



**A Better Childhood Development and Education for All (ABCDE for All)  
PROPOGRAM PROJECT IMPELEMENTATION REPORT**

**Submitted To: Amhara Region Finance and Economic Development Bureau**

**Plan International Ethiopia**

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**Bahir Dar**

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## I. ACRONYMS

ABCDE	A better Child Development and Education
ABE	Alternative Basic Education
ADV	Addis Development Vission
BIAAG	Because I am A Girl
BOE	Bureau of Education
BoFED	Bureau of Finance and Economics Development
CBO	Community Based Organization
CCCD	Community Centered Child Development
CDF	Community Development Facilitator
CDV	Community Development Volunteer
CO	Country Office
CRC	Convention on Right of Child
CP	Country Program
CSP	Country Strategic Plan
CTEs	College of Teachers Education
DEC	Development Expertise Centre
DRR	Disaster Risk Reduction
ECCD	Early Childhood Care and Development
ECDFs	Early child hood Development Facilitators
EFA	Education for All
EMIS	Education Management Information System
FGM	Female Genital Mutilation
GO	Government Organization
KETB	Kebele Education and Training Board
LWF	Learn Without Fear
MDG	Millennium Development Goal
MOE	Ministry of Education
NGO	Non-Governmental Organization

PAGES	Promoting African Grass root Economic Security
PIE	Plan International Ethiopia
PRA	Participatory Rural Appraisal
PTA	Parent- Teacher Association
PA	Program Area
SIP	School Improvement Program
SMC	School Management Committee
UPE	Universal Primary Education
UBR	Universal Birth registration
WEO	Woreda Education Office
WCYA	Women Children and Youth Affairs

## **EXECUTIVE SUMMARY**

Plan International Ethiopia is an international humanitarian child centered community development organization. It has been working in Amhara region with Amhara Region Education Bureau (Lasta Woreda and Lalibela town Administration) for the past 15 years in different development areas. One of which is a learning program now named “A better Child Development and Education for All”. In the area of learning, a lot of significant achievements were acquired through the previous program/projects.

However, studies, monitoring reports and government annual statistical abstract indicate that the key issues affecting the education of children such as limited access to ECCD, high wastage in primary education (dropout rate and repetition rate )and low academic performance of primary school children are still persisting in Amhara region in general and in Lasta woreda and Lalibela Town Administration where Plan International Ethiopia have operated in particular. Hence, those problems are pin pointed out as concrete problem areas which have to be sought in this program.

A Better Childhood Development and Education for All (ABCDE - for all) program: interventions will seek to promote home-based care and development of children aged 0-3, community managed ECCD centers and improving the quality of pupil-friendly primary education.

In pursuit of the above mentioned program, PIE will follow multiple strategic program approaches to optimize the overall impact of the different strands of its work. These approaches are: policy engagement, capacity strengthening for local government and non government partners, community and child participation, strategic partnerships and alliances, Gender and DRR mainstreaming and research, learning and documentation.

To successfully deliver this program, the issue of resource allocation will be given profound attention. Competent and motivated staffs, facilitators and volunteers will be assigned. In regard to financial resource, adequate budget will be allocated from the sources of sponsorship and grant. Besides, Plan International Ethiopia will look for to mobilize resources. This is mainly focuses to mobilize the community in order to contribute their resources in terms of labor, local available materials and others to support the implementation of this program. Moreover, Plan International Ethiopia has vast experiences in implementing community managed projects in which community members possibly contribute their resources even in cash and skill to implement different projects jointly with the Amhara regional Education bureau.

The major objectives of this report is to pinpoint the implementation progress of the projects in terms of geographic location and planned activities. Besides, the report is deliberately prepared so as to give profound justifications for refreshment of the agreement entered with BoFED and other signatory government organizations.

## Description of the project

The project as described in the project proposal document entitled, “A Better Child hood Development and Education for All” (herein after referred to as the projet) shall be implemented in Lasta & Lalibela woredas of North Wollo Zone, Bahir Dar Zuria woreda of West Gojjam Zone and Ebinat Woreda of South Gondar Administrative Zone.

## Project Objectives

The Project is composed of the following major objectives:

- Increase the practice of communities on early child hood care and development of children age 0-3,
- Increase access for children ( age 4-6) to community managed Early Child hood Care and Development /ECCD centers
- Improve quality primary education for boys and girls in Plan intervention districts in Amhara region by the year 2016.

## Program beneficiaries

The program intervention woredas are four woredas (Lasta woreda & Lalibela town administration of north wollo zone, Ebinat woreda of south Gondar Zone and Bahir Dar Zuria woreda of west Gojam zone) in the region.

S . N	Woreda	Zone	Male		Female		Total Planned	Accomp lished	Accompli shment %
			Planned	Accomp lished	Planned	Accom plished			
1	Lalibela	N/Wollo	3,092	3500	2,801	3828	5,893	7328	124.35%
2	Lasta	N/Wollo	11,333	12,203	13,841	14,784	25,174	26987	107.20%
3	Ebinat	S/Gondar	25,302	14201	23,399	16403	48,701	30604	62.84 %
4	B/Dar Zuria	W/Gojam	23,070	18,203	20,393	19,001	43,463	37204	85.60%

<b>Total</b>		<b>62,797</b>	<b>48,107</b>	<b>60,434</b>	<b>54016</b>	<b>123,231</b>	<b>102.123</b>	<b>82.9 %</b>
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### Key partners

<b>S / N</b>	<b>Name partner</b>	<b>Intervention Zone</b>	<b>Intervention woredas</b>	<b>Project of intervention</b>	<b>Remark</b>
1	DEC (Development Expertise Centre)	West Gojjam	B/Zuria	<ul style="list-style-type: none"> <li>• Star Schools</li> <li>• Girl Power</li> <li>• ECCD</li> </ul>	
2	ADV ( Addis Development Vision)	North Wollo	Lasta	<ul style="list-style-type: none"> <li>• Girl Power</li> </ul>	
3	Lasta woreda education office	North wollo	Lasta	<ul style="list-style-type: none"> <li>• PAGES</li> <li>• ECCD and primary education</li> </ul>	
4	Lalibela Town Administration Education office	North wollo	Lasta	<ul style="list-style-type: none"> <li>• ECCD and primary education</li> </ul>	
5	Lasta woreda education office	North Gondar	Lasta	<ul style="list-style-type: none"> <li>• ECCD and primary education</li> </ul>	

### Key interventions

Plan International Ethiopia's commitment is long term and empowerment is central in its program approach. Children, women and communities are right holders and sector offices are duty bearers. Plan's and other stakeholders' role is to facilitate and support the interactive development process at household, community, district, zonal and Regional

levels. Program management cycle, which ensures participatory, reflective and bottom-up consultative decision making processes, is pursued.

### **Overall Programme Approach for ECCD**

Work on ECCD will focus on a comprehensive program component that encompasses the four essential elements of parenting, home-based play, centre-based ECCD and transition to primary school. Within this context PIE will support grassroots level initiatives in establishing model ECCD centers which can later be replicated and scaled up by government and communities. The design of the ECCD model centers will be established through community dialogue and consultations, and in partnership with local NGOs. The different ECCD intervention components will be also be linked to relevant institutions (such as teacher training colleges and universities) to enhance their participation and involvement in the development and follow up of the program.

In addressing quality education focus will be on girls as the most disadvantaged, even though activities often will include all pupils. Regarding the different dimensions of quality education, emphasis will be given to addressing issues related to teaching and teachers, curriculum and learning materials and school governance. PIE will collaborate and partner, the Ministry of Education and other relevant entities to support the implementation of the General Education Quality Improvement Program (GEQIP) package and related strategies. More specifically, the school cluster based support system (whereby a certain common service is provided by a specific school and accessed by a specific group of other schools) will be used to initiate and motivate students, teachers, PTSA members and local leaders to improve their schools. PIE will work with school clubs as a means of addressing issues pertaining to children's lives, and particularly to girls' lives (such as violence, early marriage, FGM, school management, the quality of girls' education) within the school environment, at home and the community.

### **Home Based Child Care and Development (0-3)**

Women of child bearing age, expectant women and mothers of children less than three years of age will supported to develop their knowledge and to gain practical skills in parenting and home-based play. Under parenting, focus will be given to awareness raising and training on the roles and responsibilities of bringing up children, and on improving practical nurturing skills of parents and caretakers. Imparting these skills will enable parents and caregivers to do more of what they know in an effective and safe way, and to reduce harmful practices in their home (individually) and in their community (collectively). This parental skills development and awareness raising will be facilitated mostly at home by community volunteers but also at women's meetings, social occasions and topic specific forums such as Village Saving and Loan Associations meetings and traditional coffee ceremonies.

To improve the early age stimulation of children (aged 2-3 years), Plan will support the promotion of home based play. Women with very young children will be targeted in their respective communities to participate in the provision of a safe home-based play environment. Play areas, established on a communal basis, will be equipped with child friendly materials to encourage interaction between children while their parents attend to their daily economic activities or domestic chores. PIE, working with local partner CBOs will support community women's groups with training to impart basic knowledge on the safe handling and preparation of homemade play materials, methods for promoting socialization, and stimulating play.

### **Community-managed Early Childhood Care and Development Centers**

In the second component of the ECCD intervention, PIE will work with communities and local government structures to establish and improve the quality of services at ECCD centers (for children aged 4-6), and to support the smooth transition to primary school from ECCD centers (for children aged 7-8). Under these two components of the community managed ECCD centers, PIE's response will focus on:

- Initiating and supporting involvement of local communities, partners and CSOs in establishing model ECCD centers and their implementation;
- Promoting and supporting scale up of community managed, locally appropriate ECCD centers in selected intervention areas;
- Supporting teacher training institutions to develop the ECCD curriculum, to train ECCD teachers and volunteers, and to develop and supply appropriate teaching and learning materials;
- Raising awareness and building capacities of communities, caregivers, facilitators, partners, governments, PIE staff and parents on ECCD;
- Supporting relevant institutions such as early childhood education facilitators' training centers, primary school teachers' training colleges/universities;
- Supporting government in translating the ECCE policy framework into practice through conducting relevant research and studies related to ECCD practices and progress towards expanding access to early childhood education;
- Initiating and / or participating in national and regional level ECCD networks (with like-minded NGOs and other relevant entities) in order to promote and scale up programs. Support will also be given to grass roots networks between primary schools and ECCD centers, with technical and material assistance to enhance transition from ECCD to primary education;
- Undertaking evidence based policy engagement and influencing for the increase in the level of investment on ECCD

### **Improve pupil-friendly quality primary education**

In addressing quality education focus will be on girls as the most disadvantaged, even though activities often will include all pupils. Regarding the different dimensions of quality education, emphasis will be given to addressing issues related to teaching and teachers, curriculum and learning materials and school governance. PIE will collaborate and partner with the Ministry of Education and other relevant entities to support the

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The intervention for improvement of the quality of primary education has a three pronged approach of (i) ensuring that the completion rate, particularly that of girls, is increased, (ii) improving the academic performance of boys and girls in national examinations, and (iii) ensuring that knowledge acquired becomes more useful and appropriate to the future lives and development needs of the children.

- Promoting and strengthening life skills education for both girls and boys. This will enable students to be more confident in making the case for better school facilities, in continuing their education without interruption, in protecting themselves from violence, and in participating actively on school issues;
- Working with school clubs as a means to enhance child participation and enhance the effects of life skills education.
- Supporting government (Ministry of Education) efforts in expanding girl-friendly and gender appropriate quality primary education. This will involve infrastructure rehabilitation focusing on gaps in school facilities which mainly affect the quality of girls' education, and some limited construction of new girl-friendly primary schools where access to primary school is still very low; Improving school governance, building capacity, and motivating primary school teachers, leaders, supervisors and education experts for the enhancement of the quality of primary education;

- Supporting regional states in revising the primary education curriculum and other educational materials to make basic education more relevant and gender appropriate;
- Raising the awareness of communities, parents, CSOs, partners and school committees (PTSA, ETB/Education and Training Boards etc.) on issues related to girls' education;
- Organizing and/or supporting global, national, regional and local initiatives such as Learn without Fear, Because I Am a Girl and other girls' education focused initiatives;
- Initiating and introducing innovative school income generation schemes targeted particularly towards needy primary school girls, linking these to the promotion of saving and wise utilization of resources;
- Supporting government (Ministry of Education, Regional Education Bureau and District Education Offices) to expand the use of Information Communication Technology (ICT) to enhance quality primary education. ICT resource centers will be organized in primary schools and mechanisms developed to give access to all students, but with a special focus on girls.
- Plan's three global initiatives, Learn without Fear (LWF), Because I Am A Girl (BIAAG) and Universal birth Registration (UBR) will be integrated across all interventions under this CP. Primary school will be used as entry point, and work on UBR will be integrated into the comprehensive ECCD intervention.

## **Program implementation**

Based on the five years agreement PIE signed with BoFED, Region Women Children and Youth Bureau and Amhara Education Bureau, PIE has accomplished the below projects with full and active participation of stake holders.

### **Achievements of the project, from January 2012 to June 2017**

#### **ECCD projects implementation**

Early Childhood Care and Development (ECCD), under “A Good Start in Life” is the first out of the three Plan Ethiopia country programs. As a core Education program, ECCD interventions implemented in our intervention areas targeted districts follows the Community Led Action for Children (CLAC) approach, whose goal is to develop an early childhood model that enables all children in targeted Plan communities to develop and learn to full potential with effective and holistic community support. The CLAC model implemented by Plan International Ethiopia emphasizes four main outcomes of; improving parental knowledge and skills to facilitate effective child development, promoting school readiness through community managed early learning centres, supporting transition to primary schools, and capacity building and networking for improving child wellbeing.

## **Achievements of four pillars of ECCD**

### **Achievements Parenting Education**

In two communities of project district, a total of 1000 (251 M & 749F) were mobilized and organized in 50 parenting groups (PGs). With having coffee ceremony, monthly and weekly sessions of parenting education that were focusing on: Nutrition, child stimulation, child protection, disability inclusion, education, hygiene, and the related overall child rearing practices were given. The parenting also includes cooperative learning.

As a result, parents are able to make and start using child playing materials from locally available materials. They identified children with special needs, contribute their labor at the early learning centers. More importantly, Parents are also working hand in hand with early learning centers by sending their children to the center and also conducting rotational feeding service to their children at the center.

The integration of the program with functional adult literacy (cooperative learning) has also helped the PGs members to understand more about the child development index, child care, nurturing and educating children. Among the illiterate PG members 123 parents (105 female and 18 Male) become literate through cooperative learning and now able to read manuals, and related child wellbeing references. In other words, parents use their reading abilities to refer and understand the parenting manuals adopted by PIE.

Parents start demanding for the support to children with disabilities, also start using child development milestones that has been developed by plan.

Bi-annual and Annual parents' day was celebrated in the two project areas.

Plan International Ethiopia, in coordination with consultant produces Parenting learning Manual that guides PGs and care givers in order to undergo the parenting session.

To make it practical familiarization workshops for the PG leads (8M&42F) and two ECDFs of from partner was given.

## **2. Community Managed Centre Based Early Learning**

A total of seven community managed early learning centers (four are new in FY14) were accessed to children. 490 children – 278 F & 212M aged from 4-6 years old - got access for center based early learning opportunities.

Just like the parenting, the early learning has a guiding manual produced by PIE. In order to put it practical at the ground, training was given. In this regard, for the total of 32 participants, 4 days early learning Manual familiarizing Workshop (in two rounds) was given. The trainees were: caregivers (14 F), primary teachers (2 m, &9 F) district office (2 M & 1 F).

From locally available materials, outdoor and in doors materials of the community managed ECCD centers were furnished and are now in used by children.

As part of children's safety and wellbeing, first aid kits are made available in each center. In collaboration with the Regional TTC College, 14 center facilitators were trained on facilitation skills.

Two wheelchairs were purchased and given to two disabled children who are attending at the early centers of the intervention area. Parents took the initiations by themselves and fenced the early learning centers for the protection of children.

A total of 810 community members (719 male and 91 female) are mobilized to fence the new centers. 35 Centre management Committee are organized for the overall executions and management of the community managed Early learning Centers.

For securing of land to the ECCD center construction, the CMC were successfully able to mobilize and secure land for construction, coordinate the community to fence the compounds of the learning centers. Eight children with special needs are getting an access at the early learning centers. With the support of health extension and health center, de-worming , preventive and curative health services was given to children who are at the early learning center 336 (M 162,F 174).

## **3. Transition to primary school**

Two of the target communities that have six primary school for transition are linked with the early learning centres and benefited with the ECCD project through involving them in varies

capacity building trainings such as manual familiarization—developed and adopted by PIE. Moreover, trainings on the challenges and identifying barriers for effective transition at the early primary school were given to the teachers and principals.

1066 (254 F, 288 M) children of early primary grades (1 &2) of the project community were benefiting from reference story books. Moreover, 17 early primary school teachers were capacitated on the importance of transition.

A transition Manual drafted by PIE for the use of transition has been introduced to participants of project area: school principals, early primary teachers, district Expertise, selected lead parents and caregivers.

Consultative meeting on problems and challenges of transition to primary school was conducted. For this consultative, 63 (39M, 24F) participants were involved.

### **Networking and Capacity Building**

With the involvement of the mass media, and higher officials from the government, project inauguration was held. Six regional Education higher institutions were involved in network establishment as well as in providing trainings to caregivers.

Through the involvement of higher government officials, Regional ECCE network has been established: regional bureaus, regional colleges and selected Zonal officials were participating. A total of 51 participants from Zonal, governmental, LNGO's were involved on the actual establishment of Regional ECCD network.

At the region level, a three days successful training on story making was conducted. It involves a total of 22 participants drawn from ECCD implementing partners, the government and Plan International Ethiopia's Country Office and the Programme Area Offices operating in four regions.

## **Primary education projects implementation performance**

### **Teaching – learning (improved students’ academic results)**

To achieve this result, trainings on Active Learning Methods were given to help the teachers in the implementation of active learning methodology in each targeted schools. A total of nine primary schools 4 Bahir Dar Zuria, 4 Mecha woreda and 1 south Achefer woredas.. More than 237 teachers benefited from the project. The trainings have helped the teachers to prepare the lesson in the way that students could understand the subject matter as relevant to his/her own purpose and maturity level; which in turn imply significant learning. This fact is approved through conducting task filming when actual teaching and learning process was going on at classroom level. The observation were continued by assessing elements of active learning methodologies, like SMART lesson plan, worksheet utilization, effective group formation, time on/off task, classroom management skills and etc. Basically, as this component is the wider and the central part of student’s learning, all the rest contents (B-E mentioned above) could supplement it. The following active learning methodologies were practiced under this activity to realize the teaching learning process

### **School leadership**

Different capacity building trainings have been conducted on skill gaps and ICT (EMIS) usages for 35 school directors, 15 supervisors, 40 DEO, 120 KETB and 73 PTSA. Besides, 36 computers have been provided to nine the target schools are using. Students, teachers and school management were started to use for different documentations and teaching- learning purposes. As a result of this targeted schools have developed their expertise and started to contribute and support their catchment areas to realize school improvement program in general and quality education in particular. To this end, the linkage made between CTEs and our target schools becomes very much interactive and plays a great influential role. CTE uses all the targeted schools as a practicum area where the teacher candidates exercise practice teaching during their apparent-ship programs; this enhances the strong linkage between CTEs and the nine target schools

## **Created Child friendly school environment**

Under this result, to create conducive learning environment a lot of inputs have been handed over to the target schools. To mention some of the recent provisions:

- Thirteen separated toilets for boys and girls constructed and handed over to 10 schools which are found in three intervention woredas ( Bahir Dar Zuria ,Ebinat and Lasta). 5406 Girls and 3756 boys are benefited from these constructions.
- More than 1221 students' combined desks purchased and distributed for 16 schools in the intervention woredas targeted schools .2442 students have been benefited from this provision. These provisions significantly improve quality education.

## **Provision of school materials and furniture**

- 120 teachers' chair and 100 tables purchased and handed over to 12 schools in intervention woreda of Bahir Dar Zuria and Star schools intervention woredas of Mecha and South Achefer.
- More than 10 Water tankers, different sport materials purchased and distributed to different schools.
- Different wash facilities provided to 4 schools which are found in Lasta woreda. and Lalibela town administraton woredas. Due to these intervention 2743 students of the schools have developed better insight on the value of hygiene both at schools and in the communities

## **Provision of Library books**

Plan have purchased different library books and provided to 25 primary schools. The books are very crucial for enhancing quality primary education. These provisions have triggered school management committees to purchase such kinds of contemporary books

from the school internal budget for their primary schools. 21,462 students (9875 male and 11587 female) have got access for libraries. Hence, students reading skills boosted, 256 teachers (174 male and 82 female) have got access for additional teaching materials.

### **Provision of science kits and microscopes**

Science is taught in primary schools as elementary and general science and incorporated in curriculum throughout Ethiopia. However, most schools have reported that they have not adequate science equipment. So as to contribute a little, Plan have purchased 20 science kits and distributed for primary schools which are found in Ebinat woreda of south Gondar Zone .Besides 7 science kits for 7 schools in Lasta woreda schools and 2 for one school of Bahir Dar Zuria woreda purchased and distributed. Besides, 4 compound microscopes have been purchased an distributed to four primary schools of Lalibela town Administration Due to these provision of science kits 15291 students benefited

Most science teachers are presenting practical lessons with the help of these teaching aids. Students' positive attitude towards science lessons significantly increased. Students are motivated towards innovative works. Students' attainments in science classes become much promising

### **School constructions**

Four additional blocks with 16 class rooms have been constructed in two intervention woredas ( Bahir Dar Zuria and Lalibela Town administration ) and handed over for four targeted schools. A total of 1600 students benefited in two academic shifts based on MoE standard.

## **School rehabilitation**

Two schools class rooms and two administration blocks have been rehabilitated in cooperation of community members in Lasta woreda. Besides, one laboratory class has been rehabilitated. These create appropriate learning / child friendly environments in the intervention woredas. – A total of 1450 students benefited from these constructions.

## **Construction of separated toilets for girls**

Poor school sanitation facilities have been cited as a factor that can impede girls' access to their education. „Education for girls can be supported and fostered by something as basic as a girls only toilet“ (UNICEF 2005)

The lack of separate toilets causes great shame amongst girls and boy. The lack of privacy means that pupils would be aware of defecation activities, which is very shameful amongst children. This forces many pupils to wait until they return home before relieving themselves.

So as to sub side the problem, PIE in collaboration of government, DEC and community has constructed two separated girls' toilets with washing facilities in Andassa primary schools with quality based on ministry of education standards. School girls mentioned that incidents of harassment, pushing and physical abuse in toilets by boys significantly decreased. Girls stated that their school so friendly for them and school abstain profoundly decreased. They have started giving due attention for class room instruction properly.

The construction of one standardized library was completed .51 chairs, 22 shelf and 15 tables were made for newly constructed library.

### **Enhanced community participation**

Compared to the past decades, these days as results of Plan and its partners provide different trainings for PTSA and KETB community started to provide concrete and tangible interventions for their particular schools. Once they have realized the real support made to them, they are highly motivated and sense of school ownership from the very grass root level of awareness creation to the high level of school support in kind and finance becomes developed. Besides to this they have expanded their commitment in minimizing student dropout and working on school environment. E.g. the community bought generator for power source, school compound was made from iron wire, classroom renovation and others were made by resources mobilized from the community. In some communities of Bahir Dar Zuria woreda, community members highly participated in construction of additional class rooms and ECCD centers. Community members have participated in monitoring project activities in all intervention woredas.

### **Integration and Innovation**

In similar way, for complementing of students' learning many things have been mainstreamed in such a way that it can accelerate student learning and develops students' inheritance skills. This was done mainly by two ways. One is through student talent show initiative like sports, kite science (measuring weights), songs and computer skills and the second is through preparing action researches at particular school level to solve the challenging problems they were facing. For example, on factors that contributed to students' drop out, why students' performance less in some hard subjects like Chemistry, Mathematics, Physics, and English and etc. 14 schools with the total 8554 students have been benefitted from these interventions

### **Supporting educational festivals and events**

With support of plan international Ethiopia, Amhara program area, Lasta. Ebinat and Lalibela town Administration woredas have colorfully celebrated annual education

festivals. The festivals were very unique and Plan International Ethiopia name was highly recognized at festivals for its paramount contributions for enhancing quality education in the woredas. Different pictures were displayed for festivals participants and most of the pictures were messages about the contribution of PIE. The North Wollo zone education office highly recognized PIE as the front line NGO in the zone for its crucial contribution in the field of education at zonal annual education festival. The North Wollo zone education office sent certificate to PIE through Lasta woreda vice administrator and education office head.

Ebinat woreda education office has recognized Plan International Ethiopia as leading education partner and gave certificate of acknowledgment in FY 17 academic year.

### **Media excursion**

At the beginning of FY 14, media excursion was facilitated by joint intuition of APA and CO. During this media excursion different PIE endeavors in different development arenas were addressed. One of the attentions of the excursion was PIE best achievement in the field of education. In this regards, different primary schools and ECCD centres that are constructed by PIE in the collaboration of LNGO partners, government and community were the attention of the media crews. Documentary films that incorporated different developmental achievement in Amhara region including education programs were made and the output of the media excursion was disseminated by Amhara TV.

### **Inauguration of three ECCD centers and Additional class rooms construction**

Three ECCD centers, two blocks of additional class rooms and two separated toilets for girls and boys constructions inauguration ceremony were held in Andassa community of Bahir Dar Zuria woreda. The ceremony was celebrated colorfully. Children, community members, government officials highly witnessed Plan and DEC contribution in education filed. Plan country director CD, Plan programs head, Vice head of Amhara education bureau , representative of BoFED and other highly delegates, children and community

members were part and parcel of the inauguration ceremony. The inauguration ceremony was broadcasted through Amhara TV.

### **Provision of ICT materials for primary schools**

ICT centers have been established more than 20 schools in four intervention woredas: Ebinat, lasta, Bahir dar Zuria and Lalibela town Administrations. The school ICT rooms are very organized, neat and well managed. School have assigned on ICT focal person and all ICT materials purchased by the project have been displayed in the ICT rooms. Teachers and students are very much enjoyed by ICT support. ICT room have been remaining open in academic hours. Time schedule prepared and fixed in the well of ICT rooms. All school children have got a chance to utilize ICT materials for their learning. Teachers have also utilized materials for different academic issues. They have started teaching some subjects lesson by help of ICT materials and soft copies like **Encarta Kids**. More than 21543 students have been enjoyed by PIE ICT materials support

**Case study-** I am a teacher of Degamelza primary school. I am really very much delighted by Plan International supports to our school especially ICT materials support. I have utilized the ICT materials for producing project proposal for generating money for fencing our school compound which has impact on quality education. Tilahun Berihun , teacher at Degamelza primary school

### **Provision of sport wears for girls and boys students.**

Different sport wear have been purchased by the project and handed over to 4 schoos of Ebinat woreda. Schools have started organizing sport competitions among cluster schools and this triggered other schools to allocate budget for purchasing sport wears to their schools. The provision has brought significant impact on children physical and cognitive development.

Case study- I am grade 8 student of Hibret primary school. I am very much glad by Plan support to our school. Our school director has informed all school children that sport wears and balls have been provided to school by Plan. Formerly, I had information on

ICT materials and library books purchased by Plan project. The sport wears that we wore in school competition motivated me to play football aspiring I will be one of the LUCY team member of the National female football team of Ethiopia.

Abeba grade 8 student

### **Provision of instructional materials for children with different disabilities**

In three project intervention woredas (Ebinat, Lasta and Lalibela town administration) different instructional materials have been purchased and distributed to children with special needs. A total of 85 children with disabilities have been benefited from this project.

### **Case study-**

Oh! My God! Our schools have got different materials Kane, school bag, brill paper, slot sign language books. I have got some of the materials and this thing motivated me to come to school regularly. I have a vision to be a teacher and want to assist many children with different kinds of disabilities. Hope, Plan will extend its support to us by purchasing hand watch and different playing materials that are conducive for children with special needs.

Dasash Yohannes, Age 12, female students with visual impairment in Ebinat primary school

### **Additional activities implemented/ unplanned activities**

#### ***1. Facilitating Regional conferences on Enhancing Girls Education***

Due to the Plan regional programing our PA is proactively working on at regional level by giving due attention on enhancing girls' education

In collaboration of Amhara region Education Bureau, regional workshops on girls' education conducted in two big cities of the region, Dessie and Injibara. Stake holders that have paramount influence for boosting girls education have participated and the conferences were good floors for addressing female children educational bottle necks and good valuable opportunities for PIE image building. The workshop participants were:

1. All zones of education department gender focal persons in Amhara region

2. A gender club or girls club representatives of all secondary schools and all preparatory schools that are found in the region
3. Process owners of curriculum department and professionals from region education office
4. A representative of all Education media department in the region

A total of 325 participants (245 female and 80 male) have participated at the two conferences in Injibara and Dessie.

Many panoramic issues that have impact on girls' education (creating girls friendly school environment, how to subside GBV at schools, how girls leading role in school co-curricular activities, how proactively work on enforcing the existing guidelines, principles and policies in school environment, how to develop self-esteem on parts of girls and how to lobby boys and teachers to back up girls education initiatives in schools and how to exercise gender responsive pedagogy) were profoundly addressed at the conference. Due to this very informative and knowledge sharing workshops, the participants have got better insights about techniques and strategies that they will employed for addressing enhancing girls education. As we have got feedback from the regional education bureau, some participants have started cascading the trainings to their colleagues, students and school PTA/SMC in their respective schools. Some participants have prepared score card on girls' education. The participants who came from education media centre started to broad cast the issues that were raised at the workshops for addressing the end users.

**A total of 500,000 Birr (Five hundred thousand Birr)** was allocated for Amhara region Education Bureau for the above activities and for regional education festival that was conducted in September 2013.

#### **Supporting Amhara region Women Children and Youth Bureau**

Based on formal requests of the bureau, Plan has transferred Birr 156,000 for African Child day celebration and Birr 62,000 Birr for inaugural activities of the newly

constructed Bureau office. **A total of Birr 218,000 (Two hundred eighteen thousand Birr )** has been transferred to Region Women, Children and youth Bureau. The Bureau has celebrated African child day colorfully in June,2012.

### **Supporting schools deworming activities.**

So as to improve students health status, medicines for protecting children from water borne diseases purchased and distributed for five woredas health offices of north wollo zone and wag himra woredas through school feeding and school improvement project which was run jointly by Plan and world food program. Woredas are Bugna , 10,929 Birr, Lasta 10,929 Birr, Gidan 40,510 Birr Sekota 52,628 Birr and Gazgibla,15800 Birr. A total of Birr 130,796 ( One hundred thirty thousand seven hundred ninety six Birr) allocated for purchasing deworming tablets or medicine

### **Supporting schools outside the intervention woredas**

Through star school project, schools that are found in west Gojjam Zones of

1. Mecha woreda , Merawi primary, Merawi Kebele primary school, Ambo Mesk and Wotete Abay
2. South Achefer of Abchigle primary school

All 5 schools of the two woredas have got 20 computers, 5 printers, combined desks, teachers table, rotto water tanker and other materials. Please refer annex of fixed assets for better information. 115 Teachers of the stated schools, 80 PTSA, SMC and 5234 students have got capacity building trainings for the past two years.

Besides, girls toilets have been constructed in two primary schools, Ambo mesk and Merawi kebele primary schools of Mecha woreda with Birr 237,000. More than 2000 girls benefitted from the constructions.

More than 2,141,000 (Two million one hundred forty one thousand Birr were allocated for the above mentioned schools through star school project.

All the efforts done by Plan and LNGO partner DEC has significant impact on improving quality educations.

### ***Working with Knowledge based education institutions***

Primary Schools are linked with Finote Selam and Begemeder Colleges of Teachers Educations based on proximity and catchment areas to support, supervise and train teachers in Active learning Methods and other trainings. Due to continuous professional support of colleges of education, nine primary schools teachers have started conducting student centred teaching and learning process. Students' class room participation and academic achievement significantly enhanced. Besides, teachers have valued the parents' involvement on education and teachers parents meeting conducted every two months. Parents have got a chance to follow up their children academic progress. A total of 195 teachers (112 Male and 83 Female) and 10,221 students (4987 Male and 5234 Female) benefited from these linkages.

### **Sustainability of the project**

This project has been linked to local community, which is designed to be inherently sustainable by investing in community capacity and solidarity that remains after withdrawal of support. The planning process and community participation contribute to activities that can be achieved in such a way that the community will capitalize on the knowledge they possess, mobilize resources locally, and then rapidly and effectively utilize external resources if they become available

The school that targeted by this project is government owned and hence DEC (Development Expertise Centre) our LNGO partner and district education office will continue to provide similar capacity building support to the school and education system in general so that this school continue to deliver quality education for children. To ensure smooth phase out/exit, all inputs will be delivered to school administrations in following proper documentation and issuance of formal delivery notes.

Plan is working with LNGOs FAWE, ADV and DEC so as to address the issue of sustainability issues

### **Coordinated work /synergy with project stakeholders**

Plan has been working with different stake holders for the realization of project objectives. The smooth interaction with Bureau of Education and women children youth bureau had significant impact on proper utilization of the project. Plan and Bureau of education has organized events of different forums and networking in different areas of the region. These have been seen during hosting of regional girls education forum and regional ECCD network establishment. Besides, Plan has got paramount support from region education bureau in the time of facilitators' manual preparation.

Plan has been working with project intervention woredas smoothly for enhancing quality education. Woreda education offices proactively participated on project identification, implementation, joint project monitoring, conducting capacity building trainings for SMC, PTSA and community at large.

Plan's synergetic effort with Local NGO partners Development Expertise Centre, Addis development vision and FAWE enhanced Plan regional programing which focused on reaching as many children as possible. Plan has got innovative works in the field of education from these organizations. Some of these innovative works are: Gender based pedagogy, student lead sanitation, education information management system and inclusive education.

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### **Auditing**

All projects implementations including financial management of the projects were audited every year by external auditors. Since most of projects ( Girl power, PAGES, ECCD and star schools) have been implemented by most of PIE program areas ( Amhara PA, Oromia PA, A,A PA and SNNP PA) . The auditing processes were handled by Plan

Country office. The external audit reports confirmed that Plan has done better financial transactions.

### **Materials management**

PIE gives profound attentions for proper handling and handing over of projects materials. In this regards, materials inventory conducted every year. Attempts have been done to hand over materials to end users, schools. Trainings have been conducted for schools on material management through our LNGO partners.

### **Human/technical resources**

To successfully deliver these program competencies in the area of community mobilization, research and documentation, advocacy and networking, child psychology, communication, partnership, parenting, nutrition and pedagogy was required. In this regards, one ECCD program coordinator with M.A degree in social psychology and one education program coordinator with M.A degree in rural development were assigned to facilitate different education projects. Both coordinators worked proactively with government and LNGO partners for the realization of the program objectives.

### **Challenges**

- The agreement modality that PA entered with both Government sector (BoFED, WCYA and BoED) and Partners (ADV and DEC) created challenges during reporting of narrative and financial performance. The agreements posed double counting in both financial and activities report.
- PIE's commitment Vs our resources (financial)
- Due to lack of sponsorship budget Plan International Ethiopia has made project agreement refreshment with signatory sectors for Lalibela town administration,,Lasta , Ebinat woredas of Amhara region.
- Nature and type of ECCD centre: community demand, government standard and plan's approach

- Delay in liquidation of the transferred budget by partners and low project implementation report especially by government partners
- High turnover of professionals had negative impact on project sustainability

### **Attempted solutions for the above challenges**

- Discussion was made with BoFED and other signatory sectors on entering refreshed agreement So as to get grant budget from different donors for implementation of the remaining project activities different concept notes have
- Even though Plan has tried to solicit budget for Ebinat woreda, donors' interest inclined to the other three intervention woredas. Plan has assigned sponsorship budget for Ebinat , Lasta and Lalibela Town Administration woredas so as to accomplish project activities based on the refreshed agreement. In this case, all project activities have been implemented successfully
- Capacity building training render by our finance department for both government and LNGO partners on proper financial management. Currently, the problem is subsided significantly.

### **Lesson Learnt**

While implementing different projects in different intervention areas, we have learned the following lessons;

- Continuous community consultations enhanced community participation and contributions in ECCD center and school constructions
- The strong linkages made between ECCD centers and primary schools increased the supports and engagements of primary school teachers and principals in ECCD program. Primary school teachers and principals coached center facilitators and shared resources for fencing of ECCD centers and security guards
- Involvement of the mass media in introducing plan's ECCD approach will scale up ECCD implementation through the region

- Working closely with teachers improved their preparation and facilitation skills and hence improved the learners' participation on the learning activities. By this, the numbers of off task students were reduced.
- Accessing schools with ICT tools have enabled teachers to use modern learning technologies. It also improved the students' computer skills and behavior.
- Giving discussion time for the students have created competitions among students to participate on the learning activities;
- Capacitating school management team has helped them to support schools in a better ways.
- Raising communities' awareness has enhanced their participations in various aspects
- Working proactively on Gender Responsive Pedagogy enhance addressing girls education at all levels
- Working with Regional Education medias found very crucial for disseminating messages on girls education
- Working with colleges of teachers of education has paramount contribution for all rounded development of children.
- Working with LNGO partners has increased Plan's areas of intervention and promotes an enabling environment for community development by utilizing partner's technical strength and expertise.
- Working with the Region Education and women children and youth bureaus contribute to effective service delivery. The projects/programme will increase collaboration, participation and involvement of sector partners at all levels.
- Role modeling , women who have graduated and have better positions in government and LNGO sectors were invited to share their ups and downs during their school life to school children where there first attended their primary education in the same school as important role model.

### **Summary and conclusion**

Plan has been proactively working so as to address the agreement entered with signatories. Plan has worked with smooth interaction with all stakeholders for project.

Most of implementations have been carried out in the collaboration of our LNNGO partners and government offices partners. Community participation in all project intervention was so high. It is possible to reach as many children as possible.

Plan has given profound attention for government education policy and strategies so as to address quality education issues.

As it has been seen from the below activity and budget tables most of activities have been accomplished according to the plan in three intervention woredas , Lasta, Lalibela town administration and Bahir Dar zuria. Plan intervention in Ebinat woreda is too low. Plan attempt to solicit grant budget for Ebinat woreda is not successful for the very reasons that donors inclined to work with the above woredas . In this regards, Plan would like to make agreement refreshment that entered with Ebinat woreda

Due to the strategically shift of Amhara region education bureau on ABE (Alternative Basic Education) , Activities and budgets planned to non-formal education could not accomplished. The allocated budgets have been shifted to other activities.

In general Plan endeavors for enhancing quality education was highly recognized by Amhara region Education Bureau, North wollo education office, West Gojjam Zone zone education offie, Lasta woreda education office, Lalibela Town Administration education office and Bahir Dar Zuria education office. In this project time, Plan has got two certificates from Amhara region education bureau and one certificate from each zones and three intervention woredas for its paramount contribution in the education sector.

