添付資料

添付資料 1

SMAPP 調査団団員・タスクフォースメンバーリスト

List of Members of the SMAPP Project Team and Task Forces

Oromia Education Bureau

1. Counterpart Personnel

Dereje Asfaw	Leader of the Counterpart Team Head, Oromia Education Bureau
Teshome Lemma	Chief Counterpart for GIS Deputy Bureau Head
Tasew Bekele	Chief Counterpart for Micro-planning Head of Planning Research and Project Department
Lissanu Lejissa	Chief Counterpart for EMIS Planning and EMIS Team Leader

2. Members of Task Force

2-1. EMIS + and School Mapping Task Forces

Dereje Asfaw	Head of Oromia Education Bureau
Teshome Lemma	Head of PRMD
Tasew Bekele	Team Leader for Planning and Project Study Panel, PRMD
Lissanu Lejissa	Leader of EMIS Panel, PRMD
Gezu Urgessa	Project Preparation and Monitoring Expert
Haili Tsige	Expert of PMIS, PMIS
Adugna Wendemu	Expert of PMIS, PMIS

2-2. Micro-planning Task Force

Dereje Asfaw	Head of Oromia Education Bureau
Teshome Lemma	Deputy Bureau Head
Tasew Bekele	Head of Planning Research and Project Department
Temesgen Addissu	Planning Expert of Planning and Project Study Panel
Lissanu Lejissa	Planning and EMIS Team Leader

JICA SMAPP Project Team

Masanobu Ninomiya	Team Leader/Education Development Planning
Yoko Ishida	Co-Team Leader /EMIS/ Micro-Planning
Joseph Bastian	EMIS/Micro-Planning
Daniel Wilson	EMIS/Geographic Information System (GIS)
Jun Kuwabara	EMIS/Geographic Information System (GIS)
Masahiko Taniguchi	Geographic Information System (GIS)
Yoko Takimoto	Training Programme & Human Resource Development
Atsuko Nishida	Training Programme
Makiko Masuhama	Project Coordinator

Akiko Kishi	Quality Control of Woreda Primary Education Development Plan / Project Coordinator
Holie Folie	Educational Specialist / Local Staff Team Leader
Mesfin Jaleta	Assistant for Training Programme & Evaluation
Girma Urgeacha	GIS Expert
Belay Kebede	GIS Expert
Getachew Tibebu	GIS Expert
Hirut Tilahun	Secretary
Grumeshet Mergia	Office Assistant

添付資料 **2**

マイクロプランニング研修プログラム

OECBB/JICA SMAPP PROJECT

"The Project for Increasing Access to Quality Basic Education
Through Developing School Mapping and Strengthening Micro-Planning"

1st SMAPP Training Workshop
to Improve Educational Data Collection and Management
and
to Strengthen EMIS (Education Management Information System)
at the Woreda Level

AGENDA

1. Date: 1st Batch: September 14th and 15th, 2005 with Woreda Group I*, 46 woredas from the 7 pilot zones)
   2nd Batch: September 20th and 21st, 2005 with Woreda Group II**, 46 woredas from the 7 pilot zones)
2. Place: Adama Ras Hotel, Adama
3. Time Schedule:

1st Day Workshop Schedule

Time	Issue
8:30 – 9:00	**Registration**
9:00 – 9:20	**Opening Address from OECBB (Obbo Dereja)**
	Welcome Speech from SMAPP (Mr. Ninomiya) - Background and Outline of SMAPP and the Objectives of the Workshop
9:20 – 10:00	**Introduction to SMAPP (Ms. Ishida / Ms. Takimoto and Obbo Tasew)** - School Mapping and Micro-Planning - Report of the SMAPP Counterparts' Visit to Malawi NIPDEP
10:00 – 10:20	**Why is EMIS important? (Obbo Lissanu)** - EMIS as a tool for planning, resource distribution and school management
10:20 – 10:40	**Coffee Break**
10:40 – 12:00	**Improving Accuracy of Data Collection (Obbo Lissanu / Dr. Bastian)** - Terminology of School Census and Education Data Management
12:30 - 13:30	**Lunch**
13:30 – 15:00	**School Records, Accuracy of Data Collection and School Management (Dr. Bastian)** - School Records - Class Register
15:00– 15:15	**Coffee Break**
15:15 – 16:30	**School Records, Accuracy of Data Collection and School Management Continuation (Dr. Bastian)** - Community Roles and Information System
16:30- 17:30	**Review of Kebele Demographic Statistics and Base Map (Obbo Tasew / Mr. Ninomiya / Mr. Kuwabara)** **Introduction of GPS Data Collection and Exercise of Measuring with GPS (Mr. Belay)** **Schedule for School Location Survey (Mr. Kuwabara)**

OECBB/JICA SMAPP PROJECT

"The Project for Increasing Access to Quality Basic Education
Through Developing School Mapping and Strengthening Micro-Planning"

2nd Day Workshop Schedule

Time	Issue
8:30 – 9:15	**Plenary Session (Dr. Bastian)**
9:15 – 10:15	**Data Collection Strategy (Obbo Lissanu)** - Timeliness - Preparation of a Data Collection Action Plan by Woreda (schedule, responsibilities, etc.)
10:15 – 10:30	**Coffee Break**
10:30 – 11:30	**Roles and responsibilities in SMAPP (Obbo Holie)**
11:30 - 12:15	**Plenary Session (Obbo Tasew / Obbo Holie)**
12:15 - 13:30	**Lunch**
13:30 – 14:15	**How to Collect Additional Data for EMIS (Obbo Lissanu / Dr. Bastian)**
14:15 – 15:30	**Next Steps and Schedule (Obbo Lissanu and Ms. Takimoto)** **Questions and Answers**
15:30 – 15:45	**Closing (Obbo Dereje / Mr. Ninomiya)**

OEB/JICA SMAPP PROJECT

'The Project for Increasing Access to Quality Basic Education through eveloping School Mapping and Strengthening Micro-Planning" in Oromia Region, Ethiopia

Schedule for the 2nd SMAPP Training Workshop INTRODUCTION OF MICRO-PLANNING

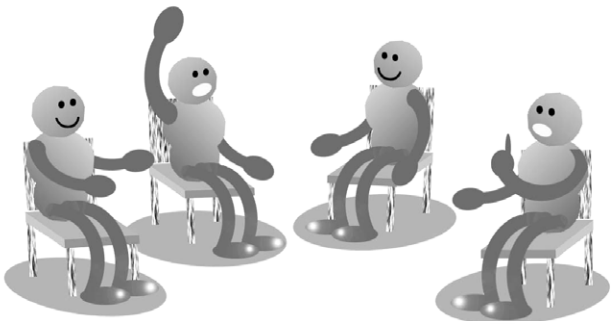
1. **Date:** 20-21 February 2006 (Woreda Group I: **South West Shewa** 14 woredas and **West Shewa** 20 woredas Dodota, Sire, Zuway Dugda, Hetosa & Lode Hetosa woreda from **Arsi** 5 woredas)
2. **Date:** 22-23 February 2006 (Woreda Group II: **East Shewa** 14 woredas, Adama town, Bushoftu town and Shashemenne town and **North Shewa** 18 woredas)
3. **Date:** 24-25 February 2006 (Woreda Group III: **Arsi** 24 woredas and **West Hararge** 14 woredas)
4. **Venue:** Global Hotel
5. **Time Schedule**:

Day One: Training/Workshop Schedule

Time	Activity/Topic	Facilitator/Presenter
8:30 - 8:45	Welcome Speech: Objectives and outputs	Mr. Manasobu Ninomiya
8:45 - 9:00	Opening Speech	Obbo Dereje Asfaw
9:00 - 9:15	JICA/SMAPP Project Background	Mr. Manasobu Ninomiya
9:15 - 10:15	School Mapping	Dr. Masahiko Taniguchi Obbo Lissanu Lejisa
10:15 - 10:35	Tea/Coffee Break	SMAPP
10:35 -11:15	Module I: Introduction to Micro-Planning	Ms. Yoko Ishida Obbo Teshome Lemma
11:15 - 12:45	Module II: Role of Education in Oromia Regional Education System: Strategic Goals and Priorities for Primary Education	Dr. Joseph Bastian Obbo Teshome Lemma
12:45 - 1:45	Lunch	Private
1:45 - 2:30	Module III: Present Key Policies of Oromia Regional Education System for Primary Education to Achieve UPE	Obbo Tasew Bekele
2:30 -3:40	Module V: Developing Your Woreda Plan for 1998 E.C.-2002 E.C. (continued)	Dr. Joseph Bastian Obbo Teshome Lemma Obbo Holie Folie
3:40 - 4:00	Tea/Coffee Break	SMAPP
4:00 - 5:30	Module V: Developing Your Woreda Plan for 1998 E.C.-2002 E.C. (continued)	Dr. Joseph Bastian Obbo Teshome Lemma Obbo Temesgen Adisu
5:30 - 5:45	Submission of Woreda/Kebele List to School Mapping Task Force	Obbo Lissanu Lejisa Obbo Gezu Urgesa

Day Two: Training/Workshop Schedule

Time	Activity/Topic	Facilitator/Presenter
8:30 - 10:30	Module V: Developing Your Woreda Plan for 1998 E.C.-2002 E.C. (continued)	Dr. Joseph Bastian Obbo Teshome Lemma Obbo Temesgen Adisu
10:30 - 10:50	Tea/Coffee Break	SMAPP
10:50 - 12:30	Module V: Developing Your Woreda Plan for 1998 E.C.-2002 E.C.	Dr. Joseph Bastian Obbo Teshome Lemma Obbo Temesgen Adisu
12:30 - 1:30	Lunch	Private
1:30 - 3:30	Module VII: Annual Education Plan Development at the Woreda Level: Pre-Plan Development Preparations and Post-Plan Development (continued) (Module IV: Pre-Micro Planning Exercise) (Module VI: Pre-Micro-Planning Preparations)	Ms. Yoko Ishida Dr. Joseph Bastian Obbo Teshome Lemma Obbo Holie Folie
3:30 - 3:50	Tea/Coffee Break	SMAPP
3:50 - 4:45	Module VII: Annual Education Plan Development at the Woreda Level: Pre-Plan Development Preparations and Post-Plan Development	Dr. Joseph Bastian Obbo Teshome Lemma Obbo Holie Folie
4:45 - 5:00	Summary of the Workshop Outputs	Mr. Manasobu Ninomiya
5:00 - 5:15	Closing Speech	Obbo Teshome Lemma



OEB/JICA SMAPP PROJECT

Schedule of 3rd SMAPP Training Workshop To
Strengthen Educational Data Management and Planning at the Woreda Level

1. Date: 22-23 May 2006 Wereda Group I
   - West Shewa (16 weredas)
   - North Shewa (14 weredas)

   24 May -25 June 2006 Wereda Group II
   - East Shewa (14 weredas)
   - South West Shewa (12 weredas)

   26 -27 May 2006 Wereda Group III
   - Arsi (23 weredas)
   - West Hararge (12 weredas)
2. Place: Global Hotel, Addis Ababa
3. Schedule:

Day One of the SMAPP 3rd Training Workshop		
Time	**Topic/Activity**	**Facilitators/Presenters**
8:30 - 8:45	Welcome Speech: Objectives and outputs	Mr. Masasobu Ninomiya
8:45 - 9:00	Opening Speech	Obbo Dereje Asfaw
9:00 - 9:15	OEB/JICA SMAPP Project Background	Mr. Masanobu Ninomiya
9:15 - 10:30	**[Session 1: Refresher Course of the 2nd Workshop]** (1) Review of all of the steps of the 2nd workshop and the projections: enrollment projection and planning of classroom construction/expansion (Plenary session and group work)	Zone Education Officers and Lisanu Lejisa
10:30 - 11:00	Tea/Coffee Break	SMAPP
11:00 - 12:30	(2) Review of the projections: inputs and budget estimations (Plenary session and group work)	Zone Education Officers and Lisanu Lejisa
12:30 - 1:30	Lunch	Private
1:30 - 2:30	(3) Wrap-up of the enrollment projections from the second SMAPP workshop - Reports of selected woreda projections	Dr. Joseph Bastian and Lisanu Lejisa

	(Plenary session, presentation by the selected group and Q&A)	
2:30 - 4:00	**[Session 2: Micro-Planning and School Mapping]** (1) Introduction of "Woreda Education Development Plan": tentative contents and how to prepare (2) How to use the enrollment projections and school construction/expansion plans in micro-planning (3) How to prioritize and/or choose sites (kebeles) of school construction/extension (prioritization with school mapping in micro-planning workshop (in October/November): * this will be, closely linked to the next demonstration, the introductory explanation of school mapping (Plenary session)	Dr. Joseph Bastian and Lisanu Lejisa
4:00 - 4:30	Tea/Coffee Break	SMAPP
4:30 - 5:30	**[Session 3: Demonstration of School Mapping]** (1) How the woreda school maps, produced by OEdMap, will be used by WEB in the micro-planning workshop in October/November (2) How the OEdMap database will be operated and managed by OEB (Plenary session and demonstration)	Dr. Masahiko Taniguchi, Girma Urgecha and Temesgen
Day Two of the SMAPP 3rd Training Workshop		
8:30 -10:30	**[Session 4: Start of Preparation of Woreda Education Development Plans]** (1) Preparation of the mission statement of the woreda education development plans (Plenary session and group work)	Dr. Bastian, Mr. Ninomiya and Gezu
10:30 - 11:00	Tea/Coffee Break	SMAPP
11:00 - 12:30	(2) Stakeholder analysis as part of the situation analysis in micro planning to prepare the woreda education development plans	Ms. Akiko Kishi, Holie and Mr. Ninomiya

12:30 - 1:30	Lunch	Private
1:30 - 3:30	(3) Gap analysis as part of the situation analysis in micro planning to prepare the woreda education development plans	Dr. Bastisn. Holie and Ms.Akiko Kishi
3:30 - 4:00	Tea/Coffee Break	SMAPP
4:00 - 5:15	**[Session 5: Data Management at the School Level]** (1) School Records: definitions, importance and how to fill and use school records, group exercise on how to fill and use the school records	Lisanu, Temesgen and Gezu
5:15 -5:30	**[Session 6: Preparation of the Main Micro-Planning Workshop]** (1) Preparations of the main micro planning workshop: Collection of data and information on stake holder's needs, socio economic data, on going education projects, government education budget, funds from donors and NGOs, etc.	Lisanu, Dr. Bastian and Akiko Kishi
5:30 - 5:45	Closing Speech	Obbo Dereje Asfaw

OROMIA REGIONAL EDUCTIN BUREAU, JICA/SMAPP PROJECT

Micro-Planning: Training of Trainers' Program

October 4 – 6, 2006

Global Hotel, Addis Ababa

Program

Day 1: Wednesday, October 4

Time	Topic/Activity	Presenter/Facilitator
08:30AM – 09:00AM	Opening of the TOT Program	
09:00AM – 10:30AM	Purpose of the ToT Program Overview of the micro-planning work shop and the SMAPP Project Introduction to the Training Manual, outputs expected from micro-planning workshop	Tasew, Teshome, Yoko, Bastian
10:30AM – 11:00AM	Tea break	
11:00AM – 12:30PM	Organization of the facilitating teams The roles and functions of the facilitating team The working modalities of the facilitating teams. Introduction to the outline of the plan document	Bastian, Tasew, Yoko
12:30PM – 01:30 PM	Lunch	
01:30PM – 03:00PM	Context of the Micro-planning exercise Regional policies and UPE	Teshome
03:00PM – 03:30PM	Tea	
03:30PM – 05:30PM	Review of the indicators	Lisanu, Teshome

Day 2: Thursday, October 5

Time	Topic/Activity	Presenter/Facilitator
08:30AM – 10:30AM	Situation analysis and target setting	Teshome, Lisanu, Yoko, Bastian
10:30AM – 11:00AM	Tea break	
11:00AM – 12:30PM	Enrollment Projections	Bastian, Lisanu
12:30PM – 01:30 PM	Lunch	
01:30PM – 03:00PM	Estimation key inputs and their costs	Teshome, Lisanu
03:00PM – 03:30PM	Tea	
03:30PM – 05:30PM	Medium term plan: Distribution of key inputs	Bastian, Masa, Teshome, Lisanu

Day 3: Friday, October 6

Time	Topic/Activity	Presenter/Facilitator
08:30AM – 10:30AM	Strategies and programming	Bastian, Teshome
10:30AM – 11:00AM	Tea break	
11:00AM – 12:30PM	Implementation modalities, mission statement	Teshome, Tasew, Yoko, Bastian
12:30PM – 01:30 PM	Lunch	
01:30PM – 03:00PM	Review of the outline of the plan document and outputs The processes to be followed during the workshop. Evaluation of the workshop Review and finalization of the functions and responsibilities of the facilitating teams.	Tasew, Akiko, Yoko, Bastian
03:00PM – 03:30PM	Tea	
03:30PM – 05:30PM	Responsibilities of the zonal offices and the zonal planners after the conclusion of the workshop to support the woredas in finalizing and implementing the plan Monitoring sheet for the inputs and outputs of each activities Check sheet for the progress and achievement of the woreda plan	Tasew, Teshome, Akiko

OROMIA EDUCATION BUREAU
AND JAPAN INTERNATIONAL COOPERATION AGENCY

SMAPP PROJECT
The Project for Increasing Access to Quality Basic Education Through Developing School Mapping and Strengthening Micro-Planning in Oromia Region, Ethiopia

Micro-Planning Training Workshop
for Developing Woreda Primary Education Development Plan
Adama College, October-November 2006

1. Date, Session and Participants:

Session I: 9 – 14 October 2006
(Arsi East 26 woredas & Arsi West 4 woredas: 151 participants)
Session II: 23 – 28 October 2006
(Shewa East 15 woredas & Hararge West 14 woredas
Session III: 7 – 12 November 2006
(Shewa West 21 woredas & Shewa S. West, Arsi West, Shewa East 8 woredas)
Session IV: 20 – 25 November 2006
(Shewa North 18 woredas & Shewa S. West 11 woredas

2. Training Workshop Schedule:

Day	Time	Activity/Topic	Facilitator/Presenter
Day 1	8:30 am – 8:45am	Welcome speech: objectives and outputs of the workshop	Mr. Manasobu Ninomiya
	8:45am – 9:00am	Opening speech	Obbo Dereje Asfaw
	9:00am – 9:15am	Key note speech	Mr. Saito from JICA
	9:15 am – 10:00am	Overview of the micro-planning workshop (Module 1)	Obbo Tasew Bekele Ms Yoko Ishida
	10:00am – 10:30am	Tea/Coffee Break	SMAPP
	10:30am –11:30am	The Context of Micro-Planning in Oromia Region (Module 2)	Obbo Tasew Bekele Dr. Joseph Bastian
	11:30am –12:30am	Education and Development in Ethiopia and Oromia Region (Module 3)	Obbo Tasew Bekele Ms. Yoko Ishida
	12:30am – 1:30pm	Lunch	Private
	1:30pm – 3:00pm	Key educational indicators (Module 4) Operational definition of UPE for Oromia Region (Module 5) **→ Check and correction of the woreda school information matrix** **→ Preparation of Chapter 2 of the Woreda Plan**	Obbo Tasew Bekele Dr. Joseph Bastian
	3:00pm – 3:30pm	Tea/Coffee Break	SMAPP
	3:30pm – 5:30pm	(Continued from the previous session)	
	Expected outputs of Day 1: - **Chapter 2 of the Woreda Primary Education Development Plan** - **2 copies of checked and corrected woreda school information matrix**		

Day	Time	Activity/Topic	Facilitator/Presenter
Day 2	8:30pm – 10:00pm	Planning and Management Control (Module 6) and Outline of the Woreda Primary Education Development Plan (Module 7)	Obbo Teshome Lema Dr. Joseph Bastian
	10:00am – 10:30am	Tea/Coffee Break	SMAPP
	10:30am – 11:30am	**Planning Step 1:** Introducing the development of the woreda mission statement (Module 8) **→ Preparation of Chapter 1**	Obbo Teshome Lema Dr. Joseph Bastian Obbo Holie Folie
	11:30am – 12:30am	**Step in planning 2:** Development of the profile of the woreda (Module 9) **Step in planning 3:** Situation analysis of the woreda education system (Module 10) **→ Preparation of Chapters 3 and 4**	Obbo Teshome Lema Obbo Gezu Urgessa Dr. Joseph Bastian Ms. Yoko Ishida
	12:30am – 1:30pm	Lunch	Private
	1:30pm – 3:00pm	(Continued from the previous session)	
	3:00pm – 3:30pm	Tea/Coffee Break	SMAPP
	3:30pm – 5:30pm	(Continued from the previous session)	
	Expected outputs of Day 2: - **Chapters 1, 3 and 4 of the Woreda Primary Education Development Plan**		
Day 3	8:30pm – 9:00pm	Plenary Session: Presentation of the Situation Analysis by Sample Woredas	Obbo Teshome Lema Obbo Holie Folie
	9:00pm – 10:30pm	**Planning Step 4:** Target setting for the projections (Module 11) **→ Preparation of Chapter 5**	Obbo Teshome Lema Dr. Joseph Bastian
	10:30am – 11:00am	Tea/Coffee Break	SMAPP
	11:00am – 12:30am	**Planning Step 5:** Enrollment projections (Module 12) **Planning Step 6:** Estimation of key inputs (Module 13) **Planning Step 7:** Cost estimation of key inputs (Module 14) **→ Preparation of Chapters 6, 7 and 8**	Obbo Teshome Lema Dr. Joseph Bastian Obbo Holie Folie
	12:30am – 1:30pm	Lunch	Private
	1:30pm – 3:00pm	(Continued from the previous session)	
	3:00pm – 3:30pm	Tea/Coffee Break	SMAPP
	3:30pm – 5:30pm	(Continued from the previous session)	
	Expected outputs of Day 3: - **Draft Chapters 5, 6, 7 and 8 of the Woreda Primary Education Development Plan**		

Day	Time	Activity/Topic	Facilitator/Presenter
Day 4	8:30am – 10:00am	(Continued from the previous day last session)	
	10:00am – 10:30am	Tea/Coffee Break	SMAPP
	10:30am – 12:30am	(Continued from the previous session) **→ Production of Chapters 6, 7 and 8**	
	12:30am – 1:30pm	Lunch	Private
	1:30pm – 4:00pm	**Planning Step 8:** Allocation and distribution of inputs (classrooms, teachers, textbooks, etc) (Module 15) ***Importance of the accuracy of the data*** **→ Preparation of Chapter 9 including Tables 15-2, 15-3, 15-4, 15-5 and 15-6** **→ Preparation of an A4 Map of Woreda School/Classroom Distribution Strategy**	Obbo Teshome Lema Dr. Masahiko Taniguchi Dr. Joseph Bastian Ms. Yoko Ishida Obbo Holie Folie
	4:00pm – 4:30pm	Tea/Coffee Break	SMAPP
	4:30pm – 5:30pm	(Continued from the previous session)	
	Expected outputs of Day 4: - **Chapters 5, 6, 7 and 8 of the Woreda Primary Education Development Plan** - **Chapter 9 of the Woreda Primary Education Development Plan including Tables 15-2, 15-3, 15-4, 15-5 and 15-6** - **2 Copies of A4 Map of Woreda School/Classroom Distribution Strategy**		
Day 5	8:30am – 10:00am	**Planning Step 9:** Overall strategies for achieving the goals and targets (Module 16) **Planning Step 10:** Programming to achieve targets and goals (Module 17) **→ Preparation of Chapter 10 including the Strategy Matrices**	Obbo Teshome Lema Dr. Joseph Bastian
	10:00am – 10:30am	Tea/Coffee Break	SMAPP
	10:30am – 12:30am	(Continued from the previous session)	
	12:30am – 1:30pm	Lunch	Private
	1:30pm – 4:00pm	**Planning Step 11:** Estimation of investment costs for immediate target years (Module 18) **→ Preparation of Chapter 11 including Tables 18-1 and 18-2**	Obbo Tasew Bekele Dr. Joseph Bastian
	4:00pm – 4:30pm	Tea/Coffee Break	SMAPP
	4:30pm – 5:30pm	**Planning Step 12:** Developing a monitoring plan (Module 19) **→ Preparation of Chapter 12**	Obbo Tasew Bekele Ms. Yoko Ishida
	Expected outputs of Day 5: - **Chapters 10, 11 and 12 of the Woreda Primary Education Development Plan including the Strategy Development Matrices and Tables 18-1 and 18-2**		

Day	Time	Activity/Topic	Facilitator/Presenter
Day 6	8:30am – 9:30am	**Planning Step 13:** Implementation modalities and follow-up actions by the woreda education office (Module 20)	Obbo Teshome Lema Dr. Joseph Bastian
	9:30am – 10:30am	**Planning Step 14:** Finalization of the woreda mission statement (Module 21) Organizing various draft chapters of the woreda plan (Module 22) Presentation preparation (Module 23) → **Preparation of Chapter 13 and reviewing Chapters 1 – 13**	Obbo Tasew Bekele Dr. Joseph Bastian
	10:30am – 11:00am	Tea/Coffee Break	SMAPP
	11:00am – 12:30am	(Continued from the previous session)	
	12:30am – 1:30pm	Lunch	Private
		(Filling of the Questionnaire Forms for the Workshop Evaluation and the Terminal Evaluation Survey)	
	1:30pm – 3:30pm	Introduction of ManaBU	ManaBU Project and ManaBU woredas
	3:30pm – 4:00pm	Tea/Coffee Break	SMAPP
	4:00pm – 5:00pm	Plan presentation by sample woredas	Woreda representatives Obbo Tasew Bekele Obbo Holie Folie
	5:00pm – 5:30pm	**Wrap-up I:** Importance of the data management: necessity to strengthen the school records and the education census	Obbo Lissanu Lejissa Dr. Joseph Bastian
	5:30pm – 5:45pm	**Wrap-up II:** Next step (revision, translation and submission of the woreda plans and the marketing fair)	Obbo Teshome Lema Mr. Masanobu Ninomiya
	5:45pm – 6:00pm	Closing of the workshop	Obbo Dereje Asfaw
	Expected outputs of Day 6: - **Completion of the draft of the Woreda Primary Education Development Plan** - **Questionnaire Form of the Micro-planning Workshop** - **Questionnaire Form for the Terminal Evaluation**		

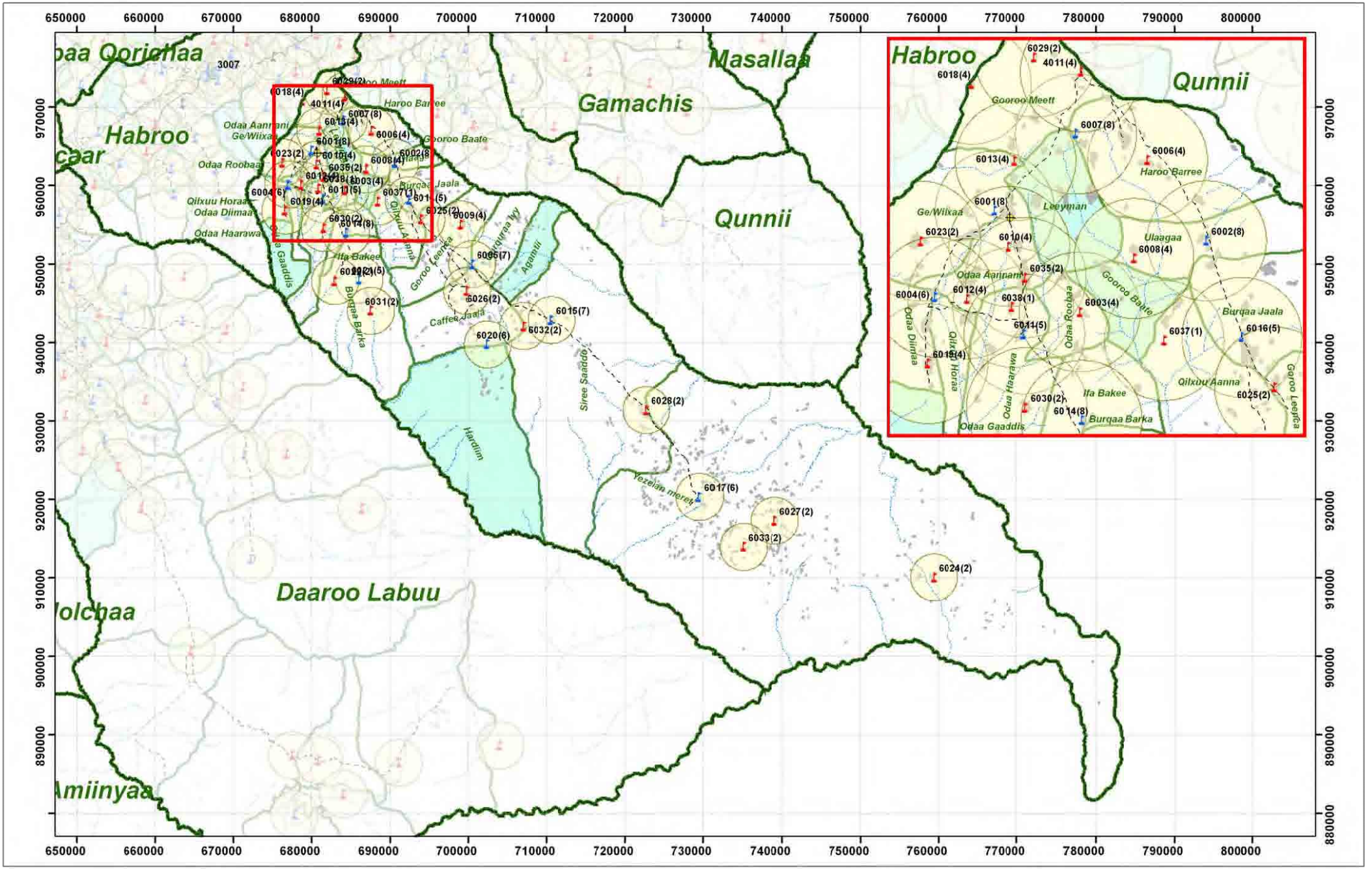
添付資料-3

OEdMap 成果品例

School information matrix

Woreda: Bookee

General				Enrolement by Cycle							Section by Cycle			Student Section Ratio			No. of Class-room	Repetition Rate by Cycle (%)						Female /Male (%)			Teaching Staff			Student Teacher Ratio
				Male			Female			Total								Male			Female									
School Name	School ID	Kebele	Grade	1st	2nd	Total	1st	2nd	Total		1st	2nd	Total	1st	2nd	Total		1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	M	F	Total	
Bookee Xiiqqoo	4050 **6001**	Ge/Wiixaa	1-8	412	1,092	1,504	389	318	707	2,211	11	18	29	73	78	76	20	0	2	1	0	4	1	94	29	47	20	16	36	61
Bookee Guddoo	4050 **6002**	Ulaagaa	1-8	451	310	761	282	39	321	1,082	9	5	14	81	70	77	16	3	1	2	4	3	4	63	13	42	9	5	14	77
Waaccuu Yaayyaa	4050 **6003**	Odaa Roobaa	1-4	366	0	366	270	0	270	636	7	0	7	91	-	91	9	6	-	6	7	-	7	74	-	74	2	5	7	91
Mayyuu Lakkofsa	4050 **6004**	Qilxuu Horaa	1-6	448	261	709	243	95	338	1,047	8	4	12	86	89	87	12	3	0	2	3	0	2	54	36	48	9	7	16	65
Rukeessaa	4050 **6005**	Qurquraa Iyy	1-7	649	125	774	352	16	368	1,142	11	3	14	91	47	82	14	6	8	6	5	22	6	54	13	48	10	7	17	67
Aa'Oo	4050 **6006**	Haroo Barree	1-4	295	0	295	210	0	210	505	7	0	7	72	-	72	7	0	-	0	0	-	0	71	-	71	6	2	8	63
Dindiin	4050 **6007**	Haroo Barree	1-8	533	408	941	399	94	493	1,434	11	7	18	85	72	80	11	0	1	0	0	4	1	75	23	52	16	8	24	60
Garbii Baayyee	4050 **6008**	Ulaagaa	1-4	409	0	409	283	0	283	692	8	0	8	87	-	87	8	0	-	0	0	-	0	69	-	69	6	0	6	115
Doloolloo	4050 **6009**	Goroo Leenca	1-4	278	0	278	142	0	142	420	7	0	7	60	-	60	7	0	-	1	1	-	1	51	-	51	7	0	7	60
Haaro Bareedaa	4050 **6010**	Odaa Aannani	1-4	336	0	336	239	0	239	575	9	0	9	64	-	64	9	0	-	0	0	-	0	71	-	71	5	5	10	58
Miil-Dhaab	4050 **6011**	Odaa Haarawa	1-5	343	54	397	195	8	203	600	8	1	9	67	62	67	9	0	0	0	0	0	0	57	15	51	4	6	10	60
Iddoo Aroojjii	4050 **6012**	Odaa Aannani	1-4	309	0	309	217	0	217	526	6	0	6	88	-	88	7	5	-	5	4	-	4	70	-	70	4	3	7	75
Xirroo Jamboo	4050 **6013**	Ge/Wiixaa	1-4	287	0	287	266	0	266	553	8	0	8	69	-	69	8	0	-	0	0	-	0	93	-	93	1	7	8	69
Haaxuuraa	4050 **6014**	Ifa Bakee	1-8	427	219	646	269	26	295	941	8	4	12	87	61	78	12	0	1	0	0	0	0	63	12	46	8	7	15	63
Kurfaa-Roqaa	4050 **6015**	Siree Saaddo	1-7	392	105	497	147	34	181	678	7	3	10	77	46	68	11	4	1	3	6	0	5	38	32	36	10	3	13	52
Cabbii	4050 **6016**	Burqaa Jaala	1-5	578	70	648	301	10	311	959	9	1	10	98	80	96	10	0	0	0	0	0	0	52	14	48	6	1	7	137
Taffee	4050 **6017**	Yezelan meret	1-6	365	65	430	53	3	56	486	6	2	8	70	34	61	8	0	0	0	0	0	0	15	5	13	7	2	9	54
Xiroo Sadan	4050 **6018**	Gooroo Meett	1-4	152	0	152	105	0	105	257	5	0	5	51	-	51	5	2	-	2	1	-	1	69	-	69	5	0	5	51
Mayyuu Lakk.2	4050 **6019**	Odaa Diimaa	1-4	186	0	186	187	0	187	373	7	0	7	53	-	53	7	0	-	0	0	-	0	101	-	101	3	4	7	53
Annuubaa	4050 **6020**	Caffee Jaala	1-6	276	109	385	106	9	115	500	6	2	8	64	59	63	8	0	0	0	0	0	0	38	8	30	5	4	9	56
Leeluu	4050 **6021**	Burqaa Barka	1-5	297	52	349	204	13	217	566	6	1	7	84	65	81	7	0	0	0	0	0	0	69	25	62	8	0	8	71
Dheeraa jajjabaa	4050 **6022**	Burqaa Barka	1-2	106	0	106	74	0	74	180	2	0	2	90	-	90	3	0	-	0	0	-	0	70	-	70	2	0	2	90
Biyyoo Jaaroo	4050 **6023**	Ge/Wiixaa	1-2	174	0	174	159	0	159	333	4	0	4	83	-	83	4	0	-	0	0	-	0	91	-	91	2	3	5	67
Sambaxii	4050 **6024**	Yezelan meret	1-2	149	0	149	12	0	12	161	3	0	3	54	-	54	3	2	-	2	0	-	0	8	-	8	3	0	3	54
Masalaa	4050 **6025**	Goroo Leenca	1-2	193	0	193	162	0	162	355	4	0	4	89	-	89	4	0	-	0	0	-	0	84	-	84	4	0	4	89
Qilxuu Rukeessaa	4050 **6026**	Caffee Jaala	1-2	202	0	202	112	0	112	314	4	0	4	79	-	79	4	0	-	0	0	-	0	55	-	55	4	0	4	79
Raadaa Dibichaa	4050 **6027**	Yezelan meret	1-2	126	0	126	26	0	26	152	2	0	2	76	-	76	2	0	-	0	0	-	0	21	-	21	3	0	3	51
Ko'eetti	4050 **6028**	Siree Saaddo	1-2	87	0	87	22	0	22	109	2	0	2	55	-	55	2	0	-	0	0	-	0	25	-	25	2	0	2	55
Dallaya jaboo	4050 **6029**	Gooroo Meett	1-2	194	0	194	141	0	141	335	5	0	5	67	-	67	5	0	-	0	0	-	0	73	-	73	2	3	5	67
Iddo Qurquraa	4050 **6030**	Odaa Haarawa	1-2	66	0	66	90	0	90	156	2	0	2	78	-	78	2	0	-	0	0	-	0	136	-	136	2	0	2	78
Qurquraa	4050 **6031**	Burqaa Barka	1-2	94	0	94	62	0	62	156	2	0	2	78	-	78	2	0	-	0	0	-	0	66	-	66	3	0	3	52
Harooretti	4050 **6032**	Caffee Jaala	1-2	121	0	121	69	0	69	190	2	0	2	95	-	95	2	3	-	3	3	-	3	57	-	57	3	0	3	63
Guutayyuu	4050 **6033**	Yezelan meret	1-2	199	0	199	12	0	12	211	3	0	3	70	-	70	3	0	-	0	0	-	0	6	-	6	4	0	4	53
Bookee Xiqqoo Sad 2ffa	4050 **6034**	**NOT ON MAP**	sec	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dhagaa Algaa	4050 **6035**	Odaa Aannani	1-2	106	0	106	75	0	75	181	3	0	3	60	-	60	4	18	-	18	6	-	6	71	-	71	1	3	4	45
Saqataa	4050 **6036**	**NOT ON MAP**	1-2	115	0	115	48	0	48	163	2	0	2	82	-	82	2	-	-	-	-	-	-	42	-	42	2	0	2	82
Abboo Koroo	4050 **6037**	Qilxuu Aanna	1-1	110	0	110	136	0	136	246	3	0	3	82	-	82	3	-	-	-	-	-	-	124	-	124	3	0	3	82
I/Arroojii Lakk 2	4050 **6038**	Odaa Haarawa	1-1	57	0	57	65	0	65	122	2	0	2	61	-	61	2	-	-	-	-	-	-	114	-	114	2	0	2	61
Summary of Woreda	37 primary schools			9,888	2,870	12,758	6,124	665	6,789	19,547	209	51	260	77	69	75	252	1	1	1	1	4	1	62	23	53	193	101	294	66



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School

- Unidentified in EMIS
- Primary 1st cycle
- Primary 2nd cycle
- Secondary
- Catchment area of primary school

School Lable x (y)
x - School Code
(Refer to School Information Matrix)
y - Maximum Grade

Administration

- Wereda Education office
- Woreda

Kebele
- without School
- with School

Others

Road
- Asphalt
- Gravel

Water
- River
- Lake
- Settlement

School Coverage Map

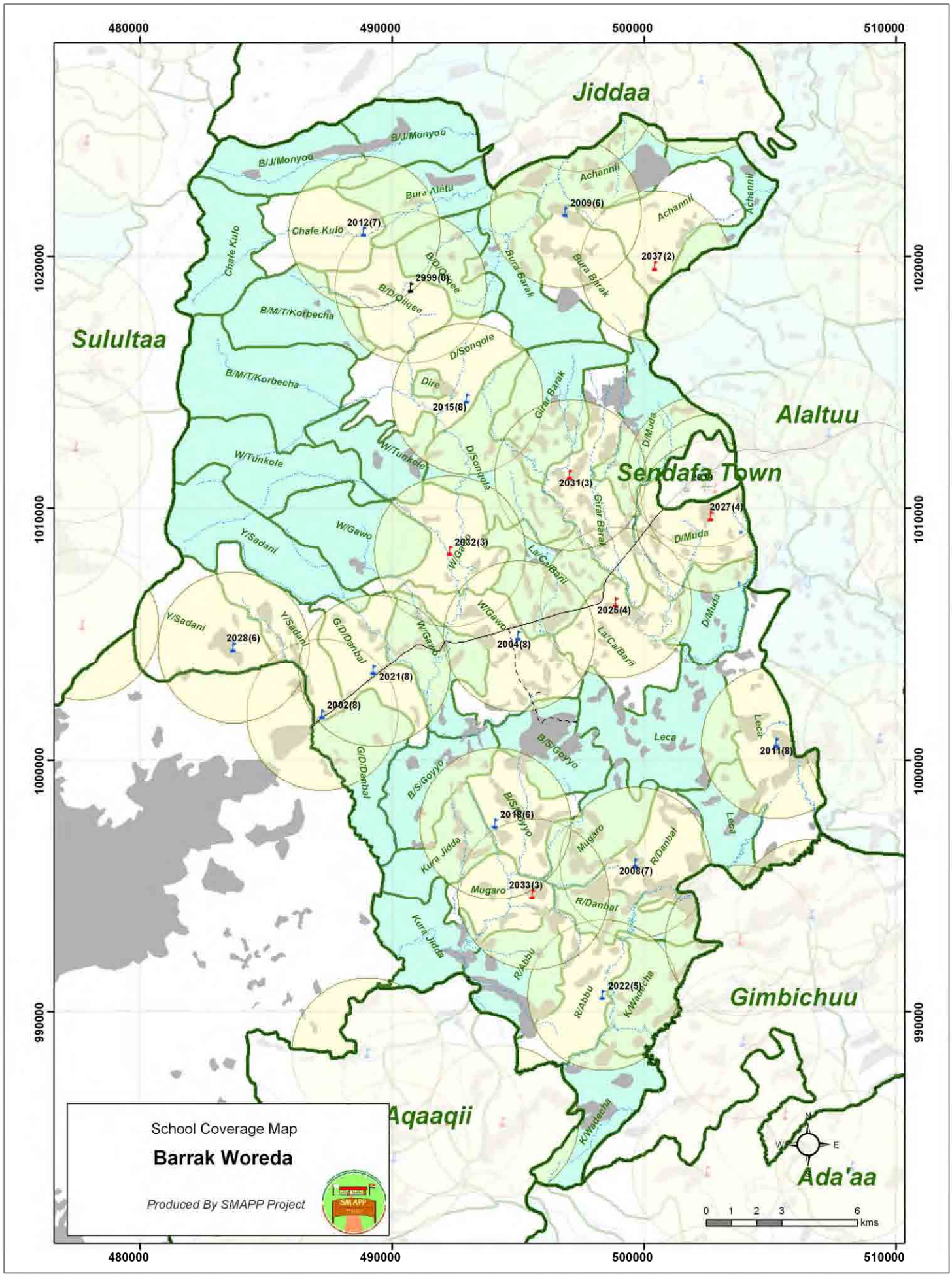
Bookee Woreda

Produced By SMAPP Project

School information matrix

Woreda: Sandaafaa & Barrak Alaltuu

General				Enrolement by Cycle							Section by Cycle			Student Section Ratio			No. of Class-room	Repetition Rate by Cycle (%)						Female /Male (%)			Teaching Staff			Student Teacher Ratio
				Male			Female			Total								Male			Female										
School Name	School ID	Kebele	Grade	1st	2nd	Total	1st	2nd	Total		1st	2nd	Total	1st	2nd	Total		1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	M	F	Total	
Jimaa Sanbatee	4100 **2001**	Sendafa Town	1-8	419	1,012	1,431	450	814	1,264	2,695	13	26	39	67	70	69	21	1	5	4	1	6	4	107	80	88	29	25	54	50
Laga Xaafoo	4100 **2002**	Y/Sadani	1-8	416	164	580	338	127	465	1,045	10	5	15	75	58	70	8	5	7	6	4	8	5	81	77	80	10	9	19	55
Alaltuu	4100 **2003**	Mekawa	1-8	510	588	1,098	424	565	989	2,087	16	17	33	58	68	63	17	1	5	3	1	8	4	83	96	90	20	18	38	55
Laga Daadhii	4100 **2004**	W/Gawo	1-8	350	348	698	355	240	595	1,293	11	9	20	64	65	65	11	4	3	3	5	8	6	101	69	85	16	12	28	46
Mannaagashaa Fiichee	4100 **2005**	K/Nasebar	1-8	198	147	345	181	92	273	618	8	8	16	47	30	39	8	0	4	2	1	6	2	91	63	79	11	9	20	31
Hurufa Bidoo	4100 **2006**	Bido Tarako	1-8	193	231	424	127	109	236	660	5	6	11	64	57	60	10	3	6	5	3	8	5	66	47	56	12	1	13	51
Bakkee	4100 **2007**	Beke Town	1-8	543	459	1,002	486	366	852	1,854	14	12	26	74	69	71	15	5	6	5	6	9	7	90	80	85	19	15	34	55
Hambisaa	4100 **2008**	R/Danbal	1-7	179	120	299	149	50	199	498	5	3	8	66	57	62	4	3	8	5	4	17	6	83	42	67	8	2	10	50
Jafaara	4100 **2009**	Bura Barak	1-6	215	71	286	170	29	199	485	6	2	8	64	50	61	8	1	3	1	1	3	1	79	41	70	7	2	9	54
Lizzib Dingaayi	4100 **2010**	Goraa	1-6	195	70	265	166	70	236	501	7	2	9	52	70	56	9	2	2	2	1	8	3	85	100	89	11	0	11	46
Leenca	4100 **2011**	Leca	1-8	271	146	417	258	92	350	767	9	5	14	59	48	55	7	0	0	0	0	0	0	95	63	84	9	6	15	51
Barrak Alaltuu	4100 **2012**	Chafe Kulo	1-7	156	123	279	100	32	132	411	4	3	7	64	52	59	7	7	9	8	9	4	8	64	26	47	9	0	9	46
Kaaraarbaa	4100 **2013**	W/Dara	1-4	114	0	114	146	0	146	260	4	0	4	65	-	65	4	1	-	1	2	-	2	128	-	128	3	2	5	52
Hurufa Labuu	4100 **2014**	S/Sagada	1-4	178	0	178	125	0	125	303	6	0	6	51	-	51	4	4	-	4	5	-	5	70	-	70	4	2	6	51
Dirree Sokorruu	4100 **2015**	D/Sonqole	1-8	251	205	456	205	144	349	805	8	6	14	57	58	58	8	0	12	4	1	7	2	82	70	77	8	7	15	54
Warra Colle	4100 **2016**	Wara	1-6	200	63	263	218	32	250	513	7	2	9	60	48	57	8	4	2	3	8	0	7	109	51	95	5	4	9	57
Gowaa	4100 **2017**	G/Lubbay	1-4	143	0	143	81	0	81	224	5	0	5	45	-	45	3	1	-	1	1	-	1	57	-	57	3	2	5	45
Siree Gooyyoo	4100 **2018**	B/S/Goyyo	1-6	196	68	264	171	35	206	470	6	2	8	61	52	59	9	0	0	0	0	0	0	87	51	78	5	3	8	59
Sandaafaa Sa.2Ffaa	4100 **2019**	Sendafa Town	sec	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dagaa Goraa	4100 **2020**	S/Daga	1-6	242	94	336	161	34	195	531	7	2	9	58	64	59	7	0	0	0	0	0	0	67	36	58	4	4	8	66
Daallee Danbal	4100 **2021**	G/D/Danbal	1-8	430	199	629	372	149	521	1,150	13	7	20	62	50	58	10	2	8	4	4	1	3	87	75	83	13	12	25	46
Roggee	4100 **2022**	R/Abbu	1-5	219	43	262	130	18	148	410	5	1	6	70	61	68	5	4	-	4	4	-	4	59	42	56	4	2	6	68
Qalaaxee	4100 **2023**	Qalate	1-5	245	42	287	190	18	208	495	6	1	7	73	60	71	4	0	-	0	0	-	0	78	43	72	6	0	6	83
Meettaa Achannee	4100 **2024**	M/Achani	1-5	189	32	221	231	19	250	471	7	1	8	60	51	59	4	2	-	3	2	-	4	122	59	113	4	3	7	67
Laga Boolloo	4100 **2025**	La/Ca/Barii	1-4	146	0	146	101	0	101	247	4	0	4	62	-	62	4	8	-	8	10	-	10	69	-	69	2	3	5	49
ECE	4100 **2026**	Maru	1-6	77	36	113	84	33	117	230	4	2	6	40	35	38	6	7	6	7	7	6	7	109	92	104	8	3	11	21
Daabee Muddee	4100 **2027**	D/Muda	1-4	160	0	160	136	0	136	296	4	0	4	74	-	74	4	0	-	0	0	-	0	85	-	85	2	3	5	59
Champiro	4100 **2028**	Y/Sadani	1-6	283	55	338	223	53	276	614	8	3	11	63	36	56	8	1	0	1	0	0	0	79	96	82	5	5	10	61
Afaaf Aambaa	4100 **2029**	Ijersa	1-3	115	0	115	95	0	95	210	4	0	4	53	-	53	2	13	-	13	10	-	10	83	-	83	3	0	3	70
Collee	4100 **2030**	C/Sonqole	1-3	114	0	114	132	0	132	246	4	0	4	62	-	62	2	0	-	0	0	-	0	116	-	116	2	1	3	82
Giraar Barak	4100 **2031**	Girar Barak	1-3	118	0	118	126	0	126	244	5	0	5	49	-	49	3	9	-	9	11	-	11	107	-	107	4	0	4	61
Laga Hoolaa	4100 **2032**	W/Gawo	1-3	120	0	120	88	0	88	208	3	0	3	69	-	69	2	7	-	7	3	-	3	73	-	73	2	0	2	104
Mogoraa	4100 **2033**	Mugaro	1-3	82	0	82	50	0	50	132	3	0	3	44	-	44	3	29	-	29	39	-	39	61	-	61	2	0	2	66
Sandaafa	4100 **2034**	Sendafa Town	1-4	276	0	276	298	0	298	574	10	0	10	57	-	57	5	0	-	0	0	-	0	108	-	108	7	7	14	41
Wagiddii Darraa	4100 **2035**	Sura	1-2	104	0	104	96	0	96	200	2	0	2	100	-	100	2	13	-	13	13	-	13	92	-	92	1	2	3	67
B/Dibdibee	4100 **2036**	**NOT ON MAP**	1-3	73	0	73	83	0	83	156	3	0	3	52	-	52	2	-	-	-	-	-	-	114	-	114	1	0	1	156
Achanii Hurufaa	4100 **2037**	Achannii	1-2	121	0	121	112	0	112	233	4	0	4	58	-	58	2	-	-	-	-	-	-	93	-	93	2	0	2	117
Awaajoo laaftoo Balloo	4100 **2038**	Awaajo Fiaatto	1-3	45	0	45	43	0	43	88	3	0	3	29	-	29	2	-	-	-	-	-	-	96	-	96	1	0	1	88
Alaaltuu sad.2ffaa	4100 **2998**	Ijersa	**NOT IN EMIS**																											
Burraa dibrdese Qiqq	4100 **2999**	B/D/Qiiqee	**NOT IN EMIS**																											
Summary of Woreda	39 primary schools			7,886	4,316	12,202	6,901	3,121	10,022	22,224	243	125	368	61	59	60	238	3	5	4	3	7	4	88	72	82	262	164	426	52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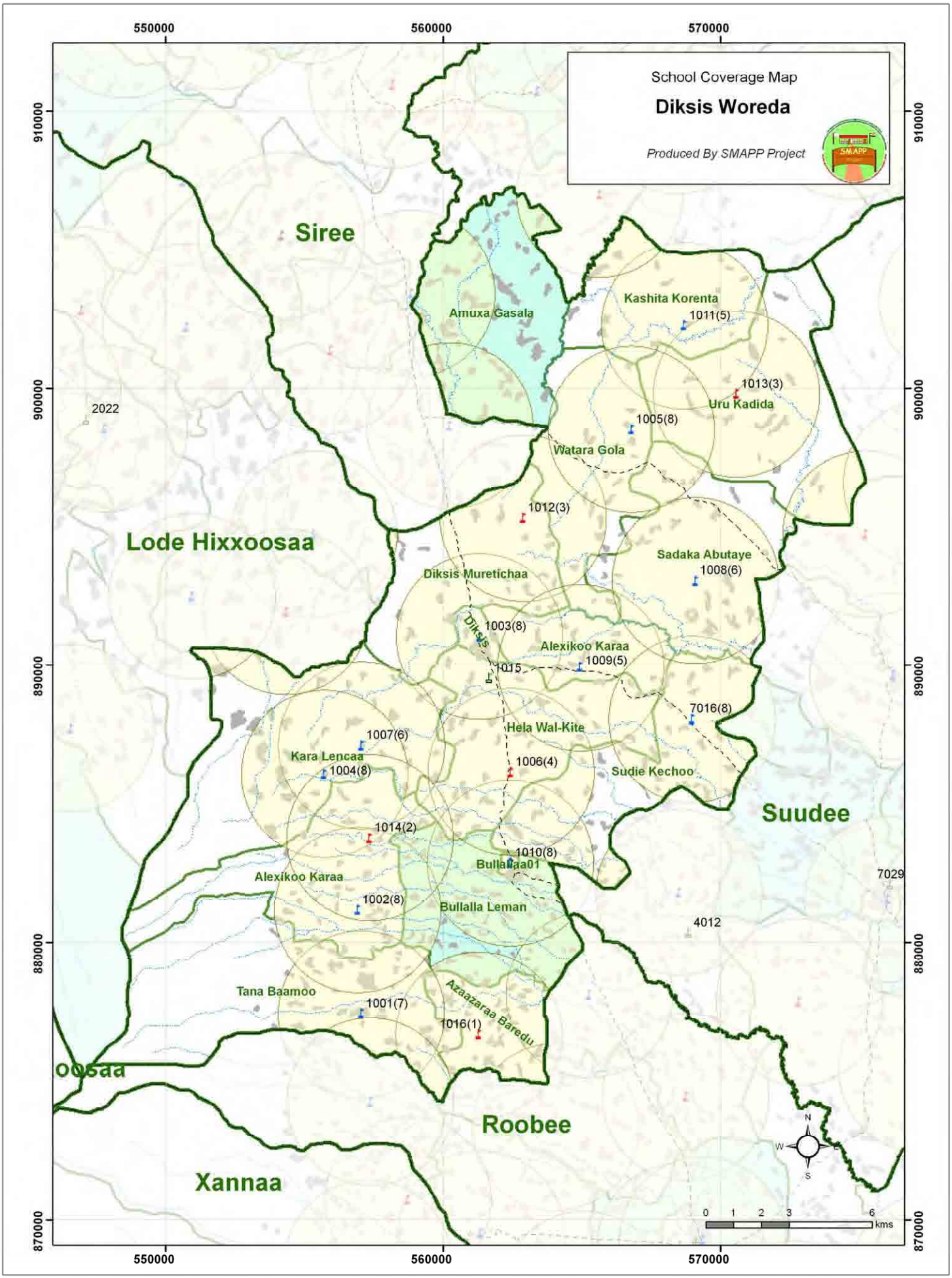
Sululta
Alaltuu
Sendafa Town
Gimbichuu
Aqaaqii
Ada'aa
B/J/Monyoo
Bura Aletu
Chafe Kulo
B/D/Qiiqee
B/M/T/Korbecha
D/Songole
Dire
W/Tunkole
Y/Sadani
W/Gawo
G/D/Danbal
Achannii
Bura Barak
Giraf Barak
D/Muda
La/Ca/Barii
Leca
B/S/Goyyo
Kura Jidda
Mugaro
R/Danbal
R/Abbu
K/Wabecha
2012(7)
2009(6)
2037(2)
2999(0)
2015(8)
2031(3)
2027(4)
2032(3)
2025(4)
2028(6)
2004(8)
2021(8)
2002(8)
2011(8)
2018(6)
2008(7)
2033(3)
2022(5)
School Coverage Map
Barrak Woreda
Produced By SMAPP Project
0 1 2 3 6
kms
School
Unidentified in EMIS
Primary 1st cycle
Primary 2nd cycle
Secondary
Catchment area of primary school
School Lable x (y)
x - School Code
(Refer to School Information Matrix)
y - Maximum Grade
Administration
Wereda Education office
Woreda
Kebele
without School
with School
Others
Road
Asphalt
Gravel
Water
River
Lake
Settlement

School information matrix

Woreda: Diksiis

General				Enrolement by Cycle							Section by Cycle			Student Section Ratio			No. of Class-room	Repetition Rate by Cycle (%)						Female /Male (%)			Teaching Staff			Student Teacher Ratio
				Male			Female			Total								Male			Female									
School Name	School ID	Kebele	Grade	1st	2nd	Total	1st	2nd	Total		1st	2nd	Total	1st	2nd	Total		1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	M	F	Total	
Xannaa Aannoo	4012 **1001**	Tana Baamoo	1-7	422	185	607	350	93	443	1,050	11	4	15	70	70	70	15	1	2	1	3	0	2	83	50	73	12	3	15	70
Xannaa Aleekoo	4012 **1002**	Alexikoo Karaa	1-8	513	406	919	479	264	743	1,662	15	11	26	66	61	64	20	0	2	1	1	0	1	93	65	81	21	5	26	64
Diksiis Sad.1ffaa	4012 **1003**	Diksis	1-8	591	977	1,568	580	651	1,231	2,799	18	22	40	65	74	70	25	2	1	1	2	2	2	98	67	79	27	15	42	67
Kaarraa Gadamsaa	4012 **1004**	Kara Lencaa	1-8	338	313	651	412	208	620	1,271	12	9	21	63	58	61	15	1	1	1	0	1	1	122	66	95	16	3	19	67
Wataraa Misaa	4012 **1005**	Watara Gola	1-8	248	342	590	201	141	342	932	7	9	16	64	54	58	9	2	3	2	3	3	3	81	41	58	12	5	17	55
Dhagaa Roobaa	4012 **1006**	Hela Wal-Kite	1-4	261	0	261	309	0	309	570	9	0	9	63	-	63	12	2	-	2	1	-	1	118	-	118	7	3	10	57
Kaarraa Basaqaa	4012 **1007**	Kara Lencaa	1-6	205	76	281	219	60	279	560	6	2	8	71	68	70	7	4	6	5	2	6	3	107	79	99	5	4	9	62
Suudee Sadaqaa	4012 **1008**	Sadaka Abutaye	1-6	344	140	484	271	70	341	825	10	4	14	62	53	59	7	2	11	3	3	5	3	79	50	70	10	4	14	59
Heelaa Handoodee	4012 **1009**	Alexikoo Karaa	1-5	357	34	391	292	10	302	693	10	1	11	65	44	63	9	2	-	2	3	-	3	82	29	77	7	5	12	58
Bullaallaa sad.1ffaa	4012 **1010**	Bullallaa01	1-8	724	523	1,247	605	273	878	2,125	20	12	32	66	66	66	16	1	3	2	1	3	2	84	52	70	22	11	33	64
Kashitaa Qoorntaa	4012 **1011**	Kashita Korenta	1-5	177	34	211	167	29	196	407	6	1	7	57	63	58	6	0	-	0	1	-	1	94	85	93	5	3	8	51
Diksiis Murattichaa	4012 **1012**	Diksis Muretichaa	1-3	149	0	149	158	0	158	307	5	0	5	61	-	61	6	0	-	0	0	-	0	106	-	106	5	1	6	51
Haroo Qerroo	4012 **1013**	Uru Kadida	1-3	222	0	222	197	0	197	419	6	0	6	70	-	70	3	0	-	0	1	-	1	89	-	89	3	3	6	70
Xannaa Kaarraa	4012 **1014**	Alexikoo Karaa	1-2	100	0	100	92	0	92	192	3	0	3	64	-	64	4	2	-	2	4	-	4	92	-	92	2	1	3	64
Hamdaa Diksiis sad.2ffaa	4012 **1015**	Hela Wal-Kite	sec	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Baamoo	4012 **1016**	Azaazaraa Baredu	1-1	192	0	192	227	0	227	419	5	0	5	84	-	84	4	-	-	-	-	-	-	118	-	118	3	2	5	84
Summary of Woreda	15 primary schools			4,843	3,030	7,873	4,559	1,799	6,358	14,231	143	75	218	66	64	65	158	1	2	2	2	2	2	94	59	81	157	68	225	63


School Coverage Map
Diksis Woreda
Produced By SMAPP Project
550000
560000
570000
910000
900000
890000
880000
870000
Siree
Lode Hixxoosaa
Suudee
Roobee
Xannaa
oosaa
Amuxa Gasala
Kashita Korenta
1011(5)
1013(3)
Uru Kadida
1005(8)
Watara Gola
1012(3)
Sadaka Abutaye
1008(6)
Diksis Muretichaa
Diksis
1003(8)
Alexikoo Karaa
1009(5)
1015
7016(8)
Hela Wal-Kite
1007(6)
Kara Lencaa
1004(8)
1006(4)
Sudie Kechoo
1014(2)
1010(8)
Bullalaa01
Alexikoo Karaa
1002(8)
Bullalla Leman
Tana Baamoo
1001(7)
1016(1)
Azaazaraa Baredu
2022
7029
4012
N
W
E
S
0 1 2 3 6
kms
School
Unidentified in EMIS
Primary 1st cycle
Primary 2nd cycle
Secondary
Catchment area of primary school
School Lable x (y)
x - School Code
(Refer to School Information Matrix)
y - Maximum Grade
Administration
Wereda Education office
Woreda
Kebele
without School
with School
Others
Road
Asphalt
Gravel
Water
River
Lake
Settlement

添付資料 **4**

ワレダ初等教育開発計画**(WPEDP)**例

WOREDA PRIMARY EDUCATION DEVELOPMENT PLAN
(WPEDP)

DIKSIS WOREDA, EAST ARSI ZONE
OROMIA REGION

Perspective Plan: 1999 – 2013 E.C, and
Mid-term Plan: 1999 – 2002 E.C

February, 2007

ENGLISH SUMMARY

FOREWORD

Education Office is embarking on a huge program of educational development to ensure that each child will get the best quality primary education.

The Primary Education Development Plan is an outcome of efforts to translate Ethiopian Education and Training Policy and the Education Sector Development Program goals, together with the MDG goals into feasible strategies and actions for the development of primary education.

This Woreda Primary Education Development Plan (WPEDP) comprises both five-year medium term plan (1999 E.C - 2002 E.C) and long term perspective plan (1999 E.C - 2013 E.C). The plan was prepared after careful analysis of the current status of primary education with the goal of achieving Universal Primary Education. Moreover, the WPEDP has been developed in line with Oromia UPE and Education Sector Development Program III (1998 E.C - 2002 E.C). This plan will be used as a tool for determining education progress, challenges and failures. It will serve as a mechanism for identifying the most appropriate ways to source educational funding and monitoring and evaluation of all education programs.

An important point to be noted here is that the planning process became more consultative and participatory in nature. This plan was one of the products of a project entitle 'Increasing on Access to Quality Basic Education through School Mapping and Strengthening Micro-Planning in Oromia Region (SMAPP Project) that was undertaken under bilateral agreement signed between the Oromia Education Bureau (OEB) and Japan International Cooperation Agency(JICA). It is pleased to note with heartfelt appreciation towards technical assistance through SMAPP Project that the WPEDP was successfully prepared in a series of Training Workshop during the period from October to November, 2006 at Adama College of Teacher Education, Adama, Oromia, Ethiopia.

Finally, such a planning exercise is found to be a novel experience for the woreda level officers. Instead of getting things done at the top level a real kind of decentralized planning procedure was adopted. Everybody was able to contribute something in the planning process. The more important thing was that they felt that they had a "role" in the whole planning exercise. It was actually an effort by all concerned to improve primary education.

On behalf of all the contributors to tangible product of the WPDEP, Woreda Education officers from 117 Woreda Education Offices would like to take this opportunity to allow us to express our sincere gratitude towards all those who have contributed to the preparation of this primary education development plan.

February 2007

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Executive Summary

As an important tool of development, education requires different ranges planning at various administrative levels. A long-term perspective and medium-term plan, which mainly serves as base for annual operation plan and budget preparation, are the most useful for effective management of its development. Diksis Woreda Education Office have prepared its 15 years perspective (1999-2013 E.C) and four years medium-term plan (1999-2002 E.C), Primary Education Development Plan (PEDP).

These plans prepared after thorough analysis of existing performance of woreda primary education system. Based on the result of our analysis of past performance of education Vision, and Mission identified that will guide implementation WPEDP we developed. On top of this, future goals, target determined in the course of these plan preparation. Moreover, inputs (human and non-human) and financial resource required to realize goals and targets are identified for the whole range of the plan periods.

The following major inputs needed to reach the set target within plan period: 272 new classrooms, 205 TTI and 260 diploma graduates teachers, 63,994 copies of grade 1-4 and 17,434 copies of grade 5-8 of textbook.

The long-term perspective (15 years period) plan targeted to increase access and coverage of primary education of the woreda by increasing apparent intake rate from 96.3% (1998 E.C) to 120% (2013 E.C) and net intake rate from 26.5% (1998 E.C.) to 100% (2000 E.C). It is also planned to decrease grade one dropout rate for boys from 13.7% to 9.1% and girls from 16.7 % to 10.1%. .

In order to implement four years medium-term plan and meet the set targets financial inputs required estimated is over 90 million ETB, which will be used to finance capital and recurrent activities. Primary education finance in Diksis woreda may also be true for other woreda too, public finance dependent, which largely hinder quality primary education in the woreda. Thus, these plans assumes in addition to public finance involvement a number of stakeholders (NGO, community, donors etc..) will be obtained, which expected enable the woreda to generate sufficient resource in this regard.

CHAPTER 1
Vision and Mission of Diksis Woreda Primary Education Development Plan

1.1 Vision

Diksis Woreda Education Office envisage to see all citizens who live in its locality becomes educated and actively participate in all development endeavors to come out of vicious circle of poverty.

1.2 Mission

In order to achieve the overall vision stated above, Diksis Woreda Education Office would pursue the following missions:

- Universalize primary education by ensuring equitable expansion of quality primary education.
- Accelerate the expansion of quality primary education, which would contribute to ensure sustainable development.
- Develop suitable strategy and program in order to mobilize and efficiently make use of the available resources.

CHAPTER 2

Development Context of Diksis Woreda

The over all development goal of Diksis wereda is to improve life of its population who engulfed with complex problems that causes poverty. To mention some of these problems, which makes the poverty situation serious are: lack of access to quality education, different communicable diseases including HIV/AIDS, low level of knowledge and skill in using available technology that helps to improve agricultural productivities. Expanding quality education, particularly primary education is considered as the base to solve most of these problems. The decentralization of governance, which put in place take as one of the potential to realize these development goals.

As mentioned above, education have vital role to realize multi sector development agenda. As a result it is assumed that quick expansion of quality primary education coverage and universalizing it will enable the woreda improve life of the community. Expansion of primary education also play important role to improve relationship among communities in the woreda.

CHAPTER 3

Brief Overview of Diksis Woreda

Location, area and climate: Diksis woreda situated in south east Oromia National Regional State which is 225 KM away from Regional capital, Finfine**.** The woreda borders in the east Sude woreda, in the south Robe, in the west Lode Hitosa woreda, in the north Jeju woreda. Its catchment's area is estimated about 22,312 Km^2. Climatic condition of the woreda dominantly high land and mid-high land.

Population characteristics: Base year (1998 E.C) estimated population of the woreda is about 98,115. Out of this population 90% of them are engaged in agricultural and reside in rural part of the woreda.

Major economic activities: an economic activity of woreda's population is mainly agriculture and animal husbandary. Currently agricultural extension program is widely used to modernize agriculture as a result moderate increment of agricultural productivity observed.

Language: Nearly 99% of the woreda population speaks Afan Oromo which serves as the medium of instruction and official working language in the woreda. In addition minority ethnic group resides in the woreda speaks Amaharic.

Health condition: Lack of clean and sufficient water, which causes water born health problem. HIV/AIDS and other communicable diseases are also major health problems in the woreda. In order to overcome these health problems local governments made continuous effort to expand service by establishing health infrastructure and supplying trained human power.

Social conditions, commitment, affecting the education system: high demand for child labour, early marriage, bad traditional practices, and community's settlement, low-income of families, poor health status of the communities are major factors affecting the education system.

Availability of necessary infrastructure: Some infrastructure, which will support for education development such as road, which connect different kebeles in the woreda, bridges, electricity, telecommunication, clean and safe water, are in shortage

Social services: In the woreda institution, which serves to give social services, are available. Access to health and education services gets improved from time to time.

CHAPTER 4

Situation analysis of the woreda primary education system

The members of the Woreda Planning Team undertook a comprehensive situation analysis of the performance of the Diksis woreda education system. A summary of the findings on major components of the situation analysis is presented in the matrix below:

Situation Analysis Summary Matrix

No	Analysis Category	Finding	Remarks
1	Apparent intake rate in 1988	96%	AIR lower than regional target for achieving UPE
2	Net intake rate in 1998	26%	Very low compared to the needs of achieving UPE
3	GER 1-8 in 1998	78%	Very low compared to the needs of UPE
4	Dropout rate	Drop out rate in grade 1 is very high at 26% in the second cycle dropout rate is highest for grade 7 at 13%	Drastic reductions in dropout rates are required, especially in grade 1 to achieve the goals of UPE
5	Repetition rate	Relatively low in the first cycle grades. In the second cycle repetition rate is high in grade 7 with girls repeating at a higher rate than boys.	
6	Gender equity in apparent intake rate	25 % in favor of boys.	Gender disparity in AIR needs to be reduced drastically as soon as possible to achieve the goals of UPE
7	Student teacher ratio in 1998	40:1 in the first cycle and 40:1 in the second cycle	Is close to regional policy.
8	Student-section ratio in 1998	70:1 for the first cycle and 65: 1 for the second cycle	Drastic reduction is required during the plan period to reach the regional policy guidelines target of 50:1
9	Community support for education	Community support is confined to maintenance of schools and construction of classrooms	More support and awareness is required.

The summary above shows that Diksis woreda performance is in relatively good as shown by the performance of the AIR which is very close to the regional target for achieving UPE. But, the gender disparity is a problem and special attention needs to be paid to reducing the gender disparity in AIR in the future if the goals of UPE are to be achieved.

CHAPTER 5

Goal and targets for the 15-years plan

Setting the "right" goals and then choosing the "right" means of attaining those goals are the two aspect of planning. Both of these aspects of planning are vital to the process of proactive implementation management of the plan. Setting goals are important for at least four reasons. It provides a sense of direction, focus our effort, guide our plans and decisions and, help us to evaluate our progress. In this WPEDP the following goals set which will enable to direct implementation of long-term and medium-term plans.

- Universalize primary education by 2011 E.C.
- Ensure, gender and urban rural equity access to primary education
- Increase internal efficiency by reducing drop out and repetition rate.

The following are major targets set by Diksis woreda WPEDP:

Apparent intake rate: In the fifteen years plan period the total apparent intake rate will increase from 96.3% in the base year 1998 E.C to 120% at the end of the plan period by 2013 E.C. The total apparent intake rate will reach maximum by 2007 (153%). Gender gap will be closed in apparent intake by the year 2003, when both boys and girls apparent intake rate will reach 135%. Table 1 in Annex presents annual targets for apparent intake rate

Net intake rate: The total net intake rate will increase from 26.5% in the base year 1998 E.C to 100% by 2008. The total net intake rate will reach maximum by 2008 (100%). The woreda also reach gender equity in net intake rate by the year 2008, when both boys and girls net intake rate will reach 100%. Table 2 in Annex presents details of the annual targets for NIR.

Drop out rate: In the coming fifteen years plan period primary first cycle drop out rate will decrease from 11.5% in the base year 1998 E.C to 8% by 2013. 15.2% base year grade one drop out rate will be reduced to 9.6% by the end of fifteen years plan period. Grade 5-8 drop out rate that was 10.9% in the base year will be reduced to 7.3% by 2013. In addition, drop out rate the entire primary will be reduced from 11.2 % to 7.6% in the fifteen years plan period. Tables 3 and 4 in Annex Presents targets for repetition rates.

Repetition rate: Reduction of repetition rate on annual base by grade and gender enables the woreda to reach UPE target. Base year repetition for first, second and compete primary respectively is 1.2%, 2.2% and 1.7%. These rates will be reduced to 1.1% respectively by 2013.

CHAPTER 6
Enrolment Projections

The set target for three key indicators of chapter 5 used to undertake enrolment projection by grade and gender using computerized flow model. The four key indicator which used for this projection were intake rate (specifically apparent intake rate), drop out and repetition rate.

Apparent Intake projection: (Table 1) Grade one apparent intake, which was 2,386 (boys 1204 and girls 1182) in the base year 1998 will increase to 3,388 (boys 1,703 and girls 1,686) at the end of fifteen years plan period 2013. This shows that the apparent intake to grade one increase at an average annual growth rate 2.37%.

Net Intake projection: Grade one net intake, which was 657 (boys 338 and girls 319) in the base year 1998 will increase to 2823 (boys 1419 and girls 1404) at the end of fifteen years plan period 2013.Net intake rate grow annually at an average by 9.67%, which is four time that of the apparent intake.

Gross enrollment projection: In the coming fifteens years plan period the number of students enrolled in primary first, and second cycle respectively increase from 9400 to 12439 and 4885 to 10240. Average annual growth rate of first and cycle primary enrolment will be 1.89% and 5.05%. In other words enrolment of primary second cycle grow nearly three times faster than the first cycle. Primary first cycle reach its peak value by 2009 E.C, while that of second cycle primary reach similar magnitude by 2013 E.C i.e four year later that of the first cycle.

First Cycle (Tables 7 and 8 in Annex)

Primary first cycle gross enrolment rate will increase from 97% (boys 99% and girls 95%) in the base year 1998 E.C to 112% (boys 112 % and girls 111%) by 2013. For second cycle primary, the rate will also increase form 57% (boys 69 % and girls 44%) in the same base year to 97% (boys 99 % and girls 95%) by 2013.

Complete primary gross enrolment rate will grow from 78% (boys 85% and 71%) in the base year 1998 E.C to 104.8% (boys 106% to 104%) by 2013.

CHAPTER 7
Estimation of the demand for the four key inputs

The four key inputs are teachers, classrooms, student textbooks, and student furniture. The following policy assumptions are taken into consideration in determining the demand for these four inputs during the 15-year plan period.

Estimation of Classroom demand:

No.	Policy Variable	Present level	Target level
1	Student section ratio: First cycle	70:1	50:1 by year 2002
2	Student section ratio : second Cycle	65:1	50:1 by year 2002
3.	Percent double shift: first cycle	100%	40%
4	Percent double shift: Second Cycle	100%	20%

Estimation of demand for teachers:

No.	Policy Variable	Present level	Target level
1	Student-teacher ratio: first cycle	40:1	50:1 by year 2002
2	Student Teacher ratio: second cycle	40:1	50:1 by 2002

Estimation of demand for textbooks:

No.	Policy Variable	Present level	Target level
1.	Student textbook ratio: first cycle	1:1	
2	Student textbook ratio: second cycle	2:1	
3.	Annual loss of textbooks; First cycle	20%	
4.	Annual loss of textbooks: second cycle	10%	
5	Number of years in which all textbooks will be replaced.		

Estimation of demand for student furniture:
A student furniture ratio of 1:1 is assumed to be reached immediately.

Volume of demand for the four key inputs:

Based on the above assumptions, during the entire 15-year plan period Diksis woreda will require the following amounts of inputs to meet the expansion in enrollment of the student population:

No	Input	First cycle	Second cycle
1	No of classrooms	138	134
2	No of teachers	205	260
3	No of sets of textbooks	63,994	17,434
4	No of student furniture	10,279	

CHAPTER 8

Distribution Strategy for the inputs in medium-term plan period (1999 E.C-2002 E.C)

This section of the plan try to identify strategy that will be employed to decide on the distribution of classroom and new school construction, teacher allocation, textbook and desks provision.

Distribution of Classrooms and of schools: Diksis woreda plan for 1999 E.C –2002 E.C to up grade one 1-4 primary school to complete primary by constructing six additional classroom, construct four additional classroom for one primary grade 1-4 school, constructing four new primary grade 1-4 schools in four kebeles, and in three existing complete primary schools forty eight additional classroom will be constructed. A number of criteria's used to decide distribution of classrooms and schools to be constructed. To mention some:

- Based on the existing pupil section ratio prioritize among additional classroom and new school construction
- To reduce proportion of schools operating in double shift decide whether to build new school or additional classroom
- Average distance of schools from the community as compared to the set standard of three kilometer.
- Number of beneficiary community and its mode of settlement.
- Additional classroom will be constructed based on the carrying capacity of existing school compound
- Based on the actual situation of land size of kebeles additional school will be constructed for the largest size kebele.

Table 8.1: Woreda School and classroom Distribution strategy

Year (in E.C)	School and Kebele name (In order of priority in each year)	Accessibility from the Nearest town (Poor, Fair, Good)	Type of Classroom (Low-cost or Standard)	Number of Classroom needed
1. Target first-cycle primary schools to upgrade to complete primary schools				
2002 E.C	Daka Roba			
	Hela Walqixe	Good	Standard	16
2. Target first cycle primary schools to add classrooms for expansion				
2000 E.C	Bamo Tena	Poor	Low-cost	6
2001 E.C	Tena Aleko	Poor	Low-cost	6
2002 E.C	Haro Kernsa	Poor	Standard	8
3. Target Complete primary schools to add classrooms for expansion				
2000 E.C	Diksis primary school	Good	Standard	12
2001 E.C	Bulala primary school	Good	Standard	12
2002 E.C	Kara Gadamsa	Poor	Standard	10
4. Target Kebles for first cycle primary school construction				
1999 E.C	Kecha Koshimo	Poor	Low-cost	6
2000 E.C	Hada Wayu	Fair	Low-cost	6
2001 E.C	Gasala Jibicho	Poor	Low-cost	6
2002 E.C	Hada Diksis	Fair	Low-cost	6
5. Target Kebele for complete rimary school construction				
2002 E.C	Diksis primary school No.2	Good	Standard	24

CHAPTER 9

Overall strategies and programs for medium-term period (1999 E.C-2002 E.C)

The overall strategies for increasing access, improve inequity, quality and internal efficiency, strengthening the implementation of the curriculum by schools and identifying resources required for primary education are as explained below.

Increasing Access: As compared to UPE target Diksis woreda low level of net intake will be the challenge not to easily reach the set target in the given time. One of objectives Diksis woreda PEDP is to lift 26.5% net intake rate equal to that of UPE target.

In order to reverse challenging situation and then by increase net intake rate in Diksis woreda will apply the following strategies:

- Broad area based strategies that enable parent to send their children to school at appropriate age will be developed.
- Establishing primary schools in kebeles, which do not have primary school.
- Expanding the existing schools
- Raising community awareness and mobilize comprehensive support to the school.

Improving inequity: Our woreda motivated in its objective to improve existing across the entire primary grades, and to realize this objective our woreda will employ the following strategies:

- Raising community awareness on the importance of educating girls'.
- Assigning female teachers in all primary schools found in the woreda.
- Assigning education experts to each kebele to bring girls to school.
- In all primary school multi-face support will be given.

Improving Quality: Lack of sufficient educational materials, furniture and equipments are cause that contributes for poor quality education. In addition high pupil teacher and pupil section ratio, for primary second cycle low percentage of qualified teachers is also factors that contribute to poor quality delivery of education. In order to improve this situation Diksis woreda implement the following major strategies:

- Provide all schools with adequate educational materials.
- Increasing the number of qualified teacher to both cycles (first cycle 1–4 and second cycle 5 – 8) of primary education.
- Furnishing and equipping schools.
- Improving teachers professional skills through peer training and experience sharing.

Improving Internal Efficiency: The level of drop out and repetition rate found can determine the internal efficiency of the primary education system of the woreda. The objective here is that reduce drop out rate from 11.2% to 7.6% by 2013 E.C. The following strategies will be implemented to realize the target.

- Building schools in densely populated areas.
- Improve the internal system of the school
- Undertake campaign to bring children out of school,
- Establishing permanent system to continuously provide tutorial in the schools
- Search feasible ways that enable to create a system to support student who have economic and social problems.

Strengthening Organizational Capacity of the Woreda Education System:

Providing capacity building training for woreda education office personnel on educational planning and management is one possibility of strengthening organizational capacity of woreda education system. Besides, strengthening internal organizational structure of the school and woreda education system is also important aspect of the capacity building effort. Bringing female teacher to leadership position to improve existing gender inequity situation in school management will contribute to organizational capacity strengthening of woreda education system. .

Identification and Generation of Adequate Resources

Identification of resources required for education and ensuring efficient utilization is an important aspect realization of plans. Thus, for ensuring efficient utilization of use educational resources and its equitable distribution it to schools guideline will be developed.

CHAPTER 10
Cost of implementing the plan

Six cost items are considered for estimating the cost of implementation of the 15-year perspective plan to achieve the strategic goal of Universal Primary Education. These cost items include:

1. Cost of construction of classrooms
2. Cost of teacher salary
3. Cost of provision of textbooks
4. Cost of provision of student furniture
5. Recurrent cost of providing student services
6. Cost of administrative salaries.

The following unit costs are employed in estimating the investment costs:

No	Cost Category	Unit cost: First Cycle	Unit Cost: Second Cycle
1	Cost of construction of standard norm classroom	Birr 120000	Birr 120000
2	Cost of construction of low cost classroom	50000	50000
3	Average annual teacher salary for first cycle	Birr 8502/ annum	Birr8502 / annum
4	Cost of one set of textbook	Birr 50 / set	Birr 50 per Set
5	Cost of student furniture	Birr 350 / student	Birr 350/ student
6	Recurrent cost of student services	Birr 15 per student per annum	Birr 20 per student per annum
7	Administrative salary costs	Birr 10 / student / annum	Birr 15 / student / annum

Tables 9, 10, and 11 in Annex present the annual cost of the six items stated above for the first cycle primary, for the second cycle primary, and for the whole primary.

First cycle costs:

- Total cost of the 15-year plan for the first cycle primary amounts to Birr 53,831,689
- Of this total cost of construction of classrooms comes to Birr 14,626,569. All these investments will be required during the first 11 years of the plan period.
- Highest cost item of the plan will be teacher salary that will amount to Birr 30,020,217. This forms 56 % of the total investments required for the first cycle primary.
- Student furniture costs will be the lowest for the period at Birr 1,648,929. This assumes that all the current needs for furniture are met and there is no backlog for demand for student furniture.

Second Cycle costs:

- Total investment costs for the 15-year plan period for the six items for the second cycle comes to Birr 45,311,968.
- Of this the classroom construction will consume Birr 15,444,148
- Teacher salary will amount to Birr 21,929,244
- Cost of textbooks will be Birr 1,481,907

Investments for the whole primary education system.

- Total investments for the 15-year period for the whole primary education system will amount to Birr 99,143,657.
- Of this Birr 30,070,716 or approximately 30 % will be spent on classroom construction.
- Birr 51,949,461 or 52% will be spent on teacher salary
- Cost of textbooks Birr 4,681,615 or 5% of the total investment.
- Student furniture will cost Birr 4,163,321 or close to 4% of the total investments.
- Administrative salaries will require Birr 3,424,054 or 3% of the total investment.
- Recurrent cost of student services will require Birr 4,854,490 or 5% of the total investments.

CHAPTER 11
Monitoring plan

11.1 Key inputs for monitoring

- Monitoring additional classroom constructed and improvement in pupil section ratio against the planned target annually,
- Monitoring additional teachers to be supplied as targeted in this plan annually,.
- Monitoring the textbook provision and pupil textbook ration as targeted in this plan annually,
- Implementation of proposed strategies will be monitored annually,
- Availability of financial resource and its execution will be monitored.

11.2 Key outputs of monitoring

- Apparent and net intake rate
- Gross enrolment and its rate
- Drop out and repetition rate
- Improvement gender equity

11.3 Basic data to be collected for monitoring

- Enrolled student by age, sex and grade,
- Teachers by age, sex, level they taught and educational qualification, by school,
- Schools by level and location,
- Section by school and grade,
- Student repeating grade by age, sex, grade, school and location,
- Number of classroom by school,
- Textbook provided by school,
- Number of school age population by sex, age and kebele,
- Provision of textbook by school,
- Other facilities and educational materials by school,

11.4 Key financial information

- Growth observed in school internal revenue and community financial support. Allocation and expenditure of capital and recurrent budget against the estimated cost,
- If any NGO's financial support

11.5 Monitoring plan

- Basic data for monitoring input and out put for the plan will be collected periodically through designed format,.
- Close school supervision will undertaken by supervisors at woreda level
- Annual plan preparation will be undertaken through the involvement of stakeholders.
- All pertinent stakeholder will receive periodic report and evaluate performance

CHAPTER 12
Implementation Modalities

12.1 Process for the plan getting approved

- The draft plan will be discussed by woreda education office, education and training board, based on the outputs of discussion, necessary adjustments will be made to refine the plan. Adjusted plan will be presented to the woreda cabinet for approval. Further communication workshop will be conducted to disseminate approved plan to kebeles and schools for actual implementation and to other local level stakeholders.
- The approved plan will be distributed to all institutions participating in its implementation and monitoring
- The approved plan also submits to the Oromia Regional State Education Bureau.

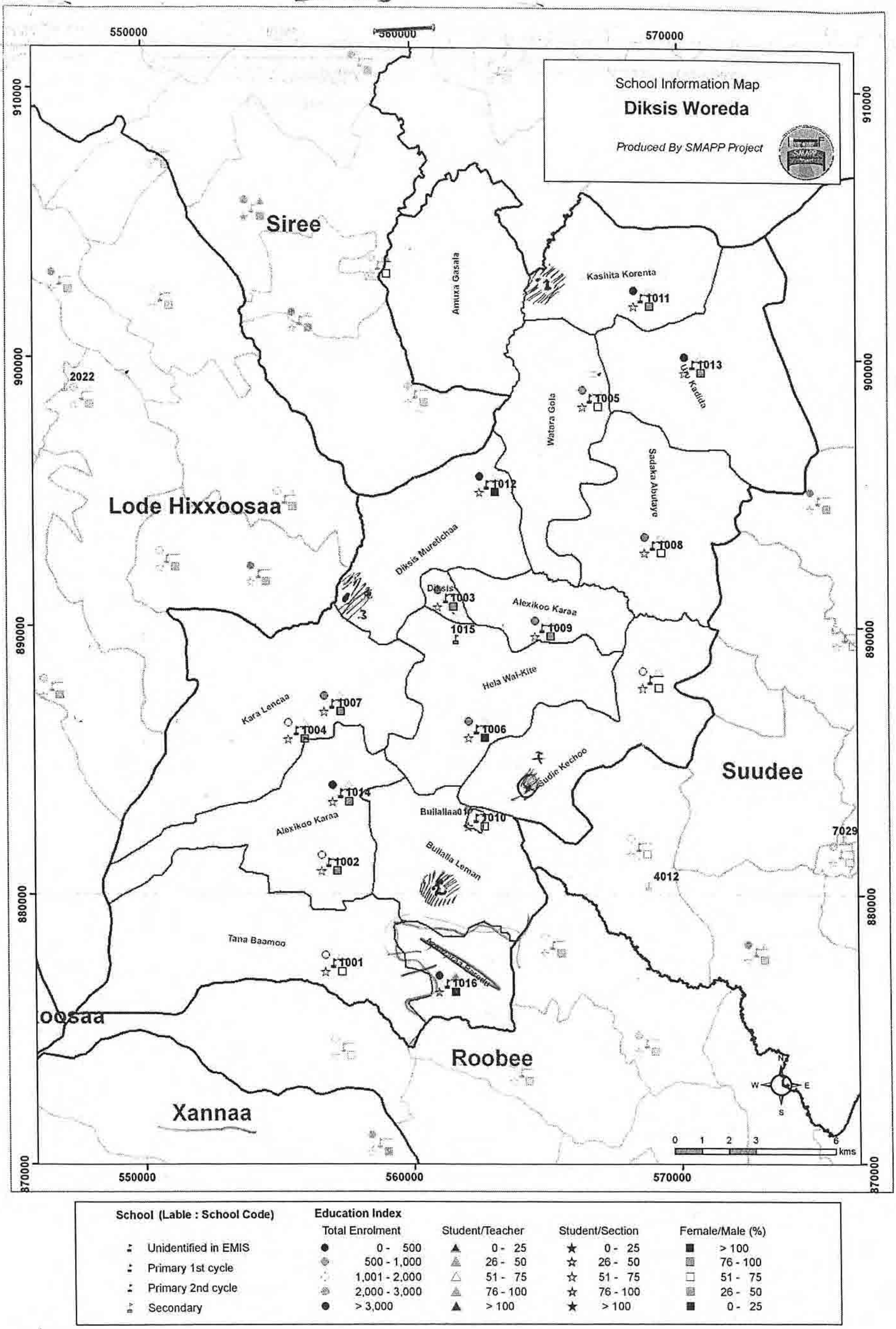
12.2 Implementation Modalities

Important step for implementation modalities making preparation of annual plan of operation approved long-term and medium-term plan by involvement all important stakeholders. Annual plan preparation will be harmonized with annual plan preparation and counter checked by regional education bureau and finance and economic development bureau with this approved plan.

Further and permanent discussion will be held with potential stakeholder including woreda cabinet, woreda finance and economic development, local and international NGOs and donors to mobilize sufficient financial supports. Woreda planning team will continue participating plan preparation not only the long-term and medium-term but also in annual plans.

The plan depicts the need to strengthen the capacity of the woreda primary education system, raise community involvement and improve the coordination among stakeholders. To overcome shortage of resources required for the implementation of this plan, stakeholder involvement particularly community and NGOs will be strengthened.

Diksiis



maqaa mb | bara gaaramu
1. Gasala Jibichoo | 2001 E.c
2. ~~Bullallaa~~ Haddaa waaggsu | 2000 E.c
3. Haddaa Diksiis | 2002 E.c

New school to bee Constructed

ANNEX

Wereda: Diksis

Apparent Intake Projections

YEAR	Projected Apparent Intake Rate			Projected Apparent Intake		
	Male	Female	Total	Male	Female	Total
1998	97.14	95.51	96.33	1204	1182	2386
1999	101.00	100.00	100.50	1251	1235	2486
2000	110.00	115.00	112.50	1361	1418	2779
2001	115.00	120.00	117.49	1421	1477	2898
2002	124.00	125.00	124.50	1531	1535	3066
2003	135.00	135.00	135.00	1665	1654	3320
2004	140.00	142.00	141.00	1756	1769	3525
2005	145.00	145.00	145.00	1850	1836	3686
2006	150.00	150.00	150.00	1946	1931	3877
2007	153.00	153.00	153.00	2019	2002	4021
2008	151.00	152.00	151.50	2027	2022	4048
2009	144.00	145.00	144.50	1954	1950	3904
2010	140.00	140.00	140.00	1922	1903	3824
2011	130.00	130.00	130.00	1804	1786	3590
2012	125.00	124.00	124.50	1755	1722	3477
2013	120.00	120.00	120.00	1703	1685	3388

Wereda: Diksis

Net Intake Projections

YEAR	Projected Net Intake Rate			Projected Net Intake		
	Male	Female	Total	Male	Female	Total
1998	27.27	25.78	26.52	338	319	657
1999	34.00	32.00	33.00	421	395	816
2000	41.00	40.00	40.50	507	493	1000
2001	52.00	51.00	51.50	643	628	1270
2002	61.00	60.00	60.50	753	737	1490
2003	68.00	69.00	68.50	839	846	1684
2004	76.00	77.00	76.50	953	959	1913
2005	86.00	88.00	87.00	1097	1114	2212
2006	94.00	96.00	95.00	1220	1236	2455
2007	98.00	100.00	99.00	1293	1308	2602
2008	100.00	100.00	100.00	1342	1330	2672
2009	100.00	100.00	100.00	1357	1345	2702
2010	100.00	100.00	100.00	1373	1359	2732
2011	100.00	100.00	100.00	1388	1374	2762
2012	100.00	100.00	100.00	1404	1389	2792
2013	100.00	100.00	100.00	1419	1404	2823

Wereda: Diksis

First Cycle Projected Dropout Rates

YEAR	Grade One		Grade Two		Grade Three		Grade Four	
	Male	Female	Male	Female	Male	Female	Male	Female
1998	13.72	16.65	13.27	14.55	9.80	9.52	8.55	6.26
1999	13.35	16.10	12.92	14.13	9.61	9.34	8.40	6.18
2000	12.99	15.57	12.59	13.72	9.42	9.16	8.26	6.10
2001	12.64	15.06	12.26	13.32	9.23	8.99	8.12	6.03
2002	12.30	14.56	11.94	12.93	9.05	8.82	7.98	5.95
2003	11.97	14.08	11.63	12.56	8.88	8.65	7.85	5.88
2004	11.64	13.61	11.33	12.19	8.70	8.48	7.71	5.80
2005	11.33	13.16	11.04	11.84	8.53	8.32	7.58	5.73
2006	11.02	12.73	10.75	11.50	8.36	8.17	7.45	5.66
2007	10.72	12.31	10.47	11.16	8.20	8.01	7.33	5.59
2008	10.43	11.90	10.20	10.84	8.04	7.86	7.20	5.52
2009	10.15	11.51	9.93	10.53	7.88	7.71	7.08	5.45
2010	9.88	11.13	9.67	10.22	7.73	7.56	6.96	5.38
2011	9.61	10.76	9.42	9.92	7.58	7.42	6.84	5.32
2012	9.35	10.41	9.18	9.64	7.43	7.28	6.73	5.25
2013	9.10	10.06	8.94	9.36	7.28	7.14	6.61	5.18

Wereda: Diksis

Second Cycle Projected Dropout Rates

YEAR	Grade Five		Grade Six		Grade Seven		Grade Eight	
	Male	Female	Male	Female	Male	Female	Male	Female
1998	6.26	9.65	6.96	18.75	6.18	17.67		
1999	6.18	9.46	6.86	18.05	6.10	17.05		
2000	6.10	9.28	6.77	17.37	6.03	16.44		
2001	6.03	9.10	6.67	16.72	5.95	15.86		
2002	5.95	8.93	6.58	16.09	5.88	15.30		
2003	5.88	8.75	6.49	15.49	5.81	14.76		
2004	5.80	8.59	6.40	14.91	5.74	14.24		
2005	5.73	8.42	6.31	14.35	5.67	13.74		
2006	5.66	8.26	6.22	13.81	5.60	13.25		
2007	5.59	8.10	6.14	13.29	5.53	12.79		
2008	5.52	7.94	6.05	12.79	5.46	12.34		
2009	5.45	7.79	5.97	12.31	5.39	11.90		
2010	5.38	7.64	5.88	11.85	5.33	11.48		
2011	5.32	7.49	5.80	11.41	5.26	11.07		
2012	5.25	7.35	5.72	10.98	5.20	10.68		
2013	5.18	7.20	5.64	10.57	5.13	10.31		

Wereda: Diksis

First Cycle Projected Repetition Rates

YEAR	Grade One		Grade Two		Grade Three		Grade Four	
	Male	Female	Male	Female	Male	Female	Male	Female
1998							3.99	5.92
1999							3.95	5.87
2000							3.91	5.81
2001							3.87	5.76
2002							3.83	5.71
2003							3.79	5.65
2004							3.76	5.60
2005							3.72	5.55
2006							3.68	5.50
2007							3.64	5.45
2008							3.61	5.40
2009							3.57	5.35
2010							3.54	5.30
2011							3.50	5.25
2012							3.47	5.20
2013							3.43	5.15

Wereda: Diksis

Second Cycle Projected Repetition Rates

YEAR	Grade Five		Grade Six		Grade Seven		Grade Eight	
	Male	Female	Male	Female	Male	Female	Male	Female
1998	2.81	2.46	0.97	0.33	2.73	3.76	2.18	
1999	2.72	2.38	0.93	0.31	2.62	3.57	2.12	
2000	2.64	2.30	0.89	0.30	2.52	3.39	2.06	
2001	2.56	2.23	0.85	0.29	2.42	3.22	2.00	
2002	2.48	2.16	0.81	0.27	2.33	3.06	1.95	
2003	2.40	2.09	0.78	0.26	2.24	2.91	1.89	
2004	2.33	2.02	0.74	0.25	2.15	2.76	1.84	
2005	2.25	1.95	0.71	0.23	2.07	2.63	1.79	
2006	2.18	1.89	0.68	0.22	1.99	2.49	1.74	
2007	2.12	1.83	0.65	0.21	1.91	2.37	1.69	
2008	2.05	1.77	0.62	0.20	1.83	2.25	1.64	
2009	1.99	1.71	0.59	0.19	1.76	2.14	1.59	
2010	1.93	1.65	0.57	0.18	1.69	2.03	1.55	
2011	1.87	1.60	0.54	0.18	1.63	1.93	1.51	
2012	1.81	1.55	0.52	0.17	1.56	1.83	1.46	
2013	1.75	1.50	0.50	0.16	1.50	1.74	1.42	

Wereda: Diksis

Gross Enrollment Projections

YEAR	First Cycle (1 - 4)			Second Cycle (5 - 8)			Total (1 - 8)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1998	4,840	4,560	9,400	3,061	1,824	4,885	7,901	6,384	14,285
1999	4,643	4,515	9,158	3,244	2,170	5,414	7,887	6,684	14,572
2000	4,542	4,573	9,115	3,430	2,492	5,922	7,972	7,064	15,036
2001	4,450	4,453	8,902	3,597	2,946	6,543	8,046	7,399	15,445
2002	4,707	4,692	9,398	3,468	3,080	6,548	8,175	7,772	15,946
2003	5,081	5,053	10,134	3,370	3,123	6,493	8,451	8,176	16,627
2004	5,443	5,391	10,834	3,301	3,156	6,457	8,744	8,547	17,291
2005	5,824	5,721	11,545	3,228	3,088	6,316	9,052	8,809	17,861
2006	6,198	6,078	12,276	3,413	3,274	6,687	9,612	9,352	18,964
2007	6,526	6,401	12,927	3,702	3,554	7,255	10,228	9,955	20,183
2008	6,772	6,643	13,415	3,993	3,822	7,815	10,764	10,465	21,230
2009	6,865	6,749	13,614	4,304	4,093	8,397	11,169	10,842	22,011
2010	6,856	6,744	13,600	4,614	4,386	9,001	11,471	11,130	22,601
2011	6,685	6,580	13,265	4,893	4,659	9,552	11,578	11,238	22,817
2012	6,475	6,355	12,829	5,117	4,879	9,996	11,592	11,233	22,825
2013	6,280	6,159	12,439	5,234	5,006	10,240	11,514	11,165	22,679

Wereda: Diksis

Gross Enrollment Rate Projections

YEAR	First Cycle (1 - 4)			Second Cycle (5 - 8)			Total (1 - 8)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1998	99.02	94.97	97.01	69.14	43.50	56.67	84.82	70.98	78.02
1999	95.09	93.91	94.51	72.99	51.04	62.26	84.56	73.79	79.25
2000	93.13	95.01	94.07	76.87	57.80	67.50	85.36	77.43	81.44
2001	91.35	92.42	91.88	80.29	67.41	73.93	86.05	80.52	83.31
2002	96.76	97.27	97.01	77.12	69.50	73.34	87.32	83.97	85.66
2003	104.60	104.66	104.63	74.64	69.49	72.07	90.17	87.71	88.94
2004	110.42	110.08	110.25	72.06	69.26	70.67	91.94	90.40	91.18
2005	116.45	115.18	115.81	69.45	66.81	68.14	93.81	91.86	92.84
2006	122.14	120.66	121.41	72.38	69.84	71.11	98.17	96.16	97.17
2007	126.75	125.32	126.04	79.65	76.88	78.27	102.96	100.93	101.95
2008	129.65	128.26	128.96	82.23	79.23	80.74	106.81	104.62	105.71
2009	129.70	128.64	129.17	87.14	83.44	85.30	109.15	106.80	107.98
2010	127.85	126.91	127.38	91.83	87.94	89.89	110.42	108.04	109.24
2011	123.02	122.24	122.63	95.71	91.86	93.79	109.78	107.50	108.65
2012	117.58	116.56	117.07	98.40	94.60	96.51	108.26	105.88	107.08
2013	112.54	111.53	112.03	98.94	95.46	97.21	105.92	103.70	104.82

Wereda: Diksis

First Cycle: Total Cost of the Six Key Inputs

Unit Cost Of Standard Classroom Construction	120000
Unit Cost Of Low Cost Classroom Construction	50000
Average annual Salary/Teacher	8502
Unit cost of textbook	50

Unit cost of student furniture	350
Admin salary per student	10
Recurrent cost per student	15

YEAR	Cost of Classroom Construction	Cost of Teacher Salary	Cost of Textbooks	Cost of Student Furniture	Admin salary Cost	Recurrent Cost	TOTAL COST
1999	699,530	1,831,937	81,876		91,575	137,363	2,842,282
2000	1,168,685	1,722,056	455,731		91,146	136,719	3,574,338
2001	1,054,823	1,593,433	80,534		89,024	133,536	2,951,350
2002	2,766,703	1,598,057	113,811	173,509	93,981	140,972	4,887,034
2003	1,560,450	1,723,217	130,784	257,621	101,342	152,013	3,925,427
2004	1,482,765	1,842,146	136,313	244,796	108,336	162,504	3,976,860
2005	1,507,889	1,963,090	577,244	248,944	115,449	173,173	4,585,789
2006	1,550,689	2,087,467	152,022	256,010	122,763	184,145	4,353,096
2007	1,379,664	2,198,127	155,303	227,775	129,271	193,907	4,284,045
2008	1,034,088	2,281,068	153,660	170,722	134,149	201,223	3,974,910
2009	421,283	2,314,858	144,085	69,552	136,136	204,204	3,290,118
2010		2,312,586	135,468		136,002	204,004	2,788,060
2011		2,255,595	663,254		132,651	198,976	3,250,477
2012		2,181,506	110,865		128,294	192,441	2,613,106
2013		2,115,072	108,759		124,387	186,580	2,534,797
Total Cost	14,626,569	30,020,217	3,199,709	1,648,929	1,734,507	2,601,760	53,831,689

Wereda: Diksis

Second Cycle: Total Cost of the Six Key Inputs

Unit Cost Of Standard Classroom Construction	120000
Unit Cost Of Low Cost Classroom Construction	50000
Average annual Salary/Teacher	8502
Unit cost of textbook	50

Unit cost of student furniture	350
Admin salary per student	15
Recurrent cost per student	20

YEAR	Cost of Classroom Construction	Cost of Teacher Salary	Cost of Textbooks	Cost of Student Furniture	Admin salary Cost	Recurrent Cost	TOTAL COST
1999	1,522,334	491,332	43,243	238,042	81,210	108,280	2,484,440
2000	1,678,586	635,704	251,677	228,521	88,827	118,436	3,001,751
2001	2,155,107	743,872	51,563	279,483	98,143	130,858	3,459,026
2002	1,062,441	1,386,151	28,039	2,453	98,225	130,967	2,708,275
2003		1,374,360	25,463		97,389	129,853	1,627,065
2004		1,366,896	26,095		96,861	129,147	1,618,999
2005		1,337,017	268,439		94,743	126,324	1,826,524
2006	853,495	1,415,568	42,615	166,988	100,310	133,746	2,712,722
2007	1,306,818	1,535,841	52,569	255,682	108,832	145,110	3,404,851
2008	1,286,027	1,654,200	54,599	251,614	117,219	156,293	3,519,953
2009	1,339,956	1,777,522	57,972	262,165	125,958	167,944	3,731,518
2010	1,388,059	1,905,272	61,337	271,577	135,011	180,014	3,941,271
2011	1,267,173	2,021,896	405,946	247,925	143,275	191,033	4,277,248
2012	1,021,611	2,115,920	59,472	199,880	149,938	199,917	3,746,738
2013	562,541	2,167,693	52,877	110,062	153,606	204,809	3,251,588
Total Cost	15,444,148	21,929,244	1,481,907	2,514,393	1,689,547	2,252,730	45,311,968

Wereda: Diksis

Total Primary: Total Cost of the Six Key Inputs

YEAR	Cost of Classroom Construction	Cost of Teacher Salary	Cost of Textbooks	Cost of Student Furniture	Admin salary Cost	Recurrent Cost	TOTAL COST
1999	2,221,864	2,323,269	125,119	238,042	172,785	245,643	5,326,721
2000	2,847,271	2,357,760	707,408	228,521	179,973	255,155	6,576,089
2001	3,209,930	2,337,305	132,098	279,483	187,167	264,393	6,410,376
2002	3,829,144	2,984,208	141,850	175,962	192,206	271,938	7,595,308
2003	1,560,450	3,097,577	156,247	257,621	198,731	281,865	5,552,493
2004	1,482,765	3,209,042	162,408	244,796	205,197	291,651	5,595,859
2005	1,507,889	3,300,107	845,683	248,944	210,192	299,497	6,412,312
2006	2,404,184	3,503,035	194,637	422,998	223,073	317,891	7,065,818
2007	2,686,481	3,733,967	207,871	483,456	238,103	339,016	7,688,896
2008	2,320,115	3,935,268	208,259	422,336	251,368	357,516	7,494,863
2009	1,761,239	4,092,381	202,057	331,717	262,094	372,148	7,021,636
2010	1,388,059	4,217,858	196,805	271,577	271,013	384,018	6,729,331
2011	1,267,173	4,277,492	1,069,200	247,925	275,926	390,010	7,527,725
2012	1,021,611	4,297,426	170,337	199,880	278,231	392,357	6,359,844
2013	562,541	4,282,765	161,636	110,062	277,993	391,389	5,786,386
Total Cost	30,070,716	51,949,461	4,681,615	4,163,321	3,424,054	4,854,490	99,143,657