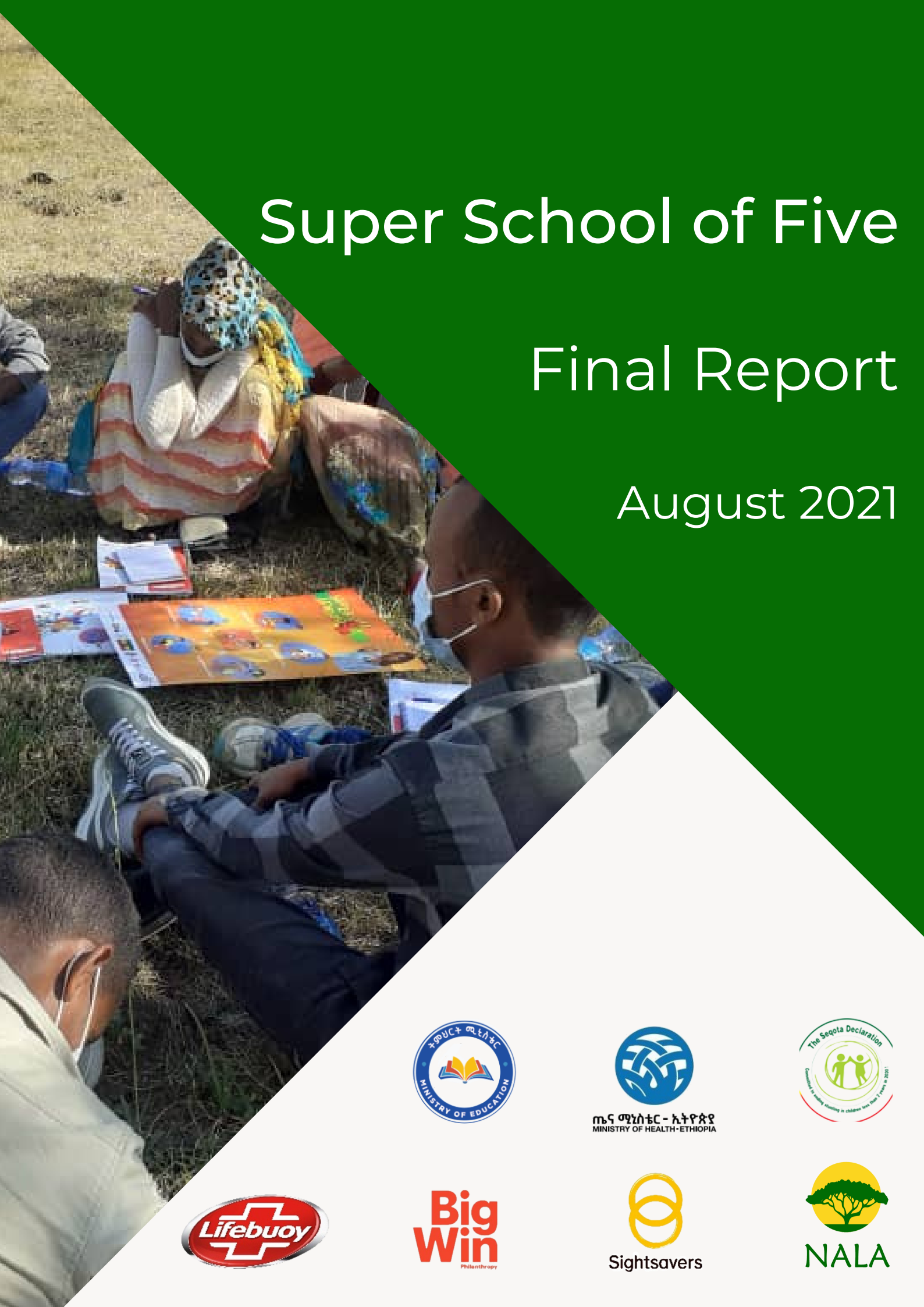


# Super School of Five

## Final Report

August 2021



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MINISTRY OF HEALTH-ETHIOPIA



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## Background

The Seqota Declaration is the Government of Ethiopia's commitment to end child undernutrition in the country by 2030. Undernutrition determined in part by stunting, the prevalence of which lies at 38% in Ethiopia, has huge impacts on the cognitive and economic potential of individuals and hence requires urgent addressing. The Seqota Declaration Roadmap consists of a three-phase plan over a span of 15 years, starting with the Innovation Phase implemented in 2016, which aimed to identify nutrition-smart interventions with the intent of addressing the immediate and underlying causes of undernutrition. With approximately 50% of undernutrition associated with infections caused by poor water, sanitation, and hygiene access (WASH), and further estimates suggesting that poor sanitation is the second leading cause of stunting worldwide, a focus on improved hygiene among school children was a prioritised intervention. Therefore, the Super School of 5 (SSo5), a global program that had been piloted previously in the East Hararge zone, was implemented at a larger scale by NALA in partnership with Sightsavers, Unilever and Big Win Philanthropy to address neglected tropical diseases (NTDs) in two regions of Ethiopia.

## Project

The SSo5 program was designed to align with the Ministry of Education's (MoE) School Health Program Framework, which aims to address the underlying causes of undernutrition through integrating educational content on hand and face washing with soap into the curriculum, and share lessons that could be used for the adaptation of community-based WASH programs. The intervention was based on a multi-contact model that involved training teachers to deliver hand and face washing messages supported by parental supervision at home. The program consisted of different behaviour change stages - **awareness, commitment, reinforcement and reward/recognition** aided by materials that were unique to the program. The materials included bespoke comics, games, songs, dances and flip-charts; all based upon the 5 'superheroes' who each represented a specific occasion to wash hands. The program was implemented in four scale-up phases, each one of which could be broken down into four discreet sets of activities.

## Results

The SSo5 program proved successful in targeted schools, generating interest and excitement amongst students and communities. Some of the key findings are highlighted below:

- Improvements in hand and face cleanliness of students were observed in addition to a reported reduction in the incidence of diarrhoea and trachoma.
- The school environment was enhanced making it healthier and more attractive, and increases in school attendance were described.
- SSo5 characters and materials were well accepted by the teachers and liked by the students, with integration into routine trachoma classroom sessions reported.
- Greater water access and availability of functional hand-washing stations in targeted schools was noted during monitoring of the program.
- Schools committed to provide students with soap even after the intervention ended with the support of local resource mobilisation.
- Strengthened link between school and community programs was achieved as a result of active Parent-Teacher Associations (PTA).
- More opportunities for inter-sectoral discussion were created through district officials' training.
- Sustainability and ownership of the program was enhanced by giving facilitator roles to the school cluster coordinators.

## Recommendations

After implementing the SSo5 program in two districts of Ethiopia with positive findings, we recommend adoption and adaptation of the program at a national scale by the MoE.



Adopt

We recommend scale-up and integration of the program into relevant curricula of the MoE and Regional Education Bureaus. Including the incorporation of superhero characters and pledging into routine education curriculum.



Adapt

In order for successful integration we recommend cost-effective adaptations to the printed and imported materials, replacing them with locally sourced materials reducing program costs and enabling sustainable implementation.

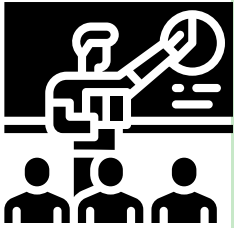
# Key Figures

The program intended to target 287 schools, within Seqota Declaration woredas, over a one-and-a-half-year period. 207 schools were reached in total as a result of conflict in the North, which led to the exclusion of two districts from the program. Additionally, the outbreak of coronavirus and the closure of schools led the MoE to approve a six-month extension for the program. A high percentage of target schools and stakeholders were reached, and the majority of these schools responded well to the program, reporting improvements in cleanliness and reductions in infection. Key figures from the program are presented below.



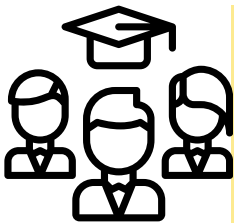
**696**  
(99.9%)\*

Champion Teachers who received Training of Trainers at the district level



**80**  
(98%)\*

Program Launches and Awareness workshops



**106,790**  
(90.7%)\*

Students participated in the program



**5**

Districts reached by the program



**250**  
(93%)\*

Kebele Leaders, PTA members, parents and caregivers reached via launches and workshops

\*percentage of planned number reached

# Program Implementation

The program was implemented in four scale-up phases over the two year implementation period; each phase was broken down into the four discreet set of activities outlined below.



## 01 Preparatory Activities (~6 weeks)

- School selection for each phase based on agreed criteria
- Training of Trainers to introduce SSo5 elements, reporting forms, and health topics for cascaded trainings
- Stakeholder meetings including head teachers, community and district leaders, and health officials

## 02 Step Down (~3-4 weeks)

- Champion teacher and supervisor training
- PTA to engage parents and caregivers in selected school communities

## 03 Roll-out (~4 weeks)

- Kick off in schools to announce and introduce the program using scripts and lesson plans
- 21-day student diaries handed out

## 04 Monitoring and Modifications

- Monitoring by supervisors and implementation assistants using monitor checklists
- Modifications based on monitoring insights and reports

# Tools and Materials

A diverse range of interesting and innovative tools and materials were used for the implementation of this program. These included workbooks that were filled in by students, teacher guides, posters, and a flip chart to aid in teaching. To further assist and encourage hygiene practises, soaps and Glo-Germ Kits (Powder + UV Torch) were provided to schools.



The Glo-Germ demonstration greatly interested the students and allowed them to easily understand the spread of germs and benefits of washing with soap. The incorporation of this activity to routine teaching is highly recommended, however the materials, currently imported from South Africa, should be sought locally instead. The scale-up for the printing of materials should consider resources and costs; take-home activities may need to be adapted due to the large number of students receiving these materials.



A high demand for additional soap in schools and homes was reported, supported by the fact that some families purchased their own additional soap as a result of their child's encouragement.

The MoE should be responsible for water access, adequate washing stations and soap supply in schools.

Additional intervention elements were tested by ThinkPlace in the Tigray region with the suggested integration of three prototypes into the SSo5 program. These were:

### 1. Rotating Responsibility Game

This game assumes shared responsibility for the maintenance of hand washing stations in order to increase the respect that students have for it, encouraging them to use it more often.

This prototype was similarly seen in schools with no water access, whereby students brought small jerrycans from home and filled large containers at school.

The rotating responsibility game implemented in schools led to students having ownership over the process through monitoring the presence or absence of soap, leading the pledge and filling the washing stations. We recommend incorporation of this prototype into the SSo5 program.

### 2. Engagement through Community Labs

This required involvement of the Community Lab (CL) with the aim of increased awareness of the SSo5 program within the wider community, reinforcing the importance of hygiene at the household level.

### 3. Family Crest

This consisted of a spot-checking exercise by parents to promote interest in their child's hygiene performance, as they would their educational performance.

The community prototypes were poorly implemented due to limited engagement of health extension workers (HEWs) and CL in addition to poor communication and insufficient support from the regional CL coordinator as a result of alternative time commitments and limited capacity. Furthermore, many parents were not oriented on the soap-cut demonstration and were unable to follow-up on their children with spot-checks, as suggested in the Family Crest prototype. We therefore do not recommend the integration of CL or Family Crest into the SSo5 program.



# Preparatory Activities

This step consisted of school selection, stakeholder workshops and the Training of Trainers (ToT). Schools were selected at the start of the program by regional, zonal and woreda education bureaus, based upon agreed criteria which included access to water either in schools or at least communities. The School Improvement Directorate of the MoE was responsible for the provision of water and sanitation facilities in schools; in addition ToTs were given to national and regional level experts and stakeholders, including the Federal Program Delivery Unit (FPDU), Regional Program Delivery Unit (RPDU), and regional and national nutrition and education focal points. The training contained topics covering hygiene, nutrition, NTDs and the proper method for reporting and monitoring the implementation of the program as well as how to cascade trainings in schools. Phase I served as an attesting phase whereby materials and approaches were tested and modifications to methods and resources were made. Throughout the COVID-19 pandemic, assessments were carried out and the required prevention activities and protective materials provided.

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## Challenges and Lessons Learnt

Many of the challenges observed during phase I and II were addressed in later phases, ensuring improved implementation and outcomes. Some of the modifications made included:

- .Material translation and modifications.
- Removal of a game unsuitable to the local context.
- Addition of diary pages to the student workbook to encourage program sustainability.
- The consideration of students with special needs and preschoolers.

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## Key Successes

- Near full participation across regions was observed.
- Opening and closing of training sessions by officials lent proper attention to the program.
- Fruitful discussion between school principals and kebele leaders was noted and sectors were encouraged to be accountable for necessary improvements pertaining to their field of work.
- Materials were translated beyond Amharic and Tigrina to Himtegrna in the Wag Himra zone to ensure students would be able to grasp messages without difficulty.

# Step Down Activities

Step Down activities centred around cascading trainings for school staff, including principals and teachers, in addition to engaging key community stakeholders. During this phase the readiness of schools for program implementation was evaluated and confirmed. This step also comprised of consultative meetings with district level stakeholders and PTA leaders. A one-day stakeholder training session was conducted for head teachers, PTA and kebele leaders, whilst a separate half-day launching session was held for district sectors heads. These training sessions aimed to orient stakeholders and highlight expectations, involvement, and roles and responsibilities throughout the program and beyond. Finally, two-day champion teachers' trainings were conducted in each district during each scale-up phase.

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## Lessons learnt

- The selection of convenient times and locations for parents and caregiver workshops aided in better participation.
- Schools with committed principals had greater reported program success and sustainability.
- Involvement of the District Health Office head and Health Extension Program Officers was crucial for the engagement of HEWs in schools and communities.

Key challenges during this stage were largely due to the COVID-19 pandemic and the inability to hold large meetings and training sessions. This resulted in an increased number of limited participant sessions resulting in the exhaustion of trainers. One measure to overcome these challenges was the appointment of selected representatives to be responsible for rule adherence.

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## Key successes

- Trainings were well attended and successful despite COVID-19 and associated prevention protocols.
- District officials' training created the opportunity for the discussion of joint issues and encouraged sectors to be accountable for components in their field.
- Merging of school principals, PTAs and administrator trainings was successful in ensuring a common understanding and action plan for the program.
- High commitment was demonstrated by the kebele leaders who emphasised issues of infrastructure and sustainability.
- Material translations ensured the ability of students to grasp messages without difficulty.

# Roll-Out Activities

In the roll-out stage, the champion teachers trained the school community and began implementation of the 21-day program. Parent and caregiver awareness workshops were given at the village level, led by trained community leaders and champion teachers. 207 schools implemented the program components post the training sessions, including conducting weekly lessons, daily filling out of diaries, pledge reciting, daily hand and face washing and the establishment of a washing station, amongst other changes. The implementation was closely monitored by the PDU Community Lab advisors as well as woreda cluster supervisors and additional education focal persons. All schools had access to functional handwashing facilities and soap, mainly from community sources, during the 21-day implementation period.

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## Key challenges

- Roll-out was interrupted from April 2020- November 2020 due to the closure of schools as a result of COVID-19.
- Lack of sustainability plan preparation, associated with a lack of commitment, in some schools.
- The ratio of washing stations to students was inadequate in some schools, whilst others with limited water access struggled to provide water for the entire 21-day period leading to difficulties in implementing the messages taught in the program.
- Compromised telecommunication systems and poor road conditions caused difficulty in communicating and reaching remote clusters.
- The early distribution of soap in some schools resulted in the usage of soaps before the implementation period.
- Limited follow-up with the MoE school WASH team to review materials for national scale up feasibility.

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## Key successes

- School attendance increased after the program began.
- A reduction in diarrhoea and trachoma incidence after the SSo5 program was reported.
- The district level education bureaus agreed to incorporate the SSo5 supervision checklist into their routine supervision checklists.
- Visible improvements in students' hygiene were reported including a reduction in eye infections and a decrease in the number of flies observed in project sites in Amhara.
- SSo5 characters were well accepted by the teachers and liked by the students.
- Pledges were conducted by schools every morning during flag ceremony and again in each class; pledges were also posted in different local languages in different areas of the school.
- WASH clubs, inspired by SSo5, continued to conduct hygiene campaigns even after the program ended.

# Monitoring and Modification

The last step in each phase was the monitoring of activities during and post program implementation, including reporting, documentation, and evaluation. The program was monitored by champion teachers, school supervisors and directors of schools using weekly monitoring checklists. The weekly reports were then compiled monthly using a standard reporting format. In addition, during the 21-day implementation period the program was also monitored by regional PDUs, and regional and woreda education focals. Further to monitoring, recognition was given to well-achieving schools both at the school and district level.

**SS5 project Weekly Supervisor Activity Progress Evaluation Form**

Name of supervisor			
Name of the School			
Title of activity		Date(s) of implementation	
Number of school children targeted through activity		Number of school children who actually received activity	

Assessment of progress on Key Performance Indicators	1 Mark	2 Marks	3 Marks	4 Marks	Sample Total Score
1. Correctly filled Diaries	At least 25% of sampled items	At least 50% of sampled items	At least 70% of sampled items	At least 90% of sampled items	
2. Correctly filled enrolment forms	At least 25% of sampled items	At least 50% of sampled items	At least 70% of sampled items	At least 90% of sampled items	
3. Level of completion of weekly content	At least 25% of weekly content covered	At least 50% of weekly content covered	At least 70% of weekly content covered	At least 90% of weekly content covered	
4. Mastery of Key messages by learners from weekly lessons	At least 1 key messages from the weekly content mastered by learners	At least 2 key messages from the weekly content mastered by learners	At least 3 key messages from the weekly content mastered by learners	At least 4 key messages from the weekly content mastered by learners	
5. Observation of hand & face washing practices	At least 25% of observed subjects practised hand & face washing on either of the key occasions	At least 50% of observed subjects practised hand & face washing on either of the key occasions	At least 70% of observed subjects practised hand & face washing on either of the key occasions	At least 90% of observed subjects practised hand & face washing on either of the key occasions	
<b>Total Score Out of 20 Marks</b>					

## Materials

### What activity does this After Action Review relate to?

The SSo5 program includes 5 types of assets which guide the implementation of the program and support PDU coordinators. These assets were to be delivered to all participating schools in pre-determined quantities by the district education office.

### What is supposed to be happening?

Once materials were translated and printed, their allocation per schools/per student was as follows:

1. Student workbook- A4 size, 1 per student
2. Teachers' guide- A5 size, 3 per school
3. Flipchart- A3 size, 2 per school
4. Poster- A3 size, 3 per school
5. Certificates- 1 per student & 1 per Champion Teacher

### What is the reality?

All schools received all assets, but in some cases schools received less than the allocated quantity.

### What is going well?

List some of the best practices and enabling factors that are happening that contribute to achieving the desired results. Explain how these factors are important to achieve desired results.

All schools received at least a few copies of each asset

Materials were all distributed by the district education office as planned

### What is not going well?

List some of the key challenges and/or limiting factors that are happening or not happening that contribute to undesired results. Explain why these factors are important to address to achieve desired results.

Some schools did not receive the proper quantity of assets

The poster and the teachers' guide were printed too small; students workbook too large

The pre-determined quantity of posters is insufficient for conducting the program

The pre-determined quantity of flip charts is insufficient for conducting the program

Snakes and ladders game wasn't well understood by students and teachers

\* Diary here?

Flipcharts pages weren't printed in the correct order and required taking apart and re-assembling

Different tools were used throughout the separate activities by appropriate stakeholders to best address what was a success and where modifications were required with regard to upcoming phases.

Final Monitoring and Evaluation (M&E) reports were only required for program recommendations and no specific resources were delegated through the program for continuous M&E.

## KEY CHALLENGES AND LESSONS LEARNED

### NO.01

### COVID-19 PANDEMIC

The COVID-19 pandemic presented unique challenges in the roll-out of the program, as prevention measures limited the training capacity and the closure of schools prevented program implementation. The challenges were managed by selected representatives who monitored prevention measures at meetings and an extension of 6 months to reach all targeted schools, respectively.

### NO.02

### FOLLOW-UP

Follow-up with the MoE and WASH team in reviewing the materials was necessary for assessment of feasibility and scalability once the program was handed over. The MoE should be involved throughout program development and implementation.

### NO.03

### MATERIAL DISTRIBUTION

Challenges with regard to material distributions were noted during phase I of the program. Close follow-up with material distributors at District Education Offices including the involvement of regional and zonal education focals was necessary to ensure proper delivery, and issues with distribution were avoided in later phases.

### NO.04

### MATERIAL ACQUISITION

Many materials, translated into several different languages, were required for the implementation of this program. Acquisition of these materials at a large scale should be local rather than imported or transported from other regions, supporting local businesses, reducing costs and ensuring the sustainability of the program.

**NO.05**

## **SUSTAINABILITY PLAN**

Preparation of a sustainability plan during the first two weeks of the 21-day implementation period with the involvement of key district sector heads indicated program ownership and sustainability. A sustainability plan was proven to be crucial for the continuation of basic interventions, including functional hand washing stations, soap and material supply and key message delivery, immediately after program phase out.

**NO.06**

## **REWARD SYSTEM**

A reward system at both the school and district level encouraged students and schools to perform better. Inter and Intra school competitions with reward systems attributed to good hygiene behaviour integration.

**NO.07**

## **WASH HARDWARE**

WASH hardware component acquisition is vital to ensuring that washing practices are sustained. This includes, but is not limited to, the provision of water tankers to schools and close working with HEWs and WASHCO for component installation and maintenance. This should be supported by the district education office.

**NO.08**

## **COMMUNITY PROTOYPE IMPLEMENTATION**

The community prototypes (Community Labs and Family Crest) were not recommended for program implementation. In order to improve community integration, strengthened activities between communities and school programs, involving woreda Seqota focals, HEWs, supervisors and community labs with strong follow-up from the woreda education office is required. Furthermore, adequate orientation and practical based soap crust demonstrations for parents and caregivers are necessary for parent involvement.

## RECOMMENDATIONS

### NO.01 PROGRAM CONTINUATION

Based on the visual improvements reported by targeted schools, it is recommended that the SSo5 program is continued and integrated into the Ministry of Education and Regional Education Bureaus curriculum.

### NO.02 ROLL-OUT COMPONENTS

- 1.The superhero characters were well liked by all students, acting as inspirational personalities for the children. We recommend that characters remain the driving narrative for the program, as well as be included in the standard curriculum.
  - 2.The Glo-Germ demonstration was well understood by school children and we recommend it be included in routine teaching and learning about hygiene and sanitation. However, materials should be locally sourced.
  - 3.Printed materials were enjoyed by teachers and students with effective utilisation in most schools. We recommend the use of printed materials, however only with consultation and adaptation from schools on what is most useful.
  - 4.The pledges engaged the students during flag ceremony each morning and again in each class. We recommend the continuation of this component with possible expansion to the entire school community.
  - 5.Flip-charts and posters were simple and clear materials that were liked by both teachers and students alike, and were effectively utilised by most schools.
- We also recommend that these components be incorporated into existing MoE programs where appropriate.

## RECOMMENDATIONS

### NO.03

### SCALE-UP

For the scale-up of this program, the materials for SSo5 should be culturally appropriate to the region and ensure that every student and community has access to it using different message delivery mechanisms such as school mini-media, posters, local entertainment systems and inter and intra class competitions. We recommend the materials for the scale-up be locally sourced in addition to using fewer printed materials in order to save costs.

### NO.04

### WATER AND LATRINE ACCESS

Water and latrine access, adequate hand washing stations and sufficient soap supply are necessary for the key messages of this program to be accepted and good hygiene behaviour maintained. We recommend these to be in place with support from the MoE, for effective implementation with awareness of school status and acute WASH facility shortages. The integration of the rotating responsibility prototype is a useful tool here.

### NO.05

### FOLLOW UP

We recommend school principals and district office focal persons strictly monitor the availability and functionality of hand washing stations and soap supply, addressing issues rapidly and efficiently. District education offices are also recommended to support schools where the SSo5 program has been piloted and expand good practices to other schools in the district.

Finally, stakeholders are encouraged to set up a meeting and plan a learning workshop for active program participants to assess program scale-up.



## Appendices

Please note the data is incomplete due to the 'test and learn' nature of phase I and II in this program.

### Appendix 1. Training participants' data, Debark District

s.no.	Name of school	School based teachers training						Parent /caregiver orientation						Student training					
		Expected			Actual			Expected			Actual			expected			Actual		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Demto	7	5	12	7	5	12	127	98	225	123	99	122	255	196	451	251	196	447
2	Debbahr	7	15	22	7	14	21	181	172	353	80	65	145	362	345	707	362	345	707
3	Sugsug	4	3	7	4	3	7	51	34	85	50	30	80	103	67	170	103	67	170
4	Weyiraye	1	6	7	-	6	6	58	53	111	15	0	15	117	106	223	111	103	214
5	KebeSha	8	11	19	8	8	16	140	153	293	25	25	50	280	309	589	275	302	577
6	Anednet	13	9	22	11	6	17	250	190	440	101	84	185	500	379	897	500	379	897
7	Aderehtsan	8	12	20	8	10	18	198	146	344	25	17	42	397	292	689	397	292	689
8	Tabla	5	6	11	4	6	10	77	71	148	94	35	129	154	143	297	154	143	297
9	Guagua	7	2	9	6	2	8	55	46	101	74	65	139	111	93	204	104	90	194
10	wuraba	6	8	14	6	8	14	160	127	287	94	48	142	321	256	577	321	256	577
11	jerosen	15	12	27	13	12	25	232	180	412	32	20	52	465	360	825	465	360	825
12	Trahina	15	12	27	12	10	22	254	211	465	312	280	595	514	423	937	501	416	917
13	Weged	9	8	17	8	7	15	131	93	224	42	15	57	262	186	448	255	176	431
14	Tsiyon	8	12	20	8	12	20	155	125	280	75	42	117	311	250	561	311	250	561
15	Adebabay	10	10	20	9	8	17	224	207	431	48	18	66	448	414	862	448	414	862
16	Sila	3	6	9	3	6	9	97	80	177	145	48	193	196	159	355	196	159	355
17	Beles	7	16	23	7	16	23	73	173	246	87	60	147	347	425	772	347	425	772

18	Adagat	13	4	17	13	3	16	124	123	247	110	150	260	248	247	495	248	247	495
19	Adizanday	6	9	15	5	9	14	70	65	135	50	40	90	139	129	268	139	129	268
20	Abay	7	8	15	6	7	13	163	150	313	445	150	595	326	301	627	326	301	627
21	Chardqua	9	8	17	8	7	15	259	198	457	128	140	268	518	397	897	518	397	897
22	Mnjro	5	2	7	4	2	6	51	54	105	81	63	144	103	109	212	103	109	212
23	Medra	6	6	12	6	6	12	65	51	116	71	60	131	131	102	233	131	102	233
24	Qiriqabe	3	6	9	3	6	9	62	57	119	98	30	128	125	114	239	125	114	239
25	Iomiwenz	4	10	14	4	10	14	111	91	202	89	52	141	222	183	405	222	183	405
26	Sgi	7	7	14	7	6	13	130	130	260	88	46	134	261	261	522	261	261	522
27	Adikbro	8	7	15	8	4	12	139	88	227	108	90	198	279	176	452	279	176	452
28	Sera	7	13	20	7	13	20	135	143	278	28	14	42	276	287	563	276	287	563
29	Duranbesa	5	9	14	2	5	7	91	76	167	40	29	69	182	152	334	182	152	334
	Total	213	242	455	194	217	411	3863	3385	7248	2758	1815	4476	7953	6861	14811	7911	6831	14739

**Appendix 2: SSo5 Training participants' data, Samre District**

SN	List of schools	Plan	Actual	Parent/care givers training		HEWs participation to school level training	
				Planned	Actual	Plan	Actual
1	MY WEYZERO	1134	1120	1120	145	1	0
2	ADI ESHIR	987	1157	1157	118	1	0
3	HINTSA	739	739	739	368	1	0
4	FAKISA	257	257	257	53	1	0
5	GIJET	915	915	915	200	1	1
6	MEDA GIJET	240	240	240	280	1	1
7	WAZA	686	659	659	213	1	0
8	G/HALEFOM	1189	1158	1158	0	1	1
9	GENFEL	250	251	251	83	1	0
10	M/TSEGAY	1014	940	940	60	1	1
11	BITKULA	741	510	510	119	1	1
12	ADISHISHAY	537	434	434	266	1	1
13	KISANET	1266	1256	1256	311	1	0
14	HARNET	622	610	610	190	1	0
15	ATSIGEBA	1293	1296	1296	346	1	1
16	MAY KANA	531	446	446	103	1	0
	Total	12411	11988	11988	2855	16	7

**Appendix 3. Super school of five training participants' data, Meket District**

S.no	Name of school	School based teachers training						Parent/care giver orientation						student training						HEWs		
		Expected			Attend the training			Expected			Attend the training			Expected			Attend the training			Attend the training		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Felakit	21	49	70	19	35	35							779	865	1644	614	712	1326	0	0	0
2	GereGera	29	38	67	26	34	60	-	--	-	214	105	319	661	720	1381	640	712	1352	-	2	2
3	Kurisa	15	13	28	14	11	25	412	102	514	312	80	392	455	517	972	381	422	803	0	0	0
4	Wefchina	9	10	19	9	10	19	-	-	-	206	104	310	227	236	463	201	210	0	-	2	2
5	Tewiha	12	13	25	11	13	24	200	141	341	70	80	150	300	338	638	255	310	0	-	2	2
6	A/Dega	14	11	25	12	13	25	100	85	185	-	-	-	272	240	512	252	260	0	0	0	0
7	Defarge	10	10	20	10	9	19	250	70	320	160	45	205	209	289	498	180	245	0	-	1	1
8	Mehalge	2	4	6	2	4	6	120	30	150	45	20	65	85	75	160	62	50	0	0	0	0
9	Qella	16	1	17	16	1	17	221	142	364	178	89	267	118	241	359	70	210	0	0	2	2
10	Shallo	4	1	5	4	1	5	148	41	189	121	60	181	63	104	167	40	47	0	0	0	0
11	Serko	11	12	23	11	12	23	-	-	-	210	32	242	241	337	578	180	221	401	0	0	0
12	Debre Zebit	22	27	49	17	20	37	-	-	-	351	96	447	579	582	1161	462	502	964	0	2	2
13	A/Techa	3	2	5	3	2	5	80	25	105	80	25	105	59	62	121	50	60	0	0	0	0
14	Berekeza	16	16	32	18	14	32	400	500	900	400	500	900	362	406	768	314	404	0	0	2	2
15	Ageret	24	37	61	24	35	59	512	160	672	420	110	530	731	849	1580	731	849	1580	0	2	2
16	Tetaro	3	3	6	3	3	6	-	-	-	74	22	96	112	87	199	112	87	199	0	0	0
17	Gersa	13	5	18	13	5	18	120	40	160	85	32	117	182	248	430	182	248	430	0	0	0
18	G/memcha	8	4	12	7	2	9	--	--	-	92	40	132	151	175	326	151	175	326	0	0	0
19	Maserut	20	17	37	20	17	37	312	121	433	86	42	128	393	370	763	304	450	0	0	2	2
20	Emamuz	2	11	13	2	10	12	201	61	262	145	45	190	171	257	428	171	257	428	0	0	0
21	Gedeb	4	9	13	2	11	13	130	110	240	111	85	196	127	123	250	100	122	0	0	0	0

22	H/mekuwat	17	23	40	16	23	39	333	231	546	333	231	546	474	567	1041	474	567	1041	0	2	2
23	Anja	2	4	6	1	4	5	--	-	-	30	17	47	51	48	99	30	35	0	0	0	0
24	Asessa	12	12	24	11	11	22	-	-	-	95	15	110	310	426	736	310	426	736	0	2	2
25	Meskel	14	13	27	12	12	24	312	50	362	240	58	298	250	280	530	308	268	0	0	2	2
26	Betrael	9	10	19	9	8	17	125	20	145	80	32	112	214	231	445	214	231	445	0	0	0
27	Weketa	24	17	41	24	16	40	402	125	625	312	85	397	399	461	860	345	426	771	0	2	2
28	A/Anba	1	6	7	1	5	6	120	30	150	85	20	105	64	67	131	60	60	120	0	0	0
29	D/warkaye	7	7	14	7	7	14	214	105	319	165	71	236	219	200	419	219	200	419	0	0	0
30	Sisay	15	19	34	14	16	30	241	65	306	180	45	225	315	334	649	254	311	565	0	2	2
31	Gulge	3	3	6	3	3	6	-	-	-	40	30	70	49	76	125	36	53	89	0	0	0
32	F/Hiwot	16	16	32	16	12	28	200	60	260	65	40	105	285	341	626	200	320	520	0	0	0
33	Akat	12	17	29	4	7	11	-	-	-	150	120	270	158	175	333	158	175	333	0	0	0
34	Ras dashen	9	4	13	9	3	12	-	-	-	125	40	165	161	175	336	142	135	277	0	2	2
35	Faket	7	5	12	7	4	11	100	50	150	120	40	160	140	146	286	132	120	252	0	0	0
36	Gondeber	16	24	40	6	7	13	224	100	324	156	80	236	251	120	371	251	120	371	0	2	2
37	Teja	21	16	37	1	4	5	80	30	110	53	32	85	457	440	897	437	521	958	0	2	2
38	Serko Gebeya	3	13	16	3	13	16	321	50	371	201	30	231	217	198	415	130	140	270	0	0	0
39	Weyra ber	5	11	16	5	1	6	121	40	161	81	31	112	84	44	128	66	30	96	0	2	2
40	Hagere genet	5	6	11	5	6	11	80	20	100	65	32	97	165	140	305	90	160	250	0	0	0
41	Melbi	8	12	20	8	10	18	-	-	-	150	20	170	295	342	637	221	261	482	0	0	0
42	Debre kerbe	8	12	20	8	12	20	130	80	210	145	60	205	190	226	416	150	201	351	0	2	2
43	Arebal	6	9	15	3	3	6	-	-	-	40	30	70	185	244	429	136	173	309	0	2	2
	Total	478	552	1030	183	208	372	2633	840	3271	2625	846	3071	11210	12402	23612	7649	8815	16464	0	39	39

#### Appendix 4. Super school of five training participants' data, Ebinat District

S.no	Name of school	School based teachers training						Parent/care giver orientation						student training					
		Expected			Actual			Expected			Actual			Expected			Actual		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Ebinat	40	45	85	36	34	70	514	759	1273	125	97	222	1189	1173	2362	1189	1170	2359
2	Bahirsege da	15	16	31	15	16	31	342	491	833	327	119	446	648	495	1143	640	450	1090
3	Shiqurqo	3	5	8	3	5	8	99	71	170	51	21	72	113	89	202	110	85	195
4	Hibret	28	45	73	22	43	65	514	759	1273	92	150	242	775	804	1579	754	780	1534
5	Debirabaj alie	19	20	39	19	18	37	342	491	833	295	485	780	488	409	897	488	395	883
6	Anbober	4	19	23	4	19	23	300	278	578	210	175	385	303	359	662	303	350	653
7	Nechidingay	6	4	10	6	4	10	68	77	145	60	40	100	86	74	160	81	68	149
8	Ziha	25	25	50	18	19	37	810	711	1521	125	95	220	992	838	1830	892	738	1630
9	Serawudi	15	12	27	15	8	23	419	428	847	120	86	206	512	502	1014	472	478	950
10	Feresmesk	11	13	24	10	12	22	300	199	499	112	68	180	382	356	738	286	260	546
11	Gunaguna	21	10	31	18	8	26	357	299	656	199	101	300	429	375	804	410	314	724
12	Wariva	14	18	32	10	16	26	428	400	828	99	67	166	486	434	920	451	415	866
13	Zendobahir	5	5	10	5	4	9	59	69	128	0	0	0	126	124	250	116	121	237
14	Enbachiko	19	15	34	18	13	31	320	200	520	43	20	63	509	573	1082	460	490	950
15	Jiman	18	12	30	3	4	7	223	200	423	154	97	251	271	280	551	271	280	551
16	Chechiho	14	12	26	13	8	21	200	157	357	100	51	151	252	250	502	188	206	394
17	Mebela	4	8	12	4	6	10	69	61	130	42	11	53	73	78	151	61	70	131
18	Damot	0	5	5	0	4	4	41	51	92	0	0	0	61	64	125	38	48	86
19	Degamelza	30	16	46	30	16	46	1000	732	1732	132	118	250	903	829	1732	801	800	1601
20	Laskab	9	8	17	9	8	17	112	150	262	98	101	199	183	192	375	150	162	312
21	Shumgie	14	9	23	13	9	22	480	563	1043	283	194	477	361	310	671	359	301	660

22	Sarnko	11	13	24	11	11	22	330	290	620	200	100	300	461	341	802	450	332	782
23	Chebergie	4	4	8	4	4	8	79	65	144	34	26	60	52	62	114	48	51	99
24	Azuy	5	3	8	5	3	8	96	74	170	51	50	101	105	102	207	82	70	152
25	Gelametat ebiya	20	18	38	20	18	38	500	409	909	89	102	191	594	583	1177	405	421	826
26	Meskel anba	4	8	12	4	8	12	151	136	287	8	11	19	200	158	358	194	100	294
27	Kahinatese may	5	13	18	5	13	18	360	189	549	35	20	55	244	271	515	200	212	412
28	Asrade	5	5	10	5	5	10	256	100	356	49	25	74	184	176	360	135	141	276
29	Avena	12	9	21	12	7	19	261	146	407	178	130	308	204	203	407	181	183	364
30	QUalisa	20	11	31	15	8	23	350	280	630	0	0	0	402	436	838	370	405	775
31	Qualisa fitara	10	7	17	10	7	17	200	200	400	140	60	200	223	226	449	223	226	449
32	Mintochi	4	6	10	4	5	9	100	100	200	20	10	30	109	92	201	109	92	201
33	Akayina	26	20	46	20	10	30	350	150	500	5	0	5	619	607	1226	601	599	1200
34	Woftoma	11	9	20	11	8	19	200	70	270	60	10	70	389	310	699	370	289	659
35	Shemador o	4	2	6	4	1	5	150	50	200	5	0	5	104	96	200	100	85	185
36	Hodegebiy a	12	10	22	10	6	16	150	60	210	35	20	55	190	220	410	142	181	323
37	Taraseba	7	8	15	7	6	13	110	40	150	0	0	0	170	188	358	100	105	205
38	Rufael	2	3	5	2	3	5	39	29	68	0	0	0	46	69	115	32	64	96
39	Worgaja	9	11	20	9	11	20	239	305	544	151	82	233	287	353	640	287	353	640
total		485	482	967	429	408	837	10918	9839	20757	3727	2742	6469	13725	13101	26826	12549	11890	24439

### Appendix 5. Super school of five training participants' data, Seqota Zuria District

#	Name of school	School based teachers training						Parent/care giver orientation						student training						HEWs	
		Expected			Actual			Expected			Actual			Expected			Actual			Expe cted	Actual
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	F	F
1	Tsemera	12	19	31	11	6	17	49	67	116	41	40	81	450	400	850	450	400	850		2
2	Ma/silasea	14	7	21	9	4	13	42	50	92	30	35	65	300	320	620	300	320	620		1
3	FaYa	12	14	26	12	14	26	80	70	150	70	60	130	368	541	909	368	541	909		2
4	Qeba	12	12	24	10	12	22	29	40	69	14	29	43	259	400	659	259	400	659		2
5	Shimeder	15	16	31	14	15	29	214	195	409	200	100	300	400	450	850	400	450	850		3
6	Agewmariam	3	3	6	3	3	6	102	88	190	90	70	160	224	276	500	174	226	400		1
7	Lay saida	8	6	14	8	6	14	116	92	208	102	72	174	300	320	620	300	320	620		3
8	Sawuna	10	5	15	10	4	14	120	98	218	100	77	177	230	300	530	230	300	530		3
9	Jerba	10	14	24	10	14	24	250	115	365	160	82	242	420	440	860	420	440	860		3
10	Bezza	12	6	18	12	5	17	161	130	291	92	86	173	310	360	670	310	360	670		3
11	Biribir	15	12	27	15	10	25	175	155	730	62	46	108	400	310	710	400	310	710		3
12	Akim	13	14	27	12	10	22	143	156	399	50	25	75	375	300	675	375	300	675		1
13	D/sayel	5	1	6	5	1	6	95	70	145	70	60	220	280	370	650	280	370	650		1
14	Dabilmariam	11	7	18	8	6	14	248	276	484	122	113	235	280	320	600	280	320	600		2
15	Takila	6	8	14	6	7	13	250	110	360	80	110	190	155	140	295	155	140	295		1
16	Woleh	25	19	44	25	19	44	260	176	436	255	174	626	610	720	1330	610	720	1330		3
17	Tia	11	8	19	11	8	19	201	90	291	198	88	286	325	360	685	325	360	685		3
18	Divakoane	3	2	5	3	2	5	80	60	140	40	20	60	102	90	192	102	90	192		1
19	Quafa	7	8	15	7	8	15	122	96	218	102	88	167	280	240	520	280	240	520		1



20	gaqo	4	2	6	4	2	6	130	90	220	70	50	251	150	130	280	150	130	280		1
21	d/birhan	8	12	22	8	12	22	184	110	294	105	65	170	620	710	1330	620	710	1330		3
22	Adwa dil	32	18	50	32	18	50	325	220	545	220	215	435	664	746	1410	664	746	1410		3
23	Drinziba	7	7	14	7	7	14	126	115	140	90	75	165	257	273	530	257	273	530		3
24	Wal	9	8	17	9	8	17	156	131	287	130	102	232	315	310	625	315	310	625		1
25	Serere	6	0	6	6	0	6	259	170	429	200	70	270	225	210	435	225	210	435		2
26	Abia	12	2	14	11	2	13	237	201	438	150	90	240	260	210	470	260	210	470		1
27	Sewurt	8	6	14	8	6	14	326	210	536	180	112	292	223	230	453	223	230	453		2
28	Rubaria	8	9	17	8	9	17	221	105	326	140	70	210	240	350	590	240	350	590		1
29	Serei	24	24	48	24	24	48	360	165	525	160	120	280	764	716	1480	764	716	1480		3
30	Mezemurtasew	19	15	34	19	15	34	201	119	320	104	84	188	400	520	920	400	520	920		3
31	Eqilwa	9	6	14	9	6	14	146	78	224	80	60	140	300	342	642	300	342	642		2
Total		111	81	191	110	81	190	2105	1364	3448	1339	840	2884	7093	7937	13912	7093	7937	13912	0	64

**Appendix 6. Number of materials delivered for program implementation, Debarq District**

S.no	Name of school	Student work book	Student certificate	Flip chart	Poster	Teachers guide	Glo germ	Battery	Soap
1	Demto	447	447	5	10	3	1	1	447
2	Debbahr	707	707	5	10	3	1	1	707
3	Sugsug	170	170	5	10	3	1	1	170
4	Weyiraye	214	214	5	10	3	1	1	214
5	KebeSha	577	577	5	10	3	1	1	577
6	Anednet	897	897	5	10	3	1	1	897
7	Aderehtsan	689	689	5	10	3	1	1	689
8	Tabla	297	297	5	10	3	1	1	297
9	Guagua	194	194	5	10	3	1	1	194
10	Wuraba	577	577	5	10	3	1	1	577
11	Jerosen	825	825	5	10	3	1	1	825
12	Trahina	917	917	5	10	3	1	1	917
13	Weged	431	431	5	10	3	1	1	431
14	Tsiyon	561	561	5	10	3	1	1	561
15	Adebabay	862	862	5	10	3	1	1	862
16	Sila	355	355	5	10	3	1	1	355
17	Beles	772	772	5	10	3	1	1	772
18	Adagat	495	495	5	10	3	1	1	495
19	Adizanday	268	268	5	10	3	1	1	268
20	Abay	627	627	5	10	3	1	1	627

21	Chardqua	897	897	5	10	3	1	1	897
22	Mnjro	212	212	5	10	3	1	1	212
23	Medra	233	233	5	10	3	1	1	233
24	Qiriqabe	239	239	5	10	3	1	1	239
25	Lomiwenz	405	405	5	10	3	1	1	405
26	Sgi	522	522	5	10	3	1	1	522
27	Adikbro	452	452	5	10	3	1	1	452
28	Sera	563	563	5	10	3	1	1	563
29	Duranbesa	334	334	5	10	3	1	1	334
	Total	14739	14739	145	290	87	29	29	14739

**Appendix 7. Number of materials delivered to the program implementation, Meket District**

#	Name of school	Student workbook	Student certificate	Flip chart	Poster	Teachers guide	Glo germ	Battery	Soap
1	Felakit	1,934	1,934	5	10	3	1	1	2,004
2	GereGera	1,705	1,705	5	10	3	1	1	1,772
3	Kurisa	1,000	1,000	5	10	3	1	1	1,028
4	Wefchina	582	582	5	10	3	1	1	601
5	Tewiha	676	676	5	10	3	1	1	701
6	A/Dega	547	547	5	10	3	1	1	572
7	Defarge	618	618	5	10	3	1	1	638
8	Mehalge	266	266	5	10	3	1	1	272
9	Qella	494	494	5	10	3	1	1	283
10	Shallo	272	272	5	10	3	1	1	277
11	Serko	656	656	5	10	3	1	1	679
12	Debre Zebit	1,212	1,212	5	10	3	1	1	1,261
13	A/Techa	125	125	5	10	3	1	1	130
14	Berekeza	800	800	5	10	3	1	1	832
15	Ageret	1,834	1,834	5	10	3	1	1	1,895
16	Tetaro	205	205	5	10	3	1	1	211
17	Gersa	548	548	5	10	3	1	1	566
18	G/memcha	438	438	5	10	3	1	1	450
19	Maserut	910	910	5	10	3	1	1	947
20	Emamuz	443	443	5	10	3	1	1	456
21	Gedeb	263	263	5	10	3	1	1	276
22	H/mekuwat	1,081	1,081	5	10	3	1	1	1,121
23	Anja	190	190	5	10	3	1	1	196
24	Asessa	860	860	5	10	3	1	1	884
25	Meskel	601	601	5	10	3	1	1	628
26	Betrael	464	464	5	10	3	1	1	483
27	Weketa	951	951	5	10	3	1	1	992
28	A/Anba	138	138	5	10	3	1	1	145
29	D/warkaye	533	533	5	10	3	1	1	547
30	Sisay	695	695	5	10	3	1	1	729
31	Gulge	178	178	5	10	3	1	1	185
32	F/Hiwot	150	150	5	10	3	1	1	255
33	Akat	666	666	5	10	3	1	1	698
34	Ras dashen	345	345	5	10	3	1	1	357
35	Faket	394	394	5	10	3	1	1	407
36	Gondeber	312	312	5	10	3	1	1	324

37	Teja	1,203	1,203	5	10	3	1	1	1,243
38	Serko Gebeya	176	176	5	10	3	1	1	281
39	Weyra ber	466	466	5	10	3	1	1	482
40	Hagere genet	175	175	5	10	3	1	1	181
41	Melbi	461	461	5	10	3	1	1	572
42	Debre kerbe	820	820	5	10	3	1	1	840
43	Arebal	572	572	5	10	3	1	1	692
	Total	26,959	26,959	215	430	129	43	43	28,093

**Appendix 8. Number of materials delivered to program implementation, Ebinat District**

S.no	Name of school	Student workbook	Student certificate	Flipchart	Poster	Teachers guide	Glo-germ	Battery	Soap
1	Ebinat	2366	2366	8	8	2	1	1	4012
2	Bahirsegeda	1165	1165	4	4	2	1	1	1197
3	Shiqurqo	202	202	3	3	2	1	1	206
4	Hibret	1579	1579	6	6	2	1	1	1843
5	Debirabajalie	897	897	6	6	2	1	1	921
6	Anbober	662	662	4	4	2	1	1	1060
7	Nechidingay	160	160	2	2	2	1	1	164
8	Ziha	1830	1830	8	8	2	1	1	2082
9	Serawudi	1019	1019	6	6	2	1	1	1047
10	Feresmesk	746	746	6	6	2	1	1	766
11	Gunaguna	804	804	6	6	2	1	1	826
12	Wariva	920	920	6	6	2	1	1	1046
13	Zendobahir	250	250	4	4	2	1	1	256
14	Enbachiko	1022	1022	6	6	2	1	1	1050
15	Jiman	551	551	6	6	2	1	1	565
16	Chechiho	504	504	4	4	2	1	1	518
17	Mebela	132	132	2	2	2	0	0	134
18	Damot	125	125	2	2	2	0	0	125
19	Degamelza	1732	1732	8	8	2	1	1	1906
20	Laskab	375	375	4	4	2	1	1	385
21	Shungie	682	682	6	6	2	1	1	772
22	Sarnko	802	802	4	4	2	1	1	824
23	Chebergie	116	116	2	2	2	1	1	118
24	Azuy	207	207	2	2	2	1	1	211
25	Gelametatebiya	1199	1199	8	8	2	1	1	1433
26	Meskel anba	358	358	4	4	2	0	0	368
27	Kahinatesemay	515	515	6	6	2	1	1	59
28	Asrade	362	362	4	4	2	1	1	372

29	Avena	407	407	4	4	2	1	1	417
30	QUalisa	836	836	6	6	2	1	1	858
31	Qualisa fitara	489	489	6	6	2	1	1	501
32	Mintochi	201	201	4	4	2	1	1	205
33	Akayina	1227	1227	6	6	2	1	1	1461
34	Woftoma	699	699	4	4	2	1	1	709
35	Shemadoro	200	200	4	4	2	1	1	204
36	Hodegebiya	416	416	4	4	2	1	1	426
37	Taraseba	358	358	4	4	2	1	1	368
38	Rufael	115	115	2	2	2	1	1	117
39	Worgaja	648	648	4	4	2	1	1	666
TOTAL		26230	26230	181	181	76	35	35	29532

**Appendix 9.** Number of materials delivered to the program implementation, Seqota Zuria District

S.no	Name of school	Student work book	Student certificate	Flip chart	Poster	Teachers guide	Glo germ	Battery	Soap
1	Tsemera	850	850	2	4	3	1	2	850
2	M/silasea	620	620	2	4	3	1	2	620
3	Faya	909	909	2	6	3	1	2	909
4	Qeba	659	659	2	6	3	1	2	659
5	Shimeder	850	850	2	3	3	1	2	850
6	Agewmariam	500	400	2	3	3	1	2	500
7	Lay saida	620	620	3	4	3	1	2	620
8	Sawuna	530	530	3	6	3	1	2	530
9	Jerba	860	860	3	7	3	1	2	860
10	Bezza	670	670	3	3	3	1	2	670
11	Birbir	710	710	4	3	3	1	2	710
12	Akim	675	675	4	2	3	1	2	675
13	d/sayel	650	650	4	4	3	1	2	650
14	Dabilmariam	600	600	2	2	3	1	2	600
15	Takila	295	295	3	5	3	1	2	295
16	Woleh	1,330	1,330	4	5	3	1	2	1,330
17	Tia	685	685	2	6	3	1	2	685
18	Divakoane	192	192	3	4	3	1	2	192
19	Quafa	520	520	4	7	3	1	2	520
20	Gaqo	280	280	2	6	3	1	2	280
21	d/birhan	1,330	1,330	3	8	3	1	2	1,330
22	Adwa dil	1,410	1,410	3	2	3	1	2	1,410
23	Drinziba	530	530	3	3	3	1	2	530
24	Wal	625	625	4	3	3	1	2	625
25	Serere	435	435	2	3	3	1	2	435
26	Abia	470	470	5	2	3	1	2	470
27	Sewurt	453	453	6	2	3	1	2	453
28	Rubaria	590	590	3	6	3	1	2	590
29	Sereiel	1,480	1,480	2	4	3	1	2	1,480
30	Mezemurtasew	920	920	2	2	3	1	2	920
31	Eqilwa	642	642	2	3	3	1	2	642
	Total	13,392	13,392	91	128	93	31	62	13,392