

APPENDICES

Appendix-1

List of Members of the SMAPP Project Team and Task Forces

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

Appendix-2

Basic Information on Present Delineation of Mandates/Duties/Tasks

表 OEB-JICA SMAPP Project: Basic Information on Present Delineation of Mandates/Duties/Tasks(2/2)

	Symbol: Mandate in Chief,					Symbol: Supportive		Ref
	OEB	ZEO	WEO	CRC	KETB	School/PTA		
(6) Promoting Alternative Basic Education Programme								
6-1 Physical Development								Regional Gover BoFED
6-1-1 Planning New Construction								
6-1-2 Planning Classroom Expansion								
6-1-3 Planning Upgrading								
6-1-4 Financial Planning for Physical Construction								
6-1-5 Budget Preparation for Physical Construction								
6-1-6 Budget Appraisal for Physical Construction								
6-1-7 Budget Allocation for Physical Construction								
6-1-8 Implementation of Project								
6-1-9 Monitoring Classroom Distribution								
6-2 Curriculum Development								
6-2-1 Development								
6-2-2 Review								
6-2-3 Revision								
6-2-4 Financial Planning for Curriculum DevRevRev								
6-2-5 Budget Preparation for Curriculum DevRevRev								
6-2-6 Implementation of Project								
6-3 Recruiting and Arrangement of Facilitators								
6-3-1 Recruitment								
6-3-2 Contract Management								
6-3-3 Financial Arrangement								
6-3-4 Assessment of Performance								
(8) Capacity Building for Enhancement of Planning and Management								
8-1 Physical Planning and Management								
8-1-1 Designing Construction								
8-1-2 Standardizing Construction Design								
8-1-3 Monitoring Standardized Construction Design								
8-1-4 Designing Contract Management								
8-1-5 Standardizing Contract								
8-1-6 Monitoring Contract Arrangement								
8-2 Data Planning and Information Management								
8-2-1 Designing Database of EMIS								
8-2-2 Collection and Updating EMIS Data								
8-2-3 EMIS Data Analysis and Reporting								
8-2-4 Designing Database of PMIS								
8-2-5 Collection and Updating PMIS Data								
8-2-6 PMIS Data Analysis and Reporting								
8-2-7 Designing Database of MMIS								
8-2-8 Collection and Updating MMIS Data								
8-2-9 MMIS Data Analysis and Reporting								
8-2-10 Formulating Planning Methodology (Regional Plan)								
8-2-11 Training in Planning Methodology (Regional Plan)								
8-2-11 Regional ESDP Formulation								
8-2-12 Regional ESDP Monitoring								
8-2-13 Regional ESDP Revision								
8-2-14 Formulating Planning Methodology (Woreda Plan)								
8-2-15 Training in Planning Methodology (Woreda Plan)								
8-2-16 Woreda PEDP Plan Formulation								
8-2-17 Woreda PEDP Plan Monitoring								
8-2-18 Woreda PEDP Plan Revision								
8-3 Organizational Planning and Management								
8-3-1 Designing Bureau Organizational Set-up								
8-3-2 Monitoring Bureau Organizational Set-up								
8-3-3 Restructuring Bureau Organizational Set-up								
8-3-4 Designing Zonal Organizational Set-up								
8-3-5 Monitoring Zonal Organizational Set-up								
8-3-6 Restructuring Zonal Organizational Set-up								
8-3-7 Designing Woreda Organizational Set-up								
8-3-8 Monitoring Woreda Organizational Set-up								
8-3-9 Restructuring Woreda Organizational Set-up								
8-4 Financial Planning and Management								BoFED BoFED BoFED
8-4-1 Formulating Financial Methodology								
8-4-2 Training in Financial Methodology								
8-4-3 Monitoring Financial Methodology								
8-4-4 Reforming Financial Methodology								
8-4-5 Formulating Accounting System								
8-4-6 Training in Accounting System								
8-4-7 Monitoring and Evaluating Accounting System								
8-4-8 Reforming Accounting System								
8-5 General Services Planning and Management								BoFED
8-5-1 Identification of Requirements								
8-5-2 Appraising Requirements								
8-5-3 Budget Preparation								
8-5-4 Budget Allocation								
8-5-5 Purchasing Required Items								
8-5-6 Registration of Items								
8-6 Planning and Management of School								
8-6-1 Formulating School Management Guidelines								
8-6-2 Training School Directors in School Management								
8-6-3 Training School Teachers in School Management								
8-6-4 Training PTA in School Management								
(9) Planning and Management of Supportive Programmes								
9-1 School Feeding								
9-1-1 Planning School Feeding								
9-1-2 Budget Preparation								
9-1-3 Implementing School Feeding								
9-1-4 Monitoring and Evaluation of School Feeding								
9-2 School Basic Infrastructure Building (water, electricity, etc.)								
9-2-1 Planning								
9-2-2 Budget Preparation								
9-2-3 Implementing								
9-2-4 Monitoring and Evaluation								
9-3 School Income Generation Programme								
9-3-1 Formulating Guidelines								
9-3-2 Providing Extension Services								
9-3-3 Monitoring and Evaluation								
9-3-4 Revision								

Appendix-3
Five Year Trend Analysis on
Oromia Primary Education Performance

FIVE YEAR TREND ANALYSIS ON OROMIA PRIMARY EDUCATION PERFORMANCE

1.1 STATUS AND PERFORMANCE OF THE OROMIA REGIONAL PRIMARY EDUCATION SYSTEM

This section provides an overview of the current status and performance of the primary education system in Oromia Region. The analysis of the status and performance of the education system is undertaken on select, key educational indicators. The indicators chosen for analysis are based on their importance for projecting the future development of the primary education system to achieve the strategic goal of Universal Primary Education (UPE). These indicators will also play a significant role in monitoring the performance of the education system relative to achieving the UPE targets. These indicators are also relevant to monitoring the progress achieved by the region in implementing some of the important policy directives regarding access, coverage, equity and quality.

Where data are available and appropriate, a five-year trend analysis of the performance of the regional primary education system is conducted. Analysis of the past trends in the performance of these indicators will be helpful to identify relative areas of strengths and weaknesses of the education system. The trend analysis will also be helpful in identifying areas where additional attention will be required to push the education system to achieve its long-term strategic goals.

Where appropriate, the data are disaggregated by gender to identify the extent of gender inequity persisting in the primary education system. Achieving gender equity is an integral part of the strategy for achieving the goals of UPE.

The following indicators are selected for analysis

1. Apparent intake and apparent intake rate
2. Net intake and net intake rate
3. Gross enrollment and gross enrollment rate
4. Net enrollment and net enrollment rate
5. Dropout rate
6. Repetition rate
7. Quality of educational inputs: Student-section ratio; student-teacher ratio; and student textbook ratio
8. Average radius of the school catchment area.
9. Gender equity

1.1.1 Apparent Intake and Apparent Intake Rate

The number of children of all ages entering Grade 1 in any given year is termed as apparent intake (AI). The apparent intake divided by the number of 7 year old children in the population, the official age of entry into Grade 1, for the same year, within the administrative area under consideration is called apparent intake rate. Thus the

apparent intake rate provides a measure of the size of the student population starting primary education relative to the size of the official age (age 7) population of children eligible for admission into Grade 1.

The apparent intake and the apparent intake rate are important for many reasons. Enrollment in future years in all subsequent primary grades, grades 2 thru 8, will depend on the size of the apparent intake every year. The gross enrolment that will determine the size of the demand for the key inputs such as the number of teachers, number of classrooms, number of textbooks, number of student furniture etc. will to a large measure be dictated by the size of this annual apparent intake into grade1.

Whether Oromia primary education system achieves gender equity in primary education system or not will be determined by gender structure in apparent intake. If gender parity is not achieved in apparent intake into Grade 1, assuming that the dropout rates and repetition rates are more or less similar to both boys and girls in all primary grades, it will not be possible to achieve gender parity in subsequent grades. Bringing equal number of boys and girls to grade 1 is the only available strategy to achieve gender equity in all primary grades in future years. If Oromia regional primary education achieves gender parity in Grade 1 in 1999 E.C. it will take an additional 7 more years to achieve gender parity in all primary grades up to Grade 8. This observation is based on the assumption that there will not be any substantial differences between boys and girls as far as dropout and repetition rates are concerned in all primary grades. In other words, there is very little the education system – the parents, the community, the schools and the woreda education office – can do to bring gender equity in primary grades, once the system misses the opportunity to bring equal numbers of boys and girls to enter Grade1.

Apparent intake also gives a measure of the over aged kids in the communities who seek primary education. The difference between apparent intake rate and net intake rate gives the percent of the over aged children being admitted to Grade 1.

Table 1.4.1.1 below presents the apparent intake and apparent intake rate data for the Oromia Region for the five year period, 1994-1998 E.C. The apparent intake rate data for the five year period is also presented in graphical form in Figure 1.4.1.1

**Table 1-1: Oromia Region: Apparent Intake Rate by Gender
1994 E. C. to 1998 E.C.**

Year	Apparent Intake			Apparent Intake Rate		
	Male	Female	Total	Male	Female	Total
1994	387,984	276,526	664,510	118.00	85.00	102.00
1995	409,450	304,066	713,516	119.00	89.00	104.00
1996	464,447	394,541	858,988	126.70	109.00	117.90
1997	691,664	629,053	1,320,717	175.00	162.00	169.00
1998	546,174	482,308	1,032,806	131.40	118.07	125.30

Oromia Region primary education system’s strong performance in increasing access to primary education is evident from the significant increases in apparent intake and apparent intake rates achieved during the five-year period. The apparent intake nearly doubles during the first four years of the period of analysis.

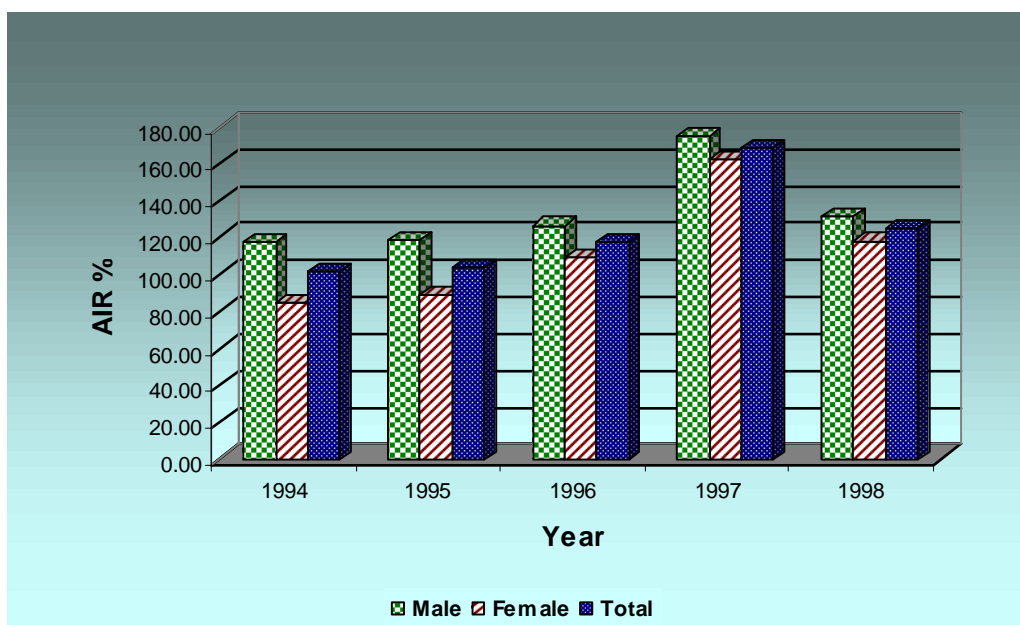


Figure 1-1: Oromia Region: Apparent Intake Rate by Gender 1994 E.C to 1998 E.C

Total apparent intake increases from 664,510 students in 1994 E.C to 1,320,717 in 1997. However, in 1998 E.C apparent intake declines to 1,032,806.

Similarly, total apparent intake rate increases from 102% in 1994 E.C to high of 169% in 1997 E.C and then declines to 125% in 1998 E.C.

The sudden spike in the apparent intake and apparent intake rate for 1997 E.C came about as a result of the region wide effort to set targets for each woreda for key indicators through a planning process to achieve UPE prior to the opening of the schools in 1997 E.C. This was followed by a coordinated, region-wide effort to mobilize the communities to bring as many of the out of school eligible children to start primary education as possible. In 1998 E.C, the apparent intake rate comes down to 125%.

It would have been difficult for the regional education system as a whole to maintain the apparent intake rate at or about the highest level of 169%. First, a large number of over aged out of school children, in easy to reach areas of the region would have been persuaded start their primary education in 1997 E.C. Maintaining apparent intake rate at or close to the level of 1997 E.C would have required even stronger community mobilization efforts in 1998 E.C. This was not forthcoming.

The apparent intake rate has consistently remained above 100% during the past five years. This means that more and more over aged children who never had chance to start primary school are starting primary education. Given the very low performance in the net intake rates during the past years, the region will have to maintain apparent intake rates far above 100% for several years into the future to bring the backlog of over aged children into the school system.

Another positive trend that emerges from the analysis of the apparent intake rate is that of the narrowing of the gender gap in apparent intake rate. The gender gap in apparent intake rate stood at 33% in favor of boys 1994 E.C. This gender gap is more than halved to 13 % in 1998 E.C. The results of these favorable trends in reducing

gender disparity in intakes into Grade 1 will result in reductions in gender disparities in subsequent grades in future years.

The only cause for concern is that the gender disparity remains constant at around 13% in 1997 and 1998 E.C. As the gender disparity declines, stronger and more innovative approaches will be required to bring girls from communities which are more difficult to reach and to persuade parents who are more reluctant to send their daughters to school.

1.1.2 Net Intake and Net Intake Rate

The number of 7 year old children, children of official age for entry into Grade 1, admitted to Grade 1 in any given year is called net intake (NI). Net Intake Rate is the ratio of the number of 7 year olds entering Grade 1 in any given year, to the number of 7 year olds in the relevant population in the same year.

Increasing net intake and net intake rate as rapidly as possible to bring as many of the children to start the primary school at the appropriate age as possible, is a key strategy of the Oromnia Region to achieve Universal Primary Education with equity, efficiency, and quality. .

Many factors contribute to the formation of this strategy. First, age 7 is the official age for entry into grade 1. There are many reasons for encouraging the parents to adhere to this administrative regulation. There is overwhelming evidence from developmental psychology that if children delay the start of their schooling, their future academic performance is likely to be stifled. In most countries, the children start their primary education at age 6. Thus age 7 is already relatively high to start schooling. In Ethiopia as a whole, only 2% of the pre-school age children have the opportunity to attend pre-schools. Therefore, most of the children until they join primary school will have no opportunity to attend organized learning processes and therefore, spent their time doing various chores for their homes, farms, or other businesses. Thus, further the children delay the start of their schooling, the more difficult it will become for the children to fit into the culture of schooling.

There is strong evidence to suggest that when children closer to the appropriate age for a particular grade are enrolled in that grade, they dropout less often and persist in school. Thus increasing the net intake rate could contribute to improvement in the quality and internal efficiency of the education system.

**Table 1-2: Oromia Region: Net Intake Rate by Gender
1994 E.C to 1998 E.C**

Year	Net Intake			Net Intake Rate		
	Male	Female	Total	Male	Female	Total
1994	92,467	72,941	165,408	28.00	23.00	25.00
1995	97,501	78,090	177,591	28.00	23.00	26.00
1996	119,428	103,858	223,286	31.90	28.20	30.10
1997	205,346	185,629	390,975	52.00	47.80	49.90
1998	199,023	176,442	375,465	48.00	43.20	45.60

Table 1.4.2.1 presents net intake and net intake rate data for the five year period 1994 E.C to 1998 E.C Figure 1.4.2.1 presents apparent intake rate data in a graphical form for the same five-year period.

Only 165,408 seven year old children entered grade 1 in 1994 E.C. The net intake rate for that year was 25%. Just as in the case of the apparent intake rate, the net intake rate reaches the highest level during the five-year period of analysis in 1997. The net intake rate reached 49.90% with 390,975 boys and girls of 7 years of age entering grade 1 that year. Total net intake rate declines to 45.6% in 1998 E.C.

The strong increase in net intake rate in 1997 can be attributed, as in the case of the apparent intake rate discussed in the previous section, to region-wide effort to bring 7 year olds to school through setting clear targets for each woreda followed by community mobilization to achieve these targets. The fact that one year later both apparent intake and the net intake rates declined in 1998, when such mobilization efforts were lacking, shows that sustained efforts at clear target setting and appropriate mobilization will be required to move the regional education system towards the goals of achieving UPE.

The gender disparity as shown by percent difference between boys and girls is far lower in the case of net intake rate than that of the apparent intake rate. On the average, the percentage difference between boys and girls for net intake rate has remained at about 5% during the entire five year period of the analysis. The difference between boys and girls in apparent intake which was 35% in 1994 E.C still remains at 13% in 1998 E.C.

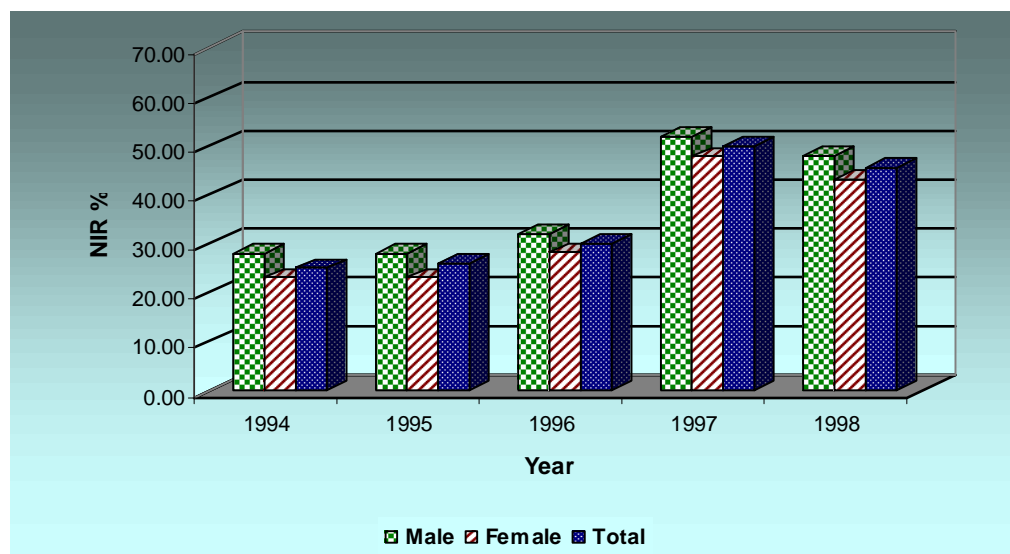


Figure 1-2: Oromia Region: Net Intake Rate by Gender 1994 E.C to 1998 E.C

1.1.3 Gross Enrollment and Gross Enrollment Rate.

Gross enrollment is the number of children of all ages enrolled in a particular level of the education system in any given year. Thus the total number of all ages of children enrolled in the first cycle primary is the gross enrollment for the first cycle. Gross enrollment rate is the ratio of all ages of children enrolled in a particular level to the number of children of official age eligible for enrollment for that level in the relevant population in the same year.

Gross enrollment rate tells us the size of the student body enrolled in a given level compared to the size of the eligible population. Gross enrollment is important for the

planning and management of the education system. The volume of key inputs such as classrooms, teachers, textbooks, furniture etc. depends on the size of the gross enrollment.

Tables 1.4.3.1 and 1.4.3.2 present gross enrollments and gross enrollment rates for first cycle, second cycle, and total primary for the five-year period 1994 to 1998 E.C.

In the first cycle primary, the total gross enrollment increases from little over 2.16 million to 3.35 million – an increase of nearly 55%. During the same five-year period, in the second cycle primary, the total gross enrollment increases from approximately 0.784 million to 1.41 million. This is equal to an increase of approximately 88.5%. For the total primary, the gross enrollment increases from approximately 2.94 million in 1994 to little over 4.76 million in 1998. This forms a growth of 61.8%

**Table 1-3: Oromia Region: Gross Enrollment by Cycle and Gender
1994 E. C to 1998 E.C**

Year	First Cycle (1 - 4)			Second Cycle (5 - 8)			Total Primary (1 - 8)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1994	1,316,163	845,813	2,161,976	544,073	240,741	784,814	1,860,236	1,086,554	2,946,790
1995	1,366,348	921,515	2,287,863	660,311	307,333	967,644	2,026,659	1,228,848	3,255,507
1996	1,463,727	1,082,961	2,546,688	747,839	378,884	1,126,723	2,211,566	1,461,845	3,673,411
1997	1,788,258	1,448,339	3,236,597	828,896	457,609	1,286,505	2,617,154	1,905,948	4,523,102
1998	1,812,547	1,540,157	3,352,704	884,197	531,580	1,415,777	2,696,744	2,071,733	4,768,481

Table 1.4.3.2 below presents the gross enrollment rates (GER) for the five year period 1994 E.C to 1998 E.C by cycle and gender. The male and female gross enrollment rates increase from 102.83% and 67.29% respectively in 1994 to 118.45% and 102.34 % in 1998 E.C. The total GER for the first cycle increases from 85.22% to 110.46% during the same period.

Figures 1.4.3.1, 1.4.3.2, and 1.4.3.3 present the gross enrollment rates for the first cycle, second cycle and the whole primary grades for the five year period under analysis.

For the second cycle primary the GER for male and female students increase from 46.47% and 21.06% respectively to 72.44% and 44.34% respectively. The total GER for second cycle during the same five-year period increases from 33.91% to 58.52%.

For the total primary, grades 1-8, the GER for male and female students increase from 75.90% and 45.27% respectively to 98.03% and 76.63% respectively while the total GER increases from 60.75% to 85.35%.

The following major observations can be made from these trends in gross enrollment and gross enrollment rates:

The narrowing of gender gap in apparent intake rate taking place in Oromia Region during the five-year period under analysis, is reflected in the narrowing of gender gap in gross enrollment rates in first, second , total primary. Gender gap of 35.54% in favor of boys for the first cycle in 1994 E.C comes down to 16.11% in 1998 E.C. In the second cycle, the gender disparity shows a slight increase in favor of boys from 25.41% , gender disparity increases to 28.1%. For the total primary, the gender disparity declines from 30.63% to 21.4%. As the gender gap declines gradually in the intake into Grade 1, further declines in gender gap will occur in the first cycle, second cycle and total primary GERs in future years.

Sharp decline in apparent intake into grade 1 in 1998 E.C compared to that of apparent intake in 1997, has resulted decline in gross enrollment in first cycle. Part of this decline can also be attributed to increase in the dropout rate, especially in Grade 1 in 1997.

As the analysis shows the rate of growth of gross enrollment is higher in second cycle than in the first cycle. As the apparent intake rate increases further, and the volume of students transiting from the first cycle into second cycle further increases, we can expect even further faster growth in the future in the second cycle than in the first cycle. This will have consequences for resource consumption and resource allocation in the future within the primary education system.

Table 1-4: Oromia Region: Gross Enrollment Rate by Cycle and Gender 1994 E.C to 1998 E.C

Year	First Cycle (1 - 4)			Second Cycle (5 - 8)			Total (1 - 8)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1994	102.83	67.29	85.22	46.47	21.06	33.91	75.90	45.27	60.75
1995	101.91	69.94	86.06	55.82	26.57	41.36	81.90	24.59	65.13
1996	104.35	78.54	91.56	62.57	32.37	47.62	85.13	57.34	71.36
1997	122.01	100.49	111.34	68.63	38.63	53.78	99.67	35.97	85.35
1998	118.45	102.34	110.46	72.44	44.34	58.52	98.03	76.63	87.42

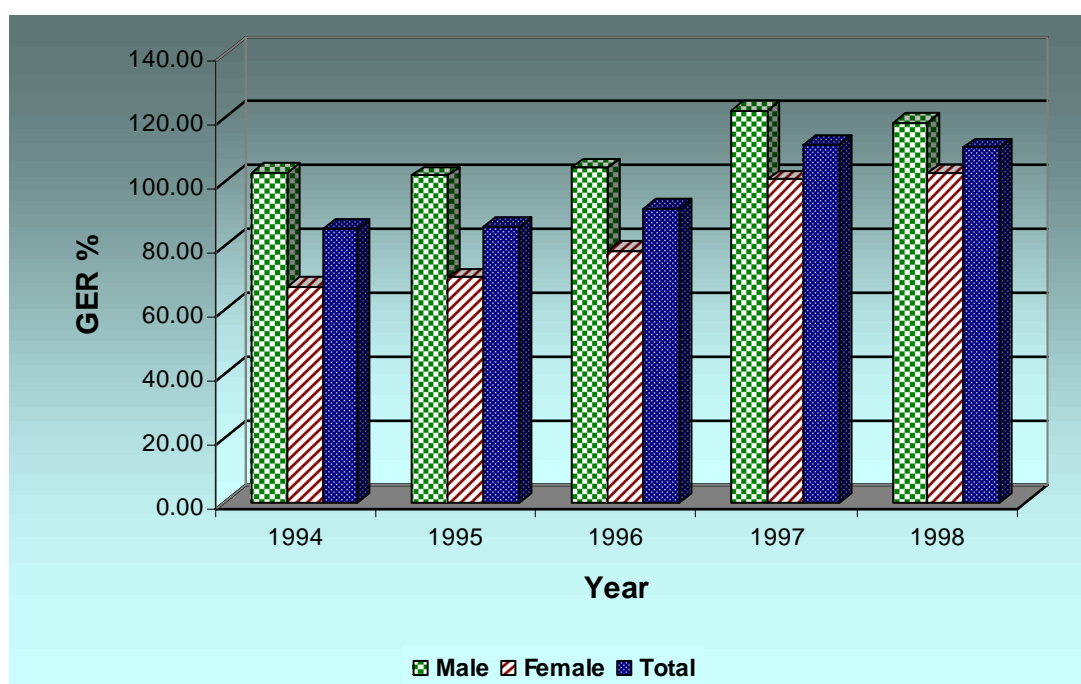


Figure 1-3: Oromia Region: Gross Enrollment Rate, First Cycle by Gender 1994 E. C to 1998 E.C

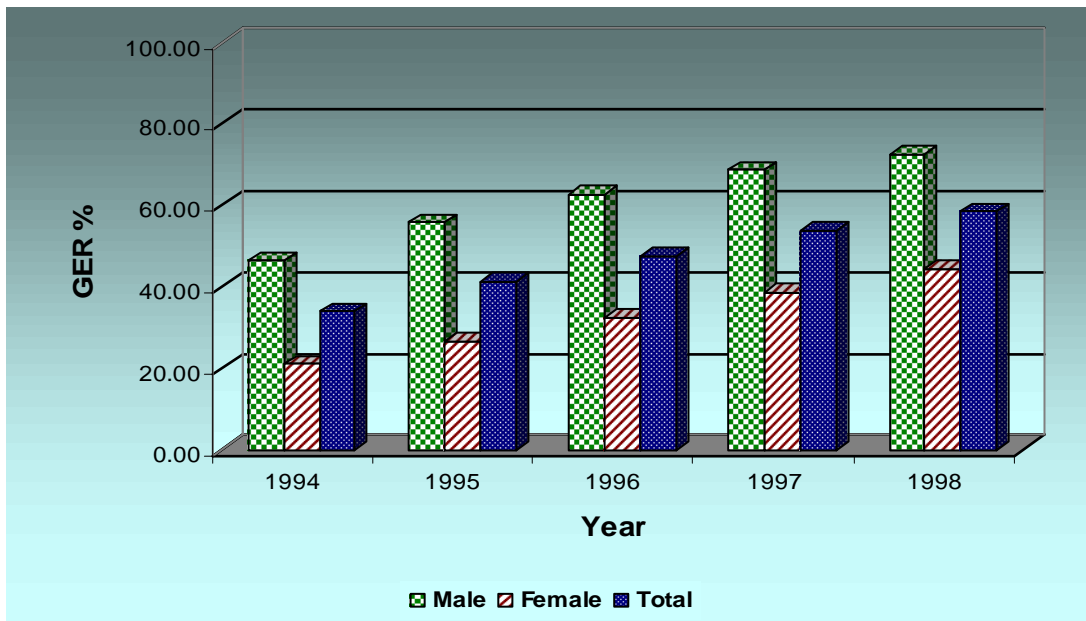


Figure 1-4: Oromia Region: Gross Enrollment Rate, Second Cycle by Gender 1994 E. C to 1998 E.C

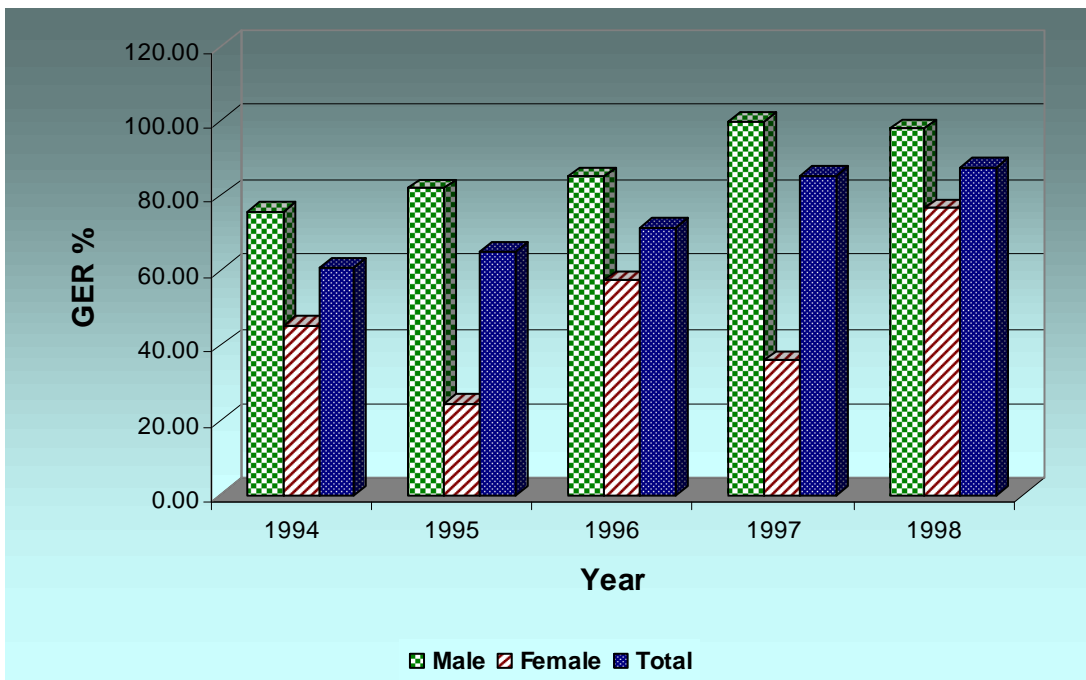


Figure 1-5: Oromia Region: Gross Enrollment Rate, Total Primary (grades 1-8) by Gender 1994 E. C to 1998 E.C

1.1.4 Net Enrollment and Net Enrollment Rate.

Net enrollment is the number of children enrolled in a particular level whose age corresponds to the official age for enrollment at that level. For example, the official age for enrollment in second cycle primary in Ethiopia is ages 11 to 14. The total number of children of ages 11 to 14 enrolled in the second cycle in any given year is net enrollment for the second cycle for that year.

The net enrollment rate is the ratio of net enrollment in a particular level to the number of children of the official age for enrollment for that level in the relevant population.

A comparison between gross enrollment and net enrollment will provide the over aged children remaining in the education system.

Table 1.4.4.1 presents net enrollment by cycle and gender for the five-year period 1994 E.C to 1998 E.C.

As the data presented in Table 1.4.4.1 shows, in 1998 E.C there were 2,151,924 students of ages 7 to 11 enrolled in grades 1 to 4. This compares with the gross enrollment of 3,352,704 for the first cycle in the same year. In other words, 1,200,780 students who were enrolled in the first cycle in 1998 were over aged for enrollment in the first cycle.

The best strategy to reduce the over aged students enrolled in any level is to increase number of 7 year olds entering grade 1 by increasing the net intake rate.

**Table 1-5: Oromia Region: Net Enrollment by Cycle and Gender
1994 E.C to 1998 E.C**

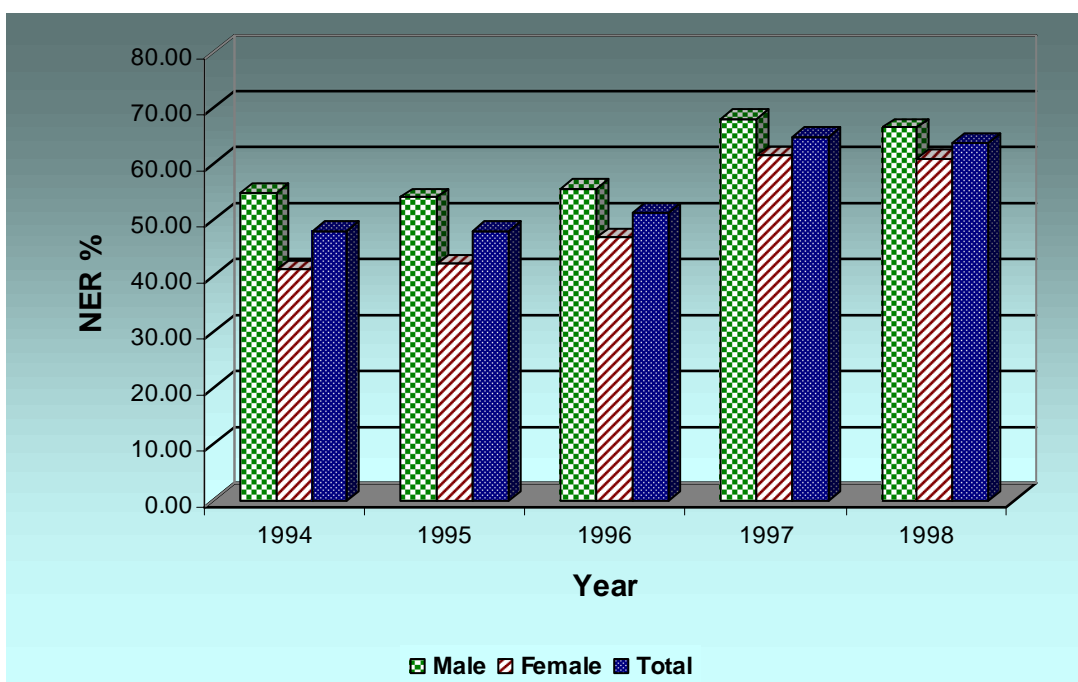
Year	First Cycle (1 - 4)			Second Cycle (5 - 8)			Total Primary (1 - 8)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1994	705,298	518,462	1,223,760	345,377	173,814	519,191	1,050,675	692,276	1,742,951
1995	744,929	570,831	1,315,760	409,453	220,009	629,462	1,154,382	790,840	1,945,222
1996	825,527	680,044	1,505,571	459,495	269,457	728,952	1,285,022	949,501	2,234,523
1997	1,085,146	955,664	2,040,810	513,349	328,036	841,385	1,598,495	1,283,700	2,882,195
1998	1,136,263	1,015,661	2,151,924	530,456	370,084	900,540	1,666,719	1,385,745	3,052,464

Table 1.4.4.2 below presents the net enrollment rate by gender and cycle for the five-year period. The following observations can be made:

- Gender gap in percentage terms for male and female is narrower in all cycles for the net enrollment rate than for gross enrollment rate. For example, the gender gap for net enrollment rate is 5.42%, 8.77%, and 6.68 % for the first cycle, second cycle and total primary in 1998. The corresponding figures for gross enrollment rate are: 16.11%, 28.1%, and 21.4% respectively. One partial conclusion that can be made from this conclusion is that girls when whose age is closer to the official age for enrollment is more likely to persist in school as compared to girls who are older for that grade.
- The gender gap has shown a tendency to decline in all cycles during the five-year period. In the first cycle, the gender gap declines from 13.78% in 1994 E.C to 5.42% in 1998 E.C. During the same period, gender gap declines from 13.73% to 8.77% for the second cycle and from 13.67 to 6.68% for the total primary.

**Table 1-6: Oromia region: Net Enrollment Rate by Cycle and Gender
1994 E. C to 1998 E.C**

Year	First Cycle (1 - 4)			Second Cycle (5 - 8)			Total Primary (1 - 8)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1994	54.78	41.00	47.95	28.53	14.80	21.77	42.05	28.38	35.30
1995	53.84	42.11	48.03	31.79	17.75	24.91	43.21	30.48	36.94
1996	55.54	46.81	51.23	33.54	20.61	27.23	44.99	34.40	39.79
1997	68.01	61.41	64.75	35.22	23.78	29.66	52.35	43.73	48.12
1998	66.36	60.94	63.69	34.20	25.43	29.95	51.07	44.39	47.80



**Figure 1-6: Oromia Region: Net Enrollment Rate, First Cycle by Gender
1994 E.C to 1998 E.C**

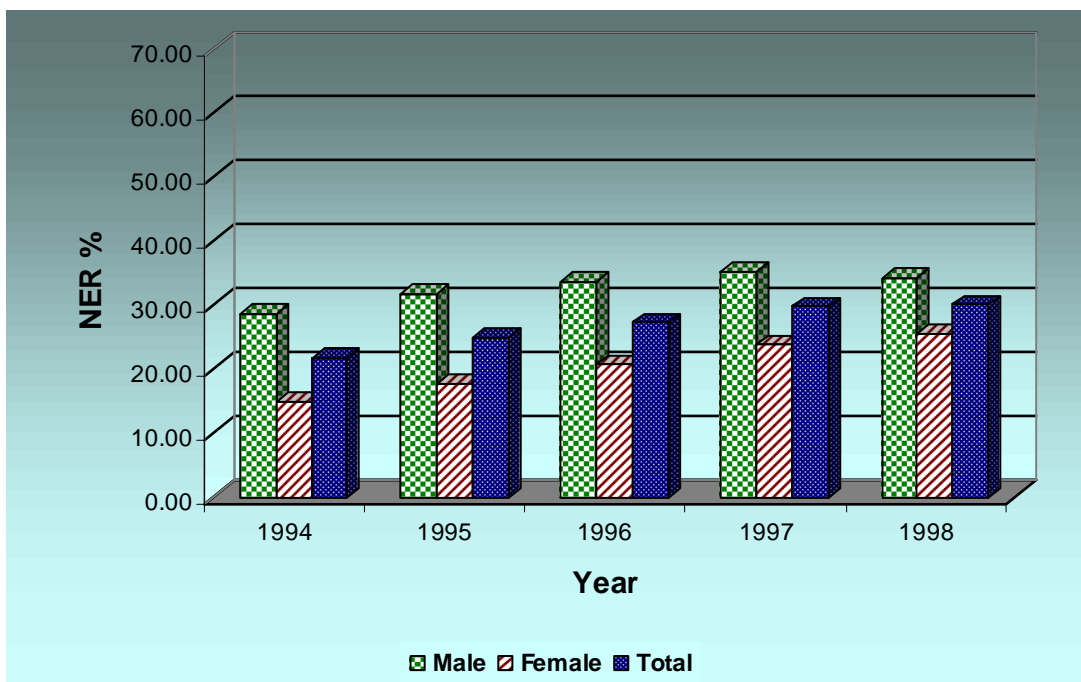


Figure 1-7: Oromia Region: Net Enrollment Rate, Second Cycle by Gender 1994 E.C to 1998 E.C

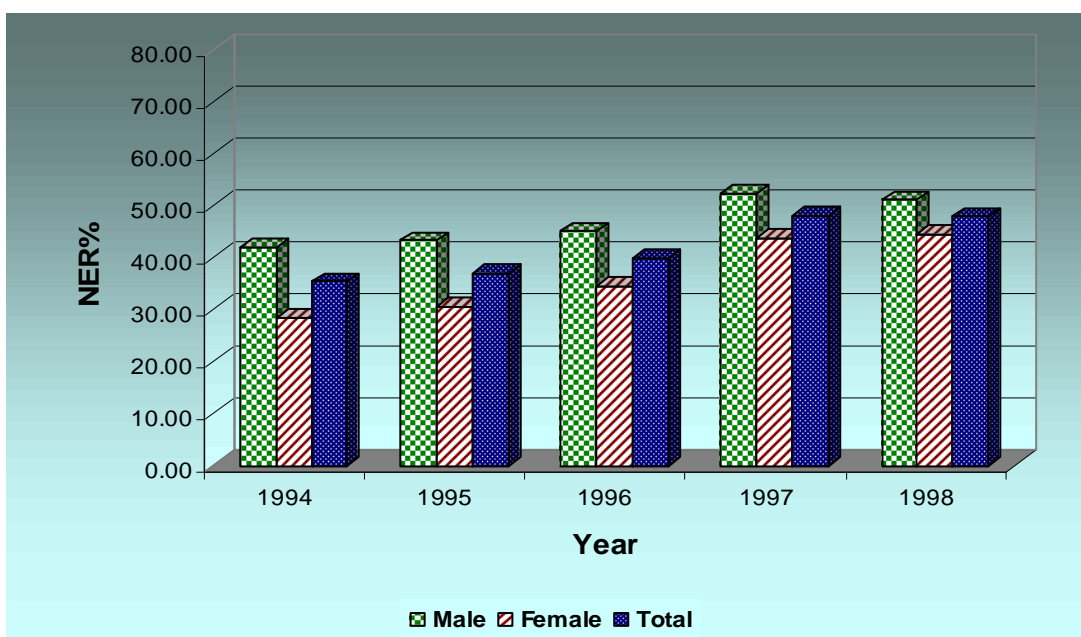


Figure 1-8: Oromia Region: Net Enrollment Rate, Total Primary (Grades 1-8) by Gender 1994 E.C to 1998 E.C

1.1.5 Dropout Rate

The phenomenon of dropout in the primary schools can appropriately be described as one of the evils that plague the education system of Ethiopia and that of the Oromia

Region. It is a personal and family tragedy for those students who dropout and results in wastage of scarce resources by supporting the dropouts as long as they remain in school:

- If students dropout of a grade in any given year, the number of students who will be enrolled in the next grade during the subsequent year will be reduced, and the gross enrollment will fall thereby delaying the movement towards the goals of achieving UPE.
- Dropout phenomenon creates a “failure syndrome” in the community. Students who dropouts carry the stigma of failure throughout their lives.
- Dropouts consume the valuable resources of the education system without giving much in return to the individual, the community and the country. The money the education system spends on a dropouts is wasted.
- By leaving the education without completing the minimum required skills, the young people are unable to reap the benefit of education through increased productivity for the individual and the community.
- Dropout is a cause and result of poor quality of education. One of the reasons for children dropping out of school is poor quality of education. But, by consuming scarce resources, until the dropout occurs, the dropouts prevent the education system from improving the quality.

Table 1.4.5.1 presents the dropout rates by grade for the four year period 1994-1997 E.C. 1 Figure 1.4.5.1 presents the dropout rates by gender in a graphical form for grades 1 to 7 for 1997 C. 2 The following major observations can be made with regard to the trend and level of dropout rates in the Oromia Region:

**Table 1-7: Oromia Region: Dropout Rates by Grade and Gender
1994 E.C to 1997 E.C**

Year	Grade1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1994	28.12	29.07	16.92	19.15	14.09	12.41	13.82	15.07	15.44	13.07	7.98	4.49	17.46	13.91
1995	27.39	27.01	17.93	17.41	16.52	14.77	15.95	14.88	18.66	14.32	11.37	5.37	19.79	16.96
1996	21.86	23.95	12.49	12.65	11.89	10.11	10.33	11.06	17.13	13.52	9.74	6.29	18.08	13.26
1997	27.60	26.60	15.80	15.20	13.80	9.80	10.50	10.00	16.40	12.20	8.00	6.00	14.20	11.90

- Dropout rates in all grades during the four year period of analysis have remained more or less steady in all grades without showing any tendency to decline. If at all, the tendency is one for slight increase in dropout rates.
- There are no observable, significant differences between the dropout rates for male and female students in the first cycle grades. In the second cycle grades, the dropout rates for female students are slightly less than that of the male students.

1 Since calculation of dropout rate requires enrollment related data for two consecutive years, latest dropout rate available will be one year behind that of other indicators such as apparent intake rate, net intake rate, gross enrollment rate etc.

2 Dropout rate for grade 8 is normally not calculated as it is the terminal grade for primary education. Not all students who do not continue on to grade 9 or enter into other courses of studies can be considered as dropouts.

- During the four year period of analysis, Grade 1 dropout rates are the highest for all primary grades. On the average, more than a quarter of students who enroll in Grade 1 do not make it to Grade 2 every year. The highest Grade 1 dropout rates for male and female students were in 1994 E.C at 28.12% and 29.07% respectively. This declines to 21.86% and 23.95% respectively in 1996 E.C – the lowest during the four year period. In 1997, the Grade 1 dropout rates for both male and female students once again increases to 27.6% and 26.6% respectively for male and female students. There are many reason why dropout rate in Grade 1 affects the education system very severely:
- There is enough evidence to show that Grade 1 is the most important obstacles for the students for progressing through the primary education system. If a student gets through Grade1, the chances of the student progressing through other grades are enhanced.

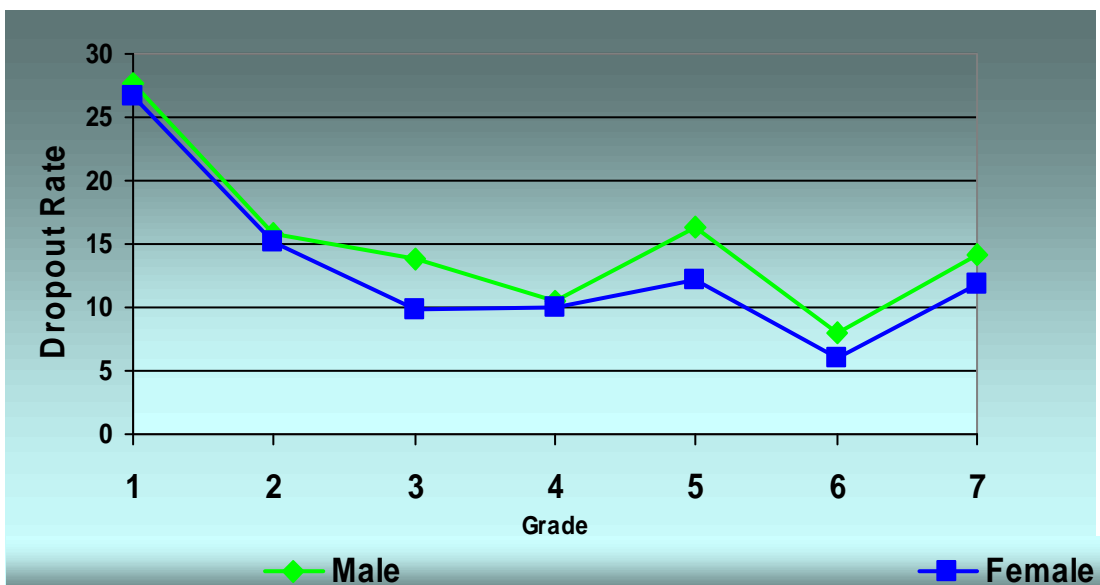


Figure 1-9: Oromia Region: Dropout Rate by Grade and Gender -1997 E.C

- The UPE operational definition and projections show that unless the dropout rate in all primary grades are brought down below 5% during the next four to five years, Oromia Region cannot achieve UPE within the target year of 2015 or soon there after.
- With 25% or more dropout rate on the average in grade 1, bringing the total dropout rate for primary below 5% cannot be achieved unless we achieve significant annual reductions in the grade 1 dropout rate as quickly as possible.

1.1.6 Repetition Rate

Repetition rates in primary grades compared to that of the dropout rates are relatively low. Most woredas in Oromia Region follow the national policy of automatic promotion in the first three grades of the first cycle. Automatic promotion is to be complemented by continuous assessment to assure that students acquire the basic skills expected of them before being promoted to the next grade.

Still some repetition occurs in the first cycle due to various reasons. Some schools under pressure from parents and teachers do not completely adhere to the automatic

promotion policy. Absenteeism of the students also contributes to repetition.

**Table 1-8: Oromia Region: Repetition Rate by Grade and Gender
1994 E. C to 1997 E.C3**

Year	Grade1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1994	4.53	4.83	3.93	4.23	3.44	4.13	13.82	15.07	5.82	9.75	2.98	5.07	8.40	16.06
1995	4.04	4.49	3.58	4.21	3.14	3.97	7.23	10.77	5.97	9.98	3.00	4.96	7.23	15.17
1996	3.35	2.85	2.69	2.68	2.34	2.58	4.75	6.40	4.72	6.73	2.51	2.89	4.85	8.22
1997	3.95	3.60	3.59	3.30	3.20	3.20	4.60	5.20	4.90	5.80	3.60	3.30	6.10	7.60

In all first cycle grades total repetition rate stays below 5%. As the Table 1.4.6.1 shows, this is within the target set in the UPE operational definition for repetition for Oromia Region.

The highest repetition rate for all primary grades is in Grade 7. The repetition rates are 6.1% and 7.6% respectively for boys and girls in that grade in 1997 E.C.

Even though the average repetition rates for the first cycle and second cycle are below 5%, there is still room for improvement. Repeaters consume scarce educational resources by staying in a grade and in the school system longer than they should. Repeaters contribute to over crowding of classrooms and larger student-teacher ratios thereby contributing potential decline in the quality of education.

1.1.7 Quality of inputs: Student-section, Student-teacher, and Student-Textbook Ratios.

Classrooms, teachers, and textbooks are considered to be the three important inputs that determine the quality of the process of education. Over crowded classrooms are not conducive to learning. Teachers are unable to pay uniform attention to all the students in the classroom when student-teacher ratios are very high. Learning activities suffer when the lack of space in the classroom does not permit the students to perform learning activities with ease. Evidence from several countries shows that access to textbooks by students in the classroom and at home to perform the necessary home work enhances student performance.

How ever there is no consensus about optimal size of the student-section ratio and student-teacher ratio that produce desirable learning outcomes. There is often the consensus among the parents, community and educators that lower student –section and student-teacher ratios and one to one student textbook ratios are desirable.

3 As in the case of dropout rate, base line data repetition rates will be one year behind the rest of the data as two year of enrollment data will be required for its calculation. In addition, grade 8 being the terminal grade with and external examination repetition rates are not calculated for grade 8. Not all students who fail the external examination come back to school to repeat that grade.

**Table 1-9: Oromia Region: Student-Teacher Ratios and Student-Section Ratios
by Cycle
1994 E.C to 1998 E.C**

Year	Student-Teacher Ratio			Student-Section Ratio		
	First Cycle	Second Cycle	Total Primary	First Cycle	Second Cycle	Total Primary
1994	78:1	45:1	66:1	77:1	66:1	73:1
1995	72:1	60:1	68:1	77:1	70:1	75:1
1996	83:1	55:1	72:1	80:1	71:1	77:1
1997	90:1	58:1	78:1	76:1	71:1	75:1
1998	70:1	58:1	65:1	60:1	63:1	61:1

Table 1.4.7.1 above presents student-teacher ratios and student-section ratios for the five-year period 1994 to 1998 E.C.

The regional policy guideline sets targets for student- teacher ratio and student section ratio. According to this policy guideline, all woredas are expected to achieve 50:1 student-teacher ratio and student-section ratio. The regional averages for these two ratios shows for the five year period shows that there is a long way to go before these policy targets can be achieved.

The student-teacher ratio for the first cycle reaches a high of 90:1 in 1997 E.C. This was the year there was a sudden spike in the apparent intake rate to approximately 167%. Partially, this could have contributed to the high student-teacher ratio. However, there is enough evidence to show that the actual student-teacher ratio for that year could be less than the reported value of 90:1. According to the records, many teachers were recruited during the course of the school year after the collection of the EMIS data.

First cycle student-teacher ratio at 70:1 in 1998 E.C is the lowest during the five-year period. If this trend continues, perhaps the Region may be able to achieve the policy goal of 50:1 for the student-teacher ratio for the first cycle by 2002.

The student-teacher ratio for the second cycle, though lower than that of the first cycle, shows a tendency to increase during the five year period. From 45:1 in 1994 E.C, the student-teacher ratio moves up to 58:1 in 1998 E.C. As pointed out earlier in this Chapter, as the volume of flow of students into the second cycle increases at a faster rate than that of the first cycle in the future, second cycle will demand more and more resources and is likely to put greater pressure on the demand for key inputs such as teachers and classrooms.

Student-section ratios for the first cycle are on the average is slightly lower than that of the student-teacher ratios. In practical terms, the student teacher ration should be lower than the student section ratio. A higher student-teacher ratio than student-section ratio would indicate that, on any given day, there will be classrooms un attended by teachers. A lower student-teacher ratio would indicate that on any given day teachers do not teach 100% of the time and that they get some free time during the teaching hours to look after other responsibilities such as correction of home work or preparing lesson plans etc.

The above data shows that for the first cycle the student-teacher ratio is higher than student-section ratio. Thus, it would lead to the interpretation that throughout the year a large number of first cycle classrooms go un attended by the teachers. However,

within the Ethiopian and Oromia Regional contexts this interpretation may not be accurate. In schools practicing double shift, some teachers teach in both shifts. However, the calculation of the student-teacher ratio assumes that the teachers teach only in one shift. Thus the student-section ratio based on actual contact hours for the first cycle for 1998 E.C will in reality be lower than the 70:1 that is shown in the Table 1.4.7.1 above. In reality it may equal to or lower than the student-section ratio of 60:1 for 1998 E.C.

Still the student-teacher and student-section ratios for both first and second cycles remain far above the policy target of 50:1 to be achieved by 2002 E.C. Large inputs of additional resources will be required to achieve the targets set.

In 1997 E.C, a student-textbook ratio of 2;1 was achieved for all grades in the primary schools. Though the data are being still analyzed, there is very strong preliminary evidence that the targeted ratio of 1:1 student textbook ratio has been achieved in 1998 E.C.

1.1.8 Average radius of the school catchment area.

The average radius of the school catchment area plays a significant role increasing access to school and in reducing the dropout rates. Large distances between the school and community is one of the obstacles for increasing access. Seven year old children find it difficult to walk several kilometers in the morning and afternoon to and from school everyday. After a few days they get discouraged and dropout of school. This is one of the reasons why the dropout rate in Grade1 is the highest among the primary grades.

Oromia Region intends to provide schools to the communities in such a way that no child should walk more than 3 KM to attend first cycle primary grades.

The latest data available for 1998 E.C shows that the regional average for school catchment radius is 3.9 KM. This is little higher than the policy target of 3KM. However, in reality the average school catchment radius may slightly higher than the 3.9KM, especially in the rural areas, as this average radius calculation includes urban woredas where the schools are much closer than the 3.9 KM

For the seven SMAPP Project zones, the average catchment area radius comes down to 2.9 KM.

1.1.9 Gender Equity

During the course of the discussion above about the performance of the education system in each indicator and their trends, where appropriate, we discussed the trend in gender equity as shown by the narrowing of the gap in the respective rates between the boys and girls. Under this section we shall see another way of measuring the gender disparity using gender parity index. The gender parity index represents the number of girls per one thousand boys present under the category being measured.

For example a gender parity index of 713 for apparent intake for 1997 E.C means that for every, 1000 boys entering grade 1 in 1997, there were 713 girls entering grade 1 that year. A gender parity index of 1000 indicates achievement of gender equity for

that measure⁴.

Table 1.4.9.1 below presents the gender parity index for apparent intake, net intake gross enrollment and net enrollment for the five year period 1994 E.C to 1998 E.C.

Table 1-10: Oromia Region: Gender Parity Index 1994 E.C to 1998 E.C

Year	Intakes		Gross Enrollment			Net Enrollment		
	Apparent Intake	Net Intake	1st Cycle	2nd Cycle	Total Primary	1st Cycle	2nd Cycle	Total Primary
1994	713	789	643	442	584	735	503	659
1995	743	801	674	465	606	766	537	685
1996	849	870	740	507	661	824	586	739
1997	909	904	810	552	728	881	639	803
1998	883	887	850	601	768	894	698	831

Based on the data presented in the above Table, the following pertinent observations can be made with regard access to and coverage of primary education:

- In all measures of access and coverage of the primary education system for the Oromia Region, the gender parity index shows gradual narrowing of the gap between male and female students.
- In apparent intake, gender parity index increases from 713 in 1994 E. C to 883 in 1998. In other words, the number of girls entering grade 1 increased by 170 for every 1000 male students entering grade 1 during the five-year period.
- For net intake, gender parity index increased from 789 to 887 during the same period The number of 7 year old girls entering grade 1 increased by 98 for every thousand 7 year old boys entering grade1. This is slightly lower than the increase for girls in apparent intake.
- During the initial years of the five-year period, the gender parity index for net intake was higher than that of apparent intake. In 1994 the difference was 176 in favor of net intake. This difference in gender parity index for net intake and apparent intake gradually decreases over the five-year period and virtually stands equal at 883 and 887 for apparent and net intakes respectively in 1998.
- More or less similar trends are exhibited by gender parity index for gross and net enrollments for the first and second cycle and for total primary. Gender parity for first and second cycle for gross enrollments increased from 643 and 442 respectively to 850 and 601 respectively. Thus, for the first cycle primary 159 more girls per thousand boys were enrolled in 1998 as compared to 1994. Similarly, 159 more girls per thousand boys were enrolled in second cycle as compared to 1994.
- Gender parity index for net intake increased by 159 girls per thousand boys during the five year period while the same increased by 195 for the second cycle. This evidence supports the observation that girls of appropriate age for particular grade or level seems to persist in school more often than older girls and boys.

⁴ This assumes that the male and female populations are equal for the age group under consideration. This may not be always true. For some age groups the male population may be greater than that of the boys and vice-versa. In that case, the gender parity index required could be slightly less than 1000 or higher than 1000 to achieve gender equity.

1.2 CONCLUDING OBSERVATIONS

The decentralized governance system of the Oromia Regional Education system is still evolving. Prior to 2006-2007, the regional education bureau reported through the capacity building bureau. This has been changed. At present the Head of the Regional Education Bureau reports directly to the Council. Minor adjustments are also being made to the financial reporting and budgetary process.

The micro-planning exercise is being implemented to strengthen the planning process at the woreda level to strengthen the linkage between the federal and regional policies with that of the woreda level policies and program development and implementation. The micro-planning exercise is structured to capture the budgetary and financial processes under decentralization.

From the data and the analysis presented in the preceding sections one can draw both positive and negative conclusions about the performance of the Oromia Regional Primary education system.

The region has achieved great strides in increasing access to and coverage of primary education as shown by increase in the apparent intake rate, net intake rate, gross enrollment rate and net enrollment rate. All these indicators of access and coverage have shown substantial increases over the five year period under analysis.

As the strong performance in apparent intake into grade 1 during the last two years of the analysis period transform into enrollment in subsequent grades in future years, even stronger increases in gross enrollment will be achieved by the system. But the discouraging observation is that after a sudden spike in both apparent intake and net intake rates in 1997, these two indicators have shown declining trend in 1998. This declining trend needs to be reversed to maintain the momentum towards achieving the goals of the Universal Primary Education. It is especially important for the Oromia Regional Primary education system to initiate and maintain community mobilization efforts to rapidly increase the net intake rate as rapidly as possible during the coming few years.

Another area of positive performance of the Oromia Regional primary education system is in moving towards achieving gender equity. Gender disparity has been more than halved during the five year period in apparent intake. This is augurs well for further reductions in gender disparity all across the primary grades in the future years. As these grade 1 cohorts move through higher grades in subsequent years, further reductions in gender disparity will be achieved in subsequent years. However, the education system at all levels should be aware of the difficulties that are likely emerge in the future. As the gender disparity declines further, it would require greater effort by the education system to reach inaccessible communities and to persuade parents and communities that are more reluctant to send girls to school.

The performance of the education system in quality indicators has been disappointing. The dropout rates have shown no declining tendency during the four year period for which the data are presented. On the contrary, the dropout rates in some primary grades have shown a tendency to increase. The dropout rate for grade 1 after showing some slight decline, has increased in 1997 and hovers around 27%. Unless the dropout rates in all grades, including in grade 1, are brought below 5%, as soon as possible, the target year for achieving UPE will have to be extended further beyond 2013 E.C.

The repetition rate in the first cycle is policy driven. Automatic promotion policy has brought the repetition rates in first three grades of the first cycle close to zero. The

repetition rates in second cycle are slightly higher. The impact of the automatic promotion policy in the first cycle is still to be felt in the second cycle. As more and more children from the first cycle who are promoted under the automatic promotion policy arrive in the second cycle grades, the impact these students will have on second cycle repetition rates need to be carefully watched.

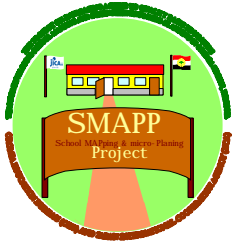
The student-section ratios and student teacher ratios have fluctuated over the years. But, they remain far above the policy target of 50:1 to be achieved by year 2002 E.C. Substantial amounts of additional resources will be required to reach the policy targets by 2002 E.C from present levels.

Appendix-4
Education Statistics from EMIS

Woreda	Number of Kebele	Area (km2)	1995		1996		1997		1998			Grade 1-4 (all primary schools)			Grade 5-8 (the schools covering Grade 5, 6, 7 or 8)		
			Number of Schools	Number of Schools	Number of Schools	Number of Schools	Total Number of Schools	Number of Schools (Grade 1-4)	Number of Schools (Grades 5-8)	Average School Radius (km)	Coverage Area (km2)	Coverage Ratio (%)	Number of Kebele without Schools	Average School Radius	Coverage Area (km2)	Coverage Ratio (%)	Number of Kebele without Schools
East Arsi Zone																	
Aminyaa	20	1331.1	17	17	22	27	27	17	4.0	478.7	36	3	5.0	378.7	28	13	
Asakoo	21	628.5	17	21	27	29	29	16	2.6	492.7	78	3	3.5	356.2	57	15	
Collee	20	676.1	23	26	37	40	40	21	2.3	571.0	84	1	3.2	436.3	65	11	
Diggaaflu Fi Xijjoo	25	927.5	23	24	31	33	33	22	3.0	647.3	70	1	3.7	522.9	56	14	
Siree	17	449.6	25	25	31	38	37	15	2.9	330.6	74	3	3.1	179.5	40	14	
Dodotaa	15	538.9	25	25	31	39	39	21	3.8	346.4	64	1	3.1	180.0	33	10	
Gololchaa	37	1741.1	25	25	35	39	39	21	2.5	766.8	44	5	5.1	503.5	29	27	
Hixxoosaa	26	715.3	21	22	31	36	36	24	2.5	554.9	78	2	3.1	474.6	66	14	
Jajuu	30	791.4	25	26	30	33	32	26	2.8	603.5	76	3	3.1	497.0	63	23	
Inkoloo Waabee	9	315.9	31	35	49	56	56	34	2.9	242.8	77	1	1.7	187.2	59	7	
Limmuu Fi Bilbilo	27	1197.2	31	35	49	56	56	34	2.9	835.6	70	1	1.7	566.3	47	20	
Bedoljii	1	3.9								3.9	100	0		3.9	100	0	
Guna	11	285.9	27	27	31	37	37	24	3.4	250.7	88	0	1.9	236.9	83	7	
Martii	20	1044.9	28	28	45	59	58	34	2.9	437.4	42	3	3.8	280.7	27	15	
Munessaa	44	1518.4	28	28	45	59	58	34	2.9	1,022.8	67	7	3.8	723.7	48	28	
Roobee	33	1305.1	29	30	34	36	36	25	3.4	758.6	58	7	4.1	574.4	44	22	
Seeruu	15	1842.8	25	25	31	35	35	18	4.7	339.4	18	3	5.7	119.2	6	13	
Bale Gargaar	15	556.1	23	23	31	33	33	23	3.3	382.1	69	1	3.9	292.1	53	7	
Shirkaa	39	1126.4	23	23	37	38	38	26	3.1	640.7	57	11	3.7	479.1	43	26	
Suudee	28	1140.4	26	26	37	38	38	26	3.0	806.4	71	5	3.7	636.8	56	18	
Xannaa	12	494.8	13	13	13	17	17	11	3.0	267.4	54	1	3.8	240.7	49	5	
Xiyoo	21	618.6	26	28	35	40	40	30	2.3	482.8	78	3	2.6	389.7	63	15	
Assallaa	1	17.7								17.7	100	0		17.7	100	0	
Zuwayy Dugdaa	38	1105.1	27	28	38	44	44	28	2.8	827.3	75	6	3.5	563.6	51	26	
Diksis	16	453.9	11	11	15	16	16	10	3.0	346.0	76	2	3.8	277.5	61	10	
Lode Hixxoosaa	22	518.9	17	17	20	23	23	16	2.7	392.9	76	4	3.2	326.6	63	13	
TOTAL	563	21,345	459	477	620	706	709	441	3.1	12,846.6	60	77	3.9	9,445.0	44	373	
West Harerge Zone																	
Ciroo	30	724.5								646.5	89	2		382.3	53	27	
Gamaelis	22	1000.6	51	53	66	72	72	33	2.8	637.7	64	0	2.6	319.8	32	18	
Ciroo town	1	5.3								5.3	100	0		5.3	100	1	
Xullo	29	431.3	28	28	30	31	31	20	2.1	405.0	94	4	2.6	329.2	76	23	
Habroo	32	765.1	28	28	31	31	31	18	2.8	556.8	73	8	3.7	413.8	54	28	
Bedesa	1	2.7								2.7	100	0		2.7	100	0	
Qunnii	25	1334.1	23	23	25	27	27	14	4.0	450.7	34	4	0.2	335.8	25	22	
Daaroo Labuu	39	4423.1	25	27	40	42	41	18	5.9	908.7	21	3	8.8	391.7	9	35	
Bookee	23	3462.7	21	21	35	37	37	14	5.5	688.5	20	5	8.9	331.6	10	21	
Doobaa	35	701.8	29	30	34	37	37	11	2.5	523.8	75	7	4.5	218.1	31	33	
Mi'Essoo	46	1271.1	21	21	39	47	47	9	2.9	712.5	56	11	6.7	152.0	12	43	
Masallaa	27	666.1	29	29	31	31	31	17	2.6	514.0	77	5	3.5	351.1	53	22	
Gubbaa Qorichaa	29	673.9	18	18	28	34	34	14	2.5	566.1	84	5	3.9	252.6	37	25	
Ancaar	21	815.1	15	15	18	21	21	9	3.5	373.9	46	4	5.4	188.9	23	16	
TOTAL	360	16,277	288	293	377	410	409	177	3.6	6,992.3	43	58	5.4	3,674.8	23	314	

Woreda	Number of Kebele	Area (km2)	1995		1996		1997		1998			Grade1-4 (all primary schools)			Grade5-8 (the schools covering Grade 5, 6, 7 or 8)		
			Number of Schools	Number of Schools	Number of Schools	Number of Schools	Total Number of Schools	Number of Schools (Grade1-4)	Number of Schools (Grade5-8)	Average School Radius (km)	Coverage Area (km2)	Coverage Ratio (%)	Number of Kebele without Schools	Average School Radius	Coverage Area (km2)	Coverage Ratio (%)	Number of Kebele without Schools
Jibaat	25	542.0	23	24	28	44	44	20	3.0	430.4	79	5	2.9	326.7	60	13	
Noonnoo	31	718.7								474.0	66	10		269.9	38	24	
Burayim	8	76.6								75.1	98	3		57.9	76	6	
Walmaraa	27	691.5	22	23	30	51	51	22	2.2	529.0	76	5	1.1	359.0	52	22	
Holotaa	1	14.0								14.0	100	0		10.1	72	0	
Xiqur Incinnii	21	398.2	13	13	18	19	19	12	2.6	345.2	87	3	3.2	296.0	74	11	
TOTAL	616	15,006	2287	2308	2425	2566	566	276	2.9	9,550.8	64	185	4.2	6,061.4	40	450	
North Shewa Zone																	
Abbichuuf Nya'Aa	20	669.6	16	16	24	25	25	11	2.9	562.3	84	0	4.4	294.4	44	16	
Alaltuu	54	563.8								390.4	69	37		219.3	39	51	
Barrak	51	693.8	26	27	32	42	42	21	3.1	405.5	58	33	2.9	283.0	41	48	
Sendafaa Town	1	6.6								6.6	100	0		6.6	100	0	
Dagann	19	650.8	16	17	20	31	31	7	2.6	524.0	81	1	5.4	246.8	38	13	
Darraa	34	1568.3	28	29	34	42	42	16	3.4	790.7	50	6	5.6	456.4	29	31	
Giraa Jaarsoo	16	496.3	21	21	30	32	32	11	2.3	414.9	84	-1	3.8	145.2	29	13	
Fiche town	1	14.5								14.5	100	0		14.5	100	0	
Hidhabuu Abootee	20	506.7	15	17	23	25	24	11	2.6	392.9	78	2	3.8	217.4	43	16	
Kuyyuu	26	928.0	20	22	28	28	28	15	3.2	580.1	63	6	4.4	345.5	37	20	
Sulullaa	26	1184.2	32	36	41	47	46	16	3.2	724.2	61	5	4.9	298.4	25	17	
Muloo	9	337.3								212.4	63	0		62.2	18	8	
Qimbiibiti	30	661.4	14	14	18	26	26	12	2.8	462.4	70	9	4.2	263.0	40	28	
Warra Jaarsoo	27	1176.3	24	24	30	32	31	20	3.5	632.6	54	1	4.3	468.6	40	18	
Jiddaa	17	465.9	27	27	30	34	34	11	3.6	269.2	58	7	3.7	134.2	29	15	
Wucaalee	26	900.7								633.4	70	4		241.7	27	19	
Debre Libanos	14	278.2	21	22	31	33	32	14	2.5	243.6	88	3	2.5	17.9	6	11	
Yaayyaa Gnl.D.Lib	16	338.4								305.4	90	1		7.1	2	13	
TOTAL	407	11,441	260	272	341	397	393	165	3.0	7,565.0	66	114	4.7	3,722.1	33	337	
South West Shewa Zone																	
Alam Ganaa	47	866.6	22	23	41	56	56	22	2.2	775.2	89	6	3.5	338.1	39	41	
Sabbataa	1	6.6								6.6	100	0		2.8	42	1	
Ammayyaa	37	922.0	20	22	32	38	38	22	2.8	748.3	81	6	3.7	490.2	53	26	
Bacho	21	441.4	15	15	18	21	21	15	2.6	389.8	88	4	3.1	338.4	77	16	
Daawoo	23	426.0	16	17	21	24	24	15	2.4	391.5	92	1	3.0	330.5	78	12	
Iluu	22	309.9	11	12	15	16	16	7	2.5	270.0	87	9	3.8	208.6	67	17	
Sadeen Soodloo	23	495.8	12	12	20	25	25	14	2.5	402.2	81	4	3.4	271.3	55	17	
Qarsa Malimaa	31	586.1	21	23	36	42	42	19	2.8	516.5	88	6	3.1	289.9	49	24	
Qarsaa Oondalittiti	19	420.5	14	15	18	25	25	14	2.3	314.6	75	3	3.1	201.1	48	16	
Tolee	25	430.6	14	15	18	25	25	14	2.3	415.7	97	2	3.1	314.2	73	17	
Gooroo	21	380.4								308.7	81	3		179.7	47	18	
Waliso	36	740.9	35	36	52	57	57	33	2.5	623.2	84	7	1.9	455.3	61	21	
Waliso Town	1	10.3								10.3	100	0		10.3	100	0	
Wancii	24	471.7	20	21	24	26	26	16	2.4	441.2	94	4	3.1	324.5	69	11	
TOTAL	331	6,509	186	196	277	330	330	177	2.5	5,613.8	86	55	3.4	3,755.0	58	237	
SMAPP Pilot Woreda	2,899	86,764	3,865	3,957	4,686	5,205	3,194	1,631	2.9	54,006	62	618	4.1	33,426	39	2,210	
Oromia Region	N.A.	355,423	4,757	5,042	6,466	7,480	7,437	3,049	3.9	N.A.	N.A.	N.A.	5.6	N.A.	N.A.	N.A.	

Appendix-5
Training Programme of the Micro-planning



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

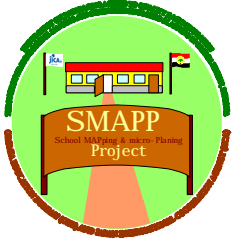
Time	Issue
8:30 – 9:00	Registration
9:00 – 9:20	Opening Address from OECBB (Obbo Dereja)
	Welcome Speech from SMAPP (Mr. Ninomiya) - Background and Outline of SMAPP and the Objectives of the Workshop
9:20 – 10:00	Introduction to SMAPP (Ms. Ishida / Ms. Takimoto and Obbo Tasew) - School Mapping and Micro-Planning - 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
Developing School Mapping and Strengthening Micro-Planning'
in
Oromia Region, Ethiopia

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

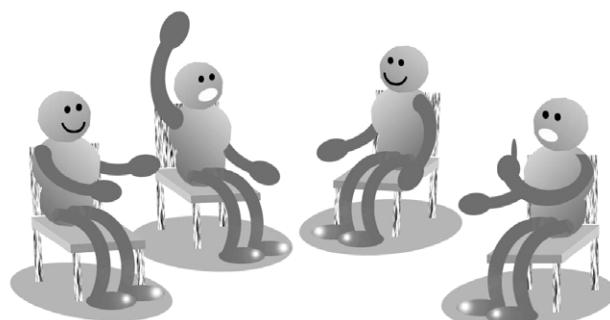
1. **Date:** 20-21 February 2006 (Woreda Group I: **South West Shewa** 14 woredas and **West Shewa** 20 woredas Dodota, Sire, Zuway Dugda, Hetosa & Lode Hetosa woreda from **Arsi** 5 woredas)
2. **Date:** 22-23 February 2006 (Woreda Group II: **East Shewa** 14 woredas, Adama town, Bushoftu town and Shashemenne 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



	(Plenary session, presentation by the selected group and Q&A)	
2:30 - 4:00	<p>[Session 2: Micro-Planning and School Mapping]</p> <p>(1) Introduction of “Woreda Education Development Plan”: tentative contents and how to prepare</p> <p>(2) How to use the enrollment projections and school construction/expansion plans in micro-planning</p> <p>(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</p> <p>(Plenary session)</p>	Dr. Joseph Bastian and Lisanu Lejisa
4:00 - 4:30	Tea/Coffee Break	SMAPP
4:30 - 5:30	<p>[Session 3: Demonstration of School Mapping]</p> <p>(1) How the woreda school maps, produced by OEdMap, will be used by WEB in the micro-planning workshop in October/November</p> <p>(2) How the OEdMap database will be operated and managed by OEB</p> <p>(Plenary session and demonstration)</p>	Dr. Masahiko Taniguchi, Girma Urgecha and Temesgen
Day Two of the SMAPP 3rd Training Workshop		
8:30 -10:30	<p>[Session 4: Start of Preparation of Woreda Education Development Plans]</p> <p>(1) Preparation of the mission statement of the woreda education development plans</p> <p>(Plenary session and group work)</p>	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 EDUCATION 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:			
<ul style="list-style-type: none"> - 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:			
<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Completion of the draft of the Woreda Primary Education Development Plan - Questionnaire Form of the Micro-planning Workshop - Questionnaire Form for the Terminal Evaluation 			

Appendix-6
List of Participants
of the Micro-planning Workshop

Micro-Planning Workshop by JICA/SMAPP Project
On 18-25 February, 2006 at Meeting Hall of the Global Hotel
Participants list

Zone: Shawa North

No	Name of Weredas	Name of Participants	Position
1	Abichu- Gnea	Bekele Mamo	Educaiton Team Leader
		Negash Wakeyo	Educaiton Team Leader
		Kasech Haile	Expert
		Tsehay Afework	Expert
2	Aleltu	Mekonnen Negussie	Head of Education
3	Bareh	Dejen Teshome	Expert
		Tazaraa Taaffsaa	Expert
		Mesfin Getaneh	Head of Education
4	Debre Libamos	Teshome Asefa	Education Division
		Deresse Tolchaa	Expert
5	Degam	Gashaw W/Giorgis	Expert
		Libanos Semere	Head of Education
		Getachew Abebe	Team Leader
6	Dera	Mitiku Shifaw	planning & Statistics
		Adem Abdela	Head of Education
		Belay Deressa	Supervisor
7	Fiche town L.A	Demena Elias	Education Division Head
		Abbabaa Tafarra	Expert/Planner
		Zewdu Kebede	Education Office
8	Girar- Jarso	Elala Kebebew	Head of Education
		Yohannes Nigusse	Head of Education
		Diriba Tefera	Head of Education
9	Hidabu- Abote	Jemal Seid	Head of Education
10	Jida		
11	Kimbibit	Mengesha Balcha	Statistics
		Zerihun Dejene	Education Division
		Abdulsamad Mame	Head of Education
12	Kuyu	Girma Kebebew	Head of Education
		Girma Worku	Educaiton Program
		Kassaye Shimelis	Statistics
13	Mulo	Fekadu Gizaw	Head of Education
		Mezgebu Admassu	Head of Education
14	Sendefa town L.A	Seifu Semu	Statistics
		Tafesse Gurmmu	Education Division
		Getaacho Ayyaanaa	Team Leader
15	Suluta	Zenebe Bekele	Office Head
16	Wera -Jarso	Fisaha Seyoum	Head of Education
		Girma Mekonnen	Education Expert
		Menberu Ermial	Office Head
17	Wuchale	Girma Yifru	Office Head
		Girma Tadele	Team Leader
		Teshome Gezahegn	Planning Expert
18	Yaya Gulele	Zewdu Mamo	Statistics Expert
		H/Mikael Badhaasaa	Supervisor
		Habtamu Mengesha	Head Officer
19	Zone	Degene Taye	Education Team Leader

Zone: Shawa East

No	Name of Weredas	Name of Participants	Position
1	Ada'a	Girma Asenu	
		Gemechu Taye	Educaiton Team Leader
2	Adaamaa	Alemayehu Wgayehu	Educaiton Team Leader
		Woyessa Negero	Educaiton Team Leader
		Tesfaye Angasu	Statistician & Planning Expert
3	Adaamii Tulluu	Hojjii Bekuu	Planner Expert
		Marga Qabato	
		Wabe Tubesa	
4	Aqaqqii	Mulugeta Tafari	Statistician & Planning Expert
		Yilma Dheresa	Supervisor
		Adugna Negash	Educaiton Programer
5	Arsii Nagalee	Feyisa Temam	Educaiton Head Office
		Tesema G/Medhin	Educaiton Head Office
		Tuji Xaqiqo	Statistician & Planning
6	Bosat	Kabbada Lama	W/E/O Head
		Barecha Cimdi	Education Expert
		Makonnen Amsalu	Planner
7	Dugdaa Booraa	Solomon Negash	Educaiton Head
		Umata Bayisa	Expert
		Abebe Tadesse	Expert
8	Fantaallee	Wodey Bultra	W/E Division
		Melka Kassa	W/E Division
		Asefa Roba	
9	Gimbichuu	Buzuna Yadesa	Educaiton Head Office
		Ararsa Tuujji	Planning Expert
		Abdeta Tefera	Educaiton Head Office

10	Luumee	Girma Tessema	Planner
		Kassim Husse	Education Head
		Chala Bugi	Education Head
11	Shashemane	Olani Muleta	Statistician & Planning
		Ebssa Amasha	Education Head
		Tilahun Bamura	Education Head
12	Siraaroo	Beriso Gemechu	Educator
		Wandimu Abebe	W/E/O Head
		Admasu Wemacha	
13	Adama City	Gabree Balcha	Education Head
		Mitiku Bekana	Educaiton Division
		Dawit Abera	Statistician & Planning
14	Bushoftu Town	Girmaa Adhugna	Education Head
		Mulunesh Rorosa	Educaiton Team Leader
		Tesfaye Ragassa	Data Expert
15	Shashemene Town	Siyyum Makuriya	Expert
		Gizaw Mulugeta	Education Head
16	Shala	Benta Megersa	Education Head
17	Liban Cukala	Tsagaye Demissie	Planner Expert
18	Matahara	Hussen Said	
19	Zone	Guta Lachara	Head Office

Zone: Shawa North

No	Name of Weredas	Name of Participants	Position
1	Abichu- Gnea	Bekele Mamo	Educaiton Team Leader
		Negash Wakeyo	Educaiton Team Leader
		Kasech Haile	Expert
		Tsehay Afework	Expert
2	Aleltu	Mekonnen Negussie	Head of Education
3	Bareh	Dejen Teshome	Expert
		Tazaraa Taaffsaa	Expert
		Mesfin Getaneh	Head of Education
4	Debre Libamos	Teshome Asefa	Education Division
		Deresse Tolchaa	Expert
		Gashaw W/Giorgis	Expert
5	Degam	Libanos Semere	Head of Education
		Getachew Abebe	Team Leader
		Mitiku Shifaw	planning & Statistics
6	Dera	Adem Abdela	Head of Education
		Belay Deressa	Supervisor
7	Fiche town L.A	Demena Elias	Education Division Head
		Abbabaa Tafarra	Expert/Planner
		Zewdu Kebede	Education Office
8	Girar- Jarso	Elala Kebebew	Head of Education
		Yohannes Nigusse	Head of Education
		Diriba Tefera	Head of Education
9	Hidabu- Abote	Jemal Seid	Head of Education
10	Jida		
11	Kimbibit	Mengesha Balcha	Statistics
		Zerihun Dejene	Education Division
		Abdulsamad Mame	Head of Education
12	Kuyu	Girma Kebebew	Head of Education
		Girma Worku	Educaiton Program
		Kassaye Shimelis	Statistics
13	Mulo	Fekadu Gizaw	Head of Education
		Mezgebu Admassu	Head of Education
14	Sendefa town L.A	Seifu Semu	Statistics
		Tafesse Gurmmu	Education Division
		Getaacho Ayyaanaa	Team Leader
15	Suluta	Zenebe Bekele	Office Head
16	Wera -Jarso	Fisaha Seyoum	Head of Education
		Girma Mekonnen	Education Expert
		Menberu Ermial	Office Head
17	Wuchale	Girma Yifru	Office Head
		Girma Tadele	Team Leader
		Teshome Gezahegn	Planning Expert
18	Yaya Gulele	Zewdu Mamo	Statistics Expert
		H/Mikael Badhaasaa	Supervisor
		Habtamu Mengesha	Head Officer
19	Zone	Degene Taye	Education Team Leader

Zone: Shawa West

No	Name of Weredas	Name of Participants	Position
1	Ada-Berga	Aruse Bogale	Head of Education
		Tigist Getachew	Head of Education
2	Ambo	Abera Wolde	Team Leader
		Achalu Bekele	Head of Education
		Firoomsaa Immanu	Planner
3	Ambo town	Fufa Bayisa	Statistics Expert
		Yemane Deresa	Team Leader
		Tolcha Tolesa	Head Office
4	Bako Tibe	Regassa Gemeda	Team Leader
		Mutuma Challa	Head Office
		Desisa Legesse	Planner
5	Burayu	Tekele Shigut	Planning Expert
		Abdi Megersa	
		Mulugeta Noma	
6	Cheliya	Masissa Etisaa	Education Team Leader
		Girma Bekele	Planner & Statistician
7	Dano	Bacha Faji	W/E/O Head
		Lemna Mitafa	Head of Education
		Fikadu Mengesha	Team Leader
8	Dendi	Tefesse Tsegaye	Planning & Statistician
		Bekele Tolesa	Statistics
		Limde Mideksa	Team Leader
9	Ejere	Fikadu Gutema	Head of Education
		Feyera Yadema	Head of Education
		Alemu Merech	Head Office
10	Gindeberet	Tilahun Mekonnen	Planner & Statistician
		Getachew Sarabezu	Team Leader
		Buzayehu Teka	Planner & Statistician
11	Gudar	T/Waldir Baqqala	Head
12	Holota Town	Tamrat Getachew	Head of Education
		Dessaagne Tofa	Head of Education
		Aberraa Sabboga	Education Head
13	Ifjata	Teshome Tadesse	Education Leader
14	Jalduu	Bandira Gellana	Head Office
		Ergous Tesema	Education Division
15	Kutaye	Tadesse Gudeta	Planner
16	Mete Robi	Bizuayehu Alebe	Education Head
		Adugna Hirpa	Education Head
		Diriba Hora	Planner & Statistician
17	Mida Kenyi	Kebede Mekonnen	Head Office
		Chemir Benti	Team Leader
		Shule Abdisa	Planner & Statistician
18	Nono	Zegeye Tefera	Education Head
		Kelbessa Guta	Team Leader
		Gizachew Temechew	Statistician
20	Tikur Inchini	Bekele Dinegdee	
		Beksissa Beleta	Planning
		Kebede Lemessaa	Education Division Head
21	Welmera	Dereje Wodajo	Office Head
		Nurgii Tesemma	Office Head
		Reta Legesse	Statistician Expert
22	Zone	Dengia Etea	Head of Education
		Negassa Mitiku	Planning Expert

Zone: Shawa South West

No	Name of Weredas	Name of Participants	Position
1	Alem -Gena	Getachew Dirriba	Planning & Statistician
		Tamrat Bekele	Head
		Bizuneh Senbeto	Education Department Head
2	Ameya	Amdissa Eba	Planning & Statistician
		Zeryihun Kerorsaa	Head Office
		Lemna Bedada	Education Department Head
3	Becho	Adugna leta	W/E/O Head
		Gizaw Wexne	Education Team Leader
		Bantwalu Abera	Planning & Statistician
4	Dawo	Megersa Gelgela	Education Department Head
		Taye Gudissa	Head Office
		Nigusse Negesse	Planning Expert
5	Ilu	Abebe Mamo	Planning Expert
		Terefe Tujuma	Head Office
		Negesse Tolasaa	
6	Seden Sodo	Wondimu Bonsa	Head Office
		Gizaw Jigsaa	Planning Expert
		Tesfaye Abdeta	Education Expert
7	Kersa Malima	Alemu Deso	Education Office Head
		Tesfaye Sortii	Planning & Statistician
		G/eyesus Aleemayo	Education Team Leader
8	Qondality		
9	Goro	Bogale Geleta	Head

10	Tole	Tilahun Lemessa	Head Office
		Mechessa Begna	Planning & Statistician Expert
		Nbbsu Teshome	Education Division Office
11	Waliso	Abera Dechassa	Education Division Head
		Solomon Girma	Head
		Teshome Amdisa	Planning & Statistician Expert
12	Wenchi	Megersa Rikita	Education Head Office
		Berhanu Kenea	Planning & Statistician
		Duguma Negasa	Education Department Head
13	Sebeta town	Mary Abebe	Education Head
		Degife Asfaw	Planning & Statistician Expert
14	Weliso town	Gemechu Ejersa	Education Head
		Kebede Nedo	Head Office
		Worku Sori	Station
15	Zone	Asafaa Baijya	Planning
		Kassaye Degefa	Education Team Leader

Zone: Harrarge West

No	Name of Weredas	Name of Participants	Position
1	Anchar	Mandefro Getahun	Head Unit
		Alemahu Demeke	Expert
2	Bedesa	Andualem Beyene	W/E/E/Department
3	Boke	Yodit Tashome	W/E/O Head
		Esayas Tekabe	Head Unit
		Melese Duressaa	Expert
4	Chiro	Siraj Adem	W/E/O Head
		Hailu Amare	W/E/O Head
		Daniel Seayum	Expert
5	Chiro town L.A	Leggasa Baqqarsar	
		Berihun W/gvorgis	Expert
		Aadam Ahmed	Head Unit
6	Daro Labu	Fantaye Negasa	W/E/Planning Expert
		Sufiyan Mehammed	Statistician
7	Doba	Fiqadu W/Mikaa'eel	Statistician & Planning
		Sirootaa Birruu	
		Ojjira Geleta	
8	Gamachis	Petros Endreas	Representative
9	Guba-Koricha	Mahamed Aluyyl	
		Tariku Nigusie	Statistician & Planning
10	Habro	Abebe Habte	Statistician & Planning
		Teshalu Asfaw	W/E/O Head
11	Kuni	Mishana Terfa	W/E/O Division
		Bekele Asefaw	Statistician & Planning
		Gadisa Muleta	W/E/O Head
12	Mieso	Tibebuu Tadasse	Education Office
		Fiqadu Ayenaa	Education Office
13	Mesela	Demerew Girma	Statistician & Planning
		Shukrii Jamal	E/T/H
14	Tulo	Gammadaa Ifaa	I/W/B
		Miftaah Mohammad	
		Abdalla Usmaan	Statistician & Planning
15	Zone	Kisi Abeshu	Education Team Leader

Zone: Arsii

No	Name of Weredas	Name of Participants	Position
1	Amigna	Tolcha Tulu	W/E/Officer
		Bose Degefa	Education Expert
		Bekele Demissiee	Statistics Expert
2	Aseko	Endasaw W/Giorgis	Education Program Expert
		Bedile Dulle	Statistician & Planning
3	Asela town	H/Maariyaam Habtee	
		Mahammad Bakum	
4	Bale Gesgar	Aman Rebituu	Statistician & Planning
5	Bekoji	Guta Degefa	Head of Education Office
		Girmu Temesgen	Education Team Leader
		Muleta Debele	Statistician & Planning
6	Cholee	Getachew Negewa	Education Expert
		Belete G/Michael Jima	Statistician & Planning Expert
7	Digalu-Tijo	Aman Gudeto	Head of Education
		Negesu Demisie	Head of Education
		Meskele Mideksa	Planning Expert

No	Name of Weredas	Name of Participants	Position
8	Diksis	Mustefa Mohammed	Head of Education
		Kedir Kalil	
		Kaasuu Tsahaayinah	Statistician & Planning
		Akeba Diriba	Education Head
9	Gadeb - Asasa	Ibrahim Ahmed	Education Division Head
		Abu Jemal	Planning Expert
		Husen Hamda	Statistician & Planning
10	Gololcha	Garradaw Shegotee	Head of Education
		Abera Aboye	
		Jundi Hassen	Head of Education
11	Guna		
12	Inkolo Wabe		
13	Jeju	Mamiyo Tongo	Head of Education
		Samson Bulcha	
		Abubakar Biigtu	Planner
14	Kofele	Adam Kadiir	Head Office
		Hajjii Robaa	
		Amaanoo Barisoo	Statistician & Planning
15	Kore		
16	Limu-Bibililo	Hussen Haji	Statistician & Planning
		Befekadu Benti	Head of Education
17	Merti	Said Tongo	Education Division Head
		Abay Abera	Statistician & Planning
18	Munesa	Bursash Elemo	Statistician & Planning
		Abarra Dabalaa	
		Gemeda Ayan	
19	Robe	Bayisa Challa	
		Belachew Gemeda	Statistician & Planning
		Kadi Sabi	Statistician & Planning
20	Seru	Zenebe Taye	Planner
		Tilaye Manmeketew	Head
		Kitnah Kebede	Education Division
21	Shirka	Kadiir Hussien	
		Birhaanuu Bulo	Supervision
		Faqishuu Irree	Statistician & Planning
22	Sude	Shiferaw Lemma	Education Team Leader
		Girma Legesie	
23	Tena	Asefa Endeshaw	Head of Office
		Melesse Taye	
		Girma Tadesse	Statistician & Planning
24	Tiyo	Amensisa Wakuma	Head Office
		Tashoomaa Shuguxee	Planning
		Gamachu Utiraa	
25	Dodota	Kedir Said	Planning Expert
		Dessalegn Degefa	Team Leader
		Indale Saresa	Head Office
26	Sire		
27	Hetosa	Musa Gelato	Planner
		Abebe Bulkilo	Formal & Nom Formal Education
		Abdi Balcha	Head Office
28	Lode Hitosa	Fantahun Oli	W/E/O Head
		Kebede Tadesse	Planner
		Gebbru Getaneh	Cordinator
29	Ziway Dugda	Aman Aliyi	
		Aman Makoo	Head
		Mulugeta Alemu	Statistician & Planning
30	Zone office		

Zone

No	Name of Weredas	Name of Participants	Position
1	North Shewa	Ketema Haile	Planning Expert
2	East Shewa	Getahun Bekele	Planning Expert
3	West Shewa	Kasaye Degefa	Planning Expert
4	Souoth West Shewa	Negasa Mitiku	Education Team Leader
5	West Harrerge	Mustefa Jemal	Planning Expert
6	Arsi	Teshome Merga	Planning Expert

3rd Micro-Planning Workshop by JICA/SMAPP Project
On 22-27 May, 2006 at Meeting Hall of the Global Hotel
Participants list

Zone: Harrarge West

No	Name of Weredas	Name of Participants	Position
1	Anchar	Mandefro Getahun	
		Dadi Abera	Office Head
2	Bedesa	Alemahu Demeke	Planner & statistician
		Andualem Beyene	Education Head Programmer
3	Boke	Gabezegne Zeleke	Planner & statistician
		Yodit Tashome	Expert
		Ashebir Deneke	Expert
4	Cholee	Melese Duressaa	Expert
		Mohamad Sani Amin	
		Hailu Amare	Department Head
5	Chiro town L.A	Nacho Taddese	Education Department
		Leggasa Baqqarsar	Education Expert
		Berihun W/giorgis	Planning Expert
6	Daro Labu	Aadam Ahmed	Head Unit
		Fantaye Negasa	Woreda Education Head
		Tesfaye Garede	Head Department
7	Doba	Sufiyan Mehammed	Planner & statistician
		Fiqadu W/Mikaa'eel	Planning & Statistician Expert
		Oljira Geleta	Planner
8	Gamachis	Osman Mohammed	
		shiferaw Bashu	Head Office
		Shewangizaw Alemayehu	Department Head
9	Guba-Koricha	Kibebew Girmu	Planner
		Tariku Nigussie	Planner
		Mahamed Aluayl	Education Head
10	Habro	Mohamad Eressa	Education Head
		Mitiku Gobena	
		Teshalu Asfaw	
11	Kuni	Bajur Tahir	Education Head
		Gadisa Muleta	Expert
		Bekele Asefaw	Planning Expert
12	Mieso	Misgna Terfa	Education Programmer
		Samuel Nigirti	Supervisor
		Tibebuu Tadasse	
13	Mesela	Endalkachew Kenea	Woreda Education Head
		Mohammed Ahmed	Education Department Head
		Shukrii Jamal	
14	Tulo	Demerew Girma	Planner & statistician
		Gammadaa Ifaa	Woreda Education Head
		Miftaah Mohammad	Education Department
15	Zone	Abdalla Usmaan	Planning & Statistician Expert
		Mulugeta Chala	Head

No of Participants

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Zone: Arsi

1	Amigna	Tolcha Tulu	
		Bose Degefa	
2	Aseko	Bekele Demissie	Head of Education
		Endasaw W/Giorgis	Education Program Coordinator
		Kedir Mamda	Head Of Education
3	Asela town	Bedile Dulle	Planner
		Aman Rebituu	Statistics Expert
		Mahammad Bakum	Education Department Head
4	Bale Gesgar	H/Maariyaam Habtee	Expert
		Melese Terefe	Planner
		Kabtanu Gari	Head of Education
5	Bekoji	Bulii Gerbi	Education Team Leader
		Guta Degefa	WEO Head
		Tulu Metaissa	Education Team Leader
6	Cholee	Muleta Debele	Planner & Statistician
		Belete G/Michael Jima	Planner & Statistician
		Getachew Negewa	Expert of Education
7	Digalu-Tijo	Wudensh Tefera	
		Ware Wakayo	Head of Education
		Aman Gudato	
8	Diksis	Negaso Demisie	
		Kaasuu Tsahaayinah	Planning & Statistician Expert
		Hashin Shanko	Head of Education Office
9	Dodota	Mustefa Mohammed	Education Team Leader
		Desalegn Degefa	Education Team Leader
		Kedir Said	Planner
10	Gololcha	Indaalaa Soorassa	Head of Education Office
		Shito Tefera	Planning & Statistician Expert
		Garradaw Shegolee	
11	Guna	Abera Aboye	
		Jundi Hassen	Head of Education Office
		Kassaye Eshetu	Education Team Leader
12	Hetosa	Zawdu Negash	Supervisor
		Abebe Bikila	Education Officer
		Muussaa Galah	Planner
13	Inkolo Wabe	Abdi Balcha	Head of Education Office
		Ejersa Denke	Non Formal Education
		Debele Begnaa	Planning Expert
14	Jeju	Tesfaye Beyessa	
		Kamal Kalilo	Head of Education
		Abubakar Biigtu	Planning Expert
15	Limu-Bilbilo	Mamiyo Tongo	
		Befekadu Benti	Head of Education
		Hussen Haji	
16	Lode-Hetosa	Kebede Tadesse	Planner
		Fantahun Oli	Head of Education
		Gebbru Getaneh	Team Leader
17	Merti	Said Tongo	Education Department Head
		Abay Abera	Planner
		Jundi Seid	Education Head
18	Munesa	Hussen Pinsa	Education Head
		Abarra Dabalaa	Education Unit
		Gemeda Ayan	
		Bayisa Challa	

No	Name of Weredas	Name of Participants	Position
19	Robe	Belachew Gameda	Planner
		Kadi Sabi	Education Expert
20	Seru	Zenebe Taye	Planner
		Tilaye Manmeketew	
21	Shirka	Kitnah Kebede	Education Department Head
		Kadiir Hussien	
22	Sire	Berhaamu Bulu	
		Faqishuu Irree	
23	Sude	Bizayyehu Asefa	
		Gizachew Amde	
24	Tena	Shanbel Telilla	
		Shiferaw Lemma	
25	Tiyi	Girma Legesie	
		Seyfu Abderu	
26	Ziway Dugda	Asefa Endeshaw	Office Head
		Iskindir Makonni	
27	Zone office	Girma Tadesse	Planner
		Amensisa Wakuma	Head
		Tashoomaa Shuguxee	Planner
		Gamachu Utraa	Office Head
		Aman Aliyi	Head
		Ketema Telila	Planner
		Waldeab Gole	Education Team Leader
		Ketema Hurissa	Head

No of Participants

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Zone: South West Shawa

1	Alem -Gena	Alemayo Chala	Supervisor
		Bizuneh Senbeto	Education Advisor
2	Ameya	Getachew Diriba	Planning
		Amlessa Eba	Planning
		Lemna Badada	Education Team Leader
3	Becho	Zeryihun Kerorsa	Manager
		Bantiwalu Abera	Planning Expert
		Denkesh Chala	Education Head
4	Dawo	Gizaaw Wasanee	Education Team Leader
		Megersa Gelgelo	Education Team Leader
		Taye Gudisa	Office Head
5	Illu	Asefa Balcha	Planning
		Negesse Tolesa	Education Team Leader
		Abebe Mamo	Planning
6	Seden Sodo	Tarafa Tujuma	WEO Head
		Tesfaye Abdeta	Education Expert
		Gizaw Jigsa	Planning Expert
7	Qondaltiti	Wendmu Bonsa	Office Head
		Bayisa Dorsis	Office Head
		Tafese Muleta	Planning & Statistician
8	Kersa Malima	Alemu Desu	Education Office Head
		G/eyesus Alemayhu	Education Team Leader
9	Goro	Bogale Geleta	Head
		Tilahun Lemesa	Education Head Office
10	Tole	Mechesa Begna	Planning & Statistician Expert
		Nebuu Teshomw	Education Department
11	Waliso	Guteta Alemu	Head
		Abera Dechasa	Education Team Leader
12	Wenchi	Teshome Andisa	Planning Expert
		Megersa Rikfa	Education Office Head
13	Sebeta town	Duguma Negata	Statistics department Head
		Weynsht Zerihun	Head
14	Weliso town	Mary Abebe	Team Leader
		Debebe Bekele	Director
15	Zone	Worku Sori	Statistician
		Kebede Neda	Education Office Head
		Gemechu Ejersa	Education Department
		Kassaye Degefa	Team Leader
		Asefa Bojja	Planning Expert

No of Participants

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Zone: West Arsi

1	Gadeb -Asasa	Akeba Diriba	Office Head
		Ebrahim Ahmed	Education Head
2	Kofele	Abu Jemal	Planning & Statistics Head
		Hiko Dalu	Head of woreda Office
3	Kore	Hoji Koba	
		Adem Kedir	Planning Expert
4	Arsii Nagalee	Made Dildila	Head of woreda Office
		Feyisa Temam	Education head Office
5	Shashemane	Tuji Tekeko	Planning & Statistics Expert
		Temam Hamid	Supervisor
6	Siraaroo	Ebisa Amosha	Team Leader
		Ferda Gameda	Office Head
7	Shashemene Town	Olami Muleta	Planner
		Benta Megersa	
8	Shala	Tegene Darasa	
		Zerihun Abera	Team Leader
9	Zone	Gizaw Mulugeta	Head
		Seyoum Mekuria	Expert
		Bedane Wako	Expert

No of Participants

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Zone: East Shawa

No	Name of Weredas	Name of Participants	Position
1	Ada'a Liben Cukala	Iema Merga	Education Department
		Assegid Sori	Office Head
2	Adama	Zewdu Abebe	Representative Office
		Weyessa Negato	Education Team Leader
		Teferi Habtamu	Statistician
3	Adami Tulu	Washo Kedir	Education Head
		Wabe Tibessa	Planner
		Haji Bako	Planner
4	Akaki	Yilima Deresa	Supervisor
		Adugna Negash	Supervision
		Mulugeta Terefe	Plan & Statistics
5	Boset	Kebede Lema	Education Head
		Mekonnen Amsale	Planning Expert
		Barrecho Amdi	Planning Expert
6	Dugda Bora	Abebe Tadese	Planning Expert
		Solomon Negash	Education Office Head
		Umata Baissa	Education Department Head
7	Fantaallee	Assefa Roba	Planning Expert
		Fikre Lemma	
8	Gimbichu	Weday Baltum	
		Bizuneh Yadessa	Education Office Head
9	Lume	Ararsa Tuji	Planning Expert
		Eshetu Kasa	Education Department
		Girma Tesema	Program Coordinator
10	Adama City	Chala Begi	Education Department
		Yusuf Ebrahim	Education Head
		Guta Ebsa	Head of Education
11	Bushoftu Town	Gebre Balcha	Office Head
		Girma G/Mariam	Expert
		Girma Adugna	Education Office Head
12	Liban Cukala	Muluheh Rorisa	Education Team Leader
		Tesfay Legesse	
		Tsegaye Demissie	Head of Education
13	Metehara	Melka Geleta	Planner & Statistician
		Hussen Said	Office Head
		Abdi Midekisa	Planning Expert
14	Baatu	Tesfaye Kasa	Expert
		Denbo Nanesso	Head of Education
		Ture Mohammed	Head of Education
15	Mojo Town	Mehrate Dinku	Head of Education
		Guta Beyene	Education Team Leader
16	Dukum Town	Dessie Feyo	Planner
17	Zone	Mame Abdi	Education Department Head

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Zone: North Shawa

1	Abichu- Gnea	Sileshi Asirat	Education Head
		Bekele Mammo	Education Team Leader
		Kasech Haile	Statistics Expert
2	Aleltu	Teshome Gudeta	Education Team Leader
		Solomon Zewudie	Education Team Leader
3	Bareh	Alemu Bekele	Office Head
		Dejen Teshome	Education Department Head
		Tezera Tafesse	Planning Expert
4	Debre Libamos	Mekonnen Nigusie	Head of Education Office
		Tadesse Ayalew	
		Abera Hailu	Planning Expert
5	Degam	Neggusie Adere	Head of Education Office
		Alemayehu Muleta	WEO Head
		Teshome Asefa	Education Division
6	Dera	Deresse Tolcha	Planning Expert
		Mitiku Shifaw	Planning Expert
		Getachew Abebe	Team Leader
7	Fiche town	Libanos Semere	Head Education Office
8	Girar- Jarso	Damena Elias	Education Department
		Asefa Tesfaye	WEO Head
		Abebe Tefera	Planner
9	Hidabu- Abote	Elala Kebebew	Head of Education
		Diriba Regasa	Education Division
		Yohannis Nigusie	Planning Expert
10	Jida	Alemayehu Lakew	Education Division
		Habtamu Bekele	Expert
		Jemal Seid	WEO Head
11	Kimbibit	Abdul semael Mama	Head of Department
		Mangasha Balcha	Planner
		Nigusie Mebrate	Program Coordinator
12	Kuyu	Kasaye Shimelis	Statistician
		Girma Worku	Education Program
		Fevisa Legesse	Manager
13	Mulo	Fikadu Gizaw	Head of Education
		Demelash Tadesse	Education Team Leader
		Misirak Legesse	Education Division
14	Sendefa town	Seifu Semu	Planning & Statistician
		Tafesse Gurum	Head Education
		Adem Abdela	Head Education
15	Suluta	Daniel Gizaw	Head Education
		Girma Siyum	Head of Department
		Tigist Dessalegn	Planner
16	Wera- Jarso	Menberu Ermas	Head
		Fessaha Seyoum	Education Head
		Girma Mekonnen	Education Program Expert
17	Wuchale	Teshoma Gezahegn	Planning Expert
		Girma Tadele	Education Team Leader
		Dagnachew Zenfi	WEO Head
18	Yaya Gulele	Habtamu Mengesha	WEO Head
		Zewudu Mammo	Statistician
		H/Mikael Badhassa	Supervisor
19	Zone	Ketema Haile	Expert
		Kuyu Ketema	Head

No of Participants 53

Zone: West Shawa

No	Name of Weredas	Name of Participants	Position
1	Abuna Gindeberet	Chalchissa Eggi	Head of Education
		Diriba Wogi	Head of Education
2	Ada- Berga	Aruse Bogale	Head of Education
		Tigist Getachew	Planning Expert
		Firomsa Emama	WEO
3	Ambo	Tolcha Tolessa	Education Office Head
		Abera Wolde	Team Leader
4	Ambo town	Fufaa Baayisaa	Planner
		Regassa Gameda	Education Team Leader
		Desisa Legessa	Planner
5	Bako Tibe	Abdi Megersa	Planning Expert
		Takele Shigut	Education Team Leader
6	Burayu Town Wereda	Girma Bekele	Planning & Statistician
		Mosissa Etissa	Team Leader
		Lema Mitafa	Head
7	Cheliya	Fekadu Mengesha	Team Leader
		Tafese Tsegaye	Planning & Statistician
8	Dano	Bekele Tolessa	Statistics
		Fikadu Gutema	Head
9	Dendi	Alemu Murech	WEB Head
		Tilahun Mokonnen	WEO Head
10	Ejere	Feyera Yadessa	Head of Education
		Getachew Serabezu	Team Leader
		Tadesse Feyissa	Planning Expert
11	Gindeberet	T/Waldi Bekele	Head
		Tamirat Getachew	Education Head
12	Holota Town	Abera Seboka	Education Head
		Dessalegn Tafa	Education Head
13	Ilfata		
14	Jalduu	Bandira Gelana	Education Head
		Ergabus Tesema	Education Head
		Tadesse Gudeta	Planner
15	Jibat (Silik Amba)	Tadesse Angassa	Education Head
		Kelbessa Guta	Team Leader
		Tiruneh Mideksa	Planner
16	Mete Robi	Adugna Hirpha	Office Head
		Bizu'ayehu Ajeba	Education Team Leader
		Mulugeta Demeke	Planner
17	Mida Kenyi	Kebede Mekonnen	Office Head
		Chemir Benti	Team Leader
		Shule Abdisa	Planner
18	Nono	Mekonnen Asfaw	Education Head
		Asefa Mekbib	Team Leader
		Gizachew Temechew	Team Leader
19	Tikur Inchini	Bekele Dinagde	WEO
		Beksisa Geleta	Planner
		Kebede Lemessa	Group Leader
20	Toke Kutaye(Guder)	Daniel Tilaye	Education Head
		Nemera Abidissa	Planning & Statistician Expert
		Shitaye Fayissa	Planning Expert
21	Welmera	Nurgi Tessema	
		Reta Legese	Plannig
22	Zone	Dengia Etea	Head

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**4th Micro-Planning Workshop by JICA/SMAPP Project
On 9-14 October , 2006 at Meeting Hall of the Adama College**

**Participants list
Zone: East Arsii**

No	Woreda	Name	Position
1	Amigna	Bekele Demise	Statistics & planning
		Getachew Tefera	Primary school expert
		Smael Abdulhakim	WOFED Head
		Bose Degefa	Team leader
		Tolcha Tulu	WEO Head
		Muktar Abdela	WAO Head
2	Aseko	Indashaw W/giorgis	Education Team Leader
		Muktar Abdullahii	WOFED Head
		Badile Dule	Statistics & planning
		Kedir Hamda	WEO Head
3	Asela townL.A	Aman Boru	WAO Head
		Mehamed Beku	Team leader
4	Bale Gasgar	Aman Rebitu	Plan Coordinator
		Lemi Gameda	Statistics & planning
5	Bekoji	Kabtamu Gari	WEO Head
		Debebe Mengistu	Education Team Leader
		Mekonen Doyo	Primary school expert
		Teshome Gemechu	Education Team Leader
		Muleta Debel	Statistics & planning
6	Cholee	Tulu Metensa	WOFED Head
		Guta Degefa	WEO Head
		Girma Balcha	WAO Head
		Fetene Degefa	Representative Education Head
		Balata G/Mikael	Statistics & planning
		Tsegaye Tola	WOFED Head
7	Digalu-Tijo	Wuddinash Tafara	WEO Head
		Getachew Nagawo	Representative Education Division
		Mama Kaso	WAO Head
		Negash Haile	Primary school education expert
		Meskele Mideksa	Planning expert
		Ware Wakeyo	WEO Head
8	Diksis	Aman Gudato	Education Division Head
		Haji Kumbbe	WOFED Head
		Jarra Haggame	WAO Head
		Kasu Tsehayneh	Statistics & planning
		Lema Tsegaye	Education Team Leader
		Getachew Teshome	Primary school education expert
9	Dodota	Musa Cora	WEO Head
		Muktar Amaan	WAO Head
		Endashaw Abera	expert
		Kaso Gare	WOFED Head
		Kasim Aliyi	expert
		Desalgne Degefa	expert
10	Gololcha	Endale Soresa	WEO Head
		Nesriyuu Kedir	WAO Head
		Minda Tassew	
		Abera Aboye	Team leader
		Shito Tefera	Statistics & planning
		Shasmadin Ayano	WEO Head
		Zewdu Negash	WOFED Head
		Sh/Aman Geta	WAO Head

No	Woreda	Name	Position
11	Guna	Abebe Chala	Education Expert
		Jundi Hasen	WEO Head
		Niguse Gido	Education Team Leader
		Zewdu Negash	Supervisor
		Kedir Hamda	WOFED Head
		Mohammed Kasim	WAO Head
12	Hetosa	Abebe Bikila	Education Team Leader
		Abdi Balcha	WEO Head
		Musa Geleto	Planner
		Alemu Kebede	Education Expert
		Tekalgn W/Tsadik	WOFED Head
13	Inkolo Wabe	Mohammed Jima	WAO Head
		Kebede Guta	Education Team Leader
		Arega Haile	Education Expert
		Alemu Gelelcha	Planner
		Tesfaye Beyesa	WEO Head
		Abdikadir Ture	WAO Head
14	Jeju	Abubeker Biftu	Planner
		Kemal Kelilu	WAO Head
		Samson Bulcha	Education Division Head
		Amsalu Abdisa	WAO Head
		Mohamad Husen	WAO Head
15	Limu-Bilbilo	Husen Haji	Statistics & planning
		Befikadu Benti	WEO Head
		Abdi Roba	WOFED Head
		Negash Gishu	Primary school education expert
		Daksiso Hussen	WAO Head
		Kemal Eda'oo	WOFED Head
16	Lude -Hetosa	Legese Workineh	WEO Head representative
		Dumesa Edoe	Statistics & planning head
		Gebru Getaneh	Programing sector
		Teshome Abairee	Supervisor
		Temesgen Goloma	WAO Head
		Kena Dese	WOFED Head
17	Merti	Seid Tongo	Education Team Leader
		Siraj Hamda	Primary school education expert
		Abay Abera	Statistics & planning expert
		Amon seid	WAO Head
		Jundi Seid	WEO Head
		Tiku Ereto	Primary school education expert
18	Munesa	Dawit Mulugeta	Statistics & planning
		Girma Demise	Programing sector
		Husen Dinsa	Education Head
		Mame Dema	WOFED Head
		Beshir Edeo	WAO Head

Zone: East Arsii

No	Woreda	Name	Position
19	Robe	Kadi Sani	WEO Head
		Belachewu Gemeda	Statistics & planning expert
		Reta Jufar	Primary school education expert
		Girma Hordofa	WOFED Head
		Misrak Juneydi	WAO Head
20	Seru	Zenebe Taye	
		Kittinash Kabada	WEO Head
		Tafari Dadi	Primary school education expert
		Tilaye Manmeketew	expert
21	Shirka	Getachew Beshada	WAO Head
		Mokonon Saboqa	WEO Head
		Maru Tilahun	Planning expert
		Tunare Badaso	Supervisor
		Haji Jara	Team leader
		Teklu Senbeta	WOFED Head
22	Sire	Yusuf Hussen	WAO Head
		Siraj Abdela	WEO Head
		Abubeker Abdisu	WOFED Head
		Solomon Tilahun	Education department head
		Tesfaye Bogale	Primary school education expert
23	Sude	Belete Ababa	Planning expert
		Tola Kebede	Primary school education expert
		Shiferaw Lema	Education Team Leader
		Girma Legese	Planning expert
		Seifu Abdela	WEO Head
		Turi Immiyuu	WAO Head
24	Tena	Sultan Sh/abdulmaalk	WOFED Head
		Girma Tadese	Statistics & planning expert
		Melese Taye	Education Team Leader
		Lule Sema	Primary school education expert
25	Tiyo	Asefa Indeshaw	WEO Head
		Tadese Bedada	Primary school education expert
		Gemechu Eutera	Education Team Leader
		Mehamed Berkera	Supervisor
		Fakishu Erie	Statistics expert
		Mulugeta Kebede	WOFED Head
26	Ziway-Dugda	Qasoo A/Rashidiif	WAO Head
		kasim Edo	Planning expert
		Gebre Hajii	Education Team Leader
		Hussen Jano	Primary school education expert
		Aman Aliyi	WEO Head
27	Zone	Motuma Akawak	Information & Public relation Department Head
		Amaan Aliyi	Head

Zone:West Arsii

No	Woreda	Name	Position
1	Gadeb -Asasa	Akeba Driba	WEO Head
		Abu Jemal	Planning & Statistics expert
		Ebrahim Ahmed	Education Head
		Husen Shenko	WOFED Head
		Kedir Hama	Expert
		Mehamed Kiso	WAO Head
2	Kofele	Jewaro Bino	WOFED Head
		Negawa Meltu	Planer
		Gudetu Beneberu	Expert
		Adem Kedir	Education Head
3	Kore	Haji Roba	WEO Head
		Amano Bariso	Education Head
		Gariiba Kedir	WOFED Head
		Lema G/Mikael	Expert
		Bude Dildila	WEO Head
		Arsee Nabiyyu	Planer
		Hamda Bariso	WAO Head

**4th Micro-Planning Workshop by JICA/SMAPP Project
On 23-28 October , 2006 at Meeting Hall of the Adama College**

**Participants list
Zone: West Harerge**

No	Woreda	Name	Position
1	Anchar	Dadi Abera	Head of wereda education
		Alemahu Demeke	Planning exp.
		Mandefro Getahun	Education Division Head
		Kassim Kedir	Education Division Head
		Idriis Abraahim	WAO Head
2	Badessa	Andualem Beyene	Education Expert
		Gabesgal Zeleke	Planning exp.
		Aman Oumer	Head of wereda education
		Aliyie Hussen	Head of WEO
		Badru Munawwar	Education Expert
		Muktar Mahamad	WAO Head
3	Boke	Essyas Tekabe	Head Unit
		Seuym Bekele	Head office
		Melese Dujesse	Exp Planning
		Naji Ahmed	WOFED Head
		Mekonen Girma	Expert
		Shariif Amayyee	WAO Head
4	Chiro	Daniel Seyoum	Primary Education Exp
		Necho Tadesse	Plannind and Ist Exp
		Teferi Beshah	dursaa gave
		Mohammed Sani Amin	WEO Head
		Adam Ismail	WOFED Head
5	Chiro town L.A	Engdawork Belete	Fi/edu/div/Head
		Laggasaa Baqarsa	Dursa/g /barnoota
		Berhun W/georgis	Istastic exp
		Aadam Ahmad	I/G wajjira barnoota
		Mohamod Ahmed	WAO Head
6	Daro Labu	Tesfaye Garede	Head of education
		Adamu chemda	1st cycle exp
		Sufiean Mohammed	Plan and Estastician
		Fantaye Negasa	W.E..S.Q.Leader
		Kumera Eba	F and E devt
		Tadala Diriba	WAO Head
7	Doba	Tadela Belachw	Head of finance and ed
		Fekadu W/michael	Esta and Plan exp
		Osman Mohamed	Head of education office
		Oljira Geleta	Supervision team leader
		Habtamu Shiferaw	Planning exp.
		Abdu Haji	WAO Head
8	Gamachis	Shifara Besha	
		Shewangizaw Aliyi	Group Leader
		Kebebew Girma	Planning exp.
		Debebe Girma	Expert
		Aliye Ame	WOFED Head
9	Guba-Koricha	Mehamed Eressa	Head of Office
		Tekabe Eshete	Supervisor
		Mohammed Aliyi	Group Leader
		Abu Shaye	Expert
		Derebe Chekol	WOFED Head
		Tadakur Ahimad	WAO Head

No	Woreda	Name	Position
10	Habro	Mitiku Gobena	Education Expert
		Abebe Habte	Planning exp.
		Tehsale Asefaw	Education Expert
		Nasiru Husien	Head of Office
		Baajur Tahir	WEO Head
11	Kuni	Gadisa Muleta	Expert
		Ahmed Aliye	Planning and Statistition
		Teferi Gezahegne	WOFED Head
		Misgana Tesfa	WEO Head
		Tefera Kumbi	Expert
		Jemal Nuuree	WAO Head
12	Mesela	Mohammed Ahmed	WEO Head
		Shukri Jemal	WOFED Head
		Demerew Girma	Planning and Statistition
		Mesfin Tesfaye	Fainanse
		Mohammad Usmaan	Education Expert
		Ebrahim Yuuyaa	WAO Head
13	Mieso	Tibebu Tadese	Department Head
		Fekadu Ayana	Planning and Statistition
		Samuel Nigirti	Head of Office
		Kelbesa Alliyi	Fayinanse
14	Tulo	Wondwosen Shawel	WOFED Head
		Abdela Ousman	Planning and Statistition
		Olqaba Yadeta	Expert /primary school/
		Kinfu Fygassaa	Education Expert
		Gemeda Ifaa	WEO Head
		Abdela Abraahim	WAO Head
15	Zone	Mulugeta Chala	WEO Head

**4th Micro-Planning Workshop by JICA/SMAPP Project
On 23-28 October , 2006 at Meeting Hall of the Adama College**

**Participants list
Zone:East Shewa**

No	Woreda	Name	Position
1	Ada	Ulgessa Chewaka	Head Office
		Lema Merga	Expert /Elementary School/
		Assegid Sori	Education Office Head
		Zewduu Chala	WAO Head
2	Adama	Edris Ahemed	Education Office Head
		Teferi Habtamu	Statistician
		Sisay Dinka	Supervisor
		Abdela Aliye	Expert
3	Adama town L.A	Girma G/mariam	Expert /High School/
		Dawit Abera	Planning Expert
		Guta Ibsa	WEO Head
4	Akaki	Mogas Mardesa	Head Office
		Mulugeta Taferi	Planer and Statistician
		Qedese Birhanu	WEO Head
4	Adami-Tulu	Sintayehu Jau	Expert
		Washo Kedir	WEO Head
		Ashaaluu Husen	WOFED Head
		Kidanuu Mardaasaa	Expert
		Zezelew Sisay	Planer and Statistician
5	Baatuu	Denebo Nenessso	Head Education Office
		Getachew Abera	Expert
		Gemechu Morkama	Expert
		Hussien Ushu	WOFED Head
6	Boset	Habtamu Bissa	Expert
		Beyene Erena	Education Office Head
		Tadele Abdi	WOFED Head
		Getachew Beshala	Expert
		Geda T/sadik	Expert
7	Dugda- Bora	Jundi Badasoo	WAO Head
		Awlarge Keche Tufa	WOFED Head
		Solomon Negash	Education Office Head
		Hora Roba	Education Office Head
		Umeta Baisa	Education Team Leader
		Abebe Taessaa	Planning Program
8	Dukum Town	Desalegne Geremu	WAO Head
		Tasfaye Takele	WEO Head
		Yilfashawa Tilaahun	Planning Expert
		Dessie Feyyo	Planning Expert
9	Fentale	Demisew Debre	D/G/Barnoota
		Melka Kaasa	Planning Expert
		Taye Negash	Expert
		Tesfaye Lemesa	WEO Head
10	Gimbichu	Tatek Adere	WOFED Head
		Solomon Deribe	Head of finance and Economy
		Bizuneh Yadess	Head of Education Office
		Ararsa Juju	Head of Planner
11	Liben chukala	Lemma Hayilee	WAO Head
		Melka Geleta	Plan and Estastics
		Abdissa Endale	J/G W/B
		Aberra Obsu	Education Head

No	Woreda	Name	Position
12	Lume	Girma Tesema	Prog. Coordineter
		Eshatu Megersa	Team Leader
		Esayas Ayana	Head of FED
		Yusuf Ebrahim	Head of Education Office
13	Metehara	Kinfe Hailu	B/o finance and development
		Bayisa Dhaha	Supervisor
		Gadise Gemechu	Planninig Expert
		Husien Said	WAO Head
14	Mojo Town	Mebrate Dinku	Head Education Office
		Kasech Tadesse	Ex Planning
		Duresa Wirtu	Ex Planning
		Amare Degefa	Head of finance
		Kadir Abdulkariim	WAO Head

4th Micro-Planning Workshop by JICA/SMAPP Project
On 06 - 11 November , 2006 at Meeting Hall of the Adama College

Participants list
Zone:West Shewa

No	Woreda	Name	Position
1	Ambo town L.A	Tolcha Tolesa	Head Office
		Tesfaye Daba	Expert
		Tesfaye Fufa	Expert
		Gelan Negera	Head of Finance Office
		Abera Wolde	Team Leader
		Taye Uma	Administration Head
2	Abuna Gindeberet	Asaminew Gedefa	Education Div. Head
		Fufa Burju	Planning Expert
		Lemessa Guta	Primary Edu.Expert
		Dhugaasaa Taafaa	Team Leader
		Calchisaa Jggii	Head of Education office
3	Ada-Berga	Diriba Wogi	Head of Education office
		Azmera Bekele	Head of Finance Office
		Aruse Bogale	Head of Estastician
		Tigist Getachew	Planning & Estastician Expert
4	Ambo	Fiqaaduu asaffaa	WAO Head
		Nemera Abdisa	Planning & Estastician Expert
		Tadesse Fufa	Supervisor
		Achalu Bekele	Head of Education office
		Negara Labefa	Primary Edu.Expert
5	Bako Tibe	Kifle Degefa	Head of Finance Office
		Dereje Welkite	Head of Finance Office
		Sahilu Denboba	Head of Education office
		Regassa Gemeda	Education Team Leader
		Edosa Ambisa	Expert
6	Burayu Town Wereda	Desisa Legese	Education Office
		Abdi Megersa	Planning Expert
		Mekonnen Lemma	Planning & Budget
		Tamiru Insermu	Planning Expert
		Abbabaa kabbadaa	WAO Head
7	Cheliya	Abbabaa kabbadaa	WAO Head
		Temesgen Lenchu	Head Office
		Aguma Korjee	Estastic Expert
		Mosisa Itisa	Education Team Leader
		Eba Tadese	Head Office
8	Jibat	Korma Abdisa	Estastic Expert
		Tadese Angasa	Head Office
		Debele Tola	Education Office
		Kebede Seboka	Education Office
		Berhanu Gudisa	Head of Finance Office
9	Meta Robi	Debela Ejeta	Planning Expert
		Adungna Hirpha	Head Office
		Tulu Eticha	Estastic Expert
		Tesfaye Feyissa	Education Expert
		Tufa Bekele	Head of Finance Office
		Mulugeta Demeke	Planner
10	Mida -Kegn	Zarihun Admaasuu	WAO Head
		Chimr Benti	Team Leader
		Shule Abdisa	Planner
		Daksisa Tasisa	Expert
11	Nonno	Debebe Mamo	Head of Finance Office
		Kebede Mokonnin	Head Office
		Mekonnin Asefa	Head of Education office
		Giduma Taddesse	Head of Finance Office
		Asafa Makibib	Education Team Leader
12	Tikur-Inchini	Gezachew Temechew	Planner
		Tegene Regassa	WAO Head
		Bekela Dinagde	Head of Education office
		Beksisa Geleta	Planner
		Legesa Tolosa	Head of Finance Office
13	Toke Kutaye	Tesfaye Kennsa	Primary Edu.Expert
		Shelema Achalu	Educational Team Leader
		Daniel Tilaye	Education Group
		Birka Tadese	Education Group

No	Woreda	Name	Position
14	Welmera	Reta Legese	Planning & Estastician Expert
		Nurgi Tesema	Head of Education office
		Tamirat Assefa	Education Div. Head
		Bacha Faji	Head of Woreda Education
		Dinku Bekele	Primary Edu.Expert
15	Dano	Girma Demisee	Head of Finance Office
		Lemma Mixaqa	Head of Education office
		Shuma Lemesa	Primary Edu.Expert
		Lelisa Wakessa	Dursa Gatee
16	Dendi	Meseret Negusie	Planning & Estastician Expert
		Tarekegn Gerbaba	Primary Edu.Expert
		Girma Gulecha	Planning Expert
17	Ejere	Tesfaye Kebede	Head of Finance Office
		Alemu Marechi	Education Office
		Tilahun Mekonen	Stastician
		Dare Hunde	Primary Edu.Expert
		Feyera Yadesa	Head of Education office
18	Ginde-Beret	Alemayehu Bekele	Head of Finance Office
		Caalaa Gammachuu	WAO Head
		Tekelwold Bekele	Head of Education office
		kasu Abera	Head of Finance Office
		Abdisa Jebessa	Education Team Leader
19	Holeta town L.A	Dhaba Mekonnen	Primary Edu.Expert
		Bidera Diriba	Planning & Estastician Expert
		Dessalagne Tefa	Expert
		Abera Seboka	Expert
20	Ilfata	Tibebu Telila	Head of Finance Office
		Bedassa Jinqessa	WAO Head
		Mekonnin Gebisa	Head Office
21	Jeldu	Delessa Kumsa	Expert
		Worku Furgasa	Head of Finance Office
		Lemma Gebre	Primary Edu.Expert
		Bandira Gelana	Head Office
		Tesfaye Dema	Head of Finance Office
		Ergebu Tesema	Education Team Leader
		Tadese Gudeta	Planner

Zone:West Arsi,S/West Shewa & East Shewa

No	Woredas	Name	Position
1	Arsi Negele	Temama Hamiid	Primary Education Head
		Feyisa Tamen	Head of Education Office
		Hero Abutae	Education Team Leader
		Tuji Tekeko	Planning & Estastician Expert
		Genene Asefa	Head of Finance
		Tibbeessoo Loloo	WAO Head
2	Shashamane	Ebissa Amosha	Team Leader
		Tura Wayu	Planning & Estastician Expert
		Bikila Godana	Educational Expert
		Ferda Gemeda	Head of Education Office
4	Shala	Aman Markos	Head of Finance
		Benta Megersa	Department Head
		Abamilki Tuna	Primary Education Head
5	Siraro	Wandimu Abebe	Head of Education Office
		Bena Butamo	Head of Finance
6	Bishoftu Town	Desta Gobena	Head of Finance
		Mekonnen Morka	Head of Education Office
		Girma Adugna	Head of Education Office
		Mulneh Rorisa	Educational Team Leader
		Gemechu Woyesa	Supervisor

4th Micro-Planning Workshop by JICA/SMAPP Project
On 20 - 25 November, 2006 at Meeting Hall of the Adama College
Participants list
Zone:North Shewa

No	Woreda	Name	Position
1	Abichu- Gneat	Yadate Kabtimer	Education Head
		Fekadu Gameda	WOFED Head
		Bekele Mamo	Education Team leader
		Getachew Haile	Statistician
		Tulluu Worqu	WAO Head
2	Aleltu	Alemu Bekele	WEO Head
		Solomon Zewdie	Education Head
		Ayele Gadissa	Education Head
		Sintayehu Fufa	Primary Education Head
		Adinawn Abarraa	WOFED Head
	Teshoomaa Daadhii	WAO Head	
3	Bereh	Mengehsa Balcha	Planning
		Mekonnen Negussie	WEO Head
		Tezerra Taffesse	Education Head
		Dajan Tashooma	Education Department Head
		Yohannes Kebede	WOFED Head
	Muusee Molaa	WAO Head	
4	Debre Libanos	Asaminew T/Mariam	WOFED Head
		Nigusie Adorre	Educaion Department Head
		Abera Hailu	Expert
		Tadesse Ayalew	Expert
5	Degam	Teshome Asefa	Education Division Head
		Deresse Tolcha	Expert
		Alamaayoo Mulatu	WEO Head
		Mengistu Taye	Primary Education Head
		Seyoum kasaye	WOFED Head
		Solomon Kuchu	WAO Head
6	Dera	Getachew Abebe	Team Leader
		Tolosa Diriba	WOFED Head
		Damtew Tadese	Education Head
		Mitiku Shitaw	WEO Head
		Tafari Ayele	WAO Head
7	Fiche town L.A	Geetaachoo Abera	WEO Head
		Teshalie Damtie	WOFED Head
		Kaasaye Denga	Education Team leader
		Ayele Demissie	Supervisor
		Belete Bekele	Expert
8	Girar- Jarso	Asefa Tasfaye	Educaion Head
		Techan Adugna	WOFED Head
		Engidaget Asrfa	Primary Education Head
		Daamena Elias	Education Department Head
	Abeba Tefera	Statistician	
9	Hidabu- Abote	Elala Kebebew	WEO Head
		Tesfaye Abera	Planning & statistician
		Dirribaa Rafeeras	Education Department Head
		Demee Adugna	WOFED Head
		Solomon Getahun	Primary Education Head
		Mullugeta Suyyum	WAO Head
10	Jida	Addis Negasa	WOFED Head
		Alemayehu Lakew	Education Team leader
		Jemal Seid	WEO Head
		Tilahun sisay	Expert
		kasahun Worku	WAO Head

No	Woreda	Name	Position
11	Kimbibit	Abdulsemed Mama	WEO Head
		Alemayehu Hailu	WOFED Head
		Adefres Tadese	Statistician
		Zerihun Dereje	Education Department Head
		Regasa Ademe	Education Program Expert
		Gullilaat Dubree	WAO Head
12	Kuyu	Feyisa Legesse	WEO Head
		Almaze Mekbib	WOFED Head
		Kassaye Shimelis	Planning expert
		Girmaa Worku	Education Program Expert
		Hayilu Kabbla	Primary Education Head
		Fekadu Gizaw	WEO Head
13	Mulo	Birhanu Saboqa	WOFED Head
		Demelash Tadesse	Education Team leader
		Habtom Bakala	WAO Head
		Adam Abdela	WEO Head
14	Sendefa town L.A	Tafese Gurm	Education Head
		Nigusu Tsegaye	WOFED Head
		Ermias Sahilu	Statistician
		Asfawosen Neway	Primary Education Head
15	Sululta	Debisa Fakansa	Expert
		Asefa Tesfaye	WOFED Head
		Enattihun Emije	Planning expert
		Girma Seyoum	Education Department Head
		Daniel Gizaw	WEO Head
		Siyuum Haayiluu	WAO Head
16	Wera -Jarso	Mulueta Yazew	Expert
		Fesseha Seyoum	Education Team leader
		Malaku Ingidaworq	Expert
		Nigusu Tafara	Expert
		Bekele Demeke	WEO Head
		Tasewu Tadese	WAO Head
17	Wuchale	Adanech Beyene	WOFED Head
		Ayalech Robi	Expert
		Teshome Gezahegne	Planning expert
		Girma Tadele	Education Team leader
		Dagnachew Terfa	WEO Head
		Amente Regasa	WAO Head
18	Yaya -Gulale	Gizachewu Girma	WOFED Head
		Tsegaye Engdawork	Education Head
		Teklu Gudeta	Expert
		H/Mikael Bedasa	Expert
		Almaz Mekonin	Planning expert
		Teshoma Gardo	WAO Head
19	Dodota Sirre	Minda Tasew	
20	Zone	Kuyu Ketema	Zonal Head
		Ketema Haile	Expert

4th Micro-Planning Workshop by JICA/SMAPP Project
On 20 - 25 November, 2006 at Meeting Hall of the Adama College

Participants list

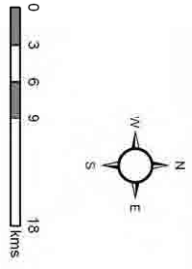
Zone:South West Shewa

No	Name of Weredas	Name of Participants	Position	No	Name of Weredas	Name of Participants	Position
1	Ameya	Mohammed Shukuro	Expert	9	Weliso	Abera Dechassa	Education Team leader
		Amdissa Eba	Expert			Solomon Girma	Expert
		Zeryihun Kerorssa	WEO Head			Guteta Alemu	WEO Head
		Lemma Bedada	Educaiton Team leader			Bedada Gobu	Expert
		Hailu Kenea	WOFED Head			Workineh Regassa	WOFED Head
2	Becho	Dindesa Chakilla	WEO Head	10	Weliso town L.A	Kebede Neda	WEO Head
		Gizaaw Wabawe	Department Head			Gemechu Ejersa	Education Department Head
		Tesfaye Tadesse	Expert			Asefa Dirbsa	Primary Education expert
		Bantiwalu Abera	Planning & Statistician			Mulugeta Eticha	WOFED Head
		Berhanu Fitela	WOFED Head			Worku Sori	Statistician
3	Dawo	Mideksa Bulti	Expert	11	Wenchi	Duguma neassa	Education Department Head
		Taye Gadissa	WEO Head			Tesgaye Bkele	Education Department Head
		Feyisa Aseffa	Expert			Tilahun Abdeta	WEO Head
		Gezahegn Feyissa	Expert			Berhanu Kenea	Planning & Statistician
		Bedada Ayele	WOFED Head			Alemu Terefe	Primary Education expert
4	Goro	Bogale Geleta	WEO Head	12	Ilu	Tarraffa Tujumaa	WEO Head
		Shallamaa Driirsaa	Expert			Girmaa Diriba	Education Expert
		Gelan amdisaa	WOFED Head			Nagasa Tolosaa	Education Team leader
						Firmosa Dhaaba	Planning expert
5	Kersa-Malima			13	Alem Gena	Nigusee Baratu	
		Gudeta Challa	WOFED Head			Bizuneh Senbeta	Education Department Head
		Tafesse Muleta	WEO Head			Eyerusalem Lakew	Primary Education expert
		Abebe Celeqa	Expert			Hundessa Negaaso	WEO Head
		G/eyesus Alemayehu	Educaiton Team leader			Getachew Dirriba	Planner
6	Kondelititi	Tesfaye Sorii	Planning & Statistician	14	Sebeta	Kassahun Gutu	WOFED Head
		Bayisa Dorsisa	WEO Head			Deggifee Asfaaw	Planner
		Hailu Yanegela	Expert			Nigusee Geletu	Planner
		Teferi Adunga	Educaiton Team leader			Akliiluu Itafa	WOFED Head
7	Seden Sodo	Mekonneen Tefera	WOFED Head	15	Shashamane		
		Serbessa Effa	Expert				
						Gizaw Mulugeta	Education Department Head
		Gizaw Jigsaa	Planning expert			Qonjit Taddasa	
		Derejee Hayilu				Aliyyii Degefa	
8	Tole	Wandimmuu Boonlaa	Head office	16	Zone	Zerihun Abera	
		Tesfaye Abdeta				Kedu Buli	WOFED Head
		Wogari Daba					
						Kassaye Degefa	Educaiton Team leader
		Tilahun Lemossaa	WEO Head				
		Meressa Begna	Planning & Statistician				
		Birhanu diribe	Educaiton Team leader				
		Nebiu Teshome	Education Group				
		Gulummaa Dattaru	WOFED Head				

Appendix-7
Sample of OEdMap

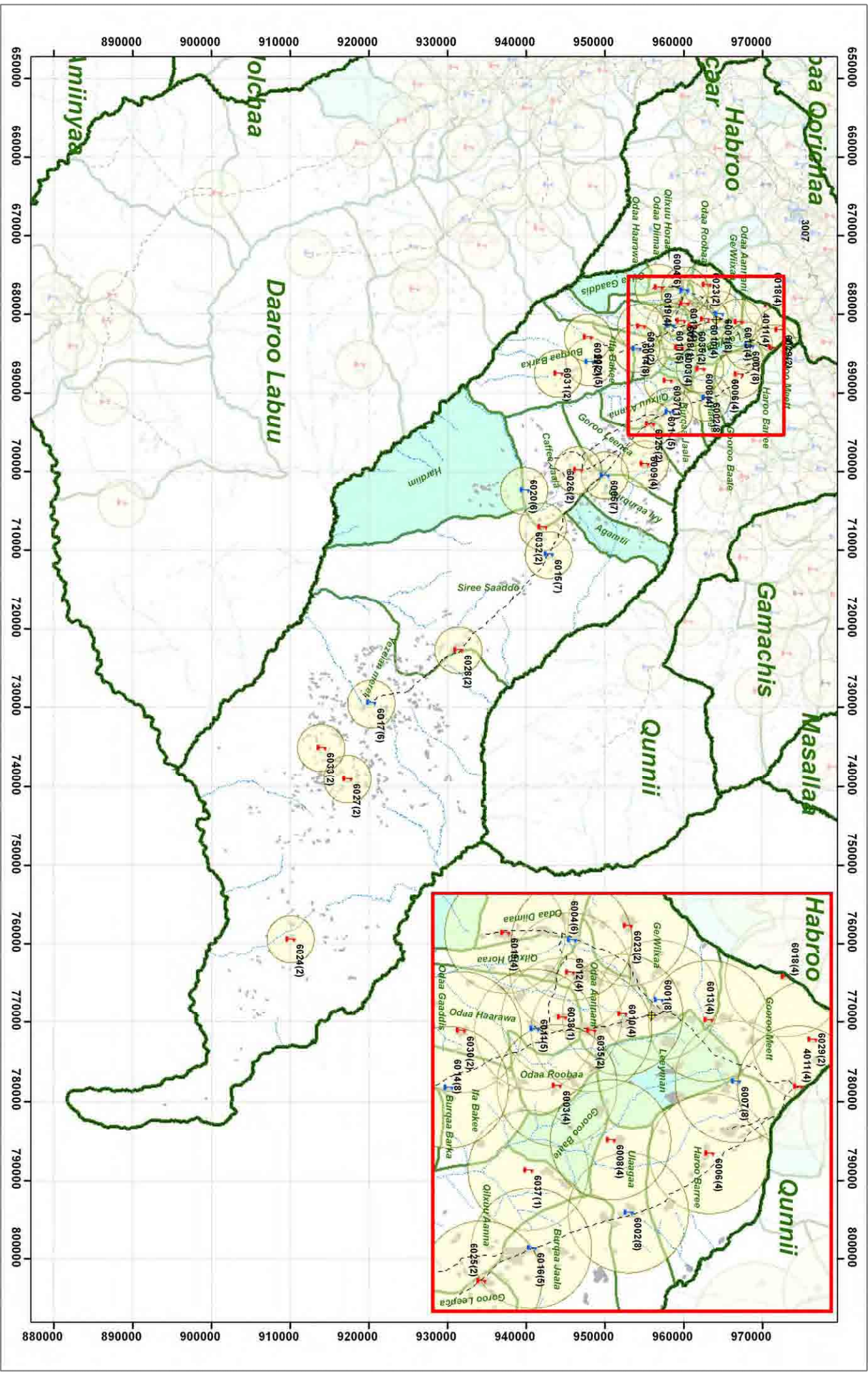
School information matrix
Woreda: Bookee

School Name	General			Enrollment by Cycle										Section by Cycle			Student Section Ratio			No. of Class-room	Repetition Rate by Cycle (%)						Female /Male (%)			Teaching Staff			Student Teacher Ratio
	School ID	Kebele	Grade	Male					Female					Total			1st	2nd	Total		1st	2nd	Total	1st	2nd	Total	M	F	Total				
				1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	1st														2nd	Total		
																																1st	
Bookee Xiqqoo	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			
Waacuuti 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	Qurruun Jyy	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			
Ar/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	5	5	10	58			
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			
Doolooloo	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			
Haaroo Baredaa	4050 6010	Odaa Annani	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			
Min-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 Annani	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 Bakkee	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-Roraa	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	Yezeelan meet	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			
Xirroo Sadaan	4050 6018	Goroo 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			
Annubaa	4050 6020	Caiffee 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			
Leellu	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 Iajjabaa	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	Yezeelan meet	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	Caiffee 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	Yezeelan meet	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			
Dallayaa baboo	4050 6029	Goroo 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 Qurruun	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			
Qurruun	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			
Harooetti	4050 6032	Caiffee 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			
Guruuyyuu	4050 6033	Yezeelan meet	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Dhaqaa Algaaz	4050 6035	Odaa Annani	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			
Sagataa	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 Anna	1-1	110	0	110	136	0	136	246	3	0	3	82	-	82	3	-	-	-	-	-	-	124	-	124	3	0	3	82			
I/Aroojjii 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	62	23	53	193	101	294	66				



- School**
- Unidentified in EMIS
 - Primary 1st cycle
 - Primary 2nd cycle
 - Secondary
 - Catchment area of primary school
- Administration**
- Woreda Education office
 - Woreda
 - Kebele
 - without School
 - with School
- Others**
- Road
 - Asphalt
 - Water
 - River
 - Settlement
 - Gravel
 - Lake

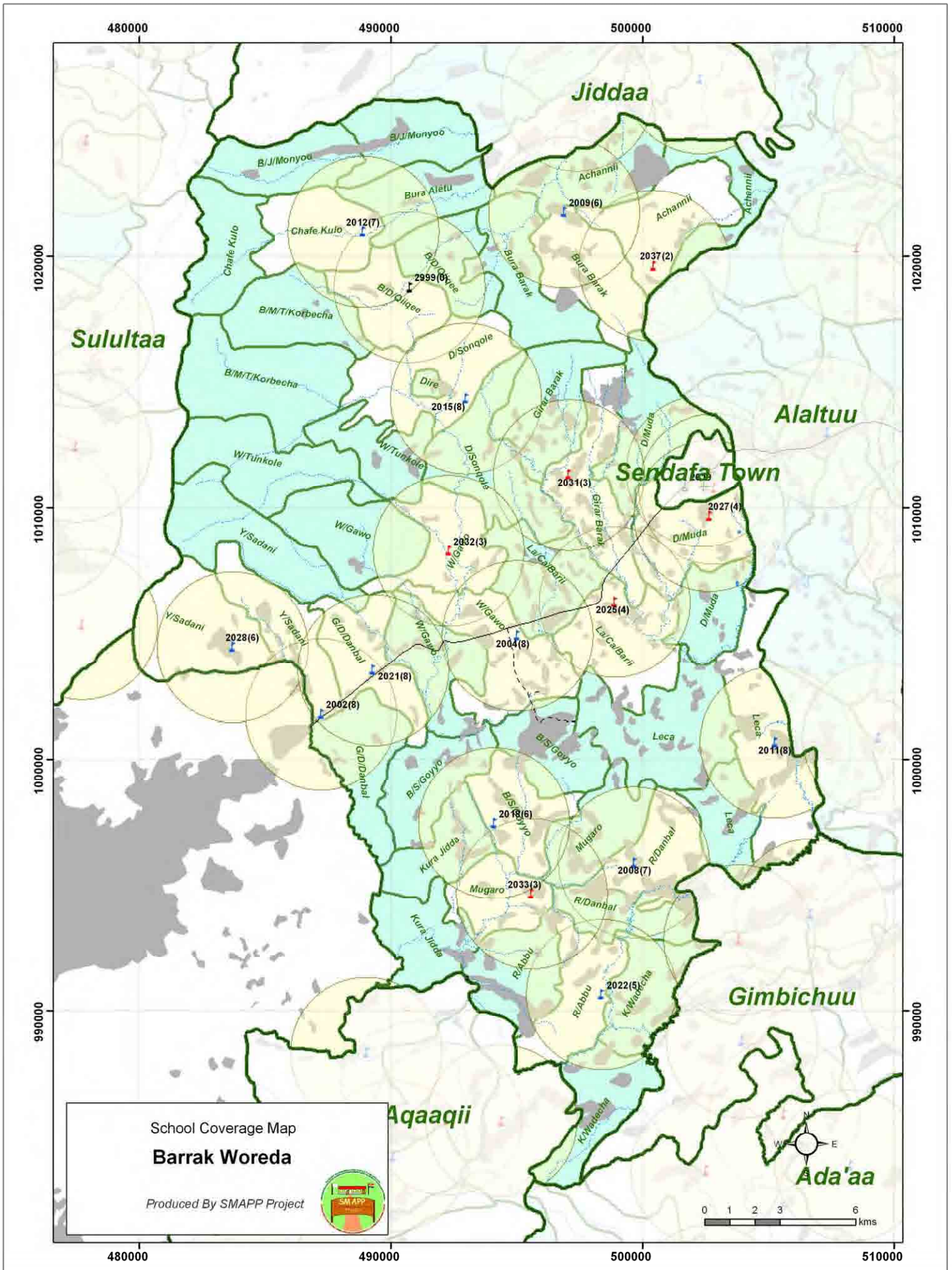
School Coverage Map
Bookee Woreda
 Produced By SMAPP Project

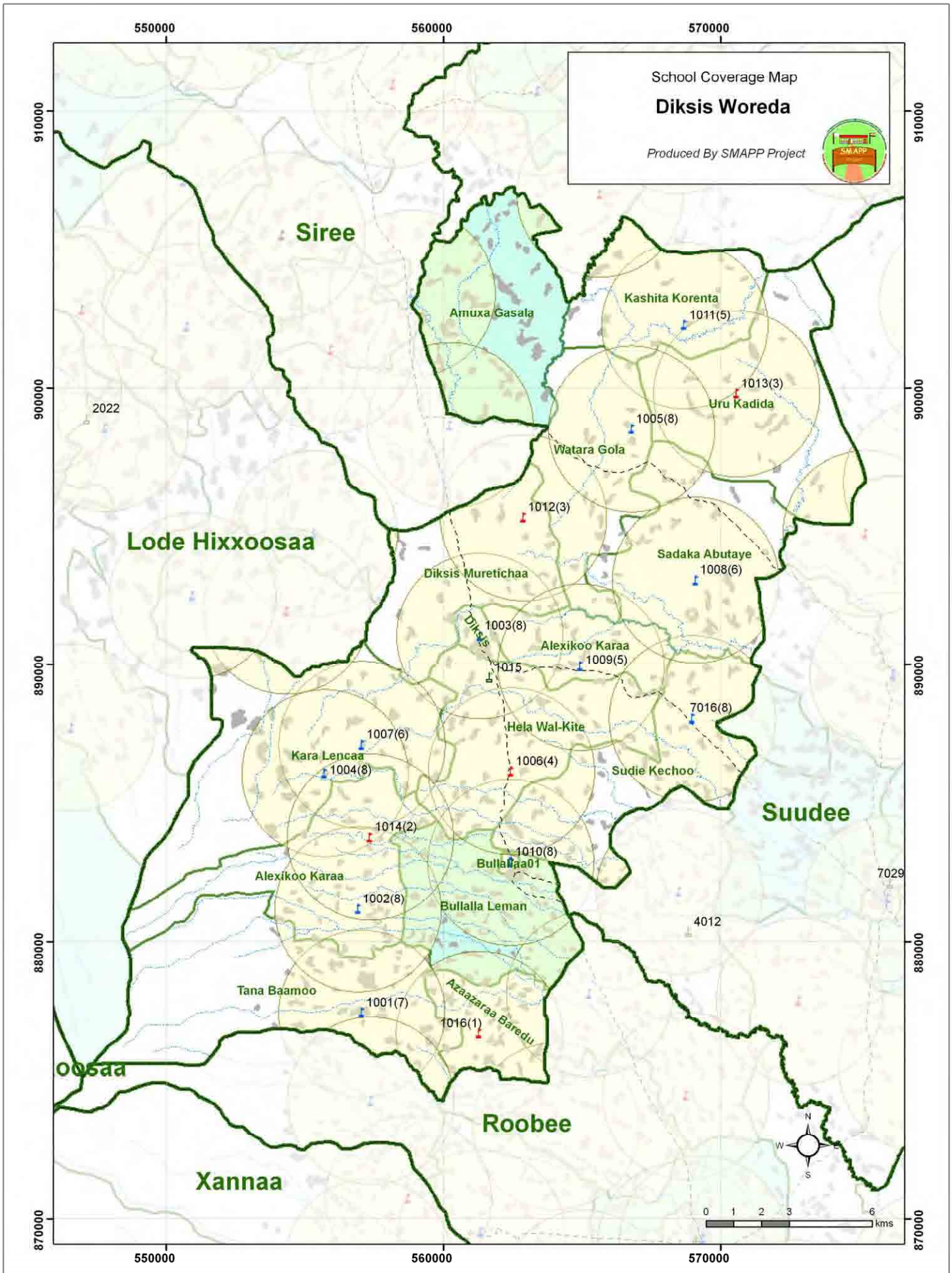
School information matrix

Woreda: Sandaafaa & Barrak Alaltuu

General		Enrolment by Cycle										Section by Cycle		Student Section Ratio		No. of Classroom		Repetition Rate by Cycle (%)				Female /Male (%)		Teaching Staff		Student Teacher Ratio					
School Name	School ID	Grade	Kebele	Male					Female					Total		1st		2nd		Total		1st		2nd		Total		M	F	Total	Ratio
				1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total							
Jimaa Sambatee	4100 2001	1-8	Sendaafa Town	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	1-8	Y/Sadani	416	1,64	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	1-8	Mekawa	510	588	1,098	424	565	2,087	16	17	33	58	68	63	17	1	5	3	1	8	4	83	96	90	20	18	38	55		
Laga Daadhi	4100 2004	1-8	W/Gawo	350	348	698	355	240	595	1,293	11	9	20	64	65	65	11	4	3	5	8	6	101	69	85	16	12	28	46		
Mannaagashaa Fitchee	4100 2005	1-8	K/Nasebar	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	1-8	Bido Tarako	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	
Bakke	4100 2007	1-8	Beke Town	543	459	1,002	486	366	852	1,854	14	12	26	74	69	71	15	5	6	5	6	7	90	80	85	19	15	34	55		
Hambisaa	4100 2008	1-7	R/Danbal	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	1-6	Bura Barak	215	71	286	170	29	199	485	6	2	8	64	50	61	8	1	3	1	3	1	79	41	70	7	2	9	54		
Lizab Dingaayi	4100 2010	1-6	Gonaa	195	70	265	166	70	236	501	7	2	9	52	70	56	9	2	2	1	8	3	85	100	89	11	0	11	46		
Leenca	4100 2011	1-8	Leca	271	146	417	258	92	350	767	9	5	14	59	48	55	7	0	0	0	0	0	95	63	84	9	6	15	51		
Barrak Alaltuu	4100 2012	1-7	Chaate Kulo	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	
Kaarraabaa	4100 2013	1-4	W/Dara	114	0	114	146	0	146	260	4	0	4	65	-	65	4	1	-	1	2	-	128	-	128	3	2	5	52		
Kaarraabaa	4100 2014	1-4	S/Sagada	178	0	178	125	0	125	303	6	0	6	51	-	51	4	4	-	4	5	-	70	-	70	4	2	6	51		
Dirree Sokorruu	4100 2015	1-8	D/Sonqole	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	1-6	Wara	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	1-4	G/Lubbay	143	0	143	81	0	81	224	5	0	5	45	-	45	3	1	-	1	1	-	57	-	57	3	2	5	45		
Siree Gooyoo	4100 2018	1-6	B/S/Goyyo	196	68	264	171	35	206	470	6	2	8	61	52	59	9	0	0	0	0	0	87	51	78	5	3	8	59		
Sandaafaa Sa.2Ftaa	4100 2019	sec	Sendaafa Town	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dagaa Goraa	4100 2020	1-6	S/Daga	242	94	336	161	34	195	531	7	2	9	58	64	59	7	0	0	0	0	0	67	36	58	4	4	8	66		
Daaltee Daanbal	4100 2021	1-8	G/D/Daabal	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	1-5	R/Abbu	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	
Qalaxee	4100 2023	1-5	Qalate	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 Achuanee	4100 2024	1-5	M/Achani	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	1-4	Laa/Cw/Barii	146	0	146	101	0	101	247	4	0	4	62	-	62	4	8	-	8	10	-	10	69	-	69	2	3	5	49	
EGE	4100 2026	1-6	Maru	77	36	113	84	33	117	230	4	2	6	40	35	38	6	7	6	7	6	7	7	109	92	104	8	3	11	21	
Daaabee Muddee	4100 2027	1-4	Dy/Murda	160	0	160	136	0	136	296	4	0	4	74	-	74	4	0	-	0	0	-	0	85	-	85	2	3	5	59	
Champio	4100 2028	1-6	Y/Sadani	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	
Alaaf Aambaa	4100 2029	1-3	Ijersa	115	0	115	95	0	95	210	4	0	4	53	-	53	2	13	-	13	10	-	10	83	-	83	3	0	3	70	
Girar Barak	4100 2030	1-3	C/Songole	114	0	114	132	0	132	246	4	0	4	62	-	62	2	0	-	0	0	-	0	116	-	116	2	1	3	82	
Laga Hoolaa	4100 2031	1-3	Girar Barak	118	0	118	126	0	126	244	5	0	5	49	-	49	3	9	-	9	11	-	11	107	-	107	4	0	4	61	
Mogonaa	4100 2032	1-3	W/Gawo	120	0	120	88	0	88	208	3	0	3	69	-	69	2	7	-	7	3	-	3	73	-	73	2	0	2	104	
Sandaafaa	4100 2033	1-3	Mugaro	82	0	82	50	0	50	132	3	0	3	44	-	44	3	29	-	29	39	-	39	61	-	61	2	0	2	66	
Wagiddii Darraa	4100 2034	1-4	Sendaafa Town	276	0	276	298	0	298	574	10	0	10	57	-	57	5	0	-	0	0	-	0	108	-	108	7	7	14	41	
B/Dibifbee	4100 2035	1-2	Sura	104	0	104	96	0	96	200	2	0	2	100	-	100	-	100	-	100	-	-	13	92	-	92	1	2	3	67	
Achamii Hurufaa	4100 2036	1-3	NOT ON MAP	73	0	73	83	0	83	156	3	0	3	52	-	52	2	-	-	-	-	-	114	-	114	-	1	0	1	156	
Awaajoo laaftoo Balloo	4100 2037	1-2	Achamii	121	0	121	112	0	112	233	4	0	4	58	-	58	2	-	-	-	-	-	93	-	93	-	2	0	2	117	
Alaaltuu sad.2ftaa	4100 2038	1-3	Awaajo Fiaatto	45	0	45	43	0	43	88	3	0	3	29	-	29	2	-	-	-	-	-	96	-	96	-	1	0	1	88	
Burraa dibreese Qicq	4100 2039	1-3	Ijersa	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summary of Woreda	39	primary schools		7,886	4,316	12,202	6,901	3,121	22,224	243	125	368	61	59	60	238	3	5	4	3	7	4	88	72	82	262	164	426	52		



School	Administration	Others
<ul style="list-style-type: none"> Unidentified in EMIS Primary 1st cycle Primary 2nd cycle Secondary Catchment area of primary school 	<ul style="list-style-type: none"> Wereda Education office Woreda Kebele without School with School 	<ul style="list-style-type: none"> Road Asphalt Gravel Water River Lake Settlement



School	Administration	Others
Unidentified in EMIS	Wereda Education office	Road
Primary 1st cycle	Woreda	Asphalt
Primary 2nd cycle	Kebele	Gravel
Secondary	without School	River
Catchment area of primary school	with School	Lake
		Settlement

Appendix-8
Agreement for Utilization
and Management of GPS Receiver

Agreement for Utilization and Management of GPS Receiver
TRIPARTITE AGREEMENT
FOR
UTILIZATION AND MANAGEMENT OF GPS RECEIVER LENT BY
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA) SMAPP PROJECT TEAM
FOR WOREDA TO CONDUCT SCHOOL LOCATION SURVEY

This AGREEMENT on utilization and management of the GPS receiver lent by JICA (Japan International Cooperation Agency) SMAPP Project Team for Woreda to conduct school location survey (hereinafter referred to as **WORK**) is made among Oromia Education Bureau (hereinafter referred to as **OEB**), _____ Zone Education Office (hereinafter referred to as **ZEO**) and _____ Woreda Education Office (hereinafter referred to as **WEO** Education Office) on the date of 15 October 2006 G.C.. The terms and conditions set for performance of the WORK are as follows:

Whereas:

1. The three parties of OEB, ZEO and WEO shall undertake the WORK complying with the "Condition of Agreement" attached herewith.
2. The three parties of OEB, ZEO and WEO agree to the terms and conditions in respect to the WORK as specified hereunder.
3. The Agreement shall enter force into on the date of the agreement signed by OEB, ZEO and WEO.

General Condition of Agreement

1. Obligations of OEB

The OEB is responsible for:

- 1.1 lending one GPS receiver through the ZEO concerned to the WEO
- 1.2 assisting Zone in the provision of training for relevant officers of Woreda Education Office (hereinafter referred to as WEO), who are assigned for school mapping and micro-planning activities by utilizing the GPS receiver for school location survey
- 1.3 supporting ZEO to collect GPS receiver back from each Woreda Education office concerned.
- 1.4 monitoring of status of all GPS receivers
- 1.5 collecting data of newly surveyed schools to update the OEdMap database, that is School Mapping Database with geographic information system (GIS)

2. Obligation of ZEO

The ZEO is responsible for:

- 2.1 borrowing and storing one GPS receiver as per each WEO concerned properly to be utilized for school location survey
- 2.2 lending GPS receiver to each WEO concerned with proper procedure instructed OEB
- 2.3 providing technical support to woreda education officers who are assigned to conduct school location survey, if necessary
- 2.4 advising each WEO concerned to conduct school location survey in time as per the schedule set shown in the Attachment-1
- 2.5 assisting each WEO in collecting GPS as well as data of newly surveyed schools from WEO
- 2.6 making necessary arrangement to repair if any damage shall be incurred
- 2.7 advising each WEO concerned to purchase consumables of batteries during the course of school location survey
- 2.8 replace a GPS receiver by themselves if any loss shall be incurred at the very time when ZEO is responsible for storing each GPS concerned
- 2.9 making monitoring report of operation of school location survey to the OEB bi-weekly (twice a week).
- 2.10 Submitting detailed report if any damage or loss shall be incurred

3. Obligation of WEO

The WEO is responsible for:

- 3.1 borrowing and storing a GPS receiver properly to be utilized for school location survey with proper records instructed ZEO

- 3.2 conducting school location survey in time as per the schedule set shown in the Attachment-1
- 3.3 purchasing consumables of batteries during the course of school location survey
- 3.4 making monitoring report of operation of school location survey to the ZEO bi-weekly (twice a week)
- 3.5 returning GPS as well as data of newly surveyed schools to ZEO
- 3.6 making necessary arrangement to repair if any damage shall be incurred
- 3.7 replacing a GPS receiver by themselves if any loss shall be incurred at the very time when WEO is responsible for handing each GPS concerned
- 3.8 submitting detailed report to ZEO if any damage or any loss shall be incurred

4. Cautions

- 4.1 The performance of school location survey shall be monitored by OEB and ZEO in collaboration with the JICA SMAPP Team
- 4.2 If, in the opinion of ZEO or WEO shows that he is unable to perform the Works due to the following reasons, ZEO shall make necessary intervention to settle matters concerned:
 - Improper use of GPS out of the scope of the Work
 - Unclearness or dishonesty is observed in the record keeping.
- 4.3 The OEB and ZEO shall not transfer GPS receiver to any other individuals or organizations in all cases. In such case, the GPS receiver should be compensated by the OEB on their behalf.

5. Others

- 5.1 If there are some issues, which are not specified in the agreement, it shall be settled by mutual discussion between both parties.
- 5.2 If any dispute shall arise between OEB and ZEO in connection with the agreement, it shall be settled by mutual discussion between both parties.

Appendix-9
Sample of WPEDP



**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 entitled '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 Km². 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 complete 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 primary 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.

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: Dilksis

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	120000
Classroom Construction	
Unit Cost Of Low Cost	50000
Classroom Construction	
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