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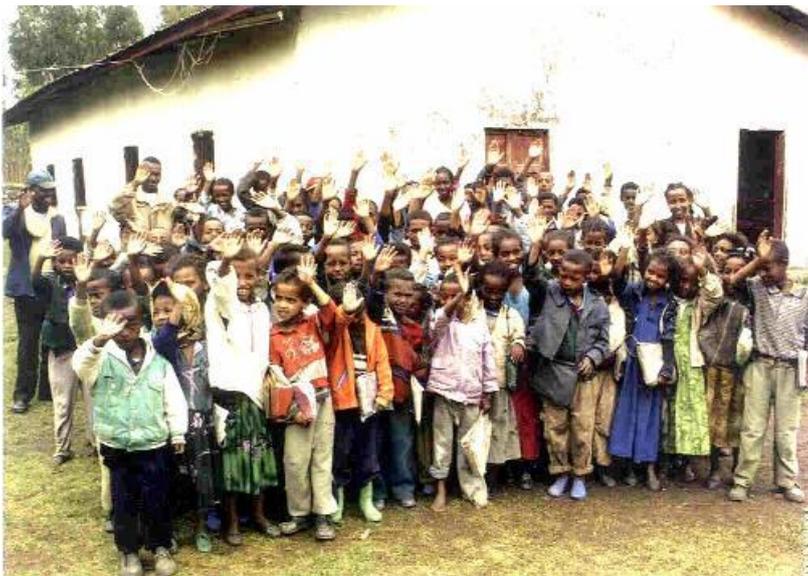
USAID/Ethiopia

BASIC Education Strategic Objective II
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**Transforming Education for Adults
and Children in the Hinterlands**

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and Children in the Hinterlands**



**Year Five
FIRST QUARTER
REPORT
Jan. – Mar., 2009**

**Submitted by:
Pact Ethiopia**

**Submitted to:
USAID/Ethiopia**

**Addis Ababa,
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Abbreviations and Acronyms

ABCE	Alternative Basic Child Education
ABE	Alternative Basic Education
ABEC	Alternative Basic Education Center
ADA	Amhara Development Association
ADAA	African Development Aid Association
AFD	Action for Development
AFL	Adult Functional Literacy
AGOHELD	Abebech Gobena Yehetsanat Kebekabena Limat Dirijit
ANFEAE	Adult and Non-formal Education Association in Ethiopia
APDA	Afar Pastoralist Development Association
BEAE	Basic Education Association Ethiopia
BRDA	Benishangul Relief and Development Association
CEO	Chief Executive Officer
CMC	Center Management Committee
EDA	Emanuel Development Association
EECMY-SWS	Ethiopian Evangelical Church Mekane Yesus-South West Synod
EMRDA	Ethiopian Muslims Relief and Development Association
GEED	Gender Equity and Education Department
GPSDO	Gurage Peoples Self Help Development Organization
HFH	Hope for the Horn
KCADO	Kind Hearts Children Aid Development Organization
LIAE	Love in Action Ethiopia
MER/ME&R	Monitoring, Evaluation and Reporting
MKC-RDA	Meserete Kristos Church-Relief and Development Association
MoE	Ministry of Education
NDA	National Development Association
NFE	Non Formal Education
NGO	Non Governmental Organization
ODA	Oromia Development Association
OREB	Oromia Region Education Bureau
PADET	Professional Alliance for Development in Ethiopia
PDRA	Pastoralist Development and Relief Association
PMP	Performance Monitoring Plan
PROGYNIST	Women empowerment indigenous NGO
RATSON	Women, Youth and Children Development Programme
RCWDA	Rift Valley Children and Women Development Association
REB	Regional Education Bureau
REST	Relief Society of Tigray
SEPDA	Southern Ethiopia Peoples' Development Association
SOPDA	South Omo People Development Association
SNNPRS	Southern Nations Nationalities Peoples Regional State
TEACH	Transforming Education for Adults and Children in the Hinterland
TTI	Teacher's Training Institute
TWG	Technical Working Group
USAID	United States Agency for International Development
WCAT	Wabi Children's Aid and training
WEO	Woreda Education Office
WSO	Women Support Organization

EXECUTIVE SUMMARY

TEACH is a five years program which started its operation in November 2004 with the support of USAID/E. In the quarter, Pact Ethiopia, held partners meeting in Ambo from Jan.3-4, 2009. The meeting has focused on the findings of the mid-term evaluation and issues related to sustainability or handing over of TEACH ABECs to the government at the end of the project implementation period. Understanding the final project end period, partner NGOs together with the target REBs WEOs and the community has been engaged on doing all their level best towards ensuring the sustainability of the program by conducting series of meeting that mobilize/ enable the WEOs and CMC members to allocate budget, renovate the ABECs and assign additional facilitators as per the demand of the localities. Pact Ethiopia on its part is also providing the required technical support and releasing the budget so that the implementing partners could organize some additional trainings/workshops which aims at strengthening the capacities of the CMC members, facilitators and supervisors

The number of ABECs that are operational during the quarter were 542 and 1433 facilitators were providing the instructional service in these ABECs. The number of children and adults enrolled in these ABECs are 74369 and 35292 respectively. Accomplishment of these activities have helped Pact/TEACH and its partners to contribute towards realizing the objectives outlined by component 1 and 2.

With regards to the newly launched pilot Women Literacy Program, which focuses on social concerns, has begun attracting more women group to join the literacy program. As a result it became possible to involve a total of 4140 women adults in the pilot program. Most of these women groups have started saving on their own initiatives and side by side with the literacy activity.

In the reporting quarter Pact in cooperation with MOE (GEED) and other stakeholder held regional pastoral education dissemination workshop in Jijiga on the best experiences gained from three different countries: Nigeria, Kenya and Iran.

With regard to component 3, in the quarter it was possible to conduct phase I training for 284 woreda education personnel drawn from 60 woredas in seven venues. In addition in augmenting the capacity building program of WEOs eight types of training manuals and supervision guidelines were distributed in 2190 and 68 copies respectively.

I. Introduction

Education is the key to improving people's lives. Illiteracy and lack or inadequacy of education goes hand in hand with poverty, one reinforcing the other, both as causes and effects. As Ethiopia strives to meet the Millennium Development Goal of attaining education for all by 2015, the need for alternative and non-formal methods to reach underserved and marginalized populations has become increasingly vital. To address this need, Pact in collaboration with local implementing partners, and with the cooperation of the Government of Ethiopia is implementing the USAID-funded TEACH program (Transforming Education for Adults and Children in the Hinterlands).

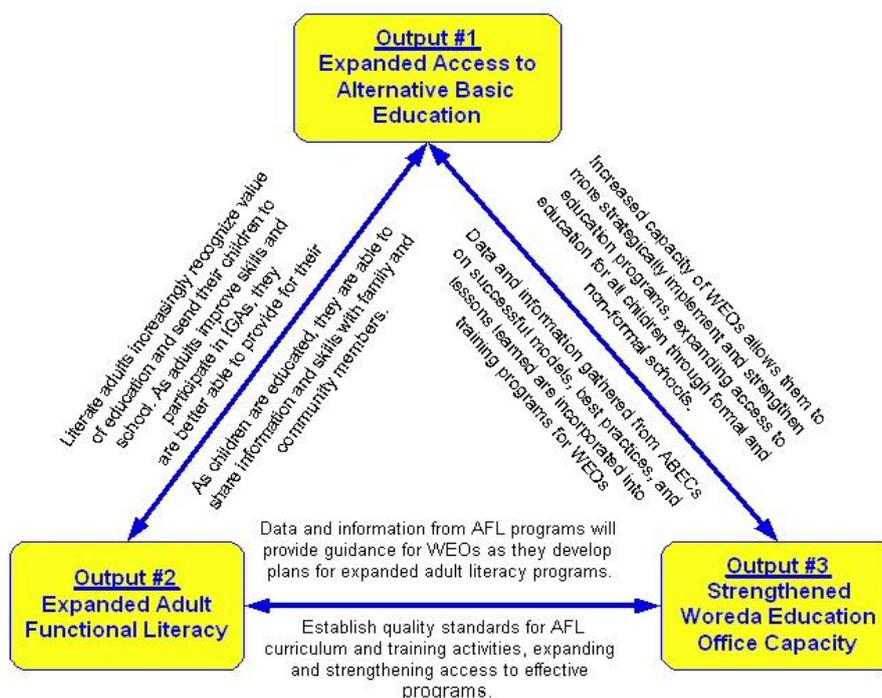
The five-year program which began in November 2004 combines best practices and local innovations in non-formal education to promote Alternative Basic Child Education (ABCE), Adult Functional Literacy (AFL) and capacity strengthening of Woreda Education Offices, with a special emphasis on educational and skills development for women and girls, to improve the lives and livelihood opportunities of disadvantaged communities in Ethiopia. TEACH contributes to USAID Ethiopia's Strategic Objective 14, *Human Capacity and Social Resiliency Increased*, Intermediate Result 14.3.4, *equitable primary education services strengthened*. TEACH consists of three inter-related and mutually reinforcing components:

Component 1: Expanded alternative basic education, reaching 150,000 out-of-school children (40% girls), with quality non-formal educational services, in peripheral and disadvantaged areas of Ethiopia.

Component 2: Expanded adult functional literacy, reaching 55,000 adults (50% women) with quality adult functional literacy services, and

Component 3: Strengthened Woreda Education Office personnel capacity to manage non-formal education program in a total of 70 Woredas.

The framework of the TEACH approach is described below.



II. Highlights of Major Activities Planned for the Quarter (January-March, 2009)

Component 1: Expanded Alternative Basic Education

Component 2: Expanded adult functional literacy

- Continue orientation workshop with CMC members in the remaining TEACH implementation woredas with particular focus on sustaining the ABECs
- Organize a biannual partners meeting to discuss on the performances and better sustenance and handing over of ABE centers
- Continue second phase events to advocate girls education in three regional capitals of Gambella, Assosa and Jijiga in collaboration with Great Ethiopian Run
- Organize dissemination workshop on the experiences gained from pastoralists education of Nigeria, Kenya and Iran in collaboration with federal MOE and respective REB
- Give substantial support to Dulessa(Afar) and Ayisha (Somali) woredas TEACH activities
- Conduct two trainings on leadership for Adult Literacy women program providing NGOs in two venues

Component 3: Strengthening WEO capacity

- Conduct training to newly selected 328 WEOs officers/experts from 82 woredas in 8 venues
- Sponsoring 5 relevant researchers of MA students
- Workshop on NFE capacity review consultation and strengthening involving REBs, Zones and selected woredas from Afar and Somali regions
- Supporting the creation of broad based woreda forums on NFE in 3 selected TEACH target woredas
- Biannual program implementation monitoring activities (two of the monitoring events to be undertaken jointly with Pact staff)
- Collecting recent practices and prepare a regular and NFE focused news letter and distribute it to all actors who are involving in NFE /ABE promotion

III. Highlights of Achievements in the Quarter

Component 1: Expanded alternative basic education

Component 2: Expanded adult functional literacy

- Orientation workshop was conducted with CMC members(Somali-Ayisha woreda) and REBs(Gambella, SNNPRs ,Oromia, Tigray, Afar) on the sustenance of TEACH after the program phase out
- Biannual partners meeting have taken place from Jan 3-4, 2009 in Ambo. A total of 52 participants from partner organization, Pact Ethiopia, and private were presented on the meeting. The major discussion point was the initiatives made by partner organizations in holding discussions with the WEOs ,CMCs and other stakeholders to better sustain the TEACH program
- Successive community runs on advocating girls education have taken place in three regional capitals: Gambella (January 10/2009), Assosa(January 25/2009) and Jijiga (February 1/2009) respectively in collaboration with Great Ethiopian Run
- Regional dissemination workshops was conducted in Afar, Semera (January 24-25, 2009) and Somali, Jijiga (March 28-29, 2009) on the experiences gained from pastoralists education experiences of Nigeria, Kenya and Iran in collaboration with MOE and RSEBs of Afar and Somali. The participants were drawn from 32 pastoral woredas of Afar and 8 pastoral woredas of Somali
- Monitoring visit and substantial support have been provided to TEACH program in Dulesa woreda (Afar) and Ayisha woreda (Somali)
- Women Literacy Program Management Leadership training was provided for 45 participants of rural women literacy promoters, TEACH regional coordinators, and TEACH supervisors drawn from Konso, Derashe, Fedis, Medawelabu, Siraro, Analemo, Indegagn, wukro, Simada and Laygaynt woredas in two venues (Shashamene,from February 7-8/2009, and Woldia from February 14-15/2009).
- SPSS Training was provided for seven participants drawn from TEACH and MER staffs from January 29-February 02/2009

Component 3: Capacity Building:

- Phase I Trainings have been provided to 284 woreda education personnel drawn from 60 Woredas in seven venues(Asayita, wukro, Jijiga, Dessie, Woreta, Mojjo, and Nekempt)
- Five relevant researchers of MA students from AAU is sponsored and the research work are progressing
- Workshop on NFE capacity review consultation and strengthening have undertaken in Somali and Afar regional states in the presence of 66 representatives from REBs, Zones and selected woredas
- Broad based NFE woreda forums were established in three TEACH catchments: A total of 56 participants drawn from Wukro, (Tigray), Ankober (Amhara), Aleltu (Oromiya) were took part in the forum.
- NFE focused biannual newsletters enlightening best practices and major activities of the TEACH component III were prepared and published in 1000 copies and distributed to all actors who are involving in NFE /ABE promotion

**Third Quarter Activity Report
From January - March, 2008
Pact Ethiopia, TEACH Program**

IR/ component	Planned activity for the quarter	Activity performed with in the quarter	Deviation	Reason for Deviation	Proposed strategy for the next quarter
Expanding ABE for Children and Adults (Component 1 and 2)	<ul style="list-style-type: none"> Continue orientation workshop with CMC members in the remaining TEACH implementation woredas with particular focus on sustaining the ABECs 	<ul style="list-style-type: none"> Orientation workshop was conducted with CMC members of the remaining TEACH implementation woredas and REBs(Gambella, SNNPRs ,Oromia, Tigray, and Afar) on the sustenance of TEACH after the program phase out 			
	<ul style="list-style-type: none"> Organize a biannual partners meeting to discuss on the performances and better sustenance and handing over of ABE centers 	<ul style="list-style-type: none"> Biannual partners meeting have taken place from Jan 3-4, 2009 in Ambo. A total of 52 participants from partner organization, Pact Ethiopia, and private were presented on the meeting. The major discussion point was the initiatives made by partner organizations in holding discussions with the WEOs ,CMCs and other stakeholders to better sustain the TEACH program 			
	<ul style="list-style-type: none"> Continue second phase events to advocate girls education in three regional capitals of Gambella, Assosa and Jijiga in collaboration with Great Ethiopian Run 	<ul style="list-style-type: none"> Successive community runs on advocating girls education have taken place in three regional capitals: Gambella (January 10/2009), Assosa(January 25/2009) and Jijiga (February 1/2009) respectively in collaboration with Great Ethiopian Run 			
	<ul style="list-style-type: none"> Organize dissemination workshop on the experiences gained from pastoralists education of Nigeria, Kenya and 	<ul style="list-style-type: none"> Regional dissemination workshops was conducted in Afar, Semera (January 24-25, 2009) and Somali, Jijiga (March 28-29, 2009) on the experiences gained from pastoralists 			

	Iran in collaboration with federal MOE and respective REB	education experiences of Nigeria, Kenya and Iran in collaboration with MOE and RSEBs of Afar and Somali. The participants were drawn from 32 pastoral woredas of Afar and 8 pastoral woredas of Somali			
	<ul style="list-style-type: none"> Give substantial support to Dulessa(Afar) and Ayisha (Somali) woredas TEACH activities 	<ul style="list-style-type: none"> Monitoring visit and substantial support have been provided to TEACH program in Dulessa woreda (Afar) and Ayisha woreda (Somali) 			
	<ul style="list-style-type: none"> Conduct two trainings on leadership for Adult Literacy women program providing NGOs in two venues 	Women Literacy Program Management Leadership training was provided for 45 participants of rural women literacy promoters, TEACH regional coordinators, and TEACH supervisors drawn from Konso, Derashe, Fedis, Medawelabu, Siraro, Analemo, Indegagn,Wukro, Simada and Laygaynt woredas in two venues (Shashamene, from February 7-8/2009, and Woldia from February 14-15/2009)			
	<ul style="list-style-type: none"> Provide training on data quality management and SPSS to seven TEACH and MER staffs of Pact 	<ul style="list-style-type: none"> SPSS Training was provided for seven participants drawn from TEACH and MER staffs from January 29-February 02/2009 			
Strengthening WEO Capacity (Component 3)	<ul style="list-style-type: none"> Conduct training to newly selected 328 WEOsofficers/experts from 82 woredas in 8 venues 	<ul style="list-style-type: none"> Phase I Trainings have been provided to 284 woreda education personnel drawn from 60 Woredas in seven venues(Asayita, wukro, Jijiga, Dessie, Woreta, Mojo, and Nekempt) 			
	<ul style="list-style-type: none"> Sponsoring 5 relevant researchers of MA students 	<ul style="list-style-type: none"> Five relevant researchers of MA students from AAU is sponsored and the research work are progressing 			

	<ul style="list-style-type: none"> • Workshop on NFE capacity review consultation and strengthening involving REBs, Zones and selected woredas from Afar and Somali regions 	<ul style="list-style-type: none"> • Workshop on NFE capacity review consultation and strengthening have undertaken in Somali and Afar regional states in the presence of 66 representatives from REBs, Zones and selected woredas 			
	<ul style="list-style-type: none"> • Supporting the creation of broad based woreda forums on NFE in 3 selected TEACH target woredas 	<ul style="list-style-type: none"> • Broad based NFE woreda forums were established in three TEACH catchments: A total of 56 participants drawn from Wukro, (Tigray), Ankober (Amhara), Aleltu (Oromiya) were took part in the forum 			
	<ul style="list-style-type: none"> • Collecting recent practices and prepare a regular and NFE focused news letter and distribute it to all actors who are involving in NFE /ABE promotion 	<ul style="list-style-type: none"> • NFE focused biannual newsletters enlightening best practices and major activities of the TEACH component III were prepared and published in 1000 copies and distributed to all actors who are involving in NFE /ABE promotion 			

IV. Partner NGO Activities under Components 1 and 2: Activities related to the expansion of ABE and AFL programs

This section describes partner activities under Components 1 and 2 in TEACH target regions and Woredas during the reporting period.

1. Afar Region

In Afar Regional State, TEACH is being implemented through two partner NGOs, Ethiopian Muslims Relief and Development Association (EMRDA) and Afar Pastoralist Development Association (APDA).

1.1 Ethiopian Muslims Relief and Development Association (EMRDA) is implementing TEACH project in pastoral area of Afar- Dulecha Woreda.

- Clustering of all ABE centers with the formal primary schools have been done
- Quarterly review meeting with the CMC members was carried out
- ABE centers were monitored and supervised by the supervisors
- Seasonal drought has affected the teaching and learning program
- Discussion on future program sustainability is planned for the next quarter

1.2 Afar Pastoralist Development Association (APDA) A major activity undertaken by APDA in the Teru Woreda of Afar during the reporting quarter includes:

- Training has been provided to 20 facilitators
- The CMC member have held a monthly meeting on the site
- Training has been provided to the CMC members
- Outbreak of measles has challenged the teaching and learning program
- In all the centers there are a mobile health worker that checks the health status of the learner

2. Amhara Region

TEACH works with five implementing partners targeting 11 remote sedentary, resettlement and safety net Woredas in the Amhara region.

2.1. Amhara Development Association (ADA) operates in seven Woredas that include **safety net** areas of Lay Gaynt, Dehana, Ziquala, Simada, Gedan and **resettlement** areas of Metema and Quara Woredas.

- 17 ABE centers are upgraded in to formal school with additional classrooms constructed and teachers recruited
- Most WEOs are allocating budget to takeover the centers in the coming Ethiopian budget year
- The pilot WEP is showing positive promises and as a result the demand for the project in Simada and Lay-Gayint woredas is rising

2.2. Wabe Children Aid and Training (WCAT) has been implementing TEACH activities in a remote sedentary area of South Gondor Zone, Tach Gaynt Woreda.

- Farmlands in the compound of all the ABECs were ploughed and prepared for sowing
- Essential educational materials were purchased and distributed timely
- The community has contributed its available resources for center renovation

- 513 supplementary text books were distributed
- Low adult enrollment and low facilitators salary was reported to be a challenge
- Mid-year evaluations in collaboration with the WEO is planned for the next quarter
- 1361 children(from Level I-III) and 464 Adults (Level I) are currently enrolled and pursuing their education in the ABE

2.3. Professional Alliance for Development in Ethiopia (PADET) is implementing TEACH project in the remote sedentary area of Guba Lafto Woreda of South Wollo Zone.

- The teaching and learning activity is progressing very well
- The 10 ABECs are getting cluster supervision support
- All the CMC members got refresher training

2.4. Women Support Association (WSA) is implementing TEACH activities in the remote sedentary area of Habru Woreda.

- The CMCs in each centers are providing support to the teaching and learning activity
- The centers farm lands are being ploughed as income generation for sustaining the program
- The community has constructed additional class room in some centers
- Collaboration with the WEOs is progressing in order to transfer the centers to the government after the project phase out
- High turnover of the facilitators from the TEACH project existed due to better salary offer from the government

2.5 Emanuel Development Association (EDA) is implementing TEACH project in Tarmaber, a remote sedentary area.

- The facilitators were provided with trainings to handle the teaching and learning activity in a learner centered manner
- Different club activities organized in all the ABECs are operating very well
- Inadequate number of combined desk and low enrollment of adults in the AFL programs are mentioned as a challenge
- Closer communication with the WEO to sustain the TEACH ABE is undergoing

3. Benishangul Gumuz Region

3.1 Benishangul Relief and Development Association has started implementing TEACH program in Odabuldiglu Woreda.

- Sustainability and handover of the centers to the government have been discussed and different government offices have shown their commitment to sustain the centers
- Most centers have started income generating activity
- Teaching aid materials were purchased and distributed to all the centers
- The communities are requesting the continuation of the education program in the hinterlands of the region
- Turnover of the facilitators was among the major challenges of the project

4. Gambella Region

Pact/E is implementing TEACH program in Gambella with ANFEAE since June 2007. The following major achievements were done in five woredas of Gambella in the quarter.

- A one day orientation training was conducted for 154 CMC members and 22 TEACH catchment WEO personnel.

- 21 facilitators have attended in service training during the quarter and distance education modules were also provided
- 24 new blackboards and necessary stationery materials were distributed to all ABECs
- The Godere WEO has provided 100 exercise books to two centers
- Zoa refugee care has promised to support the education program by providing exercise books and uniforms to the learners
- High turnover of education personnel at the woreda level have affected the implementation of the project
- Due to long distances between centers continuous monitoring has been difficult

5. Oromia Regional State

There are 15 TEACH operational Woredas in Oromia Regional State and nine NGOs implementing partners.

5.1 Oromia Development Association (ODA) operates in seven Woredas of the Region that include **safety net areas**: Grawa, Gursum, Chiro, Doba, Gemechis, and Fedis Woredas. Resettlement areas: **Madda- Welabu** Woreda

- The teaching and learning activity is progressing smoothly
- The community have prepared sits for the students from locally available materials
- The WEOs in selected woredas have recruited facilitators in centers where there exists over crowding
- Less participation of adults in the AFL program is one of the challenges
- Continuous consultations on ABE sustainability have been conducted with stakeholders

5.2 Action for Development (AFD) is implementing TEACH activities in two **pastoral** Woredas, Aero and Dire of Borena Zone. After the restructuring of the Woreda in region, the target Woredas becomes Miyu, Dire and Arero.

- The teaching and learning activity is progressing smoothly in all the ABECs
- Discussion on the handing over of the centers is progressing very well
- Distance of the centers is a challenge
- Through joint collaboration separate toilet is constructed in some ABECs
- The WEOs and the CMCs are collaborating in center upgrading and recruiting additional facilitators
- Due to conflict caused in the area the teaching and learning activity is temporarily hampered
- Linkage between the ABEC and the formal schools have benefited the teaching and learning program

5.3 RATSON: is implementing TEACH project in Adaaliban Woreda.

- The community is supporting the program with its full potentials
- Tree planting activities have undertaken in the center compound
- Stationeries were bought and distributed to all centers
- High dropout of children and adults exist due to work offer on the irrigation farm in the woreda

- 5.4 African Development Aid Association (ADAA)** implements TEACH activities in the **remote sedentary area** of Siraro and Shala Woredas of West Arsi Zone. In this quarter, the following activities have been performed.
- Based on the discussion held with the WEOs of the districts, it was able to secure ABE text books and distribute it to all ABE centers
 - In all centers separate latrines are constructed for boys and girls
 - Experience sharing and review meeting was conducted among facilitators on monthly basis in which best practices and challenges shared during the meeting
 - CMCs held discussion on how to strengthen the center and ensure sustainability, minimize school drop out and improve community participation
- 5.5 Meserete Kristos Church-Relief and Development Association (MKC-RDA)** implements TEACH project in the **remote sedentary area** of Meta-Robi Woreda.
- The teaching and learning activity is progressing smoothly in all the centers
 - To make the teaching and learning practical learners were made plant seedlings
 - Shortage of furniture is the major challenge that is being faced in all the centers
 - Discussion on sustaining the centers will be carried out in the next quarter
 - The woreda cluster supervision is supporting the smooth implementation of the teaching and learning project
- 5.6 Abebech Gobena Yehetsanat Kebekabena Limat Dirijit (AGOHELD)** implements TEACH project in the **remote sedentary** Ambo Woreda of West Shoa Zone.
- The teaching and learning activity is progressing well
 - Centers were visited and proper feedback and assistance were given to the facilitators
 - The facilitators got training in the Assela College of Teachers Education during the mid year
 - The necessary preparation to handover the centers to the government is taking place
 - Stationery materials needed for administering the teaching and learning program is bought from the market and distributed
 - Scarcity of sitting chairs, facilitators turnover, drop out of children due to harvest season are mentioned as a challenge
- 5.7 Rift Valley Children and Women Development Association (RCWDA)** implements TEACH activities in a **pastoral area** of Sewena Woreda, Bale Zone.
- The teaching and learning activity is progressing very well
 - The community is well mobilized that they are sending children to school
 - Strong collaboration is maintained between the WEO and the project staff
 - Facilitators turn over is a challenge due to better job offer
 - Benefiting from the AFL program most of the community members have become assertive in their day to day life and started reading and writing
- 5.8 Kind Hearts Child Aid Development Organization (KCADO)** is TEACH implementing partner in **remote sedentary** Shashemene Woreda of West Arsi Zone (According to the current restructuring of the zones in Oromia).
- The teaching and learning activity is progressing smoothly
 - The AFL program in the woreda is showing progress
 - Joint monitoring with the WEO to all the centers was carried out
 - The WEO and the woreda administration are not committed to took over the centers

5.9 **Adult and Non Formal Education Association In Ethiopian (ANFEAE)**

ANFEAE in addition to its responsibility of building the capacity of WEOs in the country, it is also actively involving in the implementation of TEACH component 1 and 2 in Berhe and Aleltu Woredas of North Shoa Zone of Oromia Regional State. Accordingly, activities described below were undertaken by ANFEAE over the reporting period.

- Four facilitators have joined the CTE and started attending in-service training in the quarter
- The woreda education office and the CMC have shown readiness to takeover the centers
- The CMC members are mobilizing resources to upgrade the existing centers
- Preparation of report cards and award to best performing students is progressing

6. **Southern Nations Nationalities and People's Regional State (SNNPRS)**

There are six partner organizations implementing TEACH activities in 12 Woredas of SNNPRS in **safety net, resettlement and remote sedentary** areas.

6.1 **Southern Ethiopian Peoples Development Association (SEPDA)** operates in ten woredas, including **safety net** areas of Konso, Derashe and Arbaminch Zuria; **remote sedentary areas** of Yeki and Yirgachefe; and the **resettlement area** named, Guraferda and Suruma and **pastoral areas** of the South Omo Zone called Bena Tsemai, Hamer and Salemago woredas. SEPDA works through its National Development Associations (NDAs)

- Local community members and other government stakeholders are contributing their level best to sustainability of the program
- The teaching and learning activity is progressing in all centers
- Some ABECs in selected woredas are clustered with the formal schools
- The WEO have hired additional facilitators in areas where there is overcrowding
- Due to conflict caused in Derashe woreda two centers are not functioning temporarily
- Centers in South Omo Zone, Guraferda and Derashe need rehabilitation
- The AFL component is still a challenge where as the WLP is showing quite an improvement

6.2 **Ethiopian Evangelical Church Mekane Yesus - South West Synod (EECMY/SWS)** implements TEACH activities in pastoral areas of Benna/Tsemai Woreda of SNNPRS and collaborates with the South Omo Peoples' Development Association (SOPDA) which implements TEACH in neighboring Woredas

- The CMC members are undertaking continuous visit to the sites
- Personnel from the WEO have paid a visit to some of the ABECs
- Children have continuous dropped out due to workload in the field

6.3 **Gurage Peoples Self Help Development Organization (GPSDO)** is implementing TEACH project in the remote sedentary area of Endegagn Woreda in Gurage Zone.

- The teaching and learning activity is progressing
- Additional centers are constructed in collaboration with the community and the WEOs
- Most of the ABECs are linked with the formal schools that they are being supported
- Continuous supervision have undertaken to the centers in the quarter

- Women Literacy pilot program is in progress
- Shortage of text book is mentioned as a challenge

6.4 Zema Setoch Lefetih (PROGYNIST) is implementing TEACH program in remote sedentary areas of Meskan and Mareko Woredas.

- Joint monitoring have taken place in collaboration with staffs from Zema safe and WEO experts
- The community has enormously contributed its resources that the community has constructed about 11 blocks and 23 classrooms in 8 ABECs
- The WEO has provided combined desks to some centers
- The WEO has agreed to take over the centers and the certified facilitators
- The program supervisor has continued supervising all the centers
- The WEO has promised to further expand the centre compound for future expansion of the school to formal primary school level

6.5 Love in Action – Ethiopia (LIA) operates in remote sedentary areas of Lemo Woreda in Hadiya Zone.

- Different activities of the project are running smoothly
- Intensive monitoring has taken place to the sites in collaboration with WEO, ZEO and LIA
- Community level discussion was held to sustain the centers
- High turnover of government officials has impeded the project implementation
- Overcrowding of the centers is mentioned as a challenge in the project implementation
- Women Literacy program is successfully in operational

7. Somali Region

In the Somali region, Pact implements the TEACH program through two local NGOs, Hope for the Horn and Pastoral Development and Relief Association, in three pastoral woredas of Kebridhar, Ayaha, and Gashemo.

7.1 Pastoralist Development and Relief Association (PDRA) is implementing TEACH activities in the Kebridehar Woreda of Somali region.

- CMC training was conducted on TEACH sustainability by recruiting trainers from woreda education offices of Kebredehar
- Facilitators training was conducted from February 13-17/2009 on how to better provide the teaching learning in the ABE centers

7.2 Pact in collaboration with WEO is facilitating teaching and learning activity in Ayisha. Thus, the following activities accomplished in the quarter

- A one day refresher training have undertaken to all the CMC members
- Training have been provided to the 20 facilitators that are managing the teaching and learning activity
- Discussion on how to handover the centers to the WEO have taken place
- Two centers in the woreda are closed due to drought
- Some centers need upgrading or reconstruction as the wind blow is affecting the strength of the centers

8. Tigray Region

There are four TEACH target Woredas in Tigray. These are the **safety net** Woredas of Ahferom, Mereb-Lehe, and Were-Lehe in the Central Zone, and Wukro in the Eastern Zone of Tigray.

8.1 Relief Society of Tigray (REST) is Pact's only implementing partner in the Region.

- Project phase out and handover workshop have undertaken in all woreda in the presence of all stakeholders
- Trees are planted in some centers to beautify the center compound and protect the environment
- Close supervision of ABECs in collaboration with the WEO has taken place
- Experience sharing visit among the facilitators has taken place
- Shortage of textbooks and low interest of the adults are some of the challenges in the quarter
- Women Literacy program is operational

Component 3: Strengthening WEO Capacity

A number of activities that could further enhance the WEO capacity building were accomplished by ANFEAE in close collaboration with Pact and the target WEOs. The major accomplishments under component 3 in the quarter are indicated in brief below:

- 284 WEO personnel drawn from 60 woredas were trained in seven venues in phase one training
- Eight different training materials (about 2558 copies) which aims at augmenting the capacity building components were distributed
- Three woreda education forums have been established in Wukero (Tigray), Ankober (Amhara), and in Aletu (Oromiya)
- Consultation meetings took place in Afar and Somali Regional States for two days with the aim of pulling knowledge and practice together for implementing effective Adult and Non-Formal Education programs
- About 1000 copies of biannual newsletter that focuses on the accomplishments of TEACH component III was printed and distributed
- Dwindling number of participants in the training due to emergence meeting and pre BPR implementation meetings

V. Promising Practices

The implementation of TEACH program during the second quarter has experienced some successes as well as challenges. Few good practices are indicated below

- Mapping of all TEACH ABECs sites in Amhara (ADA) have taken place in order to identify those centers that should be upgraded in to formal schools in the current academic year
- WEOs in almost all TEACH implementation sits have shown readiness to take over the ABE centers in the coming academic year
- The ABE centers are linked with the formal primary schools that the centers are benefiting from the cluster
- The center compounds are being fenced and trees are planted in some center compounds
- Women participation on the pilot project WL (Women Literacy) is showing a promising progress
- Community in most ABE sites are donating agricultural land as a means for generating income for the ABE centers

VI. Challenges Encountered

The major challenges implementing partners faced during the reporting period are the following:

- Drop out of adults and children from the center due to high seasonal labor demand in the woreda (RATSON)
- The teaching and learning activity has been hampered for some period of time due to drought cased in the area (Ayisha)
- Remoteness of some sites have made continuous supervision difficult (EDA, ADA)
- Conflict caused in the area have made the teaching and learning activity inactive for a certain period (AFD, SEPDA)

VII. Highlights of Major Activities Planned for the Next Quarter (April-June, 2009)

Component 1: Expanded Alternative Basic Education

Component 2: Expanded Adult Functional Literacy

- Printing and distribution of text books for ABE and AFL learners of Tigray region (REST in collaboration with Tigray Region Education Bureau)
- Text book distribution for learners of ABE and AFL centers through partner NGOs in areas where there is shortage
- Organize a field visit program with USAID/BES Office CTO to monitor TEACH activities in Amhara, Oromia ,and SNNPRs
- Develop instrument survey, translate materials to local languages(Afan Oromo, Afarigna, Somali and Tigrigna) and conduct an orientation workshop for TEACH supervisors and finally conduct the survey at ABEC level

- Support and celebrate of the events of the Global action week on Education to be conducted at national and regional level
- Printing of Amhara adult education learning materials

Component 3: Strengthening WEO capacity

- Conduct phase I training on the two remaining venues for around 88 WEO personnel from 22 woredas
- Conduct phase II training in a single venue
- Biannual program implementation monitoring activities (two of the monitoring events to be undertaken jointly with pact staff)