



Baseline Report
For ATJK II/Zeway cluster 2, ICDP Project
FY 2021

Prepared by Design Monitoring and Evaluation Unit

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Acronyms

ATJK	Adami Tulu Jido Kombolcha
CFCT	Child Focused Community Transformation
CG	Caregiver
CLA	Citizen Led Assessment
DRR	Disaster Risk Reduction
FHE	FH Ethiopia
HH	Household
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICD	Integrated Community Development
IDELA	International Development and Early Learning Assessment
KPI	Key Performance Indicators
LFA	Logical Framework Analysis
MAHFP	Months of Adequate Household Food Provisioning
ODK	Open Data Kit
SNNPR	Southern Nations Nationalities & Peoples Region

1. Executive Summary

FH Ethiopia that has existed in the country for over the last thirty years, started its first phase of Integrated Community Development Program in cluster 2 communities/kebeles of Zeway project this year FY '2021 and the project will continue for the period of October 2020 up to September 30, 2025. A baseline survey is a requirement at the start of the project to be conducted within the first 90 days to put benchmark information for the indicators set in the logical framework of the project. Therefore, conducting a baseline survey is mandatory. Hence, a quantitative survey of caregivers of children under the age of 18 and an education assessment were conducted to children of IDELA age group i.e. 3.5 -6.5 and CLA age group i.e. 7-15 were conducted. Secondary data were also collected and incorporated in this Baseline report for the sectors of Education, Health, WASH and Livelihood. The baseline used mobile data collection technology, the data was sent to the server /warehouse and Power BI units analyzed the data and sent it to the DME unit to compile their reports based on that. The data collection was conducted between May 10 -23, 2021 and Project field staff and some government workers served as enumerators for the survey. The enumerators were trained before conducting the survey and pretest and internalization of the questionnaire were incorporated in the enumerators training. Two stage cluster sampling methodology was applied, a total of 10 targeted Kebeles were covered and a total of 395 caregivers, 250 IDELA children and 291 CLA children participated.

This report has eight sections. Part 1 is the Executive Summary; Part 2 describes the background about the project area. Part 3 has the Objectives of the Baseline survey. Part 4 describes the methodology of the survey. Part 5 illustrates the results of the Baseline Report. Part 6 gives conclusions. And Part 7 has annexes that depict some of the results or indicator summary results.

2. Background

FH is a legally registered Christian Relief and Development INGO that has been working in Ethiopia for over 30 years. It began its involvement in Ethiopia in 1974, working through partner organizations to deliver emergency food aid to famine victims. Ten years later, in 1984, FHE became fully established in Ethiopia to fully undertake relief and rehabilitation activities in response to severe drought and ensuing famine, which had again overwhelmed the country.

Since the late 1980s, FHE's programs have evolved from relief through rehabilitation to the implementation of long-term sustainable development strategies. Field based staff work with communities to improve their overall living conditions by designing and implementing such programs as food security, livelihoods, Health and Nutrition, HIV/AIDS care and support, and Relief activities. Currently, FHE is operating these programs in Amhara, Oromia, Southern Nations, Nationalities and Peoples' (SNNP), Sidama, Tigray and Benishangul-Gumuz regional states. In all the projects, FHE strives to work closely with local leaders and government bodies to effectively address the priority needs of target beneficiaries by building the capacity of families, community leaders and Faith Based leaders.

FH Ethiopia started a partnership with Adami Tulu Jido Kombolcha district, East Showa Zone of Oromia Region in 2005. After having implemented development work in some seven communities (Kebeles) for about 15 years, FH opened a new cluster of ten communities. During the period of February 24, 2020 to Mar 14, 2020 FH Ethiopia conducted a reflection event for the old cluster of communities and an assessment and design for the new cluster of communities in the same district marking the end of the last fifteen years of project age in three phases and phasing in to a new cluster of ten communities (kebeles). While the reflection of the old ATJK communities informed the new project design with

lessons learned, best practices and activities that need to be replicated, the new assessment revealed that there are critical development needs in the area of physical, intellectual, social and mindset development in multidimensional sectors. Hence, a new project was designed aiming at intervening in the sectors of health, education, and livelihood for the coming five years (2021-2025). The designing of the new project was made through a multi-disciplinary team of experts coming from FHE Head office, ATJK project field office and Woreda level sectoral line offices experts.

The current FHE operational area Adami Tulu Jido Kombolcha (ATJK) district is in East Shewa Zone of the Oromia National Regional State. The district's capital, Batu (Zeway), is situated 163 km south of Addis Ababa. The main road to Hawassa crosses the district, which makes it easily accessible, compared to other districts of Oromia region. ATJK is found in the Great Rift Valley and surrounded by a number of attractive lakes. Having a total area of 1,491.662 km² or 149,166.21 hectares, the district has 4 urban and 43 rural Kebeles.

3. Objectives of the Baseline Study

The objective of this evaluation is to establish a benchmark for measuring change with reference to the implementation of proposed ICD results interventions and contribute to a better understanding of the CFCT programming in the area. On the other hand, the purposes of the education assessment, which will be done alongside this evaluation, are to identify sets of education interventions and establish baseline levels for key education indicators on the basis of the findings of the assessment.

The specific objectives are: 1. To create an initial baseline of program objectives to facilitate the measure of progress overtime; 2. Provide the basis for measuring changes in the target district (communities); 3. Provide a reliable database to facilitate comparison of baseline and progress information on CFCT programming. On the other hand, the specific objectives of the education assessment, which is going to be done alongside this evaluation, are to assess the level of school readiness skills among children aged between 3.5 and 6.5 years and to assess the numeracy and literacy levels of children aged between 7 and 15 years in the target communities. The study has also aimed at assessing the level of care givers influence on child stimulation and education. In addition to these, the existing learning environments at home and community will also be assessed.

4. Methodology

During this baseline survey, the survey team employed quantitative data collection techniques. A structured questionnaire designed to measure the Global KPIs and outcome indicators outlined in the LFA of the project. Data was collected by smart phones using the ODK application. The survey findings were automatically transferred to the server for timely analysis. Similarly, the same approach was adopted for the education assessment by using the structured questionnaires and other materials to

collect data from individual households specifically targeting caregivers, children aged 3.5 years – 6.5 years and children aged 7 – 15 years.

4.1. Survey location and target population

The current FHE operational area “Adami Tulu Jido Kombolcha (ATJK) district” is found in East Showa Zone of the Oromia National Regional State, in Batu and its surrounding towns. Batu/Zeway is situated 163 km south of Addis Ababa. The main road to Hawassa crosses the district, which makes it easily accessible, compared to other districts of Oromia region. ATJK is found in the Great Rift Valley and surrounded by a number of attractive lakes. Having a total area of 1,491.662a km² or 149,166.21 hectares, the district has 4 urban and 43 rural Kebeles and the capital town is named Batu.

5. Baseline Survey Findings

5.1. Key Findings from HH Survey

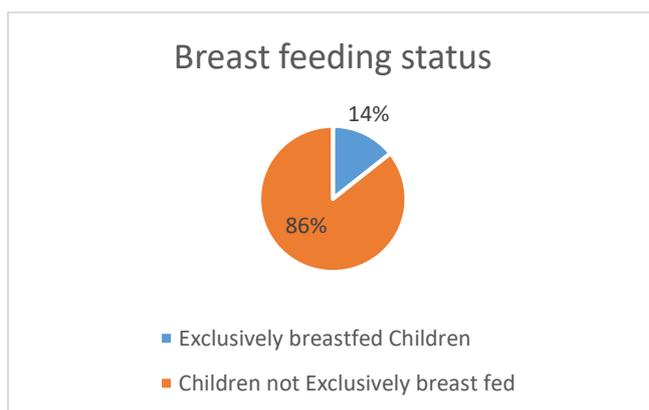
5.1.1. Demographic Characteristics

In the quantitative HH survey a total of 395 caregivers or HHs were interviewed. The details of the sampled HHs, number of children in different age categories per kebele/community is shown below.

	# HHs	Children 0-2	Children 3-6	Children 7-15	Sponsored
Bochesa	36	18	39	48	14
Galo Hirape	54	27	59	79	22
Gebiba Rasa	42	18	52	65	14
Gobajacho Asebo	32	18	36	42	9
Golba Aluto	54	27	69	91	18
Haluku Gulenta Boke	28	17	38	53	15
Ilka Chelemo	47	23	54	97	28
Suro Kudusa	48	21	64	75	27
Welin Bula	40	22	42	69	18
Wilicho Boramo	14	2	18	30	5
Total	395	193	471	649	170

5.1.2. Health and Nutrition

According to survey findings the percentage of children 0-6months old who are exclusively breastfed are 14.3% (males 11.76%, and females 16.92%). Infant/child dietary adequacy score for children meeting adequate standards is 80%. The modified minimum dietary diversity or the percentage of children 0-23 months of age who are either exclusively breastfed or who receive foods from 4 or more food groups for children (6-23 month of age) in addition to breast milk are found to be 76%.



Prevalence of diarrhea

Prevalence of diarrhea in children under five years is found to be 13.13%, and 26.7% of HHs knew at least three ways to prevent diarrhea.

Neonatal danger signs

65.1% of mothers of children 0-23 months old knew two or more neonatal danger signs indicating that their child is in need of immediate medical attention.

5.1.3. Safe Water Supply

Based on the quantitative survey data, the percent of HHs drinking water from protected sources is found to be 81.93% i.e. the majority of the households fetch water from piped water. However, secondary data obtained from the Woreda Water irrigation and energy ministry shows that safe water coverage in the ten FH covered communities is 74.4% (i.e. 43,750/58,779). Careful triangulation of data would suggest selecting the secondary data value or 74.4% for this indicator which is the safest conclusion aligned with the government report.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Improved	Borehole	34	8.65	8.65	8.65
	Other	5	1.27	1.27	9.92

Improved	Piped water	258	65.65	65.65	75.57
Improved	Protected spring	4	1.03	1.03	76.6
Improved	Protected well	21	5.34	5.34	81.94
	Rain water	3	0.76	0.76	82.7
	Surface water	33	8.4	8.4	91.1
Improved	Tanker truck	1	0.25	0.25	91.35
	Unprotected spring	1	0.25	0.25	91.6
	Unprotected well	33	8.4	8.4	100
Total		393	100.0	100	

Percentages of water usage from different sources in Zeway 2 communities.

	Borehole	Piped water	Protected spring	protected well	Rain water	Surface water	Tanker truck	Unprotected spring	Unprotected well	Total	# HHs
Bochesa	3.1%	4.3%	-	1.5%	-	-	-	-	-	9%	35
Galo Hirape	0.3%	11.5%	-	-	0.25%	1.5%	0.25%	-	-	14%	54
Gebiba Rasa	-	10.7%	-	-	-	-	-	-	-	11%	42
Gobajacho Asebo	0.8%	4.3%	-	0.3%	-	-	-	-	2.5%	8%	31
Golba Aluto	1.0%	10.9%	1.0%	-	-	0.3%	-	0.25%	0.3%	14%	54
Haluku Gulenta Boke	-	6.4%	-	0.5%	-	0.3%	-	-	-	7%	28
Ilka Chelemo	2.3%	3.8%	-	2.3%	0.25%	-	-	-	3.31%	12%	47
Suro Kudusa	1.0%	4.3%	-	-	0.25%	5.9%	-	-	0.8%	12%	48
Welin Bula	0.3%	7.4%	-	0.8%	-	0.3%	-	-	1.53%	10%	40
Wilicho Boramo	-	3.3%	-	-	-	0.3%	-	-	-	4%	14
Total	8.7%	66.9%	1.0%	5.3%	0.76%	8.4%	0.25%	0.25%	8.4%	100%	393

5.1.4. Sanitation and Hygiene

According to the survey findings, 38.7% of HHs knew at least 3 out of 5 key moments for hand washing. But 100% of households had no water and soap observed at the hand washing station. And 9.4% of HHs owned latrines. The five key moments for hand washing are: before food preparation, before feeding children, after defecation, after attending to a child who has defecated, and before and after meals.

Percent of HHs with latrine or toilet are found to be 9.4% of the total interviewed (which are latrine with slab and VIP latrine), 13.42% utilize unimproved latrine (i.e. dry toilet, bucket latrine, and hanging latrine), whereas 54.68% have no facility and practice open defecation.

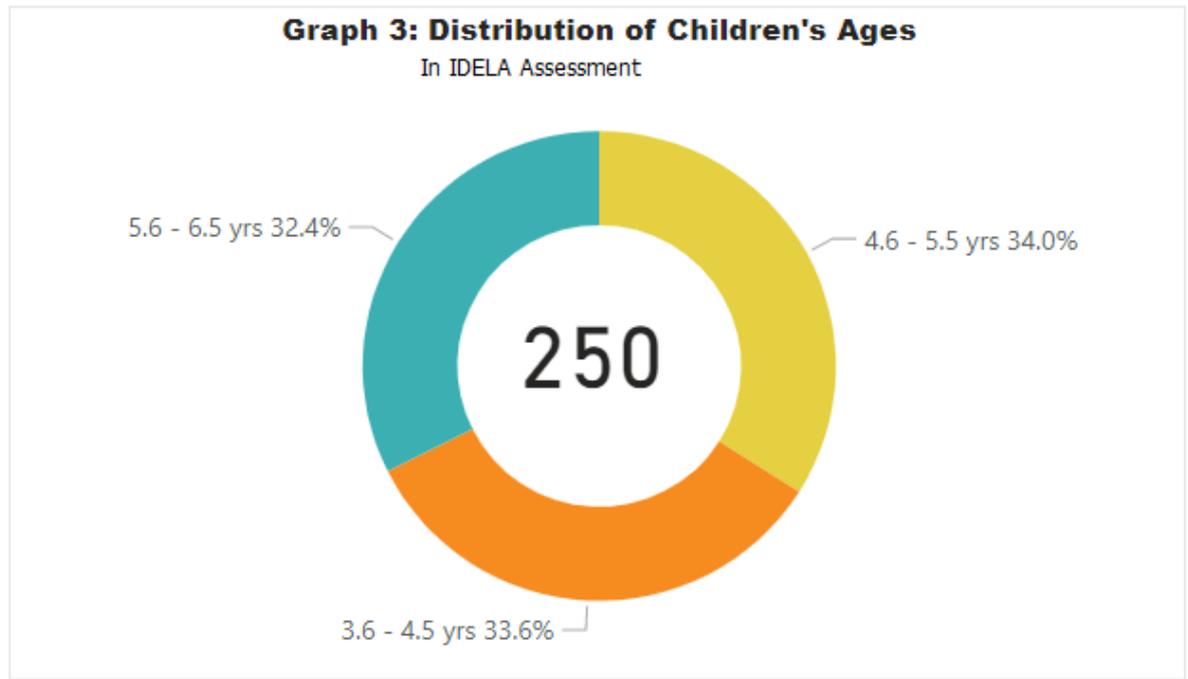
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
		2	.51	.51	.51
	Bucket latrine	2	.51	.51	1.01
	Dry toilet	50	12.66	12.66	13.67
	Hanging latrine	1	.25	.25	13.92
	Lat with slab	34	8.61	8.61	22.53
	Lat without slab	87	22.03	22.03	44.56
	No facility	216	54.68	54.68	99.24
	VIP latrine	3	.76	.76	100.00
Total		395	100.0	100.0	

5.1.5. Livelihoods

According to the survey findings 81.2% of households of children 0-18 years old that have a household hunger score of 0-1. Average number of food groups consumed by households is 5.7. Months of Adequate Household Food Provisioning (MAHFP) is found to be 10. Three or more improved crop production practices were practiced by 26.3% of farmers, and 25.9% of farmers practiced three or more improved livestock production practices.

5.1.6. Education Assessment – IDELA

The International Development and Early Learning Assessment, IDELA, is an easy-to-use, rigorous global tool that measures children’s early learning and development and provides ECCD programs, donors, and government partners with clear evidence on the status of children from 3.5 to 6.5 years.

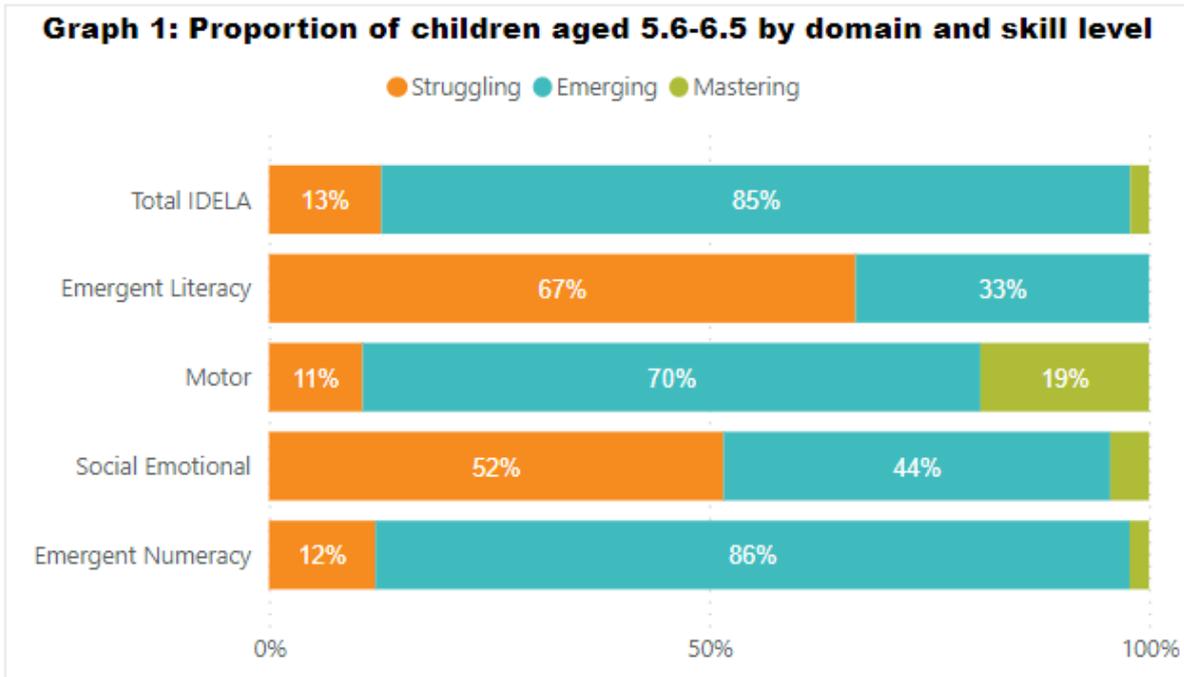


As shown in the chart above, a total of 250 children in the age range of 3.5-6.5 were interviewed during the survey for the IDELA assessment conducted in Zeway cluster 2 communities, out of which 33.6% were children with age ranging from 3.6 -4.5 years, 34.0% were children aged 4.6-5.5 years, and 32.4% were children aged 5.6-6.5 years.

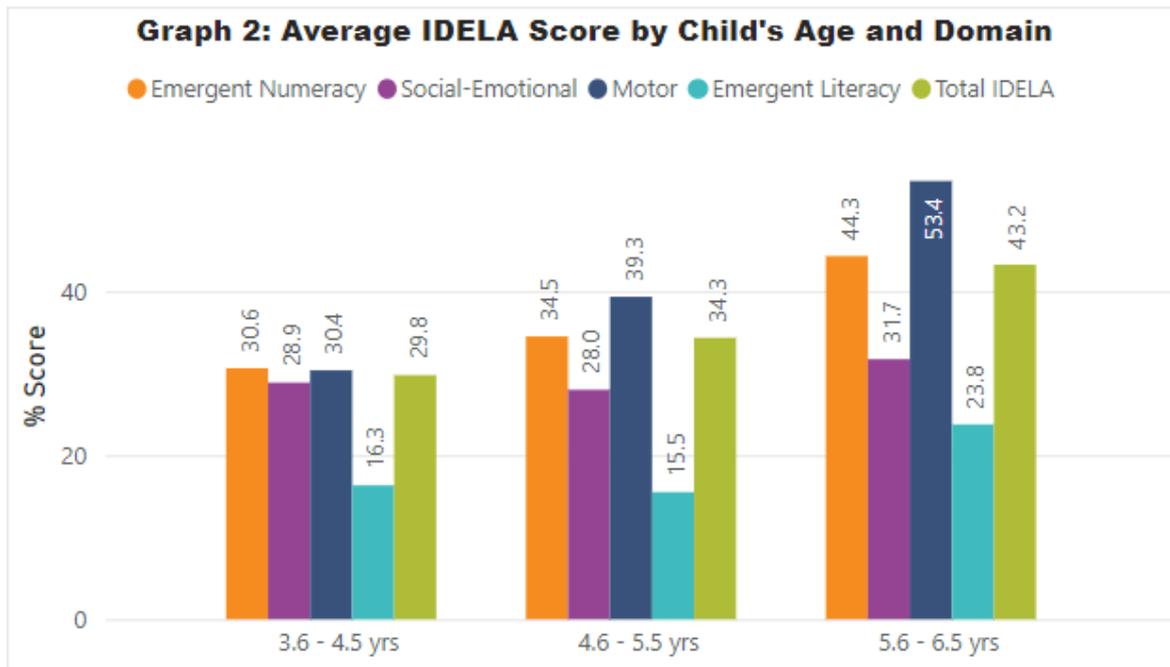
Early Learning & Childhood Development Report (IDELA)

Survey Type Baseline	Year: 2021
GLOBAL KPI: Proportion of children, aged 5.6 – 6.5 years, who have mastered IDELA skills.	2.0%
Total IDELA Score of children 5.6-6.5 years of age.	43.2%

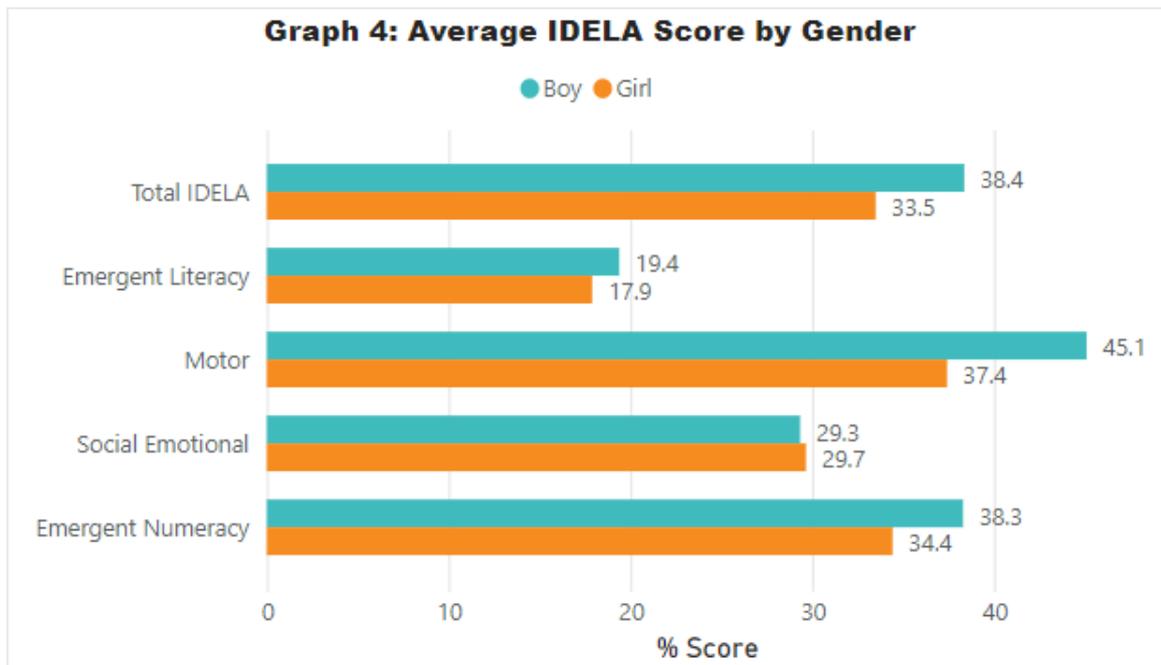
Based on the survey findings, the global key performance indicator which is the proportion of children, aged 5.6 – 6.5 years, who have mastered IDELA skills is 2.0%. And the total IDELA Score of children 5.6 – 6.5 years of age is at 43.2%.



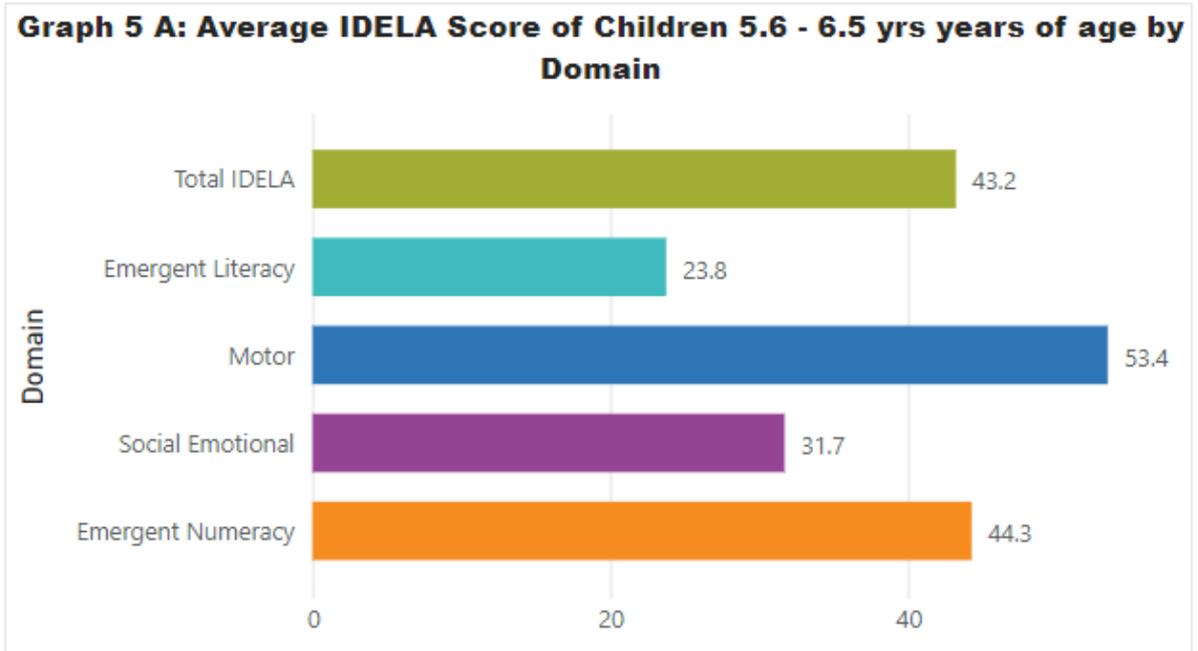
As shown in the graph above, the proportion of children aged 5.6 – 6.5 by domain and skill level shows that 13% of the children are at the struggling stage, 85% at the emerging stage and 2% are at the mastering stage. Motor skill domain is ahead and Emergent literacy is the furthest behind.



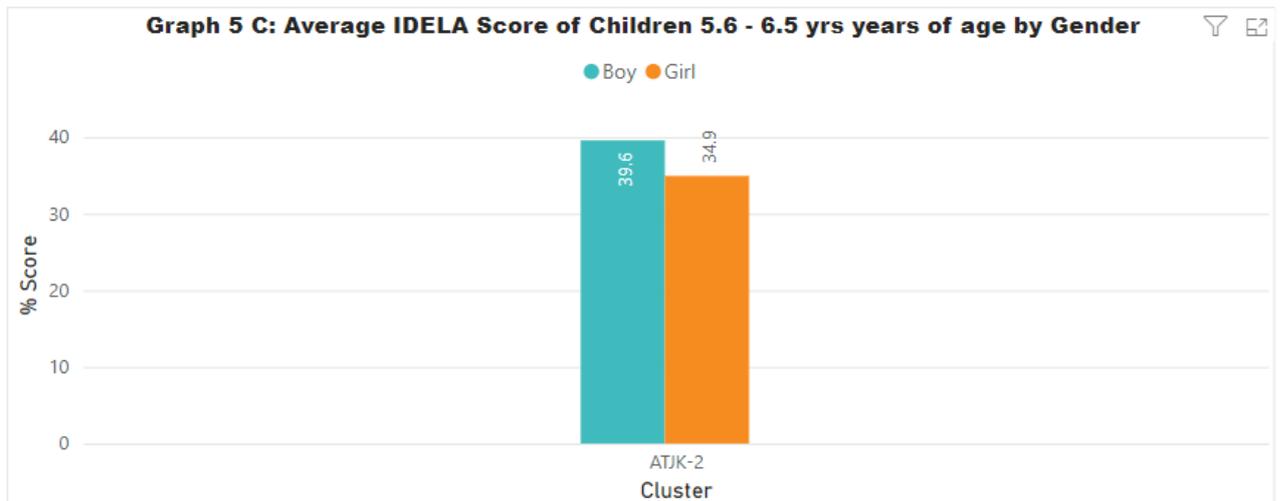
As shown in the graph above, the average IDELA Score by child's age and domain shows that as the children's age increases in the ranges of 3.6-4.5, to 4.6-5.5, then to 5.6-6.5 year's emergent numeracy and motor skills increased while Emergent literacy and social emotional skills first decreased then increased.



As shown in the graph above, the total average IDELA Score for boys and girls showed a difference i.e. 38.4% for boys and 33.5% for girls for all age groups. Motor domain has the biggest gap between boys and girls (boys 45.1 and girls 37.4) and social emotional has the lowest gap (girls 29.7 and boys 29.3)

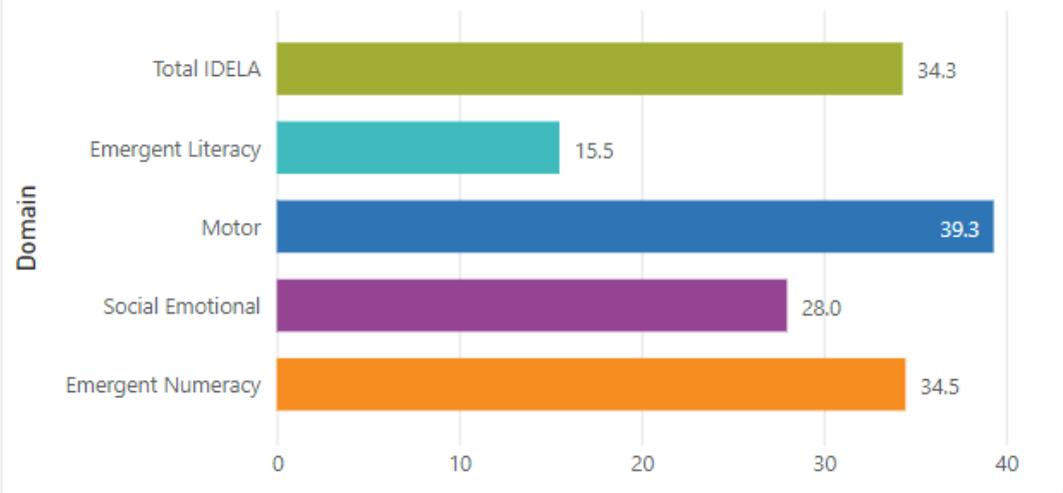


As shown in the graph above, the average IDELA score of children aged 5.6 – 6.5 years by domain shows 53.4% for motor skills, followed by emergent numeracy at 44.3% then social emotional at 31.7% and least by emergent literacy which is 23.8%. The total average score then becomes 43.2%.

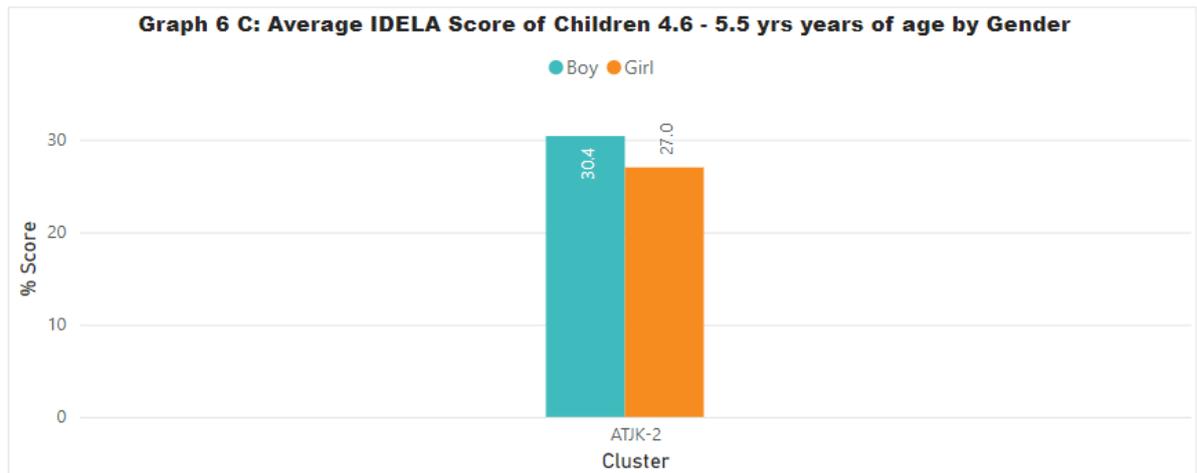


Average IDELA Score for boys and girls for this age group (5.6 – 6.5 years) shows 39.6% for boys and 34.9% for girls.

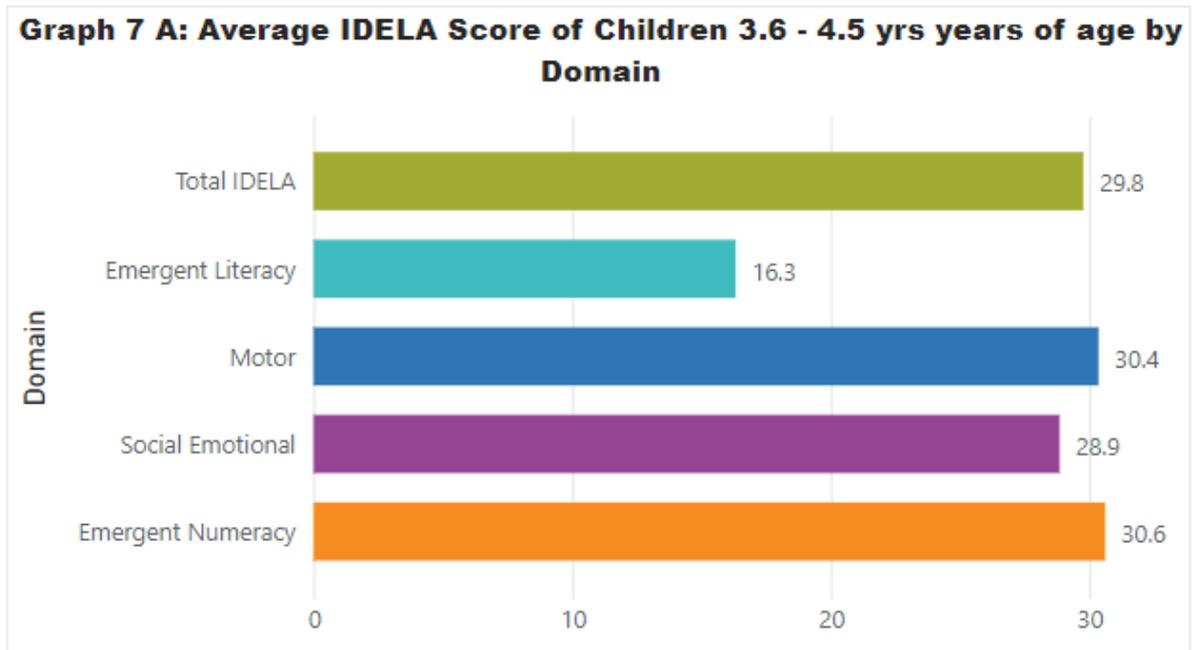
Graph 6 A: Average IDELA Score of Children 4.6 - 5.5 yrs years of age by Domain



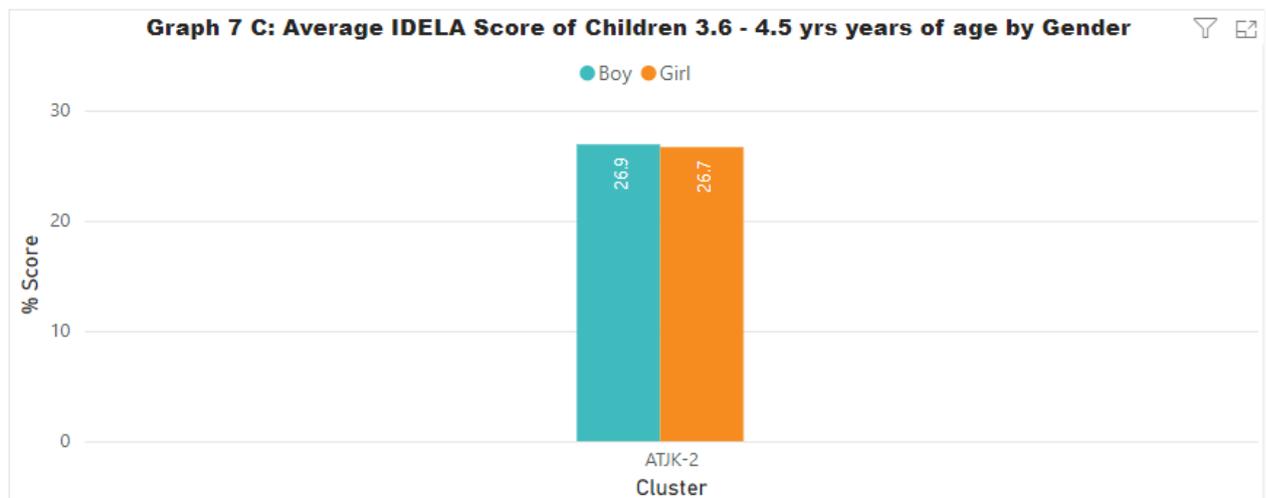
As shown in the graph above, the average IDELA score of children aged 4.6 – 5.5 years by domain shows 39.3% for motor skills, followed by emergent numeracy at 34.5% then social emotional at 28.0% and least by emergent literacy which is 15.5%. The total average score then becomes 34.3%.



Average IDELA Score for boys and girls for this age group (4.6 – 5.5 years) shows 30.4% for boys and 27.0% for girls.



Average IDELA score of children aged 3.6 – 4.5 years by domain shows highest for emergent numeracy 30.6% followed by motor skills 30.4%, then social emotional 28.9% and least by emergent Literacy which is 16.3%. The total average score then becomes 29.8%.

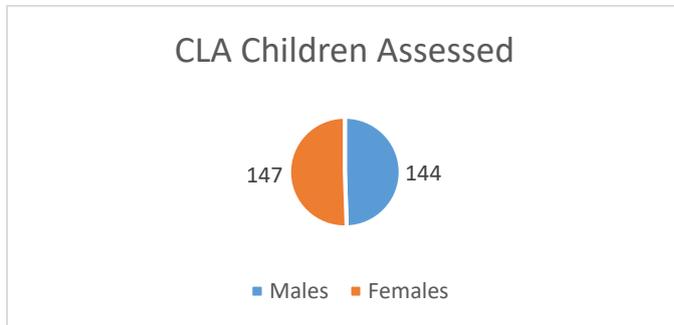


Average IDELA Score for boys and girls for this age group (3.6 – 4.5 years) shows 26.9% for boys and 26.7% for girls.

5.1.7. Education Assessment – CLA

The Citizen-led assessment (CLA) is a type of survey typically organized by non-governmental organizations or civil society organizations that relies on trained citizen volunteers to assess children's literacy and numeracy skills in their homes. Accordingly, FH Ethiopia conducted it in Zeway/ATJK cluster

2 communities by training and using the project’s social workers as enumerators and assessed the literacy and numeracy competencies of children aged 7-15 years in their homes. The survey was conducted during a period where schools were open.



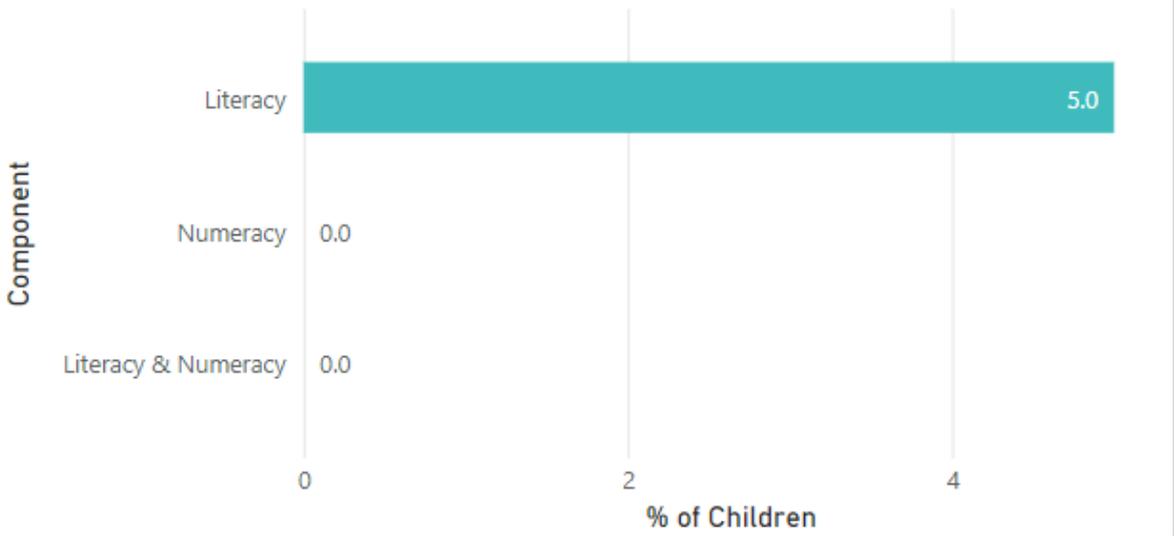
For the children to whom CLA was administered, a total of 291 children in the age group of 7-15 years old have been assessed during the survey and the following results obtained.

Citizen Led Assessment Results

Survey Type Baseline	Year: 2021
GLOBAL KPI: Percentage of children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3	0.0%

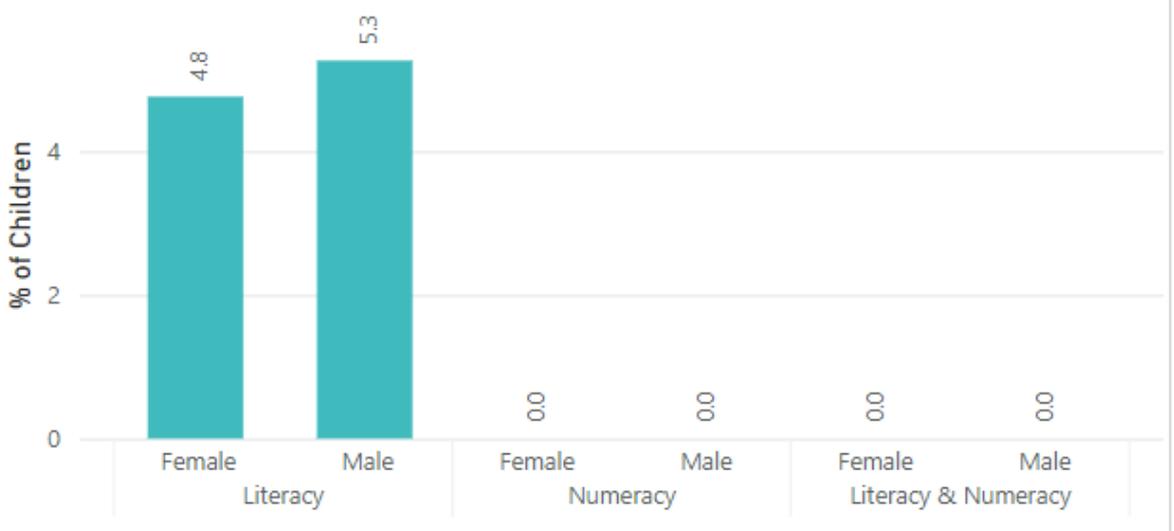
According to the graph above the global key performance indicator which is the percentage of children of the nationally recommended age for completion of grade three (which is age 9), who have attained the literacy and numeracy standards for grade three is 0.0% or none of them in this age passed the test.

Graph 1: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3

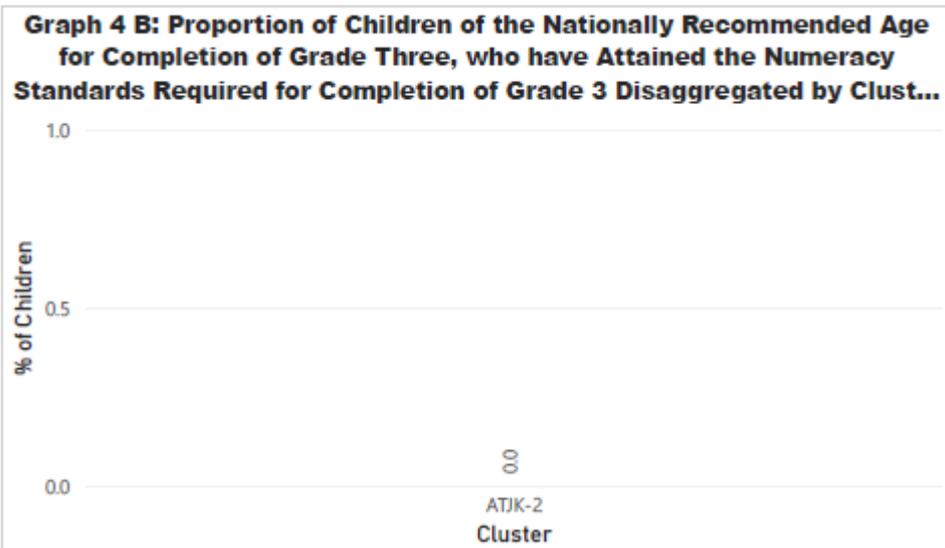


Based on the graph above the proportion of children of the nationally recommended age for completion of grade three, who have attained literacy standards is 5%.

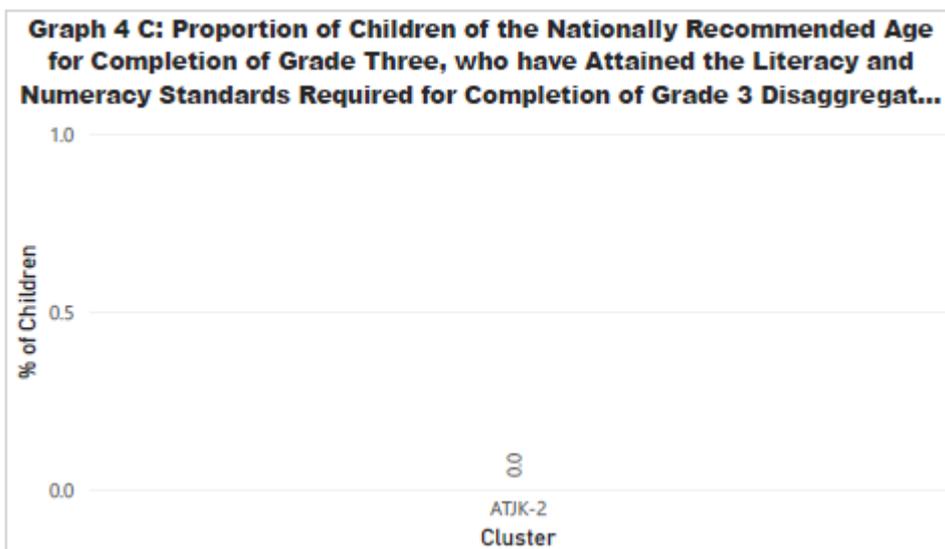
Graph 2: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3 by Gender



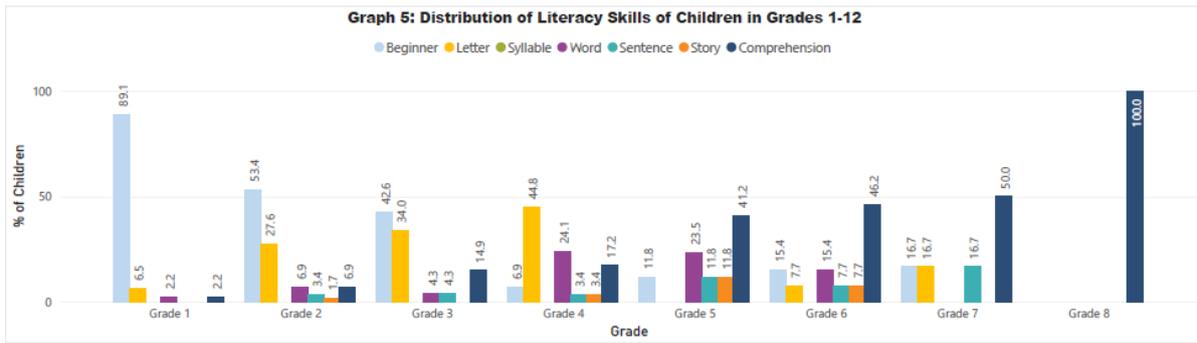
According to the graph above, the proportion of children of the nationally recommended age for completion of grade three who have attained literacy standards for grade three by gender shows 5.3% for boys and 4.8% for girls.



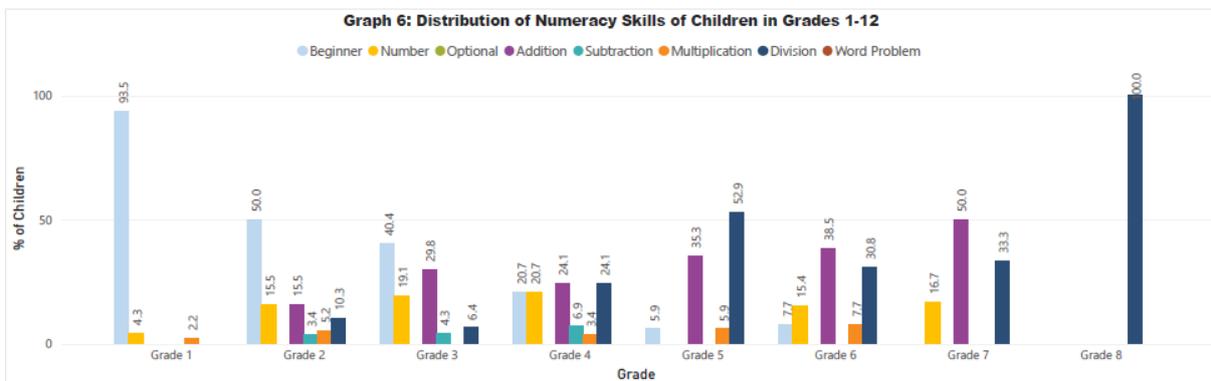
According to the graph above the proportion of children of the nationally recommended age for completion of grade three, who have attained the numeracy standards for completion of grade three disaggregated by gender and cluster are 0.0%.



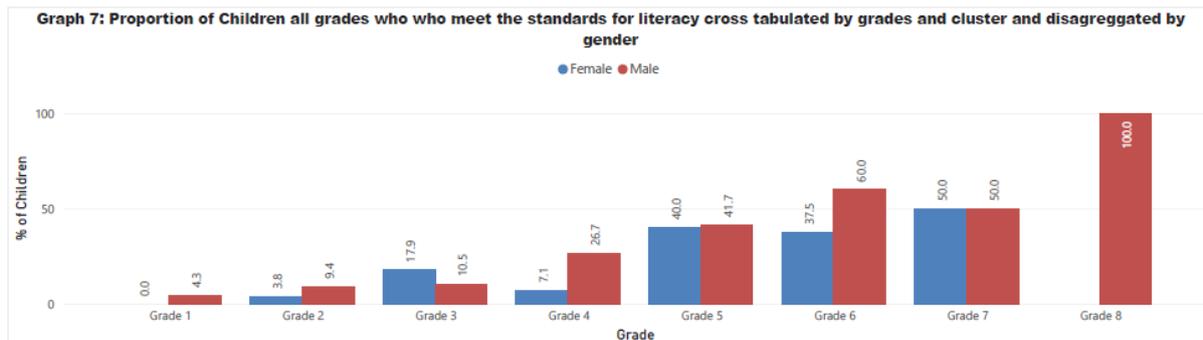
According to the graph above the proportion of children of the nationally recommended age for completion of grade three, who have attained both the literacy and numeracy standards required for completion of grade three are 0.0%.



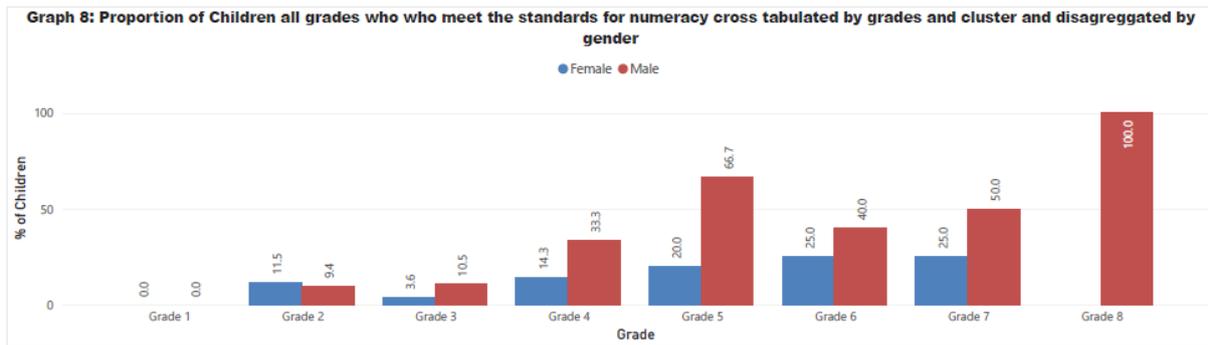
According to the graph above the distribution of literacy skills of children in grades 1-8 is presented. Accordingly, beginner, letter, syllable, and word levels of the literacy test decrease as the grade increases and sentence, story and comprehension levels of the literacy test increase as the grade levels of the children increases showing the cognitive development of the children.



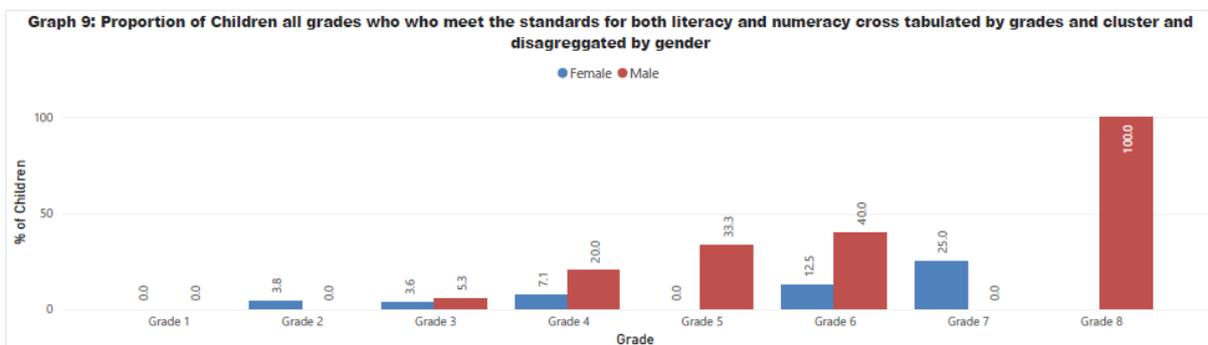
According to the graph above the distribution of numeracy skills of children in grades 1-8 is presented. Accordingly beginner levels decrease as the grades increase whereas some numeracy skills show erratic pattern such as identification of numbers and addition became a difficulty in grade 7 etc.



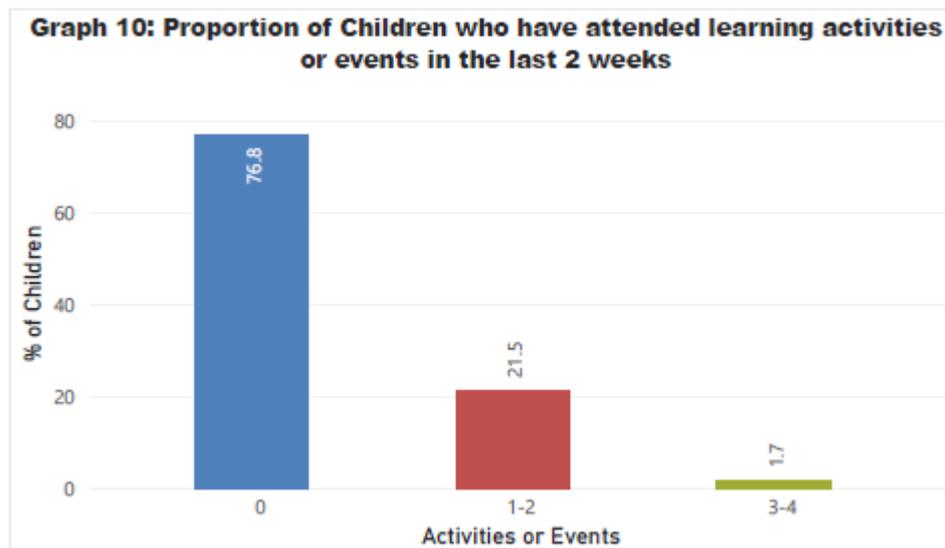
According to the graph above, the proportion of children in all grades who met the standards for literacy cross tabulated by grades and disaggregated by gender is presented. The graph shows the majority of the students are struggling with literacy even in grade 7 where 50% of the boys and girls met the standards.



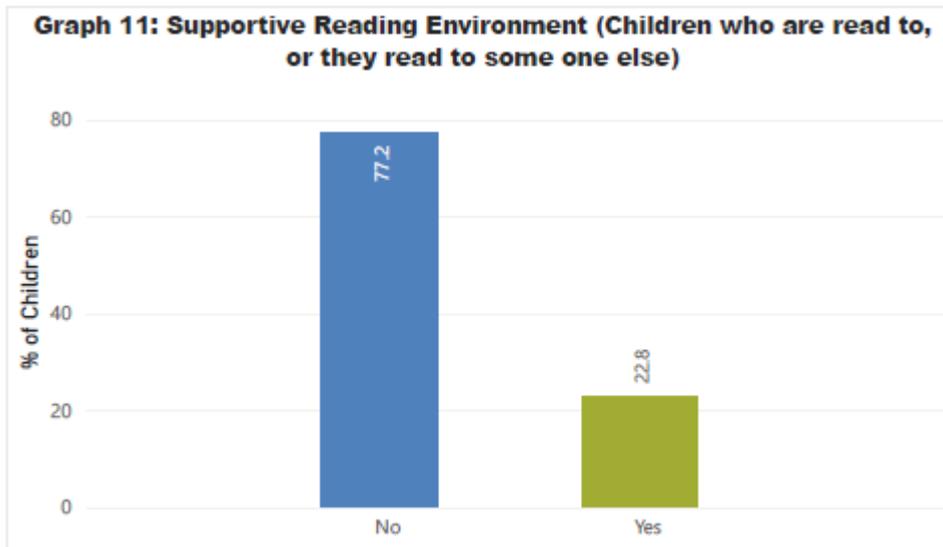
According to the graph above, the proportion of children in all grades who met the standards for numeracy cross tabulated by grades and disaggregated by gender is presented. The graph shows the majority of the students are struggling with literacy even in grade 7 where 50% of the boys and 25% girls met the standards.



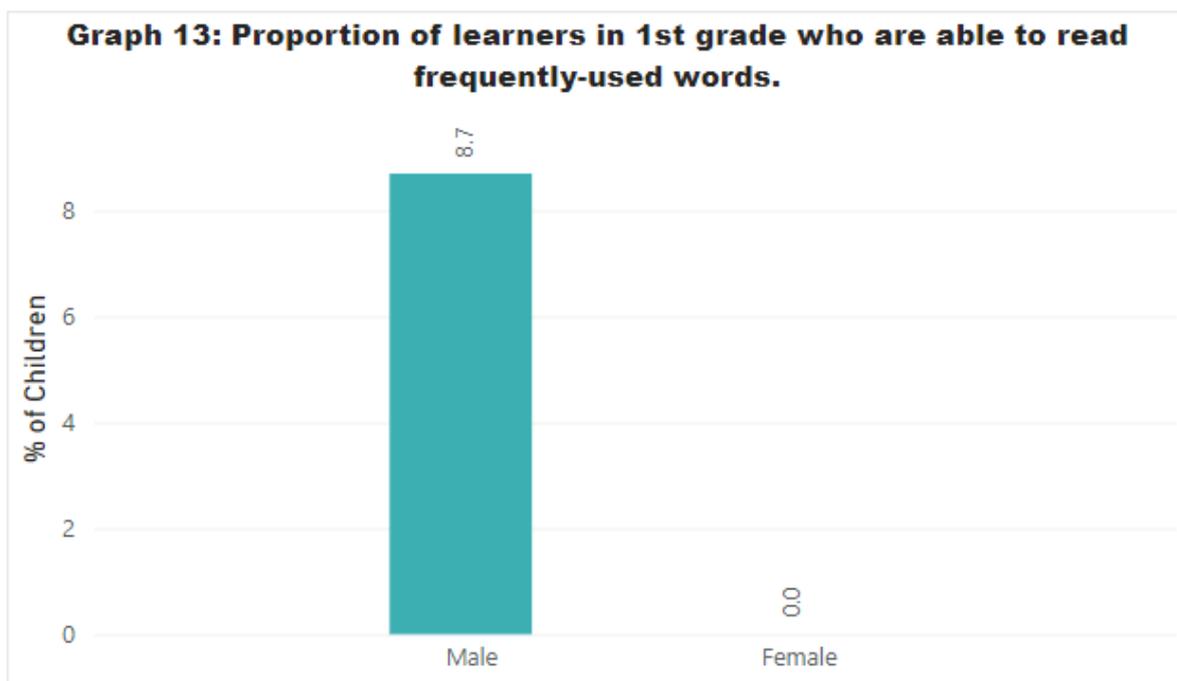
According to the graph above, the proportion of children in all grades who met the standards for both literacy and numeracy cross tabulated by grades and disaggregated by gender is presented. The graph shows the majority of the students are struggling with literacy and numeracy even in grade 7 where 0% of the boys and 25% girls met the standards.



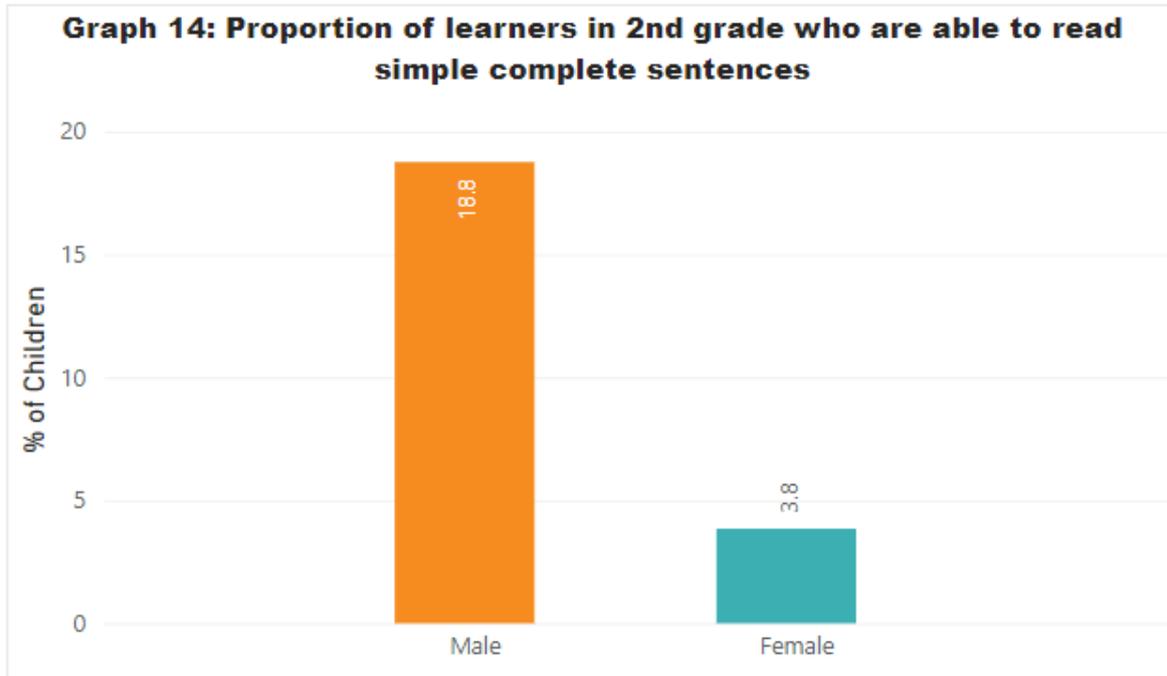
According to the graph above the proportion of children who have attended learning activities or events in the last two weeks is presented. Accordingly 76.8% had no learning activities whereas 21.5% had 1-2 activities and 1.7% had 3-4 activities during the last two weeks of the survey. This could be affected by the covid-19 pandemic during the survey period.



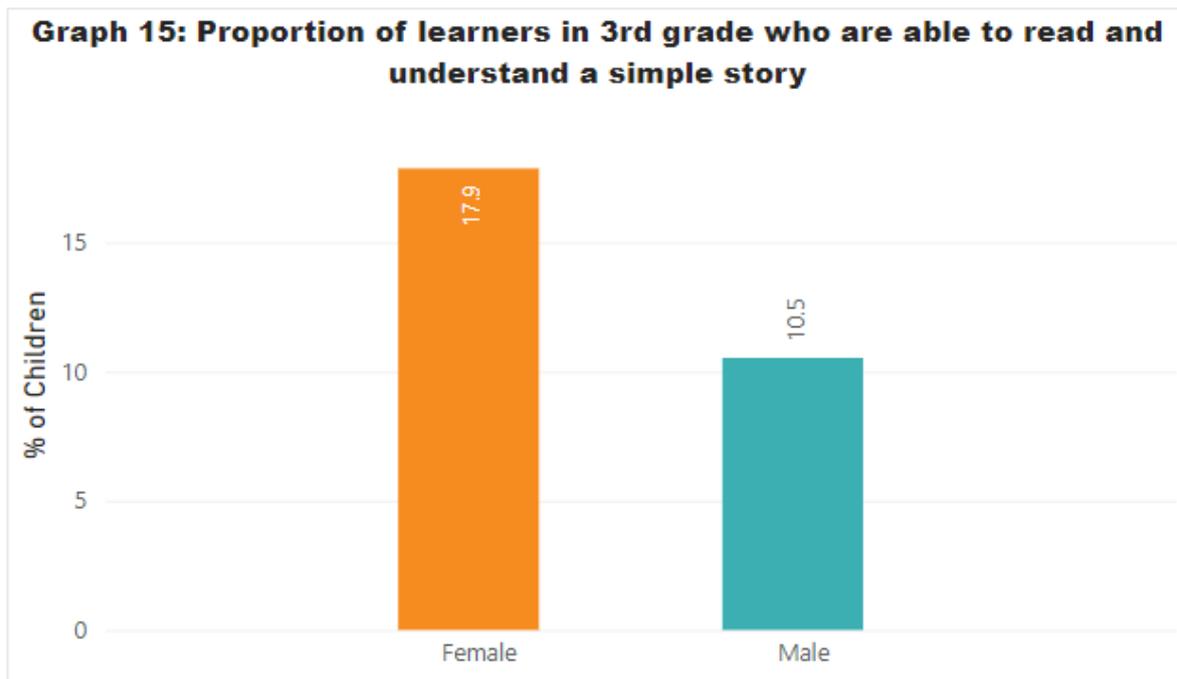
According to the graph above, a supportive reading environment (children who are read to, or they read to someone else) is presented. Based on the result 77.2% of the children are not read to or they read to someone else, while the remaining 22.8% are the opposite. This shows that the community had not given much attention to the children’s education or performance during the survey period.



According to the graph above, the proportion of learners in grade 1, who are able to read frequently used words is 8.7% male and 0% female..

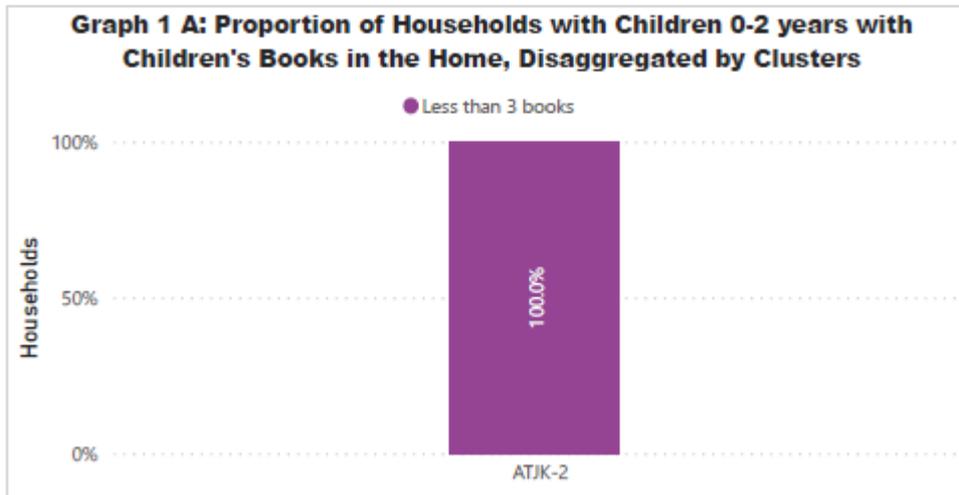


According to the graph above, the proportion of learners in grade 2, who are able to read simple complete sentences is 18.8% males and 3.8 females.

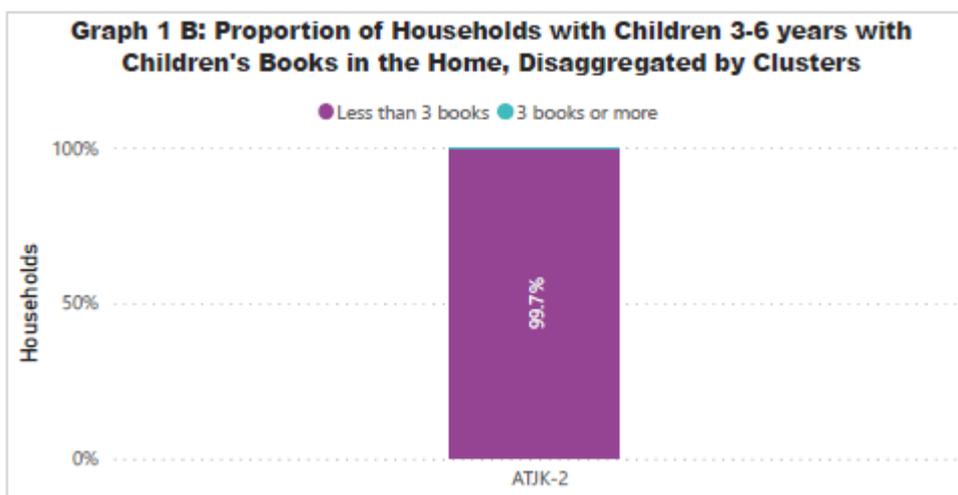


According to the graph above, the proportion of learners in grade 3 who are able to read and understand a simple story are 17.9% female and 10.5% male.

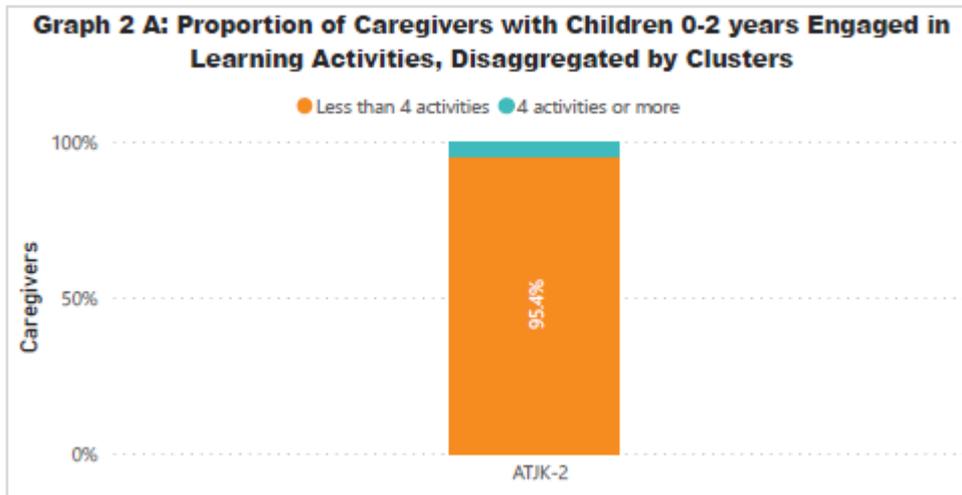
5.1.8. Education Assessment – Caregivers



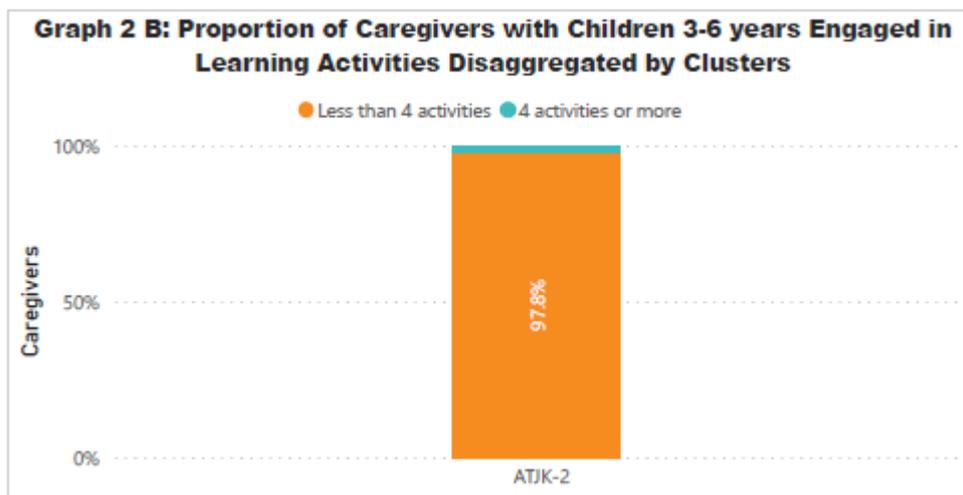
According to the graph above, the proportion of Households with children 0-2 years with children's books in the home is 100% less than three books per child.



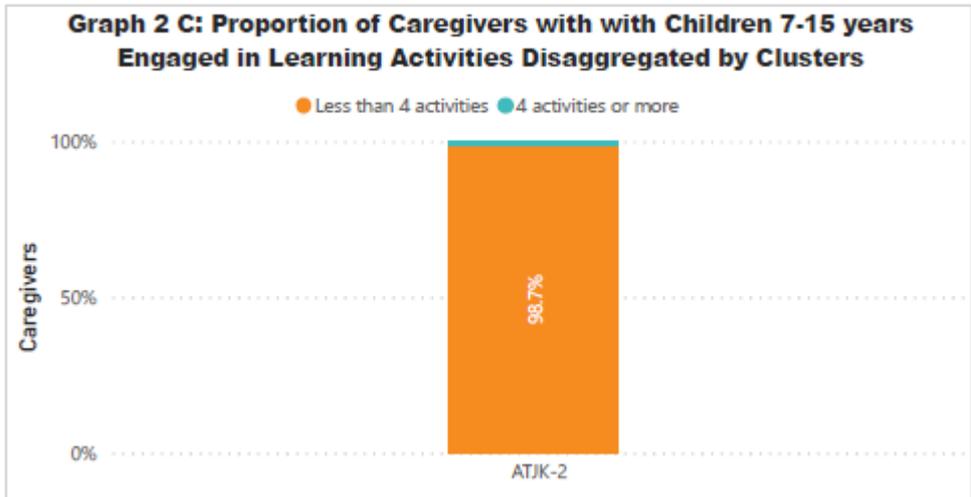
According to the graph above, the proportion of households with children 3-6 years with children's books in the home are 99.7% less than three books per child.



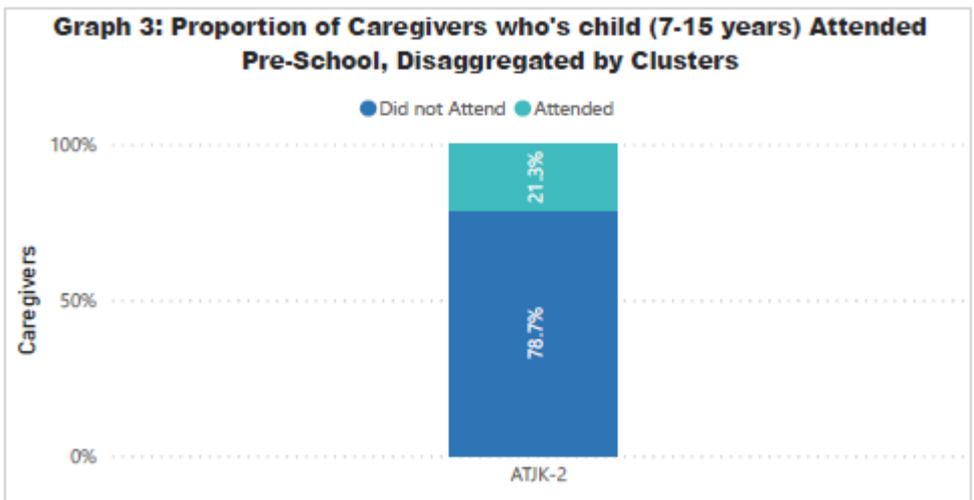
According to the graph above the proportion of caregivers with children 0-2 years engaged in learning activities is 95.4% less than four activities. The four activities are: read to or tell stories to, sing songs to or with the child, play games with child, name/count or draw things with the child.



According to the graph above the proportion of caregivers with children 3-6 years engaged in learning activities is 97.8% less than four activities. The four activities are: read to or tell stories to, sing songs to or with the child, play games with child, name/count or draw things with the child.



According to the graph above the proportion of caregivers with children 7-15 years engaged in learning activities is 98.7% in less than four activities. Examples of five activities are: read to or tell stories to, sing songs to or with child, play games with child, name/count or draw things with the child, and help child with his/her homework.

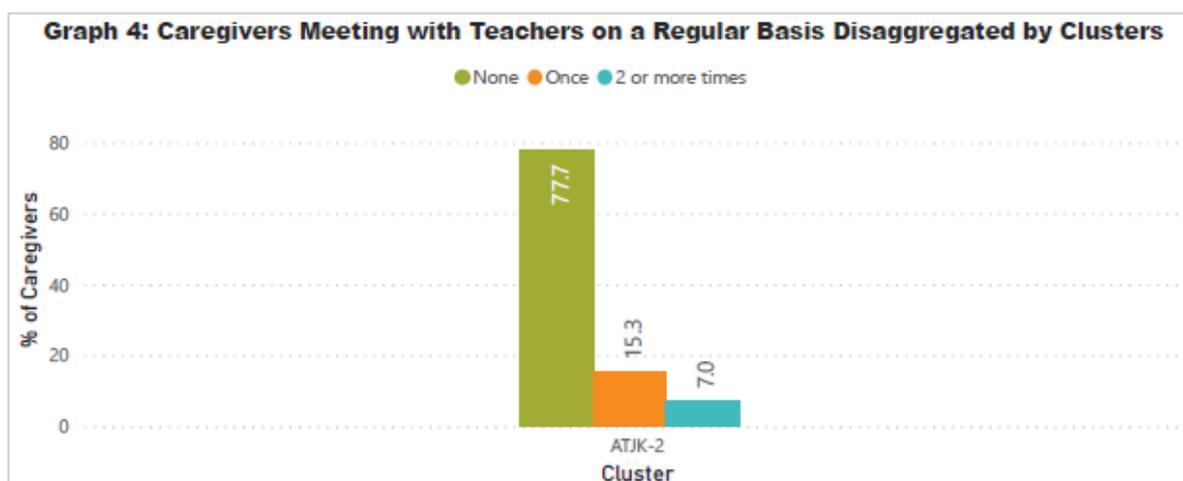


According to the graph above the proportion of caregivers whose child (7-15 years) attended preschool is 21.3% attended and 78.7% not attended.

Table 1: Reason Given by Caregivers for not Sending thier Child to Pre-School, Cross Tabulated by Clusters

Reason	ATJK-2	Total
No preschool	87.2%	87.2%
Won't say	4.5%	4.5%
Other	3.9%	3.9%
Distance to school	2.8%	2.8%
Needed at home	1.1%	1.1%
Too expensive	0.6%	0.6%
Total	100.0%	100.0%

According to the table above the reasons given by caregivers for not sending their children to preschool are described. Accordingly the reasons are 87.2% no preschool, 4.5% did not respond, 3.9% other reasons, 2.8% far distance of preschool, 1.1% the child is needed at home, and 0.6% too expensive.

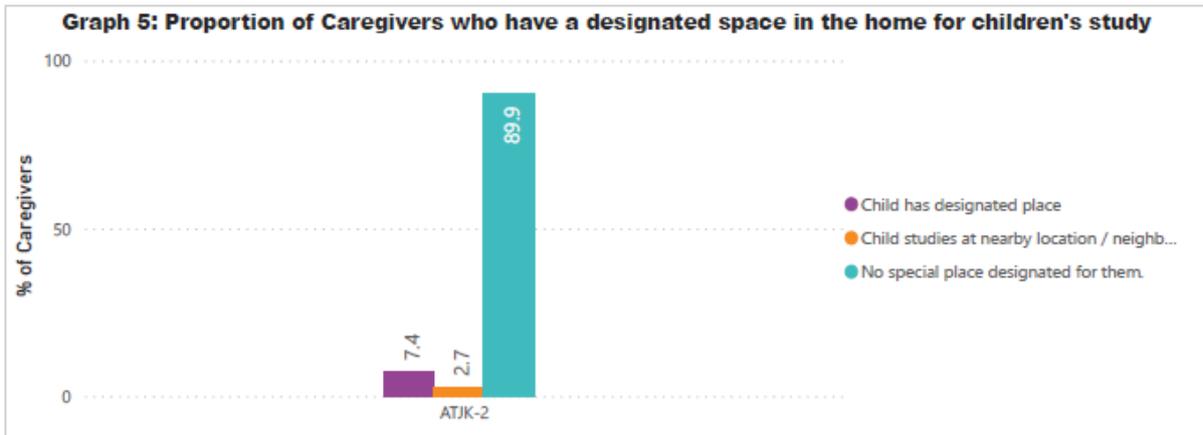


According to the graph above 77.7% of caregivers did not meet with teachers on a regular basis, 15.3% met with teachers once and 7.0% met two or more times.

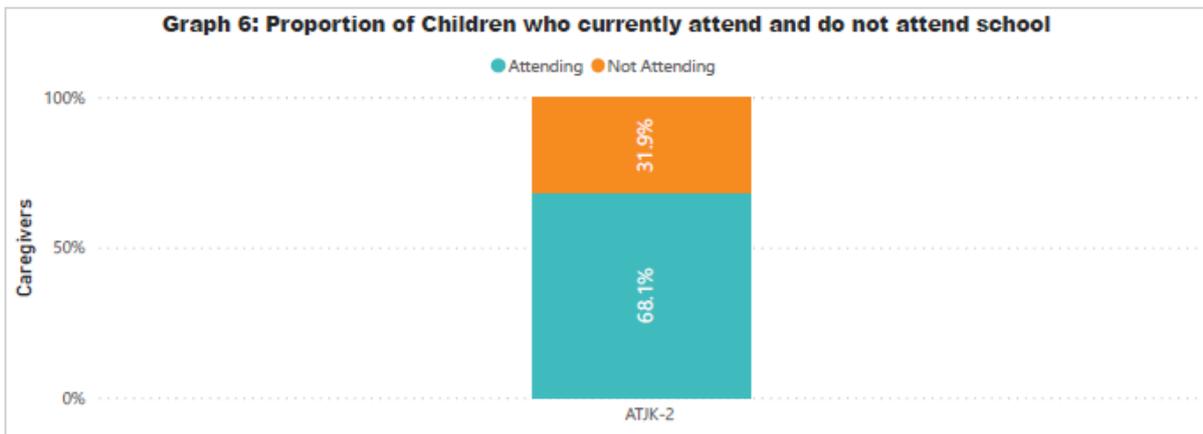
Table 2: Reason Given by Caregivers Meeting the Teachers Cross Tabulated by Clusters

Reason	Angacha	ATJK-2	Diga	MH-Sasiga	Shebedino	Total
Discuss child's school work / performance	42.4%	47.1%	64.7%	42.2%	52.2%	46.9%
Teacher requested me to meet with him or her	36.4%	22.9%	17.6%	54.4%	23.9%	34.8%
Discuss child's behavior	18.2%	24.3%	8.8%	2.2%	15.2%	13.9%
Discuss something else	3.0%	5.7%	8.8%	1.1%	8.7%	4.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

According to the table above, Zeway cluster caregivers reasons for meeting with teachers are 47.1% to discuss about child's school work/performance, 22.9% teacher requested for the meeting, 24.3% to discuss child's behavior, and 5.7% to discuss about something else.



According to the graph above 89.9% of caregivers have not designated space in the home for the children to study, 7.4% have designated space for the child to study and 2.7% child studies at a nearby location/neighborhood.

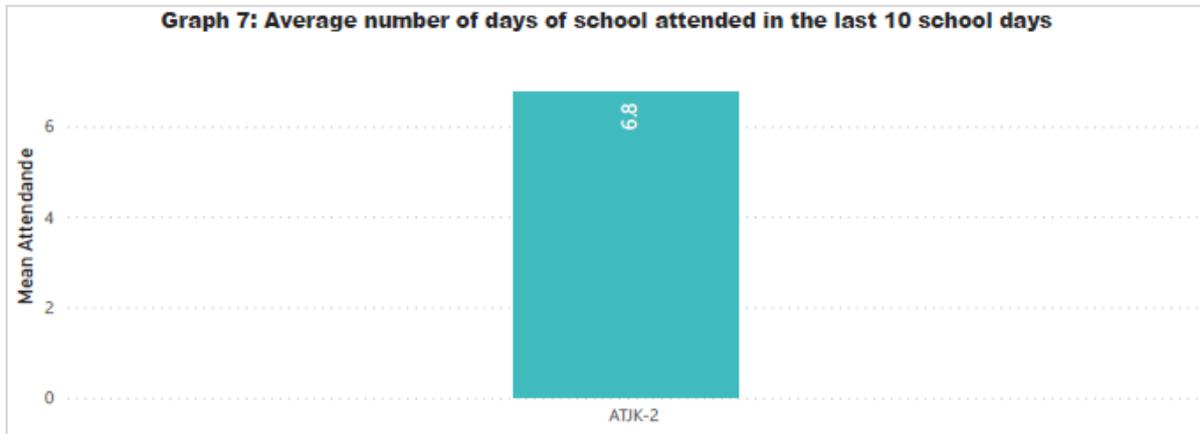


According to the graph above 68.1% of children currently attend school and 31.9% don't attend. In other words, 68.3% of children 5-18 years old (school aged) in the households interviewed are registered in school.

Table 3: Reason Given by Caregivers for Child Not Currently Attending School

AbsenteeismReason	ATJK-2	Total
Distance to school	24.5%	24.5%
Prolonged illness	20.1%	20.1%
Other	15.1%	15.1%
Care family	14.4%	14.4%
Work at home	11.5%	11.5%
School problems	5.8%	5.8%
Lack school fees	4.3%	4.3%
Total	100.0%	100.0%

According to the table above as to the reasons given by caregivers for children not to currently attend schools are 24.5% school too far, 20.1% prolonged illness, 14.4% to care for the family, 11.5% work at home, 5.8% school problems, 4.3% lack of school fees and 15.1% other reasons.

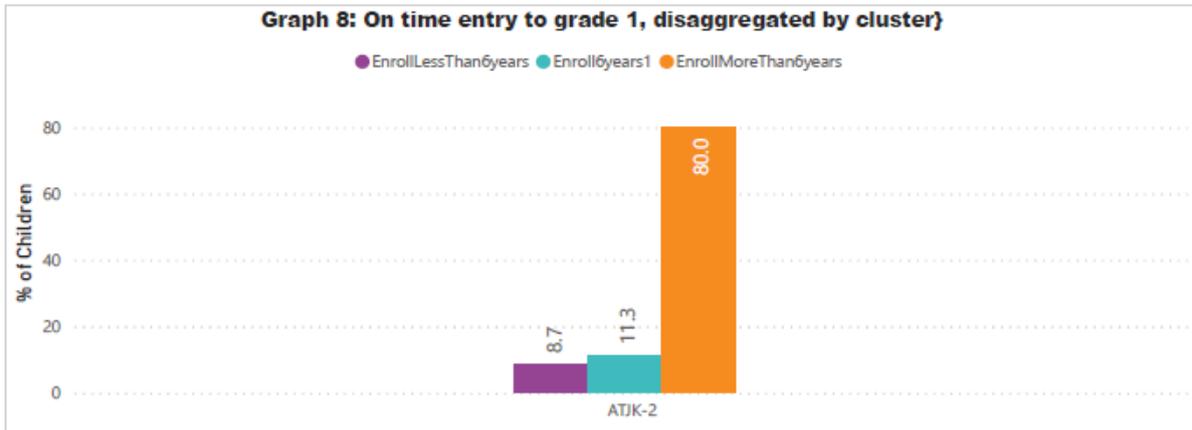


According to the graph above the average number of days of school attended in the last 10 school days are 6.8.

Table 4: Reason Given by Caregivers for Irregular Attendance Cross Tabulated by Clusters

Reason	Angacha	ATJK-2	Diga	MH-Sasiga	Shebedino	Total
Child was needed at home to care for family members	53.7%	17.3%	27.4%	27.2%	39.9%	35.0%
Child was needed at home to work land or help family business / livestock, et	18.9%	18.5%	9.6%	21.4%	17.0%	17.7%
Child was sick	4.0%	14.8%	26.0%	23.3%	17.0%	15.1%
School was closed or teachers were absent	8.6%	27.2%		4.9%	17.0%	13.7%
Other	5.1%	16.7%	31.5%	19.4%	3.2%	12.1%
Child did not want to go to school	9.7%	5.6%	5.5%	3.9%	5.9%	6.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

As to the reasons why there is irregular attendance by children for Zeway cluster is 27.2% school was closed and teachers were absent, 18.5% child was needed at home for land or livestock reasons, 17.3% child was needed at home to care for family members, 14.8% child was sick, 5.6% child did not want to go to school, and 16.7% other reasons.

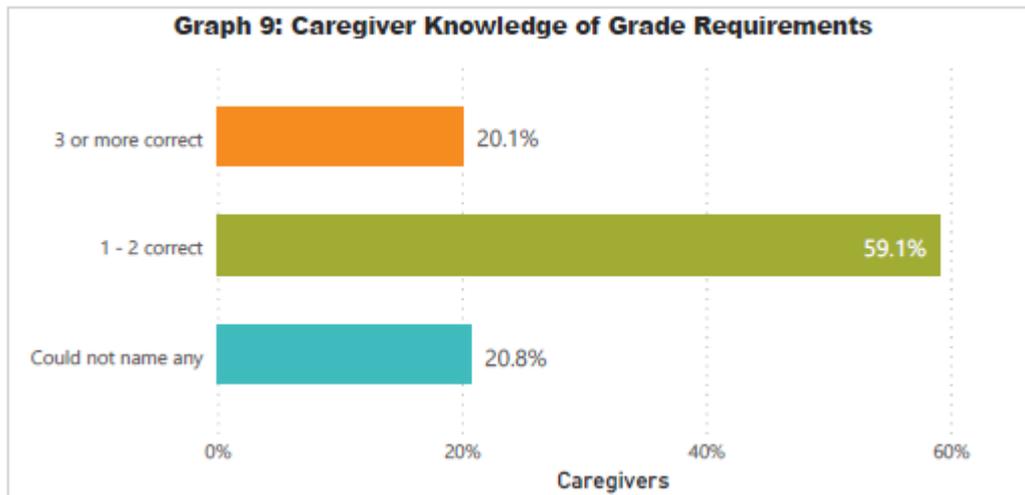


According to the above graph 80% of the children enrolled to grade 1 when they were above 6 years old, 11.3% enrolled when they were 6 years old, and 8.7% enrolled when they were less than 6 years old.

Graph 8: On time entry to grade 1, disaggregated by cluster}

LateEnrollReason	ATJK-2	Total
Distance to school	43.0%	43.0%
needed_home	22.8%	22.8%
Wasn't ready	16.5%	16.5%
Other	7.6%	7.6%
Too expensive	3.8%	3.8%
Won't say	3.8%	3.8%
Mental or physical disability	2.5%	2.5%
Total	100.0%	100.0%

According to the table above reasons for late entry to grade one are 43% school too far, 22.8% the child is needed at home, 16.5% the child wasn't ready, 3.8% too expensive, 3.8% didn't respond, 2.5% the child has mental or physical disability, and 7.6% other reasons.



According to the graph above, caregivers' knowledge of grade requirements for children aged 7-15 years old to pass from grade to grade are: 59.1% one or two correct answers, 20.1% three or more correct answers while 20.8% could not name any reasons. Examples of correct answers are: the child always passes from grade to grade when he is in grades 1-4 (that is a policy matter) but for grades 4-12 the following answers apply i.e. when the child scores more than 50% or above in all of the subjects he/she attended in the two semesters and annual class exam or national exam for grades 6,8,10, &12; when the child is on the right age for the grade he/she passes, when the child is not suspended due to disciplinary measures he/she passes.

5.1.9. World View

Based on survey findings, the average world view index score of the Zeway cluster two communities is 71.1, Average DRR worldview score is 10.2 and average score on gender attitudes is 13.8.

5.1.10. Gender relations

The percentage of mothers or caregivers of children 0-18 years who are “mostly happy” or “completely happy” with their husbands or partners are 50.9%. Average number of threats/abuse episodes the mother has experienced from her partner in the last 12 months is 1.1. And the percent of mothers of children 0-18 years who say that it is okay for a man to hit his wife are 92.2%.

5.1.11. Leadership

According to the survey 40.5% of mothers or caregivers rated their community leaders' level of honesty and integrity as “high” or “very high”, 40.3% of mothers or caregivers rated the effectiveness of their

community leaders as “high” or “very high”, 42.8% of mothers or caregivers stated that church leaders in their community do activities outside of their place of worship that are open to or involve the entire community “some of the time” or “a lot of the time”, and 50.9% of mothers or caregivers rated the integrity of church leaders in the community as “high” or “very high”.

5.1.12. Attitude

Based on survey findings the communities scored an average depression score of 20.0, Average Generalized Self-Efficacy Score of 14.4, and an Average Social Support-Seeking Score of 14.1.

5.2. Findings from Secondary Data



**Secondary data
about safe water so**



**ATJK Woreda vet
services secondary d**

Note:

Boreholes depth average in Zeway is 155m while Shallow wells have a depth of 50m.

6. Conclusions

According to the survey findings the following conclusions can be made which can give insights to programming:

- A sample of 395 HHs were interviewed through the caregiver survey, 250 children in the age range of 3.5-6.5 years covered through the IDELA assessment, and 291 children in the age range of 7-15 years of age covered through the CLA assessment.
- Exclusive breast feeding is found to be good or 14.3%.
- Infant/Child dietary adequacy or the percentage of those who meet adequate standards is 80%.

- Modified dietary diversity is at 76%.
- Prevalence of diarrhea in children 3-6 years old during the last two weeks of the survey is 13.13%
- 65.1% of mothers of children 0-23 months old knew two or more neonatal danger signs indicating that their child is in need of immediate medical attention; for the wellbeing of their children.
- Safe water coverage according to secondary data is 74.4% (43750/58779).
- 9.4% of HHs owned latrines.
- 38.7% of HHs knew at least 3 out of 5 key moments for hand washing.
- 0% of HHs had no water and soap observed at the hand washing facility.
- 81.2% of HHs have a hunger score of 0-1
- Average number of food groups consumed by HHs is 5.7
- Months of Adequate HH Food Provisioning (MAHFP) is 10
- The global key performance indicator for IDELA which is the proportion of children aged 5.6 - 6.5 years who have mastered IDELA skills is 2% or very low.
- The total IDELA Score of children 5.6-6.5 years of age is 43.2%
- The global key performance indicator for CLA which is the percentage of children of the nationally recommended age for completion of grade three, who have attained the literacy and numeracy standards for grade three is 0% or very low.
- Caregivers do not keep children's books in the home for the children in different age groups.
- Caregivers do not engage in more than four learning activities to improve child performance.
- Only 21.3% of children attend pre-school.
- Average World View, DRR, and Gender scores are good i.e. 71.1, 10.2, and 13.8 respectively.
- 50.9% of mothers are happy with their relationship with their husbands.
- Low number of threats/abuse episodes are experienced i.e. 1.1 on women/caregivers by partners/husbands.
- 40.5% of community leaders' honesty and integrity is high or very high.
- 50.9% church leaders' honesty and integrity is rated high or very high.
- The community attitude i.e. depression score, self-efficacy score and social support seeking scores are medium.

Based on the above facts gathered from the analyzed report of the survey the communities do not seem to have food security problems, however some indications of poor conditions in the area of sanitation and hygiene, safe water supply, education enrollment etc are observed which require further assistance in the area of physical and soft skills wise.

7. Appendix

Sector / Cross-sectoral area	Performance Indicator	Num	Den	Perc. / Score	Interval of Confidence
Livelihoods	(INDIVIDUAL HOUSEHOLD HUNGER SCORE) % of households of children 0-18 years old that have a household hunger score of 0-1	319	393	81.2%	75.7% , 86.6%
Health	(EXCLUSIVE BREASTFEEDING) % of children 0-6m who are exclusively breastfed	19	133	14.29%	5.9% , 22.7%
Health	(INFANT DIETARY DIVERSITY) Infant/Child Dietary Adequacy Score	80	99	81%	
Education	% of children 5-18 years in the household who are registered in school	443	649	68.3%	63.2% , 73.3%
Education	Percentage of children, aged 5.6-6.5 years, who are mastering IDELA skills.	2	82	2.4%	-2.3% , 7.2%
Education	Average IDELA score of children aged 5.6-6.5 years will increase	35	82	43.2%	28.0% , 58.3%
Education	Number of children attending pre-school in the year prior to entry into grade 1.	49	230	21.3%	13.8% , 28.8%
Education	Percentage of children 9 years of age (or the nationally recommended age for completion of grade three) who have attained the literacy standards for grade three.	2	40	5.0%	-4.6% , 14.6%
Education	Percentage of children 9 years of age (or the nationally recommended age for completion of grade three) who have attained the numeracy standards for grade three.	0	40	0.0%	0.0% , 0.0%
Education	Percentage of children 9 years of age (or the nationally recommended age for completion of grade three) who have attained the literacy and numeracy standards for grade three.	0	40	0.0%	0.0% , 0.0%
Health	Modified Minimum Dietary Diversity: % of children 0-23 months of age who are either: 1) exclusively breastfed (children 0-5m of age), or 2) receive foods from 4 or more food groups (children 6-23m of age) in addition to breastmilk	98	129	76.0%	65.5% , 86.4%

Health	Prevalence of diarrhea in children under five years will decrease	42	320	13.13%	7.9%	18.4%
Health	% of HHs who know at least three ways to prevent diarrhea (Adequacy treatment of diarrhea)	20	75	26.7%	12.5%	40.8%
Health	% of mothers of children 0-23months old who know two or more neonatal danger signs indicating that their child is in need of immediate medical attention	84	129	65.1%	53.5%	76.7%
Health	% of HHs who know at least 3 out of 5 key moments for hand washing	153	395	38.7%	31.9%	45.5%
Health	% of households where water and soap were observed at the hand washing device	0	129	0.0%	0.0%	0.0%
Health	% of HHs drinking water from protected source (Among the 10 FH targeted Kebeles)					
Health	Percent of HHs with toilet or latrine	37	393	9.4%	5.3%	13.5%
Livelihoods	(HOUSEHOLD DIETARY DIVERSITY) Average number of food groups consumed by households	1,887	333	5.7		
Livelihoods	Months of Adequate Household Food Provisioning (MAHFP) will increase as a result of the project.	3,942	395	10.0		
Livelihoods	% of farmers who have practiced 3 or more improved crop production practices	101	384	26.3%	20.1%	32.5%
Livelihoods	% of farmers who have practiced 3 or more improved livestock management practices	87	336	25.9%	19.3%	32.5%
Worldview	(WORLDVIEW) Average worldview index score	2794 8	393	71.1		
Worldview	(DRR WV) Average DRR worldview Score	3,998	393	10.2		
Worldview	(GENDER WV) Average Score on Gender Attitudes	5,440	393	13.8		

Gender	% of mothers/CG of children 0-18 years who are “mostly happy” or “completely happy” with their husband/partner	201	395	50.9%	43.9%	, 57.9%
Gender	Average number of threats/ abuse episodes the mother has experienced from her partner in the last 12 months	343	319	1.1		
Gender	(OK TO BEAT WIFE) % of mothers (of children 0-18y) who say that it's okay for a man to hit his wife	364	395	92.2%	88.4%	, 95.9%
Leadership	% of mothers/CG who believe their community leaders' level of honesty & integrity is “high” or “very high	160	395	40.5%	33.7%	, 47.4%
Leadership	% of mothers/CG who rate the effectiveness of their community leaders as “high” or “very high.”	159	395	40.3%	33.4%	, 47.1%
Leadership	% of mothers/CG who state that church leaders in their community do activities outside of their place of worship that are open to or involve the entire community “some of the time” or “a lot of the time	169	395	42.8%	35.9%	, 49.7%
Leadership	% of mothers/CG who rate the integrity of church leaders in the community as “high” or “very high.”	201	395	50.9%	43.9%	, 57.9%
Attitude	Average Depression Score	7,897	395	20.0		
Attitude	Average Generalized Self-Efficacy Score	5,684	395	14.4		
Attitude	Average Social Support-Seeking Score	5,557	395	14.1		