

**HARVEST CHURCH OF GOD - ETHIOPIA**

# **EVALUATION REPORT**

of

***DEVELOPMENT IN KOFALE***

**And**

***EDUCATION AND BASIC LIFE SKILLS IN ARSI***

**(Mid term)**

**DeresAbdulkadir  
CONSULTANT**

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### Acknowledgments

The Evaluation was made possible from beginning to end through efforts of a number of stakeholders, among which we wish to single out the following for their special role during the whole process.

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Last but not least we extend our gratitude to all those who have assisted us in one way or another for successfully completing this evaluation.

### LIST OF ACRONYMS

DIGNI	DIGNI is about human dignity
CSA	Central Statistical Authority
E.C	Ethiopian Calendar
ESDP	Education Sector Development Program
HCB	Hollow Concrete Block
HCOGE	Harvest Church of God - Ethiopia
Kg	Kilogram
M	Meter
m <sup>2</sup>	meter square
m <sup>3</sup>	meter cube
MDG	Millennium Development Goals
MoFED	Ministry of Finance and Economic Development
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
YWAM	Youth With A Mission
HCB	Hollow Concrete Block
UIO Skien	UngdomiOppdragskien
10+1, 10+2 and 10+3	Refers to One-year, Two-year and Three-year vocational training programs, respectively, after completing ten years of general (primary and secondary school) education of the Ethiopian Technical Vocational Education and Training system

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# 1. INTRODUCTION

## 1.1 Background

This Evaluation Report has been submitted in line with the contract for the consultancy assignment signed on December 30, 2014 between Mr. DeresAbdulkadir (CONSULTANT) and Harvest Church of God - Ethiopia (HCoGE).

Given the long-term commitments of HCoGE of removing hindrances to education for children, evaluation is an important ingredient in the realization of the success of its development intervention as it serves as a tool for assessing whether its efforts are bearing fruit, and helps identify problems and solutions which, in turn, provide inputs to design better and more effective interventions.

Taking this into account, attempt has been made to produce an evaluation report (bringing together plans, status of implementation, resources utilized, problems encountered and measures taken to address them as well as achievements), which will serve as reference document for further decisions and plans. The evaluation process included gathering, analysis and interpretation of information drawn from document review, field observation and interview of selected stakeholders.

## 1.2 Objective of the Evaluation

The overall objective of the evaluation exercise is to assess the relevance, effectiveness and sustainability of Education and Basic Life Skills *Projects* undertaken by HCoGE in Koffale, Shashemeene, Medo, Jengella and Awendella, and come up with recommendations. The Evaluation seeks to provide the stakeholders (including HCoGE, donors and beneficiaries) with information regarding the status of school buildings and facilities put in place, enrollment, quality of education, budget utilization and measures being taken to ensure sustainability of the projects.

## 1.3. Structure of the Report

This Evaluation Report is presented in five sections. Section 1 outlines the objectives of the Evaluation, the scope and methodology as well as a brief overview of the country's socio-economic, and primary school education situation.

Section 2 presents the status of the projects (whose major components include construction of classroom buildings, enrollment of pupils, and provision of school furniture and teaching materials) underway in Koffale, Shashemeene, Medo, Jengella and Awendella as well as the findings of the interview with stakeholders.

Section 3 outlines Capacity Building and Cross-cutting issues, including the relationship between Harvest Church of God – Ethiopia, and Youth With A Mission–Norway, Finance, Human Resources, sustainability issues and problems in relation to the projects under evaluation.

Section 4 deals with some aspects of HCoGE project management, including, project planning and management as well as human and financial resources.

Finally, Section 5 presents summary, conclusions and recommendations depicting the gist of the findings under the themes of *relevance, effectiveness, efficiency and sustainability*.

### **1.4 Scope and Methodology of the Study**

#### **1.4.1 Scope of the Evaluation**

Based on the overall objective of the consultancy assignment of assessing the effectiveness, relevance and efficiency of the school projects undertaken by HCoGE in Koffale, Jennegala and Medo towns, the scope of the services include the following:

- 1.1. Assess the effectiveness, relevance and efficiency of the Projects in comparison with the objectives, government policy, donor requirements and beneficiary expectations;
- 1.2. Examine how well the Project was planned and organized regarding project formulation, design, schedule for implementing the Project as well as allocation of financial and human resources;
- 1.3. Review progress of the school building construction, with special emphasis on:-
  - 1.3.1. physical implementation versus budget utilization; construction schedule;
  - 1.3.2. performance of HCoGE, the Contractor and Consulting Engineer with regard to project implementation.
- 1.4 Assess the role and impact of the Project in relation to the:-
  - 1.4.1 provision of access to education to the poor children of the community;
  - 1.4.2 creation of awareness among the community of the importance of education in general and girls education in particular;
  - 1.4.3 improvement of participation of women at every level of the Project;
    - 1.4.4 protection of the environment;
    - 1.4.5 poverty reduction for the community;
    - 1.4.6 attitudes of members of the community towards the Church's activities.



1.5 Evaluate the changes that have occurred in developing the capacity of the Church in implementing projects;

1.6 Review measures undertaken by HCGRDA and support provided by the community and local government to improve effectiveness and sustainability of the Project;

1.7 Assess relations between Harvest Church of God – Ethiopia, YWAM, government offices (including the Wereda and Town Administrations as well as Education, Civil and Social Affairs and, Agriculture Bureaus);

1.8 Identify the major problems encountered during and after the implementation of the Project and those anticipated in the future;

1.9 Recommend measures, with the view to improving the effectiveness and sustainability of future interventions, identifying specific actions to be taken in the areas of:

1.9.1 institutional structure and capacity building;

1.9.2 resource mobilization;

1.9.3 management of human and financial resources; and

1.9.4 phasing out of donor assistance

### **1.4.2 Methodology**

In order to attain the major objective and related tasks of the Evaluation process, the following approaches were employed:

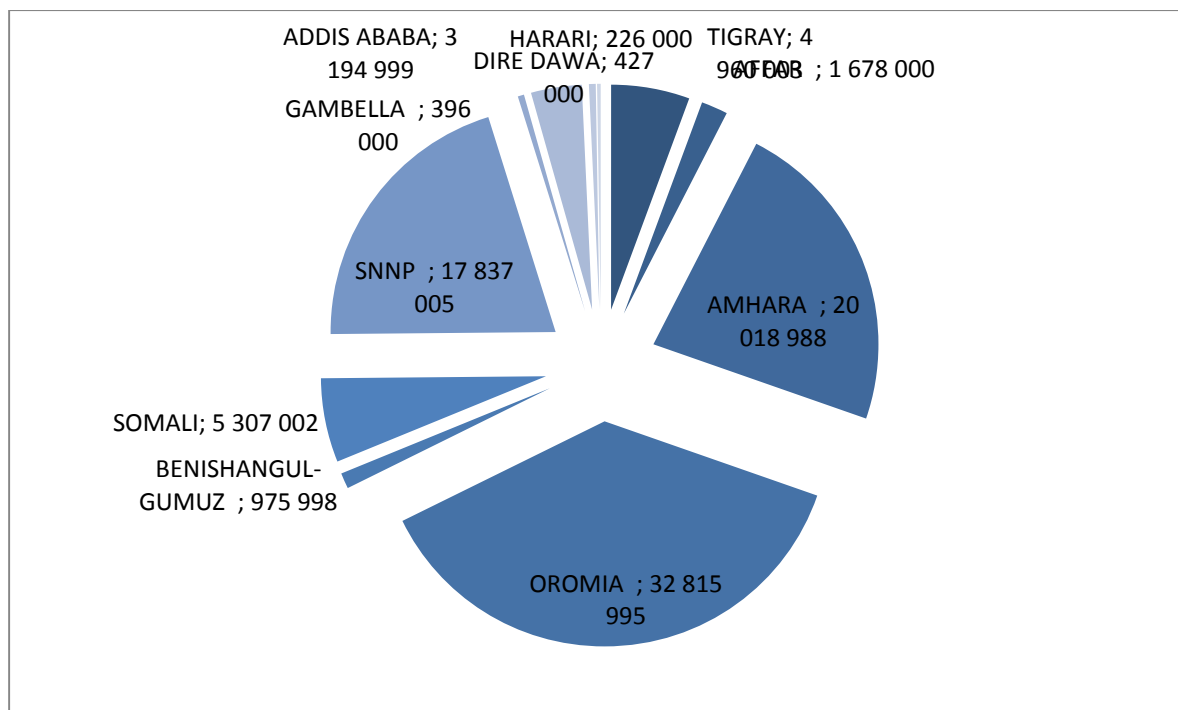
- Reviewing the HCoGE's organizational structure and procedures;
- Reviewing relevant documents of the project, including government laws and regulations related to the project, background papers and implementation reports;
- Visiting project sites, the schools and related offices;
- Holding interviews with a sample of local officials, parents and teachers;
- Conducting tests in English and Arithmetic for randomly selected pupils in HCoGE and Government Schools;
- Analyzing data collected through the methodology listed hereinabove;
- Formulating findings and writing the report.

## **1.5 Brief Overview of the Ethiopian Socio-economic Situation and Primary School Education**

With a population of 88 million in mid-2014 and estimated to be growing at an annual average rate of 2.9%, Ethiopia is the second most populous country in Africa. The country has over 80 ethnic groups, comprising diverse linguistic and cultural backgrounds. The Oromia Regional State, mainly consisting of the Oromiffa speaking ethnic group, currently

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forms the most populous administrative region, accounting for 37% of the country's population.



The Ethiopian Government is in the final year of implementing a development program, known as the *Growth and Transformation Program (GTP)*, which was launched in 2010/2011.

The GTP, among other things, highlights the government's ambitious goals of turning Ethiopia into a middle-income country by 2025. The GTP also outlines sectoral goals and strategies, including the education sector. Although the GTP had a target of GDP growth in the range of 11-15%, the actual growth rate is reported by the country's Ministry of Finance and Economic Development to be 10% (on the average) during the first two years of the GTP implementation period.

As the focus of this evaluation is on pre-primary and primary schools that HCRGDA is building and running, it is appropriate to highlight education related figures at this stage to serve as a benchmark for comparison.

The country's pre-primary school population reached 7.7 million at the end of June 2013 and was growing at the rate of 2.6% per year. The Oromia National Regional State accounted for over 40% or 3.1 million of the country's pre-primary school population.

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During the last two decades, the country's education sector has been guided by Education Sector Development Programs (ESDPs), with the ongoing program ESDP-IV (2009/10-2014/15) coming to the end of its implementation period during the current year..

As a result of the ESDPs, the net enrollment rate in primary schools (grade 1-8) has been growing steadily over the past few years, and, more specifically, rose from 82.1% in 2009/10 to 85.9% in 2012/13. Likewise, the net primary school enrollment rate for female students rose from 73.2% to 80.7% in the same period.

Similarly, the ratio of female to male pupils in primary schools has improved over the past few years and is approaching parity in all classes, as the following figures confirm. In the 1<sup>st</sup> cycle primary schools the ratio of female to male pupils has reached 0:97 to 1, whereas the ratio is one to one at the 2<sup>nd</sup> cycle and 0:91 to 1 in both cycles.

Having recognized the limited availability of kindergartens, which had hitherto been the main responsibility of non-government organizations and the private sector (accounting for 90% of kindergarten enrolment in 2012/2013), the government has recently introduced "O" class and child to child programs in the primary education system to augment the formal pre-primary schools.

As shown in Table 1.1, the gross enrolment rate at the pre-primary school level, which includes children aged 4-6 (i.e. out of an estimated 7.71 million children of 4-6 years age group) at the country level was 26.1%, with wide regional differences. In the same year, while Addis Ababa had a gross enrolment rate of 126% at the pre-primary school level, Oromia National Regional State had only 15%.

As it can be seen in the Table below, pre-primary school enrolment has witnessed a dramatic growth (62% cumulative annual growth rate) between 2011 and 2013. This high growth in enrollment is mainly attributable to the introduction of the "O" Class and the Child-to-Child programme in the government schools.

Dropout rates in government 1<sup>st</sup> cycle primary schools is relatively high. In the 2012/2013 school year, the total drop out rate in grade 1 (where the highest dropout rate of all

The pre-primary education level involves children in the age group of 4-6 years. In the past few years the government of Ethiopia has introduced "O" class and child to child programs in the primary education system. "O" class involves children of age 5-6 years that do not have access to kindergartens. Under this program, children are coached by selected teachers from the respective primary school to get them ready for grade one.

**Child to Child** is also a part of the pre-primary education system by which older brothers and sisters of grades 5 and 6 play with the younger children. This helps the younger children to learn counting, differentiate colors and identify letters, and in the

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primary school grades prevails) was 22.5%, with girls dropout rate (21.7%) being slightly lower than that of boys (23.2%).

Table 1.1 shows the trend for selected indicators of primary education of the country for the past few years.

Table 1.1: Ethiopia's Selected Indicators of Pre-Primary and Primary School Enrollment Rates

Indicator	Grade/Level	2009/2010	2010/11	2011/12	2012/13	CAGR (%)
Pre-primary education Enrollment		341,314	382,741	1,622,762	2,013,214	61.9
Kindergarten			165,738	397,861	478,977	
"O" Class				1,031,151	1,242,406	
child to child				193,750	291,831	
Primary school enrollment	1st cycle	10,512,539	11,254,696	11,425,055	11,951,457	3.0
	Grade 1-8	15,792,103	16,718,111	16,989,784	17,430,294	2.8
Primary School net enrollment rate (% of school age children)	1st cycle	86.6	91.8	92.2	95.5	1.9
	Grade 1-8	82.1	85.3	85.4	85.9	
	Girls	80.5	83.5	83.9	84.1	
	Boys	83.7	87.0	86.80	87.7	
Dropout Rate (%)	Grade-4 Total			12.7		
	Grade-1 Total			22.7	22.5	
	Girls			22.0	21.7	
	Boys			23.4	23.2	
Primary School pupil to classroom ratio		57 : 1	57 : 1	55 : 1	54 : 1	
Female/Male Pupil Ratio	1st cycle	0.91:1	0.94:1	0.95:1	0.97:1	
	2nd cycle	0.80:1	0.90:1	0.98:1	1:1	
	Total (Grade 1-8)	0.90:1	0.90:1	0.92:1	0.91:1	

Source: Education Statistics, Ministry of Education, FDRE.

### Facilities in Primary Schools

According to the statistics of the Ministry of Education of Ethiopia, in 2012/2013 school year, only 40.7% had water facilities; More than 92% had latrines; 21.1% had clinics for students, 53.2% had pedagogical centers used to produce teaching aids and 43.3% had library facilities.

## 2. Evaluation Findings

### 2.1 Kofale Wereda

#### 2.1.1 Background

Kofale Town, located about 30 Km east of Shahsemene Town, is the capital of one of the Weredas of the Oromia National Regional State. Harvest Church of God–Ethiopia has since 2000 been involved in development activities in Kofale, focusing on pre-primary and primary education and capacity building in the areas of basic life skills.

The findings of the evaluation exercise of the development activities undertaken in Kofale by HCoGE during the past years has been presented in the followings sections under the headings: Progress of School Building Construction, Teaching/Learning Activities, Capacity Building and Summary of Interview Results.

#### 2.1.2 School Building Construction and Facilities

In Kofale Town, HCoGE constructed a school building consisting of a Kindergarten School block, 1<sup>st</sup> Cycle Primary School block and other facilities (a store, a toilet and school fence) which was completed in 2009. In about the same time, HCoGE financed the construction of a five-classroom building within the premises of the Government–run Biyale School and donated it to the Wereda Education Office. According to HCoGE’s Evaluation Report of 2010, the construction of all units of the school buildings had been completed and become operational.

During the field visit for the current evaluation process, it was observed that the school buildings were still in good working condition and classes were running. It was also noted that the KG and Primary School classrooms of HCoGE KG/ 1<sup>st</sup> Cycle Primary School, have been separated by a CIS fence built alongside a hedge (the result of tree planting operations of the school).

All in all, in Kofale, in addition to the classroom building donated to the Biyale Government School, HCoGE 1<sup>st</sup> Cycle Elementary School, which has been running for over seven years, currently consists of:

- Two sets of Class Room Buildings
- One Administration Office
- One Store (wall constructed with EGA sheet)

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- Two Guard Houses
- Water supply facility
- Two Latrines

The picture(taken by the Evaluation Team during the field visit) below shows the corrugated iron sheet and pine hedge fence separating the two sections of the School.



### School Furniture, Textbooks, Teaching Materials

Teaching aids and other instructional materials are well known important inputs for the teaching/learning process, which in turn contribute towards raising the quality of education. The School has reported that teaching aids for both KG and 1st cycle primary school are made available. Indeed, the School has adequate supply of chalkboards and a few teaching aids, as all the teachers have testified and the consultant has observed on the ground.

The responding teachers of the two schools said that all the classrooms they teach in were fitted with chalkboards. The teachers of HCoGE primary school reported that the chalkboards were of adequate sizes and the classrooms had visual aids displayed on the walls.

Although the Government School has a new block of classrooms donated by HCoGE, on the whole, HCoGE KG/Primary School has better furnished classrooms with adequate supply of teaching materials than that of the Government School.

Since the beginning of 2007/08 academic year, HCoGE KG/Primary School has succeeded in securing enough textbooks from the government for free to attain a pupil to textbook ratio of 1:1. The School currently provides a text book for each of the pupils and subjects. It was confirmed during the field visit that the situation at the Government-run Biyale School in a similar position with respect to availability of textbooks. For comparison purposes, it should be noted that, since the 2012/2013 Ethiopian school year, the country's pupil to textbook ratio at the primary school level has reached 1:1.

### **Water**

Availability of clean water in schools is an essential ingredient for maintaining the health of pupils and a clean environment in school premises. The HCoGE KG/Primary School in Kofale has got access to potable water within its compound since 2005. Compared to all primary schools country wide, The HCoGE School is among 40% of all primary schools which have access to potable water.

### **Playing Equipment**

The HCoGE School has a few playing equipment in the playground just in front of the classrooms. The playing equipment includes a ladder, a slide and a swing. Having served for more than three years, all the playing equipment is aging. The swing in particular requires close attention and maintenance. On the whole, the school needs to undertake the maintenance of the playing equipment and assure that they are in good working order for the children to play with.

### **Planting Trees**

Few trees have been planted in the HCoGE School Compound -- in front of the classrooms and office of administration. Planting additional trees at selected spots within the compound of the school and around the perimeter of the compound will serve a number of important purposes. Growing evergreen trees, apart from being an environmentally sound endeavor, provides shade trees where pupils and staffs can rest and relax during their break.

### **2.1.3 Teaching/Learning Activities**

#### **Enrollment**

At the beginning of the (2014/2015) school year total enrollment in HCoGE's Kofale KG/Primary School was 719, 55% of which were female pupils. With regard to female participation, in 2012, on average, the percentage of female pupils was 59%, also exceeding the country's average female: male ratio. In the 2012/13 school year, the average female pupil enrollment was 48.5% of the total enrollment in government primary schools. The School is reported to have low dropout rate which is a very important positive character of the school compared to the significant dropout rates in the different levels of government primary schools, which was in the range of 22.1% in Grade 1 and 7.2% in Grade 4 during the 2012/2013 school year. Table 2.1 provides enrolment figures of Kofale HCoGE School by grade and sex for each of the last few school years.

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Table 2.1: Kofale Harvest School: Number of Pupils by Grade, Sex and Eth. School Year

Grade/Level	Sex	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
KG1	Female	58	77	63	76	137
	Male	52	68	59	61	104
	<b>Both</b>	<b>110</b>	<b>145</b>	<b>122</b>	<b>137</b>	<b>241</b>
KG1	Female	56	28	60	59	135
	Male	50	25	59	53	107
	<b>Both</b>	<b>106</b>	<b>53</b>	<b>119</b>	<b>112</b>	<b>242</b>
Grade 1	Female	25	39	31	30	31
	Male	20	29	28	29	30
	<b>Both</b>	<b>45</b>	<b>68</b>	<b>59</b>	<b>59</b>	<b>61</b>
Grade2	Female	23	27	29	35	33
	Male	20	19	27	31	26
	<b>Both</b>	<b>43</b>	<b>46</b>	<b>56</b>	<b>66</b>	<b>59</b>
Grade3	Female	21	21	31	31	32
	Male	19	19	27	23	29
	<b>Both</b>	<b>40</b>	<b>40</b>	<b>58</b>	<b>54</b>	<b>61</b>
Grade4	Female	22	20	30	27	29
	Male	18	17	29	23	26
	<b>Both</b>	<b>40</b>	<b>37</b>	<b>59</b>	<b>50</b>	<b>55</b>
<b>Total</b>	<b>Female</b>	<b>205</b>	<b>212</b>	<b>244</b>	<b>258</b>	<b>397</b>
	<b>Male</b>	<b>179</b>	<b>177</b>	<b>229</b>	<b>220</b>	<b>322</b>
	<b>Both</b>	<b>384</b>	<b>389</b>	<b>473</b>	<b>478</b>	<b>719</b>

### School Fees

HCoGE KG/Primary School in Kofale charge registration fee of Birr15 per child and a monthly fee of Birr 15 to 60 per child. In line with the objective of the HCoGE to cater for children whose parents cannot afford to pay even the nominal fee, HCoGE has a provision for a limited number of the pupils to attend the school free of charge. Accordingly needy children, estimated at about 10% of all pupils in HCoGE's Kofale KG/Primary School receive free education. In addition to this, all girls -- needy or not -- receive free educational materials from HCoGE. According to HCoGE's Annual reports, the planned income from school fees has not been realized during the past few years. For example, in 2013, although it was planned to collect Birr 135,000 from school fees, in actual fact only Birr 93,600 was collected.



### Teachers

Kofale Harvest Schools had ten teachers in February 2015, four of which were female. All the teachers at the school seem to meet the government standards of certification required for teaching at pre-primary and 1<sup>st</sup> cycle primary schools. Where as two of the teachers had college diplomas, three had certificates from teacher training institutes and the rest were trained to teach at pre-schools.

Table 2.2: Kofale Harvest School: Profile of Teachers (Feb. 2015)

No	Teacher's Name	Sex	Age	Education (Highest level attended)	Teacher training certificate / diploma	Employment date	Salary Birr/ month
1	Habtamu Temesgen	M	25	Management	Diploma	2004	1770.50
2	Admassu Mandefro	M	27	Shashemene	"	2001	1560.00
3	Gamachu Edao	M	26	"	TTI	2004	1204.00
4	Hiikoo Tukii	M	26	Kofale	"	2003	1140.00
5	Tessiso Hayaso	M	29	Shashemene	"	2003	1315.60
6	Hamda Hamato	M	26	Kofale	KG	2002	1186.87
7	Bashadu Nura	F	24	Negele	"	2005	1062.50
8	Momina Ligamo	F	24	Kofale	"	2005	1020.00
9	Furro Hamid	F	24	"	"	2007	1000.00
10	Bazash Bekele	F	40	Robe	"	2007	1050.00

In 2012 over 30 teachers were given a 15-day training on pedagogical issues, English language proficiency, health science and child psychology. More specifically 25 teachers were given training on the following topics.

- Importance of Extracurricular Activities
- Making the teaching process result oriented
- Counselling and encouraging female students
- Production of teaching aids

#### **2.1.4 Pupils Learning Achievements - Test Result**

A total of thirty pupils, fifteen each from HCoGE and Government (Biyale) primary schools were selected to sit for English and Math tests. Five pupils each from grades two, three and four in both schools sat for the tests.

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Table 2.3: Average Test Scores (%) by School, Grade and Subject

	Biyale		HCoGE	
Grade	English	Math	English	Math
Two	93.9	100	94.6	100
Three	91.9	80	93.3	94
Four	93.3	62	100	100

The results of the test of English and Math for pupils of grade two in the two schools is presented in Table 2.5. The results of the English test in grade two show that pupils of HCoGE scored slightly higher (94.6% VS 93.9%) than those of the pupils of the Government School -Biyale, while both groups of pupils scored 100% in Math. More significant differences between the scores of HCoGE and the Government schools appear at Grade Three and Four.

Where, as the pupils of grade three in HCoGE scored 94% in the Math Test, the pupils of the Government School scored 80%. Similarly at the Grade four level, the pupils of the HCoGE School scored 100% compared to the pupils of the Government School which scored only 62%.

All in all, although most of the pupils of HCoGE and the Government Schools in the selected grades have similar scores in the tests of both the English language and Math, some of the pupils of the HCoGE School have achieved higher results than those of the Government School.

This is a reflection of the level of teaching and learning process in the two schools. The teaching process includes close and timely inspection and supervision of staff and pupils in the primary school. It is also an indication that both teachers and pupils work hard to achieve their respective objectives, the teachers have a sense of achievement and the pupils learn successfully. Such achievement positively influences the opinion of parents and the community regarding the standard of the HCoGE primary school. This, in turn, will help HCoGE in its efforts to mobilize resources run its development activities with minimum resistance from the community.

### 2.1.5 Capacity Building

#### Training of Parents

Intensive training was conducted for over 200 parents on the following topics:

- Importance of female education
- Community development
- Female Genital Mutilation (FGM) and Harmful Traditional Practices
- Environmental development

### Training of Women

Female parents (over 50 in number) were given training on the following topics:

- Importance of female education
- Community development
- Harmful Traditional Practices such as Female Genital Mutilation and
- Gender Equality

HCOGE's 2014 Plan highlighted the following activities for 2014:

- conducting sensitization programs for 20 Kofale area pastors, evangelists, community leaders, school teachers and other ministers focusing on hindrances to education, in general and girls' education in particular, control and prevention of HIV/AIDs and combating harmful traditional practices.
- Establishing Children Clubs

### Students' Conference

The Students conference is one of the annual events held in the school to help sensitize participants to issues including the importance of girls' education, dealing with harmful traditional practices against women, sanitation and HIV/AIDS through oral presentations, drama and songs.

### Extra-CurricularActivities

The HCoGE School had a number of clubs organized under the themes of literature and drama, sports, Anti-HIV/AIDS, girls, environment, civic and ethics. In 2013, the number of members in such clubs had reached 218 of which 121 were girls.

These clubs have made considerable contributions in conveying important messages to the students and the community members and the eventual transformation of age old and backward traditions and the subsequent change in peoples thinking and attitudes in the locality. The following Table shows details of club membership in the School.

Table2.4: Club Membership

<b>Clubs</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Literature & Drama Club	12	13	<b>25</b>
Sport	45	26	<b>71</b>
Anti HIV/AIDs	12	32	<b>44</b>
Girls	8	28	<b>36</b>
Environmental Studies	11	10	<b>21</b>
Civic and Ethics	9	12	<b>21</b>
<b>Total</b>	<b>97</b>	<b>121</b>	<b>218</b>

### 2.1.6 Interview Results

#### Interview of Local Officials

In Kofale Local officials, including Education and Training Affairs Head, Organizational Affairs Head, Women and Children Affairs Head, Planning & Monitoring Head, Property and Manpower Administration Head were interviewed.

#### Rating of Harvest Church of God-Ethiopia by Local Officials

In response to the question regarding the extent to which commitments pledged before launching the project are met, all five officials participating in the interview rated Harvest Church of God –Ethiopia as *excellent* (on a five-point rating system ranging from *poor* to *excellent*).

#### Areas of Contribution by HCoGE to the Community

Asked to identify the significant areas of contribution, all of the five respondents noted that HCoGE has made important contributions to the community by providing access to pre-school and 1<sup>st</sup> cycle primary education.

#### Appropriateness of Charging School Fees by HCoGE and Affordability

In order to get the perception of members of the community regarding the appropriateness of charging school fees, a sample of five Local Officials and nine parents of children attending HCoGE School in Kofale were interviewed. The Local Officials unanimously agreed that it was *very appropriate* to charge fees. Similarly, nearly all (eight out of nine) the parents interviewed responded that it was *very appropriate* to charge fees. Only one out of nine parents said it was *fairly appropriate* to charge school fees.

The interviewees also expressed their views on the level of affordable school fees. All the Local Officials and seven of the ten parents indicated that Birr 10-20 per child per month would be an affordable level of school fee for the community. However, three parents out of ten advised that Birr 5-10 per child per month would be preferable.

It is believed that charging school fees, in addition to contributing to the incomes of the School, can help develop a sense of ownership on the part of parents. However, in predominantly low-income households, charging what is perceived by the community to be high school fees, can pose a significant hindrance to education for many families. To sum up, given the positive attitude of both local officials and the parents regarding the appropriateness of charging school fees, on the one hand, and the need to augment the income of HCoGE through school fees, on the other hand, the evaluators wish to advise HCoGE to continue charging an acceptable level of school fees (as indicated by the majority of the interviewees). It is also advisable that HCoGE pursue its current strategy of giving preferential treatment to children from poor families.

#### Opinions on Factors of Low School Attendance

Asked to comment on the significance of causes of low school attendance in Kofale, all of the respondents did not rate the generally cited causes as *highly significant*. In fact, only three

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out of five of the respondents rated one of the widely accepted reasons of low school attendance, namely, *parents prefer children to help at home rather than sending them to school as a significant factor*, and the remaining two rated it as *somewhat significant*. All five respondents and four out of five respondents thought that the factors: *parents think education for female children is less important* and *parents think school quality is too low* to be *somewhat significant*. The other factors, namely, *school fees are high* and *school is too far*, were rated as *least significant* by four out of five local officials interviewed.

Table 2.5: Factors of Low School Attendance

Assessment Criteria	Number Of Respondents			
	Highly Significant	Significant	Somewhat Significant	Least Significant
Parents prefer children to help at home rather than sending them to school		3	2	
Parents think education for female children is less important			5	
School Fees are high			1	4
School is too far			1	4
Parents think school quality is too low			4	1

### Significance of HCoGE's Activities in Addressing Obstacles to Girls' Education

Asked to give their opinions regarding the significance of HCoGE's activities in addressing obstacles to girls' education, all of the local officials interviewed rated HCoGE's activities such as: *building schools in close proximity to households, creating awareness to the importance of women's education and acceptance of girls' education by the community as highly significant*. Measures taken to *allow needy children to get free access to basic education and provide separate toilets for girls and boys in the school* were rated as *significant* by four out of five respondents, while the remaining one of the respondents rated the former measure as *somewhat significant* and the latter *highly significant*. HCoGE's development work in Kofale town seems to be well recognized by the Wereda administration. Given the assessment of HCoGE's activities in addressing obstacles to girls' education as *significant* or *highly significant* by nearly all respondents, it is fair to conclude that HCoGE's development work in Kofale seems to be well recognized by the Wereda administration.

Table 2.6: Significance of HCoGE’s Activities in Addressing Obstacles to Girls’ Education

Assessment Criteria	Number Of Respondents			
	Highly significant	Significant	Somewhat Significant	Insignificant
Building school in close proximity to many households	5			
Allowing needy children to have free access to basic education		4	1	
Providing separate toilets for girls and boys in schools	1	4		
Creating awareness to the importance of women’s education	5			
Acceptance of girls’ education by the community in general	5			

### Relationship between HCoGE and the local administration

When asked to give their views on the relationship between Harvest Church of God – Ethiopia and the local administration, all five of the respondents rated the relationship as being *very good*. This positive opinion of the officials reflects the overall satisfaction expressed by the major stakeholders interviewed in the Town about the development work undertaken by HCoGE.

### HCOGE’s Efforts in Addressing Gender and Environment-related Issues

With regard to addressing gender and environment-related issues through the creation of awareness among elders, parents and pupils; maintaining clean school premises as well as giving preference to female teachers during recruitment, the majority of the respondents felt that HCoGE was either *committed* or *highly committed*. Three of the five respondents were less impressed by the efforts of HCoGE in relation to addressing environmental issues by *planting trees*, as they reported that HCoGE was *somewhat committed*. The details are indicated in Table 2.7.

Table 2.7: HCOGE's Efforts in Addressing Gender and Environment-related Issues

Assessment Criteria	Number Of Respondents			
	Highly Committed	Committed	Somewhat Committed	Least Committed
Awareness creation training for elders, parents and pupils	4			
Planting Trees		2	3	
Maintaining clean school premises	4	1		
Giving preference to female teachers during recruitment	4	1		

The Local Officials in Kofale who participated in the interview were also asked to gauge the seriousness of the challenges which HCoGE is likely to face. The challenge of *limited financial resources and limited support from the local administration* were seen to be serious challenges to HCoGE by the majority of the respondents. Challenges *including low demand for education services from the community and HCOGE's limited management capacity* were felt to be *fairly or least serious* by some of the respondents. The details are shown in Table 2.8.

Table 2.8: Challenges HCoGE Faces

Assessment Criteria	Number Of Respondents			
	Very Serious	Serious	Fairly Serious	Least Serious
Limited financial resources		4		
Limited support from local administration		5		
Limited demand for education services from the community		3	2	
Limited management capacity			2	3

### Relevance of the development activities being implemented by Harvest Church to the needs of the Community

Asked on how relevant HCoGE's development activities are to the community's needs, all five respondents expressed their *strong agreement* to the widely accepted view in the community that HCoGE's intervention plays an important role in providing access to pre-school and primary school education.

### Efficiency, Effectiveness and Relevance of HCoGE Project

When asked to rate HCoGE's projects in terms of Efficiency, Effectiveness and Relevance, the Officials responding to the interview unanimously gave HCoGE a *high* rating.

### **Quality of Building Construction VS Cost**

The Officials were also asked to comment on the quality of school buildings as related to the cost of construction to which four out of five of the respondents said that the buildings were of good quality built at low cost. With regard to this issue, there was no response from the remaining one interviewee.

### **Impact that HCoGE projects**

The officials also shared their views on the impact that HCoGE projects had on the community. According to all five respondents, *Improvement of poor children's access to school, Creation of awareness to girls' education and Contribution to Poverty Reduction* were of *high* impact areas; whereas *Contribution to the improvement of the Environment* and *Contribution to gender equality* were rated as *medium* impact areas by all respondents.

### **Stakeholders Participation in HCoGE Project Implementation**

Given that stakeholders' participation from the beginning of a project cycle is a significant factor for the success of projects, the local officials were asked to give their opinion regarding the level of participation in the projects implemented by HCoGE in their locality. Four of the five respondents thought that there was *high* level of stakeholder participation in projects implemented by HCoGE, while one respondent refrained from commenting on the issue.

### **Measures Taken by HCOGE, the Local Government and the community to make the project successful and sustainable.**

In order to ensure major stakeholders participation in the implementation of the projects, consultative meetings and joint follow-up and monitoring missions to project sites has been a regular feature in HCoGE's Development Work.

The Annual Reports (2011-2013) submitted by HCoGE to YWAM have elaborated on measures taken, including the annual Joint follow-up and supervision of schools and projects by Wereda Education Bureau (bi-monthly), Parents Committee and HCoGE Headquarters, as well as Consultative meetings with parents. The respondents also confirmed that consultative meetings, joint follow-up and supervision have been undertaken by the three stakeholders.

### **Relations Between Christian and Moslem Religion Leaders**

With respect to the question to comment on the nature of the relationship between Christian and Moslem religion leaders, only two of the five interviewees responded by saying that the relationship was *respectful and tolerant*; while three of the five did not make any comments. It was felt by the evaluators that the reason for the majority of the interviewees refraining



When asked to give their opinions regarding conflicts and confrontations during religious ceremonies and the lessons learned, the interviewees made various observations; including that:

- No major conflict; however minor confrontations arise now and then, in response to which the local government and the public take immediate actions to stem
- HCoGE is making important contribution to the community by providing KGs in close proximity to the children it serves and caring for children
- People generally understand that conflicts can be life threatening and damaging to the economy
- some religious leaders have limited knowledge of the rights of people as equal member of the communities and how to respect these rights. Some leaders tend to reflect the superiority of their own religion over that of others
- members of the community must not amplify their differences, which would lead to more conflicts.

### **Would better results be obtained if projects were implemented by other agencies**

The interviewees further gave their opinions regarding what value-added, if any, HCoGE projects had to the community. All five respondents were of the opinion that HCoGE's activities in their locality were of high value-adding engagement, although four out of five respondents did not differentiate between the contribution of HCoGE and other Agencies.

Regarding the question: *Would better results be obtained if projects were implemented by other agencies, instead of HCoGE?* Four respondents pointed out that *no better results would be obtained* if projects were implemented by other agencies, while one respondent indicated that the result would be the same *if projects were implemented by other agencies*. This shows that the great majority of the respondents favour the way the projects are being implemented by HCoGE in their communities.

### **Additional Comments and suggestions:**

The Local Officials in Kofale were generally appreciative of the development contributions of HCoGE to the community. They also added that *HCoGE had done a lot of good things for the community and is bringing change to the locality; and that it should continue its development work with increased commitment.*

### **Interview of Parents**

#### **Major Characteristics of the Parents who participated in the Interview**

Eleven parents were interviewed with regard to HCoGE's activities in Kofale. Out of the eleven parents interviewed, six were male and the remaining five were female. Their ethnic distribution shows that seven were Oromos and the remaining four were Amharas. Most of them (six out of eleven) indicated Oromiffa as their mother tongue, while the rest said that it was Amharic. Regarding marital status, eight out of eleven of the parents stated that they

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were married, two were divorced and one was widowed. With respect to occupation, most (eight out of eleven) of the respondents reported that they were engaged in the services sector, while two were engaged in farming and one was a housewife.

Asked to give estimates of their monthly incomes, more than half (six out of eleven) of the responding parents indicated that they had a monthly income ranging between Birr500-2500, while the remaining five estimated their monthly income to be *higher than Birr2500*. As regards their employment status, the great majority (nine out of eleven) indicated that they were self-employed, while the remaining two were government or public enterprise employees.

The educational status of five out of eleven parents interviewed was reported to be in the range of primary school to college level. While three out of eleven reported that they could only read and write, the remaining one did not attend any school.

The parents were asked to give their views on the major obstacles preventing many children from attending school; to which three out of the eleven respondents cited *limited family income*, and four cited *limited school space* to be major obstacles.

When asked about their preference to send to school if their income was limited, three of them said they would give priority to boys to go to school, while four preferred to send girls. The reason they give to their preference to send boys or girls, depended on who would be more useful by staying at home under the circumstances.

### Information Source Regarding HIV/AIDS

Asked which media was their source of information for HIV/AIDS, about half (five of the eleven) replied that Religious Meetings were their major sources of information. The next most important media seems to be Radio and TV, as three out of the eleven respondents indicated them as the main media for information on HIV/AIDS. Only one cited Kebele Meetings and the remaining two said that their main source of information were community health workers.

The respondents also recalled the major topics discussed at the meetings organized by HCoGE. In this regard, eight out of the eleven respondents said the major topic during these meetings was HIV/AIDS, and three of the respondents thought that harmful traditional practices respectively was the major topic of discussion.

Respondents were also asked to comment if the development activities being implemented by HCoGE were useful (relevant) to the needs of the community. The vast majority (ten out of eleven) of the respondents *strongly agreed* on the usefulness (relevance) of the project activities to the community. The near-unanimous agreement of the interviewees regarding the relevance of the project is one indication of the importance of the development activities being implemented by HCoGE.

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*Building schools close to households* situated in localities far from existing schools; *allowing needy children to have free access to basic education*; *providing separate toilets for girls and boys in schools*; and *creating awareness to the importance of women's education* are considered to be major factors in addressing girls' education. According to responses to the interview nine out of the eleven parents confirmed that *building schools in close proximity to many households* was either *significant* or *highly significant*. Similarly ten out of eleven respondents reckoned that *allowing needy children to have free access to basic education* as well as *providing separate toilets for girls and boys* to be *significant* or *highly significant*.

Furthermore, most of the interviewees (eight out of eleven) considered the contribution of the project to the importance of women's education through awareness creation is *significant* or *highly significant*, with the remaining three respondents rating the impact of the criterion as *somewhat significant*.

Table 2.9: Impact of HCoGE Activities in Addressing Obstacles to Girls' Education

Assessment Criteria	Number Of Respondents			
	Highly Significant	Significant	Somewhat Significant	Insignificant
Building school in close proximity to many households	6	3	1	
Allowing needy children to have free access to basic education	9	1		
Providing separate toilets for girls and boys in schools	3	7		
Creating awareness to the importance of women's education	3	5	3	

Taken together, distance between households and schools, support to needy children, availability of toilets and awareness to the importance of women's education, have long been recognized as major factors which can be obstacles or encouragement to girls's education. It can be seen from the responses of the parents that HCoGE is doing well and is on the right track towards removing obstacles to girls' education.

### Acceptance of Girls Education by the Community

With regard to acceptance of girls' education by the community, most of the respondents (six out of eleven) thought that it was *adequate*, with the remaining five respondents considering it to be *high* or *very high*.

Measures taken by HCoGE, local government and community members to make projects successful and sustainable include:

- Creating awareness of the benefits of education
- Availing additional classrooms and school materials
- Giving better support to female students
- Helping poor parents through sponsors

- Hiring capable and qualified teachers
- Granting land for school building
- Holding joint meetings to discuss issues related to projects and overall activities of HCOGE
- Encouraging children to go to school on time

### **Relation between the Christian and Moslem religions**

When asked to give their opinions regarding conflicts and confrontations during religious ceremonies and the lessons learned, the interviewees made various observations; including that:

- Some religious leaders seek personal benefits
- HCoGE is making important contribution to the community by providing KGs in close proximity to the children it serves and caring for children
- People generally understand that conflicts are damaging to people and the economy
- Some religious leaders have limited knowledge of the rights of people as equal member of the communities and how to respect these rights. Some leaders tend to reflect the superiority of their own religion over others
- members of the community must not amplify their differences, which will aggravate conflicts

### **Additional Comments and suggestions**

Respondent parents also made comments on various issues related to the HCoGE projects in Kofale. A summary of their comments are presented below:

- We are highly satisfied with HCoGe Projects; we encourage it
- There is need to open 2<sup>nd</sup> cycle primary school; pupils are frustrated when they complete grade four and have to move to another school of lesser quality to join grade five
- HCoGE needs to address some of its weaknesses, when advised to do so.
- Public given training on how to lead a peaceful and healthy life; and looking after the interests of others.
- Setup a library in the School
- Strengthen focus on girls' education and fighting harmful traditional practices;

### **Interview of Teachers**

Five teachers each from HCoGE Primary School and Biyale Government School were interviewed on various aspects of the primary schools they teach in.

### **Profile of Teachers in HCoGE and Biyale Primary Schools**

Three male and two female teachers from HCoGE School and four male and one female teachers from the Government School attended the interview session. According to their responses to the questionnaire, all the interviewees from HCoGE School fell between the 20-30 years of age; and were unmarried, while all five of the teachers from the Government School were over thirty years of age and four out of five were married.

In HCoGE School, three of the five teachers reported to have completed 10+1 level of the Ethiopian education system, while two of them had completed the 10+3 level. In the government school, one reported to have completed 10+3 and two had completed the 12+2 education level. Regarding professional training, all five teachers from HCoGE had a certificate from TT and four teachers out of five from the government school said that they had diplomas, with one of the respondents from the government school reporting to have reached college level.

Regarding teaching experience, two of the five interviewees from HCoGE School had 1-5 years, and three had six or more years of teaching experience as trained teachers. From the Government School, four of the five teachers said that they had six or more years of teaching experience as trained teachers, with only one reporting to have served for one to five years.

### **Availability of Teaching Aids, Preparation and Assessment**

When asked to report about availability of teaching aids and related facilities in the classroom, all teaching staff of both the Government and HCoGE schools reported that chalkboards of adequate size and visual aids (to be displayed during class) were provided in the classroom that they teach.

Regarding lesson notes and homework, all the teachers of the HCoGE school participating in the interview reported that they prepared notes for each lesson and gave homework for English and Math, and inspected work of each pupil every day. The situation in the government school seemed to be different. Three out of five and one out of five of the teachers said that they gave home work and inspected work of the pupils daily for English and Math, respectively.

### **Teaching Methods and Attitudes**

Regarding teaching methods, five of the HCoGE school teachers and three out of five of the teachers in the government school reported that they allowed children to explore material on their own. Two of the five teachers in the government school reported that they presented material which you had prepared in advance

In order to gauge their attitude about gender, the teachers participating in the interview were asked to give their opinion regarding their preference to teach boys or girls. To that question all five teachers from both HCoGE and the government schools reported that they had the same preference to teach both boys & girls.

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Table 2.10: Rating of Problems by HCOGE School and Government School Teachers in Kofale

PROBLEMS	School Name	Never A Problem	Occasional Problem	Frequent Problem	Always A Problem
Students are undisciplined	HCoGE		5		
	Government (Biyale)		5		
Students are unable to cope with the material for their grade level	HCoGE		5		
	Government (Biyale)		5		
Lack of teaching materials such as textbooks and teacher guides	HCoGE		5		
	Government (Biyale)		4	1	
Low Teacher Morale	HCoGE	5			
	Government (Biyale)	4	1		
Weak school management	HCoGE	5			
	Government (Biyale)	5			

Note: Figures in the Table indicate number of respondents

Asked to give their opinions regarding student discipline, students' ability to cope with the material as well as availability of teaching materials, such as textbooks and teacher guides, all five interviewees from both HCoGE and government schools commented that in each of the issues raised, there was occasional problem. On the other hand, nearly all interviewees were of the opinion that low teacher morale and weak school management was never a problem. Overall, the responses of the interviewees indicated that none of the problems mentioned above are causes for concern. However the fact that some problems are said to arise only occasionally should not lead HCoGE to be complacent. Instead, HCoGE management need to continuously address any problems, small or big.

### Incentives, Working Conditions and Supervision - Factors for Quality of Education

A sample of teachers from both HCOGE and government schools were interviewed to give their views on *Incentives, Working Conditions and Supervision* of the teaching and learning process.

All the five teachers interviewed in both the government and HCoGE Schools in Kofale acknowledged that salaries were paid on a timely basis. On the other hand, four of the five teachers interviewed at HCoGE School rated their working conditions as *good*. In the government primary school, only three out of five of the teachers interviewed rated their working condition as *good*, with one respondent each rating it as *very good* and *poor*. From the rating given by the respondents regarding working conditions in the two schools, the fact that nearly all respondents refrained from rating their working condition as *Very good* is an indicator that there is room for improvement in this area.

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When asked if they *enjoy being teachers*, all the teachers interviewed in both the government and HCoGE primary schools responded positively. Similarly all the interviewees in HCoGE School and 80% of the interviewees in the government school have expressed their intention to continue in the teaching profession indefinitely. This tendency of teachers is a sign of a potential that could be developed and used to the benefit of both the school and the teachers themselves. Staffs interested in the profession of teaching tend to improve their knowledge and skill in teaching, which in turn is expected to contribute to the quality of education.

Other factors which influence the quality of education, including followup, assessment and supervision of the teaching and learning process were included in the interview of the teachers. In this connection, questions regarding the frequency of inspection and supervision of the work of teachers undertaken by the Headmaster and Supervisors as well as the inspection and assessment of the work of pupils by the teachers were raised to the interviewees.

In the HCoGE School, five teachers were asked to express their observations on how often the supervisor sits in the classrooms as the teacher teaches, looks at samples of pupils' work, looks at the teacher's lesson notes, and discusses career development with the teacher, such as possibilities of further training. Nine of the ten teachers that were interviewed reported that the Head Teachers sit in some of their classes *weekly* to observe the teaching and learning process. A similar proportion of the interviewees reported that the Head Teacher looked at some of the pupils' work *monthly*. All the teachers interviewed also pointed out that the Head Teacher looked at their lesson notes *weekly*; discussed their lesson notes and other matters related to teaching *monthly*; and discussed career development such as possibilities of further training *annually*. The details are shown in Table 2.11

Table 2.11: Frequency of Supervision

How often are the inspection and supervision activities performed as part of school inspection?	Respondents who Reported on the Frequency of Supervision by						
	Head Teacher			Education Office	HCoGe		
	Weekly	Monthly	Annually	Quarterly	Daily	weekly	Quarterly
He or she sat in some of my classes	9	1		7	5		1
He or she looked at samples of pupils' work	1	9		6	5	1	
He or she looked at my lesson notes	10			6	5	1	
He or she discussed my lesson notes and other matters related to teaching		10		6	5	1	

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He or she discussed career development with me, such as possibilities for further training			10				

### Social Relations

Regarding the extracurricular activities that the teachers are engaged in, all five teachers in HCoGE School reported that they participated in fighting *harmful traditional practices*. In the government school, two out of five of the respondents said that they were involved in anti-HIV/AIDS and two others indicated their participation in fighting harmful traditional practices. Only one reported being involved in environmental protection and development activities. As participation in extracurricular activities which benefit the community helps forge closer ties with the beneficiary community, the practice needs to be encouraged and embrace more participants, including other staff, pupils and members of the community.

With regard to relations of teachers with parents and other members of the community, all five teachers from HCoGE School said that their relations with parents and the community were *very cordial*, while only two teachers from the government school reported to be *very cordial*, with a third teacher reporting the relations to be *cordial*.

Cordial relations of teachers with parents and other community members is an important basis for useful engagements among stakeholders, including resource mobilization and other mutually beneficial activities.

### Agreement on the benefits of the implementation of HCoGE development projects

Regarding the question of benefits of HCoGE projects to the community, all five interviewed teachers in both the HCoGE and Government Schools said that they *strongly agree* to the benefits the school project has brought to the locality, mainly because the school has created access to basic education for hundreds of children.

### Rating of HCoGE project effectiveness, efficiency and relevance

Asked to comment on the effectiveness, efficiency and relevance of HCoGE projects, all five respondents from both HCoGE and Government School said the project implementation was highly effective, efficient and relevant.

### School construction quality compared to cost incurred

The interviewed teachers were unanimous on their views regarding the cost-effectiveness of HCoGE school building projects. All five teachers from each of HCoGE and Government School believed that the schools were built according to budget and with good quality. This is a good testimony for HCoGE, given the fact that the construction industry in the country is confronted with many challenges, including rising prices of building materials and wages, shortage of skilled labour, inefficiency and wasteful material handling practices.



### **Impact brought by project in the locality**

Regarding the question of the impact that HCoGE projects had in the locality, all five interviewees from each of HCoGE and the Government Schools rated the impact as *high* in relation to *the improvement of access to education for poor children, creation of awareness to girls' education and contribution to poverty reduction*. Concerning the impact of the project on *contribution to the improvement of the environment*, the majority (three from HCoGE and all five from the Government School) of the respondents rated the impact as *medium*.

As regards the impact of HCoGE project in relation to the *contribution to gender equality*, while all five respondents from HCoGE School gave a *high* rating, respondents from the Government School had a divided opinion -- two out of five gave a rating of *high* and the remaining three rated it as *medium*.

From the responses of the interviewees, we can understand that regarding project impact on *the contribution to the improvement of the environment and gender equality*, the teachers believe that the impact is not high enough. This suggests that more effort should be made by HCoGE and its partners in the areas of environment and gender equality.

### **Stakeholder participation in project planning, implementation and M & E activities**

Asked to give their opinion on the level of stakeholder participation in project planning, implementation and M & E, two out of five from the HCoGE school and all five respondents from the government school, thought that the participation was *high*. On the other hand, two out of five of the respondents thought that the participation of the stakeholders was *low*.

The wide difference between the two groups of respondents (i.e. those who thought that the participation of stakeholders was *high*, on the one hand, and those who said it was *low*, on the other hand, suggests either the lack of adequate information for all teachers regarding the participation of stakeholders in the planning and implementation process or the level of participation of stakeholders does not have the same significance to all the interviewees.

In this connection, while it is necessary to give adequate information to all teachers on the role of stakeholders and activities underway in relation to HCoGE's projects; more importantly, HCoGE needs to encourage and maintain proper documentation regarding stakeholder participation at all levels of project planning and implementation.

### **Measures taken by HCoGE, local government and community members to make projects successful and sustainable**

Measures taken by the three key stakeholders in the past few years, include the approval of projects and the provision of text books by the local government; participation in the follow-up of projects by all stakeholders as well as organizing training programs on the part of HCoGE and active participation in the training programs on the part of other stakeholders in

the area of awareness creation of the benefits of education and combatting HTP and HIV/AIDS.

The Annual Reports (2011-2013) submitted by HCoGE to YWAM has outlined the measures taken, including the annual Joint follow-up and supervision of Schools and Projects by Wereda Education Bureau (bi-monthly), by Parents Committees and HCoGE Headquarters, as well as Consultative meetings with parents.

### **Additional benefits obtained due to HCoGE projects implementation**

Regarding additional benefits, all five respondents from HCoGESchool thought that the additional benefits of HCoGE's projects were *high*, while only three of the five interviewees from the government school gave the same rating. Two of the five respondents from the government school did not seem to have been convinced of any significant additional benefits, as they rated the benefits as *low*.

### **Would better results be obtained if implemented by other agencies?**

With regard to whether or not better results could have been obtained if the project was implemented by any other agency other than HCoGE, three out of five of the interviewees from HCoGESchool said the results would have been the same; and two of the interviewees from HCoGE school and all five of the government school felt that the results would be less.

### **Relations between the Christian and Moslem religions**

With respect to the relations between Christian and Moslem religions, all respondents of the two schools said that the relations between the two religions were filled with respect and tolerance. In addition to this, three of five teachers at the HCoGE school responded by saying that leaders of the two religions worked closely together to avoid conflict and there were not much problems in this regard.

### **Additional Comments and suggestions by interviewees include:**

Whereas a number of the interviewees appreciated the work being done by HCoGE, the following suggestions were made.

- In order to admit more children to the school, additional teaching materials and classrooms need to be provided.
- Although the work being carried out by HCoGE currently is generally acceptable, more efforts should be made to improve working conditions for teachers and the school environment in general.

## **2.2 Shashemene**

### **2.2.1 Background**

Based on its experience of many years on the ground in West Arsi Zone and the findings of baseline survey it carried out in 2007 and 2008, HCoGE decided to establish pre-primary and

primary schools in Shashemene Town in 2009. The baseline survey had shown that government-run primary schools in Shashemene were characterized by relatively high pupil to classroom ratios and schools run by the private sector and NGOs charged school fees regarded to be too high compared to the average incomes of the majority of households in the town and its environs.

HCoGE's plan to establish a pre-primary and primary school had its main target of catering initially for 120 children, 60% of whom would be girls. To address the needs of poor families, HCoGE also included a strategy to exempt 10% of the pupils admitted to the school from paying school fees.

In addition to providing access to education for children from pre-school to grade four of primary school, the project encompassed family-focused activities, including literacy and awareness creation programs focusing on harmful cultural beliefs and practices, HIV/AIDS, mother and child health as well as income generation for families.

### **2.2.2 School Building Construction and Facilities**

According to the 2011 Annual Report, following the signing of the agreement between HCoGE and Sahashemene Wereda Administration in 2010 to construct a 1<sup>st</sup> Cycle Primary School, the foundation work was completed in the same year. Masonry work, roof, ceiling, door and window, toilet (totally 8 rooms -- 3 for girls, 3 for boys and 2 for teachers), fence (barbed wire) construction was underway in 2011 and expected to be completed before the beginning of the 2012/2013 school year.

According to HCoGE's 2012 Plan, one block of four classrooms and an office were to be built and provided with furniture and equipment. The 2012 plan seems to have been fulfilled as the 2012 Annual Report indicated that School furniture and teaching aids were purchased, construction of toilet was completed, and 48 pupils (of whom 56% were girls) were enrolled and attended classes during the year.

The total cost of the building units listed in Table 2.12 was estimated to be Birr 2.79 million. The estimate did not include contributions made by the HCoGE Headquarters in the form of project management services, including, procurement of materials, transport services and supervision visits to the project site.

#### **Box 2.1: Classroom Space Requirement**

According to the government standard, the space requirement for the 1<sup>st</sup> Cycle Primary School (Grades 1 - 4) is a school layout consisting of two classroom blocks. Each of the classroom blocks should contain two classrooms with support space in the middle. The gross building area would be 130.3 m<sup>2</sup> and individual classroom net area of 44.2 m<sup>2</sup>.

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Table 2.12: Shashemene Harvest Primary School: Project Cost\*

No	Description	Unit	Qty	Rate (Birr per Unit)	Amount (Birr )
1	Classroom Buildings	m <sup>2</sup>	352	7000	2,464,000.00
2	Pit Latrine	m <sup>2</sup>	49	6700	328,300.00
	<b>Grand Total</b>				<b>2,792,300.00</b>

\*Consultant's estimate, based on current market prices of materials and labor

The HCoGE school in Shashemene consists of only the classroom building and the pit latrine. Facilities such as administrative office, guard house and fence are not provided. Although the importance of these facilities is well recognized by all stakeholders, HCoGE has not been able to build the facilities, due to shortage of funds.

### Water

The HCoGE school in Shashemene has a water supply facility, even though there is often shortage of water in the school. Even though this is a problem that seeks solution from the local government authorities, solving the problem will improve the health and wellbeing situation of the students of the school, and largely also of the community members.

### School Furniture and Teaching Materials and TextBooks

Furnished classrooms, provided with adequate teaching materials and teaching aids are essential ingredients in facilitating the teaching/learning process and ensuring the quality of education.

As indicated in the 2012 Annual Report, the HCoGE's School in Shashemene was provided with adequate desks, chalkboards, textbooks and other reading books.

HCoGE KG/Primary School has succeeded in securing enough textbooks from the government for free to attain a pupil to textbook ratio of 1:1. The School currently provides a text book for each of the pupils and subjects. At the country level, despite the government plan to achieve a pupil to textbook ratio of 1:1 in primary schools (grades 1-8) by 2010, only a ratio of 1.35:1 had been attained by June 2013. Given the shortage of textbooks at the country level, achievement of a pupil to textbook ratio of 1:1 at HCoGE School is considered to be the result of the commendable effort of the project management team.

### School Fees

HCoGE KG/Primary School in Shashemene charge registration fee of Birr15 per child and a monthly fee of Birr5 per child. In line with the objective of the HCoGE to cater for children who cannot afford to pay even the nominal fee, HCoGE has a provision for a limited number of the pupils to attend the school free of charge. Accordingly needy children, estimated at about 10% of all pupils in HCoGE's KG/Primary School receive free education. In addition to this, all girls -- needy or not -- receive free educational materials from HCoGE.

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According to the HCoGE's Annual Reports, In 2012, school fee amounting to Birr11,400 was collected compared to the planned figure - Birr19,000; and in 2013 Birr12,300 of the planned Birr20,350 was collected. This Consultant believes that the planned amount of the school fees is small compared to the annual expenses of the school, but the fact that only less than 60% of the planned amount is actually collected makes it all the more worrying.

### 2.2.3 Teaching/Learning activities

#### Enrollment

Table 2.13 shows the enrollment figures of HCoGE's Shashemene Primary School during the school year for each grade by sex. At the beginning of the 2012/13 school year, the total number of pupils in the School was 48 of which 28 or 58% were female pupils.

Table 2.13: Shashemene Harvest School: No. of Pupils by Grade, Sex and Eth. School Year

Grade/Level	Sex	2012/2013	2013/2014	2014/2015
KG1	Female	28	25	35
	Male	20	21	34
	<b>Both</b>	<b>48</b>	<b>46</b>	<b>69</b>
KG2	Female		27	33
	Male		22	33
	<b>Both</b>		<b>49</b>	<b>66</b>
<b>Total</b>	Female	<b>28</b>	<b>52</b>	<b>68</b>
	Male	<b>20</b>	<b>43</b>	<b>67</b>
	<b>Both</b>	<b>48</b>	<b>95</b>	<b>135</b>

NOTE: KG1-A and KG1-B are two sections of the same level of KG1

The fact that the number of female pupils is relatively high compared to other schools is the result of the strategy that HCoGE follows. In line with its commitment to contribute towards the country-wide drive for closing the gap in gender inequality, HCoGE provides more opportunities for girls during admission. This is an indication that HCoGE lives up to its objective of expanding opportunities for girls.

**Dropout Rate:** of the 126 children enrolled in the KG class in September 2012, a significant number (78 boys and girls) dropped out, mainly due to high school fee, parents' decision to use them for domestic work and school being far from households. This phenomenon occurred mainly due to the high poverty situation of the area.

#### Teachers

According to government standards, to qualify as a teacher for 1<sup>st</sup> cycle primary schools, a certificate from the government Teacher Training Institutes (TTI) is required.

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In line with one of the strategies to create employment for members of the community and develop a sense of ownership on the part of the beneficiaries of the project, HCoGE hired teachers from among the residents of Shashemene town.

Table 2.14: Shashemene Teachers' Profile: (Feb. 2015)

No	Teacher's Name	Sex	Age	Education (Highest level attended)	Teacher training certificate/ diploma	Employment date	Salary Birr/ month
1	Gabeta Tadesse	M	28	Paradize	TTi	2003	1498.50
2	Buze Tebso	F	24	Abed Boru	KG	2006	1000.00
3	Sure Guye	F	25	Abed Boru	KG	2006	950.00

### 2.2.5 Capacity Building

#### Life Skill Training

According to the HCOGE 2012 annual plan, the following were envisaged to be carried out in Shashemene in 2012:

- Continue the construction of the school building– four classrooms and an office; (complete construction of the toilet)
- Purchase teaching aids and classroom furniture;
- Commence registering 120 pupils (60% female) and begin the teaching process;
- Conduct awareness creation meeting with 120 parents to discuss issues including gender equality, HIV/AIDS and harmful traditional practices. The children of the school were expected to present drama, music and speeches to the audience.
- Establish parents committee to help enhance ownership.

### Extra-curricular Activities

The extra-curricular activities program is conducted in all HCoGE schools. As claimed by HCoGE and as observed by the evaluation team, the program is found to be a very useful and effective tool for reaching the community, students and parents on various issues.

The various clubs established by the schools (listed below) contribute significantly in the transmission of information on various topics including the importance of girls' education, gender equality, parents' responsibility, HIV/AIDS, harmful traditional practices, family and community responsibility and sanitation. These clubs additionally convey these messages during school festivals and events. In particular, the involvement of girls in the rural schools has greatly shaped the attitude of the community. They have been trying to be pioneers in speaking publicly about the equality of women.

The HCoGE School had a number of clubs organized under the themes of sports, girls, as well as civic and ethics. In 2014, the number of members in such clubs had reached 36 of which 23 were girls. Such extra-curricular activities are to be encouraged in the schools, where children can learn practical aspects of life at the early stage.

Members of the Community often express their appreciation of the establishment of clubs as part of the extracurricular activities. Most recognize the contribution of clubs in enhancing awareness of the importance of girls' education, harmful traditional practices as well as HIV/AIDS. Sheik Ali kedir, a local community leader, summed up his observation regarding the positive contribution of social clubs to the community by saying: "I am very pleased to see a girl acting in the drama. Your attempt to teach the community through the children has brought significant change into our family. Thank you very much. It is our wish that you continue until the end." The following Table shows details of club membership in the School.

Table 2.15: Club membership in Shashamane Harvest School

No	Club	Male	Female	Total
1	Sport Club	3	5	8
2	Girls Club	0	15	15
3	Literature & Drama Club	10	8	18
	Total	13	28	41

### 2.2.6 Interview Results

#### Interview of Local Officials

In Shashemene Local officials, including Kebele Chairman, Kebele Manager, Head of Women and Children Affairs, Kebele Head of Peace and Security, Representative of Ketenaf Kebelewere interviewed.

### **Rating of Harvest Church of God-Ethiopia by Local Officials**

Regarding the issue of meeting its commitments made at the start of the project, all the five local officials participating in the interview rated Harvest Church of God–Ethiopia as *very good* or *excellent* (on a five-point rating system).

All five respondents further noted that HCoGE has made important contributions to the Town by providing additional access to pre-school and cycle-one primary education. None of the respondents mentioned the contribution of HCoGE in the area of promoting girls' education; environmental protection; awareness creation regarding HIV/AIDS, HTPs and in gender equality.

### **Areas of Contribution by HCoGE to the Community**

Asked to identify the significant areas of contribution from among the following list: *Providing access to pre-school and 1<sup>st</sup> cycle primary school education, Encouraging girls' education, Environmental protection, Awareness creation in HIV/AIDS/HTPs as well as Awareness creation in gender equality*, all of the five respondents noted that HCoGE has made important contributions to the community by *providing access to pre-school and 1<sup>st</sup> cycle primary education*. From this response it can be observed that the interviewed local officials did not recognize the other activities of HCoGE as important areas of contribution to the community.

### **Appropriateness and Affordable levels of School Fees**

In addition to the Local Officials mentioned above, parents of the children who send their children to HCoGE School in Shashemene were interviewed to get their views on the appropriateness of charging school fees and the affordable level of fees. Two out of five and three out of five of the Local Officials interviewed said that it was *very appropriate and Fairly Appropriate*, respectively, to charge school fees. On the other hand, the majority (six out of ten) of parents interviewed believed that it was *somewhat but less appropriate* to charge fees. Only one out of ten and three out of ten parents thought that it was *very appropriate and fairly appropriate*, respectively.

Regarding level of affordable school fees, all the Local Officials who responded to the interview and eight of the ten parents indicated that Birr 5-10 would be the affordable level of school fee for the community. Only two of the ten parents interviewed thought a higher level of fee, i.e. Birr 10-20 per child per month could be affordable,

Given the low level of income of parents whose children go to the HCoGE School, on the one hand, and the preference of both local officials and parents for low school fees in the range of Birr 10-20, it is unlikely that HCoGE can generate income from school fees to cover even some of the expenses such as teachers' salary.



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Nonetheless, charging school fees, albeit small, apart from generating income that can cover at least some of the operational expenses of the school, it is believed that it can also develop a feeling of ownership on the part of the parents who send their children to the school.

### Support from the Local Administration (Wereda Education Office)

As the rating of the local officials indicates, HCoGE seems to have developed good relations with the local administration and enjoys the direct support of the Education Office of the Wereda. The support provided by the Education Office includes:

- Training for HCoGE teachers,
- Supervision (the Education Office made supervision visits to the school 8 times per month)
- Provision of teaching aids: As part of the support from the Local Administration, the Shashemene Wereda Education Office provided various teaching aids to the HCoGE school in 2008, including text books, reference books, teachers guide and attendance list.

The officials were asked to give their opinions regarding the reasons behind low school attendance in their locality. Four of the five respondents were divided equally into choosing the factor that *parents prefer children to help at home rather than sending them to school as a highly significant or a somewhat significant reason.*

A similar proportion of respondents were equally divided into choosing the factor that *parents think education for female children is less important and school is too far as a somewhat significant and least significant reason.* On the other hand, *school fees being high* was seen by four of the five interviewees as *somewhat significant.*

Overall the majority of the local officials interviewed did not seem to have given significance to the oft-cited causes of low school attendance. Table 2.16 shows the details of the factors affecting school attendance.

Table 2.16: Factors of Low School Attendance

Assessment Criteria	Number Of Respondents			
	Highly Significant	Significant	Somewhat Significant	Least Significant
Parents prefer children to help at home rather than sending them to school	2		2	1
Parents think education for female children is less important		1	2	2
School Fees are high			4	1
School is too far		1	2	2
Parents think school quality is too low				5

HCoGE's development work in Shashemene town seems to be well recognized by the Wereda administration. Nearly all of the local officials interviewed rated HCoGE activities:

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*building schools in close proximity to households, providing needy children with free access to basic education, providing separate toilets for girls and boys in the school and creating awareness to the importance of women's education as significant or highly significant.*

Table 2.17: Significance of HCoGE's Activities in Addressing Obstacles to Girls' Education

Assessment Criteria	Number Of Respondents			
	Highly significant	Significant	Somewhat Significant	Insignificant
Building school in close proximity to many households	5			
Allowing needy children to have free access to basic education	3	2		
Providing separate toilets for girls and boys in schools	1	4		
Creating awareness to the importance of women's education		4	1	

With regard to the assessment of the acceptance of girls' education by the community in general, four of five respondents rated it as *low*, with only respondent rating it as *adequate*. According to the opinion of the interviewees, girls' education seems to be not well accepted by their community.

With regard to addressing gender and environment-related issues through the *creation of awareness among elders, parents and pupils; planting trees; maintaining clean school premises* as well as *giving preference to female teachers during recruitment*, all the respondents felt that HCoGE was either *committed* or *highly committed*.

### Relationship between Harvest Church of God – Ethiopia and the local administration

All respondents (local officials) rated the relationship between Harvest Church of God–Ethiopia and the local administration as *very good*. This positive opinion of the officials reflects the overall satisfaction expressed by the major stakeholders Interviewed in the Town about the development work undertaken by HCoGE.

### Challenges HCoGE is likely to face

Asked to gauge the seriousness of the challenges which HCoGE is likely to face, *limited financial resources* was seen to be a serious challenge to HCoGE by the majority of the respondents, with four out of five interviewees rating the challenge as *serious* or *very serious*. Challenges including *limited support from the local administration* was rated as *very serious and fairly serious* by two of the five respondents. *Low demand for education services from the community* and *HCoGE's limited management capacity* were also felt to be *very serious or serious* by the majority of the respondents. The details are shown in Table 2.18.

Table 2.18: Challenges HCoGE Is Likely To Face

Assessment Criteria	Number Of Respondents			
	Very Serious	Serious	Fairly Serious	Least Serious
Limited financial resources	1	3	1	
Limited support from local administration	2		2	1
Limited demand for education services from the community	3			2
limited management capacity	1	2	1	1

**Relevance of the development activities being implemented by Harvest Church to the needs of the Community**

Regarding relevance of HCoGE’s development activities are to the community’s needs, all the five respondents expressed their strong agreement to the widely accepted view in the community that HCoGE’s intervention is relevant to the needs of the Community and that it plays an important role in providing access to pre-school and primary school education.

**Effectiveness, Efficiency And Relevance Of Project Implementation**

In relation to the question raised to the local officials, all five respondents rated effectiveness, efficiency and relevance of HCoGE’s project implementation as *high*.

**School construction quality compared to cost incurred**

The Officials were also asked to comment on the quality of school buildings as related to the cost of construction to which four out of five of the respondents said that the buildings were of good quality and built at low cost. One respondent refrained from giving his views, which is interpreted to mean that he did not have adequate information about the school building.

Regarding the impact of HCoGE’s projects on the community, all five respondents gave a *high* rating in relation to the criteria: *Improvement of poor children’s access to education, Creation of awareness to girls’ education* as well as *Contribution to Poverty Reduction*. On the other hand, *Contribution to the improvement of the Environment* was rated as *medium* by the majority of the respondents. Similarly, three out of five and two out of five of the respondents gave a *high and medium* rating, respectively, in relation to *the impact on the Contribution to gender equality*.

Table 2.19: Impact of HCoGE Project Implementation on the Community

Which of the following areas do you think Harvest Church has contributed to the community	Number of Respondents.		
	High	Medium	Low
Improvement of poor children’s access to school	5		
Creation of awareness to girls’ education	5		
Contribution to Poverty Reduction	5		

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Contribution to the improvement of the Environment	1	4	
Contribution to gender equality	3	2	

### Participation of Stakeholders in Project Planning, Implementation and M&E Activities

Given that stakeholders' participation from the beginning is a significant factor for the success of projects, the local officials were asked to give their opinion regarding the level of participation in projects implemented by HCoGE in their locality. Four of the five respondents (with one abstention) thought that there was high level of stakeholder participation in projects implemented by HCoGE. This opinion, which will help build a stronger relationship with stakeholders is an endorsement of HCoGE activities.

### Measures taken by HCoGE, local government and community members to make projects successful and sustainable

Measures taken by the three major stakeholders jointly and separately include:

- Participating in follow up of projects
- Participating in consultative meetings
- Creating awareness of the benefits of education by government
- Availing additional classrooms and school materials
- Giving better support to female students
- Helping poor parents through sponsorships
- Hiring capable and qualified teachers
- Granting land for school building
- Providing text books
- Encouraging children to go to school on time.

### Lessons learned from conflicts during religious ceremonies

Regarding the lessons learned from conflicts during religious ceremonies, the local officials expressed various views depending on their official position and personal outlook. Some commented that members of the community, irrespective of their religious affiliations, live in harmony, participating in social events together through their Idir (neighborhood self help associations) and Iqub (informal savings and credit associations), different religious groups preach about mutual support and tolerance. One or two local officials, however, admitted the existence of conflict situations in overt or covert form and added that *the community live in peace thanks to the local police and other armed militias.*

### Additional benefits obtained due to HCoGE projects implementation

Four out of five of the officials participating in the interview commented that the additional benefits obtained due to HCoGE projects were *high*, while the remaining one respondent rated the benefits as *medium*.

### Would better results be obtained if implemented by other agencies?

In response to this question, all five respondents said the results would be less than that implemented by HCoGE. This is believed to be yet another endorsement for HCoGE's development intervention in the area.

### Relations between the Christian and Moslem religions

Regarding the relations between Christian and Moslem religions, two respondents characterized the relations between the two religions as one *filled with respect and tolerance*, and the other two of the respondents shared their opinion by saying that the two religions *work closely together to avoid conflict*.

### Additional suggestions by local officials

Respondents were requested to give any additional comments or make any observation in relation to HCoGE development activities in the Wereda. In this connection, the Local Officials in Shashemene were generally appreciative of the development contributions of HCoGE to the community.

The respondents also suggested the need to:

- hold meetings (if possible every three months) with the community
- train parents to create awareness to the importance of girls education, HIV/AIDs and HTPs
- provide school uniforms to the pupils
- provide residential quarters to teachers so that they can be close to the school
- undertake more projects to further benefit the community

### Interview of Parents

#### Major Characteristics of the Parents who participated in the Interview

The Parents interviewed in Shashemene were composed of an equal number of male (five) and female (five); the vast majority (seven out of ten) being Oromos and the remaining three of Kembata and Wolayta ethnic group. As it is to be expected, nine out of ten said that Oromiffa was their mother tongue. Regarding their marital status, all ten parents declared that they were married. With respect to occupation, nine out of ten said that they were engaged in the services sector, while only one of the respondents reported being in the farming occupation.

Table 2.20: Monthly Income of Respondent Parents

Monthly Income (Birr)	Number of Respondents
<500	2
500-1000	4
1001-2500	2
>2500	2

The monthly income of the parents is spread from as low as that defined to be the minimum civil servant monthly salary to more than the entry level civil service salary for university graduates (Birr2500). While the monthly incomes of 40% of the respondents fall in the range of Birr500-1000, those of 20% each of the respondents reported to have monthly incomes of less than Birr500, Birr1001-2500 and higher than Birr2500. The employment status of parents indicated that 50% of them were government or public sector employees and 40% were self-employed.

Regarding their educational status, the vast majority (80%) of those parents interviewed reported that they could only read and write, one out of ten had attained the primary level of education and another one out of ten had college education.

### **Major Obstacles for Children to Attend School**

Limited household income is a major obstacle that prevents parents from sending all their children to school. In the case of Shahsemene HCoGE School, most of the respondents (60%) identified this factor as a major barrier to children's access to school. A smaller proportion (20%) of the respondents pointed out that denial of admission due to limited school capacity was considered to be the reason for not sending their children to school. The remaining 20% did not respond to the question.

When asked who they would send to school if their income was limited, six out of ten said they would send girls, while the remaining three said that they would send boys to school.

### **Information Source for HIV/AIDS**

Asked which media was their source of information for HIV/AIDS, 40% of the parents responded that *Radio and TV* were their major sources of information. For 30% of the respondents, *Kebele Meetings* and for an equal proportion of the respondents, *Religious Meetings* appear to be their source of information for HIV/AIDS and other health-related and social issues.

### **Major Topics of Discussion During HCoGE Meetings**

The interviewees recalled the major topics discussed at the meetings organized by HCoGE. One respondent each identified *Importance of Girls' Education*, *Harmful Traditional Practices* and *HIV/AIDS*, to be the major topic of discussion during the meetings. Whereas none of the interviewees cited *Environmental Issues* as a major topic of discussion, two respondents recalled *other issues* as major topics of discussion.

### **Significance of HCoGE Activities in Addressing Obstacles to Girls' Education**

Among the strategies that HCoGE has adopted in addressing obstacles to girls education, *building school in close proximity to many households* and *allowing needy children to have free access to basic education*, among others, are considered to be *highly significant* by the vast majority (70% and 80%, respectively) of the respondents. The remaining 20% to 30% of the respondents rated all the criteria *significant*. As all the above measures help

pave the way for more girls to go to school, it can be concluded that HCoGE's development activities are in line with the government's education policy as well as of raising girls' participation in education.

### **Assesment of the acceptance of girls' education by the community**

With regard to acceptance of girls' education, most of the respondents (seven out of ten) rated it as *high or very high*; with only two respondents rating acceptance of the community as *simply adequate*. They have indicated that the importance of girls' education was one of the major topics of discussion during their meeting with HCoGE.

### **Relevance of the development activities being implemented by Harvest Church to the needs of the Community**

Respondents were asked whether they agree or disagree that the development activities being implemented by HCoGE were useful (relevant) to the needs of the community. All ten respondents strongly agreed on the relevance of the project activities. The unanimity on the relevance of the project indicates the importance of the development activities being implemented by HCoGE. Overall, given the objective of the government to expand and improve the quality of education, with particular attention given to the removal of barriers to the education of children, in general, and girls, in particular, HCoGE's school project in Shashemene (as it is true for the rest of the school projects) is relevant to the policy of the government and to the needs of the community.

Respondent parents also made comments on various issues related to the school. A summary of their comments are presented below:

- Improve quality of education by recruiting more qualified teachers;
- Provide school uniforms
- Provide electricity and telephone
- Build a guard house
- Provide two toilets separated by about 30 meters.
- Put teaching aids on the walls of classrooms;
- Provide attendance control mechanisms;
- Address girls' education and harmful traditional practices
- Extend the school to include grades 5-8;
- Conduct regular meetings with parents.

### **Interview of Teachers**

Three teachers from HCoGE Primary School and five from one of the government schools were interviewed on various aspects of the primary schools they teach in.

### **Profile of Teachers Interviewed**

Two and one out of three of the teachers at HCoGE were male and female, respectively. Similarly three and two out of five of the teachers at the government school were male and female, respectively. In HCoGE School, all three teachers were married, while only two had

the same marital status in the government school. While one and two of the teachers in the HCoGESchool had completed 10+2 and 10+3 level of education, respectively, four out five teachers of the government school had completed the 10+3 level. Regarding training and experience in teaching, from HCoGE School one of the three teachers had a certificate from TTI, and two had Diplomas; and all three had 3-5 years of experience teaching in the School.

### **Availability of Teaching Aids, Preparation and Assessment**

When asked to report about availability of teaching aids and related facilities in the classroom, all teaching staff of both the Government and HCoGE schools reported that chalkboards of adequate size and visual aids (to be displayed during class) were provided in the classroom that they teach.

Regarding lesson notes and homework, all the teachers of the HCoGESchool participating in the interview reported that they prepared notes for each lesson and gave homework for English and Math, and inspected work of each pupil every day. The situation in the government school seemed to be different. Three out of five and one out of five of the teachers said that they gave home work and inspected work of the pupils daily for English and Math, respectively.

### **Teaching Methods and Attitudes**

Regarding teaching methods, two out of three of the HCoGE school teachers and three out of five of the teachers in the government school reported that they allow children to explore material on their own. On the other hand, one out of three of the HCoGE school teachers and two of the five teachers in the government school reported that they presented material which you had prepared in advance

### **Preference to teach boys or girls**

In order to gauge their attitude about gender, the teachers participating in the interview were asked to give their opinion regarding their preference to teach boys or girls. To that question all three teachers from HCoGE and four out of five from the government schools reported that they had the same preference to teach both boys & girls.

### **Rating of the Seriousness of Problems Prevailing in HCoGE and Government Schools**

Asked to give their opinions regarding student discipline, all three interviewees from HCoGE and all five from the government schools noted that there was *occasional* or *never a problem*. Regarding students' ability to cope with the material and availability of teaching materials, all respondents from both HCoGE and the government schools indicated the existence of *occasional problem*. On the other hand, nearly all interviewees from the government school were of the opinion that low teacher morale and weak school management was an *occasional problem* or *never a problem*. As can be inferred from the responses of the teachers, none of the above problems can be considered serious. Nonetheless, even the problems thought to be arising occasionally need to be addressed before they become serious. The details are shown in Table 2.21.



Table 2.21: Rating of Problems by HCOGE School Teachers in Shashemene

PROBLEMS	School Name	Never A Problem	Occasional Problem	Frequent Problem	Always A Problem
Students are undisciplined	HCoGE	2	1		
	Government School	2	3		
Students are unable to cope with the material for their grade level	HCoGE		3		
	Government School	1	4		
Lack of teaching materials such as textbooks and teacher guides	HCoGE		3		
	Government School		5		
Low Teacher Morale	HCoGE	2	1		
	Government School	1	4		
Weak school management	HCoGE	3			
	Government School		5		

Note: Figures in the Table indicate number of respondents

### **Incentives, Working Conditions and Supervision -Factors for Quality of Education**

Asked to give their views on *Incentives, Working Conditions and Supervision* of the teaching and learning process, all three of the respondents from HCoGE School and five from the government school acknowledged that salaries were paid on a timely basis. On the other hand, one each of the three teachers interviewed from HCoGE School rated their working conditions as *very poor, good and very good*, respectively.

In the government primary school, four and one out of five of the teachers interviewed rated their working condition as *good and very good*, respectively. From the rating given by the respondents regarding working conditions, particularly in the HCoGE School, one out of the three teachers seems to be dissatisfied with the working conditions prevailing in the School. Whether this fully reflects the reality in the school or not, management needs to take this as a warning sign so that an appropriate action can be taken in due course.

When asked if they *enjoy being teachers*, all the teachers interviewed in both the government and HCoGE Primary Schools responded positively. Similarly all the interviewees in HCoGE Primary School and in the government school expressed their intention to continue in the teaching profession indefinitely. This tendency of teachers is a sign of a potential that could be developed and used to the benefit of both the school and the teachers themselves. Staffs interested in the profession of teaching tend to improve their knowledge and skill in teaching, which in turn is expected to contribute to the quality of education.

Other factors which influence the quality of education, including followup, assessment and supervision of the teaching and learning process were included in the interview of the teachers. In this connection, questions regarding the frequency of inspection and supervision of the work of teachers undertaken by the Headmaster and Supervisors as well as the inspection and assessment of the work of pupils by the teachers were raised to the interviewees.

As incentives play important roles in influencing performance of teachers, they were asked if they received their salaries on time. All of them reported that they always received their salary on time. Payment of salary on time, combined with other incentives, is a good incentive for teachers to perform their duties effectively. It also creates attachment to the school system.

Effective follow up, assessment and supervision of the teaching/learning process is an important factor in ensuring quality of education. Two aspects of this process have been looked at by the Consultant. One of them is the inspection and assessment of the work of pupils by the teachers; and the other is the supervision of the work of teachers undertaken by the Headmaster and Supervisors at various levels.

The teachers responded to questions related to inspection and supervision in the two schools. They were asked the frequency of inspection and supervision activities in their respective schools. The inspection and supervision activities included the following items:

- Sitting in some of the classes as the teacher teaches;
- Looking at samples of pupils' work;
- Looking at the teacher's lesson notes;
- Discussing the teacher's lesson notes and other matters related to teaching
- Discussing career development with the teacher, such as possibilities of further training

All three teachers from HCoGE School and four out of five from the government school reported that the Head Teacher and representative of the Education Office *sat in some of their classes* to observe their teaching *daily* and *weekly*, respectively. Similarly, nearly all the teachers from both schools reported that the Head Teacher *looked at their lesson notes* and *discussed their lesson notes* and other matters related to teaching on a *daily* basis, while the Education Office and HCoGE carried out the indicated inspection on a weekly basis. The details are shown in Table 2.22.

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Table 2.22: Frequency of Inspection and Supervision

How often are the inspection and supervision activities performed as part of school inspection?	Respondents who Reported on the Frequency of Supervision by							
	Head Teacher		Education office			HCoGe		
	Daily	Weekly	Weekly	Monthly	Quarterly	Daily	Weekly	Monthly
He or she sat in some of my classes	7		6			1	2	1
He or she looked at samples of pupils' work	2	5	5	2			2	
He or she looked at my lesson notes	7		5	1			3	3
He or she discussed my lesson notes and other matters related to teaching	6	2	6			1	4	1
He or she discussed career development with me, such as possibilities for further training	1	2			1		1	3

Taking the opinion of the majority of teachers asked to respond to the activities of inspection and supervision, most inspections are carried out daily and weekly. The frequency of inspection appears to be adequate, as this will make the teachers and pupils alert all the time. The feedback from the inspectors and supervisors to the teachers and pupils is also expected to improve the teaching and learning process.

All the teaching staff in the two schools reported that they prepare notes for each lesson. Asked how often they set homework for English and Math, the teachers in the two schools reported that they gave homework every day. Also, most of them inspect the work of each pupil every day.

### **Would better results be obtained if implemented by other agencies?**

With regard to the question under reference, two out of three respondents from HCoGE and four out of five from the government schools said the results would be better if implemented by others instead of HCoGE. On the other hand, two from the HCoGE School felt that the result would be less if implemented by others. As the majority of the teachers interviewed in both HCoGE and the government schools were of the impression that better results would be obtained if the project was implemented by other agencies, HCoGE management should look into what led the majority of the teachers to hold such views, and what can be improved subsequently.

### **Relations between the Christian and Moslem religions**

As regards to the relations between Christian and Moslem religions, one of the three respondents of HCoGE school and four out of five of the government school teachers noted that the relations between the two religions was generally characterized by an environment of respect and tolerance. All three interviewees from the HCoGE school added that leaders of the two religions worked closely together to avoid conflict.

### **Social Relations**

Regarding the extracurricular activities that the teachers are engaged in, two out of three teachers in HCoGE School and two out of five in the government school reported that they participated in anti-HIV/AIDS and in environmental protection and development activities. As participation in extracurricular activities which benefit the community helps forge closer ties with the beneficiary community, the practice needs to be encouraged to embrace more participants, including other staff, pupils and members of the community.

With regard to relations of teachers with parents and other members of the community, all three teachers from HCoGE School said that their relations with parents and the community were *cordial*, while only two teachers from the government school reported to be *cordial*, and another teacher reporting the relations to be *very cordial*.

Cordial relations of teachers with parents and other community members is an important basis for useful engagements among stakeholders, including resource mobilization and other mutually beneficial activities.

### **Agreement on the benefits of the implementation of HCoGE development projects**

Regarding the question of benefits of HCoGE projects to the community, all three interviewed teachers from HCoGE and four out of five from the government schools said that they *strongly agree* to the benefits the school project has brought to the locality, mainly because the school has provided access to basic education.

### **Rating of HCoGE project effectiveness, efficiency and relevance**

Asked to comment on the effectiveness, efficiency and relevance of HCoGE projects, all three respondents from HCoGE and four out of five from the government schools said the project implementation was highly effective, efficient and relevant.

### **School construction quality compared to cost incurred**

The interviewed teachers were almost unanimous on their views regarding the cost-effectiveness of HCoGE school building projects. All three teachers from HCoGE and four out of five from the government schools believed that the schools were built according to budget and with good quality. This is a good testimony for HCoGE, taking into account the fact that the construction industry in the country is confronted with many challenges, including rising prices of building materials and wages, shortage of skilled labour as well as inefficient and wasteful material handling practices.

### **Impact brought by project in the locality**

Regarding the question of the impact that HCoGE projects had in the locality, all three interviewees from each of HCoGE and three out of five from the government schools rated the impact as *high* in relation to the *improvement of access to education for poor children, creation of awareness to girls' education, contribution to poverty reduction and contribution to the improvement of the environment*.

Concerning the impact of the project in relation to *gender equality*, three from HCOGE and two out of five from the government school of the respondents rated the impact as *high*, with two others from the government school rating it as *medium*. Although the majority of the respondents have rated the impact of HCoGE's project in Shashemene as *high*, a number of the interviewees were less affirmative. The evaluators think that more needs to be done by HCoGE and its partners in the areas of environment, gender equality and poverty reduction.

### **Stakeholder participation in project planning, implementation and M & E activities**

Asked to give their opinion on the level of stakeholder participation in project planning, implementation and M & E, all three from the HCoGE school and three out of five respondents from the government school thought that the participation was *high*.

### **Measures taken by HCoGE, local government and community members to make projects successful and sustainable**

Measures taken by the three key stakeholders in the past few years, include the approval of projects and the provision of textbooks by the local government; participation in the follow up of projects by all stakeholders as well as organizing training programs on the part of HCoGE and active participation in the training programs on the part of other stakeholders' in the area of awareness creation of the benefits of education and combatting HTPs and HIV/AIDS.

The Annual Reports (2011-2013) submitted by HCoGE to YWAM have outlined the measures taken, including the annual Joint follow-up and supervision of schools and projects by Wereda Education Bureau (bi-monthly), by Parents Committees and HCoGE Headquarters, as well as Consultative meetings with parents.

### **Additional benefits obtained due to HCoGE projects implementation**

Regarding additional benefits, all three respondents from HCoGESchool thought that the additional benefits of HCoGE's projects were *high*. Similarly, four out of five interviewees from the government school gave the same rating.

### **Regarding the question on whether conflicts arise at religious ceremonies, and what lessons are learnt, the following observations were made by the interviewees:**

- No major conflict had arisen
- People practice their own religion at their respective places of worship
- People generally understand that conflicts are damaging to people and the economy
- People generally live in harmony, borrowing household things from one another, etc,
- Religious leaders teach how to live in unity and exercise tolerance

### **Additional Comments and Suggestions**

Whereas a number of the interviewees appreciated HCoGE's development work, including the effort to expand access to high quality pre-primary and primary education for children of various ethnic groups; raise awareness about HTPs, HIV/AIDS and the environment, the following suggestions were also made for future action.

- The need to improve teachers salaries in order to strengthen their commitment
- The need to consult with the community more frequently
- The need to improve supply of school materials such as teaching aids, playing equipment, etc
- The need to upgrade the school up to grade 6

## **2.3 Medo Kebele**

### **2.3.1 Background**

Medo Kebele, previously part of a larger Administrative unit called Mudhata, is now a kebele administrative unit on its own placed under the Wondo Genet Wereda Administration. In Medo the Evaluation Team visited the two school construction projects being implemented by HCoGE – one of which is the government-run Medo Primary School and the second is the Harvest Church of God -Ethiopia KG/Primary School. During this visit it was found that the Medo Harvest School was operational with students learning in their classrooms and teachers busy in their work, while the additional classrooms construction project financed by HCoGE to help expand the Medo Government School has reached 65% completion. The Medo Harvest Primary school is located in a flat area with very wide premises and possibilities for potential upgrading work.

The decision for the construction of a preschool in Medo followed a baseline survey which showed that there was only one school in a kebele which had a wide geographical size and where children had to walk 3-5 kms to reach school. Following the construction of the school, however, more than 120 children had still to be sent back during registration due to

limitations in school capacity. The completion of the construction of the classroom building of the HCoGE KG/Primary School in Medo was realized during the 2010 evaluation as witnessed by the then Evaluation Team. It was then found that the construction was done in accordance to the standards of the government.

The school building comprises four classrooms with a total floor area of 350 square meters, with additional adjacent rooms for office, staff and store. The classroom and office block is estimated to have cost Birr850,000 compared to the planned figure of Birr580,000. The cost variance of Birr 270,000 or 47% of the original amount is attributable mainly to the high inflation characterizing the period under consideration.

### **2.3.2 School Building Construction and Facilities**

The HCoGE 2014 annual plan envisaged the continuation and completion of the construction of additional classrooms to help expand the government school by undertaking the purchasing of construction materials, school furniture and teaching aids. The handing over to the government of the school was also planned to be accomplished in 2015 with 300 students planned to be receiving education annually. In terms of capacity building, it was planned to provide trainings on awareness on the importance of girls' education to parents and students, while trainings on harmful traditional practices, gender equality, HIV/AIDS and environmental development will be provided to church pastors, evangelists, women, leaders, school teachers and other ministers.

During the current evaluation it was found that the planned activities have been accomplished with the required materials purchased after the signing of the necessary memorandum of understanding with the Wereda Education Office.

Earlier reports have shown that the completion of the construction of the HCoGE School building, purchase of classroom furniture and teaching aids, and starting of classes occurred in 2009 in Medo Kebele. During the current evaluation the school was found to be fully functioning and giving the required services to the community. A partial view of the school compound looked like the picture shown below.

**Medo HCoGE School**



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A toilet with a total area of 55.25 m<sup>2</sup>(including pit work) having eight pit latrines which was under construction at the time of the 2010 Evaluation, is now fully completed and operational as illustrated in the picture below. The School compound, whose perimeter is about 400 meters long as reported earlier, has been fenced with barbedwire.



According to the Evaluating Engineer the Medo First Cycle HCoGE School had a 330 m<sup>2</sup> floor area while the pit latrine was 55.25 m<sup>2</sup>.

Table: 3.1: Medo HCoGE Primary School: Engineer's Cost Estimate

No	Description	Unit	Qty	Rate (Birr per Unit)	Amount (Birr )
1	Classroom Buildings	m <sup>2</sup>	330	7000	2,310,000.00
2	Toilet pit	m <sup>2</sup>	55.25	6700	370,175.00
	<b>Grand Total</b>				<b>2,680,175.00</b>

Consultant's estimate, based on current market prices of materials and labor and equipment

### Medo HCoGE Support to Government School

According to a pre-intervention baseline survey conducted in Medo, there was only one government primary school (grade one to six) while there existed an estimated school age population of 2800. The total enrollment then was only a mere 576 of which 245 were girls – a figure which showed that nearly 77% of the kindergarten and primary school age children did not attend school at the time of the last Evaluation of the Project.

As a result, the student to classroom ratio of the Medo government school was 140:1 in the 2004/2005 EC and 95:1 in 2006/2007 EC, while the government's target was 50 students per classroom. In recognition of this serious problem, and as a result the presentation of a community request for the construction of additional classrooms, HCoGE during its 2014 annual planning envisaged to build one First Cycle school with five classrooms, sufficient to provide educational opportunities for about 300 children per year.



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During the field visit of this evaluation, it was observed that the construction of this school which was started in 2013 had reached 65-70% completion. However, the evaluators found that construction was stopped for unknown reasons. On site observation and discussions with teachers revealed that there was a grave shortage of water and building materials such as sand and gravel in the area and this has considerably hampered construction work.

The actual status of the construction of the classrooms intended to support the Medo government school is shown in pictures as below. The classrooms rest on 418 M<sup>2</sup> of floor area while two Pit Latrines(one each for the Harvest and Government schools) have a 161.5 M<sup>2</sup> floor area as shown in the picture above.



Table3.2: Medo Government Primary School: Engineer's Cost Estimate

No	Description	Unit	Qty	Rate (Birr per Unit)	Amount (Birr )
1	Classroom Buildings	m <sup>2</sup>	418	7000	2,926,000.00
2	Toilet pit (2)	m <sup>2</sup>	161.5	6700	1,082,050.00
	<b>Grand Total</b>				4,008,050.00

Consultant's estimate, based on current market prices of materials, labor and equipment

### School Furniture and Teaching Materials

During the field visit the evaluators have observed that the HCoGE's KG/Primary School in Medo was furnished with adequate desks and fixed chalkboards. The School has also provided the Textbooks

The previous evaluation showed that the Wereda Education Office contributed textbooks for free as per the pledges it made to provide some teaching materials. This has then helped the School to allocate a text book for each of the students and subjects. It was also confirmed during the field visit that the students have received text books, raising the student-textbook ratio of one to one.

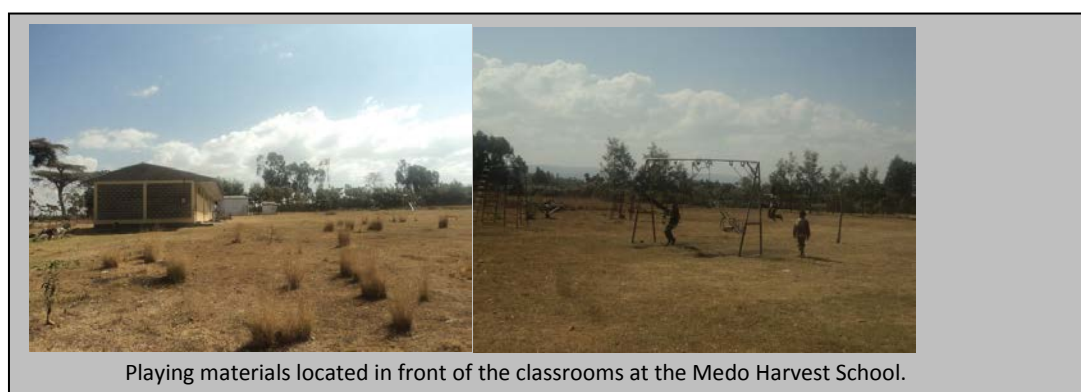
During the current field visit the evaluators were informed by the wereda Deputy Head of the Education Office that there were serious shortages of textbooks and something had to be done about them. It has been clear from this discussion that the wereda Education Office has faced difficulties in making textbook provisions not just for what they refer to as private schools but also for those run by the government. It should be noted here that the wereda Education Office categorizes private schools as those that are run by NGOs, entrepreneurs and faith based organizations.

### **Water**

As indicated above, lack of water within the compound of the HCoGE Medo School is a serious problem. As per the previous report efforts were made to dig wells at four different places within the compound of the school, although the attempt failed to find water within a reasonable depth. It was then suggested that the next attempt was to rent a drilling machine when funds are available. The evaluation team found that water supply is a limiting factor and a priority need for both the school and the surrounding community of the area.

### **Playing Equipment**

The HCoGE Primary School in Medo did not previously have any playing equipment for students. During this evaluation, the team observed the installation of these directly in front of the classrooms and children using them. (See picture below). It was observed then that some of the playing equipment were not in good shape and needed mending and repairing while others are still in good shape. Nevertheless, it was also found that the placement of



the playing materials could be quite distracting to the learning-teaching process and should somehow be changed to a different location which is reasonably farther away from the classroom premises, and where noise coming to the classrooms would be reduced considerably.

### **2.3.3 Teaching and Learning Activities**

#### **Enrollment in Medo Government-run and HCoGE Primary Schools**

The 2010 Evaluation Report showed that the government-run primary school in Medo, being the oldest school in the area, enrolled a total of 398 pupils from Grade Two to Three at the

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beginning of November 2010. Each classroom accommodated a large number of pupils exceeding the government's target classroom to pupil ratio of 1:50 by up to 184 percent.

As shown in Table 3.3 below, the Medo Harvest school, however, registered a total of 268 students in the 2010/2011 schoolyear and grew to a modest 305 in the current school year, even though the area is quite dry and resource poor.

Table 3.3: Medo HCoGE School: Number of Pupils by Grade, sex and School Year

Grade/Level	Sex	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
KG1	Female	33	35	36	33	31
	Male	30	31	20	33	25
	<b>Both</b>	<b>63</b>	<b>66</b>	<b>56</b>	<b>66</b>	<b>56</b>
KG2	Female	31	25	24	27	35
	Male	25	20	21	20	32
	<b>Both</b>	<b>56</b>	<b>45</b>	<b>45</b>	<b>47</b>	<b>67</b>
Grade 1	Female	27	31	29	31	29
	Male	22	25	21	26	27
	<b>Both</b>	<b>49</b>	<b>56</b>	<b>50</b>	<b>57</b>	<b>56</b>
Grade2	Female	28	27	24	27	38
	Male	22	21	20	24	24
	<b>Both</b>	<b>50</b>	<b>48</b>	<b>44</b>	<b>51</b>	<b>62</b>
Grade3	Female	27	30	27	29	39
	Male	23	25	25	27	25
	<b>Both</b>	<b>50</b>	<b>55</b>	<b>52</b>	<b>56</b>	<b>64</b>
<b>Total</b>	<b>Female</b>	<b>146</b>	<b>148</b>	<b>139</b>	<b>149</b>	<b>172</b>
	<b>Male</b>	<b>122</b>	<b>122</b>	<b>108</b>	<b>128</b>	<b>133</b>
	<b>Both</b>	<b>268</b>	<b>270</b>	<b>247</b>	<b>305</b>	<b>305</b>

### School Fees

According to the 2010 evaluation report, HCoGE had not yet introduced school fees in Medo HCoGE KG/Primary School at the time of the field visit. But the Consultant was informed that the Church was considering charging nominal school fees in a short time.

Students are provided with a reasonable but inadequate number of textbooks which they share among themselves. The wereda education office in Wondogenet has also confirmed to the evaluators that there still exists a shortage of textbooks in the schools and something has to be done about it.

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It was also observed that HCoGE has undertaken the purchasing of school desks and other furniture for the additional classrooms which are being constructed to support the government school. These are being temporarily stored in the available spaces in the classrooms due to the absence of adequate storage space in the school.

### Teachers

The Medo Harvest school is staffed with three female and three male teachers whose educational backgrounds and other details are as shown in Table 3.4 below.

**Table 3.4: Medo HCoGE School: Teachers' Profile (Feb. 2015)**

No	Name	Sex	Age	Education Highest level attended	Teacher Training Certificate /Diploma	Employment Date	Salary Birr /Month
1	Bekele Anebo	M	28	St. Mary	Diploma	1999	1622.40
2	Geleta Henok	M	26	Shashemene	KG	2005	1113.60
3	Rade Mohammed	F	23	"	TTI	2006	1334.37
4	Biltu Danaba	F	24	"	KG	2004	881.75
5	Ansha Galato	F	24	"	"	2006	904.00
6	Fekadu Wodesso	M	28	Hawassa	Diploma	2004	1642.00

### 2.3.4 Capacity Building

Special training programs were arranged for the Medo and other school teachers in result orientation in the process of teaching, ways of counseling and encouraging female students, producing teaching aids from locally available materials. Parents as well received training in the importance of female education, community development, FGM & HTP, and environmental development issues. Female parents also received training in FGM, the importance of female education, and gender equality.

### 2.3.5 Interview Results

#### Interview of Teachers in Medo

##### Teachers' profile, teaching methods and attitudes

The preceding evaluation report indicated that the HCOGE KG/Primary School in Medo had four (two female and two male) teachers and one head teacher in November, 2010. Having completed the standard 10+1 up to 10+3 level of the country's Technical Vocational Education and Training system, all four teaching staff and the head teacher had attained the requisite certificates to teach in primary schools.

The current evaluation shows that the HCoGE KG/Primary School in Medo has still four teachers – two male and two female, where two of these have a 10+1, one has a 10+2 and the other has a 10+3 qualification. All four teachers have responded that they have 3-5 years

teaching experience in the school. In the Medo government school, the situation is slightly different in that out of five respondents two are TTI graduates while the remaining three are Diploma holders. However, there appears to be no significant qualification difference between the teachers of the two schools while there exists a number of differences in education quality and working conditions. These will be discussed in more detail in following pages.

In the interviews made with teachers, all four teachers at the HCoGE school responded that there was a chalkboard in the classrooms they taught, while two teachers at the government school responded by saying that there were chalkboards, while the other three said there were no chalkboards in the classes they taught. All four teachers at the HCoGE school responded by saying the chalkboards were all of adequate size while three out of five teachers of the government school responded that the chalkboards were not of adequate size.

All four teachers at the HCoGE school additionally responded that classrooms have visual aids available to display during class, while only one teacher at the government school responded that they were permanently displayed with the remaining four saying that visual aids were not available at all.

### **Teaching Methods**

The teaching methods of teachers at the HCoGE school are such that all four teachers prepare lesson plans for their students. Additionally, interview results also showed that all the five interviewed teachers at the Medo government school said they do prepare lesson notes/plans for the lessons they teach.

Regarding giving homework to students all HCoGE teachers said that they gave homework to students on a daily basis, while three out five or 60% of the teachers at the Government school said they gave homework on a daily basis and the other two or 40% said they gave homework on a weekly basis. However, three of the teachers or 75% at the HCoGE school and all teachers at the government school said they inspected work for each student on a daily basis.

In determining another aspect of the teaching methods of these teachers it was found that two out four or 50% of the teachers at the HCoGE school allowed children to explore material on their own while the other 50% presented material to the students which they have prepared in advance.

For the teachers at the government school, two out of five or 40% said they allowed children to explore material on their own while the other three or 60% presented material to the students which they have prepared in advance. With regard to their preferences of teaching

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boys and girls all teachers in both the HCoGE and Government schools said that they have no particular preference and that both sexes were about the same for them.

### School Problems

Regarding problems encountered in the schools, three out of four teachers at the HCoGE school responded to the questions posed while one of them failed to do so. In the responses these teachers provided they all said that there never was any problem in student indiscipline, student inability to cope with the materials they were presented with, the lowering of teacher morale, and weakness in school management.

All three teachers at the Medo HCoGE additionally responded that teaching materials such as textbooks and teaching guides were never a problem in their school. In the Medo government school, except for two teachers who responded by saying that there was an occasional problem in lack of teaching materials such as textbooks and teaching guides, all of them responded by saying that there was never a problem in student indiscipline, student inability to cope with material for their grade levels, low teacher morale and weak school management. See Table 3.5 below for detailed information.

Table 3.5: Rating of Problems by HCOGE and Government School Teachers

PROBLEMS	School Name	Never A Problem	Occasional Problem	Frequent Problem	Always A Problem
Students are undisciplined	HCoGE	3			
	Government	5			
Students are unable to cope with the material for their grade level	HCoGE	3			
	Government	5			
Lack of teaching materials such as textbooks and teacher guides	HCoGE	3			
	Government	3	2		
Low Teacher Morale	HCoGE	3			
	Government	5			
Weak school management	HCoGE	3			
	Government	5			

**Note:** (Figures in the Table indicate number of respondents)

### Incentives, Working Conditions and Inspection/Supervision - Measures to improve quality of education

As reported previously, the performance of teachers is influenced by a number of factors, among which incentives and working conditions play significant roles. During the current evaluation, questions related to the timely payment of salaries, working conditions, and supervision were posed to teachers. In accordance with this, all the teachers at Medo HCOGE School reported that they receive their salaries on time and enjoy being teachers,

while two of them responded that they plan to remain a teacher for their entire career and two said they did not want to continue in their career.

Unlike the previous evaluation, however, all the teachers responded that their working condition was good. All the five teachers interviewed in the Government Primary School in Medo responded that they received their salaries on time, while one referred to his working condition as poor and another as very good and the remaining three as good. All five teachers also said they enjoyed being a teacher and they all plan to remain teachers for their entire career.

### **School Inspection/Supervision**

School inspection and supervision of the learning-teaching process appear to be a normal practice in the Schools. As per the interviews made the supervision activities involve sitting in on some of the classes, looking at samples of pupils' work and lesson notes, discussing lesson notes and other matters related to teaching. It also involves discussing career development for the teacher under inspection, such as possibilities for further training. In accordance with this, the HCoGE school receives inspection from the Head Teacher and the wereda Education office on a daily and weekly basis respectively.

Often times the inspection by the wereda Education Office may be on a monthly basis. During such inspection and supervision missions the wereda inspector gives written remarks to the school which is expected to be corrected or improved during following inspection missions. These inspections resulted in the provision of written comments to the school that included the indication of the weak and strong points of the school activity.

### **Social Relations**

The existence of conducive relations between teachers and parents and the community at large is very vital for cultivating good students and the creation of a viable and productive next generation work force. The good examples teachers set, not just to their students but also to parents and the community, is crucial to the good results one obtains in terms of cultivating responsible and knowledgeable youth and the ultimate building of a strong and prosperous nation.

All the teachers in both HCOGE and the government primary schools appear to be active in various activities that benefit the community and their surroundings. Accordingly, it was found that two teachers each from the HCoGE school participated in Anti HIV/AIDS and environmental protection & development activities while one of them additionally participated in fighting Harmful Traditional Practices. In the government school, four out five of the respondents participated in Anti HIV/AIDS activities while the remaining one participated in environmental protection and development activities.

In terms of their relations with parents and other members of the community, three out of four or 75% of the teachers at the HCoGE school responded that they have very cordial relations while the remaining one or 25% of them has cordial relations. In the government school three out of five or 60% of the teachers responded that they have very cordial relations while two or 40% have cordial relations with parents and the community.

### **Agreement to the benefits of the implementation of HCoGE development projects**

As shown in the table below all (100%) interviewed teachers in both the HCoGE and government schools responded that they *strongly agree* to the benefits of the implementation of HCoGE projects in the locality. This clearly shows that all the respondents and others in the locality think that these projects are undoubtedly beneficial to the community and that they all agree to their continued and scaled up implementation.

### **Rating of HCoGE project effectiveness, efficiency and relevance**

With regard to the effectiveness, efficiency and relevance of HCoGE projects implementation, two out four or 50% of the teachers at the HCoGE school and three out five or 60% of the teachers at the government school responded that project implementation effectiveness, efficiency, and relevance was *high*, while the remaining two respondents or 50% at the HCoGE school and two or 40% at the government school rated them as *medium*.

### **School construction quality compared to cost incurred**

In verifying the quality of the construction work as compared to the cost incurred, four teachers two each from both schools failed to respond to the questions posed to them. While four teachers, one from HCoGE and three from the government school, responded that the HCoGE school building was of *good quality and done within its budget limits and with thrift*, the remaining one from the HCoGE school responded that the school building was of *good quality and constructed according to the allocated budget*.

This shows that the quality of the Medo school construction was to the satisfaction of the teachers, the community members and the government - a fact which was also verified by the evaluation team.

### **Impact brought by project in the locality**

Regarding the assessment of the impact obtained from HCoGE project interventions, two teachers each from the government school responded by saying that no impact was obtained in terms of the creation of awareness by the community on the importance of girls' education and the contribution by the project to the improvement of environment. The evaluation team has also observed the need for planting trees and protection of the environment in the area due to its dry nature and the scarcity of water. On the other hand all teachers of the HCoGE school responded that the impact received in the improvement of access to education for poor children and the contribution to poverty reduction for the poor was *high*.



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75% (three out of four) of the teachers at the HCoGE school responded that the creation of awareness on girls education, project contribution to the improvement of the environment and gender equality was *high* while the remaining 25% said it was *medium*. From the government school, however, three teachers responded by saying that the contribution to poverty reduction in the area was low, while one of them said that the contribution to gender equality was low with three of them saying it is high and the remaining one saying it was medium. With regard to the respondents' assessment of the contribution to poverty reduction, the evaluation team understood that teachers from the government school related the assessment of this issue to the absence of other development projects which could help in directly benefitting communities in acquiring incomes and/or improving livelihoods.

It is the understanding of the evaluators that the HCoGE teachers' response to this question may relate to the fact that it helped parents to send their children to school without paying school fees and thus responded to the poverty situation of the area, or by relieving parents from the payment of school fees which may otherwise be scarce in the area.

With regard to environmental protection, the responses given, but also the situation as witnessed by the evaluators clearly show that there is a strong need for planting trees and safeguarding the environment given the reasonably dry situation of the area surrounding the school and its environs.

As is the case in most responses given to questions that relate to the attention to priorities that HCoGE gives to girls' education or women empowerment, most (75%) of the respondents have here indicated that HCoGE contribution to gender equality is high. The results pertaining to this assessment are presented in the Table 3.6 below.

Table 3.6: Assessment of Impact brought by project in the locality

Project impact on		High	Medium	Low	None
Improvement of access to education for poor children	HCoGE Sch.	4			
	Gov. School	3	2		
Creation of awareness on girls education	HCoGE Sch.	3	1		
	Gov. School	2	1		2
Contribution to poverty reduction	HCoGE Sch.	4			
	Gov. School	2		3	
Contribution to the improvement of the environment	HCoGE Sch.	3	1		
	Gov. School		2		2
Contribution to gender equality	HCoGE Sch.	3	1		
	Gov. School	3	1	1	

### Stakeholder participation in project planning, implementation and M & E activities

For the question related to stakeholder participation in project planning, implementation and M & E, half of the respondents in the HCoGE school said that they were high while the other half said that there was no participation at all. All five(100%) respondents from the

government school, however, said that participation was high in all phases of project implementation.

The evaluation team, however, think that it would be highly unlikely that stakeholders would be in a position to do so through all phases of the project, although participation in Medo or the other weredas and kebeles appears to be mostly translated in the form of contributions in labour, construction materials, fetching water, and most importantly the availing of land for the construction of the school.

### **Additional benefits obtained due to HCoGE projects implementation**

Two out of four of the respondents at the HCoGE school responded that the additional benefits obtained due to HCoGE projects were *high*, while one rated this as *medium*, with the remaining one failing to respond to the question. In the Medo government school three out of five (60%) of the teachers responded by saying that the benefits obtained were *high* while the rest two (40%) said that the benefits obtained were *medium*.

Overall, 55% of the respondents thought that the benefits acquired through HCoGE intervention were high, 33% responded that medium benefits would be obtained while the remaining 11% failed to respond to the question.

### **Would better results be obtained if implemented by other agencies?**

With regard to whether or not better results could have been obtained if the project was implemented by others, from the HCoGE school all four teachers responded by saying “No better results would be obtained if implemented by others”. From the government school two out five (40%) said Yes better results could have been obtained while the rest three (60%) said the results would be lesser.

Overall 78% of the respondents said the no better results would be obtained and that the results would be lesser if the project was implemented by others, and only two out of nine (22%) respondents said better results would be obtained if implemented by others. The evaluators later found that the two respondents had problems with the administration and chose to respond negatively to the question.

### **Relations between the Christian and Moslem religions**

In assessing the relations between Christian and Moslem religions, all respondents of the two schools said that the relations between the two religions were filled with respect and tolerance. In addition to this, three of the four teachers at the HCoGE school responded by saying that leaders of the two religions worked closely together to avoid conflict and there were not much problems in this regard.

### **Teachers' General Remarks**

During the interviews the general remarks presented by teachers were that they thought HCoGE projects undertaken in the locality were very encouraging and that they would like to see them being continued. They also wished if the good work that has been started could be

enhanced and scaled up more and more. They remarked that HCoGE provided excellent services especially in promoting girls' education and their participation in various activities, and the promotion of education in remote rural areas where access to education is extremely low.

In addition to this, the teachers remarked that there is a need for the construction of additional classrooms in the area due to the need to address the problems of student population that still has to go to school. They also suggested that there is a great need for the timely and fast completion of already started activities, especially the completion of the construction of the additional classrooms building for the Medo government school.

A strong remark that has been posed by both the teachers and local officials but also parents was the addressing of the serious shortage of water both in the locality and the school premises. A somewhat less strong remark made by the teachers was the request for HCoGE to plant tree seedlings in the school compound.

### **Interview of Local Officials in Medo**

In Medo Kebele questionnaire interviews were made to the Kebele Chairperson, the Kebele Education Committee head, the Head teachers of the HCoGE and Government schools. The Kebele officials in general have provided positive and quite favorable remarks about the intervention of HCoGE in their locality. The interviews are presented as follows.

### **HCoGE meeting commitments when it started the Project**

All the four respondent local officials rated HCoGE's meeting its commitments when it started the Project as excellent. The local officials of the kebele in general are of the opinion that HCoGE should continue its development interventions and activities and even would like to it diversify its activities in areas like WASH and other development projects. The local community and the officials have also expressed their appreciation and thanks to the HCoGE project interventions.

### **Areas of HCOGE contribution to the community**

Regarding HCoGE's contribution to the community, all four local official respondents said that the major contribution was in the provision of access to pre-school and Cycle One primary education, while two of the four officials in addition said that contribution was also made in terms of encouraging girls' education and the generation of employment in the kebele, especially during the construction of the schools. The evaluators believe that this should be regarded by others as one important measure in poverty reduction of the locality.

### **The likelihood of HCoGE development work continuing successfully or sustainably**

In response to the question on the likelihood of the successful or sustainable continuity of the HCoGE Project all four officials of the kebele responded that it is very likely that it will continue.

Although it appears that the response may manifest the eagerness the local officials have in seeing the continuity of HCoGE interventions, it does not provide any clues as to how this can be realized. The evaluators believe that HCoGE management should take this as a genuine request by them for the continued intervention of the Church in their locality, a request which somehow forwards an assignment to HCoGE for exploring ways by which this can be realized.

### **Appropriateness of charging school fees in HCoGE schools**

In response to the appropriateness of charging school fees in HCoGE schools, one out four or 25% of the local officials have said that it *fairly appropriate* while three or 75% have said that it is *somewhat but less appropriate*.

The evaluation team is of the opinion that the response directly relates to the poverty situation of the area and to the need for lowering the school fees due to this problem, while it does not refer to the question as completely inappropriate.

### **Affordable level of school fees for the community**

With regard to the affordable level of school fee charges, one out of four or 25% of the respondents has said that Birr 10-20 per month per child is an affordable level of school fee, while three or 75% of the respondents say that Birr 2-5 is the affordable amount for the community.

### **Rating the significance of factors of low school attendance**

In response to the question on the preference of parents for children to help at home rather than sending them to school, three out of four local officials said that it was somewhat significant while one said it was highly significant. In the same way three local officials said that parents think education for female children is less important while one said it is highly significant.

This shows that most of the community members have started to understand the importance of sending girl students to school, although a few still want them to stay at home to help in the household due mainly to economic reasons.

As shown in Table 3.7 below, only one of the four respondents said that the issue that school fees are is somewhat significant while the remaining three said it was least significant. Regarding distance to school, two respondents said that it was somewhat significant while

the other two said it was least significant, showing that the problem of having to walk long distances by the children to reach school has been significantly reduced.

In response to the question whether parents think that the school quality may be low, only one replied that it was highly significant while the remaining three or 75% thought that it was least significant. The evaluators have also found that the quality of the Medo HCoGE school was of better quality than the government school which was incidentally was in close proximity to it, and that this in no way can be a reason for lowness in school attendance in the school.

Table 3.7: Factors of Low School Attendance

Assessment Criteria	Number Of Respondents			
	Highly Significant	Significant	Somewhat Significant	Least Significant
Parents prefer children to help at home rather than sending them to school	1		3	
Parents think education for female children is less important	1		3	
School Fees are high			1	3
School is too far			2	2
Parents think school quality is too low	1			3

### **The significance of HCoGE development activities in addressing obstacles to girls' education**

In response to the question of addressing obstacles to girls' education, all of the respondents said that building school in close proximity to many households was highly significant, three of the four respondents said that allowing poor children to attend school was *highly significant* while one said that it was *significant*.

All four local officials said that providing separate toilets for girls and boys was highly significant, whereas on the creation of awareness to the importance of girls' education two respondents said that HCoGE activities in this regard were *highly significant* while the other two said it was *somewhat significant*.

Regarding the issue of addressing the obstacles to girls' education, the members of the evaluation team think that HCoGE activities have made significant contributions in reducing the obstacles and making it conducive for more girls to attend school. This has also been proven by the number of girls attending school which has made considerable increases over time.

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Table 3.8: Significance of HCoGE’s Activities in Addressing Obstacles to Girls’ Education

Assessment Criteria	Number Of Respondents			
	Highly significant	Significant	Somewhat Significant	Insignificant
Building school in close proximity to many households	4			
Allowing needy children to have free access to basic education	3	1		
Providing separate toilets for girls and boys in schools	4			
Creating awareness to the importance of women’s education	2		2	

### Relationship between Harvest Church of God – Ethiopia and the local administration

Forging good and strong relations with local government and the community is vital to undertaking development activities geared towards benefiting communities. With regard to the question on the relationship of HCoGE with local administration, two or 50% of the respondents have said that good relations exist, while one (25%) said that it very good and the remaining one (25%) respondent said it was fair. Overall the majority of the respondents have suggested that the relations that exist between the two are good and favorable.

### HCoGE commitment to Gender and Environment related issues

In response to the question on gender and environment issues, two respondents said that in the creation of awareness creation training for elders, parents and students HCoGE was committed while the other two said it was somewhat committed. In the planting of trees around the school compound, two respondents said that HCoGE was committed while the other two said it was somewhat committed. At Medo HCoGE School more than 2000 tree seedlings have been planted to date. However only about 104 of them are reported to be growing. This occurred mainly due to the shortage of water in the school and the surrounding areas.

In the maintenance of clean school premises three of the four (75%) respondents said that HCoGE was highly committed, while the remaining one respondent said it was somehow committed. In giving preference to female teachers during recruitment, three out four respondents similarly said that HCoGE was highly committed and four said it was committed, showing the affirmative action HCoGE takes in empowering women.

Table 3.9: HCOGE’s Efforts in Addressing Gender and Environment-related Issues

Assessment Criteria	Number Of Respondents			
	Highly Committed	Committed	Somewhat Committed	Least Committed
Awareness creation training for		2	2	

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elders, parents and teachers				
Planting Trees in school compound		2	2	
Maintaining clean school premises	3		1	
Giving preference to female teachers during recruitment	3	1		

### Challenges to HCoGE development work

In Table 3.10 below it is shown that three out of four (75%) of the respondents think that limited financial resources would be a challenge to HCoGE, while all respondents thought that limitations in the support from the local administration could at all be a challenge to HCoGE work. Similarly two (50%) of the respondents said that limited demand for education services from the community are least serious while one said they are fairly serious and the remaining one respondent said they are very serious. This showed a variation of ideas on the issues among the local administration and may be also community members.

Regarding HCoGE management capacity, two (50%) of the respondents think that it is a very *serious* challenge while one said it is *fairly serious* and the remaining one said it was *least serious*. The evaluators think that this could be an issue that may require further verification and action by HCoGE higher management.

Table 3.10: Challenges HCoGE Is Likely To Face In Its Development Work

Assessment Criteria	Number Of Respondents			
	Very Serious	Serious	Fairly Serious	Least Serious
Limited financial resources			1	3
Limited support from local administration				4
Limited demand for education services from the community	1		1	2
HCOGE's limited management capacity		2	1	1

### Agreement to the usefulness of HCoGE development activities to the needs of the community

In response to the question on whether or not the local administration officials agree or disagree to the usefulness of HCoGE development activities to the needs of the community, all four (100%) of the respondents said that they strongly agree to its usefulness – a fact which has also been verified by the evaluators through discussions made with community members and local officials and by having looked at how HCoGE activities have been embraced and hailed by them.

### Rating the effectiveness, efficiency and relevance of HCoGE project implementation

With regard to the effectiveness, efficiency and relevance of project implementation three out four (75%) respondents rated it as high while one (25%) respondent rated it as low. The latter respondent being from the Medo government school, the evaluators thought that his rating was probably circumstantial. Such bias may have been created due to the delay that is created in the construction of additional classrooms construction work – a situation which has disregarded the other activities that are being carried out in the kebele by HCoGE.

### Assessing the quality of school construction as compared to its cost

In assessing the quality of the school construction in comparison to its cost, three out four (75%) respondents said that it was done according to the allocated budget and the quality of the buildings were good. Only one (25%) of the respondents said that it was done with cost exaggeration – an assessment which the evaluators think once again was not substantiated with evidence.

### Assessing the impact gained in the locality due to project implementation

While assessing the impact gained due to HCoGE Project implementation, three out of four respondents said that the impact in the improvement of access to education for poor children was *high*, while one said it was *low*. On the creation of awareness on girls education and their participation in project implementation three respondents similarly said it was *high* while one said it was *low*. In terms of poverty reduction two respondents said the impact gained was *medium*, while one respondent said it was *high* and the remaining one said it was *low*.

In assessing the contribution of the Project to the improvement of the environment, only one respondent said it was *high* while two respondents said there was *no* impact at all and the remaining failed to respond to the question. In the contribution to gender equality one respondent said it was *high* while another said it was *medium* and the remaining two said it was *low*. In the assessment of the issue of project impact as a whole, it can clearly be understood that there is more to do for the project especially in the areas of environmental protection and gender equality. See Table 3.10 for details.

Table 3.11: Assessing the impact gained due to the project

Assessment Criteria	Number Of Respondents			
	High	Medium	Low	None
Improvement of access to education for poor children	3		1	
Creation of awareness on girls education, and their participation in project implementation	3		1	
Contribution to poverty reduction	1	2	1	
Contribution to the improvement of the environment	1			2
Contribution to gender equality	1	1	2	



### **Assessing stakeholder participation in project cycle management**

With regard to the participation of stakeholders such as the local community and administration, three out of four respondents said that there was high participation while the remaining one said participation was low. As is the case mostly, the evaluators think that the community members are ready and willing to contribute in whatever is possible for them and they have shown this in several instances through contributions in labor, fetching water, availing land, etc., etc.

### **General Remarks of local officials**

Asked to provide additional comments or make any observation, if any, in relation to HCoGE development activities in the Kebele, it was found that the local Officials and communitymembers mostly showed genuine appreciation and thanks for the development contributions of HCoGE to the community.

Moreover, they also expressed that they have taken measures to make the project successful and sustainable in various manners including the provision and preparation of land for construction work, labour, guarding services, informing community members on the benefits of the project activities, fulfilling missing items such as timber for the construction work, etc.

In thanking HCoGE for these projects, the local administration officials in general remarked that HCoGE should continue with its interventions in the area, and for it to focus mainly in alleviating other burning community needs such as water supply and poverty reduction work. They also requested for the fast completion of the started classroom buildings.

Even though it was outside of Project matters, one strong remark made by the Medo local administration was for HCoGE to give attention to having discussions among other Protestant Churches in order to avoid the “stealing” of believers and/or followers so that this won’t create any hindrances to Bible work. Note should be made here that this remark was put the way it was presented by the person who made the remark.

### **Interview of Parents in Medo**

#### **Major Characteristics of the Parents who participated in the Interview**

In Medo Kebele ten parents were interview during this evaluation and their characteristics are presented below:

The interviewed ten parents in Medo were composed of seven men and three women, with their ethnic backgrounds being nine Oromos and the remaining one a Hadiya. Nine out ten or 90% of the respondents spoke Oromiffa and one spoke the Hadiya language. All the

respondents were found to be married at the time of the interviews, with most of the men engaged in various service giving activities and the rest in farming, while the women were all housewives.

In respect to their livelihoods and education level, the respondent parents of the Kebele are found to have varying levels of income where one respondent said he earned less than Birr 500 per month and three said they earned Birr 500 to 1000 and the remaining one did not earn any income. The employment status of the respondents was such that four (40%) were self-employed, one (10%) was worked as a government employee, two (20%) respondents worked as private sector employees and the remaining three (30%) respondents were unpaid family workers. In terms of their levels of education, four (40%) have done primary education, three (30%) have completed secondary education, two (20%) were only able to read and write, and the remaining one (10%) has never attended school.

During the interviews, it was additionally found that 62% of the respondent parents have 3-4 children while the remaining 38% have seven children with the number of children per family ranging from 2 – 10. In response to the question on what obstacles prevent children from going to school, 3 (30%) of the respondent parents said it was for lack of funds to send all their children to school while the remaining seven respondent parents failed to respond to the question for reasons unknown to the evaluators.

In response to the question regarding the identification of the obstacles for children to attend school, only three (30%) of the parents responded by saying that parents were prevented from sending all their children to school because of lack of funds. Regarding the preference of parents to sending either boys or girls to school should they face limitations of income, seven (70%) said they prefer to send girl students to school while two (20%) said they would send boys and the remaining one (10%) failed to respond to the question.

### **Appropriateness of Charging and Levels of School fees**

Nine out ten respondents chose to respond to questions on the appropriateness and affordability of school fees by the community. The responses, as shown in the tables below, to the question on the appropriateness of charging school fees in HCoGE schools showed that eight (80%) of the respondents said that they were inappropriate while only one (10%) said they were very appropriate.

Similarly in response to the question on the affordability of school fees by the community showed that most or seven (70%) of the respondents said that no fee would be affordable by the community while one (10%) said that Birr 5-10 per month per child would be affordable, while the remaining one (10%) said only Birr 2-5 per month per child would be affordable.

These responses, as explained elsewhere in this report, showed that parents in the locality are mostly resource poor and are obviously incapable of paying school fees for their children.

### Information media on HIV/AIDS

In responding to the question on the information media for HIV/AIDS, eight out of ten (80%) of the respondents said their source of information was during kebele meetings, four (40%) said it was through religious meetings and 2 (20%) said it was through Radio and TV.

Regarding the question on what the major topics of discussions were in HCoGE meetings, eight out ten (80%) of the respondents said it was on the importance of girls' education, one (10%) said it was on Harmful Traditional Practices and the remaining one (10%) failed to respond to the question.

### Significance of HCoGE activities in addressing obstacles girls' education

As shown in Table 3.12 below, for the assessment criteria on: 1) Building school in close proximity to many households, 2) Allowing needy children to have free access to basic education and, 3) Providing separate toilets for girls and boys in schools, and 4) Creating awareness on the importance of women's education, a significant amount of the interviewed parents, or seven out of ten (70%) responded by saying that their responses to all the assessment criteria were mostly highly significant, whereas two (20%) respondents rated each of the three mentioned questions as significant. Only one (10%) respondent each rated the questions on building school in close proximity to many households and allowing needy children to have free access to basic education as somewhat significant.

As shown in Table 3.12, for the assessment criteria on creating awareness to the importance of girls' education, six out of ten (60%) respondents rated it as highly significant while the other three (30%) rated it as significant. Overall it can be seen from this assessment that parents regard HCoGE activities in education development in their locality as highly significant and benefitting their interests. This assessment has in addition shown the relevance of HCoGE activities and its conformity to the government's policy of removing barriers to girls' education.

Table 3.12: Significance of HCoGE Activities in Addressing Obstacles to Girls' Education

Assessment Criteria	Number Of Respondents			
	Highly Significant	Significant	Somewhat Significant	Insignificant
Building school in close proximity to many households	7	2	1	
Allowing needy children to have free access to basic education	7	2	1	
Providing separate toilets for girls and boys in schools	7	2		
Creating awareness to the importance of women's education	6	3		

### Assessment of girls' education by the community

To the question on the assessment of girls' education by the community, two out of ten (20%) of the respondents said that the acceptance of girls education by the community was

*veryhigh*, three out of ten (30%) said it was *high* while four (40%) said it was *adequate* and the remaining one parent failed to respond to the question. From the responses given, it can be concluded that there now exists positive change in the community towards accepting girls' education, which otherwise has not been so in the past.

### **Agreement to the benefits of the implementation of HCoGE development projects**

Responding to the question on whether there is agreement to the usefulness of HCoGE development activities to the needs of the community, an overwhelming majority or nine out of ten (90%) of the respondents said they *strongly agree* while only one (10%) said he/she *somewhat agrees*. This is an encouraging finding for HCoGE in its efforts of trying to improve the livelihood of these and other rural communities.

### **Impact brought by project in the locality**

In assessing the impact of Project implementation (Table 3.13), the Kebele respondents have provided varying responses to the various assessment criteria. Out of the ten interviewed parents, four (40%) responded that improvement of access to education for poor children was *high* while six (60%) said it was *medium*. On the creation of awareness on girls' education, especially for girls and their participation in project implementation, six (60%) respondents said it was *high* and four (40%) said it was *medium*.

In assessing Project contribution to poverty reduction five (50%) respondents said it was *high*, one (10%) saying it was *medium* and the other four (40%) saying it was *low*. On the contribution of the Project to the improvement of the environment, two (20%) respondents said it was *high*, five (50%) said it was *medium* and the remaining two (20%) said it *low*. Regarding the contribution to gender equality four (40%) said it was *high*, with another four (40%) saying it was *medium* and the remaining two (20%) saying it was *low*.

On average, the impact of the Project in the locality against the five assessment criteria received a rating of 40% high, 40% medium and another 20% low, where the low rating related mostly to contributions made by the project on poverty reduction, environmental protection and gender equality. As discussed earlier in the report these responses are based on the high rates of poverty situations that prevail in the area and the least amount of work done in terms of environmental protection – a situation which was clearly observed by the evaluation team during the field visit especially around the school premises but also elsewhere.

An intervention in environmental protection activities (planting trees in this case) can be beneficial in many ways for the community as it can contribute towards the generation of employment and incomes but also through the creation of shades for the school community and eventually result in the improvement of ground water and ameliorating the weather condition of the area.

Table 3.13: Impact of HCoGE Project implementation in the locality

Project impact on	Number Of Respondents			
	High	Medium	Low	None
Improvement of access to education for poor children	4	6		
Creation of awareness on girls education, especially for girls and their participation in project implementation	6	4		
Contribution to poverty reduction	5	1	4	
Contribution to the improvement of the environment	2	5	3	
Contribution to gender equality	4	4	2	

### Relations between Moslems and Christians

The assessment on the relations of the Christian and Moslem religions showed that six out ten (60%) of the respondents said that the relations are *filled with respect and tolerance* while another seven (70%), including three from those that responded to the first question, said that both religions *worked together to avoid conflicts*.

### General Remarks of Parents

The Kebele community started their remarks by forwarding their sincere thanks to HCoGE for the Project, and said HCoGE initiative for development work in their locality is very good and that it should further be enhanced. Additionally they made requests if HCoGE can engage in water supply activities for the area and other activities that could support those parents who are incapable of supporting themselves. They also requested if additional classrooms for grades above Grade 4 can be constructed so that their children would not go far to continue their education.

Box 3.0: *A parent's remark in Medo on the benefit of the school*

Regarding the benefit the school gave to the community, one parent remarked, "I think the school will provide all rounded services in the locality since it directly benefits the community. It is a place where the minds of our children will be developed and where their behaviors and actions will be molded".

## 2.4 Jengalla Kebele

### 2.4.1 Background

The Jengalla Kebele, as reported previously, was and still remains a rural settlement, located about 30 km South East of Kofale Town. The residents of the Kebele are essentially from the Oromo ethnic origin and 98% of them are followers of the Muslim faith. The Kebele has no school within six km of all households, considered a long distance for children of the pre-school and cycle one primary school age group to walk. Because of the lack of school facilities, the primary school-age children of the Kebele do not go to school. It was with the understanding of this problem that HCoGE decided to undertake its Education and Basic life skills project in this Kebele as well.

### 2.4.2 School Building Construction and Facilities

At the time of the finishing of the Jengalla school, it was reported that one wereda official who went to visit the school remarked that the school construction was astonishing and that they have not seen any other school both in the wereda and the zone with similar qualities. During the visit to Jengalla the above remark was confirmed by the evaluation team (as



shown in Picture below). It was also observed by the team that all the required teaching staff, school materials and teaching aids such as desks, blackboard, chalk, books, etc. were made available for the smooth running of the learning-teaching process.

The construction of the toilet has been completed a few years back and this observed by the evaluation team during its field mission. The toilet (see picture below) was constructed as to standard and contained eight rooms of which three each were for boys and girls and the remaining two were for teachers and was being used by the school community. However, it was found that no sanitation and hygiene care was accorded to it even though a well-functioning water supply system was available for this purpose unlike the serious water problem observed in Medo Kebele.



### **Water Supply**

In the Jengella school, unlike the other schools visited by the evaluation team, HCoGE has constructed a water supply system (see Picture below), equipped with an Afridev pump and a tanker for the collection and use of water. In the discussions made with the school teachers, it was understood that the water supply system is currently providing remarkable services not just to the school but the surrounding community members as well.



As observed by the evaluation team, except for drinking and washing purposes not much use has been made by the water supply system found in the school. One very obvious drawback was for the school management to consider sanitation & hygiene activities in the school, which otherwise is a health effect children often suffer during the use of the toilet, but also due to the general poverty situations of the area which makes sanitation and hygiene issues a problem.

Another matter that the evaluation team did not encounter in relation to the water supply was the failure to consider the undertaking of a school gardening activity which could otherwise have helped not just in raising incomes for the stakeholders of the activity but also in the promotion of good nutrition in the school and its surroundings.

The evaluators would like to encourage HCoGE to consider the undertaking of, what is in development terms referred to as, multiple use services (MUS), which would simply translate into utilizing the already installed water supply system for a number of services that could include: a) drinking, b) hand washing, c) shower services for the school community, d) school gardening activities that may include vegetable gardening and tree nursery development, e) clothes washing services for the school community.

### **2.4.3 Teaching / Learning Activities**

HCoGE has planned to establish a pre-school in Jengella to cater, initially for 120 children, 60% of whom will be girls. The plan also envisages that ten percent of those enrolled in the school shall be exempted from paying school fee. According to the Plans, the construction of the school building was to start in 2009 and be completed in 2010. In accordance with this, the HCoGE Year 2011 report showed that the construction of the Jengella has been fully completed according to the plan.

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The project was found to consist of one block of four classrooms, an office, a staff room as well as separate units of a store made of corrugated iron sheet (CIS), a fence and a toilet. The evaluation team found that the school was providing standard and quality education to the community of the Kebele at the time of its field visit. The construction of the toilet was also completed and providing services to the students – although the situation in the toilet here and the other schools in general can be taken as unsanitary and unhygienic.

What makes the situation in the Jengalla was that, while the school community had the opportunity to avoid such unsanitary and unhygienic situation with the adequate and quite satisfactory water supply system they have within the school premises, they did not at all do anything to improve the situation.

### School Construction

According to the consulting Engineer the Jengalla HCoGE Primary school had a floor area of 418 M2 while the pit latrines were 80.75 M2 wide. The engineers' cost estimate is presented in Table 4.1 below.

Table 4.1: Jengalla HCoGE Primary School: Engineer's Cost Estimate

No	Description	Unit	Qty	Rate (Birr per Unit)	Amount (Birr)
1	Classroom Buildings	m <sup>2</sup>	418	10,000	4,180,000.00
2	Toilet pit	m <sup>2</sup>	80.75	8,000	646,000.00
	<b>Grand Total</b>				<b>4,826,000.00</b>

Consultant's estimate, based on current market prices of materials and labor and equipment

The 2010 Annual Plan had envisaged that the construction of the school building would be completed in 2010 and 120 children would be enrolled in the school. Neither of these had materialized by the beginning of November 2010 due to reasons beyond the control of HCoGE. At the current rate of progress, the construction of the building is expected to be completed in the first quarter of 2011.

As mentioned earlier, the project has experienced significant delays (more than a year to-date) due, mainly, to the disruption of the construction activity by Muslim extremist elements. The problem was exacerbated by the long rainy season, which made transportation of construction materials to the project site difficult. The slow decision making process on the part of the local government to approve the grant of the piece of land for the school premises has also contributed to the overall delay.



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### Teachers

As shown in Table 4.2 below there are 5 male and one female teachers in the Jengala Harvest school whose educational background and other profiles are shown in detail.

Table 4.2: Jengala Harvest School: Teachers' Profile (Feb. 2015)

No	Name	Sex	Age	Education Highest level attended	Teacher Training Certificate/ Diploma	Employment Date	Salary Birr/ month
1	Kadir Qubsa	M	26	Shashamene	Diploma	2005	1635.20
2	Tigist Mekonnen	F	25	"	"	2005	1439.20
3	Kebede Tesfaye	M	38	"	TTI	2003	1121.00
4	Qasim Wariyo	M	28	"	"	2005	1073.50
5	Mulugeta Seyoum	M	26	"	"	2006	1083.00
6	Abbuu Sanbato	M	24	Kofale	KG	2006	840.00

### 2.4.4 Capacity Building

The HCoGE 2013 report showed that 25 teachers from Medo, Kofale and Jengalla were trained on such topics as the importance of extracurricular activities, result orientation in the process of teaching, ways of counseling and encouraging female students, and producing teaching aids. The report also showed that 816 parents from the same areas as above were trained in the importance of girls' education, community development, female genital mutilation (FGM) and Harmful Traditional Practices, and environmental development. In the same way 233 women from these areas have also received training in FGM, importance of girls' education, and gender and equality.

### 2.4.5 Interview Results

#### Enrollment in Jengalla HCoGE Primary School

As seen in Table 4.3 below the enrollment rate in the Medo Harvest school has shown a steady growth since the 2010/11 school year, where the initial figure has tripled over the past three years and reached an almost three fold growth during the current school year.

Table 4.3: Jengalla Harvest School: Number of Pupils by Grade, sex and School Year

Grade/Level	Sex	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
KG1	Female	31	39	38	39	39
	Male	29	24	27	27	30
	<b>Both</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>66</b>	<b>69</b>
KG2	Female		45	41	41	41
	Male		25	25	25	35
	<b>Both</b>		<b>70</b>	<b>66</b>	<b>66</b>	<b>76</b>
	Female	39	43	41	41	39

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Grade 1	Male	21	27	27	27	32
	<b>Both</b>	<b>60</b>	<b>70</b>	<b>68</b>	<b>68</b>	<b>71</b>
Grade2	Female	29	35	35	35	43
	Male	31	27	27	27	33
	<b>Both</b>	<b>60</b>	<b>62</b>	<b>62</b>	<b>62</b>	<b>76</b>
Grade3	Female		33	33	33	44
	Male		29	27	27	28
	<b>Both</b>		<b>62</b>	<b>60</b>	<b>60</b>	<b>72</b>
Grade4	Female			32	32	43
	Male			27	29	26
	<b>Both</b>			<b>59</b>	<b>61</b>	<b>69</b>
<b>Total</b>	Female	99	195	221	221	249
	Male	81	132	163	163	184
	<b>Both</b>	<b>180</b>	<b>327</b>	<b>384</b>	<b>384</b>	<b>433</b>

### Interview of Teachers in Jengella

In Jengella Kebele five teachers, (four males and one female) providing teaching services, were interviewed during this evaluation and the findings are presented below.

### Teachers' profile, teaching methods and attitudes

In Jengella 5 teachers were interviewed of which four were male and one was female. Of this, three were aged between 26 and 30 and the remaining two were above the age of 30. In terms of qualification three of the teachers were 10+1 graduates while one was from grade 10 and trained as a kindergarten teacher and the other one was a 10+3 graduate. The trainings they received included with two teachers being TTI graduates, one with a Diploma and the remaining one being trained as a KG teacher.

In terms of teaching experiences two teachers had 1-5 years of experience, while the other three had 6-10 years of experience. In the HCoGE school in particular two of the teachers have taught for 1-2 years while the remaining three have taught for 3-5 years.

### School Furniture and Teaching Materials

In terms of teaching materials, four out of five (80%) of the teachers responded by saying that there were usually chalkboards in the classrooms they taught, while all five (100%) teachers said that the chalkboards were of adequate size. In addition to this, three (60%) of the teachers responded that visual aids were displayed in the classrooms while one said they were available to display during class and the remaining one teacher said they were not available.

Moreover, the evaluation team has, during the field visit, confirmed that chalkboards and visual aids were available in all the classrooms. In a focus group discussion the evaluation team held with teachers, it was also found that there were no problem of shortage of school materials such as chalk, pencils, exercise book or other in the school, and that all the materials for the school were made available by HCoGE.

### Teaching Methods and Attitudes

In describing their approaches of teaching, two out of five (40%) of the teachers responded by saying that they allow their students to explore material on their own while three (60%) of the teachers said they presented material which they prepared in advance. With regard to their preference of teaching boys or girls all the teachers responded that they have none and that both sexes are about the same for them.

In addition to this, all the five teachers responded that they all prepared lesson notes for each of the lessons they taught. Regarding setting homework and inspecting the work of each student, all five (100%) teachers said they set homework for English and four (80%) teachers said they set homework for Math lessons every day; while four (80%) teachers said they inspected student work for English every day and three (60%) said they inspected work for Math every day.

### School Problems

In assessing the problems faced in the Jengella HCoGE school three out five (60%) of the teachers responded that the problem that students are undisciplined is an occasional problem, three out five (60%) said that students are unable to cope with the material for their grade level is an occasional problem, three out of five (60%) responded that lack of teaching materials such as textbooks and teacher guides is an occasional problem while one (20%) said it was never a problem.

On the other hand three out five (60%) said that low teacher morale and weak school management is an occasional problem, while one (20%) teacher responded that the lack of teaching materials such as text books and teacher guides was never a problem, three out five (60%) responded that low teacher morale and weak school management were each an occasional problem and one (20%) each of the teachers said they were frequent problems. See Table 4.4 below for details.

Table 4.4: Rating of Problems by Jengella HCOGE School Teachers

PROBLEMS	Never A Problem	Occasional Problem	Frequent Problem	Always A Problem
Students are undisciplined		3		
Students are unable to cope with the material for their grade level		3		
Lack of teaching materials such as textbooks and teacher guides	1	3		
Low Teacher Morale		3	1	

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Weak school management		3	1	
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Note: (Figures in the Table indicate number of respondents)

### **Incentives, Working Conditions and Inspection/Supervision - Measures to improve the quality of education**

In response to questions concerning incentives teachers get and their working conditions, all teachers responded that they *always* received their salaries on time. However, during a focus group discussion with teachers by the evaluation team, the teachers have complained that their salaries were not sufficient and that they are even lower than what government school teachers nowadays earn. This happened following the recent salary increments provided to teachers especially by the government.

In describing their working conditions, all teachers responded that their working conditions are *very good*. They additionally responded that they all enjoy being a teacher and plan to remain teachers for their entire careers.

### **School Inspection/Supervision**

In response to the question on supervision and inspection all teachers responded that they receive inspection by the wereda Education office on a quarterly basis while weekly and monthly inspections are made by HCoGE itself. Additionally they said that the Head Teacher makes inspections on a regular basis.

### **Social Relations**

In describing their social relations and the extracurricular activities they participate in, one (20%) teacher said he participated in Anti HIV/AIDS activities, two (40%) in environmental protection and development activities and the remaining two (40%) in fighting Harmful Traditional Practices. Regarding their relations with parents and other community members, all five (100%) teachers responded that their relations were *very cordial* – a situation which will greatly facilitate the learning-teaching process.

### **Agreement to the benefits of the implementation of HCoGE development projects**

In response to the question on whether respondents agree or not to the benefits of the implementation of HCoGE development projects, all five (100%) unanimously responded that they *strongly agree* to the development project activities of HCoGE.

### **Rating of HCoGE project effectiveness, efficiency and relevance**

In rating the effectiveness, efficiency and relevance of the HCoGE Project, all five (100%) rated the question as *medium*.

### **School construction quality compared to cost incurred**

In assessing the quality of the construction of the Jengalla school as compared to its cost, all five (100%) teachers responded that the school building was of *good quality and done with the limits of the allocated budget*.

### Impact brought by project in the locality

In the assessment of the impact brought about in the locality by the HCoGE Project, three out five (60%) of the teachers responded that the improvement of access to education for poor children was *high*, and two (40%) responded that it was *medium*. In the creation of awareness on the importance of girls' education by the community, three (60%) of the respondents said that there was *high* impact while the remaining two (40%) said it was *medium*.

While two (40%) of the respondents said that impact on the reduction of poverty in the locality was *high*, the other three (60%) said it was *medium*. In the contribution of the project to the improvement of the environment, two (40%) responded that there was *high* impact while three (60%) of the respondents said that it was *medium*. Finally, the impact on gender equality was rated as *high* by three (60%) and as *medium* by two (40%) of the respondents. See Table 4.5 below for details.

Table 4.5: Assessment of Impact brought by project in the locality

Project impact on	High	Medium	Low	None
Improvement of access to education for poor children	3	2		
Creation of awareness on girls education	3	2		
Contribution to poverty reduction	2	3		
Contribution to the improvement of the environment	2	3		
Contribution to gender equality	3	2		

### Tree planting in Jengella HCoGE School

A very peculiar feature of the HCoGE Jengalla school was the activities undertaken by the school community and HCoGE in terms of environmental protection and water supply. The picture below illustrates the tree planting activity undertaken by HCoGE and the school community around the school compound.

The remarkable growth of the trees which has considerably improved the environment and made it quite agreeable for the children and teachers to move around the compound is well observed in the picture.



### **Stakeholder participation in project planning, implementation and M & E activities**

In the assessment of the participation of project stakeholders in project planning, implementation and M & E activities, three out of five (60%) of the respondents said that there was high participation while two (40%) responded that there was moderate participation. During the various discussions made at the time of the field visits such participation was translated in the form of contributions in labor, providing guard services, provision of land for construction work, etc.

### **Additional benefits obtained due to HCoGE projects implementation**

In response to the question on rating the additional benefits obtained due to HCoGE project activities, four out five (80%) responded that the benefits were high while the remaining one (20%) said it was medium. This rating shows that the respondents consider that the community members have benefitted from the HCoGE projects, in view of the absence of other development interventions in the area.

### **Would better results will be obtained if implemented by other agencies?**

In response to the question whether or not better results would have been obtained by others, varied responses were provided by the respondents. One (20%) respondent said *yes*, two (40%) said the results *would be the same*, and the remaining two (40%) said the results *would be lesser*.

The overall rating of the results provides encouraging remarks for HCoGE to consider further interventions in the locality.

### **Relations between the Christian and Moslem religions**

Regarding the relations between the Christian and Moslem religions, three out five (60%) of the respondents said that the relations were filled with respect and tolerance, while one (20%) said they leaders worked closely together to avoid conflict and the remaining one (20%) said they taught their followers on religious tolerance and mutual respect.

### Teachers' General Remarks

Responding to what lessons were learned during religious ceremonies from conflicts that might have arisen, teachers said that no lessons appear to have been learned in that marked differences and occasional conflicts were observed between the two religions. However, the teachers remarked that, even though occasional differences may be observed government hierarchy is mostly respected and no damaging effects have resulted.

The teachers also remarked that people are able to practice their own religion, and people at times come together to learn and undertake various activities. In another note, the teachers additionally thanked HCoGE for the projects and showed their interest in the continuity of the Project which they hail its benefits to the community.

Additionally the teachers emphasized that trainings and consultations should be frequented and that HCoGE should consider hiring the required and better qualified teachers for the school. They have finally concluded by saying that the love of education of their students has increased tremendously and they find the school environment very conducive for the learning-teaching processes.

### Interview of Local Officials in Jengella

In Jengella five local officials including the Kebele Chairman, the Kebele Secretary, the Head of Women's Organizational Affairs, the Kebele Youth Chairman, and a Kebele Committee member were interviewed and their responses are presented below.

### HCoGE meeting commitments when it started the Project

In respect to HCoGE meetings its commitments when it started the Project, one (20%) respondent rated it as *Excellent* and four (80%) of the respondents rated it as *very good*.

### Areas of HCOGE contribution to the community

In assessing the areas of contribution by HCoGE to the community four (80%) of the respondents said that Project contribution was mainly in the provision of access to pre-school and cycle-one primary education, while one (20%) respondent said encouraging girls' education was another major contribution in the area.

### The likelihood of HCoGE development work continuing successfully or sustainably

With regard to the assessment of the likelihood of the sustainable continuity of the development work of HCoGE, four out five (80%) of the respondents rated it as *very likely*, while only one (20%) said it was *somewhat likely*. In general, the rating showed the willingness of the local community for the Project to continue its operations in the area.

### School Fees

### Appropriateness of charging school fees in HCoGE schools

In assessing the appropriateness of charging school fees three (60%) of the respondents said that it was very appropriate while two (40%) said it was fairly appropriate. In general there appears to exist a clear understanding by all the local officials that charging school fees is quite appropriate for HCoGE in the Jengella school.

### Affordable level of school fees for the community

Three out five (60%) of the respondent local officials believe that a school fee of Birr 5-10 per month per child is the affordable amount, whereas one (20%) said Birr 10-20 per month per child and another one (20%) said that Birr 2-5 per month per child would be the affordable amounts for the community.

### Rating the significance of factors of low school attendance

In assessing the factors that cause low school attendance in the Jengella school, three (60%) respondents said parents preference for children to help at home was *highly significant*, while one (20%) each said this was *significant* and *somewhat significant* respectively. In rating the significance of parent thinking education for female children is less important four out five (80%) responded that it was *highly significant* and one (20%) said it was *least significant*.

Out of the five respondent local officials two (40%) each rated the significance of school fees being high as *highly significant* and *significant* respectively while one (20%) said it was *leastsignificant*. Regarding the assessment of distance to school, two (40%) of the respondents said it was highly significant, one (20%) each of three respondents said it was *significant*, *somewhatsignificant* and *leastsignificant* respectively.

On whether or not parents think the school quality is low, three (60%) of the respondents said it was *significant* and the remaining two (40%) said it was *least significant*. See Table 4.6 for the results.

Table 4.6: Factors of Low School Attendance

Assessment Criteria	Number Of Respondents			
	Highly Significant	Significant	Somewhat Significant	Least Significant
Parents prefer children to help at home rather than sending them to school	3	1	1	
Parents think education for female children is less important	4			1
School Fees are high	2	2		1
School is too far	2	1	1	1
Parents think school quality is too low		3		2



**The significance of HCoGE development activities in addressing obstacles to girls’ education**

Regarding the significance of HCoGE activities in addressing the obstacles to girls’ education, all five (100%) respondent local officials responded that allowing needy children to have free access to basic education and providing separate toilets for girls and boys in the school was a *highly significant* activity, on the other hand four (80%) of the respondents said that creating awareness to the importance of women’s education was a *significant* activity while one (20%) said that it was *highly significant* as shown in Table 4.7 below. From this ratings it can be understood that the local officials in Jengella think that HCoGE activities have contributed considerably in eliminating the obstacles for girls’ education.

Table 4.7: Significance of HCoGE’s Activities in Addressing Obstacles to Girls’ Education

Assessment Criteria	Number Of Respondents			
	Highly significant	Significant	Somewhat Significant	Insignificant
Building school in close proximity to many households	4	1		
Allowing needy children to have free access to basic education	5			
Providing separate toilets for girls and boys in schools	5			
Creating awareness to the importance of women’s education	1	4		

**Assessment of the acceptance of girls’ education by the community in general**

In assessing the acceptance of girls’ education by the community in general three (60%) of the respondents said that there was high acceptance, while two (40%) said there was low acceptance by the community.

**Relationship between Harvest Church of God – Ethiopia and the local administration**

In the local officials (administration) assessment of their relationships of HCoGE, three (60%) respondents replied that their relations were *very good* while the other two (40%) said it was *good*. Overall, the relations of the two appear to be favorable and need to be nurtured further to the benefit of the target community members.

**HCoGE commitment to Gender and Environment related issues**

With regard to assessing HCoGE’s efforts in addressing gender and environment related issues, two out five (40%) each rated it as *highly committed* and *committed* respectively whereas one (20%) rated it as *somewhat committed*. In planting trees in the school compound two out of five (40%) each of the respondents once again rated it as

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*highlycommitted* and *committed* respectively, and one (20%) respondent said it was *somewhatcommitted*.

In maintaining clean school premises, two (40%) of the respondents rated it as *highlycommitted* while three (60%) rated it as *committed*. Last but not least in giving preference to women teachers during recruitment four (80%) of the respondent local officials rated it as *highlycommitted* while one (20%) said it was *somewhat committed* as shown in Table 4.8 below.

Table 4.8: HCOGE’s Efforts in Addressing Gender and Environment-related Issues

Assessment Criteria	Number Of Respondents			
	Highly Committed	Committed	Somewhat Committed	Least Committed
Awareness creation training for elders, parents and pupils	2	2	1	
Planting Trees in school compound	2	2	1	
Maintaining clean school premises	2	3		
Giving preference to female teachers during recruitment	4		1	

### Challenges to HCoGE development work

Regarding the assessment of the challenges that HCoGE is likely to face in its development work, one (20%) of the respondents said that the possibility that it may face limitations in financial resources was very serious, while four (80%) responded that this could be serious.

Looking at the limitations of support from the local administration, three (60%) respondents said that this was serious whereas one (20%) said it was fairly serious and the remaining one (20%) said it was least serious.

In assessing demand limitation for educational services from the community, one (20%) responded that it was very serious, two (40%) said that it was serious and the other two (40%) said it was fairly serious. Concerning HCoGE’s limitations in management capacity, three respondents said this was serious while the other two (40%) said it was fairly serious as shown in Table 4.9 below.

Table 4.9: Challenges HCoGE Is Likely To Face In Its Development Work

Assessment Criteria	Number Of Respondents			
	Very Serious	Serious	Fairly Serious	Least Serious
Limited financial resources	1	4		
Limited support from local administration		3	1	1
Limited demand for education services from the community	1	2	2	
HCOGE’s limited management capacity		3	2	

### **Agreement to the usefulness of HCoGE development activities to the needs of the community**

With regard to the assessment on the usefulness of HCoGE development activities to the needs of the local community, all of the five (100%) respondents said that they *strongly agree* to its usefulness, despite the suspicions they had in past and the disturbances created as reported previously.

### **Rating the effectiveness, efficiency and relevance of HCoGE project implementation**

In rating the effectiveness, efficiency and relevance of HCoGE project implementation, three (60%) of the respondents said that it was *high* while two (40%) said it was *medium*.

### **Assessing the quality of school construction as compared to its cost**

In the assessment of the quality of the school construction as compared to its cost, all 5 (100%) of the respondents said that the quality of work was good and done according to budget and thrift. The evaluators have also found the building to be of good quality work.

### **Assessing the impact gained in the locality due to project implementation**

While assessing the impact gained due to HCoGE project implementation, four (80%) of the respondents said that the improvement of access to education for poor children was *high* and one (20%) responded that it was *medium*. In the creation of awareness on girls' education and their participation in project implementation, all five (100%) respondents said that the impact gained was *high*.

Regarding the contribution to poverty reduction, two (40%) respondents said the impact was *high* while three (60%) said it was *medium*. In terms of the contribution to the improvement of the environment one (20%) responded that the impact was *high* whereas four (80%) said it was *medium*. In rating the impact in the contribution of the project to gender equality two (40%) responded that it was *high*, two (40%) said it was *medium* and the remaining one (20%) said it was *low* as shown in Table 4.10 below.

Table 4.10: Assessing the impact gained due to the project

Assessment Criteria	Number Of Respondents			
	High	Medium	Low	None
Improvement of access to education for poor children	4	1		
Creation of awareness on girls education, and their participation in project implementation	5			
Contribution to poverty reduction	2	3		
Contribution to the improvement of the environment	1	4		
Contribution to gender equality	2	2	1	

### **Assessing stakeholder participation in project cycle management**

The assessment on the participation of stakeholders in project planning, implementation and M & E, was such that four (80%) of the respondents said that there was *high* participation while one (20%) said there was *medium* participation by local officials and the community. Such participation, as described elsewhere in this report, is mostly described in the form of creating awareness among the community of project benefits, availing land, providing guarding services, etc.

### **Additional benefits obtained due to HCoGE projects implementation**

While trying to determine the additional benefits obtained in the locality due to HCoGE projects implementation, three out of five (60%) of the respondents said the benefits were high, while one (20%) said they were medium and the remaining one (20%) failed to respond to the question.

### **Would better results be obtained if implemented by other agencies?**

In response to the question on whether better results would have been obtained if the project was implemented by other agencies, three (60%) respondents said the results *would be the same* whereas one (20%) respondent said *Yes* better results would be obtained.

### **Relations between the Christian and Moslem religions**

To the question on the relations between the Christian and Moslem religions, only three out of five respondents replied to the question, where two (40%) said the relations were filled with respect and tolerance and the remaining one (20%) responded that the leaders work closely together to avoid conflict.

### **General Remarks of local officials**

The local administration officials overall remarks in Jengella, especially with regard to the measures taken by all stakeholders (HCoGE, local government and community members) included performing follow up of project activities, providing advice, attending consultation and other meetings with the view to support project activities. In respect to the lessons learned from conflicts during religious ceremonies, the local officials said both religions live together harmoniously and no problems have occurred to date.

Yet others believe that problems are observed occasionally and at times there are instances where one religion criticizes the other and these problems end up being resolved by the government and elders in the community.

In general the local officials have remarked that HCoGE should continue implementing the already started development work and that they are happy about the projects. They also believe that the excellent work that has been accomplished by HCoGE to date has benefitted the community considerably.

### **Interview of Parents in Jengella**

In Jengella Kebele nine parents were interviewed and their responses are presented as follows.

#### **Major Characteristics of the Parents who participated in the Interview**

In Jengella interviews were made with nine parents out of which seven (78%) of them were male and two (22%) were female. In terms of ethnicity eight (89%) were Oromo and spoke Oromiffa while the remaining one (11%) was from the Amhara ethnic group and spoke Amharic. In terms of marital status only one respondent was never married while the remaining eight respondents were all married.

In terms of their occupation, eight (89%) of the respondents had services jobs while one (11%) of them was a farmer. Responding to the question on income levels, four (44%) said their incomes ranged between Birr 500-1000 while another four (44%) had income levels ranging from Birr 1001-2500 and the remaining one respondent failed to respond to the question. Their employment status showed that four (44%) were self-employed while five (55%) of the respondents were government or public enterprise employees.

Regarding the level of education of the respondent parents five (55%) have attended college education, while two (22%) have attended primary school, one (11%) can only read and write and the remaining one (11%) has never attended school.

Asked what obstacles occurred for children to attend school, five out of the nine (55%) responded said that the major obstacle is the lack of funds for school for all their children, while two (22%) said it was because of no school places, and the remaining two (22%) declined to respond to the question. As can be seen in the responses to this question in this report the poverty situation of areas is the major factor that prevents parents to send all their children to school.

ON the issue of parent preference on who to send to school, three out of nine (33%) said they prefer to send boys to school, another three (33%) said they prefer to send girls to school, while the remaining three (33%) failed to respond to the question.

The preference to send boys to school appears to be attached mostly to having girls to help at home and to prevent any dangers of abduction. When it comes to preference to sending girls to school it appears to be attached to wanting boys to help in the farm by the fathers.

### **School fees**

#### **Appropriateness and affordability of charging school fees in HCoGE schools**

In response to the question on the appropriateness of charging school fees in HCoGE schools, five out nine (55%) of respondents said that it is very appropriate, three (33%) said it was somewhat but less appropriate and the remaining one (11%) failed to respond to the question.

In assessing the affordability of school fees by the community, six out of nine (66%) responded that Birr 5-10 per month per child would be the affordable fee, while three (33%) responded that Birr 10-20 per month per child would be the affordable amount of school fee.

### Information Media on HIV/AIDS

Regarding the information media on HIV/AIDS for the community, eight out nine (89%) of the respondents said that they get it through Radio and TV while one (11%) said they get it from religious meetings. On the other hand, one out of the nine (11%) respondents said that the major topic of discussion during HCoGE meetings was HIV/AIDS while the remaining eight respondents failed to provide answers to the question.

### Significance of HCoGE activities in addressing obstacles girls' education

With regard to the assessment of the significance of HCoGE activities in addressing obstacles to girls' education, three out of nine (33%) responded that building schools in close proximity to many households was *highly significant* and six (66%) said it was *significant*. Four out of nine (44%) responded that allowing needy children to have free access to basic education was *highly significant* while three (33%) said it was *significant*.

Another four out of nine (44%) responded that providing separate toilet for boys and girls in schools was *highly significant* whereas five (55%) responded that it was *significant*. Finally, four (44%) each of the respondents said that creating awareness on the importance of women's education was *highly significant* and *significant* respectively, while the remaining one (11%) said it was *somewhat significant*. As shown in Table 4.11 below, the overall rating for determining the significance of HCoGE addressing the obstacles to girls' education was *significant* and quite encouraging for HCoGE further work in the area.

Table 4.11: Significance of HCoGE Project in addressing obstacles to girls' education

Assessment Criteria	Number Of Respondents			
	Highly Significant	Significant	Somewhat Significant	Insignificant
Building school in close proximity to many households	3	6		
Allowing needy children to have free access to basic education	4	3		
Providing separate toilets for girls and boys in schools	4	5		
Creating awareness on the importance of women's education	4	4	1	

### Acceptance of girls' education by the community

The assessment on the acceptance of girls' education by the community was such that five out nine (55%) said it was *high*, while the other four (44%) said it was *adequate*.

### Agreement to the benefits of the implementation of HCoGE development projects

In assessing the usefulness of the implementation of HCoGE activities to the needs of the community, seven out of nine (78%) responded that they *strongly agree* that the projects are useful to the community while two (22%) said they *somewhat agree* to it.

### Impact brought by project in the locality

In the assessment of the impact of HCoGE activities in the locality, three out of nine (33%) responded that the impact on the improvement of access to education for poor children was *high*, five (55%) said it was *medium* and one (11%) said it was *low*. All nine (100%) of the respondents agreed that the impact on the creation of awareness on girls education, especially for girls was *high*. On the contribution of the project to poverty five out nine (55%) responded that the impact was *medium*, three (33%) saying that it *high* and the remaining one (11%) saying the impact was *low*.

In terms of project contribution to the improvement of the environment, eight out nine (89%) responded that the impact was *medium* whereas one (11%) said that the impact was *low*. Lastly on the contribution of the project to gender equality, seven (78%) of the respondents said that the impact was *high* whereas one (11%) each rated the impact of the project as being *medium* and *low* as shown in Table 4.12 below.

Table 4.12: Impact of HCoGE Project implementation in the locality

Project impact on	Number Of Respondents			
	High	Medium	Low	None
Improvement of access to education for poor children	3	5	1	
Creation of awareness on girls education, especially for girls and their participation in project implementation		9		
Contribution to poverty reduction	3	5	1	
Contribution to the improvement of the environment		8	1	
Contribution to gender equality	7	1	1	

### Relations between Moslems and Christians

The assessment of the relations of the Christian and Moslem religions was such that four out of nine (44%) respondents believed that it was filled with respect and tolerance, three (33%) respondents said that both religions work together to avoid conflict, and one (11%) respondent saying that there was no respect and tolerance, and the remaining one (11%) did not to respond to the question.

### **Lessons learned from conflicts during religious ceremonies?**

Regarding the question on any possible lessons learned during religious ceremonies, respondents reiterated that they have understood that conflict is not beneficial but rather harmful and damaging to people. They also affirmed they do not want any occurrences of conflicts and that they also want the continuity of the project.

### **General Remarks of Parents**

As a general remark the respondent parents said they are happy about the HCoGE project activities and request that the good work would be kept up. They also remarked that the school has contributed a lot to the development of their surroundings and that the project has also helped them a lot by supporting poor children and their families.

In the form of a request the parents want HCoGE to engage in the upgrading of the school up to Grade Eight but also to establish a kindergarten as there is none in their locality.



### **2.5 Awondella Kebele**

Among the seven HCoGE school projects visited by the evaluation team, Awondella Kebele is by far the farthest and remotest Kebele, and one of the most difficult in terms of transportation for project implementation. In Awondella, previously there existed a Grade 1-8 government school whose building is in poor condition and was made of wooden and mud walls.

The HCoGE Project in Awondella Kebele consisted of the construction of additional classrooms to the existing Grade 1-8 government school and the complete equipping of this school with school furniture, school materials and teaching aids.

#### **2.5.1 Background**

In consultation with the community and the Kofale administration, HCoGE started the construction of the Awondella additional classrooms in 2011. During the start-up of this project HCoGE was faced with a major problem of road access, which however, was resolved through the great participation of the community members who helped in paving the road through their own labor.

The construction of the school continued and made progress in 2012, with the high participation of the community who even made contributions in availing timber but also in paving the road for facilitating access to trucks that carried various construction materials, digging the foundation works and water well for construction purposes.

In the HCoGE 2013 annual report, it was indicated that the school construction work was completed and 413 students were attending classes. The handing over of the school was made to the wereda Education Office. In addition to this, the necessary teaching aids and school furniture were purchased and supplied to the school by the Project. A picture of the completed Awondella school building is presented below.

#### **2.5.2 School Building Construction and Facilities**

As described above the 2012 HCoGE annual plan showed that the construction of the school will continue with the purchasing of the required construction materials, teaching materials and school furniture. It was also planned that the construction of the fence and toilet will additionally continue. In 2013 it was planned to finalize the construction of the school facilities and hand over the school to the wereda Education Office.

This was planned to enable the educating of 300 children per year. In addition the plan also showed the purchasing of different varieties of teaching aids and classroom furniture. During the construction of the school community members made remarkable participation through involvement in all the construction activities, through paving the road for allowing the entry of trucks loaded with various construction materials, through the provision of eucalyptus timber, and through providing housing for the construction workers.



In terms of project accomplishment, the construction of the school building has been completed as planned and 413 students were able to attend their education. The school has been handed over to the wereda Education Office. The planned purchase of teaching aids and furniture was also accomplished and these were supplied to the school.

### School Construction

The consulting Engineer has reported that the HCoGE supported government school in Awondella has a floor area of 418M<sup>2</sup>. The cost it required when it was constructed was very much lesser (saved about 7.4% in total, which is about 160,000 Birr). The quality with which it's functioning at the current moment is quite satisfactory.

The methods employed during the construction of the sites were careful and thus have led to good quality construction of buildings. The buildings are maintained in good condition, there are no cracks or any other form of aging signs visible. The quality of concrete is sound, thus its main structure can stay intact for long periods. Good quality corrugated sheets (EGA) and gutters were used for the roofing, thus providing good drainage.

The windows and doors were of standard quality and size. The class rooms have been provided with proper ventilation and lighting so as to keep a comfortable environment for education. This quality maintenance was observed in all the schools visited by the Consulting Engineer. The major challenge during the construction of the Awondella school was the very high cost of transporting construction materials due to the unavailability of road to the construction site.

Table 5.1: Awondella HCoGE built Government Primary School: Engineer's Cost Estimate

No	Description	Unit	Qty	Rate (Birr per Unit)	Amount (Birr )
1	Classroom Buildings	m <sup>2</sup>	418	12000	5,016,000.00
	<b>Grand Total</b>				<b>5,016,000.00</b>

Consultant's estimate, based on current market prices of materials and labor and equipment

### **2.5.3 Teaching/Learning Activities in Awondella**

In Awondella five teachers from the Kebele government school have been interviewed and the findings are presented below.

#### **Teachers' profile, teaching methods and attitudes**

Out of the five teachers that have been interviewed three were male and two female. The ages of three of the teachers ranged from 20-25 and those of the two teachers ranged from 26-30 years. In terms of marital status three of them are married, whereas two of them were never married.

Regarding their training and experience, three (60%) of the teachers were 10+3 graduates, one (20%) was 10+1 and the other one (20%) was 10+1 graduate. The highest level of teacher training they have completed was found to be three (60%) teachers earned their Diplomas while the other two (40%) have earned their Advanced Certificates.

All the five (100%) of the respondent teachers had 1 – 5 years of teaching experience as a trained teacher, with three (60%) of them teaching in this school and two (40%) of the teachers have taught for 3-5 years.

#### **School Furniture and Teaching Materials**

In assessing the availability of the necessary school materials in the Awondella HCoGE school all five (100%) respondents said that there were chalkboards in the classroom they taught and that they were all of adequate size. Out of the five respondent teachers three (60%) said that visual aids were not available for display in classrooms, while one (20%) responded that visual aids were permanently displayed in the classrooms, and the other one (20%) responded that visual aids were available for display during class.

#### **Teaching Methods and Attitudes**

In the preparation of lesson plans for the lessons they teach, all five (100%) respondents said that they do prepare lesson plans for their pupils. Regarding setting homework, one (20%) teacher responded that he/she sets homework every day for both English and Math while the others failed to respond to the question.

On the other hand four out five (80%) of the respondents said that they inspect work for each student on a daily basis for English and three (60%) said they inspect student work for Math lessons daily.

With regard to their approaches to teaching, all five (100%) teachers responded that they presented materials to their students which they prepared in advance, while in their preferences of teaching either boys or girls four (80%) responded that they have no preferences and that both girls and boys were the same for them and the remaining one (20%) responded that his/her preference is to teach girls.

### **School Problems**

In the assessment of the problems that exist in the Awondella school, three out five (60%) responded that students are undisciplined is an *occasionalproblem*, two (40%) saying that students are unable to cope with the material for their grade level is an *occasionalproblem*, all five (100%) saying that lack of teaching materials such as textbooks and teaching guides is an *occasionalproblem*, one (20%) responded that low teacher morale is an *occasionalproblem*, and no teacher responded to the question on whether weak school management was a problem or not.

### **Incentives, Working Conditions and Inspection/Supervision - Measures to improve quality of education**

In response to questions concerning incentives teachers get and their working conditions, all teachers responded that they always received their salaries on time. Concerning their working conditions, all five (100%) respondents said that their working conditions are good. Asked on whether they enjoy being teachers all five (100%) responded that they all enjoy being teachers, while regarding their plans on whether they plan to remain teachers for their entire careers four (80%) responded that they plan to and one (20%) responded that they don't plan to remain teachers for their entire careers.

In describing their working conditions, however, all the teachers also responded that their working conditions are very good. They additionally responded that they all enjoy being a teacher and plan to remain teachers for their entire careers.

### **School Inspection/Supervision**

In response to the question on supervision and inspection all teachers responded that they receive inspection by the Head Teacher on daily, weekly, monthly and quarterly basis while the wereda Education office undertakes inspections on a quarterly basis.

### **Agreement to the benefits of the implementation of HCoGE development projects**

In response to the question on whether teachers agree to the benefits of the implementation of HCoGE development projects in the area, all five (100%) responded that they *strongly agree* to the benefits of the HCOGE Project to the community.

### **Rating of HCoGE project effectiveness, efficiency and relevance**

While rating the effectiveness, efficiency and relevance of the HCoGE Project, all five (100%) teachers invariably rated them as project efficiency, effectiveness and relevance in Awondella were *high*.

### **School construction quality compared to cost incurred**

The rating given by the teachers for the quality of the school construction as compared to its cost was such that three out five (60%) responded by saying that it was *done according to*

*the budget and with the quality being good, and the remaining two (40%) saying that it was a good quality work done with thrift.*

### **Impact brought by project in the locality**

With regard to the assessment of the impact brought by the project in the locality, three (60%) teachers responded that the improvement of access to education for poor children was *high*, one (20%) saying it was *medium* and the remaining one (20%) saying there was *no* impact. On the creation of awareness on girls' education, four (80%) responded that the impact was *high* while one (20%) responded that the impact was *medium*.

In the contribution made by the project on poverty reduction, four (80%) responded that the impact gained was *high* and one (20%) responded that the impact was *medium*. Regarding the contribution to the improvement of the environment four (80%) responded that the impact was *high* whereas one (20%) responded that there was *medium* impact.

Finally on the Project's contribution to gender equality all five (100%) of the respondents said that the impact gained was *high*. Overall 80% of the respondents rated the impact gained by the project as *high* along the criteria used in this evaluation. See Table 5.2 below for details.

Table 5.2: Assessment of Impact brought by project in the locality

Project impact on		High	Medium	Low	None
Improvement of access to education for poor children	HCoGE Sch.	3	1		1
	Gov. School				
Creation of awareness on girls education	HCoGE Sch.	4	1		
	Gov. School				
Contribution to poverty reduction	HCoGE Sch.	4	1		
	Gov. School				
Contribution to the improvement of the environment	HCoGE Sch.	4	1		
	Gov. School				
Contribution to gender equality	HCoGE Sch.	5			
	Gov. School				

### **Stakeholder participation in project planning, implementation and M & E activities**

Out of five teachers interviewed on their views regarding the participation of stakeholders in project planning, implementation and M & E activities, four (80%) responded that participation was high while the remaining one (20%) said there was moderate participation by the stakeholders of the Project.

### **Measures taken by stakeholders to make project successful and sustainable**

According to the teachers of Awondella the community has been and will always be beside HCoGE at all times. The participation of the community in the area has been translated in the form of guarding services, labor contributions for road paving and construction activities, fetching water for the construction activities, sending their children to school, availing construction materials such as timber, etc. The community members have also expressed to the Consultants their willingness to provide land to HCoGE for the construction of a Church.

### **Additional benefits obtained due to HCoGE projects implementation**

With regard to the rating of the additional benefits obtained due to HCoGE projects, four out five (80%) of the respondents said that the benefits were *high*, whereas one (20%) said it was *medium*.

### **Would better results be obtained if implemented by other agencies?**

In assessing if better results would be obtained by other agencies, all five (100%) respondents said that the results would be lesser, showing their happiness about HCoGE project accomplishments and their belief in HCoGE's strong commitments to undertaking such a project in a remote and difficult place like Awondella.

### **Relations between the Christian and Moslem religions**

In response to the question on the relations between the Christian and Moslem religions, all five (100%) of the respondents said that the relations are filled with respect and tolerance and that there were no problems in this regard in the area. This has also been verified by the evaluation team through the discussions made with community members and by the ways community member regard the HCoGE project and by looking at the amount of participation they have during project implementation.

Regarding the lessons during religious ceremonies from conflicts that might have occurred, the teachers said that a lot of advice has been given to the community to avoid conflict in religious places such as churches, mosques and during community meetings. Additionally, the community members often consult each other on such things and as a result they mostly live in harmony and no conflicts have occurred to date.

### **Teachers' General Remarks**

The Awondella teachers believe that the HCoGE project has helped considerably in initiating children's interests for education especially for girls.

However, the problem of water has been a hindrance for maintaining sound sanitation and hygiene practices in the school but also for undertaking other activities that relate to the environment and the reduction of poverty and ill health in the school and the surrounding areas.

Further to this, the teachers have thanked HCoGE for a job well done and have requested for the continuation of the Project but mainly for the construction of a toilet and fencing around

**Box 5.1 Awondella Teachers remarks on new school**  
In a focus group discussion the evaluation team made with community members and the school teachers the following remarks were made by the school staff. The Director of the school Ato Bares said, "We thank Harvest Church of God-Ethiopia for constructing such a school which is not even found in the whole of the wereda. Since the school was constructed according to the standard and in very good quality children have been able to attend school in the most clean and comfortable manner possible. Because the school is now built here it has successfully prevented children's travelling to far distances for attending classes." A female teacher named Miss Sofia said, "The new school building has helped raise the morale of the old school and made the community very happy. The community members who have made great contributions should also be thanked. It is after this building that the community members sent most of their children to the school as compared to previous times. HCoGE should be thanked for its decision to consider undertaking this project in such a remote area."

their school compound, and if possible for the provision of a water supply system which happens to be burning problem in the area.

### **2.5.4 Capacity Building**

The capacity building component of the HCoGE Project is implemented through the training of various sections of the community, parents, Church leaders, teachers, office administrators and students on along different thematic topics.

In Awondella HCoGE planned to undertake trainings on the importance of women's education to parents, HTPs, gender equality, HIV/AIDS, and environmental development to Church pastors and evangelists, leaders, school teachers, and other ministers. Additionally women will be trained to increase awareness on the above issues.

### **2.5.5 Interview Results**

#### **Interview of Local Officials in Awondella**

In Awondella Kebele interviews were made with four Kebele officials including the Kebele Chairperson, the Kebele Secretary, the Kebele Chairman of the Justice Council, the Kebele Manager, and the Kebele Head of Security. The results of the interviews made are presented in the following manner.

#### **HCoGE meeting commitments when it started the Project**

In response to the question on HCoGE commitment when it started the project, three out four (75%) of the local officials responded that HCoGE commitment was *excellent* and one (25%) said it was *very good*. This can clearly show the amount of confidence the local administration has on HCoGE work.

#### **Areas of HCOGE contribution to the community**

In terms of the contribution of HCoGE to the community all four (100%) of the respondents said that it was mostly in the area of providing access to pre-school and cycle-one primary education. In view of the the fact that the HCoGE school is fairly new, the respondents have remarked that efforts have yet to be exerted and contributions made on the other areas including: encouraging girls' education, environmental protection, awareness creation on HIV/AIDS and HTPs, awareness creation on gender equality, and employment generation.

#### **The likelihood of HCoGE development work continuing successfully or sustainably**

Answering the question on the likelihood of the successful/sustainable continuation of HCoGE development work, all four (100%) said that it is very likely that it will continue successfully/sustainably – showing their wish and hope for the project to continue further.

#### **School fees**

### Appropriateness and Affordability of charging school fees in HCoGE schools

In determining the appropriateness and affordability level of school fees by the community three out of four (75%) said that it is *very appropriate* and one (25%) said that it is *fairly appropriate*.

Regarding the affordable school fee rate two (50%) responded that Birr 10-20 per month per child was affordable, whereas one (25%) said that Birr 5-10 per month per child was affordable and the last one (25%) responded that Birr 2-5 per month per child was affordable for the community members of Awondella.

### Rating the significance of factors of low school attendance

While rating the significance of the factors of low school attendance in the area, three (75%) responded that the rating parents prefer children to help at home rather than sending them to school was *highly significant*, and one (25%) responded that it was *least significant*. On whether parents think that education for female children is less important, three (75%) of the respondents said that it was *highly significant* and one (25%) said that it was *least significant*.

On the question on whether school attendance is affected by high school fees, three (75%) responded that it was *highly significant* and one (25%) said it was *somewhat significant*. Asked if it due to school being far, three (75%) responded that it is *highly significant* and one (25%) responded that it was *significant*. On whether parents think that the school quality is low, three (75%) respondents said that it was *highly significant* and one (25%) said that it was *somehow significant*. See Table 5.3 for the details.

Table 5.3: Factors of Low School Attendance

Assessment Criteria	Number Of Respondents			
	Highly Significant	Significant	Somewhat Significant	Least Significant
Parents prefer children to help at home rather than sending them to school	3			1
Parents think education for female children is less important	3			1
School Fees are high	3		1	
School is too far	3	1		
Parents think school quality is too low	3		1	

### The significance of HCoGE development activities in addressing obstacles to girls' education

As shown in Table 5.4 below, rating the significance of HCoGE development activities in addressing obstacles to girls' education, three (75%) respondents said that it was *highly significant* while one (25%) said that it was *somehow significant*. On the other hand all four (100%) of the respondents said that allowing needy children to have free access to basic education was a *highly significant* activity.



On the provision of separate toilets for girls and boys all four (100%) responded that it was *highly significant*. Additionally, on creating awareness to the importance of women's education all four (100%) of the respondents once again said it was *highly significant*.

Table 5.4: Significance of HCoGE's Activities in Addressing Obstacles to Girls' Education

Assessment Criteria	Number Of Respondents			
	Highly significant	Significant	Somewhat Significant	Insignificant
Building school in close proximity to many households	3		1	
Allowing needy children to have free access to basic education	4			
Providing separate toilets for girls and boys in schools	4			
Creating awareness to the importance of women's education	4			

### Acceptance of girls' education by the community in general

In the assessment of the acceptance of girls' education by the community in general all 4 (100%) respondents said community acceptance for educating girls was *very high*.

### Relationship between Harvest Church of God – Ethiopia and the local administration

Regarding the question on the relationships of HCoGE with the local administration all four respondents said that it was *very good*. It should be noted here that the local administration here is in reference to the Kebele and not the wereda administration.

### HCoGE commitment to Gender and Environment related issues

In the assessment of HCoGE efforts in addressing gender and environment related issues, three (75%) respondents said that HCoGE was *highly committed* to the provision of awareness creation training for elders, parents and students whereas one (25%) responded that it was *somewhat committed*. On the issues of planting of trees around the school compound, maintaining clean school premises, and giving preference to female teachers during recruitment all four (100%) respondents said that HCoGE was *highly committed* as shown in Table 5.5 below.

Table 5.5: HCOGE's Efforts in Addressing Gender and Environment-related Issues

Assessment Criteria	Number Of Respondents			
	Highly Committed	Committed	Somewhat Committed	Least Committed
Awareness creation training for elders, parents and pupils	3		1	
Planting Trees in school compound	4			
Maintaining clean school premises	4			

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Giving preference to female teachers during recruitment	4			
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### Challenges to HCoGE development work

Regarding the challenges HCoGE is likely to face in its development work, all four (100%) respondents rated the two criteria of limited financial resources and limited support from local administration (especially in reference to the wereda administration) are *very serious*. In assessing the other two criteria of limited demand for education services from the community and HCoGE's own limited management capacity, three (75%) respondents rated them as *very serious* and one (25%) of the respondents rated them as *fairly serious* as shown to Table 5.6 below.

Table 5.6: Challenges HCoGE Is Likely To Face In Its Development Work

Assessment Criteria	Number Of Respondents			
	Very Serious	Serious	Fairly Serious	Least Serious
Limited financial resources	4			
Limited support from local administration	4			
Limited demand for education services from the community	3		1	
HCOGE's limited management capacity	3		1	

### Agreement to the usefulness of HCoGE development activities to the needs of the community

To the question on whether respondents agree or disagree to the usefulness of the development activities of HCoGE, all four (100%) of the respondents said they strongly agree to the usefulness of the Project to the needs of the community.

### Rating the effectiveness, efficiency and relevance of HCoGE project implementation

Regarding the effectiveness, efficiency and relevance of the HCOGE Project, three (75%) of the respondents rated it as *High*, and one (25%) of the respondents failed to respond to the question.

### Assessing the quality of school construction as compared to its cost

In the assessment of the quality of the school construction as compared to its cost, all four (100%) of the respondents said that it is done according to the allocated budget and the quality of the works was good.

### Assessing the impact gained in the locality due to project implementation

With regard to the responses on the impact gained due to the HCoGE project, all four (100%) respondents rated all the five criteria of improvement of access to education for children, creation of awareness on girls' education, contribution to poverty reduction, contribution to the improvement of the environment, and contribution to gender equality as *high*.

### **Assessing stakeholder participation in project cycle management**

In assessing the participation of the project stakeholders in the various aspects of the project, three (75%) responded that there was high participation while one (25%) responded that there was moderate participation. As described elsewhere in this report, the participation of the community members especially during project implementation was highly commendable and encouraging.

### **What does the relation between the Christian and Moslem religions look like?**

In response to the question on the relations between the Christian and Moslem religions, all four (100%) respondents said that the relations were filled with respect and tolerance and no signs of conflict have ever occurred in the area.

### **Lessons learned during religious ceremonies from conflicts that might arise?**

In responding to the question on what lessons may have been learned during religious ceremonies respondents said that there occurred no conflicts to date between the religions. It was described that they always lived in respect and tolerance through the sharing of their happiness (e.g. marriages) and their grief (e.g. mourning). The community additionally has received trainings on avoiding conflicts and always make consultations in order to avoid any sort of conflict and misunderstanding.

### **Additional benefits obtained due to HCoGE projects implementation**

While assessing the additional benefits obtained due to HCoGE projects implementation all four (100%) of the respondents said the benefits obtained were *high*.

### **Would better results have been obtained if implemented by other agencies?**

In response to the question on whether better results would be obtained if implemented by other agencies all three (75%) of the respondents said that the results *would be lesser* while the remaining one (25%) failed to reply to the question.

### **General Remarks of local officials**

As a general remark the local administration officials of Awondella Kebele thanked HCoGE for what it has accomplished in their locality up to now and emphatically reiterated that they are very happy about the activities. However, they presented a request for a health facility in their area as there is none until now and they have to travel long distances on foot carrying sick community members and delivering mothers on stretchers.

### **Interview of Parents in Awondella**

In Awondella Kebele evaluation interviews were made with five parents, the results of which are presented in the following manner.

### Major Characteristics of the Parents who participated in the Interview

During the interviews it was found that all the five respondents of the Kebele are male and belonged to the Oromo nationality and speak the Oromifa language. In addition, the respondents were found to be married and having children going to the Awondella school.

Regarding their occupation four (80%) of the respondents said they were farmers while one (20%) was a service provider, with the employment status of all the respondents being self-employed. In terms of income levels four (80%) of the respondents said they earned Birr 500-1000 per month while one (20%) of the respondents failed to respond to the question.

With regard to the level of education of the respondents, one (20%) said he never attended school, one (20%) saying that he can only read and write, one (20%) respondent has completed primary education and the remaining two (40%) have completed secondary education.

In assessing the major obstacles to children to attend school, all the five (100%) respondents said it was the far distance the school was found. There were no responses for the other criteria which were the lack of funds for school for all children, lack of places in the school for the children, and children needed at home for work.

Regarding the preference of parents for sending boys or girls to school, three out of five (60%) responded that they prefer to send boys while the remaining two (40%) said they would rather send their girls to school.

### School fees

For the assessment of the appropriateness and affordability of school fees by parents in Awondella, three (60%) of the respondents said that it somehow but *lessappropriate* to charge school fees whereas one (20%) responded that it was *veryappropriate* and the other one (20%) said it was *fairlyappropriate*.

Regarding the affordable level of school fee for the community most or four (80%) of the respondents said that Birr 5-10 per month per child was the affordable fee for the community, while one (20%) said that the affordable fee was Birr 10-20 per month per child.

In determining the information media on HIV/AIDS for parents, four (80%) responded that it was through radio and TV, while one (20%) said it was during religious meetings. On the major topics of discussion during HCoGE meetings four (80%) responded that the major topic was on the importance of girls education while one (20%) said it was on Harmful Traditional Practices.

### Significance of HCoGE activities in addressing obstacles girls' education

In the assessment of the significance of HCoGE activities in addressing the obstacles to girls' education against four criteria, all five (100%) of the respondents said that HCoGE activities on building school in close proximity to many households, allowing needy children to have

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free access to basic education, providing separate toilets for girls and boys in schools, and creating awareness on the importance of women's education was highly significant.

With regard to the acceptance of girls' education by the members of the community all five (100%) respondents said that there is *veryhigh* acceptance by the community.

### **Agreement to the benefits of the implementation of HCoGE development projects**

Responding to the question on the usefulness of the implementation of HCoGE activities to the needs of the community, all five (100%) respondents said they all *agree* that the activities are useful to their needs. This is another manifestation of the unanimous support and enthusiastic acceptance that HCoGE has received by the community members of Awondella Kebele.

### **Impact brought by project in the locality**

Similarly, for the assessment of the impact of the HCoGE Project, all five (100%) respondents invariably rated the five assessment criteria of improving access to education for poor children, creating awareness on girls' education, contributing to poverty reduction, contributing to the improvement of the environment and contributing to gender equality, as having brought *high* impact in their area.

### **Measures taken by stakeholders for project success**

The contribution of the local administration and community members as compared to the other weredas visited by the evaluation team was remarkable. During the construction of the HCoGE school, the community has contributed greatly through paving the road for providing trucks access to the project site.

Additionally they have made available labor for all the excavation activities of the foundation, bringing water from far distances for the construction activities, bringing food and water for construction workers, providing shelter for construction workers and protecting them from any sort of danger. Upon the completion of the school construction the community have also showed their participation and interest by sending their children to the school.

### **Relations between Moslems and Christians**

In assessing the relations between the Christian and Moslem religions, all the five (100%) respondents said that it is filled with respect and tolerance and no conflict has occurred to date.

### **Lessons learned during religious ceremonies from conflicts that might arise?**

Responding to the question on what lessons may have been learned during religious ceremonies from conflicts that may have arisen, parents responded by saying that the community has a tradition of tolerance and living together and there never was any conflict in their area to date.

Additionally they said that people need to respect the Constitution but that they also teach the community both in churches and mosques to avoid conflict and live in tolerance. Moreover, they said the community members live peacefully through attending mourning and weddings together, while their children also go to school together.

### General Remarks of Parents

As a general remark, the community members thanked HCoGE for the remarkable school it built for them by saying, "God Bless HCoGE for its excellent work", and requested HCoGE to think of alleviating the problems they have in terms of lack of a health facility, water supply, a library and a toilet in the school.

## 3. Capacity Building & Cross cutting Issues

### 3.1 Capacity building

One of the ways by which HCoGE aimed at achieving its long-term development goals of strengthening educational services was through building the capacities of teachers and church leaders in educational, pedagogical, poverty reduction and other issues.

According to the HCoGE reports, the main objective of the HCoGE program in this regard is building the capacity of the community to fight poverty, harmful traditional practices and gender inequality. HCoGE believes that this program will bring about attitudinal change among the different parts of the community as well as the Church staff. This program is being implemented mainly through the training of various sections of the community and other stakeholders.

In accordance with these objectives, training programs on HTPs, gender equality, HIV/AIDS, and environmental development were planned to be given in 2012 and 2014 to women, teachers and church leaders. The HCoGE Annual Reports (2011, 2012 and 2013) provide details of the training activities carried out on issues related to the importance of hygiene, equality of women, community participation, importance of female education, FGM and HTP, environmental development, education affairs, etc. in which parents, women, teachers, and church leaders participated as trainees.

### 3.2 HIV/AIDS

According to the baseline survey undertaken in 2007/2008, the main problem in Arsi region in relation to the spread of HIV/AIDS is the lack of knowledge about the epidemic. As part of HCoGE's efforts to raise the awareness of the members of the community in which HCoGE operates regarding the dangers of HIV/AIDS, establishment of Anti HIV/AIDS clubs in HCoGE schools is highly encouraged.

Moreover, the Church plans to contribute to the fight against the epidemic through the improvement of livelihoods, capacity and education of the population. It plans to accomplish

this by building the capacities, educating and raising the awareness of elders, women, church workers, pastors, community leaders, teachers, etc. on the prevention and control of the disease.

In the HCoGE 2013 annual report it has been reported that Anti HIV/AIDS clubs have been established which consisted of 21 (11 male, 10 female) members in Jengalla, 44 (12 male, 32 female) members in Kofale, and 43 (12 male, 31 female) members in Medo.

### **3.3 Gender Equality & Girls' Education**

As one of its long-term and overarching development goals, HCoGE has committed to the reduction of poverty by strengthening educational opportunity in the Arsi Region, through both formal and informal education and addressing hindrances to education. One of the most important interventions and strategies in this regard involved the strengthening of educational opportunities for women and girls especially, with a major focus on gender equality for ensuring equal opportunities for all. With regard to the empowering of women and girls the Project focused on removing the hindrances to their education.

In meeting these objectives, HCoGE has made efforts to encourage female students and increase their enrollment in its schools. Such efforts included awareness creation activities on the importance of girls' education and the equality of women, distribution of free of charge exercise books, pens, pencils and other necessary education materials to female students, etc.

Of the most remarkable achievements registered, what has been done in Awondella is worth mentioning. Awondella is a 98% Moslem religion populated Kebele with very low girls' education levels as compared to other areas. In this Kebele, due to the awareness creation and training activities carried out by HCoGE, the increase in girls in the school was quite striking, the increase being 33% in 2010, 43% in 2011, 47% in 2012, and 49% in 2013.

### **3.4 Harmful Traditional Practices**

Harmful Traditional Practices, including polygamy, abduction, FGM and underage marriage, child labor, traditional tonsillectomy and exchanging girls for marriage are prevalent all over West Arsi Zone, mainly due to lack of awareness of the negative impacts of the practice on health.

In recognition of this, HCoGe has made HTPs one of its regular features of its capacity building program focusing on raising awareness among key members of the community, including church leaders, women, elders and children.

### **3.5 Environmental Protection**

With regard to environmental protection and development, HCoGE undertakes awareness creation activities among community members through training programs. Such programs are provided along with other issues as described above. Although not much has been accomplished in terms of physical actions for protecting the environment, one example of

such concrete work is the tree planting activity that was carried out around the Kofale, Jengella and Medo school compounds. While the trees planted around the Jengella school, as shown in picture in the previous chapter, flourished well due to the availability of water those planted in Medo did not do well due to shortage of water.

As described above in this report, the lessons of this commendable work should be taken up by other schools both for the benefit of the school community as well as for the whole of the community members.

## 4. HCoGE Projects Management

### 4.1 Project Formulation, Planning, Monitoring & Evaluation Mechanism

The Projects which are the subject of the current evaluation are outlined in the documents entitled YWAM handbook for project management, *Education and Basic Life Skills in Arsi (2007-11)* as well as Education and Basic Life Skills in Arsi: Project Document 2013-2017. The first of these documents signed between Harvest Church of God-Ethiopia and Youth with a Mission Skien contains the Memorandum of Understanding, Monthly schedule of due reports; templates for presentation of Annual Plans, Annual Reports and Narrative Reports; Financial Control Guidelines, Template for Financial Report, Evaluation of the Project, *Education and Basic Life Skills in Arsi*, Applications and recommendations, a guide for ensuring quality in development work and a glossary of terms.

According to the latest memorandum of Understanding signed between Harvest Church of God Relief and Development Association (HCOGRADA) and Youth With A Missson Norway (YWAM) on January 1, 2014 (the project period being January 1, 2014 to December 31, 2017). Funding for the program is planned to come from the Norwegian Agency for Development Cooperation (90%) and YWAM-Norway (10%).

The MOU defines the long term goal of the partnership as follows:

- No one lives under the poverty line
- Everyone has access to education
- 90% of the people living in the project areas (Awondella, Medo, Jenegela, Kofale and Shashemene) know how HIV is contracted and how to protect themselves
- 90% of the people living in West Arsi (Awondella, Medo, Jenegela, Kofale, Shashemene) understand the harmfulness of early marriage and FGM

The MOU further outlines the impact, outputs expected, activities to be carried out between 2013-2017 (note: although the introduction section of the MOU indicates that the project period starts in 2014, the Activity Plan starts in 2013).

Major output of the project expected for the period 2013-2017 include:

- Primary School in Awondella



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- Government Pre-school in Medo
- Pre-school in Simbo
- Establish Extra-curricular activity clubs (sport, music, drama, girls education) covering at least 60 children in **Kofale, Medo, Shashemene, and Simbo**
- Need-based scholarship for about 10% of the Pupils in each of HCGRDA Schools will be offered
- Training on topics including, importance of education, HTP and small business will be given to about 100 adults in each of the project locations.
- Capacity Building for HCoGE: up to 100% of staff and teachers as well as 75% of church leaders in each project area will be given training.

### Box 6.1: Plans and Reports Submitted by HCoGE

- **Annual Plans (2011-2014):** *The plans outline the activities to be carried out in relation to the project in Kofale, Medo, Jengala, Awendella, Shashemene and Simbo. The Plans also elaborate on the strategies to be followed, the expected results as well as the financial resources required.*
- **Annual Reports (2011-2013):-** *These reports outlined the activities undertaken by HCoGE. They summarize the activities in relation to School buildings, enrolment in the schools and capacity building activities. The reports also discussed achievement, problems and sustainability issues.*
- **Audited Financial Reports (2011, 2012, 2013 and 2014):-** *The Audit Reports confirmed that the income from donations amounted to Birr4.10 million, Birr2.86 million, Birr2.79 million and Birr3.14 million in 2011, 2012, 2013 and 2014, respectively. Nearly all incomes of the respective years were expended on school building construction and associated furnishing, as well as capacity building activities. The Reports have also concluded that financial statements present fairly, in all material respects, the financial position of Harvest Church of God- Ethiopia as.*

As assessment of the progress of school building construction; the learning/teaching process; capacity building; as well as stakeholder views, comments and recommendations has been made in the relevant sections of this Evaluation Report, the focus of this section is the planning and reporting aspect of the project.

Accordingly, having reviewed, among others, the MOUs, Annual Plans (2011-2014), Annual Reports (2011-2013), Audited Financial Reports (2011-2013) as well as the 2010 Evaluation Report, it can be concluded that both partners (HCoGE and YWAM) have in general performed well, with most of the pledges and plans fulfilled.

However the following observations need to be given adequate attention. Annual Plans and Reports need to include important indicators such as physical indicators (e.g building construction, school enrollment, financial and human resources. The current practices focus on activities performed. To make the plans and reports complete associated expenditures

need to be also indicated for each group of activity. Similarly, expected annual incomes from the various sources need to be indicated in the Annual Plans.

Problems such as lack of skilled labour in the project areas and high cost of building materials and labour are indicated as recurring phenomena. If that is the case, such problems should be taken as key assumptions of the planning process and reflected in the project budget.

### 4.2 Project Finance

Between 2011 and 2014 HCoGE has received funds in the form of donations to finance its development activities in West Arsi Zone. The total income received from the donors for the four years (2011-2014) amounted to Birr12.9 million.

Having reviewed the Audited Financial Reports of the five years (2010-2014), this Consultant has confirmed that the incomes from donations amounted to Birr2.39, Birr4.10 million, Birr2.86 million, Birr2.79 and Birr3.14 million in 2010, 2011, 2012, 2013 and 2014, respectively. The details are shown in Table 4.1. Nearly all incomes of the respective years were utilized for school building construction and capacity building activities (consisting of mainly training, teaching materials and salaries). The Reports have also concluded that the financial statements present fairly, in all material respects, the financial position of Harvest Church of God- Ethiopia.

As it is indicated in the MOUs and annual plans and other documents where sustainability issues are discussed, HCoGE has highlighted its resource mobilization strategy and sources of income as donations, school fees and income generating activities of the schools. Review of the audited financial statements of the past five years of the project do not include incomes generated from school fees and income generating activities. According to the information obtained from HCoGE management, such incomes are reported in a separate account which is not included in the audited financial statements of the project.

To sum up, as it is elaborated elsewhere in this Evaluation Report in relation to sustainability issues, HCoGE's reliance on donations as a source of fund will not be sufficient to enroll an increasing number of pupils and continue to provide educational and training services of acceptable quality. It is, therefore, found necessary to reiterate the urgent need to diversify the sources of income.

Table 6.1: HCoGE Income and Expenditure for 2010-2014 ('000 Birr)

Description	2010	2011	2012	2013	2014
<b>Income*</b>	<b>2392.2</b>	<b>4100</b>	<b>2860</b>	<b>2790.32</b>	<b>3140.24</b>
<b>Expenditure</b>	<b>2391.39</b>	<b>4096.7</b>		<b>2792.62</b>	<b>3139.66</b>
School Furniture and Equipment					

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Shashemene School	430.29	942.94			
Medo School	769.87				
Medo Government School				903.59	1459.48
Awondella School		997.79		1468.38	
Jengala School	760.79	1055.21			
Simbo					1059.52
Kokosa School		685.98			
Capacity Building (Teaching material, Salaries, Training, others))	272.90	414.78		420.65	620.67
<b>Evaluation</b>	157.54				
<b>Total Expenditure</b>	<b>2391.39</b>	<b>4096.7</b>		<b>2792.62</b>	<b>3139.67</b>
<b>Balance (Income –Expenditure)</b>		<b>(4)</b>	<b>36.33</b>	<b>(103.77)</b>	<b>(0.17)</b>

Source: HCoGE Audited Report: 2011-2014

\*Donation

### 4.3 Human Resources and Project Management

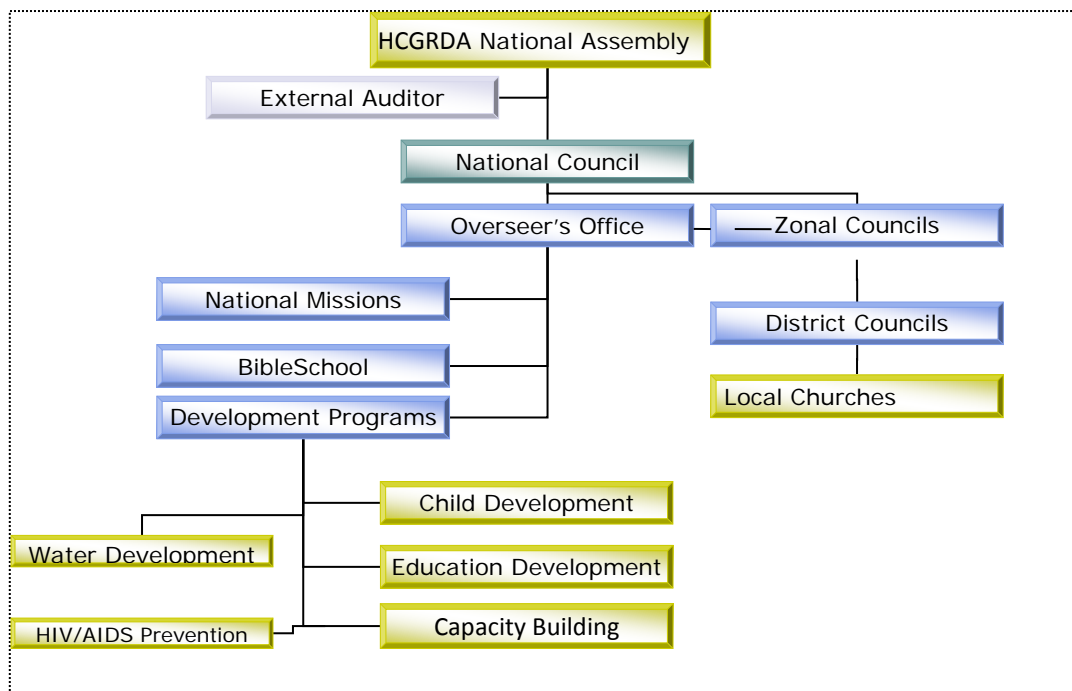
As required by the current government regulations regarding the establishment of Charities and Civil Societies, the Harvest Church of God-Ethiopia has recently moved its development activities to **Harvest Church of God Relief and Development Association (HCGRDA)** which was established in 2002. HCGRDA has its own organizational structure and consists of the Church's National Assembly, National Council, the Overseer's Office, Zonal and District Councils, Local Churches, National Missions, Bible School as well as Development Programs.

The National Assembly is the highest decision making organ, which sets the policy, strategy and long-term program of the Church and provides overall leadership. The National Councils is responsible for the overall leadership role in between the meetings of the National Assembly. The Zonal Councils provide leadership to District Councils, which in turn supervise Local Churches.

The Overseer's Office, in addition to serving as the Secretariat for the National Council, directly oversees the National Missions, the Bible School and Development Programs.

The Development Programs run by the Church include, Child, Water and Education Development, Capacity Building as well as HIV/AIDS Prevention and Control programs.

**Figure 6.1: HCGRDA Organizational Chart**



Projects run by HCGRDA are managed and run by a dedicated Team headed by the Overseer, Pastor Hiruy Tsige, who, apart from managing national missions and the Bible School is responsible for overseeing the Church's development programs.

The overseer is supported by dedicated staff, whose names and positions are listed below.

- Mr. Mekbib Tasew, Development Coordinator of the Church, Project Manager;
- Mr. Altaseb Gudeta, Christian Education (CE) Director, signatory for checks and other payment orders;
- Mrs. Meskerem Assefa, Accountant;
- Mr. Ketsela Seyfachew, Child Development Director
- Mr. Chernet Seifu, Child Development Director
- Mr. Amare Eshetu, Education Development Supervisor
- Mr. Kebede Gebre Sellasie, Site Supervisor
- Miss Alem Tilahun, Cashier
- Mr. Adane Boku, West Arsi Zone Project Facilitator
- Mr. Habib Guye, Kofale/ Jengella Project Facilitator

With regard to human resources requirement, the Project Manager reported that while the Project had all the required management capacity and unskilled labor, it had only about 90 percent of the required supervisory staff and of the skilled labor.

In addition to the overall supervision of projects undertaken by HCoGE Headquarters, the construction projects are supervised by the project site supervisor, who resides near the project sites.

The number and composition of project staff when the last evaluation was carried out in 2010 was identical to the current staff listed above. However two projects (that of Shashemene and Simbo) have been added since the last evaluation, whereas the number and composition of staff has remained at the same level.

Having looked at the tight schedule of key project staff who are also responsible for the operational aspects of existing schools and development programs, this Consultant believes that the Project staff appear to be a little over stretched. So, it is recommended that management needs to look into ways of rationalizing project activities as well as building the capacity of project and associated staff.

## 5 Conclusions and Recommendations

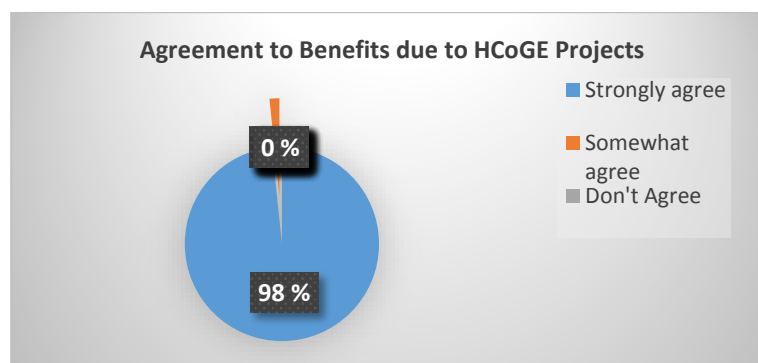
### 5.1 Summary

#### 5.1.1 Relevance

The desired outcome or major aim of the HCoGE Education and Basic Life Skills Project in West Arsi Zone is the elimination of hindrances to education that include lack of educational opportunities, distance to education, harmful traditional views or practices and poverty. In meeting this objective, it has been observed by the evaluators (through both field visit and document review work) that HCoGE has constructed schools in remote Kebeles, allowed girls to have free access to education and has undertaken awareness creation activities on the importance of girls' education.

In this evaluation questions that relate to the determination of the relevance of the project were put forward to local administration officials, parents and teachers and an analysis of the responses given were carried out which led to the conclusion of the evaluators that the HCoGE Project is indeed relevant and useful to the community it serves.

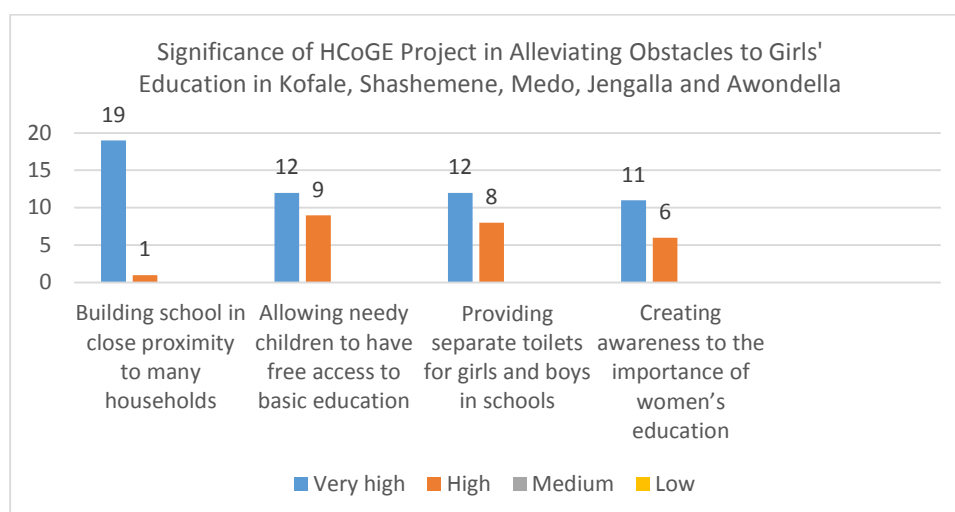
In the analysis made to determine relevance it has been found that 98% of the respondents from all the five weredas and Kebeles (Kofale, Shashemene, Medo, Jengalla and Awondella) *strongly agreed* that the development activities undertaken by HCoGE are useful (relevant) to the needs of the community, while only 2% said they *somewhat agree* and no disagreements were found regarding the question. The aggregated response of the interviewees to the question on Project benefits is shown in the Chart illustrated below.



In determining the effectiveness, efficiency and relevance of project implementation in comparison to project objectives, etc. it was found that 68.3% of the respondents rated this as *high*, 20.0% rated it as *medium* and only 1.7% rated it as *low*.

Another factor considered by the evaluation team to determine relevance is the question on the significance of HCoGE development activities in addressing obstacles to girls' education. The analysis of this question showed that 95% of the respondents believed that building schools in close proximity to many households was *highly significant*, and the remaining 5% said that it was *significant*. In HCoGE activities allowing needy children to have free access to basic education, 57% said it was *highly significant*, while the other 43% said that it was *significant*.

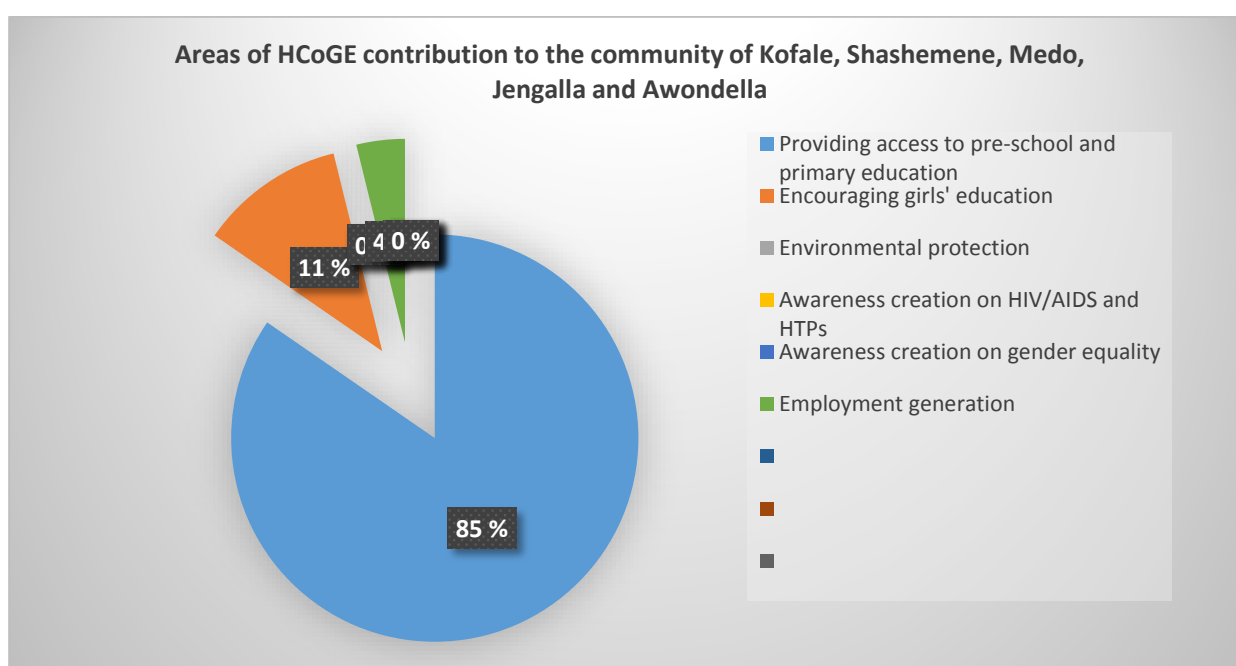
In providing separate toilets for girls and boys, 60% said that it was *highly significant*, while the remaining 40% rated this as *significant*. In the creation of awareness on the importance of girls' education, 58% of the respondents thought that it was *highly significant*, 32% said that it was *significant* and only 10% thought that it was *somewhat significant*. Based on the significantly high number of children who are not able to attend school in rural areas, but also on the basis of the above information, the overall rating one would give to the question of relevance is that the HCoGE Project is *highly relevant* to the community it is serving. A summary of the significance of the HCoGE Project is shown in the Graph below.



### 5.1.2 Effectiveness

In relation to HCoGE objectives of providing access to basic education and encouraging girls' education, the evaluators believe that an analysis of the views of the local administration officials on the provision of access to basic education, can be taken as measure of determining project effectiveness. In accordance with this, taking the fulfillment of HCoGE commitment as a measure of effectiveness and analyzing the responses of the local administration officials, it was found that 74% of them rated it as *excellent*, and the remaining 26% rated it as *very good*.

Taking the question of HCoGE contribution to the community as another measure of project effectiveness, it was found that twenty two out of twenty six (85%) of the interviewed local administration officials said that the area where HCoGE contributed most is in providing access to pre-school and Cycle One primary education, three out of twenty six (11%) said it encouraged girls' education, and the remaining one out of twenty six (4%) said that HCoGE contributed most in the area of employment generation.



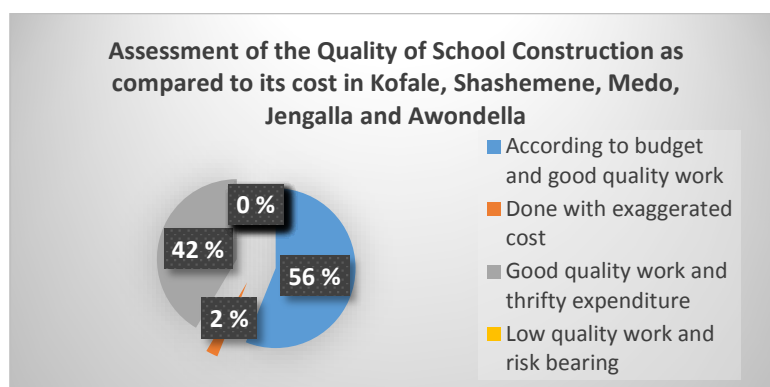
By considering the completion of the construction of school buildings as one important measure of Project effectiveness, the evaluation team found that all the planned school construction activities in Kofale (HCoGE & Biyale), Medo (HCoGE & government), Shashemene (HCoGE), Awondella (government), Jengalla (HCoGE) are fully completed and operational, except for the Medo government school which is currently under construction and has reached 65-70% completion. According to the above information and also according to the physical examination of the situations on the ground, HCoGE project activities can be taken as *effectively* accomplished.

### 5.1.3 Efficiency

The efficiency of the project mostly refers to the extent at which planned activities have been implemented within the limits of allocated budget provisions. In evaluating the quality

of the school buildings constructed, as compared to the cost incurred, in other words to determine whether the school construction activities were done efficiently or not, different questions were posed to the major stakeholders of the project, i.e. teachers and local administration officials. The questions they were asked included whether the schools were constructed according to the budget and if they were of good quality, whether the schools were constructed with exaggerated cost, whether the buildings were of good quality and were done with thrift, and whether they were of poor quality and bear any risks.

Accordingly, it was found that 42% of the respondents believed that the school buildings were of good quality and were done with thrift. 56% of the respondents believed that the schools were constructed according to allocated budget and were all of good quality, while only a mere 2% or one out of sixty respondents believed that the buildings were constructed with cost exaggeration. From the responses given, in general it can be concluded that the school buildings were all of good quality and were accomplished *efficiently*. Moreover, the reports of the Civil Engineer also show this truth thereby confirming this hypothesis.



### 5.1.4 Impact

The success of a project can be translated in terms of the impact gained out of its implementation. In this regard, the analysis of the question related to the impact gained as per the question posed to parents, teachers and local administration officials can be taken as a measure of the impact of the Project.

Examining the various criteria used to assess impact, 85% respondents have said that the improvement of access to education for poor children was *high*, 11% saying that the impact in this regard was *medium*, 3% saying that it was *low* and the remaining 1% saying that there was *no* impact in this regard.

On the creation of awareness on girls' education, 81% of the respondents said that there was *high impact*, 16% said there was *medium* impact, 2% said there was *low impact*, and the remaining 1% said there was *no impact*. In assessing the contribution of the project to poverty reduction, 72% said the impact was *high*, 25% said that it was *medium*, 3% said it was *low*.

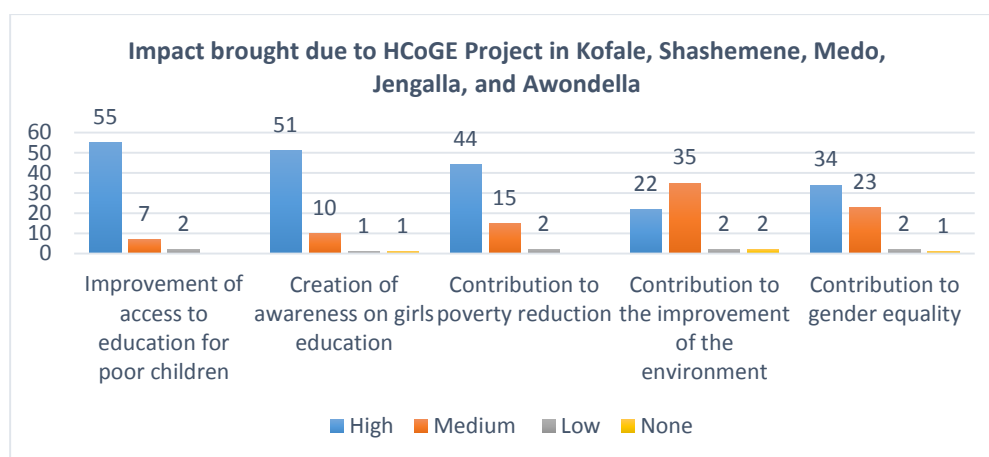
Regarding the impact gained by the Project on environmental protection and development, 36% said there was *high* impact, 57% said there was *medium* impact, 4% said there the



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impact was *low*, and the other 3% said there was *no* impact at all. Regarding Project impact on gender equality, 57% of the respondents said there was *high* impact, 38% said there was *medium* impact, 3% said the impact was *low*, and the remaining 2% said the impact was *no* impact at all.

An overall picture of the assessment of the impact of the Project, however, shows that the Project has registered high impact on the issues of improving education access to the poor, the creation of awareness on girls' education and poverty reduction, whereas on issues of environmental development and gender equality project impact rating is mostly medium, suggesting that more work should focus on these development issues in the future. An aggregated assessment of the impact of the Project is shown in the Graph below.



### 5.1.5 Sustainability

According to the 2010 evaluation report, the agreements signed between HCoGE and the main Partner (YWAM) made in relation to the various projects, donor financing includes the cost of building and furnishing classrooms, as well as the share of running costs for four of years. In line with the agreement the last donation (25% of total running costs for the year) from YWAM to cover running costs for Kofale HCOGE KG/Primary School was phased out in 2008. Similarly financing of the running costs for Medo and Jengala Schools that will be borne by YWAM are in declining proportion (100 percent for the first year, 75% for the second year, 50% for the third year and 25% for the fourth year) for four years following the commencement of classes.

The above evaluation report also shows that after donor financing phases out, the burden of making the schools sustainable will rest on HCOGE and the beneficiary community. The main challenge in this respect will be the ability to finance the operating expenses, including salaries, provision of teaching materials and maintenance of buildings and other facilities. According to HCoGE strategy, running costs of the School after the phase-out of donor assistance are expected to be covered by incomes from school fees, church contributions and income generating activities, including revenues from HCoGE's guesthouse in Kofale Town. HCoGE also envisages mobilizing resources from the community by developing a

sense of ownership by the beneficiaries through parents committees and sensitization meetings as well as working closely with the local administration.

In the assessment of the likelihood of success or sustainability of HCoGE development activities, 95.6% of the interviewed local administration officials said that it is *very likely* that the project will continue sustainably, while only one out of twenty three respondents or 4.4% said that it is *somewhat likely* that it will continue. Moreover, the evaluators think that this is most probably a wishful thinking, as it does not provide any evidence or clue as to how this continuation of the Project will materialize.

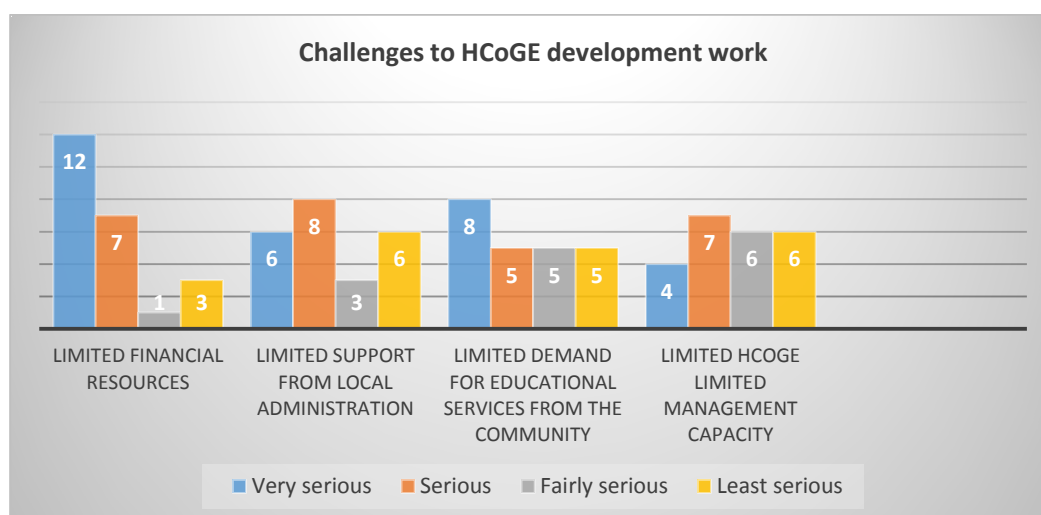
Income sources for covering running cost for the school comes from: 1) School fees, 2) certain income generation activities such as the rent income from the Kofale guesthouse, and 3) donations from various sources. As reported previously, due to the high level of poverty prevailing in the HCOGE intervention areas, it is highly unlikely that school fees will play significant roles in financing the schools' operations. This is a phenomenon that has been confirmed by the evaluation team during the field visits. Similarly, income generating schemes, including rent from the guest house and sale of vegetables make negligible contributions to HCoGE's budget.

In view of these situations, the evaluators think that HCoGE should consider and find ways by which sustainable resources could be mobilized in order to assure the continuity of the school systems that it has successfully established to date. Among one of several ways by which income could be generated is the undertaking of school gardening activities which could furnish multiple benefits as described elsewhere in this report. In order for the school gardening activities to function normally, the establishment of water supply systems has to be considered in advance. By providing water supply facilities in the schools, such multiple benefits as school WASH, school gardening and the generation of incomes, the availability of nutritious food and the subsequent tackling of child stunting problems, environmental protection can all be attained at the same time.

In addition to this, HCoGE should be able to mobilize resources from donors both locally and internationally through the contacts it has but also through participation in *call for proposals*. A large number of donors in Ethiopia including the European Union, USAID, UK Aid, the World Bank and other Bilateral organizations issue call for proposals every year from which HCoGE could try to benefit. Direct requests could also be presented to certain Embassies which have budget for small development projects. Moreover, other income generating business ventures should also receive the consideration of HCoGE in line with government policy and directives.

In the assessment made to determine the challenges that HCoGE would face in its development work, it was found (See the Graph below) that a considerable number of local administration officials twelve out twenty three respondents or 52% thought that limitations in financial resources are a *very serious* challenge, seven respondents (31%) thought that it was a *serious* challenge, only one (4%) thought it was *fairly serious* and the remaining three respondents (13%) thought it was *least serious*.

Other challenges including limitations in support from local administration, demand for educational services and the management capacity of HCoGE appear to be considerably lower than the challenge in financial resources, and therefore calls for concerted efforts to resolve in order that the sustainability of the Project could be assured.



## 5.2 Conclusions

In the past, government schools did not cater for children of 4-6 years age group. Early childhood education provided by Pre-schools (Kindergartens) was limited to non-government organization, including faith-based institutions like HCGRDA. Since the past few years, however, government primary schools have introduced “O” classes and “child to child” programs to fill the gap between the high demand and limited supply for KGs. Although several millions of children of pre-school age are currently covered by the government “O” classes and “child to child” programs and increasing rapidly, the quality of education the children receive under this program is still lower than that of the regular Kindergartens run by non-government organizations.

It is, therefore, safe to conclude that the demand for high quality pre-schools such as those run by HCGRDA will remain high for the foreseeable future.

HCGRDA is currently implementing projects aimed at providing pre-school and 1<sup>st</sup> cycle primary school education. These projects include schools in Kofale, Shahsemene, Awendela, Jengala and Medo. According to the findings of the evaluation, these school projects have progressed well and are already enrolling hundreds of pre-primary and primary school children.

In addition to the regular teaching/learning activities in the preschools and primary schools, HCGRDA is engaged in a number of activities, including capacity building and awareness creation activities for members of the community in which the schools operate. During the

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past few years, HCGRDA has run a number of capacity programs aimed at raising the teaching proficiency of teachers; leadership and management skills of staff and church leaders.

Training sessions were held for project staff and teachers. Awareness creation meetings were also held for parents, government school students and teachers focusing on issues such as importance of and hindrances to education in general and that of girls, in particular; harmful traditional practices; HIV/AIDS, gender equality as well as environmental protection and development. Training sessions were also held for Church Leaders and Volunteers on topics such as community development, gender and women issues, HIV/AIDs, HTPs and poverty reduction.

In conclusion, HCGRDA has succeeded in implementing the school projects in line with its plan, and most targets in this regard have been achieved.

HCGRDA, like other organizations implementing projects in the Country, carry out their duties in an environment of a country-wide economic and social challenges, high incidence of poverty, high inflation, shortage of skilled labour, poor transport infrastructure, poor water supply and unreliable electric power supply.

Price instabilities, for example, have caused wide variations in planned and actual expenditures for construction projects. The steep increases in salaries and wages have made it difficult to attract and retain competent professionals and even unskilled labor.

The nominal school fees being charged by HCoGE and income generating schemes, which have not borne significant result so far, are not to be relied upon as important sources of fund required to cover all operational expenses associated with running pre-schools and primary schools which the Church has established. Moreover, this situation is not believed to change for the better in the foreseeable future.

HCoGE's work has been well accepted by all representatives of the stakeholders, in all places visited in Kofale, Shashemene, Jengala, Medo and Awondella. HCoGE should strive further to maintain these favourable relations through clear and regular communications and close cooperation with the local administration and community members as it will definitely contribute towards effective project implementation.

According to comments of local officials and teachers in HCoGE schools, one-year employment contracts create a sense of job insecurity. Salaries and other benefits (training, summer vacation, etc.) of HCoGE Schools are perceived by the officials to be, on average, less than those of government and other NGO schools.

### 5.3 Recommendations

#### **5.3.1 Project Documentation**

Well documented project information is very useful in providing important insight in the initiation of the project, the decision process leading to the approval of the project, solving implementation problems and measures taken to address them, utilization of funds and many others.

HCGRDA's current management information system combines both the printed and electronic version. Whereas, most information required by the Consultant for the evaluation assignment was readily available, some informationsuch as school statistics, (e.g. enrollment figures, dropout rates, etc.) were not readily available for reference. It is, therefore, recommended that building designs, bill of quantities and important school statistical figures be maintained and be readily available when needed for reference both on site and at the headquarters levels.

#### **5.3.2 Resource mobilization**

HCGRDA has always made it clear that its income is, and will be, mainly derived from donations, school fees and income generating activities. In this regard, HCGRDA needs to find new ways of strengthening the income generating activities, make regular adjustments to school fees in line with the market situation.

In addition to increasing domestic sources of income, HCGRDA should also intensify its search for external donors using strategies already practiced by HCGRDA through its long experience in the field and exploiting such opportunities as *call for proposals*, which are periodically issued by the representatives of international donor agencies resident in Ethiopia.

#### **5.3.3 Management of human resources**

It is recommended that the capacity of project and operational staff should beenhanced through pre-service and in-service trainingon project planning, implementation, monitoringand evaluation; well-defined dutiesand responsibilities need to be assigned to project staff; incentives mechanisms should be included in employment contracts for teachers and other key staff.

#### **5.3.4 Relations with local officials and the community**

Although there are positive remarks from most local administration officials regarding the cordial relations between HCGRDA and the local administrations, there are still a few key officials who thought the relations were far from desirable. Given this negative observation, albeit from a minority of the respondents, it is recommended that HCGRDA should follow a

more open and regular communication path with local officials, teachers and parents and strive to meet all reasonable requirements for reporting and other policy directives of the government.

### **5.3.5 Improvement of School facilities**

The recommendations in this area can be summarized as the need to: separate KGs from primary schools by simple mechanisms such as fencing as in the Kofale Harvest school; provide sufficient visual aids where they are not provided; install adequate and safe playing equipment; and provide electricity, water and telephone, where they are not made available. This recommendation does not, however, discount the fact that most HCoGE schools are located in rural areas where there are no electricity, water supply and telephone services.

### **5.3.6 The Educational Process**

Regarding this topic, it is recommended that HCoGE should find ways by which wereda Education Offices can make improved contributions in terms of the fulfillment of the required school materials, text books and other capacity building inputs. It is also recommended to find mechanisms by which more resources can be obtained either through income generation activities or donor assistance.

Moreover, the current salary structure of HCoGE school teachers should be studied and improvements made where it is necessary. In order that the sustainability and the successful continuity of the school operations is assured, it becomes highly paramount that the above three recommendations are well taken up and applied by HCoGE management.

### **5.3.7 Religious Practice**

In West Arsi Zone where most of the population in HCoGE intervention areas are followers of the religion of Islam, there appear to have occurred no serious challenges for HCoGE due to religious differences, except for the somehow mild disturbances that occurred in Jengalla during the initial phase of the construction of the school there.

In view of such circumstances it is very important for HCoGE to always harmonize relations with other religions and to include in its teachings about religious tolerance and respect among the various beliefs.

In addition to this, it is highly recommended that a solid fencing be built separating the Kofale Harvest school from the Church, and that religious practice is conducted in separation from school activities, as the schools provide services to Moslem students as well. It should be noted here that this was a suggestion made by the Kofale local administration officials during the field visit of this evaluation.



The newly built Kofale Harvest Church and the Kofale Harvest School – note the corrugated iron sheet fencing separating the school and church

### ANNEX1. List of Documents Consulted

1. HCOGE ANNUAL REPORTS (2011-2013)
2. HCOGE ANNUAL PLANS (2012-2014)
3. AUDIT REPORTS FOR THE YEARS ENDED DECEMBER 2011-2013 OF *HCGRDA PROJECTS IN WEST ARSI ZONE*
4. MOU, YWAM PROJECT MANAGEMENT and COMMUNICATION Manual
5. DEVELOPMENT AND *POVERTY PROFILE OF ETHIOPIA*, MARCH 2002, ADDIS ABABA
6. *ANNUAL PROGRESS REPORT FOR F.Y. 2011/12, GROWTH AND TRANSFORMATION PLAN,(2005/06-2009/10), MINISTRY OF FINANCE AND ECONOMIC DEVELOPMENT, MARCH 2013, Addis Ababa*
7. *THE 2007 POPULATION AND HOUSING CENSUS OF ETHIOPIA,*
8. EDUCATION STATISTICS, ANNUAL ABSTRACT, 2005 E.C. (2012/2013) MINISTRY OF EDUCATION, FDRE, NOVEMBER 2013 ADDIS ABABA, ETHIOPIA
9. Bill of quantities of Medo school Building
10. Specification and Bill of quantities for JengalaMeker Primary School Class rooms
11. GOVERNMENT BUILDING AWENDELA, SHASHEMENE PRE-PRIMARY SCHOOL, CAPACITY BUILDING, MEDO BUDGET, CAPACITY BUILDING SIMBO BUDGET 2012-2013
12. The 2010 Kofale Evaluation Report
13. 2008 Baseline survey: Arsinegelle, Awendela, Kokosa, Medo and Shashemene



### ANNEX2. List of Persons Interviewed

#### Kofale:

1. Ato Husen Roba (parent)
2. W/ro Jemilla Dedafo (parent)
3. Ato Desta Teshite (parent)
4. Ato Dota Tekessa – Children Affairs (Wereda adm.)
5. W/ro Amarech Bekele – Education & Training Affairs (Wereda adm.)
6. Ato Abduro Roro – Property and Manpower Administration (wereda adm)
7. Ato Korme Husein – Organizational Affairs (wereda adm)
8. Ato Bussuna dallo – Gender Equality (wereda adm)
9. Ato Sadik Haji – Planning & Monitoring (wereda adm)
10. W/ro Merema Tahir – Children & Women Affairs (wereda adm)
11. W/ro Jemilla Adem – Women and Empowerment Process Head (wereda adm)
12. Habtamu Kenea – teacher, HCOGE
13. Admasu Mandefro – teacher, HCOGE
14. Beshadu Duda – teacher, HCOGE
15. Hamdi Hamto – teacher, HCOGE
16. Momina Ligamo – Teacher, HCOGE
17. Awoke Detemo, teacher Biyale
18. Getu Kassa – teacher Biyale
19. Aberra Dinku – teacher Biyale
20. Tayech Biredagn – teacher Biyale
21. Gemechu Kunka – teacher Biyale
22. Gizachew Argaw- parent
23. Wolela Adem – parent
24. Shewaye Kebede – parent
25. Aman Tura – parent
26. Yenu Markos – parent
27. Hameya Worasho – parent
28. Tihoun Mekonen – parent
29. Hebo Gameda – parent
30. Azeb Tamiru – parent
31. Haji Gameda – parent
32. Ayano Wako – parent
33. Ato Aliyi Kubsa – social affairs children affairs office
34. Ato Deta Tekessa – women and Children affairs
35. Ato Kedir Ahmed – Wereda Tax office head
36. W/ro Mariam Tahiro – Women & Children Affairs head
37. Ato Mamo Daniel – Wereda Education Office Statistics Head

#### Medo (Wondo Genet):

1. Ato Feyiso Nebiy – Wereda Education Office deputy head
2. Sheh Seid Haji Muhammed – parent
3. W/ro Nedi Dekebo – parent
4. Ato Dessiso Kenso – parent
5. Ato Abdella Dube – parent
6. Ato Geleto Lelalcha – parent
7. Ato Aman Sefeyu – parent

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8. Ato Kedir Yachiso – parent
9. W/ro Bizunesh Soloro – parent
10. Ato Mengistu Gobana – parent
11. Ato Boshu Hulufe – parent
12. Ato Kedir Abarro – Kebele Chairman
13. Ato Bono Dube – Kebele Education Affairs head
14. Ato Miesso Edeko – Director of government school
15. Ato Fekadu Wudesso – HCoGE school director
16. Ato Bekele Anebo – teacher, HCoGE
17. Ato Redie Mohammed – teacher, HCoGE
18. Ato Geleta Henok – teacher, HCoGE
19. Ato Biltu Dinabo – teacher, HCoGE
20. Ato Wartu Agobto – teacher, government
21. Ato Habtamu Gameda – teacher, government
22. W/ro Alemitu Mudie – teacher, government
23. Ato Alemu Kedir – teacher, government
24. Ato Ousman Buta – teacher, government

### **Shashemene:**

1. W/ro Kedija Idris Gonche – Kebele women & children affairs head
2. W/ro Sofiya Araya – Kebele Ketena Representative
3. Ato Geleto Olola Danabo – Kebele Peace & Security Head
4. Ato Gudeta Dekamo – Kebele chairman
5. Ato Mamad Gudeta Burka – Kebele Manager
6. W/rt Woinshet Negussie – teacher, HCoGE
7. Aliyi Edao Malkie – teacher, HCoGE
8. Ato Kedir Beka Datu – teacher, HCoGE
9. W/ro Bizunesh Tibesso Abiso – teacher, HCoGE
10. Ato Mamo Diriba – teacher, HCoGE
11. Ato Gebita Tadeso Dula – teacher, HCoGE
12. W/ro Bizunesh Dakaba Debelie – teacher, HCoGE
13. Ato Moyota Gemechu Balda – teacher, HCoGE
14. Ato Shamsiya Tife Dekamo – teacher, HCoGE
15. Ato Shagtu Kedir Egato – teacher, HCoGE
16. W/r Konjit Kolcha – teacher, HCoGE
17. Ato Bade Wako Elem – teacher, HCoGE
18. Ato Kassa Bunarie – teacher, HCoGE
19. W/ro Tadelech Fatamo – teacher, HCoGE
20. Ato Kasim Ebsa – teacher, HCoGE
21. Ato Bayana Jilla – teacher, HCOGE
22. Ato Roba Tilasho – teacher, HCoGE
23. W/ro Jemilla Negussie – teacher, HCoGE Awondella:

### **Jengalla:**

1. Ato Kedir Husen – Kebele Chairman
2. Ato Husen Wanko – Kebele secretary
3. Ato Abdi Halkeyo – Kebele Women’s organizational Affairs
4. Ato Shukure Gobena – Kebele Youth Chairman
5. Ato Abiti Aliyi – Kebele Committee
6. Ato Kedir Kebso – School director

7. Ato Kasim Wariyo – teacher
8. Ato Mulugeta Seyoum – teacher
9. Ato Kebede Tesfaye – teacher
10. Ato Abu Senbeto – teacher
11. Ato Kedir Kubsa – teacher
12. Ato Tadesse Alemu – parent
13. Ato Jemal Genemo – parent
14. Ato Edeo Nurie – parent Ato Hasen Itissa – parent
15. Ato Getachew Adem – parent
16. Ato Samuel Genemo – parent
17. W/ro Genet Demie – parent
18. Ato Mohammed Akulu – parent
19. W/ro Meseret Kebede – parent

### **Awondella:**

1. Ato Abdella Deko – Kebele Manager
2. Ato Abu Tumie – Kebele Peace & Security Affairs Head
3. Ato Hirpo Guto – Kebele Judiciary Chairman
4. Ato Aman Wogato – Kebele admin. Chairman
5. Ato Bareso Burka – Awondella school director
6. Ato Adam Geja – Awondella school teacher
7. Ato Aman Beraso – Parents committee member
8. Ato Gemado Haji - “ “ “
9. Ato Hebo Dido – Kebele elder
10. Ato Haji Geda - “ “
11. W/t Sefiya Woyema – School teacher
12. Ato Woliyi Geda – Kebele elder
13. Ato Duressa Kedir – school teacher
14. Ato Jemal Ousiyo - “ “
15. Ato Ayane Burka – teacher
16. Ato Jemal Mohammed – teacher
17. Ato Beriso Burka - deputy head teacher
18. Ato Duressa Kedir – teacher
19. W/ro Sefiya Woyema – teacher
20. Ato Dibo Korsema – teacher
21. Ato Bedasso Sheko – parent
22. Ato Aman Bedasso – parent
23. Ato Gameda Haji – parent

### **ANNEX 3. Terms of Reference**

#### **SCOPE OF SERVICES**

Based on the overall objective of the consultancy assignment of assessing the effectiveness, relevance and efficiency of the school projects undertaken by HCoGE in Awondella, Jengala, Kofale, Medo, Shashemene and Simbo, the scope of the services include the following:

- 1.1 Assess the effectiveness, relevance and efficiency of the Projects in comparison with the objectives, government policy, donor requirements and beneficiary expectations;

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- 1.2 Examine how well the Project was planned and organized regarding project formulation, design, schedule for implementing the Project as well as allocation of financial and human resources;
- 1.3 Review progress of the school building construction, with special emphasis on:-
  - 1.3.1 physical implementation versus budget utilization; construction schedule;
  - 1.3.2 Performance of HCoGE, the Contractor and Consulting Engineer with regard to project implementation.
- 1.4 Assess the role and impact of the Project in relation to the:-
  - 1.4.1 Provision of access to education to the poor children of the community;
  - 1.4.2 Creation of awareness among the community of the importance of education in general and girls' education in particular;
  - 1.4.3 Improvement of participation of women at every level of the Project;
  - 1.4.4 Protection of the environment;
  - 1.4.5 Poverty reduction for the community;
  - 1.4.6 Attitudes of members of the community towards the Church's activities.
- 1.5 Evaluate the changes that have occurred in developing the capacity of the Church in implementing projects;
- 1.6 Review measures undertaken by HCoGE and support provided by the community and local government to improve effectiveness and sustainability of the Project;
- 1.7 Assess relations between Harvest Church of God – Ethiopia, YWAM, government offices (including the Wereda and Town Administrations as well as Education, Civil and Social Affairs and, Agriculture Bureaus);
- 1.8 Identify the major problems encountered during and after the implementation of the Project and those anticipated in the future;
- 1.9 Recommend measures, with the view to improving the effectiveness and sustainability of future interventions, identifying specific actions to be taken in the areas of:
  - 1.9.1 Institutional structure and capacity building;
  - 1.9.2 Resource mobilization;
  - 1.9.3 Management of human and financial resources; and
  - 1.9.4 Phasing out of donor assistance

### METHODOLOGY

In order to attain the major objective and related tasks of the study, the consultant shall collect, compile and analyze data from various sources using appropriate instruments.

More specifically the Consultant shall:-

- Review the HCoGE's organizational structure and procedures;
- Review relevant documents of the project, including government laws and regulations related to the project, background papers and implementation reports;
- Conduct interviews and discussions with management, selected staff and other mutually agreed stakeholders;
- Visit Project sites, the school and related offices;
- Hold consultations with beneficiary representatives;
- Receive inputs from other interested partners;