

Report of Trip to Ethiopia to Review EREP Schools, 2007

Submitted to
Ethiopian Partnership Mission Team
and
Western Wollega Bethel Synod
by Mary Rhodes
17 December 2007

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Glossary

Aleku	Site of one of the EREP schools
BESS	Bethel Evangelical Secondary School
Birr	Ethiopian currency (exchange rate is about Birr 9 = US\$ 1)
BYES	Brahane Yesus Elementary School
Dembi Dollo	Home of WWBS. Also the site of a congregation-founded and operated kindergarten using EREP curriculum. The congregation intends to develop this into kindergarten through Grade 4.
EECMY	Ethiopian Evangelical Church Mekane Yesus
EEEF	Ethiopian Education Endowment Fund
EPMT	Ethiopian Partnership Mission Team, Susquehanna Valley Presbytery
EREP	Ethiopian Rural Education Project
Gaba Arbi	Site of one of the EREP schools
HLM	Hibret Lelimat Ma'ekel, an Ethiopian NGO that envisages full mobilization and utilization of the Ethiopian Diaspora resources to facilitate optimal "brain gain" and capacity building for poverty alleviation and socio-cultural and economic transformation for the benefit and prosperity of the Ethiopian people.
Kake	Site of a congregation-founded and operated kindergarten using EREP curriculum. Kake also is the site of the training center that SVP helped WWBS build in 2004.
NGO	Non Governmental Organization
RIVER	Rishi Valley Institute for Rural Education
SVP	Susquehanna Valley Presbytery, New York
WWBS	Western Wollega Bethel Synod

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I. Description of the EREP 2007 trip

A. Planning Summit, 2004, recommendation for the trip

1. The trip was recommended by the Planning Summit of 2004 to take place in 2006 or 2007 to review EREP project status and to plan future actions.
2. This report primarily addresses development of the Ethiopian Rural Education Project schools since the Planning Summit of 2004. The school project evolved out of the partnership of Susquehanna Valley Presbytery PC(USA) and Western Wollega Bethel Synod EECMY that has been in existence since 1996. I had opportunity to visit with numerous individuals in WWBS and EECMY during this trip, and have included information about the Synod and the Partnership in this report.

B. Purposes

1. To follow up on the Planning Summit of 2004 and review the status of EREP
2. To visit school sites and to document the schools with photographs
3. To obtain information about the schools from administrators, teachers, and community members
4. To participate in and observe RIVER training of EREP teachers and community teachers
5. To develop project plans with WWBS and RIVER
6. To strengthen the partnership between Susquehanna Valley Presbytery and Western Wollega Bethel Synod
7. To make recommendations

C. Itinerary, 3 November – 26 November 2007

1. See itineraries in Attachments.
2. Although the RIVER team and I planned to travel together to Dembi Dollo on November 7, Ethiopian Airlines found that the flight was over weight and permitted only me to board. The airline accommodated five members of the RIVER team at the National Hotel for two days; they subsequently were allowed to fly on the next scheduled flight, November 9. This unfortunate delay,

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however, allowed the sixth RIVER team member, Krishna, to join them, having solved some problem of his passport in India and having flown to Addis Ababa on November 8. Krishna was accommodated for one night at the BSCO guest house. The consequence of the two-day delay in RIVER's reaching Dembi Dollo, prevented the team from visiting the EREP schools on November 8 and 9. I proceeded to keep the November 8-9 schedule visiting the schools and meeting with the community members. On Monday, November 12, the RIVER team divided into two groups, one of which visited Aleku and the other visited Gaba Arbi, thus delaying start of the classroom training workshop by one day. I joined the group that visited Gaba Arbi and Kake. It was essential for the RIVER team to see the schools and teachers in operation before engaging in the training process.

D. Persons traveling

1. Mary Rhodes

- a. Non-ruling Elder, First Presbyterian Church, Ithaca, NY
- b. Participant in EREP since its inception
- c. Participant in four working trips for EREP on behalf of Susquehanna Valley Presbytery
 - i. 2000, Rishi Valley, India, feasibility study
 - ii. 2004, Dembi Dollo, planning summit with WWBS and RIVER
 - iii. 2006, Rishi Valley, India, Grade 2 curriculum development
 - iv. 2007, Dembi Dollo, review of EREP as recommended by planning summit of 2004

2. RIVER delegation

- a. Y. A. Padhamabha Rao, Co-director, RIVER
- b. Anamula Rama, Co-director, RIVER
- c. Thana Venu, Staff, RIVER
- d. Gudise Anil, Staff, RIVER

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- e. Etikota Ramu, Staff, RIVER
- f. Yaddasari Krishnappa (Krishna), Staff, RIVER

E. Funding

1. By Susquehanna Valley Presbytery, \$8,250
 - a. \$6,000 for RIVER travel
 - b. \$2,250 for Mary Rhodes' travel. See attachment for expenditures.
2. By RIVER: Approximately \$6,000 for RIVER travel

F. Places that I visited and persons consulted (chronological order)

1. Addis Ababa, 6 November 2007
 - a. Tadessa Tagegne, Senior Development Officer, UN World Food Program. Explored possible link with Rotary International.
 - b. Michael Weller, PC(USA)'s Regional Liaison for the Horn of Africa. Discussed meetings and activities planned for the trip and current status of the EREP schools.
 - c. Dugasse Beyene, Team member from WWBS for EREP curriculum development in 2004 and 2006. Discussed EREP schools and curriculum with RIVER team.
 - d. Y. A. P. Rao, Co-director, Rishi Valley Institute for Rural Education (RIVER). Discussed EREP curriculum, training, development of schools, and funding.
2. Addis Ababa to Dembi Dollo via Gambella, 7 November 2007
 - a. Teferi Dina, Director of Social Development, WWBS. Discussed general program for this trip and current status of EREP.
 - b. On the road from Gambella to Dembi Dollo, visited one of the major coffee processing factories in this region.
 - c. Amanuel Tesfaye, team member from WWBS for EREP curriculum development in 2006, and Director of Brahane Yesus Elementary School. Discussed EREP curriculum.

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3. Gaba Arbi EREP School, 8 November 2007
 - a. Approximately 60 parents of children enrolled in the school and other community members. (A funeral in the village that morning prevented a number of interested persons from attending the meeting.) Discussed significance of the school for the community; benefits; future developments.
 - b. Jirate Roso, Coordinator, EREP. Participated in meeting with Gaba Arbi community.
 - c. Teferi Dina, Director, Social Development, WWBS. Participated in meeting with Gaba Arbi community.
4. Kake Mekane Yesus Congregation, 8 November 2007
 - a. Met with approximately 30 representatives of the congregation after visiting the kindergarten that the congregation built and operates. The kindergarten uses the EREP curriculum and methodology. The teachers were trained by the Ethiopian team in 2006 and participated in the training workshop by RIVER in 2007.
5. Aleku EREP School, 9 November 2007
 - a. More than 100 parents and community members. Discussed significance of the school for the community; benefits; future development plans.
 - b. District Superintendent of Education. Spoke to the assembled community on the significance of the school and the importance of active community participation.
 - c. Jirate Roso, Coordinator, EREP. Participated in meeting with Alekui community.
 - d. Teferi Dina, Director, Social Development, WWBS. Participated in meeting with Aleku community
6. Dembi Dollo, 9 November 2007
 - a. RIVER team members arrived from Addis Ababa via Gambella after a two-day delay caused by over-booked Ethiopian Airlines flight on November 7.

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7. Dembi Dollo, 10 November 2007
 - a. Tour of Gidada Bible School and the new sanctuary under construction in the WWBS compound. Rev. Worate Gelache and Teferi Dina with the six staff members from RIVER.
 - b. Visited the market with the RIVER team.
8. Mekane Yesus Church, Dembi Dollo, 11 November 2007
 - a. Attended worship services with Rev. Worate Gelache, Teferi Dina and Anil (from RIVER) at the EECMY congregation in Dembi Dollo.
 - b. Daniel, Chair of the Congregation. In a meeting after the worship service, Daniel discussed the kindergarten that the congregation has built, the use of the EREP curriculum, and future plans to expand the kindergarten to the first four grades. This year the kindergarten has 80 children. The teachers were trained by the Ethiopian team in 2006 and participated in the training workshop by RIVER in 2007.
9. Gaba Arbi EREP School, 12 November 2007. Visited the school with three members of the RIVER team and Amanuel Tesfaye.
10. Gaba Arbi Government School, 12 November 2007. Visited the school with Amanuel Tesfaye, and Rama, Krishna, and Venu of the RIVER team. The following local people discussed the possible adaptation of the EREP curriculum in the local kindergarten sponsored by the Mekane Yesus congregation, and in the elementary school.
 - a. Angeshu, a woman in the local school office
 - b. Kabend, District Coordinator of Education
 - c. Amanuel, a government worker who is a member of the local Mekane Yesus congregation and is the congregation's coordinator of its kindergarten
11. Kake Mekane Yesus Congregation, 12 November 2007. Visited the kindergarten and congregation with Amanuel Tesfaye, and Rama, Krishna, and Venu of the RIVER team.
 - a. Mitiku Workneh, Chair of the Kake Congregation. Discussed use of the EREP curriculum by the kindergarten built and

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operated by the congregation, and future plans for expansion. See Attachments for the congregation's report.

- b. Met with a group of representatives of the congregation for general discussion of the kindergarten.

12. Dembi Dollo, 13 November 2007.

- a. Participated with Teferi Dina, Jirata Roso, Rao, and Rama in the opening training session conducted by the RIVER staff with 21 teachers (9 women and 12 men).
- b. Zahara Said, WWBS Women's Department. Discussed training issues that the Women's Department is involved in including harmful traditions, HIV/AIDS, and people with disabilities.

13. Dembi Dollo, 14 November 2007

- a. Amanuel Tesfaye, Director, Brahane Yesus Elementary School. Discussed the history of the school, its current standing, and future needs.
- b. Rev. Worate Gelache, President, WWBS, and Rev. Deressa Wakjira, Executive Secretary, WWBS. Discussed partnership with SVP, current activities of WWBS, issues in the organization and the community, and future plans of the synod.
- c. Attended training workshop conducted by RIVER.

14. Dembi Dollo, 15 November 2007

- a. Bill and Betsey Muldrow, retired Presbyterian missionaries who served 11 years in Ethiopia. Discussed EREP and the Ethiopia Reads library in Addis Ababa.
- b. Visited Elu Bakar water project near Kebe (north and west of Kake) with Teferi Dina, Bill Muldrow and Betsey Muldrow. Visited Kebe and the health post constructed about 30-40 years ago by Bill Deeter. The health post is still in operation but in great need of maintenance and equipment. Also visited the water tanks built in Kebe by Bill Deeter. Observed a veterinary clinic at Kebe.

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15. Dembi Dollo, 16 November 2007

- a. Attended a meeting with the district health officer, Bill Muldrow, Betsey Muldrow, and Teferi Dina. Discussed issues affecting health care distribution in the district through hospitals, health centers, and health posts, with particular reference to the health post at Kebe. The district health officer indicated that a new health center has been built at Kebe and that the government plans to construct another new health center about seven kilometers from the old health post.
- b. Visited BESS with Teferi Dina, Betsey Muldrow, and Bill Muldrow. Attended and spoke to convocation of the student body.
- c. Visited Metric Mela set up at Brahane Yesus Elementary School as part of RIVER training for 21 teachers. See Attachments for aims and objectives of the Metric Mela.
- d. Participated in closing session of the 4-day classroom training workshop with Teferi Dina, Jirata Roso, Rama, Rao, the RIVER team, and 21 teachers.

16. Dembi Dollo, 17 November 2007

- a. Rev. Deressa Wakjira, Executive Secretary, WWBS. Discussed growth of WWBS to 256,000 members, and issues facing Mekane Yesus in western Ethiopia.
- b. Teferi Dina, Director, Social Development, WWBS. Discussed priorities for development of EREP and budget.

17. Dembi Dollo to Addis Ababa via Gambella, 18 November 2007

- a. Teferi Dina, Director, Social Development, WWBS. Discussed EREP development and budgeting.
- b. On the way to Gambella we stopped at a spring at Shebel that WWBS wants to cap and improve as a water supply for the local population. Bill Muldrow and Betsey Muldrow are interested in finding support for this project.

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18. Addis Ababa, 19 November 2007

- a. Rachael Stephens, from Birmingham, UK. She is working on a project in Aira in the synod north of WWBS. She accompanied me when I visited the Shola Children's Library operated by Ethiopia Reads.
- b. Selam Negussie, Manager, Ethiopia Reads/EBCEF; Sintayheu Lemma, Manager, Shola Children's Library, Ethiopia Reads/EBCEF; Dana Wedel, Intern, Ethiopia Reads/EBCEF. Discussed formation and establishment of Ethiopia Reads/EBCEF, successes of the program, future plans, and ways in which other organizations can participate in the establishment of libraries.
- c. Teferi Dina, Director, Social Development, WWBS. Phone discussion about Ethiopia Reads/EBCEF and possible application for EREP schools and/or Brahane Yesus Elementary School.

19. Addis Ababa, 20 November 2007

- a. Janelle McCarty, Faculty, BESS. Discussed issues involved in teaching English at BESS and possible future plans for the program there.
- b. Dr. Tewabech Bishaw, Founder and Managing Director, Hibret Lelimat Ma'ekel. HLM is a clearinghouse to identify intellectual, professional, and financial resources among the Ethiopian Diaspora and to connect those resources with projects and needs in Ethiopia. Discussed possible collaboration to support development of EREP schools.

20. Addis Ababa, 21 November 2007

- a. Rachel Weller, Health Coordinator for the East and West Gambella Bethel Synods. Discussed clinics in Gambella and the need for transportation source such as a Toyota Land Cruiser. Stumbling point is the cost of the vehicle (\$75,000), but it is badly needed.

21. Addis Ababa, 22 November 2007

- a. Rev. Worate Gelache, President of WWBS, and Etefa (on the staff of the Department of Social Development). Discussed future development of EREP.

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22. Addis Ababa, 23 November 2007

- a. Lunch with Rev. Teferi Barkessa, Coordinator of BSCO. Discussed Partnership and EREP schools.
- b. Dinner with Rachel Weller, Health Coordinator for the East and West Gambella Bethel Synods; Lydia Weller, Rachel and Michael's daughter; Dorothy Hanson, Consultant on AIDS in East Africa; Janelle McCarty, faculty member at BESS in the English Department; Mike McCarty, staff member in the WWBS Social Development Department. Discussed development of EREP and other EECMY projects.

23. Addis Ababa, 24 November 2007

- a. Rev. Gemechisa Guja (pastor of Oromo Evangelical Church in Columbia, Pennsylvania). Discussed EREP.

24. Addis Ababa, 25 November 2007

- a. Y. A. P. Rao, Director of RIVER and Rev. Worate Gelache, President of WWBS. Discussed status and future plans for EREP.
- b. Dave Thalman, Bill Burslem, and Rex Ritchie, from Shenandoah Presbytery. Discussed EREP and their presbytery's clinic project.

25. Departure from Addis Ababa, 26 November 2007.

- a. Dugasse Beyene, a member of the Ethiopian curriculum development team in 2004 and 2006, accompanied the RIVER team and me to Bole Airport. Dugasse is taking graduate courses at Addis Ababa University in development studies and will return to Dembi Dollo to work in the Social Development Department when he has completed his degree. He is strongly supportive of EREP.

II. Background to the EREP 2007 review trip

A. Objectives defined in the 2004 Planning Summit:

1. To build school buildings in rural communities that will serve as model schools offering instruction for the first four grades of the Oromia state curriculum up to 40 children in each school.

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2. To establish a garden by each school that will serve as a model garden for the community to teach land reclamation and sustainable plant cultivation and that will provide some fruits and vegetables for the children in the school.
3. To build additional rural schools throughout WWBS after the model schools have proven to be successful.
4. To offer educational opportunities to all members of the community regardless of economic status or religion, and to provide equal opportunity to girls for education.
5. To offer non-formal educational opportunities for basic education to adult members of the community at night or at other times when the school is not being used by the children.

III. EREP development since 2004

A. Successes by the Ethiopian Rural Education Project administered by WWBS

1. Selected villages in which to build the EREP schools: Aleku and Gaba Arbi
2. Negotiated land for the schools in the villages
3. Built schools with labor contributed by villagers
4. Fenced land and planted trees and flowers with labor by villagers. The gardens will be further developed at each school.
5. Ethiopian team developed curriculum for Grade 1 (in 2004) and Grade 2 (in 2006) in India
6. Trained four Ethiopian team members for classroom application of the curriculum. Training completed in 2006 in India.
7. Selected and hired four teachers in 2006 based on professional qualification and English proficiency
8. Ethiopian team trained the four hired teachers as well as teachers from Kake and Dembi Dollo congregation-sponsored kindergartens, in 2006
9. Began instruction at Aleku and Gaba Arbi in October 2006 and continued throughout the 2006-2007 academic year. Instruction is continuing in 2007-2008 academic year.

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10. Supervised and monitored Aleku and Gaba Arbi schools on a continuing basis.
11. Sponsored four-day classroom training for 21 local teachers (including the four teachers from our EREP schools) by RIVER staff in 2007. The training included organization and conduct of a metric mela at Brahane Yesus Elementary School. (See attachment for aims and objectives of the metric mela.)
12. Sponsored a five-day hands on, practical training in the EREP classrooms for 14 local teachers (including the four teachers from our EREP schools) by RIVER staff in 2007
13. EREP schools are inclusive of all social, religious, and ethnic populations in their communities
14. EREP schools provide equitable access to and education for girls and boys
15. After one year of operation teaching Grade 1 curriculum, our students excelled when compared with children in government schools according to government teachers (based on testimony by a teacher from a neighboring school where EREP students are attending Grade 2).
16. EREP curriculum is being used in two EREP schools (Aleku and Gaba Arbi) and in four kindergartens (Aleku, Gaba Arbi, Dembi Dollo, and Kake) in 2007. Rather than sponsoring construction of additional schools in other villages, EREP is encouraging communities to build schools that will adopt the EREP curriculum, and encouraging existing schools to adopt the EREP curriculum.

B. Challenges

1. Provide sufficient classroom space to accommodate the village populations of kindergarten and Grade 1-4 children. The immediate need is for a third classroom for each of our two schools. In the long run, we will probably need to double the size of the schools.
2. Provide electricity to the school buildings thus making them functional at night.
3. Provide potable water to the schools
4. Offer non-formal educational opportunities for basic education to adult members of the community at night or at other times when the

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school is not being used by the children. Both communities expressed very strong desires for adult literacy classes.

5. Develop the curriculum for Grades 3 and 4. By developing the curriculum in Ethiopia (rather than India) considerable financial savings can be realized. The Ethiopian and RIVER teams can collaborate via electronic means. Printing and lamination can be accomplished in Ethiopia. It would be useful in two to four years for the RIVER team to return for additional consultation.
6. Provide a library for each school. The communities feel their isolation and believe that a library could greatly benefit their children and adults. It may be possible to get support for the libraries through Ethiopia Reads/Ethiopian Books for Children and Educational Foundation in Addis Ababa.
7. Sustain the schools on a continuing basis
8. Encourage other schools in WWBS to adopt the EREP curriculum
9. Build, furnish and equip a resource center to support all of the EREP schools with training and materials. The resource center will play a critical role in developing and sustaining the EREP schools.
10. Raising funds to pay RIVER for the Grade 2 curriculum development in 2006. \$12,152.
11. Transporting the remaining Grade 2 curriculum materials from India to Dembi Dollo. The RIVER team brought about half of the materials having completed the printing and lamination in India.

C. Discussion

1. It was truly gratifying to return to Ethiopia three years after the Planning Summit and to witness the accomplishments of EREP. It is one thing to read about the progress on paper, but it is quite a different thing to see the villages and the schools and the children and the community members and to comprehend the amount of work that made these schools a reality. This is a Partnership project achieved through mutual effort by the SVP and WWBS partners. A review of the EREP Cash Flow (see attachment) reveals the input by SVP congregations through the years. Likewise, a visit to the schools impresses the visitor with the work accomplished by the villagers and the WWBS leadership in bringing the schools to fruition. Less obvious are the behind the scenes planning and preparation, including two months when the four-member Ethiopian

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team lived and worked in India to write the curriculum. While it seems in some ways that the Ethiopian Rural Education Project has been going on forever, it is remarkable that so much has been accomplished in just the past three years. This is a significant work that will have long-term effect in the communities that adopt this curriculum and educational methodology.

2. In the community meeting at our Gaba Arbi school, one of the community members thanked us for making the school possible, and he especially thanked us for caring enough to follow up by coming to visit the school and the community and witnessing the school's existence and operation. In the community meeting at our Aleku school, the district superintendent of elementary and secondary education addressed the community members about the significance of this school. He told them that the people in America who contributed money for this school do not have children attending it but nevertheless they gave money, and he reminded them that they, who have children attending, have a special responsibility to support this school. Community members at both of the schools expressed their thanks for the schools and expressed their eagerness for seeing the schools grow to include all four grades as well as adult literacy classes. They said, we are ready to help ourselves but we need assistance.
3. The communities appreciate that the schools are inclusive of all religious and ethnic groups. This is a significant point because in the past four or five years the Ethiopian government has resettled 360,000 people from the eastern areas of the country to the high country of Western Wollega. Many (if not most) of the resettled population is Muslim. The schools can help play an important role in easing the resettlement process by opening their doors for all.
4. Aleku and Gaba Arbi schools are model schools that are intended to exemplify efficient, productive, and cost effective educational programs. By inviting teachers from Kake, Chanka and other villages in the area to participate in the 2006 training by the Ethiopian team and the 2007 RIVER training, WWBS initiated the effort to spread adoption of the EREP curriculum and teaching/learning methodology to other villages and towns. This was an important preliminary step in establishing the EREP educational program in this region. Four EREP teachers and 17 teachers from surround villages and towns participated in the training workshop this fall.
5. The EREP has two primary sources of strength: the SVP-WWBS

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Partnership, and the professional, effective administrative leadership of WWBS and the Department of Social Development. Without the firm commitment and support of SVP, the resources would not be available for this educational program, and hundreds of children would not have opportunity for even the most basic education. Without the talents and commitment of the WWBS administrators, especially in the Department of Social Development, the resources and raw materials would not have taken shape in the form of schools and teachers and curriculum materials. This is a remarkable project in that it links three NGOs on three continents. The cross-cultural commitment that the three share achieves the objective of educating children who otherwise would remain illiterate; that statement of faith will continue to benefit those children and their communities into the future.

D. Recommendations

1. In the immediate term, build a third classroom attached to each of our two EREP school buildings. Estimated cost \$8,500. Note: Ethiopia's inflation rate is 13 percent and this cost is likely to vary.
2. In the short term, SVP and WWBS should plan for construction, furnishing, and equipping of the resource center.
3. WWBS should take a census of Gaba Arbi and Aleku to project the village population for kindergarten and Grades 1-4 for the coming 10 years.
4. In the medium term, SVP should prepare to expand the physical plant of our two EREP schools to ultimately accommodate the village populations for kindergarten and four grades.
5. WWBS should continue encouraging communities to emulate the model schools at Aleku and Gaba Arbi by adopting the EREP curriculum in their existing schools. Since SVP cannot fund construction of schools, WWBS should encourage communities to build their own schools just as Kake and Dembi Dollo built their kindergartens that ultimately will become K-4 schools. Construction and development of the resource center will strengthen these efforts.
6. EPMT should designate an individual to work directly with Mary Rhodes to prepare applications for funds from appropriate granting agencies.
7. EPMT should explore and apply for grants from a broad spectrum

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of agencies including PC(USA) as well as non-profit and commercial sources.

8. EPMT should examine and develop alternative funding sources in SVP communities to provide basic support to sustain the EREP schools. WWBS should explore various ways in which the Aleku and Gaba Arbi communities can help sustain their schools.
9. Raise funds to pay RIVER for the Grade 2 curriculum development in 2006. \$12,152.
10. Transport the remaining Grade 2 curriculum materials from India to Dembi Dollo. .

IV. Western Wollega Bethel Synod

A. Successes

1. WWBS has 256,000 members and 402 churches as of the end of 2006.
2. Gidada Bible School continues to prepare pastors and evangelists. Though the numbers of women who graduate and who are available for a call to the pulpit is small, they continue to attract women to the ministry. Four women graduated from Gidada last year, three will graduate this year, and three are in the following class. Currently one woman is a pastor.
3. Brahane Yesus Elementary School has come under a new director, Amanuel Tesfaye. Amanuel has made a number of changes to improve administrative and fiscal efficiency. By these measures they were able to reduce the staff by two positions.
4. Brahane Yesus has 640 students; 88 completed Grade 8 last year. BYES students top all other schools in the zone in the national exam.
5. Please refer to the Western Wollega Bethel Synod's report for 2006 and the Western Wollega Bethel Synod Activity Summary, 2007 in the attachments. These reports contain details of numerous activities and successes in the Synod.

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- B. Challenges: These are specific challenges expressed by Rev. Worete Galache, President of WWBS, Rev. Deresse Wakjira, Executive Secretary of WWBS, and Amanuel Tesfaye, Director of Brahane Yesus Elementary School.
1. WWBS wishes to improve English language facility among synod staff, presbytery staff, teachers and others, and would like to replicate a one-month English usage training that Illubabor Synod held last summer in Masha Presbytery.
 2. Over the coming five years WWBS needs to find financial support for the synod administrative structure. (The presbyteries are able to sustain their pastors and congregations but cannot also sustain the Synod.) WWBS has set on two solutions to make the Synod self-reliant and are looking for additional possibilities:
 - a. Construct a guesthouse in Dembi Dollo town on land that they have acquired that will generate income from the general public,
 - b. Plant coffee on 200 hectares of farm land they have acquired; income from the land will begin in about five years.
 3. WWBS plans to upgrade the health program with clinics.
 4. WWBS has 402 churches but only 122 pastors supplemented with 86 evangelists. The Synod is training pastors continually, but obviously has a shortfall in the number of pastors that puts a strain on covering all of the churches.
 5. Brahane Yesus has 14 teachers. Ten of the teachers are paid by WWBS, but four are paid by the state because WWBS lacks resources to pay them. The teachers teach 30 periods per week and the Director teaches 10 periods in addition to his administrative responsibilities.
 6. Brahane Yesus' annual budget is Birr 201,567 (\$22,397) of which Birr 45,000 is covered by student fees. The remaining amount is Birr 156,576 (\$17,397). Although four of their teachers are being paid by the state, they are having great difficulty meeting this budget. They have not received any funds from EEEF this year.
- C. Partnership with Susquehanna Valley Presbytery
1. WWBS values the partnership with SVP but they feel that it has not been as strong in the last two years or so as it used to be. The

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Synod is concerned that the defection of the woman who came to the US has caused SVP to become discouraged with the partnership.

2. WWBS would like to revitalize the partnership. The Synod hopes that members of the SVP Ethiopian Partnership Mission Team will come to Dembi Dollo; and, if not them, that others will come on a regular basis. WWBS value the exchange of people who are members of SVP.
3. WWBS would like better communication with SVP and with the Ethiopian Partnership Mission Team. They have had difficulty finding out who the current Executive Presbyter of SVP is, and they would like to contact that person.
4. I suggested that the WWBS leadership initiate communication with SVP through the Executive Presbyter and the Ethiopian Partnership Mission Team by the following:
 - a. Develop a long-term calendar of events at which WWBS would like SVP presence. Share this calendar with SVP so that SVP can have sufficient time to plan attendance.
 - b. Send an email to SVP on a monthly basis.
 - c. Tell SVP what WWBS wants to learn or achieve from SVP visits.
 - d. Tell SVP what WWBS wants SVP to learn or achieve from their visits.
 - e. Share prayer requests with SVP on a regular basis.
5. WWBS has training programs that SVP might be interested in participating in such as teaching youth (65 percent of the church is youth), training leaders, and training women on various issues such as self-reliance, harmful traditions, and income-generating activities. While the leaders of WWBS are quite competent in English, there is great desire to strengthen the English language capability of others in their community, particularly those involved in all levels of administration and instruction.

D. Recommendations

1. Recommend that the SVP Executive Presbyter initiate regular communication with the WWBS President.

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2. Recommend that the SVP Ethiopian Partnership Mission Team send an email to the WWBS President on a monthly basis.
3. Recommend that all SVP congregations consistently pray for WWBS several times a month in worship services and/or other opportunities.
4. Recommend that SVP Ethiopian Partnership Mission Team members and other members of SVP visit WWBS on a continuing and regular basis.
5. Recommend that SVP collaborate with WWBS to develop an ongoing training in English as a Second Language perhaps with month long workshops to be taught in Dembi Dollo each summer. Recommend that SVP consider other creative possibilities for strengthening English language capabilities of interested individuals in WWBS.

V. Attachments

- A. Enrollment numbers at EREP schools and EREP kindergartens, 2006-2007, 2007-2008
- B. EREP Priorities and Projected Costs, November 2007
- C. Formation of Bethel Kake Kindergarten School, 2007
- D. Metric Mela Aims and Objectives, 6 November 2007, which was part of the two-week training workshop conducted by RIVER
- E. Western Wollega Bethel Synod Activity Summary, 2007
- F. Western Wollega Bethel Synod, pp. 12-28 in The Ethiopian Evangelical Church Mekane Yesus Bethel Synods Coordination Office, 2006 Brief Report, Part II. April 2007. Refer to:
<http://www.ethiopianetwork.org/2006BSCOBriefRept.pdf>

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- A. Enrollment numbers at EREP schools and EREP kindergartens, 2006-2007, 2007-2008

Enrollment in EREP Schools

School	Kindergarten		Grade 1	
	2006-2007	2007-2008	2006-2007	2007-2008
Aleku	84	73	16	34
Gaba Arbi	16	55	26	83
Dembi				
Dollo	36	80	<i>Not offered</i>	
Kake	90	123	<i>Not offered</i>	

Data as of November 2007

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B. EREP Priorities and Projected Costs, November 2007

EREP Development Priorities, 2007

Priority	Item	Est. Cost	Target
1	Additional furniture for Aleku	\$1,000	2007
1	Additional furniture for Gaba Arbi	\$1,000	2007
1	Implement adult literacy at Aleku	WWBS	2007-2008
1	Implement adult literacy at Gaba Arbi	WWBS	2007-2008
2	Computer for resource center*	\$2,000	2008
3	Additional classroom at Aleku	\$8,650	2008-2009
3	Additional classroom at Gaba Arbi	\$8,650	2008-2009
3	Furniture for additional classroom at Aleku	\$1,000	2008-2009
3	Furniture for additional classroom at Gaba Arbi	\$1,000	2008-2009
4	Complete payment to RIVER for Grade 2 **	\$12,152	2008
4	Operational costs for Aleku and Gaba Arbi (See details below)	\$10,020	2008-2009
5	Transport remaining Grade 2 materials from India to Dembi Dollo	???	
TOTAL		\$45,472	

**If possible, it would be helpful to transport the computer to Dembi Dollo in February 2008 when David Reed's group travels.*

***I recommend subtracting \$205.50 from the payment to RIVER for Grade 2 curriculum development. Please refer to the report of travel expenditures for details.*

School operational costs, 2008-2009

Teachers' annual salary (6 teachers)	
\$900/teacher	\$5,400
Teaching assistant/care taker (2)	\$1,440
Travel of satellite school teachers	\$280
Coordinator's salary	\$1,200
Stationary and training materials	\$1,200
Travel to schools using other project vehicles	\$500
TOTAL	\$10,020

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C. Formation of Bethel Kake Kindergarten School, 2007

6th Nov. 2007

At the first time the management of Bethel Kake Congregation have Understood the crucial issue of Kake town which was the absence of kindergarten school. After that they have amended the society in the Congregation to open Kindergarten. Then the people have contributed their economy, Power and knowledge, and built the school building in the year of 2005 by 50,000 birr.

For the first time in the year of 2006 we began the teaching and learning process with 64 male children, 51 female children totally 115 children, with one trained teacher and with one assistant teacher. In the year of 2007 the teaching and learning process has been progressing with 63 male children, 60 female children, totally 123 children with trained teacher and with an assistant teacher in KG1 and KG2.

On the other hand 17 male children and 14 female children were returned to their home from KG3 due to the absence of teacher and class rooms.

Generally the shortage of the school are as follows:-

- * Lack of teachers,
- * Lack of teaching rooms,
- * Lack of seats,
- * Lack of teaching materials,
- * Lack of playing tools,
- * Lack of modern materials such as TV, and Computer, and so on.

The school vision:-

- * If It is the will of God we want to up grade the Kindergarten to the formal education to give response for question of the society.
- * We want to give effective and standardized education for generation.

Bethel Kake Kindergarten school

Dale Wobera

Kake

Nov. 2007

Tel. 057 442 0125

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D. METRIC MELA

MAIN AIMS AND OBJECTIVES:

1. To involve the community members in school activities.
2. To help the community members to recognize the value of the school and education.
3. Organizing this educational camp as an attractive fair, decreases the dropout rate of students.
4. To relate mathematical concepts that are learnt in the classroom to real life.
5. To bring awareness among community members regarding health and hygiene.
6. To make the children aware of the importance of the main aspects of communication such as: speaking, understanding what is explained, reading without mistakes and strengthening these capacities in the children.
7. To make the child aware of mathematical concepts such as addition, subtraction, place value, fractions and measurements that are very useful in our day-to-day life.
8. To recognize and expose hidden talents of children.
9. To bring about an awareness of cultural programmes and folk art.
10. To bring about scientific and logical thinking in children.

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E. Western Wollega Bethel Synod Activity Summary, 2007

Name of the organisation:	Ethiopian Evangelical Church Mekane Yesus Western Wollega Bethel Synod
Name of the synod President:	Woreti Gelalcha (Rev.)
Address of the organization:	P. O. Box 16, Dembi Dollo Phone 057-5550889 Fax: e-mail wwbsd@ethionet.et
Name of the person in charge of Development and Social Service:	Teferi Dina
Activities of the organization:	The motto of our church is to serve the whole person (physical and spiritual needs)

I. Western Wollega Bethel Synod (WWBS): is located 635 km away from Addis Ababa, country capital, in western part of the country.

The inception of WWBS is marked by the medical and evangelical work started in 1919 by Presbyterian missionaries

II. Development and social services of the Synod

1. Education (in partnership with PC-USA)

1.1 Berhane Yesus Primary School

1.2 Bethel evangelical secondary school (BESS)

- ❖ Academic stream (in partnership with PC-USA)
- ❖ Vocational training (in partnership with EED)
- ❖ Basic /Rural Education in partnership with Berliner Missionswerk, BMW, Susquahanna Valley Presbytery and PC-USA outreach foundation

2. Lalo Kile IRDP Phase I (in partnership with EED) which includes many components:

- Agricultural extension
- Termite control
- Soil and water conservation
- Reforestation
- Gender and Development

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- Veterinary service
 - Bridge construction
 - Water development etc
3. Dale Wabera IRDP (in partnership with BftW)
 - The same activities as in Lalo Kile IRDP but it phased out this year except credit scheme
 4. Tullu Gopo Clinic and preventive health service (in partnership with PC-USA)
 5. HIV/AIDS prevention and control program (Ecumenical Churches)
 5. Support for HIV/AIDS orphans and PLWHA (in partnership with BMW, PC-USA)
 6. Child and Youth care program for orphans and semi-orphans at Dembi Dollo and Haro Sebu Hostels: 118 and 50 children
 7. Water development program to render potable water for rural community (in partnership with BMW, Waterlines, LAFIM)
 8. Rehabilitation of marginalized Dale Sadi Sadi and Ula Wata Mejengir community, 120 households (PC-USA)

III. Main challenges of the EECMY-WWBS

- Managing the rapid growth of the church
- Meeting the demands of/needs of the community for Development and Social Services such as WDP, Rural Development Projects, church buildings etc
- Inadequate running cost and human resources for the Berhane Yesus Primary School and Bethel Evangelical Secondary School
- Inadequate trained human resources in Development, Evangelism, Finance and administration department to undertake holistic service
- The rapid increase of HIV/AIDS orphans and PLWHA

IV. Future plans of the WWBS/Development and Social Service

- Continuation of BESS and BYS activities
- Continuation of DWIRDP and Inception of Lalo Kile IRDP 1st phase
- Continuation of HIV/AIDS Prevention and control Program and strengthening of Support for HIV/AIDS orphans and PLWHA
- Continuation or strengthening of Literacy program/ Inception of Rural Education Program/ let the Women Read the Bible Project
- Continuation of Water Development Project
- Continuation of KNH supported orphans (at community level and Haro Sebu Hostel)
- Construction of Yubido and Kebe Kindergarten
- Continuation of Rehabilitation work of 2002/2003 drought affected re settlers
- Human Capacity building training for Presbyteries and synod
- Local capacity building training for peace
- Working and guiding congregations towards self-reliance
- Promote evangelism outreach program,
- Improve capacity of the synod and presbyteries in all aspects,
- Rehabilitation and capacitating of the Mejengir community,
- Awareness rising towards gender issues and increase the involvement of

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women in church/community development activities and decision making
-Continued cooperation and partnership with partners and donor agencies.

V. Financial Management

For each WWBS project and program activities there is separate bank account and signatories and every year they are audited by independent chartered auditor. The synod management is always willing to exert its maximum effort to meet its partners requirements and ready to implement their advice and recommendations.

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- F. Western Wollega Bethel Synod, pp. 12-28 in The Ethiopian Evangelical Church Mekane Yesus Bethel Synods Coordination Office, 2006 Brief Report, Part II. April 2007. Refer to:
<http://www.ethiopianetwork.org/2006BSCOBriefRept.pdf>