

---

**Project Title:**

**“Phase Out strategy for the Advancing Girls’ Education Project in the Rural Akaki, Galan and Dukem Communities of Oromia Region**

**II) Table of content**

<b>No</b>	<b>Content</b>	<b>Page</b>
1	Project Title	1
2	Table of Content	2
3	Acronyms	3
4	Project profile	4
5	Executive Summary	4
6	Goal	7
7	Project Description	10
8	Project Input	11
9	Organization and Management	12
10	Monitoring and Evaluation	15
11	Project Cost	15
12	Expected Outcome	15
13	Risk and Assumption	16
14	Annexes	16

---

## Project Profile

### 4.1 Name of the project:

4.2 Phase out strategy for “Advancing Girls’ Education project in Rural Areas of Akaki, Galan and Dukem communities of Oromia Regional State

### 4.3 Location of the project:

- [REDACTED] Special Zone: [REDACTED] district, [REDACTED] towns

### 4.4 Types of beneficiaries:

- 800 out of school children

### 4.5 Funding Agencies and sites

1. Stitching Kinderpostzegels ..... [REDACTED] district
2. Womankind World Wide ..... [REDACTED] town

### 4.6 Executing Agency:

This project will be executed in close collaboration with Oromia Education Bureau at Zone and [REDACTED] levels as well as with the Zonal Finance and Economic Development Department and the target community.

### 4.7 Implementing Agency:

This project will be implemented by [REDACTED] Education and Development Association ([REDACTED]) Head Office and [REDACTED] project Office.

---

### III) Executive Summary

Good education is the foundation of a country's socio- economic development. That is why education is one of the core themes of [REDACTED] development policy. [REDACTED] is fascinated in improving the overall quality of education and ensuring that it is appropriate to the best interest of children and the situation of their parents. Moreover, education should be easily accessible to vulnerable groups, especially girls, orphans, the disabled, children from rural areas and children from the very poorest families. Education is the basis for development and for equality between men and women.

Since 200, [REDACTED] has established a strong partnership with Kinderpostzegels on implementing a project entitled *“Advancing girls education through fighting harmful traditional practices in Akaki, Galan and Dukem communities of Oromia Region.”*

At that time, the number of children in school in [REDACTED] district was less than 10 thousand out of the 16,000 school age children. The root causes for the low enrollment were identified as lack of knowledge of parents about the benefit of education and rights of children, deep-rooted harmful traditions and values and lack of availability of the educational facilities nearby. Significant change has been achieved through the aggressive campaign and effort of [REDACTED] during this Project period (2007-2011). Over 36 hundred out of school children have been bridged to the formal schools during the period.

The reports from [REDACTED] district Education Office reveals that the primary school coverage has reached 13,801 in the formal schools and 635 in the ABEs. The gender gap has been reduced to 6.26 percent from 25percent.

The repetition rate was also reduced from 25 percent in 2006 to 10.93 in 2011, while the gender gap was also reduced to 6.26 percent from 23 percent in 2006.

However due to the decision of the Kinderpostzegels, our funding agency, to accelerate the phase out of the project by finalizing the construction of the ABE centers, capacitating the CMCs and the mothers' forums and the girls clubs and hand over to the government, the following

Activities were agreed upon with the district Education Office after series of discussions on how to actualize the handing over as scheduled. (Please find attached the MOU signed).

---

## **6. Project Goal**

The goal of this project is: Gender Equity in Primary Education.

### **5.2 Objective**

The project objective is *increased in female participation in primary levels of education*

At the end of June 2012 the following results are expected

- 100 percent of the current ABE centres handed over and upgraded to formal schools
- 100 percent of the current level 3 ABE students graduated from ABE program
- 75 percent of parents/ caregivers start contributing financially or in kind to the education of their children
- 25 percent of girls' clubs start contributing to the Addoyyee FGM monitoring Fund (AFGMF)

## **7. Project Description**

### **7.1 The Scope of the project**

■■■■ district is one of the 14 districts of the Oromia Special Zone Surrounding Finfine. The Special zone was established before 3 years consisting of 6 districts and 8 towns. The total population of the district is 77,532. Out of this 37,227 are women. The district is sub divided into 28 farmer associations called ■■■■ in the local language. The district is only 30 kilometers away from Addis Ababa. The livelihood of the people in the district is based on agriculture.

In the 2010/2011 academic year, there were 16,183 school age children in ■■■■ district according to the ■■■■ district education office 2011 annual report. Out of this, 11,801 children were enrolled in the 43 formal schools and 560 children were enrolled in the non-formal school. The net enrollment rate stands at 72.93%. There were 4,382 children missed out. Out of this only 635 (14 percent) were supported by ICEDA to get access to the non-formal education. The government enabled 1998 of the remaining to get adult education. Yet still 1,749 school age children are estimated to be missed out. ICEDA is planning to mobilize the community and the government to make the 4 ABE to be upgraded and the necessary staff and budget secured and management structure strengthened.

---

## 7.2 Achievements

- **Girls have started self help initiatives**
- **Parents started to establish community fund through idirs**
- **Mothers have included the banning of FGM into their idirs.**
- **Government established children and women protection units.**
- **18 model children parliaments have been active.**
- **100 percent of the girls who sat for grade 8 leaving examination have successfully passed to secondary school. Out of this, all the girls (36) of them who were learning in the 4 upgraded Bili Silto, Yerer Abayi, Gamada and Abu Lugna schools have passed with higher marks.**
- **Over 36 hundred children mainstreamed to formal schools.**
- **Cultural leaders included the banning of values those violate the rights of girls and women.**

## 7.3 Target Groups and project beneficiaries

The target groups are school age children, parents and caregivers [REDACTED] and [REDACTED] villages in [REDACTED]

District of [REDACTED] Special Zone Surrounding Finfine.

- Direct 800 out of school children
- Indirect: 8,000 residents of the catchment areas from the facilities and information.

## 7.4 Project Duration

The project will be implemented for seven months from January 1, 2012 up to July 31, 2012 in order to allow sufficient time to bear broader and lasting impacts. Particularly, as the project is going to phase out, the first 6 months will be utilized to the finalization and building the capacity of the community and other stakeholders to sustain and expand the program. The seventh month will be used to conduct terminal evaluation and hand over the project to the government.

---

## **7.5. Project Objectives**

### **7.5.1 Overall Goal**

The ultimate goal of the project is achievement of gender equity in primary education.

### **7.5.2 Objective**

The project objective is *increased in female participation in primary levels of education*

This objective will be achieved through the following immediate results (IR):

- 100 percent of the current ABE centres handed over and upgraded to formal schools
- 100 percent of the current level 3 ABE students graduated from ABE program
- 75 percent of parents/ caregivers start contributing financially or in kind to the education of their children
- 25 percent of girls' clubs start contributing to the Addooyee FGM monitoring Fund (AFGMF)

## **7.6 Project Strategies**

The project key strategies to be used are to direct support to the target group, capacity building and local networking through its four intermediate results.

## **7.7 Project Activities**

The project activities are geared towards improving quality of ABE centres, improving the capacities of the stakeholders to ensure the sustainability of the project and handing them over to the concerned government body.

To this effect, the following activities are prioritized and agreed upon by the government offices to be fulfilled in order to facilitate a smooth phasing out and handing over of the project.

Taking a partnership approach, the specific objectives that will help to achieve this goal has been designed link to specific objectives as follows:

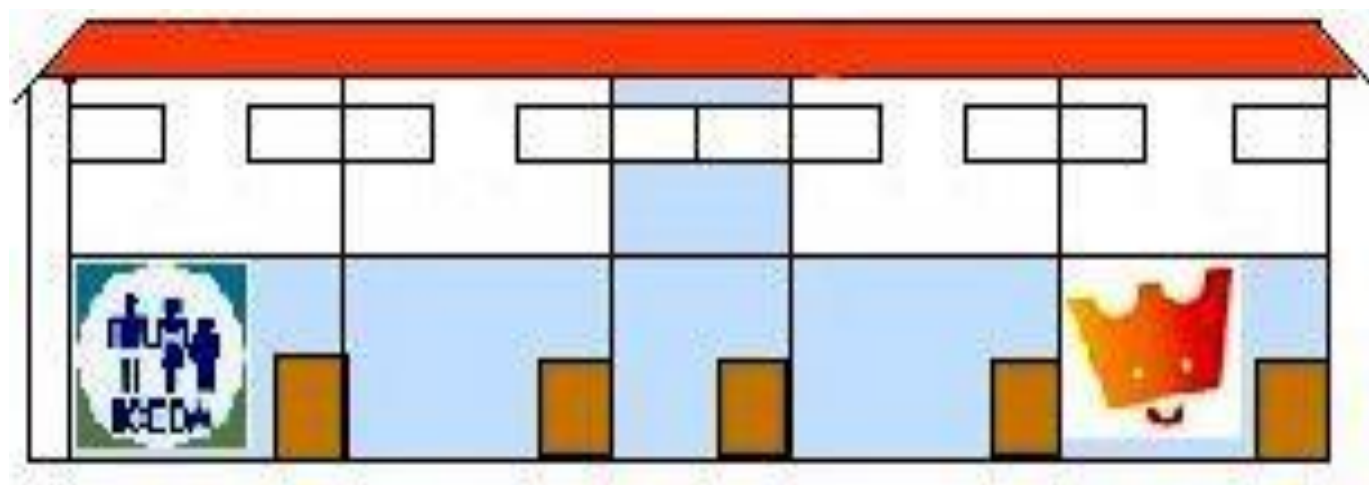
---

**IR.I: 100 percent of the current level 3 ABE students graduated from ABE program**

**Activity 1: Construct additional classrooms for the 4 [REDACTED] centres**

During the project year 2012 a total of two new classrooms will be constructed to each of the 4 ABE centers. The classrooms will have a concrete floor and painted walls in order to prevent hygienic problems as a result of the dust. All the four ABE centers will have 4 classrooms and one office.

In addition to this, a reading/pedagogical corner will be established at each ABE center so as to improve the quality of services being rendered for un-reached children in the [REDACTED] district of Oromia Region. In addition outdoor play material provision will also be included in this activity.



The wall will be painted with white and blue painting .The logos of [REDACTED] and [REDACTED] will be printed on the walls of the schools to create a sustainable memory in the mind of the users of the facilities. [REDACTED] rust will be painted on the top of the roof.

The community will contribute a significant amount in cash and in kind to success the construction of the classrooms.

---

**Activity 2: Purchase and provide 160 combined desks**

The project covers the cost of furnishing the ABE centers by providing blackboards, desks and tables to the centers. Stationery materials including chalk, exercise books, pens and pencils will also be provided to the centers in order to support orphans and vulnerable children in the target areas.

**Activity 3: Purchase and provide 8 tables for ABE centres**

Each ABE center will receive 2 tables for the teachers to be used at each classroom.

**Activity 4: Purchase and provide 8 blackboards**

For each of the new classrooms to be constructed, one blackboard will be provided.

**Activity 5: Purchase and provide 400 books for the reading corners**

Since there is shortage of ABE textbooks, [REDACTED] will search and purchase 100 books for each ABE centre and put them in the reading corners so that the children will borrow and read.

**Activity 6: Purchase and provide 144 gross of chalk**

Each ABE centre will receive 36 gross of chalk which means 6 per month. The chalk will be distributed to the Centre every month by the project Office.

**Activity 7: Purchase and provide 4 sets of indoor games and outdoor play materials for ABE centres**

In order to enhance the psycho social development of children play is an important instrument. In this regard, this project will purchase and distribute to the centers each a set of play materials such as marry-go-round, balance, ladder for children. The outdoor play materials can be easily maintained locally. Indoor games will be bought from organization such as Addis Development Vision.



---

**Activity 8: Purchase and provide 4 sets first aid kits for the ABE centres**

One of the major reasons for student dropout in Ethiopia, including ABE centers, is related to health issues, which may emanate from a variety of factors. Recognizing this problem in the country, [REDACTED] has included the first aid kits in the ABE projects. Accordingly, The ABE centers will be provided to the ABE centers in order to provide first aid treatment to children for minor injuries.

**Activity 9: Conduct ABE program**

Currently, there are 10 facilitators providing services for 635 children. The [REDACTED] centre has 44 ( 30 female) students who are learning in the level 3. ICEDA will work hard to enable all these children to graduate from the ABE program and join the 5<sup>th</sup> grade in the neighbouring junior school..

The district Education office will prepare an ABE leaving examination on the 4 subjects, namely Environmental Science, [REDACTED] Oromo, English and Maths. The District Education Office will issue a graduation certificate for those who successfully pass the examination to join grade 5.

The 10 facilitators are preparing the students by preparing continuous assessments every fortnight.

The facilitators also are creating opportunities for the students to participate in interschool quiz contests.

**IR2: 75 percent of parents/ caregivers start contributing financially or in kind to the education of their children****Activity1: Organize one training program for CMC members**

Due to various factors, community involvement and participation in school management and administration is low in Ethiopia. The communities lack practical experience in managing and leading the schools within their localities. Offering training to all those who have a stake in the project is necessary. Accordingly, a total of 28 CMCs will be offered training in order to build their capacity to effectively lead and manage their centers and properties. The CMC's also will be trained on how to mainstream HTPs into their regular agendas of the villagers and how to oversee and report the practices. The CMC are responsible for administering their respective ABE centers, including the school grant and finance they raised from the community. Acquiring the skills required to do the job necessitates training in financial management and familiarization with the rules and regulations of the government's finance

---

policies and procedures. The district Education Office has taken the responsibility to train them with basic book keeping skills.

### **Activity 2: Training for mothers' forum members and caregiver on good childrearing**

There are 383 households led by women in the project area. ICEDA will support 10 percent of the households who have many children, children with disabilities and/or economically weak to support their children to continue going to school. After organizing a 2 days training on poultry production, each of the mother will be provided with 5 egg laying hens.

Ethiopians have their own long-standing culture and traditions in relation to childrearing. However, based on scientific research, child psychologists as well as the rights of children, parents and caregivers should strengthen their best childrearing practices from their localities and draw important lessons from others too. This training will offer them additional opportunities to look within and outside. The mothers' forums will also get training on how to assist children with disabilities and how to oversee HTPs. As a pilot, a total of 40 mothers and caregivers will participate the training during the project period during the monthly meetings.

---

### **IR3: 100 percent of the current ABE centres handed over & upgraded to formal schools**

#### **Activity 1: Organize consultative workshop on the preparation for the phase out Strategy**

In order to make all the stakeholders to be prepared to the handing over of the project, a one day consultative meeting will be organized at district level where the village representatives, the zonal government and the district administration officials will attend to prepare MOU and set up handing over committee to ease the phasing out procedure. A total of 60 participants will be drawn from the communities and government bodies to attend. ADAA and NVEA will be invited as resource persons to share their experiences in this regard.

---

**Activity2: Provide one type of seedling for tree plantation**

The target communities will be mobilized to secure a plot of land about 5,000 square meters wide for eucalyptus tree plantation and for farming to generate income for subsidizing to the costs of the ABE centers.

ICEDA will purchase and provide 2,000 seedlings of eucalyptus trees for each ABE centers.

The parents of the children and the residents will dig holes for the seedlings plantation.

---

---

**IR4: 25 percent of girls' clubs start contributing to the Addoyyee FGM monitoring Fund (AFGME)**

---

**Activity 1: Organize a one training for girls' club leaders on how to defend their own rights**

ICEDA has been working with 20 junior schools on capacitating the female students to defend their rights. Also the children parliaments have been actively working with the girls' clubs.

As a strategy for sustaining the clubs activities [REDACTED] will organize a day long training on how to use the money they collect from their members to monitor the FGM cases which are being done on girls' as some of the domestic violence. The Fund will be disclosed to all students and the communities. The number of reports at the end of the year will be used as indicator to measure the reduction of the FGM. The following are the purposes and the sources of the [REDACTED] *GM monitoring fund* ([REDACTED])

The main purpose of this fund is the initiative of female peer groups to

- To monitor FGM cases by awarding case reporters.

If there is a surplus, the Addoyyees will may use the fund

- To cover the cost of emergency medical treatments
- To cover the experience sharing trips to other places
- To produce IEC materials

---

## Sources of Income

### A. Annual members contribution

- Birr 6 for students
- Birr 60 for adults

### b. Fund raising events

- Profits of girls shops in the school compound and in the community
- Parents day every quarter
- Grants of donor and idirs
- Interest groups

## **Activity 2: Conduct 12 monitoring and supervision field visits to the ABE centres**

Every 2 weeks ICEDA staff will conduct a field visit to monitor the teaching learning processes, the progress of the constructions and discuss with CMCs, mothers' forums and girls' clubs.

At each village visitors' suggestion books will be placed. 12 visits are planned to be conducted.

## **Activity 3: Conducting 6 review meetings with the district hand over committee**

ICEDA director and the program manager will meet monthly with the district hand over committee to discuss the progress of the phasing out strategy and resolve any problems encountered.

A consultant will be identified and assigned in collaboration with [REDACTED] and [REDACTED] to facilitate the process.

#### **Activity 5: Conduct Terminal Impact evaluation**

A consultant will be recruited and contracted to conduct a terminal impact evaluation since this is a prerequisite for phasing out.

The consultant will review the financial and activities reports and necessary documents, interview the stakeholders and register best practices to be replicated in the other districts. All evaluation tools will be applied to measure the impact.

The regional BOFED, OEB and their zonal and district offices will participate in the data collection process.

A validation workshop will be organized at the end of the evaluation where all stakeholders will attend and comment on the report.

#### **Results chain**

<b>Activities</b>	<b>Outputs</b>	<b>Objectives/Outcome</b>	<b>Impact</b>
Construct additional classrooms for the 4 ABE centres	600 out of children start using the facilities of the ABE Centres to acquire knowledge and skills	100 percent of the current level 3 ABE students graduated from ABE program	Gender equity in primary education by 2015
Purchase and provide 160 combined desks			
Purchase and provide 8 tables for ABE centres			
Purchase and provide 8 blackboards			
Purchase and provide 400 books for the reading corners			
Purchase and provide 144 gross of chalk			
Purchase and provide 4 sets of indoor games and outdoor play materials for ABE centres			
Purchase and provide 4 sets first aid kits for the ABE centres			

Conduct ABE program at the 4 ABE centres			
Organize one training program for CMC members on how make education as a regular agenda to sustain the program and implementation of child protection policy	4 CMC start advocating for the rights of children in their communities and applying CPP to make the ABE centres conducive and safe of children	75 percent of parents/ caregivers start contributing financially or in kind to the education of their children	
Organize one training program for mothers' forum on poultry production for additional income to support their children to go to school	40 female households headed start generating additional source of income that enables keep sending their children to schools		
Provide one types of seeds for tree plantation	A community support Fund (CSF) established to sustain the contribution to the ABE centres		
Organize one training for girls' club leaders on how to defend their own rights	A system for monitoring FGM cases put in established by 20 Girls clubs	25 percent of girls' clubs start contributing to the Addoyyee FGM monitoring Fund (AFGMF)	

Organize consultative workshop with the stakeholders to discuss on the phase out strategy	MOU signed between the [REDACTED] Woreda [REDACTED] Office and ICEDA to receive the ABE enters and facilitators and upgrade the ABEs to formal schools, to assign trained teachers and allocate budget for the ABE centres	100 percent of the current ABE centres handed over and upgraded to formal schools
Conduct 6 monitoring and supervision field visits to the ABE centres	Smooth and sustainable phasing out strategy put in place	
Conducting 6 review meetings with the district hand over committee		
Organized 2 training on Organizational Development(OD) and Change management for staff members and Board members	Systems for documenting and replicating results and best practices developed	
Conduct Terminal evaluation	Best practices and lessons learnt will be identified for replication	

**Action Plan, January 1st, 2012 to June 30, 2012**

S. N		Activity plan for 2012							Remarks
		Jan	Feb	Mar	Apr	May	Jun	Jul	
	<b>Major Program Activity</b>								
1	Secure the necessary fund								
2	Establish hand over committee								
3	Call for bidders & select the potential winner for the construction of the ABE centers								
4	Construct additional classrooms for the 4 ABE centers								
5	Purchase and provide 160 combined desks								
6	Purchase and provide 8 tables for ABE centers								
7	Purchase and provide 8 blackboards								
8	Purchase and provide 400 books for the reading corners								
9	Purchase and provide 144 gross of chalk								
10	Purchase and provide 4 sets of indoor games and outdoor play materials for ABE centers								
11	Purchase and provide 4 sets first aid kits for the ABE centers								
12	Conduct ABE program at 4 ABE centers								
13	Provide 2 types of seeds for tree plantation								
14	Organize consultative workshop with the stakeholders to discuss on the phase out strategy								



15	Organize a training program for CMC members on how make education as a regular idir agenda to sustain the program and implementation of child protection policy								
16	Organize a training programs for mothers' forum on poultry production for additional income to support their children to go to school								
17	Organize one training program for girls' club leaders on how to defend their own rights								
18	Conduct 6 monitoring and supervision field visits to the ABE centers								
19	Conducting 6 review meetings with the district hand over committee								
20	Organized 2 training on Organizational Development (OD) and Change management for staff members and Board members								
21	Conduct Terminal Impact evaluation								

---

## 8. Project Input (Human, Material and Financial Inputs)

### 8.1 Personnel Input

Table II: Human Resource input by level of education and profession, work place and level of effort

Responsibility	Quantity	Work Place	Level of effort (%)
Program manager	1	Project Office	100
Project Supervisor	1	Project Office	100
Finance Officer	1	Project Office	100
Executive Director	1	Head Office	50
Secretary/cashier	1	Head Office	30
Purchaser	1	Project Office	50
Facilitators of alternative Basic education	10	Project Office	100

### 8.2 Material Input

Since the project is a short period there are no material inputs and it will be supported by Akaki project office

### 8.3 Financial Input

The project input is Eth. Birr = **2,147,728.20**

(Two Million One Hundred Forty Seven Thousand Seven Hundred Twenty Eight Birr & Twenty Cents)

The community will contribute = **470,504.00 (22%)**

The government will contribute= **Birr 78,000 (4%)**

While Kinderpostzegels is expected to contribute = **1,599,224.20 (74%)**

---

### 8.3.2. Share of contributions among stakeholders

Contribution	Birr	Euro	%
Government contribution	470,504.00	20,359.32	4%

Community Contribution	78,000.00	3,375.16	22%
Donor contribution	1,595,494.60	69,039.14	74%
Total	2,143,998.60	92,773.63	100%

## 9. ORGANIZATION AND MANAGEMENT

**The Integrated Community** [REDACTED] is an Ethiopian Residents Charity Organization established in 1998 committed to contribute to the national development goals. [REDACTED] is registered by **The Federal Ministry of Justice** Charities and Societies Agency bearing certificate No. **0309** with the purpose to promote equal access to education, training and information for vulnerable segments of the society.

**Vision:** To see the basic needs of vulnerable children and women in Ethiopia are met.

**Mission:** Integrating HTPs into formal and non-formal education

**Goal:**

- *To contribute to the achievement of equity of access to education*

[REDACTED] is established exclusively for the following charitable purposes by the law of the land:

- The Advancement of Education,
- The advancement of the environmental protection

- 
- The advancement of HIV/AIDS and HTPs prevention
  - Promoting livelihood improvement projects

## **10. Monitoring and Evaluation**

### **10.1 Monitoring**

- The day-to-day activities of the project will be monitored by the project officer/Supervisor and facilitators. The project officer will conduct follow up meetings with the CMC member, the ABE facilitators and mothers' forums and girls' clubs and send the monthly report to the [REDACTED] head office.

### **10.2. Review and Evaluation**

- Quarterly review meetings will be undertaken for one day at each of the target villages in round bases as an experience sharing strategy. It is planned to have four meetings before the phasing out of the and after the phasing out. During this process, lessons learnt and best practices will be documented as a success story and documentary film. The success stories will be disseminated through newspapers and other media outlets.
- Experts from OEB, BOFED and other concerned organizations will be involved in the terminal and impact evaluation report.

## **11. Project Cost (Estimated)**

**The Total Program Cost=     Birr 1,618,148.00 (75%) while**

**Total Over head cost is =     Birr 529,580.20 (25%)**

**Current Exchange rate :( rate 1Euro = 22.31Eth. Birr)**

---

## **12. Expected Outcome**

- ▯ 4 ABE centers handed over to the government
- ▯ 44 children learning in level 3 successfully promoted to grade 5.
- ▯ 600 children complete the ABE program at all level
- ▯ 4 CMC mobilized 75 percent of parents to contribute financially and kind.
- ▯ 40 mothers empowered to support their children education
- ▯ 20 girls' clubs established fund for monitoring FGM and abduction

## **13. Risk and Assumption**

It is assumed that the policies of the government and the commitment of the community leaders and government officials remain constant and the staffs will remain with the project up to the end of the project life time. The contribution of the community will increase and the current inflation rate will remain constant.

---

## **14. Sustainability of the Project:**

### **14.1 Phase out Strategy**

At the end of the project lifetime, the centers will be handed over to the district education office and the community to manage it to continue the program.

The relevant line bureau, which is Akaki Education Office will officially take over the project assets and activities at the presence of the Finfine Zone Education Desk and Finance and Economic Development Desk. ICEDA will build the capacity of CMC to manage the centers and establish a social fund to support the cost for renovation of the centers and repair school materials.

## **15. Annexes**

- **Log Frame**
- **Project Budget**
- **MoU with district Education Office**



**Logical Frame work Matrix for  
Phasing out the**

Advancing girls' education through fighting HTPs targeting in Akaki, Galan and Dukem communities of Oromia Region

Logical Intervention	Indicator	MOV	Assumption
Goal/Impact:- Achievement of UPE in Ethiopia	Primary School first cycle (1-4) gender parity index	Impact Assessments Education Abstracts	Resource and other inputs made available on time and adequately
Objectives/Outcome			
100 percent of the current ABE centres handed over and upgraded to formal schools	Percentage of ABE centres handed over and upgraded to formal schools	Hand over document	
100 percent of the current level 3 ABE students graduated from ABE program	Percentage of ABE students disaggregated with gender who graduated from ABE program	Students Roasters and data base from the worda education office report	

75 percent of parents/ caregivers start contributing financially or in kind to the education of their children	Percentage of parents/ caregivers disaggregated with gender who start contributing financially or in kind to the education of their children	Contribution registration form, progress reports	
25 percent of girls' clubs start contributing to the Addoyyee FGM monitoring Fund (AFGMF)	Percentage of girls clubs start contributing to the AFGMF	Contribution registration form, progress reports	



Outputs			
600 out of children start using the facilities of the ABE Centres to acquire knowledge and skills	Number of out of children disaggregated with age and gender who start using the facilities of the ABE Centres to acquire knowledge and skills	Copies of students roasters and data base from the wored education office report	
4 CMC start advocating for the rights of children in their communities and applying CPP to make the ABE centers conducive and safe of children	Number of CMC start advocating for the rights of children in their communities and applying CPP to make the ABE centres conducive and safe of children	Copies of monitoring reports, photographs	
40 female households headed start generating additional source of income that enables keep sending their children to schools	Number of female households headed start generating additional source of income that enables keep sending their children to schools	Copies of financial records of mothers	
A system for monitoring FGM cases put in established by 20 Girls' clubs	Number Girls' clubs established a system for monitoring FGM cases	Copies of bylaws girls' clubs	
MOU signed between the Akaki Woreda Education Office and ICEDA to receive the ABE centres and facilitators and upgrade the ABEs to formal schools, to assign trained teachers and allocate budget for the ABE centres	Content of MOU signed between the Akaki Woreda Education Office and ICEDA to receive the ABE centres and facilitators and upgrade the ABEs to formal schools, to assign trained teachers and allocate budget for the ABE centres	Copies of MOU between Akaki district and ICEDA	
A community support Fund (CSF) established to sustain the contribution to the ABE enters	Number of community members started contributing to the CSF	Copies financial records of CMCs	

Smooth and sustainable phasing out strategy put in place	Type of strategy put in place for phasing out	Copies minutes of the hand over committees	
Systems for documenting and replicating results and best practices developed	No and types of systems developed for documenting and replicating results and best practices	Copies of manuals	
Best practices and lessons learnt will be identified for replication	Number and types of best practices and lessons learnt identified for replication	Copies of story books	

<b>Activities</b>			
Construct additional classrooms for the 4 ABE centres	Number of ABE centre who got additional classrooms constructed	Copies of hand over document, photos	
Purchase and provide 160 combined desks	Number of combined desks provided for the ABE centres	Copies of hand over document, photos	
Purchase and provide 8 tables for ABE centres	Number of pedagogical/ reading corners established for the 4 ABE centres	Copies of hand over document, photos	
Purchase and provide 8 blackboards	Number of sets of outdoor play materials provided for ABE centres	Copies of hand over document, photos	
Purchase and provide 400 books for the reading corners	Number of books purchased for the reading corners	Copies of hand over document, photos	
Purchase and provide 144 gross of chalk	Number of chalks purchased and distributed	Copies of hand over document, photos	
Purchase and provide 4 sets of indoor games and outdoor play materials for ABE centres	Sets of indoor and outdoor games purchased and provided	Copies of hand over document, photos	
Purchase and provide 4 sets first aid kits for the ABE centres	Sets of first aid kits provided for ABE centres	Copies of hand over document, photos	
Conduct ABE program at the for ABE centres	Number of children who completed the levels of ABE program	Copies of students roasters	

Organize one training program for CMC members on how make education as a regular idir agenda to sustain the program and implementation of child protection policy	Number of training programs organized for CMC members on how make education as a regular idir agenda to sustain the program and implementation of child protection policy	Copies of hand over document, photos	
Organize one training programs for mothers' forum on poultry production for additional income to support their children to go to school	Number of training programs organized for mothers' forum on how to support their children to go to school	Copies of training reports and photo graphs	
Provide one types of seeds of for tree plantation	Types of trees seed provided for the ABE centres	Copies of hand over documents, photos	

Organize consultative workshop with the stakeholders to discuss on the phase out strategy	Number of consultative workshop organized with the stakeholders to discuss on the phase out strategy	Copies of workshop reports, Photographs	
Organize one training for girls club leaders on how to defend their own rights	Number of trainings organized for girls club leaders on how to defend their own rights	copies of training reports and photo graphs	
Conduct 6 monitoring and supervision field visits to the ABE centres	Number of Monitoring and Supervision field visits conducted	Copies of monitoring reports, photographs	
Conducting 6 review meetings with the district hand over committee	Number of review meetings with the district hand over committee	copies of minutes of the committees	
Organized 2 training on Organizational Development(OD) and Change management for staff members and Board members	Number of training programs organized for staff members and Board members on Organizational Development(OD) and Change management	copies of training reports and photo graphs	
Conduct Terminal evaluation	Number of Terminal evaluation conducted	copies of terminal evaluation report	