

TDA/BESO - II CGPP



Annual Report For The Year July 2002 - June 2003

**July 2003
Mekelle**

INTRODUCTION

The TDA/BESO II project is engaged in the Community Government Partnership Program (G-CPP), which is one of the Strategic Objectives of BESO II that is planned to strengthen parental and community involvement in improving the quality and equity of primary education.

The TDA/BESO II project has been operational since Feb 2002, and has been functioning towards the achievement of the overall BESO II goals, particularly for the achievement of program objective IR₃ and its sub intermediate results of IR_{3.1}, IR_{3.2} and IR_{3.3}.

To ensure the attainment of these intermediate results, BESO II project has been engaged in more than 18 planned activities in the 2003-2004 fiscal year.

As can be seen from this annual report most of the planned activities have been accomplished successfully. In all its endeavours to increase access, improve quality and reinforce the retention of girls in schools, BESO II project has been continuously working in consultations with its implementing partners, especially the USAID, Tigray REB, Wereda Education and Administration offices, Mass Associations, especially the Women's Association of Tigray, school directors, parents and community members.

This document provides the progress report of the year, problems encountered, the challenges faced, the financial expenditure of the year, achievements against targets and the proposed and implemented school level activities.

TDA/BESO II Project
Annual report of the year July 2002 - June 2003

Plan		Accomplishment		Remark	
No	Activities	Budget	Activities		Actual Expenditure
3.1.1	Undertake regional education symposium with participants from Tigray Regional Education bureau, Wereda Education Departments, Public Administration Officials at Regional, Zonal and Wereda levels, mass Associations, NGOs and project staff members.	33,485	<p>Not accomplished due to the following reasons</p> <ul style="list-style-type: none"> • The project office was busy with other activities such as processing school plans, disbursing grants, conducting community workshops and others. • it was also found appropriate to conduct the symposium by including more beneficiaries next year 	-	
3.1.2	<p>Strengthen the participation of REB in:</p> <ul style="list-style-type: none"> • Planning • Capacity building activities • Monitoring and Evaluation 	15,000	<ul style="list-style-type: none"> • REB has participated in : <ul style="list-style-type: none"> ➢ Preparing BESO - II annual plan ➢ Preparing criteria for the selection of the remaining 300 project schools ➢ Selection of topics for the capacity building workshops for Tabia Education & Training Board (TETB) and PTAs to be held at wereda level ➢ The capacity building workshop for 20 development Agents and staff members by presenting papers on: <ul style="list-style-type: none"> a) Ethiopian Educational & Training Policy b) Tigray REB 5 years plan c) Roles and responsibilities of PTA d) The existing conditions of Education in Tigray • The wereda education officials in co-operation with the wereda capacity building officials conducted a workshop at their respective weredas to PTA members of the first round 99 schools. Detail of this activity is attached in Annex 1. 	<ul style="list-style-type: none"> • Expenses for this activity are included in capacity building budget item (No 3.2.5) 	<ul style="list-style-type: none"> • Monitoring and Evaluation is not conducted because of the delay of grant disbursement to schools and workload in the project office and REB.

Plan		Accomplishment		Remark
No	Activities	Budget	Activities	
3.1.3	Identify more specific criteria in close collaboration with the RSC and WTWG for the selection of 300 schools out of the total schools in the project weredas .	8,500	<ul style="list-style-type: none"> • The specific criteria for the selection of the 300 schools was prepared in collaboration with REB and sent to WTWG. Based on the criteria all the schools to be supported by the project are now identified. 	Included in per diem budget item
3.1.4	Conduct regular meeting with the RSC		<ul style="list-style-type: none"> • Regular meeting with the RSC has been conducted: <ul style="list-style-type: none"> ➢ BESO II CGPP annual plan was improved and approved. ➢ Agreement on grant allotment was reached ➢ School grant is decided to be disbursed in two phases (1st phase Birr 5800. 2nd phase Birr 10,000) ➢ Approved plans of 200 project school for 1st phase grant disbursement. 	
3.1.5	Conduct series of planned meetings with the Wereda Technical Working Group (WTWG)	20,000	<ul style="list-style-type: none"> • In September SIP appraisal meetings with WTWG members were conducted in the 20 project weredas. • Based on the agreed criteria, quota of project schools were given to each wereda and accordingly a total of 300 additional project schools are selected • A one day meeting was conducted with each WTWG on how to conducted training for PTA members • During grant disbursement to the 1st and 2nd round schools meetings were conducted in each of the project weredas. The focus of the discussion was on: <ul style="list-style-type: none"> ➢ Proper implementation of the school plan ➢ Utilization of fund ➢ DAs roles ➢ Securing community contribution ➢ Objective of BESO - II CGPP 	Included in per diem budget item

Plan			Accomplishment		Remark
No	Activities	Budget	Activities	Actual Expenditure	
3.1.6	Establish data base management system for project schools <ul style="list-style-type: none"> • Gathering baseline data • Create data base of each project school • Process data 	30,500	<ul style="list-style-type: none"> • Baseline data of 199 project schools collected • New formats to track indicators have been developed and explained to DAs during the training. The achievement indicator data of the first 99 schools are collected. • Establishment of school database is on good progress. More that 75% of the indicators are included in the school data base management system. • Data processing will be performed after the data entry is completed 		
3.1.7	Strengthening information management system in project schools	10,000	<ul style="list-style-type: none"> • Discussion was held with Regional Education Bureau on strengthening school level information management system and developed necessary formats to be implemented next year. 		

No	Plan		Accomplishment		Remark
	Activities	Budget	Activities	Actual Expenditure	
3.2.1	<ul style="list-style-type: none"> Produce and disseminate newsletter on BESO II CGPP activities 	13,000	<ul style="list-style-type: none"> The draft newsletter is prepared and will be disseminated at the end of August 2003. 		
	<ul style="list-style-type: none"> Produce statistical bulletin on BESO II C-GPP activities 		On progress. This activity will be performed after the data entry is completed.		
3.2.2	Series of press release about CGPP implementation and community involvement through the local radio station (Voice of Woyane)		<ul style="list-style-type: none"> Based on the agreement made between TDA and Voice of Woyane, all TDA and BESO - II CGPP accomplished activities are released every week on the radio station. 	65,000 This expense was covered by TDA	
3.2.3	Process and facilitate school community plans for funding		<ul style="list-style-type: none"> 200 project schools have prepared and submitted their SIP to project office . The SIP of 200 project schools were evaluated and processed by the project office technical staff. The comments on each SIP were discussed with concerned DA & WTWG members. After some improvement the WTWG members send the SIPs to the project office. The project office has summarized the improved SIP and submitted to the RSC for approval. The 200 SIPs were approved by the RSC. 		<ul style="list-style-type: none"> Frequent revision and amendment had been made on the SIPs by the project office technical staff.

Plan			Accomplishment		Remark
No	Activities	Budget	Activities	Actual Expenditure	
3.2.4	Disburse 1 st phase grant to 200 project schools to assist the implementation of school improvement plans based on BESO - II objectives.	1,500,000	<ul style="list-style-type: none"> • 199 project schools have received the first phase grant (Birr 5,800 each) for implementing their SIPs. The grant was disbursed at wereda level in the presence of WTWG and PTA members. • Brief orientation was given to PTA and WTWG members about the project objectives and its implementation strategies. The total number of participants in the orientation were 669 out of which 155 were female and 514 male 	1,154,200	<ul style="list-style-type: none"> • One project school has not received the grant because it was closed due to high dropout of students. • proposed schools level projects are attached in Annex 2

No	Plan		Accomplishment		Remark
	Activities	Budget	Activities	Actual Expenditure	
3.2.5	Provide training for DAs and technical staff: <ul style="list-style-type: none"> • Pedagogical training • Management training • Training on communication and Public Relations • Training on project planning and management 	30,000	<ul style="list-style-type: none"> • In accordance with the annual plan of the project office a two weeks training was conducted for 20 development agents in Mekelle (April 10 - 21, 2003) • In the training, resource persons from USAID, WIL/Ethiopia, REB, Regional State Administration, Women's Association of Tigrai, and HIV/AIDS control & prevention office presented papers • All development agents & head office technical staff members participated in the training. • The major topics of training were: <ol style="list-style-type: none"> 1) The new Education & Training policy of Ethiopia 2) The conditions and problems of primary education in Tigrai 3) The Role, duties & responsibilities of PTA and Tabia Education and Training Board 4) The school system and quality related inputs 5) Girls education vis-a-vis gender balance & stereo types <ul style="list-style-type: none"> ➢ Gender in Development & ➢ Early marriage 6) Monitoring & Evaluation in BESO II & the Role of DAs. 7) Community participation in Education 8) The Role of Women's Association of Tigrai (WAT) in Girls Education Enhancement in Tigrai 9) Awareness on HIV/AIDS 10) Awareness on the New Civil Service Reform and Government Service delivery 11) Guidelines on project formulation 	26,929.80	<ul style="list-style-type: none"> • A TOR was prepared by the project office & approved by REB before implementing this activity. • The topics of training were identified by the project office in collaboration with REB. • The training mainly took the form of discussion and group presentation. • A documentary film about early marriage was presented by USAID gender specialist..

Plan			Accomplishment		Remark
No	Activities	Budget	Activities	Actual Expenditure	
3.2.6	Conduct regular and integrated supervision in all project schools.	25,000	<ul style="list-style-type: none"> Not accomplished 		<ul style="list-style-type: none"> Due to late grant disbursement, and overload of work, supervision in implementing schools was not conducted. This activity is postponed to next year
3.2.7	Capacity building: <ul style="list-style-type: none"> School board and/or committee members in cluster schools once in a year. 	14,000	<ul style="list-style-type: none"> During the local community workshops and grant disbursement training & orientation have been given two times to these members. 	The expense is included in community capacity building	<ul style="list-style-type: none"> For detail information, see activity No. 3.2.9
3.2.8	<ul style="list-style-type: none"> Carryout experience sharing among school development agents and project office staff Conduct experience sharing with other regions 	20,000 10,000	<ul style="list-style-type: none"> A three days experience sharing workshop among DAs and project staff members was conducted in Mekelle Not accomplished The project office technical staff members were busy for grant disbursement, capacity building and other activities as a result there was no convenient time to implement this activity. 	7,776.05	<ul style="list-style-type: none"> All development agents and project staff members participated in the workshop and discussed on BESO - II C-GPP annual plan, school improvement plans, different formats and their application, 1st quarter report of DAs, finally, issues raised by the DAs were entertained. This activity is postponed to next year.

Plan		Accomplishment		Remark	
No	Activities	Budget	Actual Expenditure		
3.2.9	Conduct two local community workshop for the newly selected school board members based on BESO II C-GPP objectives & implementation strategies.	500,000	<ul style="list-style-type: none"> Local community workshop for the 2nd round 100 schools was conducted in six cluster wereda towns. (Adi-Gudom, Adigrat, Axum, Abi-Adi, Indaslassie and Humera) The participants of the workshop was composed of: <ol style="list-style-type: none"> Six PTA members from each schools, Three members of Tabia Education and Training Board (TETB, Three WTWG members from each project weredas. <p>Based on this, the total number of participants in these six workshops was 925 out of which 701 were males and 224 females.</p> The workshop focused on BESO - II objectives and strategies, Action Plan preparation, BESO II structures and communication, and finally group exercise in preparing their own school action plans. 	284,507.54	<ul style="list-style-type: none"> Due to late grant disbursement for the 1st round 100 schools, one community workshop was not conducted.

No	Plan		Accomplishment		Remark
	Activities	Budget	Activities	Actual Expenditure	
3.2.10	Production and documentation of exemplary activities in CD, video tapes and photographs	5000	<ul style="list-style-type: none"> Photographs and video recording have been taken during workshops and grant disbursement. The other activity is not accomplished due to a delay in procurement of necessary equipment. 	2,117	<ul style="list-style-type: none"> The unaccomplished activity will be included in next year plan.
3.2.11	Establish civic clubs in cluster schools (included in the project) to promote civic education in order to enhance parental & community leaders involvement in school management		<ul style="list-style-type: none"> This task is included in the SIP of each school and a discussion was held during local workshops. 		

No	Plan		Accomplishment		Remark
	Activities	Budget	Activities	Actual Expenditure	
3.3.1	Conduct educational forum and/on symposium on Access to Education (especially girls) at zonal and wereda levels		<ul style="list-style-type: none"> Not accomplished because it was found out to be better to postpone it to next year so that it may include more number of beneficiary project schools. 		
3.3.2	Carryout research to identify the problems that hinder girls participation in primary education in selected weredas of Tigrai	5,000	<ul style="list-style-type: none"> As a kick - off a research guideline has been prepared and data collection will commence soon. 		
3.3.3	Strengthen the participation of WAT (Women's Association of Tigrai) in enhancing girls education and survival in primary education		<ul style="list-style-type: none"> A TOR for strengthening BESO II WAT relationship on girls education enhancement was proposed by the project office and discussed with WAT. Based on the TOR, WAT presented a paper on girls education during DA's capacity building workshop. A one day meeting has been conducted between TDA/BESO, WAT and USAID. A series of contact with WAT is continuing. Discussion have been going on, and together we are preparing to conduct workshops at zonal level to establish Girls Advisory Committee at every project school. 		

Plan			Accomplishment		Remark
No	Activities	Budget	Activities	Actual Expenditure	
3.3.4	Establish and strengthen cluster school committee to foster girls education and participation		<ul style="list-style-type: none"> This plan has been integrated with activity No 3.3.3 		
3.3.5	Stimulate parental and community involvement to enhance girls' education and discourage early marriage by establishing clubs in schools		<ul style="list-style-type: none"> This plan has been partially accomplished and is continuous because we have made it to be included in every school's SIP as "strengthening school clubs". 		
3.3.6	Introduce academic competition programs among project schools to improve students achievement (especially girls) and increase survival		<ul style="list-style-type: none"> Academic competition programs are conducted both at school level and among cluster schools. In some areas this is also accomplished at wereda level. Project office is under preparation to conduct the competition at zonal regional level. 		
3.3.7	Establish and assist female teachers' committee to enhance girls' education in disadvantaged areas.		<ul style="list-style-type: none"> Not accomplished. This plan is amended to be included in the Girls Advisory Committee establishment. 		
3.3.8	Guidance and counselling services in the disadvantaged schools introduced		<ul style="list-style-type: none"> To be accomplished with the formation of Girls' Advisory Committee, as described in 3.3.3 		

No	Plan		Accomplishment		Remark
	Activities	Budget	Activities	Actual Expenditure	
3.3.9	Introduce and strengthen tutorial programs in project schools (especially for girls)		<ul style="list-style-type: none"> Initiated schools to implement tutorial programs. Project office is following and monitoring the implementation and accomplishment through the development agents. 		
3.3.10	Empower girls in school environment: <ul style="list-style-type: none"> Promote the assignment of girls in classrooms and club management activities. 		<ul style="list-style-type: none"> As included in all the project schools SIP especially under the activity “strengthening school clubs”, it is on progress and is monitored by the development agents. 		

Challenges

The project office in collaboration with the other partners has accomplished the activities mentioned above. To perform these activities the project phased some problems that were not expected while preparing the annual plan. Here are the major challenges that negatively affect the projects success to accomplish its planed activities.

1. The change in the structure of school management system and its implementation has taken some time and as a result created a delay in preparing the school plans for the first round 100 schools.
2. Turnover of technical and field staff in the project office has created a delay in implementing project activities. Since the establishment of the project office, one project director, two statisticians, two accountants and six development agents have left their jobs at different times. The project has hired for all the posts except the statistician.

Though the project office has announced many times to hire statistician till now it could not find competent candidate.

3. Delay in project vehicle procurement
 - Processing with the supplier has taken much time than expected
 - Delay to allow weaver from USAID
4. Overall shortage of project budget to effectively implement the program for five years
5. Dropout of students and low community contribution due to existing drought in the region.

Annex - 1

Capacity Building Activities For PTA And TETB Members And Teachers

1. **PTA and TETB**:. In accordance with the consultation and advices given by the TDA/BESO II project office, all project schools, at the outset of their SIP implementation have conducted capacity building workshops for the members of PTA (Parents and Teachers Association) and TETB (Tabia Education and Training Board). Accordingly the first round 99 schools (one school has been closed due to drought) have conducted workshops on cluster basis at wereda level. In each wereda a two days workshop was given for the project schools with an average of 9 participants from each school, out of which around 10% were females. This means that nearly 900 PTA and TETB members have participated in the workshops. The main topics of the training were:
 1. How to prepare school plans
 2. The methods of data collection and its utilization
 3. The spread of HIV/AIDS and its prevention
 4. Primary school administration
 5. The duties and responsibilities of school PTA and TETB
 6. The causes and remedies of students' dropouts, repetitions and low enrolments in schools (especially girls)
 7. The duties and responsibilities of teachers and school directors vis-a-vis quality and equity
 8. The techniques of proper handling and utilization of finance and financial documents
 9. The role of the community in bringing quality and equity in primary schools:
 10. Girls' education enhancement
 11. The objectives and strategies of BESO II project
 12. The conditions of education in the wereda
 13. Practices of harmful culture

Out of the above-mentioned 13 topics, at least 8 of them were point of training in each wereda workshop. The trainers were from Wereda Departments of Education, Capacity Building, Health, Finance & Economic Development, development Agents as well as teachers from High Schools.

The workshop expenses vary from Birr 2,652.00 in wereda Hintalo Wajirat, to Birr 6,557.00 in Mereb Leke and Birr 8,020.00 in Medebay Zana. In all the workshops the training was evaluated as effective, educational and initiator for work.

II. **Teachers**:. A two days capacity building workshop was also conducted at wereda level for teachers of the project schools. So far the project office has received reports from five weredas of Enderta, Lailay Adyabo, Hintalo Wajirat, Tahtay Adiabo and Raya Azebo. The main point of training were;:

- A) Student centered instructional methodology in the teaching of English, Amharic, Tigrigna, Maths and Environmental Science
- B) Classroom management
- C) Daily and annual plan preparation
- D) Teaching Aids - Preparation and utilization
- E) The objectives and preparation of examinations in primary education
- F) Establishment and management of school clubs in primary schools

In the workshops up to five teachers have participated from each school. The training was given by wereda education officials and high school teachers.

In some weredas like Tahtay Adyabo, training was also given for students on ***school club management***. The trainees were members of the following clubs:.

- i) Health and Anti AIDS club
- ii) Literature, Drama and Academic Competition club
- iii) Science and Technology Club
- iv) Sport Club
- v) Girls' Club

As can be perceived from the above report the capacity building activities conducted in the 99 project schools have given trainings to parents, teachers and students and is expected to contribute to the attainment of BESO II objectives.

Annex 2
Summary of Proposed school level activities in 199 phase one project schools

Major School level Activity	No of activities	Remark
Capacity building for Tabia Education and Training Board (TETB) and Parent Teacher Association (PTA) members	199	
Strengthening school clubs	199	
Strengthening school Pedagogical centers	94	
Assist (conduct supplementary class for girls) and award prizes to female students	58	
Strengthening school library	48	
Girl's education enhancement	39	
Academic and sport competitions	25	
Arrange sport fields	19	
Capacity building for teachers	14	
Prize award for students, teachers and parents	6	
Conduct training for pedagogical center heads on teaching aid preparation and science kit	6	
Procurement of science kit	5	
Experience sharing among schools	1	
Total	713	

As can be seen from the above table most of the school level projects focused on strengthening the capacity of PTA and Tabia Education and Training Board, strengthening clubs, Pedagogical centres and libraries and in assisting female students at school

Contributions made by different partners to implement the above activities

Source of contribution	Kind of contribution			Total
	Lab	Mat	Cash	
Community	147970	20039	312350	480359
School	42809	40880	109649	193338
Others		11440	2250	13690
BESO			1154200	1154200
Grand total	190779	72359	1578449	1841587

Share of Contribution in percentage		
	Contribution	Share in %
Community +School +Others	687,387.00	37.33
BESO	1,154,200.00	62.67
Total	1,841,587.00	100

Remark

Others: - refers to government and non government organizations