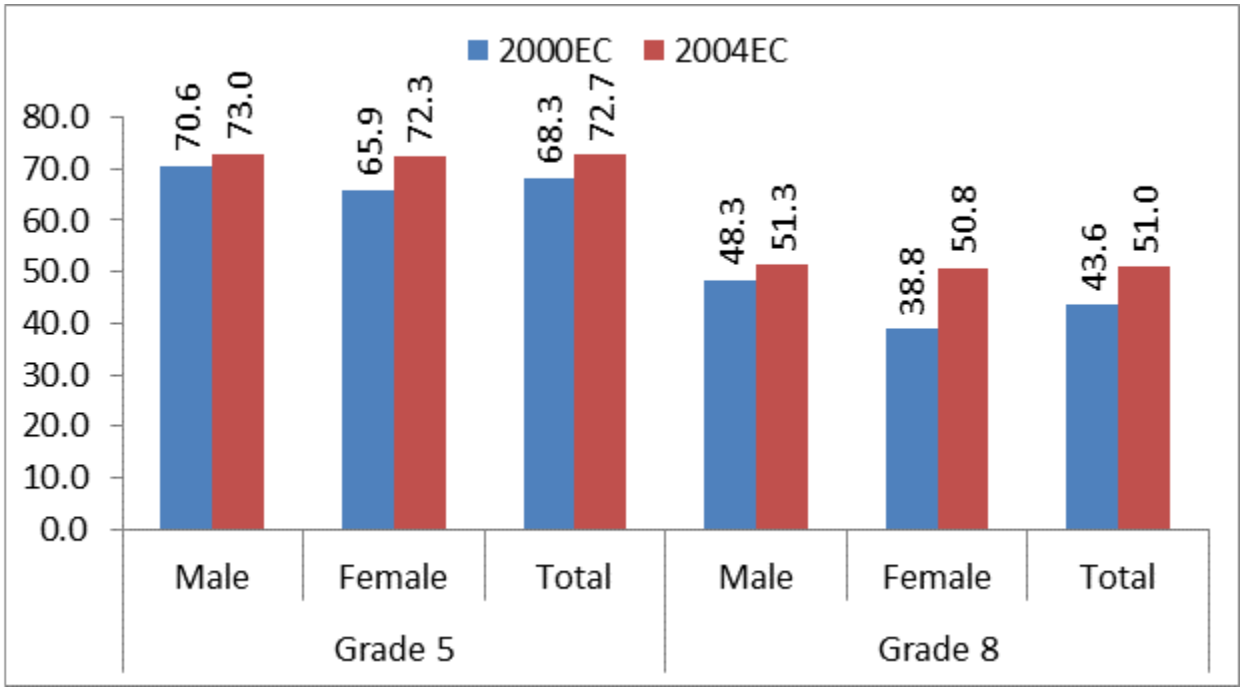


Figure 6 Impact of CSPP on primary completion rate of Itang primary schools

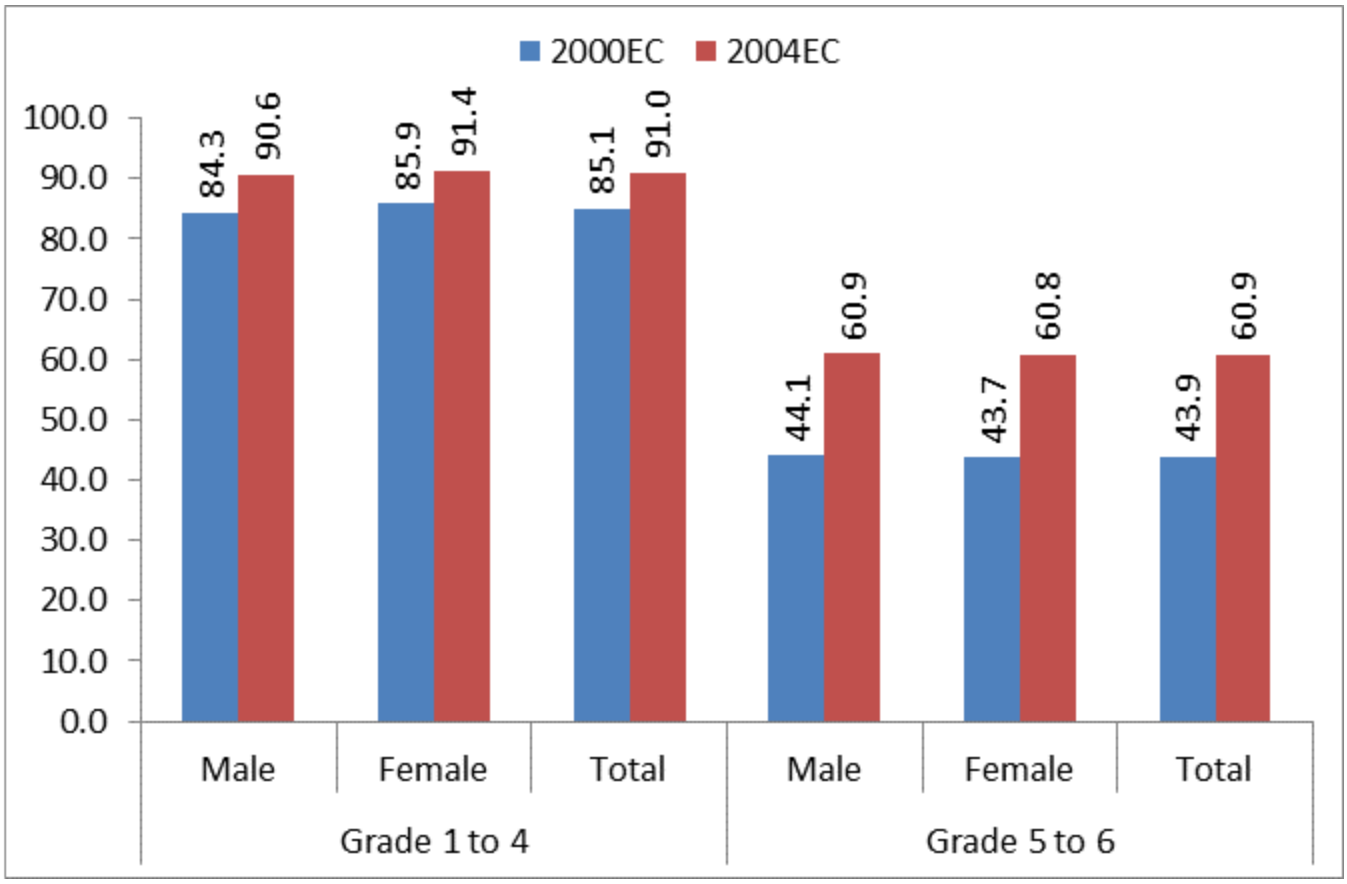


Figure 7 Impact of CSPP on net enrolment rate of Itang primary schools

Evidence from Quantitative data:

The annual average scores of 50 sample students from 2001 and 2003 EC for all subjects in different grades who are learning in different schools in 5 primary schools in Itangwereda are indicated table 9. As data of those sample students, the overall mean score of the 76 sample students were 68.1% and the standard deviation is 12.458. the score of similar girls for the third year were taken. As it is observed, those who were grades 6 and 7 showed a 100% promotion rate. But for grades 8 it was 77.8%. the average score of these students was 70.7%. Given that 50% is a pass mark for most Ethiopian schools; these students showed more than 20.7 point's improvement from the minimum score. Similarly, their overall repetition rate was 12% and 4% respectively. If we take the repetition rate of the national data (grades 5-8) in the years 2003 and 2004 E.C were 10% (MoE, 2011/2012) and 8.9% (MoE, 2010/2011) respectively. This implies

that girls supported by CSPP has shown better promotion rates and reduced repetition rates. This also supplements the qualitative findings from participants in that students were showing improvements in academic performance in different schools of Itangworeda sample schools, as a result of the program's interventions.

Table 9Sample students' academic achievement between year 2001 and 2003 E.C

year	Grade	N	Mean score	Promotion rate (%)	Repetition rate (%)	No detained
2001EC	4	28	71.5	92.9	7.1	2
	5	13	63.9	76.9	23.1	3
	6	9	63.5	88.8	11.1	1
	Total	50	68.1	88.0	12.0	6
	S. dev		12.485			
2003 EC	6	26	76.8	100	0	0
	7	10	65.5	100	0	0
	8	8	59.5	72.8	22.2	2
	Total	44	70.7	96	4	2
	S. dev		11.864			

4.5.3 Effects on Learning and Teaching

Baed on FGD with GEAC members, the numbers and proportions of diploma-qualified teachers are going up. Girls' enrollment, persistence and completion rates are going up and now approach parity in all schools and in the aggregate. Performance in the first cycle appears better, and the practices of active learning appear less widespread because of the over rowdiness of class rooms.

According to woreda health office and water and energy office,woreda capacities for supporting quality improvements have been strengthened, as a result of close collaboration in assessing

needs and joint planning. They also reported that there has been substantial improvement in planning, policy development and management/ monitoring at the woreda Education office.

According to USAID report the woreda level is the key link in the support chain leading to improved quality. Woredas are responsible for the administration of cluster centers located in nearby primary schools at which staff of TTCs provide training on a range of topics to cluster and satellite schools. They also are responsible for much of the data collection and reporting, but have little analytic capacity. USAID activities have provided much training support, management system support, but have not been able to do so for these schools, and many remain very weak. Other partnersshould consider continuing to target direct support for WEO, especially in woredas that have had relatively little direct assistance from USAID activities.

4.5.4 Effects on Materials Development

The availability of text materials is improving,BoE head revealed that, with the exception of local languages, the student text book ratio reached 1:2text availability in all subjects. During this study visits to schools, it was observed uneven supply of texts with much of the problem attributed to transport difficulties and lack of inventory controls, e.g., texts were available in resource centers of the region but not delivered in a timely manner to schools.

It was also observed thatsupplementary materials remain very limited, both in subject areas and in terms of supplementary readers, libraries and exemplar materials at the resource centers. Most supplementary materials observed in classrooms are wall charts and similar graphic materials. Materials distribution systems operating through the respective resource centers lack adequate inventory controls and have problems with transport in distributing texts and other materials efficiently to all schools.

4.5.5 Effects on Administrative and Management Capacities

Training has improved the management and administrative skills of education sector employees at WEOs and schools. Capacity-building in strategic planning, program management and financial and budgeting procedures has strengthened WEOs and is reported to have resulted in better plans, implementation and accountability systems at these institutions. Further, WEO

supervisory functions have changed to become more supportive of student-centered innovations and encouraging of more effective teacher practices.

The delivery of education at schools has benefitted from improved school leadership and supervision, realized through various training efforts, along with the provision of school operational guidelines (e.g., modules in leadership, supervision, financial management, student monitoring, etc.).

4.5.6 Effects on Community Participation and School Governance

In all schools observed PTAs have the capacity to be more self-sustaining in raising funds and making decisions affecting the quality of the school**.** They have gained the trust of the community by creating plans, having the community approve and financially support them, and by reporting back to them on how funds were expended. PTAs regularly invite groups of community members to come to the school and inspect the improvements that have been made.

Students play a role in community mobilization by communicating school-based needs identified by PTAs and community members to their parents, relatives and friends. This is particularly the case for girls who are representatives on their school's GEAC. Consequently, students have increased their participation in solving their problems. This awareness and participation will have long-term ripple effects as the children grow into adulthood.

Woredas have created a linkage between education and health through the establishment of local education/health networks that meet regularly to address the health needs of children in school. The systems of partnerships emanating with the school and moving upward in the structure.

4.5.7 Effects on Health Affecting Education Results

As a consequence, USAID-fund and in support of addressing the needs of the "whole" child, schools are better able to address the water, sanitation, and health needs of students. Children understand the relationship between maintaining good health and personal/environmental sanitation and act accordingly. On a broader institutional level, networking between health and

education at the kebele and woreda levels helps ensure that the health care needs of children are addressed in schools. They alsohave produced many different types of learning materials and manuals which enable various stakeholders to address the needs of OVC, which also contribute to helping community members better address the needs of all children. Students participate in maintaining the cleanliness of the school environment, share the lessons they learned in health classes with their families, and actively apply what they have learned.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section, first a summary of the study and the major findings were made. Second, conclusions of the fundamental findings were drawn. Lastly, some possible recommendations were made on the basis of the findings of the study.

5.1 Summary

The major objective of this study was to assess the performance of CSPP and its effects on primary schoolsinItang special woreda of Gambella region.

In order to meet the main purpose of the study, a mixed approach of descriptive and survey designs was employed. Besides this, after the target populations were identified, by using both purposive and random sampling techniques, Itangspecial Woredawasselected. The subjects of the research were experts from WEO, WOH, WWEO, RSEB, WEOH, Supervisors, GEAC, PTA, KETB principals, teachers, students and former project staff. So, to collect relevant data for the study, questionnaire, semi-structured interview questions, FGD, observation and document analysis were made. Both descriptive and inferential statistics were employed. The descriptive statistics were percentage, standard deviation and mean rank. Whereas inferential statistics were Kruskal Wallis H test, post hock and t-test to be used. The quantitative data was systematically organized and analyzed by SPSS using percentage, standard deviation, and mean rank. The qualitative data gathered through interview, document inspection and focus group discussion were analyzed qualitatively using narration.

The main findings of the study were the followings;

Community perception regarding the importance, responsibility and impact of CSPP implementation their perception was adequate. During CSPP implementation there was community participations through giving cash, in-kind,labour, and others. After CSPP phased

out community contribution towards the school improvement by giving cash, in-kind, labour, and others was relatively higher.

Some teachers have adopted and put into practice what they have learned about student-centered, active learning, continuous assessment, group learning, and managing large classrooms. This was observed directly in study visits to 5 schools, but still in most of the schools are with traditional teacher-centered, text-dependent and authoritarian practices, reflecting low motivation, inadequate training and pedagogic support, large classes, inadequate school management and supervision among other factors.

High turnover of teachers and administrators continues to cause disruption to education at the schools affected, specifically including disruption on current performance sustainability of CSPP assisted schools,

CSPP supported training and technical assistance for woreda head, WoE and other staff have helped improve their capacity and data management and support for school clusters. The woreda appear now to have good financial management practices even after CSPP phased out. However, the woreda need continuing support to ensure that all new staff receive training in planning, management, and supervision by government or other similar donors.

.

The impact of CSPP on community engagement and support has been significant. Specifically, PTAs and KETBs have been strengthened, community involvement has increased, and school-community partnerships are active still now. School teams and PTAs are adapted at assessing school needs, and mobilizing local resources to address the needs. There appears to have been a significant shift from seeing the schools as belonging to government to seeing them as belonging to the community. School and community committee provide a variety of support services like avoiding drop out and identifying the most vulnerable children in the school, submit their list to the project to be supported like providing uniforms and other educational facilities. However, communities and PTAs still need assistance with assessment, planning and related topics to support the work of the school.

It was observed that incentive awards have been used for the construction of segregated latrines for boys and girls, additional classrooms, fences, provision of potable water, and income-generating activities to provide needed support supplies.

Cluster Resource Centers appear key to strategies of pedagogic improvement and support for teachers. However, any further support for such centers should be for much more active and interactive models with a greater variety of resource materials. CRC should be designed to facilitate active involvement of teachers and school teams in assessing their own support needs.

In the schools visited, there was little evidence of materials to support teaching and learning in the classroom. Most materials were in the form of wall charts.

In the study woreda, innovations are being spread by active mentoring by members of PTAs/KETBs of schools receiving USAID CSPP assistance to their colleagues in neighboring schools. According to ItangSpecial woreda education office, primary schools that have received assistance through SIAs have been getting neighboring schools to band together to push for the establishment of a secondary school to serve the broader community. Such mentoring and exchange activities might be facilitated by better documentation of key innovations, e.g. video documentation of GEACs and their roles in the communities.

GEACs have made a substantial impact on the enrollment and persistence of girls. On the other hand, with strong leadership many of the GEACs have expanded their mission to include mobilization and support systems for both boys and girls.

High turnover rates in the personnel system have caused the loss of trained staff, loss of training materials, and the existence of unfilled positions, all leading to inefficient administration of the system from the woreda level down to the school.

Through its community-strengthening activities, CSPP's impact has also been revolutionary in changing the mindsets of parents and other community members as to their relationships to the

schools, their children and in creating a capacity for positive change and raising the attitudes and expectations of potentials from the community on up.

in the study area is that the impacts have been through capacity building and institutional systems strengthening as through direct inputs to schools. Particularly significant improvements include: parent involvement, local ownership, ongoing local support systems for schools, strengthened capacities for planning, management and assessment/monitoring at woreda and schools strategies supporting gender equity and full participation, including GEACs and gender disaggregated monitoring of education variables.

Program planning and development appears to be done very collaboratively and jointly, with the head of the RSBOE planning department. However, coordination and communication during implementation has some problems. Further, the sustainability of the project activities is in question, as there are no more activities of the USAID-supported projects unlike other regions or woredas in Ethiopia.

5.2 Conclusions

Based on the above major findings of the study, the following conclusions are made:

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

CSPP activities have had a substantial impact on primary education enrollment capacities, access and equity. The impacts of USAID/CSPP assistance have been mainly indirect through strengthening of institutional capacities, management and support systems rather than direct inputs to expand school capacity. USAID/CSPP has had a substantial impact on equity through support for development of Girls Education Advisory Committees (GEAC) at schools, support grants for Orphans and Vulnerable Children (OVC) and other children at particular risk,

incentive grants supporting PTAs and school-community partnerships and support for alternative education approaches in pastoralist and hard-to-reach areas. Gross enrollment has grown and the enrollment of girls has expanded, dropout rates are decreasing and completion rates increasing, particularly for the first cycle.

Finally, the use of cooperative agreements, with scarce resources distributed, much stronger attention to follow-on and mentoring, and more careful monitoring of the quality of services provided, will serves as a milestone in building on the efforts to date and to the delivery of the quality education so necessary for the woreda in particularand the region in general present, and future.

5.3 Recommendations

On the basis of the findings obtained and conclusions reached at, the following suggestions are forwarded:-

- Given the clear success of the GEACs (Girls' Education Advisory Committee), expansion as well as greater support and reinforcement of existing groups is needed, especially for the teacher members who play pivotal roles in the lives of many girls.
- In order to alleviate factors for the sustainability of CSPP, Gambella REB and Itang WEO have responsibility for creating awareness to the community and stakeholders about the importance of CSPP objective as well as making an effort to get similar project support.
- USAID needs to continue to respond on next step of CSPP and to the needs for improving education opportunities in agro pastoralist areas and for other hard-to-reach children as well as for OVCs and children with special needs.
- The regional BOE should engage more extensively with the regional government as to the major turnover among teachers, principals, and administrators in not only CSPP supported schools but also others.

REFERENCES

Aalen, L. (2006). Ethnic Federalism and Self-Determination for Nationalities in a Semi-Authoritarian State: The Case of Ethiopia. International Journal on Minority and Group Rights, 13 (1): 243-261.

Ahunanya, S., and Ubabudu, M. (2006). Enrolment, Facilities and Financial Allocation in Lagos State Higher Education: Implication for Quality Graduates, Nigerian Journal of Educational Administration and Planning 6 (1): 153 164.

Andrea, R., and Bossert, H. (1998). Involving Communities: Participation in the Delivery of Education Programs. Washington, DC: Abel Project, Creative Associations International, Inc.

Ash, H., and Pittman, M. (1999). CARE: Framework for Supporting Community Schools. Atlanta, GA.

Barrs, I. (2005). The Impact of Local Governance on Community Schools in Rural Punjab, Pakistan. International Journal of Educational Development. 25(3): 333-348.

Bray, M. (2000). Community Partnerships in education: dimensions, variations and implications. [Prepared for the UNESCO International Consultative Forum on Education for All 2000]. Washington D.C: World Bank.

Capacci, C. C. (2004). Community schools in Mali: A multilevel analysis. Ph.D., The Florida State University. Dissertation Abstracts.

Chase, R. (2002). Supporting Communities in transition: The impact of the Armenian social investment fund. The World Bank Economic Review 16 (2), 219-240.

Congress, U. S. L. o. (2003). Education during Imperial Rule. In Ethiopia Country Study (70). Retrieved from http://countrystudies.us/ethiopia/70.htm.

Delagnello, L. V. (2005). Participation in schools: what do mothers get out of it? Effects of participation for a group of Brazilian Mothers. Ed.D. Harvard Graduate School of Education. Dissertation Abstracts.

DeSteffanno, J. (2006). Mali case study: Community schools. Washington D.C.: Academy for Educational Development.

Edo, M., Ali, K., and Perez, M. (2002). Ethiopian Community Education Initiative: Communities, NGOs and Government Partnerships in Action. Orlando, Florida: Save the Children.

Epstine, J. L., Sanders, M. G., Simon, B., Salinas, K. C., Jansorn, N. R., and VanVoorhis, F. (2002). School, Family and Community Partnership: Your Handbook for Action Second Edition. Thousand Oaks, CA: Corwin Press.

Ferguson, C. (2005). Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections? Austin, Texas: National Center for Family and Community Connections with Schools.

Gaventa, J. (2006). Finding Spaces for Change: A Power Analysis. IDS Bulletin 37 (6), 23-33.

Gertler, P., Patrinos, H. A., and Rubio-Codina, M. (2007). Impact evaluation for school-based management reform. Washington, D.C.: World Bank.

Gudisa, D., and Getachew, A. (2010). Social Assessment of the Education Sector: Gambella Regional State. Social Development Direct. Social Assessment in Ethiopia P45.

Isham, J., Narayan, D., and Pritchett, L. (1995). Does participation improve performance? Establishing causality with subjective data. World Bank Econ Review, 9, 175-200.

Karen, T. (1999). Community Schools in Mali: A Comparative Cost Study. SD Publication Series Technical Paper No. 97. Washington, DC: Health and Human Resources Analysis for Africa Project, USAID/AFR/SD/HRD.

Kibona, P. (2012). Involvement of Community in Secondary School Education Management in Selected Community Secondary Schools in Moshi Rural District, MSc thesis. University of Tanzania.p116.

Kremer, M., Moulin, S., and Namunyu, R. (2003). Decentralization: A cautionary tale. Paper presented at the "Workshop on Political Economy and Development". CESifo: Venice International University, San Servolo.

Mbilinyi, M. (2003). Equity, Justice and Transformation in Education. The challenge of Mwalimu J.K Nyerere Today, Haki Elimu working paper 2003.

Melesse, K., Hunde, A., Bacha, K., and Regassa, T. (2014). The Status of tudents' Enrolment in Gambella National Regional State: A Study to Support UPE Plan of the Region, 2010/11. Ethiop. J. Educ. & Sc. S pecial Issue Vol. 9 SP. 1 July 2014 34.

Michel., W. (2000). Memorandum to World Education. Re: Initial findings for the World Education evaluation. April 4, 2000. Research Triangle Institute.

Miller-Grandvaux, Y., and Yoder, K. (2002). A Literature Review of Community Schools in Africa. Support for Analysis and Research in Africa (SARA) Project. Academy for Educational Development. USAID, Bureau for Africa, Office of Sustainable Development.p113.

Mitsue, U. (1999). Community Participation in Education: What do we know? Washington, DC: World Bank.

MoE. (2005). Education Sector Development Program III (ESDP-III) 2005/2006 – 2010/2011 Program Action Plan (PAP), Ethiopia, Addis Ababa.

MoE. (2010). Education sector Development program-VI. 2010/2011-2014/2015. Program Action plan. Addis Ababa. Ethiopia, ESDP-VI, Pdf.

Morteza, S. C., and Kamyar, K. C. (2009). "Generic Project Success and Project Management Success Criteria and Factors: Literature Review and Survey", WSEAS Transactions on Business and Economics, 8(6), pp. 456-468.

Muskin, J. A. (1999). Including local priorities to assess school quality: The case of save the children community schools in Mali. Comparative Education Review, 43(1), 36-63.

Negash, T. (1996). Rethinking Education in Ethiopia. Uppsala, Sweden: Nordiska Afrikainstitute.

Nkansa, G. A., and Chapman, D. W. (2006). Sustaining community participation: What remains after the money ends? International Review of Education, 52(6), 509-532.

Nkechi, F. (2013). Management of Facilities in the Classroom: Department of Educational Foundations and Administration, Faculty of Education, Imo State University, Owerri, Nigeria. Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) 4(1): 100-104.

Pryor, J. (2005). Can community participation mobilise social capital for improvement of rural schooling? A case study from Ghana. Compare: A Journal of Comparative Education, 35(2), 193-203.

Reimers, F., and Cardenas, S. (2007). Who benefits from school-based management in Mexico? Prospects, Vol. XXXVII (1), 37-56.

Rugh, A., and Bossert, H. (1998). Involving communities: Participation in the delivery of education programs. Washington, D.C.: USAID.

Russell, K. A. (2009). Community Participation in Schools in Developing Countries: Characteristics, Methods and Outcomes. P74.

SC-USA. (2005). SC-USA, 2004-2005. BESO II/SCOPE Community Government Partnership Program: Annual Report October 2004 - September 2005. Addis Ababa: USAID /Ethiopia.

Shaeffer, S. (1994). Participation for Educational Change: A Synthesis of Experiences. Paris: UNESCO International Institute for Educational Planning.

Tam, V., and Chan, M. R. (2009). Parental Involvement in Primary Children's Homework in Hong Kong. The School Community Journal. 19(2): 28.

Tate, S. A., Wossenu, Y. A., and Tefera, T. (2011). Mid-Term Evaluation of the Usaid Community-School Partnership Program for Education and Health. USAID report.p82.

Tefera, S. (1996). Attempts at Educational Reformin Ethiopia: A Top-down or Bottom-up Reform? The Ethiopian Journal of Education. 16, 1.

UN-ESCAP. (2009). (United Nations Economic and Social Commission for Asia and the Pacific). 2009. Regional trends, issues and practices in rural poverty reduction Case Studies on Community Participation. Paris: UN-ESCAP.

UNESCO. (2001). Basic Education Division. (2001). Inter-Agency Consultation on Educational Governance at Local Levels. UNESCO Paris, 27-28 February 2001. Summary of Main Points. Primary Education Section, Programme on Educational Governance at Local Levels in collaboration with The World Bank Education Reform and Management Thematic Group.

USAID. (2005). Basic Education Strategic Objective 2: Community-Government Partnership Program. USAID/WLI (2005–2006)/Ethiopia, Addis Ababa, Ethiopia.

USAID. (2006). Assessing the impact of new generation private sector development programs. Impact assessment primer series publication #1. private sector development impact assessment initiative. P16.

USAID. (2010). Impact Assessment of USAID's Education Program in Ethiopia 1994-2009. USAID/Ethiopia, Addis Ababa, Ethiopia.

Vassallo, P. (2001). More than grades: how choice boosts parental involvement and benefits children. Policy Analysis, 383(1): 1-16.

WeldeMeskel, Z. (1999). Non Formal Education Policies of Ethiopia. Non Formal Education in Ethiopia, An Overview of the Current Situation. Addis Ababa: EERA.

Wollebaek, D., and Selle, P. (2002). 'Does Participation in Voluntary Associations Contribute to Social Capital? The Impact of Intensity, Scope and Type', Nonprofit and Voluntary Sector Quarterly, vol. 31, no. 1, pp. 32-61.

Workneh, A. (2012). School Management and Decision-Making in Ethiopian Government Schools: Evidence from the Young Lives Qualitative School Survey, published by Young Lives, Oxford Department of International Development (ODID), University of Oxford.

World-Bank. (1998). Program Appraisal Document on a Proposed International Development Association Credit in the Amount of US $100 Million Equivalent to the Federal Democratic Republic of Ethiopia for the Education Sector Development Program. Human Development IV and Country Department 6 Africa Region. Report No. 17739-ET. Washington DC: The World Bank.

World-Learning. (1999). Second Quarter Report: October, November and December 1998. BESO Community Schools Activity Program. Awassa, Ethiopia.

APPENDICES

Annex 1Interview questions

PART A Questionnaire one; to be filled by experts, principals and teachers

Direction: Indicate your response either by using a tick mark (√) in the box provided or by giving short answers on the space provided.

1. Age (year) <17□ 18-23□ 24-29□ 30-35□ 36-41□ 42-47□ Above 48□

2. Sex male□ female□

3. Work experience 1-5 years□ 6-10 years□ 11-15 years□ 16-20 years□ 21-25 years□26-30 years□ 31 and above years□

4. Educational level Certificate (TTI)□ Diploma□ First Degree□ Second Degree□ Other specify□

5. How do you rate the service of the following functional section? Please put a mark (√) in any of the space to indicate Excellent, Very Good, Good, Poor and, the Section is not available.

№	Facilities	Evaluation				
		Excellent	**Very Good**	**Good**	**Poor**	**Very poor**
1	Pedagogic center					
2	Class room					
3	Offices					

6. How do you rate the quality of the following school facilities? Please put a mark (√) in any of the space to indicate High, Medium, Low, Very Low and, Not at all

№	School facility	Evaluation				
		Vary High	**High**	**Medium**	**Low**	**Vary Low**
1	Class rooms					
2	Office					
3	Chair					
4	Table					
5	Black board					

7. Read each item carefully and indicate to what extent communities perceive about the use ofCSPP implementation. Please put a mark (√) in any of the space to indicate whether you SA= strongly agree, A= agree, UD= undecided, D= disagree, and SD= strongly disagree.

№	Perception regarding on the use of CSPP implementation Evaluation	Evaluation				
		SA	**A**	**UD**	**D**	**SD**
1	I perceive that the performance of primary education is depending on CSPP implementation.					
2	I believe that if CSPP implement with strong community participation, primary education would be improved.					
3	I believe that if the absence of CSPP implementation would affect the improvement of primary education.					
4	I perceive that whether or not implement CSPP does not have any					

	impact on primary education improvement.					

8. Read each item carefully and indicate to what extent communities perceive about their responsibility about CSPP implementation. Please put a mark (√) in any of the space to indicate whether you SA= strongly agree, A= agree, UD= undecided, D= disagree, and SD= strongly disagree.

No	Perceptions regarding on responsibility of CSPP implementation	Evaluation				
		SA	A	UD	D	SD
1	I believe that most of communities they didn't participate in the CSPP implementation.					
2	I perceive that participation of CSPP implementation should manly the responsibility of educational governments rather than communities.					
3	I believe that communities should not spend time to participate CSPP implementation activity.					
4	I perceive that communities have a responsibility to participate in the primary education improvement program.					

9. Read each item carefully and indicate to what extent communities perceive about sustainability of CSPP. Please put a mark (√) in any of the space to indicate whether you SA= strongly agree, A= agree, UD= undecided, D= disagree, and SD= strongly disagree.

No	Perception regarding on sustainability of CSPP Evaluation	SA	A	UD	D	SD
1	After CSPP phased out primary education it doesn't need community participation.					
2	Strong community participation after CSPP was phased out there is a positive impact on the primary education.					
3	CSPP sustainability is nothing to do advantage for primary education improvement.					
4	Community participation is one of a strategy to achieve CSPP goal. For this reason it is enough only during CSPP implementation					

10. During the implementation of the CSPP are the facilitating factors are listed below please put a mark (√) in any of the space to indicate whether you SA= strongly agree, A= agree, UD= undecided, D= disagree, and SD= strongly disagree.

№	**Facilitating factors**	**SA**	**A**	**UD**	**D**	**SD**
1	Lack of awareness of the community about school improvement					
2	Lack of adequate training for WEO Head, supervisor, expert, school committee					
3	Lack of awareness of the school administration about the CSPP					
4	Incorrect utilization of the fund for each school activities					
5	Lack of adequate instructional materials in the surrounding					
6	Lack of well organized reports about the CSPP					

11. How was the community participation in the school improvement during CSPP implementation? Whether the community participation was there or not, please, put a mark(√) toon the item which is nearest to your choice.

№	Community participation Evaluation	Excellent	Verygood	Good	Poor	Very poor
1	Participating in school meeting when the school was call					
2	Participating in financing the school					
3	Encourage their children's to send the school specially girls					
4	maintaining school material like broken desks, chairs & tables					
5	Building schools, class rooms & teacher houses					
6	Participating in by giving cashes					

12. How it is the community participation in the school improvement after CSPP implementation was phased out? Whether the community participation was present or not to the school each of the participation listed below please put mark (√) in any of the space to indicate excellent, very good, good, poor, and I don't know.

№	Community participation	Excellent	VeryGood	Good	Poor	Very poor
1	Participating in different school activity					
2	Participating in financing the school					
3	Encourage their children's to send the school specially girls					
4	maintaining school material like broken desks, chairs & tables					
5	Building schools, class rooms & teacher houses 6 Participating in by giving cashes					

13. The challenge or limitation for effective community participation in primary school are listed below please put a mark (√) in any of the space to indicate whether you say SA= strongly agree, A= agree, UD= undecided, D= disagree, and SD= strongly disagree.

№	Challenges of effective community participation	SA	A	UD	D	SD
1	Lack of awareness about education					
2	Poor economic situation of the societies					
3	poor administration of WEO					
4	Poor performance of the school					
5	Misuse of funds & mistrust to the school					

PART B Questionnaire two; to be filled by students

Direction: Indicate your response either by using a tick mark (√) in the box provided or by

giving short answers on the space provided.

1. Age (year) <17□ 18-23□ 24-29□ 30-35□ 36-41□ 42-47□ Above 48□
2. Sex male□ female□
3. Work experience 1-5 years□ 6-10 years□ 11-15 years□ 16-20 years□ 21-25 years□26-30 years□ 31 and above years□
4. Educational level Certificate (TTI)□ Diploma□ First Degree□ Second Degree□ Other specify□

5. How do you rate the service of the following functional section in your school? Please put a mark (√) in any of the space to indicate Excellent, Very Good, Good, Poor and, the Section is not available.

№	Facilities	Excellent	Very Good	Good	Poor	Very poor
1	Pedagogic center					
2	Class room					
3	Offices					

6. How do you rate the quality of the following school facilities in your school? Please put a mark (√) in any of the space to indicate High, Medium, Low, Very Low and, Not at all

№	School facility	Very high	High	Medium	Low	Vary Low
1	Class rooms					
2	Office					
3	Chair					
4	Table					
5	Black board					

7. Read each item carefully and indicate to what extent communities perceive about the use of CSPP implementation. Please put a mark (√) in any of the space to indicate whether you SA= strongly agree, A= agree, UD= undecided, D= disagree, and SD= strongly disagree.

No	Perception regarding on the use of CSPP implementation	SA	A	UD	D	SD
1	I perceive that the performance of primary education is depending on CSPP implementation.					
2	I believe that if CSPP implement with strong community participation, primary education would be improved.					
3	I believe that if the absence of CSPP implementation would affect the improvement of primary education.					
4	I perceive that whether or not implement CSPP does not have any impact on primary education improvement.					

8. Read each item carefully and indicate to what extent communities perceive about their responsibility about CSPP implementation. Please put a mark (√)to indicate whether you SA= strongly agree, A= agree, UD= undecided, D= disagree, and SD= strongly disagree.

No	Perceptions regarding on responsibility of CSPP implementation	SA	A	UD	D	SD
1	I believe that most of communities they didn't participate in the CSPP implementation.					
2	I perceive that participation of CSPP implementation should manly					

	the responsibility of educational governments rather than communities.					
3	I believe that communities should not spend time to participate CSPP implementation activity.					
4	I perceive that communities have a responsibility to participate in the primary education improvement program.					

9. Read each item carefully and indicate to what extent communities perceive about sustainability of CSPP. Please put a mark (√) in any of the space to indicate whether you SA= strongly agree, A= agree, UD= undecided, D= disagree, and SD= strongly disagree.

No	Perception regarding on sustainability of CSPP	SA	A	UD	D	SD
1	After CSPP phased out primary education it doesn't need community participation.					
2	Strong community participation after CSPP was phased out there is a positive impact on the primary education.					
3	CSPP sustainability is nothing to do advantage for primary education improvement.					
4	Community participation is one of a strategy to achieve CSPP goal. For this reason it is enough only during CSPP implementation					

10. During the implementation of the CSPP are the facilitating factors are listed below please put a mark (√) in any of the space to indicate whether you strongly agree, agree, disagree, strongly disagree, and undecided.

№	Facilitating factors	SA	A	UD	D	SD
1	Lack of awareness of community about school improvement					
2	Lack of adequate training for WEO Head, supervisor, expert, school committee					
3	Lack of awareness of the school administration about the CSPP					
4	Incorrect utilization of the fund for each school activities					
5	Lack of adequate instructional materials in the surrounding					
6	Lack of well organized reports about the CSPP					

11. How was the participation of your parent in the school improvement during CSPP implementation? Whether your parent participation was present or absent to the school please put mark (√) in any of the space to indicate excellent, very good, good, poor, and I don't know.

№	Community participation	Exc	V.good	Good	Poor	V.poor
1	Participating in school meeting when the school was call					
2	Participating in financing the school 3 Encourage their children's to send the school specially girls					
4	maintaining school material like broken desks, chairs & tables					
5	Building schools, class rooms & teacher houses					
6	Participating in by giving cashes					

12. How it is your parent participation in the school improvement after CSPP implementation was phased out? Whether your parent participation was present or absent to the school please put mark (√) in any of the space to indicate excellent, very good, good, poor, and I don't know.

№	Community participation	Excellent	VeryGood	Good	Poor	Verypoor
1	Participating in different school activity					
2	Participating in financing the school					
3	Encourage their children's to send the school specially girls					
4	maintaining school material like broken desks, chairs & tables					
5	Building schools, class rooms & teacher houses					
6	Participating in by giving cashes					

13. The challenge or limitation for effective parent participation in primary school are listed below please put a mark (√) in any of the space to indicate whether you say strongly agree, agree, disagree, strongly disagree, and undecided.

№	Challenges of effective community participation	SA	A	UD	D	SD
1	Lack of awareness about education					
2	Poor economic situation of the societies					
3	poor administration of WEO					
4	Poor performance of the school					
5	Misuse of funds & mistrust to the school					

PART C interview questions to RSEB head

1. How **did** CSPP-generated technical information **(clarification needed)** impact educational policy reform at the regional level?
2. Do you think that the CSPP initiative has helped in strengthening communities to fulfill their mandate/ responsibilities concerning primary education? If so how?
3. What strengths, weaknesses, opportunities, constraints, achievements have you observed
4. in the implementation of CSPP?
5. How has the teacher/principal transfer (staff turnover) affected the implementation of CSPP in the region?
6. How sustainable do you think the CSPP initiative is?
7. How prepared is the REB to sustain the CSPP activities?
8. How could the services provided by CSPP be improved/ strengthened?
9. Would you tell us about your satisfaction with the CSPP achievements? how do you rate your satisfaction (highly satisfied, moderately satisfied, highly dissatisfied)?
10. Is there anything else we should know about the RSEB concerning the implementation of the CSPP?

PART D interview questions to woreda health office (WHO) and WOWE heads

1. What were your roles in planning, management, implementation and monitoring of the CSPP?
2. What kind of policies have you put in place since CSPP began in the wereda that have affectedthe project or that relate to community empowerment?
3. Please tell us about the relationship you have with the RSEB? the KETB/PTA? the schools? theGEACs? the WHO? WWEO? How do you communicate/share information with them?
4. How did you monitor the CSPP activities in the wereda?
5. How did you follow up CSPP activities?
6. What did you do with the data collected from schools on the CSPP indicators, especially ongirls' enrolment rate, girls'drop-out rates, girls' survival rate to grade 5,etc.?
7. What is the teacher/principal transfer policy in the wereda? To what extent have transfersaffected the implementation of CSPP?
8. What type of training have you received on the CSPP? How do you evaluate the adequacy of the training to enable you toeffectively execute your responsibilities? How has this training changed the way you performyour work? What evidence do you have that the training is contributing to program goals?
9. What support did you provide to strengthen communities to fulfil their mandate/ responsibilities concerning primary education? Do you think the CSPP helped in that way?
10. How did the WEO institutionalize the CSPP initiatives?
11. What strengths, weaknesses, opportunities, constraints, achievements you have observed in the implementation of CSPP?
12. What was done to make the CSPP sustainable after USAID support ends?
13. Is there anything else we should know about the woreda in terms of the implementation of the CSPP?

PART E interview questions to WEO head

1. Have you taken training about the CSPP?
2. Have you introduced the CSPP objectives to the community?
3. Was there any activity done to raise the awareness of the community to participate in the CSPP? is yes, what were the activities?
4. What did you do the community to increase their participation in school after the CSPP are phased out?
5. In what way the community contributed to the school, how you utilized the fund to the school improvement?
6. What are the challenge/limitations for effective community participation in the school?
7. did you encourage girl's student participation in the teaching learning process? In what way?
8. How was the sustainability of the CSPP in your woreda?
9. Is there anything else we should know about the woreda in terms of the implementation of the CSPP?

PART F Interview Question for supervisors

Direction: Indicate your response either by using a tick mark (√) in the box provided or by giving short answers on the space provided.

1. Age (year) 18-22□ 23-27□ 28-32□ 33-37□ 38-42□ above 42□
2. Sex male□ female□

3. Work experience 1-5 years□ 6-10 years□ 11-15 years□ 16-20 years□ 21-25 years□ 26-30 years□ 31 and above years□
4. Educational background Certificate (TTI) □ Diploma□ First Degree□ Second Degree□ other specify _____
5. How was utilized the school improvement money granted by CSPP and from the communities? What is the role of PTA in the utilization of many? What is the role of education office head & supervisor in the utilization of many?
6. was there active community participation for the school improvement? In what way did the community was contributed the improvement of the school during the implementation of the CSPP? In what way the contribution of communities to the improvement of the school?
7. What changes have been observed in the school after the CSPP phased out?
8. How many times in a year visited by experts, supervisors, educational officials, Woreda Administrative/heads?
9. Is there any problem the CSPP sustainability? If the answer is yes what is the main reason behind this problem?

PART G. FGD For PTA Members

1. Tell us about the function and how and when PTA was formed?
2. Have you received trainings on CSPP? If so what kind? When?
3. How are you using the skills acquired from the training to improve your school?
4. What community mobilization activities has the PTA done to improve school environment?
5. What plans are you making for the continuation of the activities of CSPP?
6. Which CSPP activities do you think are most important? List important and why?

PART H. FGD for KETB

1. Please tell us about KETB's responsibility?
2. How helpful was CSPP intervention in improving your school environment?
3. How is KETB linked with PTA, GEAC and Woreda education health and water sourcemanagement offices?
4. How did you sustain CSPP activities in you school and communities?
5. What difference have you observed between CSPP supported and non-CSPP schools?
6. Have you seen any transfer of skill and knowledge and any good practices from CSPP supportedschools to the non- CSPP schools and community at large? If yes, please cite examples?

PART I. FGD For Girls' Education Advisory Committees

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

Annex 2Observation Checklist for Schools

no	description	yeas/no	quantity
1	Number of individuals who receive school level training		
2	Presence of active PTA		
3	Survival rate to Grade 5		
4	Number of teachers trained in new active learning methods		
5	Percentage share of girls enrollment in the school		
6	Dropout-rate of girls		
7	Presence of active GEACs		
8	contribution of school communities for matching resources		
9	Presence of Community Committees that promote health education		
10	At least one session per week devoted to health education		
11	Presence of Education and health data collection system		
12	At least one visit per week by a frontline health worker		
13	Proportion of children fully Immunized		
14	Linkage of the school to active de-worming program		
15	Presence of segregated functional latrine for girls and boys		
16	Presence of hand washing facilities near latrine		
17	Presence of school garden		
18	Presence of potable water		
19	Number of people with access to improved drinking water supply		

Annex 3students' roster card data

				2000EC			2004EC		
no	code	school	age	grade	score	promotion	grade	score	promotion
1	1	1	12	4	80.4	1	6	76.3	1
2	2	1	13	5	72.6	1	7	68.8	1
3	3	1	9	4	84.4	1	6	84.1	1
4	4	1	11	6	69	1	8	53	1
5	5	1	10	4	57.8	1	6	76	1
6	6	1	11	5	47.4				1
7	7	1	14	6	63	1	8	66	1
8	8	1	11	5	76	1	7	73.3	1
9	9	1	10	4	58.6	1	6	61.2	1
10	10	1	12	6	63.7	1	8	69.7	1
11	11	2	10	4	85.3	1	6	89.3	1
12	12	2	11	4	68.1	1	6	68.5	1
13	13	2	9	5	69.1	1	7	67.3	1
14	14	2	12	6	70.9	1	8	49.7	2
15	15	2	12	6	61.3	1	8	70.3	1
16	16	2	12	5	69	1	7	70.4	1
17	17	2	15	5	41.2				1
18	18	2	11	4	81.7	1	6	83	1
19	19	2	10	4	72.6	1	6	80.8	1
20	20	2	10	4	82.1	1	6	88.4	1
21	21	3	8	4	73.1	1	6	77.7	1
22	22	3	11	5	69	1	7	53	1
23	23	3	10	4	80.8	1	6	82	1
24	24	3	12	5	70.5	1	7	76.7	1
25	25	3	10	4	68.3	1	6	76.9	1
26	26	3	9	4	72.3	1	6	78.9	1
27	27	3	10	4	61.4	1	6	64.3	1
28	28	3	10	6	58.2	1	8	42	2
29	29	3	8	4	90.9	1	6	92.6	1
30	30	3	12	4	80.8	1	6	83.3	1
31	31	4	12	4	73.5	1	6	84.1	1
32	32	4	8	4	48.7				1
33	33	4	9	4	85.7	1	6	91.2	1
34	34	4	9	4	90.1	1	6	90.7	1
35	35	4	8	4	77.3	1	6	78.9	1
36	36	4	12	6	82.5	1	8	65	1
37	37	4	11	5	80.3	1	7	82.3	1
38	38	4	8	4	67.2	1	6	60.5	1
39	39	4	9	4	71.4	1	6	67.5	1
40	40	4	12	6	52.9	1	8	56	1
41	41	5	13	5	41.5				1
42	42	5	9	4	52.7	1	6	66.2	1
43	43	5	11	4	45				1
44	44	5	13	6	49.6				1
45	45	5	9	4	65.1	1	6	70.3	1
46	46	5	11	5	56.2	1	7	54.6	1
47	47	5	9	4	64.7	1	6	76.5	1
48	48	5	10	5	73.6	1	7	69.8	1
49	49	5	14	5	64.5	1	7	66.8	1
50	50	4	8	4	61.2	1	6	71.5	1

Annex 4 Pictures showing interview and FGD

a

b

c

d

e

f

Annex 5 Pictures showing currently existing latrines in the school visited

a

b

c

d

e

f

Annex 6 Pictures showing currently existing water points in the school visited

a b

Annex 7 Pictures showing some of the community contribution

a b

Annex 8 Pictures showing visited school gardens

a

b

c

d

Annex 9Pictures showing class rooms in visited schools

a

b

Annex 10 Pictures showing overall view of schools visited

a

b

c

d

e

f