

PD. ART-071

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Quarterly Report

April 2000 - June 2000

For USAID Project 674-G-00-00-00004-00

Project for Health and Sanitation Extension Training

Section A: Cover Page

1. April 2000 - June 2000
2. The English Language Educational Trust
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12. Tracy Brownlee
- 13.

Section B: Performance Monitoring Framework

To be submitted with next Semi Annual report in October.

Section C: Implementation Monitoring Plan

Please refer to Attachment A.

Section D: Narrative

1. Background Information

The Project for Health and Sanitation Education (PHASE) Extension Training, Grant No 674-G-00-00-0004-00 facilitates the implementation of learner-driven Action Projects in schools in Nongoma, Mahlabatini and Pongola in the Zululand Region. This will be achieved through training Language, Literacy and Communication teachers, and Human and Social Sciences teachers from Grades 6 and 8 in the schools in those Districts. Teachers will be provided with training and materials in outcomes-based education and Curriculum 2005. The programme will rely on the support and involvement of the District Education Department officials, as well as the District Health and Environmental Health officials. The implementation of the programme in schools has the following objectives:

- Improved capacity of teachers to implement Curriculum 2005, through the teacher training programme.
- Learners' increased awareness of health, hygiene and sanitation issues, through the implementation of the learning programme.
- Improved capacity of the government officials involved to provide support to teachers in implementing Curriculum 2005.
- Learner Action Project materials developed.
- The effective management of the programme implementation.

Through the implementation of Action Projects, learners will interact with the content (health and hygiene) through participation in a research process. This process is designed to contextualise learning, making it relevant and participatory, and empowering learners to make changes in their broader environments

2 USAID funded activities

2.1 Key Accomplishments

During this reporting period we accomplished the following:

- Training and Support Team workshop 2: 8 - 12 May
- Completion of facilitators' pack

- Pongola Principal and SGB meeting: 30 May
- Pongola Principal and SGB meeting: 31 May
- Mahlabatini Principal and SGB meeting: 6 June
- Nongoma Principal and SGB meeting: 7 June
- Support to District trainers at ELET: 13 - 15 June
- Nongoma Teacher workshop: 27 - 29 June
- Mahlabatini Teacher workshop: 28 - 30 June
- Senior trainer support visit to above workshops: 27 and 28 June

2.2 Outcomes the intervention had on ELET

None since the last report (November 1999 - March 2000).

2.3 Overall assessment of the current state of Grant activities

All planned activities for this period have been completed, although there were a few delays with certain activities.

From the Principal and Teacher workshop reports and registers, the main obstacle experienced at this point is low attendance at workshops. Trainers invited 150 schools to participate this year, but the Principals' workshops show a total representation from 109 schools. Likewise, in the teacher workshops, attendance has also been low. Full figures will be available in the next report, as some of these workshops fall into the July reporting period. However, we are experiencing an average of about 60% attendance from schools. This has implications for the distribution of materials which were calculated for 150 schools, the inclusion of those schools in later years, and the wasted costs in terms of catering budget etc.

Dr S Mbokaze attended part of the first day of the Mahlabatini Teachers' workshop. This was very well received by teachers and trainers, and he had encouraging and motivating things to say to those who had attended.

I think we will need to re-evaluate workshops during holidays as many teachers live quite far from the districts they are working in. I would suggest that future workshops are held in the afternoons during school term. Another suggestion has been to combine the Mahlabatini and Nongoma workshops, so that both trainers can run these workshops together. I think there is merit in considering this, as the trainers are battling to hold workshops with no workshop support from the Education Department, and slightly erratic support from other Departments.

The Education Departments have helped immensely with logistics, providing office space, and generally being available for us to contact and to leave messages for the trainers. However, as already mentioned, they are not able to assist with workshops and this does have long term consequences for the aims of the programme.

The other TST members have been very supportive to trainers, with many of them taking leave (in one case, unpaid leave) in order to assist with the workshops. The

most noted assistance has come from Brian Thabethe of the Nongoma Development Committee, and the TSTs from Environmental Health and Schools Health. These last two departments have had to ask permission to participate, and have received support for their involvement from their departments.

The ELET district trainers are committed to the project and are doing their best. They all attempted to attend the first day of each others' workshops (where possible) to provide moral and practical support. This was done at their own cost and shows commitment and team work.

2.4 Discrepancies between planned and actual results

The only planned result which has not yet materialised at all is the M&E report from Prof John Volmink. We are still waiting for this report, although we have received the raw data.

We are a bit late with printing of materials, as we had planned to have this done by the time of the workshops. However, due to a revision of the materials, and other project demands, printing occurred in July rather than June.

As already mentioned, the representation from schools at workshops is well below what was planned.

2.5 Obstacles experienced

The obstacles have already been mentioned. In summary:

- DEC unable to assist with actual workshops
- Low school attendance at workshops
- Some districts have less TST support than others

2.6 Success stories

None as yet

2.7 USAID supported technical assistance

None during this reporting period.

2.8 USAID supported training

The TraiNet programme was installed on my computer, and I was given instruction on how to use it.

3. Planning

3.1 Monitoring plan for the next reporting period (July 2000 -Sept 2000)

- Refer to Implementation Monitoring Plan (Attachment A) for a detailed break down. Summary of main events/ objectives:
 - Delivery of materials to districts
 - Delivery of materials to schools
 - First school cluster visits in each district
 - Senior trainer and project manager to visit selection of cluster visits
 - Second Principal and SGB meeting in districts (before holidays)

3.2 Possible constraints which could affect the next reporting period

None anticipated.

3.3 What USAID supported technical assistance does ELET require?

None anticipated at this stage

3.4 What USAID supported training does ELET require?

Project Management training and training in using MS Project Manager.

3.5 What other relevant issues should USAID be aware of?

We would like to reward the TST members who have helped the ELET team. They are government employees, and some have obtained permission from their departments to assist ELET, but some have had to take paid or unpaid leave. I think their commitment and involvement should be rewarded in some way, and I would like advice on USAID's policy regarding occasional once off payments as "thank you's".

3.6 Specify if any changes to the Grant are required.

Due to underestimating the extent of Monitoring and Evaluation required, and the subsequent inadequate budget, this budget line item will need to be reconsidered at some point during the Grant period.

As the project is operating far from ELET's base, there are many unanticipated time and travel costs which are being incurred. In all cases, these can only be compromised on at the expense of the quality and effectiveness of the project. If a Grant amendment is not possible later in the Grant period, I would recommend that we reconsider the scale and/ or scope of the project to ensure that the budget is not exceeded.

4. Financial Management

4.1 Disbursement cycle and any problems experienced with disbursements

The disbursement cycle has consisted of quarterly reports of expenditure against the advances paid. The latest disbursement request was for actual expenditure for the

- period March to June 2000 and an advance for the period July to September 2000.

4.2 Summary of vouchering system

| <u>Voucher</u> | <u>Period</u> | <u>Date submitted</u> | <u>Value</u> | <u>Date received</u> |
|----------------|---------------------|-----------------------|--------------|----------------------|
| Exp + Adv | 1 Dec 99 - March 00 | 10 May 2000 | R85 410 | not paid |
| Exp +Adv | April - June 00 | 23 July 2000 | R158 971 | not paid |

The first voucher was not paid because the initial advance had not been fully liquidated by the expenses claimed against. The second voucher has only just been paid.

4.3 Did an audit take place? If so, provide the summary report.

No audit has been conducted to date.

4.4 Explanation of fiscal or administrative delays or deviations in financial practices

The disbursement reports have still been submitted on a quarterly as opposed to monthly basis. This is due to ELET's financial year end at March and tax year end in February which has resulted in a lot of time being spent on statutory work rather than the day to day work. The books of account are now up to date so we will endeavour to provide monthly reports.

4.5 The institutions short and long term plans for financial sustainability

ELET is and has worked to become partially financially sustainable but does not envisage becoming totally self sustainable because of the social bottom line that needs to be maintained. For the year 2000, ELET will generate 55% of its income through self sustainable means vis the provision of courses to teachers.

In the long term ELET will be looking to reach about 75% sustainability through courses and the selling of services. Having said this, ELET will still look to the donor community for funding of project work which benefits and uplifts the community where the community can not afford this service.

List of Attachments

- Attachment A: Implementation Monitoring Plan
- Attachment B: Project Manager monthly reports (April and May 2000)
- Attachment C: Senior Trainer monthly reports (May and June 2000)
- Attachment D: Pongola Principal workshop report and register
- Attachment E: Nongoma Principal workshop plan, report and register
- Attachment F: Mahlabatini Principal workshop plan, report and register
- Attachment G: Nongoma Teacher workshop report and register (1 workshop of 3)
- Attachment H: Mahlabatini Teacher workshop report and register (1 workshop of 3)
- Attachment I: Workshop summary forms
- Attachment J: TST Workshop 2 report