

**TDA/CGPP
BESO II PROJECT**

**ANNUAL PROGRES REPORT
FOR THE FISCAL YEAR 2004-05**

June 20, 2005
Mekele

Introduction:- Since its inception at around the beginning of 2002, the TDA/BESO II project has been striving to ensure that all children in the vulnerable and disadvantaged areas of Tigray have access to primary education of good quality. Under its program which is known as the C-GPP (Community-Government Partnership Program) the project is fully engaged in strengthening the parental and community involvement in improving the quality and equity of primary education.

In the 2004-05 fiscal year the core tasks accomplished by the TDA/BESO II can be summarized in the following way:-

- Strengthening the Data base Management system, including by conducting Data Quality Assessment.
- ___Developing Documents on the recording of the teaching-learning process of all grades 1-4 sections of Tigray.
- Developing a Statistical Bulletin on Project activities at school level.
- Conducting an integrated supervision in selected project schools.
- Compile report on a Research of the comparative achievements of BESO II and Non BESOII schools.
- Conducting a sustainability and consultative workshops and meetings with members of the PTA, WTWG, GAC, DAs and others stakeholders.
- Based on the SIP prepared by individual schools disburse second phase grant to the first and second cohort project schools.

---To eliminate gender disparities in the project schools , establishing GAC (girls Advisory Committee) in 400 project schools.

--Strengthening Tutorial programs in 270 first cycle schools etc.....

As can be seen from this annual report almost all the planned activities have been accomplished successfully and this was because the project has been continuously working in cooperation with its implementing partners and collaborators, especially the USAID, Tigray REB, Tigray Capacity Building Bureau, Tigray Women's Association, Wereda Education and Administration Offices, Mass Organizations especially the Tigray Women's Association, schools, parents and community members.

TDA\BESO II PROJET
ANNUAL PROGRESS REPORT FOR 2004-2005 FISICAL YEAR

No	PLANNED ACTIVITIES	BUDGET	ACOMPLISHMENTS	BUDGET	REMARK
1	<p>Work on the established Data Base management system to measure achievements against indicators.</p> <ol style="list-style-type: none"> 1. Compile reports on the achievements of each indicator against the target of the PMP for the year June 2003-July 2004 <ul style="list-style-type: none"> • Create baseline data concerning to measure dropout students • Collect and process student data of 1st and 2nd round schools to measure the achievement in the number of dropout students. • Gathering data of 400 project schools on quarterly bases to measure achievements of the planned targets. • Process data of 400 project schools and generate reports on the line achievements. <p>N.B. To include the data of the 4th quarter, the report will be submitted on the 1st quarter of the coming year.</p> <ul style="list-style-type: none"> • Data entry of all project schools' SIP. 	10,000.00	<ul style="list-style-type: none"> • Report on the performance indicators for the 2003/04 school year of the first round 99 schools was finalized and reported to USAID. (For details see Annex 1) • Data for dropout students of third and fourth cohort schools entered . • The corrected Student Data (IR 3.1,3.5) of 400 project schools collected and data entry started to measure the 1996E.C. dropout achievement. • Data Quality Assessment was conducted and as a result it was found out necessary that all the SDAs re-collect the data by correcting all the mistakes they committed . Here some improvements and changes were also made by the project office on the main indicators' formats. At around the beginning of June 2005 the corrected main indicators' data of the second and third quarters began t o reach the project office and data entry has started. All the Sub-indicators' data of the 400 project schools were not subjected to corrections and therefore have already been entered. Processing the data and generating report will be started on the first quarter of 2005-06 fiscal year right after the arrival of the 2004-04 fourth quarter data from the weredas. • All 400 schools' SIP data entry is accomplished. 		<p>Some arrangements need to be made to improve the interface in the computer so as to facilitate the data entry as per the improvements made in the main indicators' format, specially in IR3.2,3.3 and 3.4</p>

No	PLANNED ACTIVITIES	BUDGET	ACOMPLISHMENTS	BUDGET	REMARK
2.	Establish and/or strengthen student profile for grades 1-4 at school level on <ul style="list-style-type: none"> • Academic achievement • Parent-school relationship • Conduct and interest of the student • Economic condition of the students' family • Etc 	10,000.00	In cooperation with Tigray REB two documents were developed, one is a 56 page document and titled "Format to Follow up Teaching-learning process and students' Achievement of the first cycle primary education in Region" the format is to be filled by a home room teacher of every section, the second document is a four pages format and titled "Student Portfolio" This format holds all the necessary information about individual student in his\her stay in the school from grades 1-4 the 56 page document is on its way to be published ..This is expected to be distributed to all primary schools of Tigray by the beginning of the 2005\06 academic year. (The translated document is distributed to USAID and other partners)		The publication of the four pages format "student portfolio" is post pond to some other time due to shortage of budget.
3.	Produce and disseminate: <ul style="list-style-type: none"> • Statistics bulletin on BESO-II CGPP activities. • Newsletter • Exemplary activities in CD, Videotapes and photographs on BESO-II CGPP activities.. 	15,000.00	<ul style="list-style-type: none"> • A statistical bulletin that depicts the overall project schools' activities and budget has been prepared, and published using desktop publisher and disseminated to concerned stakeholders. • News letter was produced • Exemplary activities accomplished by BESO-II project in different schools was filmed on CD and video tapes so that achievements and experiences may be shared among project schools and stake holders. 		
4	Conduct a mid term evaluation of the project	45,000.00	In cooperation with a team send by USAID the two weredas of Enderta and Hawzen were selected as evaluation weredas. From Enderta wereda the schools of Michael Kelti and Lehama and from Hawzen wereda the schools of Indatsebela and Debrehiwet were selected and mid-term evaluation conducted by the team. The TDA/BESO II project office has provided the team with all the necessary information and documents it requested. .		

No	PLANNED ACTIVITIES	BUDGET	ACOMPLISHMENTS	BUDGET	REMARK
5	Conduct a consultative workshop for School Development Agents on the findings of the conducted Data Quality Assessments	60,000.00	The workshops were conducted in the two venues of Shire Indasillassie and Mekele towns where almost all the SDAs participated in a one day workshop. In the workshop discussions all the data quality Assessment findings were raised on each individual SDA basis. Each SDA's shortcomings on his/her data collection system was identified and corrective measures taken. Here it was agreed upon that all the main indicators' data which include IR (3.1,3.2.,3.3, 3.4, and 3.5) and collected by all the SDAs for the first and second quarters of the 2004-05 were to be recollected in accordance with the given orientation. In the workshop all the necessary and improved monthly and quarterly formats were explained and distributed to all the SDAs		
6	Conduct a regular and integrated supervision in project activities of:- <ul style="list-style-type: none"> • Second cohort 100 schools. • Third cohort 107 schools. 		.Supervision was conducted by the project office in the 20 project weredas' second cohort schools. Out of the 100 second cohort schools supervision was conducted in the 44 selected schools. During the supervision the following points were thoroughly investigated, observed and necessary technical assistance given to the concerned bodies:- <ul style="list-style-type: none"> • Sip implementation • Schools finance status • The role of SDAs in assisting schools • The role of PTA, TETB, WEO and Tabia administration in SIP implementation, community mobilization, returning dropout students etc. • The Tutorial and GAC program • Challenges faced by the schools etc An eleven pages comprehensive supervision report with about 20 tables and their analysis has been produced and distributed to concerned stakeholders. <i>(Refer document on Annex 2)</i>		Supervision of the third cohort schools will be accomplished right after the release of the second phase grant to these schools. So as to assure the proper utilization of the proposed school improvement plans.

No	PLANNED ACTIVITIES	BUDGET	ACOMPLISHMENTS	BUDGET	REMARK
7	Conduct data quality assessment in selected project schools to see the DAs data collection system integrity and validity		Data quality assessment was conducted mainly on five main indicators of IR 3.1, 3.2, 3.3, 3.4 and 3.5. The assessment was conducted in all the 20 project weredas's 28 selected schools. Prompt action were taken to modify the indicator's format, to correct and recollect the 1997 E.C. data at school level, call the DAs for and orientation workshop etc. Most of the DAs flow quality date collection system was identified in detail on individual DA basis and corrective measure taken at the workshop. All information collected during data quality assessment was tabulated and report generated with recommendations.		A team from USAID has also participated in the data quality assessment task in some of the assessed schools.
8	Undertake Regional Education Symposium	60,000.00	<ul style="list-style-type: none"> • A draft and final TOR produced • Paper presenters contacted and made ready • Participants identified and invitation letter prepared, • Consultation conducted with Tigray REB, USAID and other collaborator <p style="text-align: center;">(Refer Annex 3)</p>		The supervision is scheduled to take place in Mekele from July 30, 2005.
9	Conduct Research and assess problems that hinder girls participation in primary education in selected weredas of Tigray		A (survey) Research study was conducted on "the comparative Achievements seen between the BESO II project schools and the Non-BESO II schools". After the research was finalized the findings of the study were written in a comprehensive research report. Accordingly the enrolment and dropout of students especially for females, the school clubs, the PTA trainings etc. of both groups of schools were studied, analyzed and interpreted. <i>(For research summary refer Annex 4)</i>		

No	PLANNED ACTIVITIES	BUDGET	ACOMPLISHMENTS	BUDGET	REMARK
10	Conduct Series of Meetings with WTWG members <ul style="list-style-type: none"> Conduct a joint quarterly meeting on wereda level project activities 	15,000	In the second quarter, a meeting with WTWG members of each project wereda was conducted on how and when to implement the PTA-GAC workshops in the 20 project weredas. Accordingly, the workshops for the 1 st and 2 nd cohort schools were conducted, mainly by the WTWG members of each wereda. During the workshop, the wereda capacity building heads, WAT chairperson's, education office head's of all project weredas have presented papers on:- Community participation in education. Problems of female students. school finance--management and School Documentation respectively as per the program scheduled by the project office. There were frequent meetings with the WTWG members during supervision, grant disbursement and community workshops.		
11	Conduct a Local Community Workshop for: <ul style="list-style-type: none"> A) PTA members of 2nd Grant receiving schools B) GAC members of <ul style="list-style-type: none"> 1st cohort schools 2nd cohort schools 3 rd cohort schools	90,000 100,000 107,000	A one-day sustainability community workshop for PTA members of the first and second cohort 199 schools was held on Dec 2004 and May 2005.in each of the 20-project weredas. The invited participants in the workshops were three members from each school (i.e., one parent PTA member, school director and a cashier). In both workshops the topics presented were the following: --TDA/BESO II objectives, Strategies and Expected outcomes: - presented by experts from project office, --Community participation in schools: - presented by Capacity Building heads of each wereda, --Problems of Female students in education: - presented by WAT chairperson of each project wereda, --School financial management and documentation: - presented by wereda education office heads, Sustainability of BESO II activities in project schools after the termination of the project life: - presented by project office. In both workshops the total number of participants was 597 PTA members from the 199 project schools.		*All school community workshops were conducted in line with the grant disbursement and GAC workshops. *The school community workshop for the 3 rd cohort schools will be conducted simultaneously with the grant disbursement program that will be held in the 2005/06-fisical year.

No	PLANNED ACTIVITIES	BUDGET	ACOMPLISHMENTS	BUDGET	REMARK
12	<p>Prepare, process and facilitate school community plans for funding: Prepare and process 2nd phase school implementation plans of</p> <ul style="list-style-type: none"> • 1st cohort 99 schools • Second cohort 100 schools <p>Third cohort 107 schools</p>		<p>School improvement plans (SIPs) prepared by each school PTA members of the 1st and 2nd cohort 199 schools for the second phase grant have been processed by the project office and have been approved by the RSC for grant release.</p> <p>School improvement plans of the third cohort 107 schools have been prepared by respective school PTA members and are being summarized by the project office to be submitted to the RSC for approval at the beginning of July 2005.</p> <p>(For SIP summary of 199 schools refer Annex 5)</p>		
13	<p>Disburse fund to 306 cohort one, two, and three project schools to assist the implementation of school improvement plans based on BESO II objectives.</p> <p>Phase 2</p> <ul style="list-style-type: none"> • First cohort 99 schools • Second cohort 100 schools • Third cohort 107 schools <p>Provide orientation to school representatives during grant disbursement</p>	<p>990,000</p> <p>1,000,000</p> <p>1,070,000</p>	<p>After we ascertained the fulfillment of the matching fund from the community and schools, a 10,000 second phase grant was disbursed to each of the 99 first cohort and 100 second cohort schools on November and May 2005 respectively in the presence of the WTWG members. Simultaneously, an orientation was given on how to utilize, manage and control their school resources effectively.</p> <p>Three people from each school that includes the school director, the school cashier, and one parent PTA member have attended in the orientation given during grant disbursement.</p> <p>The grant disbursement of the third cohort 107 schools was not accomplished because it was found out to be out of the then obligated budget from the USAID. Therefore, the grant disbursement for the third cohort 107 schools is postponed for the coming fiscal year.</p>		
14	<p>Conduct experience – sharing workshop for Development Agents</p>	15,000	<p>A two days experience-sharing workshop was conducted among development agents in September 2004. The major activities performed at the workshop include: -</p> <ul style="list-style-type: none"> A. Each development agent presented his/her one year work accomplishment, problems and challenges faced and solutions designed, B. Challenges faced by partners during plan implementation were discussed and directions forwarded, C. Annual plan and report of the project office were presented. 	9539	

15	<p>Establish/strengthen school level Girls Advisory Committee (GAC) in project schools:</p> <p>A) Establish GAC in the third and fourth cohort schools,</p> <p>B) Give a workshop to the GAC members of:</p> <ul style="list-style-type: none"> • 1st cohort schools • 2nd cohort schools, • 3rd cohort schools 	<p>Before the establishment of the GAC's, a one day orientation workshop was conducted by the project office expertise in the three towns of Humera, Mekelle and Inda-Slassie where the Development Agents and wereda Women's Association of Tigray (WAT) representatives have participated on the necessity and establishment of GAC. After this workshop both the DA and wereda WAT chairpersons were instructed to travel to all project schools and establish the committee.</p> <p>Accordingly, GAC 's were established in the 1st and 2nd cohort schools on June and in the 3rd and 4th cohort schools on December 2004. In this way GAC s' whose committee members are</p> <ol style="list-style-type: none"> 1. School Director Chairperson 2. Female Teacher..... Secretary 3. Female Student..... Member 4. Tabia WAT chairperson... ,, 5. One Parent male/female ,, have been established in all of the 400 project schools. <p>Once the GAC 's were established a one day workshop was followed in each project wereda in two phases i.e., for the 1st and 2nd cohort schools on December 2004 and for the 3rd and 4th cohort schools on May 2005.</p> <p>In these workshops the major topics were:</p> <ol style="list-style-type: none"> 1. The problems of female students in education in their respective weredas...presented by wereda WAT chairperson 2. The role, duties and responsibilities and expected outcomes of GAC. <p>The workshop participants in each wereda were school director, GAC secretary and Tabia WAT chairperson. The total number of workshop participants was about 1200.</p> <p>In accordance with the report send to us by all the SDAs the major works accomplished by of the school GACs include the following ones"-</p> <ul style="list-style-type: none"> • Special academic assistance was given to 1107 female students. • About 501 girls were brought back to school and resumed learning as a result of the coordinated effort of the GACs and schools' returning committees, especially in aborting early marriages. (<i>see Annex 6</i>) 	
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			<ul style="list-style-type: none"> • The PTA members of 39 schools had earmarked a budget of Birr 27 up to 72 each to strengthen their respective school GAC activities • Advisory services on gender and related issues were given in the project schools, • Stationery materials were purchased and distributed to needy students in some project schools, • Prize was awarded for competent female students • Orientation was given on the harmfulness of early marriage and its physical, psychological and social impact on female students. 		
16	Strengthen Tutorial Programs in Project Schools, especially for girls	80,000	<p>At the beginning, project schools whose grade level is above 4 were clearly identified by using the Regional Education Bureau document. Then, directives on how the program could be implemented were produced and dispatched to concerned bodies by the project office.</p> <p>To strengthen the program and motivate the tutors an incentive of 200 birr was earmarked to each school. Then, the above-mentioned payment was given to 270 project schools..</p> <p>According to reports reaching our project office the tutorial program is functional and effective</p> <p>The total number of beneficiary children assisted by the program as reported by fourteen weredas is about 19,848.</p>	54,000	In the remaining 130 project schools no tutorial program is being conducted as these schools have no grade five and above classes.

Challenges Encountered and Solutions Given.

The major challenges of the year were

- 1) Both the students' and schools' indicators data sent to project office by all the DAs had some transcription errors and were therefore returned to the DAs for data recollection and correction. This has delayed the beginning of the second and third quarter data entry by more than four months.
- 2) The turnover of its employees. All members of the Monitoring and Evaluation unit which include the unit head, the statistician and data encoder resigned and left the unit just during this fiscal year. Such a huge turn over will have its repercussion on all of our activities, especially in the entry, analysis and interpretation of all the indicators data of the 400 project schools.
- 3) In some weredas there were schools and communities who were late to secure the matching fund and therefore created some problems in the implementation of the school plans on time. This problem is improving due to the efforts made by wereda capacity building heads and our SDAs who frequently insisted the community members to secure the pledged contribution on time in order to get the second phase grant from the project office. Further more, the project office does not provide the grant unless the school community submitted the legal cash receipt of their contribution to the school.
- 4) Another major problem usually raised by our DAs is lack of means of transportation and the inadequate transportation allowance. At the beginning of BESO II the number of BESO II embraced schools in a wereda was 5, then cohort by cohort the number and reached an average of 20. One DA in a wereda cannot give the required technical assistance to 20 schools without having a dependable means of transportation. As a solution to this problem, the project office had requested a donation of motor bicycles from the USAID but due to shortage of fund still it isn't still solved.
- 5) From the side of the project office there was a problem in sending various formats to the DAs on time. However, as the DAs especially those who are assigned in the distant weredas of the western zone informed us the late arrival of the formats, the project office solved the problem by sending all messages and formats much ahead of time by considering the problems in transportation and communication facilities.

Annex 1

Report on the achievements of performance indicators for the 2003/04

IR_3_1_1:Percent of CGPP schools that are visited by WEO at least four times a year			
Round	sumof4timesandabovevisits	Count Of SchName	Percentage
<i>1</i>	42	99	42.42
Year	Planned	Actual	
2003/04	10%	42.42%	

IR_3_1_2:Percent of CGPP schools that are visited by WEO atleast twice a year			
Round	Sumof2andabovevisit	CountOfSchName	Percentage
<i>1</i>	68	99	68.68
Year	Planned	Actual	
2003/04	50%	68.68%	

IR_3_1_3:Percent of PTAs that have jointly financed\implemented school development projects with WEO\Local government at least once a year			
Round	SumOfIsImplementProjectsAtleastOnceAYear	CountOfSchName	Percentage
<i>1</i>	53	99	53.54
Year	Planned	Actual	

2003/04	15%	53.54%
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IR_3_2: Percent of PTAs that have raised at least 3 education issues, which are related to education quality and equity, annually to the local Government

Round	sumOf3AndAboveIssues	CountOfSchName	Percentage
<i>1</i>	35	99	35.35
Year	Planned	Actual	
2003/04	15%	35.35%	

IR3_2_1: Average number of days per month in which at least half of non-teacher PTA members visited their school

Round	SumOfNTPTAVisits	CountOfSchName	AvgNoOfDays
<i>1</i>	1731	99	1.94
Year	Planned	Actual	
2003/04	1.25	1.94	

IR3_2_2: Average number of meetings per annum by PTAs in CGPP schools with parents and community members to discuss education issues.

Round	SumOfPTAParentMeetings	CountOfSchName	AvegNoofPTAParentMeet
<i>1</i>	397	99	4.01
Year	Planned	Actual	
2003/04	3	4.01	

IR3_2_4: Percent of communities that have contributed to school development activities as per their plan.

Round	Sum of total contribution	Count Of School Name	Percentage
<i>1</i>	73	99	73.74
Year	Planned	Actual	
2003/04	75%	73.74%	

IR3_3: Percent of education issues raised by PTAs that were positively responded by local Government

Round	Sum of the Raised To Local Gov	Sum of Gov Respond	Percentage
1	466	325	69.74
Year	Planned	Actual	
2003/04	10%	69.74%	

IR3_3_1:Percent of schools that have functional girls advisory committee.

Round	Sum of school shaving Advisory committee	Count Of School Name	percent
<i>1</i>	73	99	73.74
Year	Planned	Actual	
2003/04	20%	73.74%	

IR_3_4:Percent of PTAs that have taken actions to address educational of which 50% is related with quality and equity

Round	SumOf50%andabove	Count Of School Name	Percentage
<i>1</i>	65	99	65.66
Year	Planned	Actual	
2003/04	50%	65.66%	

ANNEX 2

TDA\BESO II PROJECT

C-GPP

**SUPEVISION REPORT ON
SELECTED SECOND COHORT
PROJECT SCHOOLS**

March, 2005
MEKELLE

INTRODUCTION

As per the five year plan of the BESO II project office; supervision to some schools is conducted every year by the project office together with Werda Education Office. It is to be recalled that similar supervision has been conducted in the first cohort 99 schools last year. This is a brief supervision report which also includes the data out put in various tables.

The supervision was conducted in 44 second cohort schools of the 20 TDA/BESO project weredas. The data shows activities accomplished using phase one grant of BESO II (Birr 5, 800.00) and community contribution.

Objectives of the Supervision

The supervision, conducted in the selected second cohort schools was based on the following objectives,

- To evaluate the implementation of the 2nd cohort schools' SIP and discuss with the concerned bodies at grassroots level on the problems faced by the schools and suggest possible solutions.
- To asses the contribution of different stakeholders (WEO, Tabia administrator, PTA, Community Development agents etc) to SIP implementation.
- To discuss with PTA members on how they are working to achieve the results set up in the project office PMP.
- To see the financial status of the schools and check if budget utilization is as per the SIP or not and then give corrective measures, if there may be the need.

Strategies

Out of the 100 second cohort schools 44 were selected on distance basis i.e. some far away from and others nearer to wereda capitals. The supervision was conducted by project office personnel, the WEO head or representative and the wereda School Development Agent.

School SIP activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Capacity building for PTA, TETB and teachers	48	32.2	32.2	32.2
	Experience sharing	2	1.3	1.3	33.6
	Furnishing pedagogical center	19	12.8	12.8	46.3
	Furnishing school library	15	10.1	10.1	56.4
	Purchasing science kit	2	1.3	1.3	57.7
	Special assistance for female students	16	10.7	10.7	68.5
	Strengthening school clubs and sport activities	47	31.5	31.5	100.0
	Total	149	100.0	100.0	

SIP Activities

As can be seen from the table above, the BESO II grant that each school received, combined what the community contributed in cash, material and labor, has been geared mainly in the capacity building for PTA, TETB and teachers followed by strengthening school clubs. Other activities like furnishing pedagogical centers and libraries, giving assistance for female students etc, are also important activities planned by the schools.

Status of SIP					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accomplished	123	86.6	86.6	86.6
	Not accomplished	4	2.8	2.8	89.4
	On going	15	10.6	10.6	100.0
	Total	142	100.0	100.0	

Status of SIP:- As depicted in the above table, out of the planned activities over 86% were accomplished; less than 3% not accomplished and the remaining 10% were on progress. This shows that the schools are implementing their SIP properly.

Financial book, Audit and Reasons

One of the main problems observed in schools during our supervision was lack of proper and up to date recording of financial matters. Almost half of the supervised schools have no financial book that show the SIP implementation with regard to the expenses incurred for it. Consequently almost half of the schools' PTA have not audited their finance because they didn't know the importance of auditing or have never discussed about it or because they were waiting until all the money they had was finished, etc.

Challenges faced in SIP implementation		
	Frequency	Percent
Low DA's assistance.	1	2.2
Grant being lately disbursed	2	4.4
Partial implementing the planned activities	4	8.9
Problem in collecting promised community contribution	12	26.7
PTA members didn't participate during purchasing.	1	2.2
PTA members fails to attend meetings.	1	2.2
Reallocating specific budget to other activities which are not in the SIP	2	4.4
Shortage of budget	4	8.9
Shortage of capacity to audit income and expenditure	1	2.2
Students attained in school clubs can't attend on time since they walk long distance.	1	2.2
Revision of SIP not being allowed after the receive of grant	1	2.2
Turn over of school directors	2	4.4
Unable to find materials in nearby market	12	26.7
Implemented tasks being out of SIP	1	2.2
Total	45	100.0

Challenges Faced: Out of the many challenges schools faced in implementing their SIP, the problem of collecting community contribution and the in availability of teaching-learning materials in the nearby market were the most outstanding challenges.

Role of DA in SIP implementation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate contribution	15	37.5	37.5	37.5
	Poor contribution	3	7.5	7.5	45.0
	Very high contribution	22	55.0	55.0	100.0
	Total	40	100.0	100.0	

Role of PTA in SIP implementation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate role	14	31.8	31.8	31.8
	Poor role	4	9.1	9.1	40.9
	Very high role	26	59.1	59.1	100.0
	Total	44	100.0	100.0	

Role of tabia administration in SIP implementation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low role	10	22.7	22.7	22.7
	Moderate role	11	25.0	25.0	47.7
	No role	2	4.5	4.5	52.3
	Very high role	21	47.7	47.7	100.0
	Total	44	100.0	100.0	

Roles of Partners: - The above three tables show the roles played by the DAs, PTA and Tabia administrator in assisting school SIP implementation. The technical assistance provided by DAs was found out to be very high contribution only in about half of the schools. The rest received moderate or poor assistance. After receiving this and other information the project office called an immediate consultation meeting with all the DAs to discuss on the existing technical assistance and on how to increase their concerted effort in assisting the schools and their PTA members. The **role of PTA** in implementing their SIP was found out to be very high in about 60% of the schools. Similarly the technical assistance schools received from **Tabia administration** in their SIP implementation was very high in about 48% of the schools, low in 23% of the schools and moderate in about a quarter of the schools.

Are there changes in the school due to BESO II Intervention?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	2.3	2.3	2.3
	Yes	43	97.7	97.7	100.0
	Total	44	100.0	100.0	

What are the changes or events observed at the school due to BESO II Interventions?

	Frequency	Percent	Valid percent	Cumulative percent
Female education highly enhanced	17	20.5	20.5	20.5
PTA capacity and participation greatly increased	8	9.6	9.6	30.1
Functional club strengthened and sport activities developed	24	28.9	28.9	59.0
School materials fulfilled for PC, Library, Sport etc	19	22.9	22.9	81.9
Enrollment & quality education improved, dropout decreased	15	18.1	18.1	100.0
Total	83	100.0	100.0	

Changes due to BESO: - Over 97% of the schools have claimed to have shown changes due to BESO II intervention. The greatest improvement is seen in the establishment of many functional clubs and the introduction and strengthening of sports activities. This is followed by the fulfillment of different teaching-learning school materials for the pedagogical centers, libraries, sport activities etc. Moreover female education enhancement, improvement in enrollment and reduction in dropout rates are also some of the improvements observed as a result of BESO II intervention.

Is there regular tutorial program in the school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	11.4	11.4	11.4
	Yes	39	88.6	88.6	100.0
	Total	44	100.0	100.0	

Subjects offered in tutorial class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All subjects	2	5.0	5.0	5.0
	English & Amharic	1	2.5	2.5	7.5
	English & Maths	19	47.5	47.5	55.0
	English, Maths and Physics	3	7.5	7.5	62.5
	English, maths, physics & chemistry	11	27.5	27.5	90.0
	English, maths & environmental science.	2	5.0	5.0	95.0
	English, maths, biology &	2	5.0	5.0	100.0

	physics.				
	Total	40	100.0	100.0	

Is there any incentive given to tutors?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	29	65.9	65.9	65.9
	Yes	15	34.1	34.1	100.0
	Total	44	100.0	100.0	

Tutorial: - As can be seen from the above tables in over 88% of the schools there is a regular tutorial program whereby mainly English, Maths and the Sciences are the major subjects tutored. Only about one-third of the tutors received some kind of incentives.

Is GAC established?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	100.0	100.0	100.0

Has the GAC prepare its annual plan?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	21	47.7	47.7	47.7
	Yes	23	52.3	52.3	100.0
	Total	44	100.0	100.0	

Has the GAC conducted its regular two weeks meetings?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No meeting	15	34.1	34.1	34.1

	Yes	8	18.2	18.2	52.3
	Rarely	21	47.7	47.7	100.0
	Total	44	100.0	100.0	

GAC: - The Girls' Advisory Committee (GAC) is established in all the project schools by BESO II project office. But the supervised schools were at their early stage of establishment and because of this only about half of them have prepared their annual plan and only about one fifth of them are conducting their two-weeks meeting regularly. The other schools either have not conducted or rarely conducted their regular meetings.

Number of quarter visits by SDA's in schools (in 1997 E.C.)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No visit	2	4.5	4.5	4.5
	Once	3	6.8	6.8	11.4
	Twice	14	31.8	31.8	43.2
	Three times and above	25	56.8	56.8	100.0
	Total	44	100.0	100.0	

SDA's Assistance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate	17	43.6	43.6	43.6
	Very high	22	56.4	56.4	100.0
	Total	39	100.0	100.0	

DA: - The development agents assigned in each project wereda are expected to visit each school regularly and render their technical assistance. As can be seen in the tables above, although very few schools have not been visited even once in that quarter, over 56% of the schools have been visited by the DA more than three times in a quarter. About one third were visited twice in a quarter. Generally the technical assistance schools received from the DAs has been reported as being between very high and moderate assistance.

Number of WEO's visit in a quarter in 1997					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No visit	2	4.5	4.5	4.5
	Once	8	18.2	18.2	22.7
	Twice	7	15.9	15.9	38.6
	Three times and above	27	61.4	61.4	100.0
	Total	44	100.0	100.0	

Did the WEO discuss about BESO II in times of visit					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	22.7	22.7	22.7
	Yes	34	77.3	77.3	100.0
	Total	44	100.0	100.0	

WEO: - The Wereda Education Offices are the main partners in implementing BESO II activities at school levels. In over 61% of the schools the WEO officials have visited each school more than three times in a quarter. But in about one fifth of the schools The WEO officials either have not visited at all or it was only once. During their visits the WEO officials have discussed

about BESO II project activities in more than three-fourth of the schools. In the remaining one quarter schools BESO II has never been a topic of discussion.

Number of PTA-Community meetings in a quarter in 1997 E.C.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No meeting	8	18.2	18.2	18.2
	Once	18	40.9	40.9	59.1
	Twice	9	20.5	20.5	79.5
	Three times and above	9	20.5	20.5	100.0
	Total	44	100.0	100.0	

PTA members meetings' minutes book					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	2.3	2.3	2.3
	Yes	43	97.7	97.7	100.0
	Total	44	100.0	100.0	

Content of the minutes book					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate	11	25.0	25.0	25.0
	Poor	2	4.5	4.5	29.5
	Very good	31	70.5	70.5	100.0
	Total	44	100.0	100.0	

Is there any action taken by the PTA to reduce dropout?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	9.1	9.1	9.1
	Yes	40	90.9	90.9	100.0
	Total	44	100.0	100.0	

Is there a committee which brings back dropout students?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	34.1	34.1	34.1
	Yes	29	65.9	65.9	100.0
	Total	44	100.0	100.0	

Community and PTA: - The above five tables depict the interaction between the PTA and the community members. The C-GPP'S main focus lies in the participation of community members in the overall affairs of their respective schools so as to enhance quality and equity of education. During the supervision it was observed that in over 80 % of the schools community members have visited and conducted meetings with the PTA members from one up to more than three times in a quarter. In about 18% of the schools no community-PTA meeting have been conducted. But the PTA, a sub-set of the community members, is a very active body that participates in the school leadership. In about 98% of the schools the PTA has its own minute-book that records the deliberation of the monthly meetings. Generally the PTA minutes-books are found out to be 70% very good, 25% moderate and the rest poor. As can be seen from the tables above in over 90% of the schools the PTA has taken different actions to reduce dropout rates. In fact in over two-thirds of the schools the PTA has established at school level a committee know as "Return committee" whose main work is to go to the houses of every dropout student, discuss with the students' parents on the problems of the child and return the student to his/her school.

**TDA/BESO II PROJECT
TERMS OF REFERENCE (REVISED)
(TOR)**

**TIGRAI REGIONAL SYMPOSIUM
ON
QUALITY EDUCATION**

June 2005
Mekelle

TERMS OF REFERENCE

REGIONAL SYMPOSIUM ON QUALITY OF EDUCATION

I. Introduction

Since the formation of a democratic government under the leadership of the EPRDF, Ethiopia has witnessed a number of constructive reforms and changes in all sectors of development. As part of such reforms and changes a new Education and Training policy was issued and being implemented all over the country in the past few years or so. The Education reform program, the first of its kind in the one hundred years Ethiopian history of modern education, is a broad policy document aimed at expanding education to all children. Moreover, quality and equity of education and the institutionalisation of democracy are also main goals of the policy.

As one of the regions of Ethiopia, Tigray is also exercising basic development practices in all sectors of development. In Tigray greater emphasis has been given to the education sector so as to achieve Universal Primary Education by 2015. At all levels of the education system and especially at primary education, school expansion and rehabilitation activities have been taking place for the last decade. Today the region can proudly claim to have attained its goal of Access to Education. Student Enrolment, particularly school - age based enrolment is reaching its apex. However, in spite of such a success in getting access to primary education, in Tigray, there is a pressing concern of parents, educators, policy makers and students on quality of education. There will be many concerned parties as long as our quality of education is at its lowest ebb, we cannot escape out of the poor level of our economic conditions. It is only through the provision of quality education that poverty can become history of which in our country.

Quality in education includes many variables the functional interplay of which determines the educational OUTPUT. This quality of education manifests itself in the presence of at least the following five points:-

1. **Learners who are healthy**, well nourished, ready to participate and learn as well as supported in their learning by their families and communities.
2. **Environments that are healthy**, safe, gender sensitive and provide adequate resources and facilities.
3. **Content** that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the area of literacy, numeracy and

life skills as well as knowledge in such areas of gender, health, nutrition, HIV/AIDS, and peace.

4. Process through which trained **teachers** use the modern child - centered teaching approaches in well managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
5. **Outcomes** that encompass knowledge, skills and attitudes which are linked to the national goals for education and positive participation in society.

Therefore, the need to know the present status and future trend of quality education, with particular emphasis on Tigray region has warranted organizing this symposium. The symposium is hoped to create an opportunity and insight to develop practical and workable suggestions and recommendations both from educators and policy makers.

II. Objectives of the Symposium

- 2.1 The concept of quality education clarified.
- 2.2 Ways and means of attaining improved quality education in Tigray introduced.
- 2.3 The role and involvement of different governmental and non governmental actors who are at the pipeline of the education sector at various level of the system in enhancing quality education clarified.
- 2.4 Based on the findings of the Second National Learning Assessment and on the identified past and present practices of quality education in Tigray, to come up with valuable recommendations and plan of actions that can assist the Tigray Regional State government in its endeavour to raise the quality of primary education in Tigray.

III. Seminar Topic

The theme of the seminar is **Quality - Education**. Under the umbrella of this main theme different topics can be prepared and presented in the symposium. The following are examples.

- 3.1 Quality education-- what it is? How can it be attained? What are its indicators? How is it evaluated? Is high school educational quality negatively affected by the mother- tongue primary education system? Etc.....
- 3.2 Detriments of Quality Education and its Panacea.
- 3.3 Roles of the community and NGOs in improving quality of education - experience of other countries.
- 3.4 The past and present status of the quality of education in Tigray viz-a-viz the National Learning Assessments and its future trend.

Based on these and other quality issues the following papers will be presented in the two –days workshop:-

- ✓ Concepts of Quality Education-----Addis Abeba University
- ✓ Educational Management in Enhancing Quality Education—A.A.U.
- ✓ Highlights of the Second National Learning Assessment In Reference To Tigrai Region.-----NOE.
- ✓ Contribution of BESO II C-GPP In Enhancing Quality Education— the experiences of :-
 - a) TDA/BESO II
 - b) World Learning Inc.
 - c) Save the Children , USA
 - d) Two Primary School Directors of Tigrai.

Conveners:- Resource persons from USAID, Mekele University and Addis Abeba University shall be assigned as conveners for the papers presented.

IV. Methodology

- 4.1 The TDA/BESO II project in collaboration with the USAID/MISSION TO ETHIOPIA and Tigrai Regional Education Bureau shall search and contact relevant paper presenters from universities, USAID, International Organizations, Research Institutions, Government and Non Government Organizations and others.
- 4.2 At the symposium papers will be presented and most of the forum will be devoted to discussions, brainstorming and suggestions on some critical quality issues to be followed by workable recommendations.
- 4.3 Paper presenters will be provided with all the necessary transportation and per-diem allowances in addition to their honorarium.

V. PARTICIPANTS:-

1. Regional government officials and BESO II Regional Steering Committee members.
2. All Tigrai weredas' Education and Capacity Building Office heads.
3. Representatives from different governmental Educational institutions and colleges.
4. BESO II partners and collaborators like the USAID, AED, WLI, Save the Children etc...
5. NGOS which are actively participating in the education sector.
6. The expected number of participants is about 160 people from the following sectors:-

S.No.	Organization	Participants	Number
1	Tigrai WEO	All weredas	46
2	Tigrai WCapBO	All weredas	46
3	Tigrai REB	Higher officils	6
4	BESOIITigrai RSC	All members	7
5	Tig. Regional Gvt.	President's Office	3
6	School Representative	Project schools	2
7	Mekele University	DeansOffice(Edu Faculty)	3
8	Tigrai Teac.Colleges	Adwa,Abyiadi& Mekele colleges	6
9	Famous Educators	Individually	1
10	Addis Abeba Unv.	Educ. Researchers	3
11	USAID & Colabor.	BESO II partners	15
12	Ministry of Edu.	NOE, Curriculum INS.	2
13	AAU,NOE	Paper presenters	4
14	MU,NOE, USAID	Disscussants	4
15	TDA Head office	Executive dire.Office	3
16	BESO II Project office	`Staff members	7
17	Reporters		2
	TOTAL		160

VI. Expected outcomes

6.1 Awareness created on quality education as well as on the existing regional situation and future trends of quality and related issues.

6.2 Alternative and workable policy options and recommendations developed.

6.3 All Symposium proceedings documented and produced for further research by scholars and for follow up by the Regional State Government of Tigray and concerned bodies.

Schedule

7.1 Consultations with Tigrai REB	18/04/05
7.2 Draft TOR developed	24/04/05
7.3 Paper presenters contacted	28/04/05 - 10/06/05
7.4 TOR Improved	29/06/05
7.5 Invitation of participants	26/07/05
7.6 Conducting the symposium	August 19-20, 2005
7.7 Final Symposium document produced	August 25, 2005

VIII. VENUE: - The venue of the symposium is Mekele at the Martyrs' Auditorium

VII. Budget

S/No	cost item	Description	Location	Particants		Qty	Unit cost	Total cost	Remark	
1	Per-Diem and Travel cost	Per-Diem	Tigrai	Region	Reg State	3	25	150		
					RSC	7	25	350		
					REB	6	25	300		
					MU	3	25	150		
					TTC	2	25	100		
					Wereda	Educ	46	70	16100	
					TTC	4	70	1400		
					Cap Bul	46	70	16100		
					School	Director	2	70	700	
					PTA rept.	2	47	470		
					A.A	AAU	5	100	2000	
						NOE	2	100	800	
					Sub Total				128	
		Travel cost		Tigrai	Round trip	98	130	12740		
				A.A	Air Ticket round trip	5	1050	5250		
				NOE	Air Ticket round trip	2	1050	2100		
				Sub Total					20090	
2	Honorarum	Paper presenters		A.A		2	3000	6000		
				NOE		1	3000	3000		
				Conveners	MU	1	750	750		
					A.A	1	750	750		
	Sub Total						10500			
3	Stationery	Note book				160	5	800		
		Ball Pen				160	1	160		
	Sub Total							960		
4	Snack Service					160	5	1600		
	Sub Total							1600		
5	Rent of Auditorium					2	3000	6000		
	Sub Total							6000		
	Grand Total							77770		

TDA/BESO Symposium Schedule

Date		Time	Topic	Presenter	Discussant
DAY 1 30/07/05	MORNING	8:00 - 8:30 AM	Registration of participants	Project office	
		8:30 - 8:45 AM	Opening speech	TDA/Executive Director	
		8:45 - 9:00 AM	Key note speech	RSC chairperson (Gov. Representatives)	TDA Executive Director
		9:00 - 10:00 AM	Paper on quality of primary education (AAU)	Amare Asegedom(AAU), Aberra Makonnen (USAID)	Ato Mulu Nega
		10:00 - 10:30 AM	Tea - Break	Project office	
	10:30 - 11:30 PM	Continuation of paper on quality of primary education	Ato Amare Asegedom (AAU), Aberra Makonnen (USAID)	Ato Mulu Nega	
	11:30 - 12:30 PM	Discussion on quality of primary education	Participants		
	12:30 - 2:00 PM	Lunch	Self		
	AFTER-NOON	2:00 - 3:30 P.M	Educational management in enhancing quality education. (AAU)	Ato Haileselassie W/Gerima (AAU),	Ato Zenawi (MU) Ato Girmai berhe (AAU)
		3:30 - 4:00 P.M	Experience of some school PTA, BOARD and WTWG in managing school issues	PTA/school board members	School director (WTWG)
		4:00 - 4:30 P.M	Tea Break		
4:30 - 5:30 P.M		Discussion on education management & contribution of CGPP in enhancing quality of education	Participants	Ato Zenawi (MU)	
DAY 2 31/07/05	MORNING	2:30 - 4:00 A.M	High light of natural learning assessment in reference to Tigray	Ato Zewdu and Endale (NOE)	Dr Tesheme (AED)
		4:00 4:30 A.M	Tea Break		
		4:30 - 12:30 P.M	Discussion		
	12:30 - 2:00 PM	Lunch	Self		
	AFTER-NOON	2:30 - 4:00 P.M	Contribution of BESO II CGPP in enhancing quality of education	CGPP participant TDA, WLE and SC	Ato Tesfaye K/work (USAID)
		4:00 - 4:30 P.M	Tea Break		
		4:30 - 5:30 P.M	General discussion	Participants	Dr Adhana
5:30:5:45 PM		Closing Speech		Regional Gov Rep.	

Annex 4 Comparative studies on Highlights of BESO -NONBESO schools

This is the summary of the findings reached as a result of the survey study made on the comparative achievements between the BESO II project schools and the Non BESO schools.

1. Dropout of students

- The basic reason for dropout of students, in descending order, is child labor demand, bad climate and health problem, early marriage and long home-school distance.
- To mitigate students dropout, especially for girls, the school Parent Teacher Association (PTA) members have discussed with the potential dropout students and their parents to return them to school and also have actively participated to abort early marriage which is one of the major causes of female students dropout. The findings show that over 68% of actions taken by PTA lies on such a discussion.

According to the study for the base year (1994 E.C) higher dropout is observed in BESO schools as compared to non BESO schools while after a one year BESO II intervention the dropout is dramatically reduced (improved) for BESO schools. Although there could be a lot of factors for this achievement the role of the project office through the PTA and the TDA/BESO school Development Agent in BESO schools are the key factors for this result. By comparing baseline of female dropout rate for the year 1994 E.C and achievements of 1995 E.C it is understood that there is an improvement of dropout rate in BESO as compared to non BESO schools.

2. Enrollment or participation of schools

- From the survey study one can say that the main causes of low enrollment, in descending order, are low community awareness towards education, school inaccessibility and low socio-economic conditions of the society. These factors are found in higher percentage in BESO schools as compared to non BESO schools. This fact also reinforces the idea that BESO schools are found in lower community participation and remote areas as compared to the non BESO schools.

- It is also observed the findings that the major factors that hinder female participation are lack of parents' awareness on female education, high household labor demand from girls, early marriage and lack of self confidence of female students. As it is depicted on the findings the possible solutions suggested by respondents to improve female participation are increased community awareness on female education, provision of special assistance to female students and avoiding early marriage.
- To improve students enrollment, PTAs are more involved in creating community awareness in BESO schools as compared to non BESO schools. Obviously, here the capacity building activities given to PTA by TDA/BESO project office has helped them to broaden their attitude and to mobilize the community towards education
- The study also shows that although the contribution of feeding programs in both types of schools is enormous, that of BESO schools enrollement is much higher than that of non BESO schools and this is attributed to the great efforts exerted by the BESO II schools' PTAs. The figures show that the increase in the BESO II schools' enrollment is 27% while that of the non BESO schools is less than 11 %.
- In the findings we can see that in both types of schools females are encouraged by the provision of tutorial classes, incentive and are protected from early marriage in both BESO and non BESO schools.

Taking the 1995 E.C female students data as a baseline and the 1996 E.C as achievement data, female participation has been also found drastically improved in BESO schools as compared to non BESO. This is seen from the findings which show that female enrollment increased by 33.57% while in non BESO schools the increment is only by 12.28%.

3. PTA Capacity Building Activities

- One of the main features of BESO II schools' PTA is the training given to them to lead and manage schools better. This is observed from the study which shows that 97.4% of BESO II schools have received capacity building trainings as compared to 68.4% of the non BESO schools.
- The increase in the PTA management efficiency is directly the result of the type of training given to them. As per the findings most of the trainings given to BESO II PTAs have focused on :

- ➔ Duties and responsibility of PTA
- ➔ School financial and administrative management
- ➔ Proper system of documentation and recording
- ➔ Prevention of dropout students
- ➔ How to prepare school plans etc.

Similarly, these trainings have also encouraged the BESO schools PTA' to conduct more meetings than those of the non BESO schools. As depicted on research paper the number of BESO II schools that have conducted more than three meetings per annum is higher than that of the non BESO schools.

4. Functional school Clubs

- More than ever before today many functional clubs are established in both types of the schools. As can be seen from the findings there are 8 functional clubs established. Out of these 8 clubs, special attention is given to HIV/AIDS & Health clubs which are established in about 32.3% of the schools. The next most important club is Sport and Academic Competition club which is operational in more than 28% of the schools.

Annex 5		Proposed school level projects in 99 second phase schools					
Proposed Plan		comTotal	schTotal	GovTotal	Tol Com	BESO cash	Grand total
1	Award Prize for Female Students Total	11940	10496	25	22061	22003	44064
2	Construction of classrooms Total	240421	31410	57212	329043	178141	507184
3	Construction of Teachers' Residential Quarters Total	342043	33266	150915	526224	215100	741324
4	Construction of a Latrine Total	92949	5250	1980	100179	107740	207919
5	Construction of a Store Room Total	29140	5400	6005	40545	29255	69800
6	Construction of Pedagogical Center Total	58380	16270	0	74650	73610	148260
7	Construction of School Fence Total	48900	3020	2500	54420	78452	132872
8	Enrich Pedagogical Center Total	145529	24921	112921	283371	237233	520604
9	Fulfill School furniture's Total	13102	2350	0	15452	66908	82360
10	Fulfill Sport materials Total	12195	1468	0	13663	34950	48613
11	Fulfill Sport Materials & Arrange Sport Field Total	4663	1200	7250	13113	20055	33168
12	Fulfill Staff Room materials Total	1900	900	0	2800	16225	19025
13	Girls Education Enhancement Total	3070	7474	0	10544	14301	24845
14	Library Enhancement Total	61835	20741	25	82601	254193	336794
15	Purchase of desks Total	52620	10166	0	62786	179625	242411
16	Purchasing Duplicator and/or Typewriters Total	7300	1800	0	9100	20500	29600
17	Renovating class rooms and latrines Total	131375	35452	1200	168027	299316	467343
18	Strengthen Clubs Total	60450	17716	825	78991	72893	151884
19	Strengthening GAC Total	2300	2800	0	5100	4060	9160
20	Water supply Total	13350	3490	0	16840	15440	32280
	Grand Total	1,333,462	235,590	340,858	1,909,510	1,940,000	3,849,510

Reports on GAC activities in schools

Introduction

It is noticed that the TDA/BESO Project office in collaboration with Women's Association of Tigray (WAT) had reached at an agreement to establish Girls' advisory Committees (GACs) in project schools aiming at alleviating the problems of girl students in education and thereby raise their enrolment rate, reduce drop out rates and through time ascertain the long awaited quality and equity of education.

To this end a workshop was convened in June 2004 at the head office, at Shire, Enda Selassie and at Humera where wereda WAT chairpersons and School Development Agents (SDAs) attended. At these meetings both WAT representatives and our SDAs were given the task to establish GACs in the first and second cohort schools before the end of that academic year and the remaining third and fourth cohort schools were left for the first semester of the 2004-2005 academic year. To equip GAC members with their duties and responsibilities, workshops were also conducted in two phases. During the first phase GAC members of the 1st and the 2nd cohort schools attended the workshop on December in their respective weredas and the 3rd and 4th cohort schools on May 2005. Participants of the GAC workshop were the school director, one female teacher and tabia WAT representative of each project school. Currently encouraging reports are reaching our project office through the SDAs on the works of GACs in schools.

Summary of GACs activities in project weredas

Based on the 3rd and 4th quarter reports of the SDAs of 17 weredas (Walqait, Tahtay Adiabo and Medebay Zana excluded for their reports did not reach the project office), the major accomplishments of the committees are listed hereunder in a nutshell.

1. In the above weredas, as a result of the effort made by the GACs, it is reported, a special academic assistance was given for 31330 girl students.
2. Early marriage being the major reason, about 501 female students who gave up learning for some time were brought back to school and resumed learning as a result of the coordinated efforts of GACs and the Returning Committee in schools.
3. 13 female students were returned to school after their honeymoon in Degua Tembien and Raya Azebo Weredas. Although this is a common work of all the GACs, it was not supported in figures.

4. Aiming at strengthening school GACs, PTAs of 118 schools had earmarked about 18457.20 Birr through which;
- Stationery materials were bought and distributed among needy female students
 - Materials necessary for embroidery works were purchased and given to some students as a means to generate income,
 - A tea club was established (Tsegede and Degua Tembien weredas) through which poor students can assist themselves,
 - Pants and sanitary pads were bought and distributed among matured needy girls,
 - School uniforms, shoes and etc were bought and given to 32 students (Kafta Humera Wereda)
 - Incentives were given to girls whose academic performance was found to be best, etc

Other notable works of GACs include

- a. Providing advisory services on gender and related issues to school community in general and female students in particular,
- b. Purchase stationery materials and distribute among needy girl students,
- c. Incentive to girl students who returned to school after their honeymoon,
- d. Award prize for competent girl students,
- e. Presenting frequent lesson on the harmfulness of early marriage and its physical, psychological and social impact on girls, and etc.

As to the reports from the project weredas, the following problems were identified and suggestions were given to strengthen the GACs.

PROBLEMS

- ❖ Budget constraints to carryout GAC activities timely,
- ❖ Lack of ample time of GAC members outside the school, including tabia WAT representatives, to participate in meetings called by GACs.

RECOMMENDATIONS

Many of the project schools recommended the following points: -

- ✓ Provision of material assistance from the project to needy girl students,
- ✓ Allocate enough budget to project schools so as to implement their duties properly,
- ✓ Active involvement of WAT especially at Tabia level in strengthening school GACs,
- ✓ Arrange a consultative meetings or workshops to all GAC members by the project office.

